

**Pennsylvania
Early Learning**

*Keys to
Professional
Development*

PROFESSIONAL DEVELOPMENT RECORD

PROFESSIONAL DEVELOPMENT RECORD

FOR: _____
(Name)

- **To think about yourself as a professional early childhood or school-age educator**
- **To determine what you need to know and be able to do when working with children and families**
- **To plan your career development**
- **To create a record of your accomplishments and history in the early childhood education and school age fields**

Funding provided by the Office of Child Development, Pennsylvania Department of Public Welfare. Additional copies can be obtained from the PA Keys to Professional Development website at www.pakeys.org or by calling (800) 284-6031.

THE IMPORTANCE OF PROFESSIONAL DEVELOPMENT FOR THE EARLY CHILDHOOD AND SCHOOL-AGE PROFESSIONAL

The Pennsylvania Keys to Professional Development wants to recognize and promote career advancement among those working in early childhood and school-age education. As a practitioner, it is important for you to track your growth and development. Professional development opportunities enhance the skills and knowledge of practitioners to improve the quality of learning experiences for Pennsylvania's children. This booklet will help you to track your professional development and identify the knowledge and skills that you have acquired as a result of your experience and participation in continuing education. It will help you to manage your career in the early childhood and school-age profession.

Numerous studies have shown that well-educated, skilled practitioners are the key to high quality programs for children. To provide high quality experiences for children in early childhood and school-age programs, practitioners must have specific knowledge and skills. They must be able to work with their colleagues and grow professionally.

Practitioners need to know:

- How children grow and develop.
- How children can be safe, feel secure, and remain healthy.
- How children's families support their lives.
- How and why children's development is assessed.
- How to value and support the diversity of the children, their families, and the staff.
- How to promote communication between children, practitioners, families, and community resources.
- How to understand and follow a professional code of ethics.

Directors and Administrators need to know:

- How to create efficient management systems that ensure high quality programs and support staff
- How to create learning environments that promote optimal child development.
- How to create a learning community for staff in which professional development is encouraged and supported.
- How to develop partnerships with families, community resources, and other sources of support.

Early childhood and school-age professionals are expected to regularly take advantage of professional development opportunities to advance skills and promote quality environments for children. (*Pennsylvania Code Title 5, Public Welfare, Chapter 3270 for Child Day Care Centers, Chapter 3280 for Group Child Day Care Homes, Chapter 3290 for Family Child Day Care Homes.*) Directors and administrators are expected to promote professional development by supplying opportunities that support the individual needs of staff and by participating in professional development opportunities themselves.

USING YOUR INDIVIDUAL PROFESSIONAL DEVELOPMENT RECORD

This Professional Development Record (PDR) should be used to keep an account of all the education that you complete for your professional growth and development. Section I enables you to list your employment history. Section II allows you to record prior professional development activities as well as activities you participate in once you begin using this PDR. Section III enables you to assess your knowledge and skills and relate your professional development to the competency areas within the Core Body of Knowledge (CBK). Section IV provides you with the means to write out your planned and emergent annual professional development opportunities.

This Professional Development Record has incorporated competencies corresponding to the Child Development Associate (CDA) Credential from the Council for Early Childhood Professional Recognition and the Pennsylvania School-Age Professional Credential. This Professional Development Record can assist you in completing the competency-based assessment process for the CDA and School-Age Professional Credential.

IN SECTION I of this PDR, list your employment history. This should include the agencies and organizations where you have been employed, including your current employment situation. You should list the name, address, and phone number for each place of employment. Also indicate the time period of your employment, position or title, and salary if you choose.

IN SECTION II of this PDR, record your educational degrees and certifications, awards and achievements, and any clearances you may have. Also, track and record your required and other professional development experiences. For each experience you list, please record the following: the professional development you take numbered in sequential order, competency code from the Core Body of Knowledge, title and date of course, professional development instructor/organization, number of actual hours (this does not include breaks, lunches or travel), and type of hours, CEUs*, Credential Work**, Act 48 or college credits earned (if applicable). There is also a form to complete indicating completion of Keystone STARS professional development requirements.

* A CEU is a Continuing Education Unit; this is a nationally recognized unit of measurement used to quantify continuing education and professional development activities, usually granted by an accredited institution of higher education, which will provide a certificate to the individuals who are awarded CEUs as a result of their participation.

** Credential work includes the CDA (Child Development Associate credential), School-Age Professional Credential, and the Director Credential.

*** Act 48 refers to continuing professional development requirements for educators holding PA public school certification.

IN SECTION III, this PDR is divided into the eight “core knowledge areas” of the Pennsylvania Core Body of Knowledge. Each one describes the specific knowledge and skills (competencies) that are required by practitioners at different levels to provide quality experiences for children. For each of the specific competencies:

Complete the “Pre-Assessment” column when you begin using this Professional Development Record. You can complete this on your own or work with your supervisor to complete it. For each competency statement, indicate your current knowledge and/or ability and whether you need additional professional development. Use a scale of B=Beginning, D=Developing, M=Mastery, or write NA:

B (Beginning) = You need more information in this area.

D (Developing) = You have some knowledge and skill in this area, but would like to learn more.

M (Mastery) = You have the knowledge and skill in this area and do not require additional professional development at *this* time.

NA = This statement does not apply to you.

Specify the professional development that you participate in that corresponds to the knowledge area and competency level. You only need to specify the “PD Number” of the event you listed in Section II (i.e., PD #3, #16, etc.) that was coded for this knowledge area and competency level. Space is provided so that you can record more than one event for each competency level. When you engage in any professional development sponsored through the PA Keys to Professional Development, it will be coded to match the knowledge area and competency level. If you participate in education that is not coded in this manner, you can get help by calling your Regional Key.

IN SECTION IV, this PDR provides you with a form to write out your annual professional development plan and to evaluate what you accomplished at the end of the year. Through personal reflection and discussion with your supervisor, identify areas and competencies in which you have demonstrated competency and those areas in which you need more education, information, or guidance. Using this form will help you to identify the knowledge and skill areas where you need professional development. Your plans should be developed on an annual basis and evaluated at the end of the year to determine if your professional development goals were achieved. Knowing this will assist you in putting together your next annual professional development plan. Some plans may be multi-year. This section of the PDR also provides a format to record required Keystone STARS professional development at each STAR level.

Your Professional Development Record belongs to you! It is an important record of your growth and development as an early childhood educator. Take it with you if you change jobs or positions.

SECTION I: Employment History

List the information for the agencies and organizations for each place of employment. Be sure to add a new listing when your job title or job description changes. If you operate your own home-based program, put your name where it asks for “Facility Name” and indicate “Self-employed HBC.” Start with your first place of full-time or part-time employment and end your list with your present or most recent employer.

Facility Name	Hourly or yearly <i>Starting Salary</i> to <i>Ending Salary</i>
Supervisor/Contact Person	Job Title or Position
Address	Job Description
Telephone ()	
Employed From <i>Month/Year</i> to <i>Month/Year</i>	Reason for Leaving

Facility Name	Hourly or yearly <i>Starting Salary</i> to <i>Ending Salary</i>
Supervisor/Contact Person	Job Title or Position
Address	Job Description
Telephone ()	
Employed From <i>Month/Year</i> to <i>Month/Year</i>	Reason for Leaving

SECTION I: Employment History (Cont.)

Facility Name	Hourly or yearly <i>Starting Salary</i> to <i>Ending Salary</i>
Supervisor/Contact Person	Job Title or Position
Address	Job Description
Telephone ()	
Employed From <i>Month/Year</i> to <i>Month/Year</i>	Reason for Leaving

Facility Name	Hourly or yearly <i>Starting Salary</i> to <i>Ending Salary</i>
Supervisor/Contact Person	Job Title or Position
Address	Job Description
Telephone ()	
Employed From <i>Month/Year</i> to <i>Month/Year</i>	Reason for Leaving

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SECTION II: Professional Development History

In this section, you can record your previous professional development activities that you want to track. **Please note that you should retain all educational records, certificates, and transcripts. You may want to keep them in this Professional Development Record.** This creates a professional development portfolio for you to document your progress.

Educational Degrees and Certifications

Please list your current educational degrees and certifications in the space provided below.

Name of School	Location of School	Major Field/Area of Certification	Year of Graduation or Certification	Degree/Certificate
			Starting date - Ending date	
			Starting date - Ending date	
			Starting date - Ending date	
			Starting date - Ending date	
			Starting date - Ending date	

Awards and Achievements

Please list any awards or achievements in the space provided below.

Name of Award/ Achievement	Description of Award/Achievement	Granting Organization	Year Received

Clearances

Please list your clearances in the space provided below indicating the date when the clearance was received. You will be required to keep clearances current if you switch facilities.

CLEARANCE	Date Received	Date Received	Date Received	Date Received
Act 33 / Criminal Record Clearance				
Act 34 / Child Abuse Clearance				

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Required Professional Development

What professional development have I completed to maintain or advance in the Keystone STARS program?

Reminder: Pediatric First Aid is above and beyond the annual clock hours needed for Designation so will not be counted towards those required hours. Also, remember that each STAR Level builds upon the previous level.

Family Day Care Home

Write in the date you completed the following required professional development activities. Shaded boxes are not required for that STAR Level.						
STARS Requirement	First-Aid	Core Series				
FDCH STAR One						
FDCH STAR Two						
FDCH STAR Three						
FDCH STAR Four						

Group Homes and Centers

	First Aid	Core Series	Orientation	Fire Safety	Common Illnesses	
GH STAR One						
GH STAR Two						
GH STAR Three						
GH STAR Four						
	First Aid	Core Series	Common Illnesses	Observation/ Inclusive Practices/ERS	Curriculum/ Assessment/ Learning Standards	Child Abuse (Director Only) Orientation (Staff Only)
C/HS STAR One						
C/HS STAR Two						
C/HS STAR Three						
C/HS STAR Four						

PRIOR AND ONGOING PROFESSIONAL DEVELOPMENT EXPERIENCES

Use this form to record your prior and ongoing professional development.. **First, list the professional development activities (e.g., workshops, college courses, and mentoring activities) that you participated in prior to your use of this Professional Development Record. Then, record the activities that you participate in from the date you begin using this Professional Development Record.** For each experience, please record the following: *the activity numbered in sequential order, competency code, title and date of activity, professional development instructor/organization, number of actual hours (this does not include breaks, lunches, or travel), and type of hours (if applicable).*

PD Number	Competency Code	Title of Professional Development	Date	Professional Development Instructor/ Organization	No. of Hours	If applicable, indicate type of hours		
						CEU/ Act 48	Credential work	College Credit
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

Prior and Ongoing Education and Professional Development Experiences (Cont.)*

PD Number	Competency Code	Title of Professional Development	Date	Professional Development Instructor/ Organization	No. of Hours	If applicable, indicate type of hours		
						CEU/ Act 48	Credential work	College Credit
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								

** Enter the professional development numbered in sequential order from the page prior to this one.*

Duplicate this page as needed.

Other Professional Development Experiences

Use this form to record other professional development experiences (e.g., reading, watching educational videos, professional organization membership, etc.) that you participate in. For each activity please record the following: *title and/or type of activity (e.g., book/title of book, video/title of video, type of participation in a professional organization, etc.), the date or dates during which the activity took place, and what you gained as result of the activity (e.g., new practices, new theory, classroom ideas, etc.).*

Title and/or Type of Activity	Date	What did you gain from participating in this activity?

Duplicate this page as needed

SECTION III: Core Body of Knowledge/Competency Areas

Section III is divided into the eight “core knowledge areas” of the Pennsylvania Core Body of Knowledge:

Knowledge Area 1 Child Growth & Development
Knowledge Area 2 The Environment, Curriculum & Content
Knowledge Area 3 Families in Society
Knowledge Area 4 Child Assessment
Knowledge Area 5 Communication
Knowledge Area 6 Professionalism & Leadership
Knowledge Area 7 Health, Safety & Nutrition
Director’s Knowledge Area 8 Program Organization and Administration
Home-based Provider’s Knowledge Area 8 Program Organization and Administration

This set of core competencies are linked to the learning standards that need to be mastered by all those working with children to facilitate child learning and development and to work effectively with families. For each of the specific competencies:

Complete the “Pre-Assessment” column when you begin using this Professional Development Record. You can complete this on your own or work with your supervisor to complete it. For each competency statement, indicate your current knowledge and/or ability in these areas and whether you need additional professional development. Use a scale of B=Beginning, D=Developing, M=Mastery, or write NA:

B (Beginning) = You need more information in this area.

D (Developing) = You have some knowledge and skill in this area, but would like to learn more.

M (Mastery) = You have the knowledge and skill in this area and do not require additional professional development at *this* time.

NA = This statement does not apply to you.

Specify the professional development that you participate in that corresponds to the knowledge area and competency level. You only need to specify the “PD Number” of the event you listed in Section II (i.e., PD #3, #16, etc.) that was coded for this knowledge area and competency level. Space is provided so that you can record more than one event for each competency level. When you take any professional development sponsored through the Pennsylvania Keys to Professional Development, it will be coded to match the knowledge area and competency level. If you participate in professional development that is not coded in this manner, you can get help by calling your Regional Key.

Individualized Needs of Children

While the competencies in the eight core knowledge areas do not explicitly make reference to children with special needs, whenever reference to “individual children” is made, this includes children with special health, developmental, behavioral, and learning needs, and children with variations in abilities.

KNOWLEDGE AREA 1: Child Growth & Development

Knowledge of how children grow and learn enables practitioners to select learning experiences that combine all domains of children's development (e.g., physical-sensory-motor, social-emotional, and cognitive-intellectual). A safe, healthy, challenging learning environment that promotes children's growth is dependent on an understanding of each child's development. This understanding of child development enhances a practitioner's ability to protect, support, and guide children as they mature and learn.

For each of the competency statements listed for the knowledge area:

Complete the "Pre-Assessment" column when you begin using this Professional Development Record. You can complete this on your own or work with your supervisor to complete it. For each competency statement, indicate your current knowledge and/or ability in these areas and whether you need additional professional development. Use a scale of B=Beginning, D=Developing, or M=Mastery, or write NA:

B (Beginning) = You need more information in this area.

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M (Mastery) = You have the knowledge and skill in this area and do not require additional professional development at *this* time.

NA = This statement does not apply to you.

Specify the professional development that you participate in that corresponds to the knowledge area and competency level. You only need to specify the "Professional Development Number" of the event you listed in Section II (i.e., PD #3, #16, etc.) that was coded for this knowledge area and competency level. Space is provided so that you can record more than one event for each competency level. When you engage in any professional development sponsored through the Pennsylvania Keys to Professional Development, it will be coded to match the knowledge area and competency level. If you participate in professional development that is not coded in this manner, you can get help by calling your Regional Key.

Code	Knowledge Area 1: Competency Level 1 Child Growth & Development <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	<i>Example: Identify the different domains of child development.</i>	<i>D</i>	<i>Example: PD #3, #14, #26 ** number from Section II.</i>
K1C1	Identify the different domains of child development.		
	Describe how children develop and learn at different rates and in various ways.		
	Identify individual differences that affect children's growth and development.		
	Describe how play provides opportunities for children to grow and learn.		
	Identify why it is important for childhood programs to partner with families.		
	Identify why a positive regard for children promotes health, learning, and development.		
	Identify the adult factors/interactions that affect a child's development of good communication.		
	Identify the developmental changes that occur during the middle childhood years.		
	Identify the factors that influence the developmental changes during the middle childhood years.		
	Identify the connection between the appropriate Learning Standards (for the age group you work with) and general child growth and development.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

**The number in this column refers to the professional development number from Section II of this booklet.

Code	Knowledge Area 1: Competency Level 2 Child Growth & Development <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1		
K1C2	Create environments that support children in all developmental domains.		
	Apply knowledge of growth, development, and learning to establish appropriate expectations of individual children.		
	Structure experiences based on the needs and interests of individual children.		
	Create play environments that foster communication, problem solving, and creativity.		
	Partner with families to support the continued growth and development of children.		
	Create environments that foster the development of competence and self-confidence.		
	Communicate effectively (e.g., listen attentively and sensitively respond, speak and write clearly, and read fluently) with children.		
	Implement program activities that meet the needs and interests of children in the middle years.		
	Understand how supportive practices in the Learning Standards are adapted based on the child's development		
	Understand typical growth and development and if there are concerns about a child's growth and development, discuss concerns with Director.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

**The number in this column refers to the professional development number from Section II of this booklet.

Code	Knowledge Area 1: Competency Level 3 Child Growth & Development <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2		
K1C3	Assess a program's responsiveness to children's need for warm, caring relationships with adults.		
	Evaluate and adjust programs according to the individual needs and interests of children.		
	Evaluate the play opportunities in the program setting that provide time for children to practice skills and construct knowledge.		
	Analyze the role of the adult as a facilitator in creating, promoting, and sustaining complex play opportunities.		
	Evaluate the effectiveness of the strategies used to build partnerships with families.		
	Analyze how the program supports nurturance and mutual respect among adults and children.		
	Analyze and discuss strategies and skills that employ effective communication practices.		
	Discuss and analyze the programming challenges that confront staff that work with children in the middle years and design a program that meets these challenges.		
	Analyze program activities and opportunities for children in light of all Key Learning Areas in the appropriate Learning Standards to insure a holistic approach covering all domains of learning		
	Analyze a child's growth and development, and if there are concerns from staff and/or families, discuss with family and make appropriate referrals.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

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Code	Director's/Administrator's and Home-Based Practitioner's Knowledge Area 1: Competency Level 2 Child Growth & Development <i>The director/administrator responsible for an early childhood and school-age program will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K1		
D1C2	Create program schedules and curriculum that are responsive to the needs of individual children and families.		
	Structure groupings of children, staff assignments, and transitions that support positive adult-child attachments.		
	Partner with families to learn more about children's individual abilities, interests, and needs.		
	Communicate effectively (e.g., listen attentively and sensitively respond, speak and write clearly, read fluently, and take a positive problem-solving approach) with parents, staff, and other adults.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

**The number in this column refers to the professional development number from Section II of this booklet.

Code	Director's/Administrator's Knowledge Area 1: Competency Level 3 Child Growth & Development <i>The director/administrator responsible for an early childhood and school-age program will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K1		
D1C3	Assess program's responsiveness to individual needs of children and families.		
	Evaluate the attention given to all developmental domains in program curriculum.		
	Analyze how the program currently communicates with and supports families, and discuss ways to improve communication.		
	Assess ways that program schedules and children's transitions to new classrooms or programs could better support positive practitioner-child attachments.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

**The number in this column refers to the professional development number from Section II of this booklet.

Code	Home-based Practitioner's Knowledge Area 1: Competency Level 2 Child Growth & Development <i>The home-based practitioner working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K1		
H1C2	Create program schedules and curriculum that consider needs of individual children, the children's families, and the caregiver's household.		
	Structure spaces, schedules, assistants/substitutes, and transitions to meet the various needs, interests, and ability levels of each child in a mixed age group.		
	Recognize value of mixed-age play.		
	Meet needs of own children and needs of other children in program - avoid either/or thinking.		
	Communicate effectively (e.g., listen attentively and sensitively respond, speak and write clearly, read fluently, and take a positive problem-solving approach) with parents, assistants, and substitutes if present. Recognize special character of home practitioner-to-parent communication, effectively blending the direct practitioner and program policymaker roles, and seek professional support as needed.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

**The number in this column refers to the professional development number from Section II of this booklet.

Code	Home-based Practitioner's Knowledge Area 1: Competency Level 3 Child Growth & Development <i>The home-based practitioner working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K1		
H1C3	Assess program's responsiveness to individual needs of children and families, including provider's children and family.		
	Evaluate the attention given to all developmental domains in program curriculum.		
	Analyze how the practitioner currently communicates with and supports families, and discuss ways to improve communication.		
	Assess ways that enrollment patterns, transitions to and from other programs, and use of assistants/ substitutes could better support positive practitioner-child attachments.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

**The number in this column refers to the professional development number from Section II of this booklet.

KNOWLEDGE AREA 2: The Environment, Curriculum & Content

Early childhood education and school-age programs involve planning and implementing learning experiences that promote children's growth in all developmental domains. Content areas or developmental domains are defined by the age appropriate learning standards. Children explore their environment and engage in learning as they interact with others and with the materials around them. They observe, communicate, play, create, construct, listen to stories, read, write, paint, draw, and begin to make sense of the people and things in their world. It is important that the environment be individually and culturally appropriate and reflective of the diversity of the children and families enrolled. Early childhood and school-age educators choose and implement a curriculum. Curriculum is defined as a body of material that defines the content to be taught and the methods to be used. It includes goals, experiences, materials, and staff and parent roles. Curriculum is supported through observation of the interactions of adults and children to discover children's needs, abilities, and interests, and through carefully selected learning experiences and materials.

For each of the competency statements listed for the knowledge area:

Complete the "Pre-Assessment" column when you begin using this Professional Development Record. You can complete this on your own or work with your supervisor to complete it. For each competency statement, indicate your current knowledge and/or ability in these areas and whether you need additional professional development. Use a scale of B=Beginning, D=Developing, or M=Mastery, or write NA:

B (Beginning) = You need more information in this area.

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M (Mastery) = You have the knowledge and skill in this area and do not require additional professional development at *this* time.

NA = This statement does not apply to you.

Specify the education and professional development that you participate in that corresponds to the knowledge area and competency level. You only need to specify the "Professional Development Number" of the education or professional development event you listed in Section II (i.e., PD #3, #16, etc.) that was coded for this knowledge area and competency level. Space is provided so that you can record more than one professional development event for each competency level. When you take any professional development sponsored through the PA Keys to Professional Development, it will be coded to match the knowledge area and competency level. If you participate in education or professional development that is not coded in this manner, you can get help by calling your Regional Key.

Code	Knowledge Area 2: Competency Level 1 The Environment, Curriculum & Content <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	<i>Example: Define ways in which physical space and materials influence children.</i>	<i>B</i>	<i>Example: #4, #9 ** PD number from Section II.</i>
<h1 style="text-align: center;">K2C1</h1>	Define ways in which physical space and materials influence children.		
	Name ways in which the environment maximizes children's potential to acquire knowledge.		
	Name strategies that support children's competence and self-worth.		
	Identify concepts and skills in each content area.		
	Identify ways in which children acquire knowledge in the content areas.		
	Match program content and activities with individual learning goals.		
	Describe ways to provide positive guidance and respect for children.		
	Identify ways to foster school-age children's competence.		
	Name strategies the adult could use to support each of the Standards within Key Learning Areas in the appropriate Learning Standards.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

**The number in this column refers to the professional development number from Section II of this booklet.

Code	Knowledge Area 2: Competency Level 2 The Environment, Curriculum & Content <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level I		
K2C2	Create a learning environment based on children's ages, abilities, and interests.		
	Modify programs based on the needs and interests of the children.		
	Recognize the presence and absence of the elements of a supportive and healthy environment.		
	Demonstrate understanding of when and how content knowledge can be introduced to children.		
	Create environments based on how children acquire knowledge in the content areas.		
	Create opportunities for children to engage in activities that allow them to achieve individual learning goals.		
	Implement strategies for children to learn appropriate social skills and to feel valued in the group.		
	Solicit and suggest activities that engage school-age children in service learning opportunities and leadership roles.		
	Provide environments that encourage responsibility and self-discipline.		
	Provide activities that support age-appropriate Learning Standards.		
	Implement the intervention strategies and content goals that are spelled out in children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs) and incorporated into daily activities and routines where as many children in the group as possible are involved in these experiences.		
	Demonstrate cooperation with early intervention/special education staff to support inclusion of children with special needs.		

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Code	Knowledge Area 2: Competency Level 3 The Environment, Curriculum & Content <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2		
K2C3	Evaluate environments and activities to determine ways to accommodate individual needs.		
	Analyze skills and strategies and develop ways to extend learning opportunities.		
	Design supportive and healthy environments that are conducive to learning.		
	Assess ways to support individual and group growth and learning in each of the content areas.		
	Analyze environments based on the theories of how children acquire knowledge in the content areas.		
	Evaluate the appropriateness of activities and content in meeting the individual's learning goals and program's objectives.		
	Analyze children's interactions and implement positive guidance strategies to support pro-social behavior.		
	Work with school-age children to build links with the community.		
Analyze how activities support age appropriate Learning Standards.			

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Code	Director's/Administrator's Knowledge Area 2: Competency Level 2 The Environment, Curriculum & Content <i>The director/administrator responsible for an early childhood and school-age program will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K2		
<h1>D2C2</h1>	Create strategies for improving the environment's responsiveness to children's ages, abilities, interests, and home cultures.		
	Modify curriculum-planning strategies to encourage caregivers to use play and social interaction as context for teaching and learning.		
	Demonstrate understanding of how children's age, individual variations from age norms, and social-cultural contexts guide decision-making about best environment, curriculum, and content.		
	Create opportunities to work with staff and parents to generate individual learning goals for children.		
	Provide support to teaching staff to implement the intervention strategies and content goals that are spelled out in children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs) and incorporated into daily activities and routines where as many children in the group as possible are involved in these experiences.		
	Demonstrate cooperation with early intervention/special education staff and their supervisors to support inclusion of children with special needs.		

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Code	Director's/Administrator's Knowledge Area 2: Competency Level 3 The Environment, Curriculum & Content <i>The director/administrator responsible for an early childhood and school-age program will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K2		
D2C3	Develop and implement strategies for documenting children's play-based learning and communicating that learning to families and the community.		
	Analyze program staff's current teaching skills and strategies and develop ways to support and extend their learning.		
	Design supportive systems for ongoing evaluation and continuous quality improvements to the learning environment.		
	Analyze ways to increase all practitioners' abilities to understand and implement positive guidance strategies that support children's pro-social behavior.		

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Code	Home-based Practitioner's Knowledge Area 2: Competency Level 2 The Environment, Curriculum & Content <i>The home-based practitioner working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K2		
H2C2	Create strategies for improving the environment's responsiveness to varied ages, abilities, and interests of a mixed-age group.		
	Modify curriculum planning strategies to use natural home environments, play, and social interaction as primary context for teaching and learning.		
	Demonstrate understanding of how children's age, individual variations from age norms, and social-cultural contexts guide decision-making about best environment, curriculum, and content.		
	Create opportunities to work with assistants/ substitutes and parents to generate individual learning goals for children.		

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Code	Home-based Practitioner's Knowledge Area 2: Competency Level 3 The Environment, Curriculum & Content <i>The home-based practitioner working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K2		
H2C3	Develop and implement strategies for documenting children's play-based learning and communicating that learning to families and the community.		
	Analyze own current teaching skills and strategies and develop ways to support and extend own learning. Include study of special teaching skills and strategies required to ensure that children experience the potential advantages of mixed-age groupings.		
	Use supportive systems (such as NAFCC accreditation self-study and FDCRS) for ongoing evaluation and continuous quality improvements in the learning environment.		
	Analyze current use of positive guidance strategies that support children's pro-social behavior and ways to improve skills.		

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KNOWLEDGE AREA 3: Families in Society

Understanding that children develop within the context of their families, community, and culture is essential. Healthy child development may take place within many family types. Families may include people who are related by birth, by marriage, through legal guardianship, or simply by affection and concern. It is important for practitioners to understand that within each cultural group, there is diversity, strength, and value. Practitioners must develop skills to establish intentional practices designed to foster and maintain strong reciprocal relationships with diverse families over time.

For each of the competency statements listed for the knowledge area:

Complete the “Pre-Assessment” column when you begin using this Professional Development Record. You can complete this on your own or work with your supervisor to complete it. For each competency statement, indicate your current knowledge and/or ability in these areas and whether you need additional professional development. Use a scale of B=Beginning, D=Developing, or M=Mastery, or write NA:

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Specify the education and professional development that you participate in that corresponds to the knowledge area and competency level.

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Code	Knowledge Area 3: Competency Level 1 Families in Society <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	<i>Example: Describe how families are the primary context for children's development.</i>	<i>M</i>	<i>Example: #10 ** PD number from Section II.</i>
K3C1	Describe how families are the primary context for children's development.		
	Describe the differences in family structure and lifestyles.		
	Identify the supports that families need in raising children.		
	Define ways to positively partner with families.		
	Describe the value of home language skills.		
	Identify ways that similarities between child and staff cultural backgrounds enhance learning.		
	Give examples of ways to assist families making transitions.		
	List reasons to foster continuity between home and childhood programs.		
	Describe how to regularly communicate with families.		
	Identify the ethical and legal reasons to respect family privacy.		
	List some stressors and crises that affect families and children.		
	Recognize (and report as required by law) signs of abuse and neglect.		
Identify strategies to support each of the Standards in the Key Learning Area that relates to families.			

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Code	Knowledge Area 3: Competency Level 2 Families in Society <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1		
K3C2	Apply understanding of the cultural context when planning children’s experiences.		
	Recognize variations in parenting styles.		
	Practice forms of family communication that support families in their parenting.		
	Partner with families to assist in making transitions.		
	Structure opportunities for families to be involved in planning, participating, and evaluating their children’s program.		
	Include feedback received from families in planning children’s experiences.		
	Create environments that reflect the lives of families, children, and cultures.		
	Modify communication and planning methods to ensure respect for family needs.		
	Apply understanding of privacy and confidentiality issues to real-life situations, including reporting signs of child abuse and neglect.		
	Find community resources that can help families and children experiencing stress or crises.		
	Employ various strategies identified in the learning standards and within the program to create reciprocal relationships with parents and families.		
	Use a variety of communication links between the school, the family and the program.		

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	All of Level 1 and Level 2		
K3C3	Evaluate a variety of ways to incorporate the different cultural contexts of children into the daily program.		
	Analyze ways to support families in various stages of parenting.		
	Evaluate programs for children from a cross-cultural perspective.		
	Analyze ways and implement strategies to connect and engage families with community agencies and schools.		
	Involve families in all aspects of the program, including decision-making.		
	Analyze ethical dilemmas in family support, engagement, and partnerships.		
	Evaluate various family stressors and crises and make appropriate referrals, responses, and program adaptations.		
	Evaluate and adjust professional practices to improve family communication and build partnerships.		
	Assess your role as community leader in working with families, community agencies, and schools.		
	Assess supportive practices employed by the program, addressing each of the learning standards in the Key Learning Area that relates to families.		

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Code	Director's/Administrator's Knowledge Area 3: Competency Level 2 Families in Society <i>The director/administrator responsible for early childhood and school-age programs will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K3		
D3C2	Apply understanding of the cultural context when hiring staff and structuring staff-child groupings.		
	Apply understanding of privacy and confidentiality issues to real-life situations, including development of program policy, staff professional development, and record keeping systems.		
	Create or select materials that can help families and children experiencing stress or crisis find and use community resources.		
	Create multiple strategies for involving families in the program while respecting variations in each family's interest and ability to engage in any one strategy.		

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Code	Director's/Administrator's Knowledge Area 3: Competency Level 3 Families in Society <i>The director/administrator responsible for an early childhood and school-age program will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K3		
D3C3	Evaluate ways the program currently incorporates the different cultural contexts of children into the daily program and develop mechanisms for continuous attention and adaptation.		
	Analyze the roles of each program staff member in providing support to families.		
	Analyze ways to address current family issues such as divorce, child abuse, domestic violence, and inclusion of children with disabilities as influenced by family culture.		
	Involve families in all aspects of the program including decision-making.		
	Assess the program director's/administrator's role as community leader in working with families, community agencies, and schools.		

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Code	Home-based Practitioner's Knowledge Area 3: Competency Level 2 Families in Society <i>The home-based practitioner working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K3		
H3C2	Apply understanding of each child's cultural context when planning daily schedules, activities, and environment.		
	Apply understanding of privacy and confidentiality issues to real-life situations, including development of program policy, formal and informal family communication, and record keeping systems.		
	Create materials that can help families and children experiencing stress or crisis find and use community resources.		
	Create multiple strategies for involving families in the program while respecting variations in each family's interest and ability to engage in any one strategy.		

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Code	Home-based Practitioner's Knowledge Area 3: Competency Level 3 Families in Society <i>The home-based practitioner working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K3		
H3C3	Evaluate ways the program currently incorporates the different cultural contexts of children into the everyday environment and routines, while retaining the authenticity of a home-based environment. Develop mechanisms for continuous attention and adaptation.		
	Analyze the roles of the provider as primary caregiver and assistants/substitutes in providing support to families.		
	Analyze ways to support families dealing with issues of divorce, child abuse, domestic violence, and inclusion of children with disabilities as influenced by family culture.		
	Involve families in all aspects of the program including decision-making.		
	Assess the home-based caregiver's role as community leader in working with families, community agencies, and schools.		

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KNOWLEDGE AREA 4: Child Assessment

Child assessment encompasses those procedures used to obtain valid and reliable information about an individual child's development. It includes information about growth, achievement levels, and levels of acquired knowledge, learning styles, interest, experiences, understandings, skills and dispositions. Assessment provides the information needed for appropriate curriculum planning. It also helps to identify developmental delays and provides information to share with parents. Assessment will influence decisions about strategies for fostering the development and learning of children. Developing skill in gathering information including observing children and evaluating assessment information requires familiarity with developmental assessment techniques and opportunities to gain experience in assessment procedures. The assessment process should also allocate time for sharing with the family and others involved with the child at which time family perspectives are acknowledged.

For each of the competency statements listed for the knowledge area:

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Code	Knowledge Area 4: Competency Level 1 Child Assessment <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	<i>Example: List reasons to keep written records of observations of children.</i>	<i>D</i>	<i>Example: #2, #15 ** PD number from Section II.</i>
K4C1	List reasons to keep written records of observations of children.		
	Be familiar with various techniques of recording observations of children.		
	Collect and label samples of children's work.		
	Describe ways to use information from child assessment in planning children's environments and learning experiences.		
	Identify ways to engage older children in self-assessment activities.		
	Recognize an IEP, IFSP, or care plan for a child with special needs, know its purpose, and implement its plans as directed.		
	List community resources and services that can help families with special needs.		

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Code	Knowledge Area 4: Competency Level 2 Child Assessment <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1		
K4C2	Use various techniques for creating written records of children's play and work.		
	Modify environments, curriculum plans, and adult-child interactions based on observations of children.		
	Adapt observing and recording techniques to reduce bias.		
	Participate as part of a team in the development of an IEP, IFSP, or care plan for children with special needs.		
	Select appropriate community resources for referrals.		
	Consistently maintain confidentiality and respect family privacy, except for reporting signs of child abuse or neglect.		
	Participate in the ongoing assessment process and participate in the development of IFSP and IEP goals and objectives for children with special needs.		

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Code	Knowledge Area 4: Competency Level 3 Child Assessment <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2		
K4C3	Evaluate observation techniques and select those most suited to particular children, situations, and goals.		
	Select, evaluate, interpret, and integrate formal and informal assessment instruments.		
	Evaluate and adjust assessment information to eliminate bias.		
	Design methods for improving assessment procedures and for using assessment to improve professional practices.		
	Take leadership role in a program's use of child assessment to develop IEPs, IFSPs, or care plans for children with special needs and to improve staff practices.		
	Evaluate and adjust professional practices to improve family communication and build partnerships based on child assessment and shared decision making.		

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Code	Director's/Administrator's Knowledge Area 4: Competency Level 2 Child Assessment <i>The director/administrator responsible for early childhood and school-age programs will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K4		
D4C2	Modify planning methods and forms to encourage staff use of child observation in decision-making about curriculum and teaching strategies.		
	Select effective methods of staff professional development in observing and recording techniques to reduce bias.		
	Create and maintain information on appropriate community resources for referrals.		
	Consistently monitor confidentiality and respect family privacy, except for reporting signs of child abuse or neglect.		
	Support the teaching staff to meaningfully participate in the ongoing assessment process and participate in the development of IFSP and IEP goals and objectives for children with special needs.		

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	All of Level 1, Level 2, and Level 3 in K4		
D4C3	Select, evaluate, interpret, and integrate various curriculum, planning, observation, and assessment tools.		
	Evaluate curriculum and assessment methods and information to identify and eliminate bias.		
	Design staff development plan for improving assessment procedures and for using assessment to improve professional practices.		
	Design and use surveys, interviews, and other methods to improve family communication and build partnerships for effective child assessment and shared decision making.		
	Crosswalk child assessment tool with the ELS to identify gaps.		

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	All of Level 1 and Level 2 in K4		
H4C2	Modify planning methods and forms to use child observation in decision-making about daily schedules, activities, and teaching strategies.		
	Select and use observing, recording, and assessment techniques that reduce risk of bias.		
	Create and maintain information on appropriate community resources for referrals.		
	Consistently monitor confidentiality and respect family privacy, except for reporting signs of child abuse or neglect, in self and assistants/substitutes.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

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	All of Level 1, Level 2, and Level 3 in K4		
H4C3	Evaluate effective integration of curriculum, planning, observation, and assessment tools.		
	Evaluate curriculum and assessment methods and information to identify and eliminate bias.		
	Design assessment procedures to both assess children’s development and to improve caregiver’s own professional practices.		
	Design and use formal and informal, written and verbal systems to improve family communication and build partnerships for effective child assessment and shared decision making.		

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KNOWLEDGE AREA 5: Communication

Effective communication provides the basis for successful working relationships and a secure, language-enriched, and stimulating environment for the children. Communication takes place between children, adults and children, practitioners and families, and all adults involved in early childhood education and related services. It includes speaking, signing, listening, reading, writing, the arts, body language, and, for some, the use of augmentative communication devices. Communication is essential to convey feelings, ideas, knowledge, and to resolve differences.

For each of the competency statements listed for the knowledge area:

Complete the “Pre-Assessment” column when you begin using this Professional Development Record. You can complete this on your own or work with your supervisor to complete it. For each competency statement, indicate your current knowledge and/or ability in these areas and whether you need additional professional development. Use a scale of B=Beginning, D=Developing, or M=Mastery, or write NA:

B (Beginning) = You need more information in this area.

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M (Mastery) = You have the knowledge and skill in this area and do not require additional professional development at *this* time.

NA = This statement does not apply to you.

Specify the education and professional development that you participate in that corresponds to the knowledge area and competency level. You only need to specify the “PD Number” of the education or professional development event you listed in Section II (i.e., PD #3, #16, etc.) that was coded for this knowledge area and competency level. Space is provided so that you can record more than one professional development event for each competency level. When you take any professional development sponsored through the PA Keys to Professional Development, it will be coded to match the knowledge area and competency level. If you participate in education or professional development that is not coded in this manner, you can get help by calling your Regional Key.

Code	Knowledge Area 5: Competency Level 1 Communication <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	<i>Example: Define the elements that characterize effective communication.</i>	<i>B</i>	<i>Example: #7, #13, #31 ** PD number from Section II.</i>
K5C1	Define the elements that characterize effective communication.		
	Participate in discussions about planning programs to meet children's needs.		
	Describe how staff can support communication that can be understood by each recipient.		
	List examples of an environment that provides opportunities to support and extend children's communication skills.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

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Code	Knowledge Area 5: Competency Level 2 Communication <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level I		
K5C2	Use communication effectively (e.g., oral, written, signing, and/or assistive devices, as appropriate).		
	Contribute significantly to group discussion and decision-making.		
	Demonstrate on a regular basis communication in a language or other symbolic medium that can be understood by each recipient.		
	Create a supportive environment providing daily opportunities to build and extend children's communication skills.		

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Code	Knowledge Area 5: Competency Level 3 Communication <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2		
K5C3	Evaluate and develop strategies to overcome barriers to communication.		
	Plan and implement group discussion and decision-making.		
	Analyze developmental and cultural appropriateness of communication and adapt approaches to meet individual needs of each recipient.		
	Evaluate, test, and adjust approaches used to create a supportive environment to enhance communication.		

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Code	Director's/Administrator's Knowledge Area 5: Competency Level 2 Communication <i>The director/administrator responsible for an early childhood and school- age program will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K5		
D5C2	Use resources to communicate and negotiate across potential cultural and linguistic barriers (e.g., both verbal and print messages, translation into primary family language, signing, and/or assistive devices, as appropriate).		
	Take a leadership role in group discussion and decision-making.		
	Demonstrate communication practices that build positive director-staff and director-family relationships, such as careful and responsive listening.		
	Consider strategies that support children's communication of interests and needs to families and staff.		
	Create a supportive environment providing daily opportunities to build and extend staff communication skills.		

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Code	Director's/Administrator's Knowledge Area 5: Competency Level 3 Communication <i>The director/administrator responsible for an early childhood and school-age program will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K5		
D5C3	Develop strategies to evaluate adult-adult, adult-child, and child-child communication patterns and barriers.		
	Plan and implement strategies for team discussion and decision-making.		
	Analyze developmental and cultural appropriateness of communication with families and adapt approach to meet individual needs.		
	Evaluate the availability and quality of books and materials for writing, reading, listening, and drawing in children's environments.		
	Develop and work with host agencies, sponsors, boards, and advisory groups where applicable.		
	Use technology as an effective communication tool.		

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Code	Home-based Practitioner's Knowledge Area 5: Competency Level 2 Communication <i>The home-based Practitioner working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K5		
H5C2	Use resources to communicate and negotiate with children and families across potential cultural and linguistic barriers (e.g., both verbal and print messages, translation into primary family language, signing, and/or assistive devices, as appropriate).		
	Take a constructive, problem-solving leadership role in parent-teacher discussion and decision-making.		
	Demonstrate communication practices that build positive relationships with children and adults, such as careful and responsive listening.		
	Create a supportive environment that helps children and adults express their own feelings and understand others.		

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Code	Home-based Practitioner's Knowledge Area 5: Competency Level 3 Communication <i>The home-based practitioner working in the early childhood and school-age fields will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K5		
H5C3	Develop strategies to evaluate adult-adult, adult-child, and child-child communication patterns and barriers.		
	Plan and implement strategies for team discussion and decision-making where appropriate (adult-adult, adult-child, and child-child).		
	Analyze developmental and cultural appropriateness of communication with families and adapt approaches to meet individual needs.		
	Evaluate the availability and quality of books and materials for writing, reading, listening, and drawing in children's environments.		
	Communicate effectively with host agencies, sponsors, community groups, and professional networks where applicable.		

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KNOWLEDGE AREA 6: Professionalism & Leadership

Professionalism involves seeking personal growth opportunities, making decisions, and basing program planning and practice on the best professional standards and information available. Professionals are familiar with the standards and information about good practice that are available through a variety of sources such as government regulations, professional associations, scholarly publications, and education institutions. Collaborating and networking with colleagues and other professionals enhances understanding and application of standards, theory, and best practices. Professionals take the responsibility for maintaining safe, healthy, learning, and nurturing environments and for assuring compliance with legal and regulatory safeguards for all children. Professionals make a commitment to ongoing personal and professional growth based on the belief that these lay the foundation for professionalism and leadership in the early childhood or school-age field. They must also understand and follow a professional code of ethics. Professionals advocate for quality programs that provide for the needs of children and families in their community.

For each of the competency statements listed for the knowledge area:

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Code	Knowledge Area 6: Competency Level 1 Professionalism & Leadership <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	<i>Example: Define what it means to be a professional.</i>	<i>D</i>	<i>Example: #5, #22 ** PD number from Section II.</i>
K6C1	Define what it means to be a professional.		
	Describe the basic components of an Ethical Code of Conduct for early childhood and school-age programs.		
	Identify ways to develop professionally.		
	Define how and why advocacy is important.		
	List ways to build partnerships with families, colleagues, and community agencies.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

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Code	Knowledge Area 6: Competency Level 2 Professionalism & Leadership <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1		
K6C2	Demonstrate professional practices when working with families and children.		
	Engage in professional development activities to increase knowledge and skills.		
	Participate in advocacy activities in the community and professionally.		
	Work collaboratively with others to improve childhood programs.		
	Gather and analyze professional experiences for the purpose of preparing a professional development plan.		
	Establishes effective working relationships with K-12 education practitioners to ensure and promote continuity in children's development and learning.		

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Code	Knowledge Area 6: Competency Level 3 Professionalism & Leadership <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2		
K6C3	Assume responsibility for establishing and maintaining a professional environment.		
	Design a professional development plan.		
	Evaluate strategies to support the employment of staff that have education, professional development, and experience specific to job roles and responsibilities.		
	Access and analyze current research and policy relevant to child and youth development and uses information to inform programming.		

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Code	Director's/Administrator's Knowledge Area 6: Competency Level 2 Professionalism & Leadership <i>The director/administrator responsible for early childhood and school-age programs will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K6		
D6C2	Access current professional information through professional reading, professional development, conferences, and networking.		
	Demonstrate ethical behavior, set standards and expectations for staff and act as role model.		
	Participate in advocacy activities in the community.		
	Identify available local, state and national resources that establish regulatory and professional standards for quality programs.		

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Code	Director's/Administrator's Knowledge Area 6: Competency Level 3 Professionalism & Leadership <i>The director/administrator responsible for early childhood and school-age programs will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K6		
D6C3	Create a vision for the program and lead staff in exploring and implementing components of a high quality program for children and families.		
	Assume responsibility for systematically establishing and maintaining a professional, inclusive, collaborative and trusting environment in the workplace.		
	Use the Core Body of Knowledge, Professional Development Record, and other tools to evaluate staff professional development and implement staff development plans that support staff goals and match goals to individual and agency needs.		
	Use regulatory and professional standards to evaluate program outcomes and processes and develop and implement quality improvement plans that respond proactively to changing conditions.		
	Apply organizational theory and leadership styles as they relate to early childhood settings to lead staff through a process of program evaluation, development of a quality improvement plan, and implementation of improvements.		
	Employ a participatory management style that values the knowledge and experience of every staff member.		
	Apply multiple strategies to promote professionalism among staff and improve staff retention.		
	Provide leadership to staff in implementing the program mission through interpretation and communication of philosophical base and steps toward strategic goals, advocating for children, families, staff, and board as needed.		

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Code	Home-based Practitioner’s Knowledge Area 6: Competency Level 2 Professionalism & Leadership <i>The home-based practitioner working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K6		
H6C2	Access current professional information through professional reading, professional development, conferences, and networking.		
	Demonstrate ethical behavior and act as role model for other caregivers.		
	Participate in advocacy activities in the community. Apply knowledge of state and national quality standards to specific situations.		
	Consider multiple strategies to improve professionalism and retention in home-based child care.		

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Code	Home-based Practitioner's Knowledge Area 6: Competency Level 3 Professionalism & Leadership <i>The home-based practitioner working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K6		
H6C3	Assume responsibility for establishing and maintaining a professional environment in the workplace.		
	Use the Core Body of Knowledge, Professional Development Record, and other tools to evaluate professional development and implement professional development plans for self, assistants/substitutes, and peers.		
	Conduct a process of program evaluation, development of a quality improvement plan, and implementation of improvements.		
	Interpret and communicate philosophical base and steps toward strategic goals; advocating for children, families, staff, and self as needed.		

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KNOWLEDGE AREA 7: Health, Safety & Nutrition

Meeting the health, safety, and nutritional needs of children is a basic and critical component of early learning programs. Practitioners should be aware that supporting children's nutrition and health needs lays a foundation for future healthy life styles. It also fosters children's physical, social, emotional and cognitive development and enables children to learn. Children must be safe from hazards and potential injuries. Finally, children must be protected from infectious diseases through comprehensive site sanitation and implementation of appropriate health and safety policies and procedures. The practitioner can be an active partner with parents and health professionals in primary prevention, early detection, and prompt treatment of illness or disease. As mandated reporters, it is essential for practitioners to recognize child abuse and follow procedures of mandated reporters.

For each of the competency statements listed for the knowledge area:

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D (Developing) = You have some knowledge and skill in this area, but would like to learn more.

M (Mastery) = You have the knowledge and skill in this area and do not require additional professional development at *this* time.

NA = This statement does not apply to you.

Specify the education and professional development that you participate in that corresponds to the knowledge area and competency level.

You only need to specify the "PD Number" of the education or professional development event you listed in Section II (i.e., professional development #3, #16, etc.) that was coded for this knowledge area and competency level. Space is provided so that you can record more than one professional development event for each competency level. When you take any professional development sponsored through the PA Keys to Professional Development, it will be coded to match the knowledge area and competency level. If you participate in education or professional development that is not coded in this manner, you can get help by calling your Regional Key.

Code	Knowledge Area 7: Competency Level 1 Health, Safety & Nutrition <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	<i>Example: Identify the sources of health and safety standards that apply to the early care and education program.</i>	<i>B</i>	<i>Example: #6, #8, #12 ** PD number from Section II.</i>
K7C1	Identify the sources of health and safety standards that apply to the early childhood and school age program.		
	Name and take responsibility for reporting potential hazards in the program environment.		
	Define and perform recommended practices that reduce the spread of disease.		
	List and demonstrate ways to manage acute and chronic illness in children.		
	Identify and describe the elements that should be contained in the health records of children.		
	Identify ways to support the emotional growth and health of children and their families.		
	Name and help children practice essential daily health habits that are individually, age, and ability appropriate.		
	Define and perform the elements of an emergency preparedness plan.		
	Name and adhere to the responsibilities of a mandated reporter for child abuse and neglect.		
	Identify the signs and symptoms of child abuse and neglect.		
Identify supportive practices of adults identified in the appropriate learning standards addressing the areas of health, safety and nutrition.			

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Code	Knowledge Area 7: Competency Level 2 Health, Safety & Nutrition <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1		
K7C2	Regularly review health and safety practices for compliance with standards.		
	Use knowledge of health and safety hazards to reduce injury and illness.		
	Follow infectious disease control practices.		
	Determine what health information must be shared with families and staff.		
	Ensure that appropriate health information is recorded in children's health records.		
	Prepare and encourage families to utilize community health resources when needed.		
	Incorporate health activities in the daily curriculum.		

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Code	Knowledge Area 7: Competency Level 3 Health, Safety & Nutrition <i>The adult working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2		
<h1>K7C3</h1>	Support and advocate for healthy and safe childhood programs.		
	Assess the environment for health and safety hazards.		
	Evaluate the current practices for effectiveness and conformity with national health and safety standards for child care (Caring for Our Children, AAP/APHA/MCHB-HRSA-HHS) and institute corrective actions where needed, including determining the need for outside expertise.		
	Design processes to ensure appropriate exchange of staff and child health information.		
	Develop a plan for meeting the health care needs of individual children.		
	Assess the effectiveness of relationships with families in dealing with health issues.		
	Evaluate the early care and education program's emergency preparedness plan to determine relevance scope, and feasibility.		
	Evaluate the implementation of the health activities in the daily curriculum.		
	Evaluate and ensure consideration of health and safety issues in planning the overall program.		

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Code	Director's/Administrator's Knowledge Area 7: Competency Level 2 Health, Safety & Nutrition <i>The director/administrator responsible for early childhood and school-age programs will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K7		
D7C2	Assume responsibility for program's health and safety practices and compliance with state and national standards.		
	Establish and monitor infectious disease control practices.		
	Ensure that appropriate health information is recorded in children's health records and shared with families and staff as appropriate.		
	Prepare and encourage staff and families to utilize community health resources when needed.		
	Ensure that health activities are included in the daily curriculum for every child.		
	Consult with pediatric health professionals and community safety experts on health and safety practices and issues relevant to program operation.		

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Code	Director's/Administrator's Knowledge Area 7: Competency Level 3 Health, Safety & Nutrition <i>The director/administrator responsible for early childhood and school-age programs will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K7		
D7C3	Support and advocate for healthy and safe childhood programs.		
	Assess policies and procedures for continuous monitoring of the environment for health and safety hazards.		
	Lead program-wide evaluation of current practices for effectiveness and conformity with national health and safety standards for child care (Caring For Our Children, AAP/APHA/MCHB-HRSA-HHS) and institute corrective actions where needed, including determining the need for, obtaining, and using the help of outside expertise.		
	Design and monitor processes to ensure appropriate exchange of staff and child health information and meeting the health care needs of individual children.		
	Analyze policies and support systems to minimize staff illness and injury.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

**The number in this column refers to the professional development number from Section II of this booklet.

Code	Home-based Practitioner's Knowledge Area 7: Competency Level 2 Health, Safety & Nutrition <i>The home-based practitioner working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1 and Level 2 in K7		
H7C2	Implement state and national recommendations for health and safety practices and compliance with state and national standards, while retaining advantages of home environment.		
	Establish and monitor infectious disease control practices.		
	Ensure that appropriate health information is recorded in children's health records and shared with families and assistants/substitutes as appropriate.		
	Prepare and encourage assistants/substitutes and families to utilize community health resources when needed.		
	Ensure that health activities are included in the daily curriculum for every child.		
	Consult with pediatric health professionals and community safety experts on health and safety practices and issues relevant to program operation.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

**The number in this column refers to the professional development number from Section II of this booklet.

Code	Home-based Practitioner's Knowledge Area 7: Competency Level 3 Health, Safety & Nutrition <i>The home-based practitioner working in the early childhood and school-age field will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 1, Level 2, and Level 3 in K7		
H7C3	Support and advocate for healthy and safe childhood programs.		
	Assess policies and procedures for continuous monitoring of the home environment for health and safety hazards.		
	Engage families and assistants in evaluation of current practices for effectiveness and conformity with national health and safety standards for child care (Caring for Our Children, AAP/APHA/MCHBHRSA-HHS) and institute corrective actions where needed, including determining the need for outside expertise.		
	Design and monitor processes to ensure appropriate exchange of child health information and meeting any special health care needs, including determining the need for, obtaining, and using the help of outside expertise.		
	Analyze policies and support systems to minimize illness and injury to self and assistants/substitutes.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

** The number in this column refers to the professional development number from Section II of this booklet.

DIRECTOR'S/ADMINISTRATOR'S KNOWLEDGE AREA 8: Program Organization & Administration

The leadership role of the program director or administrator is critical to the provision of high quality programs. As the person responsible for the creation of efficient management systems to carry out the program's mission, as well as the creation of a learning environment that promotes optimal child development, a variety of skills are needed. Administrators need a solid foundation in the principles of organizational management, including how to establish systems for smooth program functioning and how to manage staff. They also need a strong foundation in the fundamentals of child development and early childhood education to guide the instructional practices of teachers and support staff.

For each of the competency statements listed for the knowledge area:

Complete the "Pre-Assessment" column when you begin using this Professional Development Record. You can complete this on your own or work with your supervisor to complete it. For each competency statement, indicate your current knowledge and/or ability in these areas and whether you need additional professional development. Use a scale of B=Beginning, D=Developing, or M=Mastery, or write NA:

B (Beginning) = You need more information in this area.

D (Developing) = You have some knowledge and skill in this area, but would like to learn more.

M (Mastery) = You have the knowledge and skill in this area and do not require additional professional development at *this* time.

NA = This statement does not apply to you.

Specify the education and professional development that you participate in that corresponds to the knowledge area and competency level. You only need to specify the "PD Number" of the education or professional development event you listed in Section II (i.e., PD #3, #16, etc.) that was coded for this knowledge area and competency level. Space is provided so that you can record more than one professional development event for each competency level. When you take any professional development sponsored through the PA Keys to Professional Development, it will be coded to match the knowledge area and competency level. If you participate in education or professional development that is not coded in this manner, you can get help by calling your Regional Key.

Code	Director's/Administrator's Knowledge Area 8: Competency Level 2 Program Organization & Administration <i>The director/administrator responsible for early childhood and school-age programs will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	<i>Example: Apply appropriate national and state regulatory codes when making program decisions and setting policies.</i>	<i>B</i>	<i>Example: #11, 18, 21</i>
<h1 style="text-align: center;">D8C2</h1>	Apply appropriate national and state regulatory codes when making program decisions and setting policies.		
	Identify the relationship between program policies and program finances.		
	Prepare staff meeting agendas based on objective understanding of current program priorities and group dynamics.		
	Identify key issues, barriers, resources, and people affecting relationships between pre-kindergarten/ school-age child care programs and public/private elementary school programs.		
	Use consultants wisely to identify problem areas and improve program performance.		
	Consider multiple strategies to improve staff hiring and retention.		
	Develop hiring practices and staff policies, conduct staff performance reviews, and motivate and maintain staff morale.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

**The number in this column refers to the professional development number from Section II of this booklet.

Code	Director's/Administrator's Knowledge Area 8: Competency Level 3 Program Organization & Administration <i>The director responsible for early childhood and school-age programs will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 2 in D8		
D8C3	Participate in the development of long-range fiscal planning, operating budget preparation, reconciliation and review using appropriate national and state regulatory codes to evaluate program compliance and develop strategic quality improvement plans. Recognize regulatory code as a necessary baseline rather than end goal.		
	Design program policies that support the program's financial needs and goals. Interpret and communicate philosophical base and steps toward strategic goals; advocating for children, families, staff, and board as needed.		
	Initiate and build positive relationships between pre-kindergarten/school-age child care programs and public/private elementary school programs.		
	Assess and implement strategies for building partnerships with families, colleagues, and community agencies to improve programs.		
	Apply sound financial management policies, procedures and accountability using standard accounting practices.		
	Generate and manage resources necessary to support high quality programming for children and families.		
	Apply technology-based management systems to guide staff in data collection and analysis.		
	Lead a strategic planning process that outlines actions the program will take to implement the program vision and mission.		
	Initiate and build positive relationships between pre-kindergarten/school-age programs and public/private elementary school programs.		
	Communicate with schools regarding program support of school curriculum and state education standards.		
	Assess and implement strategies for building partnerships with families, colleagues, and community agencies to improve programs.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

** The number in this column refers to the professional development number from Section II of this booklet.

HOME-BASED PRACTITIONER'S KNOWLEDGE AREA 8: Program Organization & Administration

Building professional relationships with families, assistants/substitutes, and a broader professional network enables home-based practitioners to select and implement administrative practices that maintain and support strong early childhood and school-age child care programs. A strong program adheres to applicable rules and regulations, strives for continuous quality improvement, and applies strategic planning concepts to the decision-making process. The knowledgeable, competent home-based practitioner possesses and helps others gain the foundation necessary to protect, support, and guide children as they mature and learn.

For each of the competency statements listed for the knowledge area:

Complete the “Pre-Assessment” column when you begin using this Professional Development Record. You can complete this on your own or work with your supervisor to complete it. For each competency statement, indicate your current knowledge and/or ability in these areas and whether you need additional professional development. Use a scale of B=Beginning, D=Developing, or M=Mastery, or write NA:

B (Beginning) = You need more information in this area.

D (Developing) = You have some knowledge and skill in this area, but would like to learn more.

M (Mastery) = You have the knowledge and skill in this area and do not require additional professional development at *this* time.

NA = This statement does not apply to you.

Specify the education and professional development that you participate in that corresponds to the knowledge area and competency level. You only need to specify the “PD Number” of the education or professional development event you listed in Section II (i.e., PD #3, #16, etc.) that was coded for this knowledge area and competency level. Space is provided so that you can record more than one professional development event for each competency level. When you take any professional development sponsored through the PA Keys to Professional Development, it will be coded to match the knowledge area and competency level. If you participate in education or professional development that is not coded in this manner, you can get help by calling your Regional Key.

Code	Home-based Practitioner's Knowledge Area 8: Competency Level 2 Program Organization & Administration <i>The home-based practitioner working in the early childhood and school-age fields will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	<i>Example: Apply appropriate national and state regulatory codes when making program decisions and setting policies.</i>	<i>D</i>	<i>Example: #16, 19</i>
H8C2	Apply appropriate national and state regulatory codes when making program decisions and setting policies.		
	Identify the relationship between program policies and program finances.		
	Lead discussions with parents and with own household members to gain objective understanding of current issues that need to be addressed or balanced.		
	Identify key issues, barriers, resources, and people affecting relationships between pre-kindergarten/ school-age child care programs and public/private elementary school programs.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

** The number in this column refers to the professional development number from Section II of this booklet.

Code	Home-based Practitioner's Knowledge Area 8: Competency Level 3 Program Organization & Administration <i>The home-based practitioner working in the early childhood and school-age fields will be able to:</i>	Pre-Assessment* <i>Indicate B, D, M, or NA</i>	Education/Professional Development**
	All of Level 2 in H8		
H8C3	Use appropriate national and state regulatory codes to evaluate compliance and develop strategic quality improvement plans. Recognize regulatory code as a necessary baseline rather than the end goal.		
	Design policies that meet the practitioner's family financial needs and goals.		
	Interpret and communicate philosophical base and steps toward strategic goals; advocating for children, families, staff, and self as needed.		
	Initiate and build positive relationships between pre-kindergarten/school-age child care programs and public/private elementary school programs.		
	Use regulatory and professional standards to evaluate child care homes and develop quality improvement plans (for self and others).		
	Assess and implement strategies for building partnerships with families, neighbors, colleagues, and community agencies to improve all early childhood/school-age child care programs.		

*Through a self-assessment or in conjunction with your supervisor, indicate your current knowledge and/or ability and whether you need additional professional development in these competency areas. Use the following scale: B (Beginning) = You need more information in this area. D (Developing) = You have some knowledge and skill in this area, but would like to learn more. M (Mastery) = You have the knowledge and skill in this area and do not need additional professional development at this time. NA = This statement does not apply to you.

** The number in this column refers to the professional development number from Section II of this booklet.

SECTION IV: Professional Development Plan

This section provides you with a means to write out your annual professional development plan and evaluate the accomplishment of your goals. Follow these steps to complete your plan and evaluate the outcomes at the end of the year:

Review the knowledge areas and competencies where you already demonstrate competence or mastery, as recorded in Section III of this Professional Development Record.

Identify the areas and competencies in which you need more education, information, or guidance.

Determine, through personal reflection or through discussion with your supervisor, what you will be able to accomplish as your yearly professional development goal(s). You may want to check with the professional development organizations in your area to determine what professional development opportunities will be available to you for the year, or to provide suggestions to them regarding your professional development needs.

Register for professional development experiences that help you meet your professional development goal(s).

Participate in the experience and maintain a record of your participation. Make sure you list the professional development in Section II and code it in Section III of this Professional Development Record.

Consider how well the experience helped you achieve your professional development goal(s).

Indicate, with a “yes” or “no” if your goals were achieved.

Write your reflections about the experience, your professional development goals, and how your experiences from the year can be used in putting together your professional development plan for the next year.

SECTION IV: Professional Development Plan

FOR _____
Name

BEGINNING _____ ENDING _____
Month/Year *Month/Year*

NAME OF AGENCY WHERE EMPLOYED _____

POSITION OR JOB TITLE _____

My goals for the year are to participate in professional development opportunities to develop my knowledge and ability in the following areas:

REQUIRED PROFESSIONAL DEVELOPMENT

What professional development do I need this year to maintain or advance in the Keystone STARS program?

Family Day Care Home

Write in the date by which you should complete the following required professional development activities. Shaded boxes are not required for that STAR level. Remember to record completed sessions on page 10.

STARS Requirement	First-Aid	Core Series				
FDCH STAR One						
FDCH STAR Two						
FDCH STAR Three						
FDCH STAR Four						

Group Homes and Centers

	First Aid	Core Series	Orientation	Fire Safety	Common Illnesses	
GH STAR One						
GH STAR Two						
GH STAR Three						
GH STAR Four						
	First Aid	Core Series	Common Illnesses	Observation/ Inclusive Practices/ERS	Curriculum/ Assessment/ Learning Standards	Child Abuse (Director Only) Orientation (Staff Only)
C/HS STAR One						
C/HS STAR Two						
C/HS STAR Three						
C/HS STAR Four						

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN FOR THE COMING YEAR

What professional development did I identify based on my experiences, current skill sets, and educational background?

<i>Code for Knowledge Area and Competency Level</i>	<i>Write the Competency</i>	<i>Accomplished? Write PD Code if Completed</i>

PROFESSIONAL DEVELOPMENT AS PROCESS

What additional topics and areas did I identify throughout the year that emerged as issues or unforeseen professional development opportunities?

<i>Code for Knowledge Area and Competency Level</i>	<i>Write the Competency</i>	<i>Accomplished? Write PD Code if Completed</i>

PERSONAL COMMENTS ON HOW YOUR GOALS WERE ACHIEVED IN THE YEAR.

Reflect on what changes you could make for the next year.

Practitioner Signature _____ Date _____

Signature of Supervisor _____ Date _____

For More Information about:

- Keystone STARS
- Local Professional Development Events and Opportunities
- Technical Assistance
- Pediatric First Aid/Health & Safety

Visit www.pakeys.org or call your Regional Key at

Central Region: 800-346-3020

(Counties include: Bedford, Blair, Cambria, Centre, Clinton, Columbia, Fulton, Huntingdon, Juniata, Lycoming, Mifflin, Montour, Northumberland, Perry, Snyder, Somerset, Union)

Northeast Region: 800-528-7222

(Counties include: Berks, Bradford, Carbon, Lackawanna, Lehigh, Luzerne, Monroe, Northampton, Pike, Schuylkill, Susquehanna, Tioga, Wayne, Wyoming)

Northwest Region: 800-860-2281

(Counties include: Armstrong, Beaver, Butler, Cameron, Clarion, Clearfield, Crawford, Elk, Erie, Forest, Indiana, Jefferson, Lawrence, McKean, Mercer, Potter, Venango, Warren)

South Central Region: 800-864-4925

(Counties include: Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, York)

Southeast Region: 877-660-2273

(Counties include: Bucks, Chester, Delaware, Montgomery, Philadelphia)

Southwest Region: 877-349-4850

(Counties include: Allegheny, Fayette, Green, Washington, Westmoreland)

For More Information about:

- Logging into the Intranet Zone on the PA Early Learning Keys to Quality website (www.pakeys.org)
- Using the Professional Development Calendar
- Ordering materials
- Refund Voucher Program
- Becoming a certified instructor through PQAS-PA Quality Assurance System

Call the Pennsylvania Keys to Professional Development at 800-284-6031