



PROFESSIONAL DEVELOPMENT RECORD

Additions and Changes to 2002 PDR For Use by Practitioners Already Using the PDR

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**

This document contains pages to add to the 2002 version of the PDR and is for practitioners who are already using the PDR. The page numbers indicate where they should be placed in your current PDR. Page 1A should be placed after page 1. These additional pages help to align the PDR with the revised Core Body of Knowledge and appropriate learning standards. They are more inclusive of practitioners working in all early learning and school-age settings. The primary revisions in this document are the knowledge base descriptions, additional competencies in regard to learning standards and inclusive practices, and forms for documenting required Keystone STARS professional development. There are also revised forms for documenting prior professional development, but you may continue to use the ones in the previous PDR. The final pages are a new format for your professional development plan. Please use this new format the next time you develop your professional development plan.

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 in early childhood and school-age settings, it is important for you to track your growth and development. Professional development opportunities are provided in Pennsylvania to enhance the skills and knowledge of practitioners and to improve the quality of early and school-age experiences for Pennsylvania's children. This booklet will help you to track your professional development and to 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.

Research has 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 55. 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 the staff.

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 in the early childhood and school-age field. 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.

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.

** A CDA is the Child Development Associate 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.

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 other than professional development required by Keystone STARS Standards. **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, attending professional meetings, 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, meeting/title of meeting, 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.

KNOWLEDGE AREA 1: Child Growth & Development

Knowledge of how children grow and learn enables early childhood and school-age 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.

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 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.

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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	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.

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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	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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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.

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>
K2C1	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.

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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	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.		

*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 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	Analyze how activities support age 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.

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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		
D2C2	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.		

*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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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.

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	Identify strategies to support each of the Standards in the Key Learning Area that relates to families.		

*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 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	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.		

*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 3: Competency Level 3 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 and Level 2		
K3C3	Assess supportive practices employed by the program, addressing each of the learning standards in the Key Learning Area that relates to families.		

*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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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.

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	Participate in the ongoing assessment process and participate in the development of IFSP and IEP goals and objectives for children with special needs.		

*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 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	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.		

*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 4: Competency Level 3 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, Level 2, and Level 3 in K4		
D4C3	Crosswalk child assessment tool with the ELS to identify gaps.		

*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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KNOWLEDGE AREA 5: Communication

In an early childhood or school-age program, 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.

NO ADDITIONS TO KNOWLEDGE AREA 5.

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.

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	Establishes effective working relationships with K-12 education practitioners to ensure and promote continuity in children’s development and learning.		

*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 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	Demonstrate ethical behavior, set standards and expectations for staff and act as role model.		
	Identify available local, state and national resources that establish regulatory and professional standards for quality 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	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 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.		
	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.		

*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 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:

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	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 supportive practices of adults identified in the appropriate learning standards addressing the areas of health, safety and nutrition.		

*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.

NO ADDITIONS TO THIS SECTION.

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 _____ BEGINNING _____ ENDING _____
Name 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 8A.						
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

What professional development did I identify based on my reflection on the Core Body of Knowledge?

<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 did I identify throughout the year?

<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