Pennsylvania

School-Age Professional Credential

Candidate Instructions

Pennsylvania Early Learning

Keys to Professional Development

Table of Contents

Introduction

Congratulations! You are about to begin the process to receive the Pennsylvania School-Age Professional Credential. This process will be a journey of personal and professional growth. During this process, you and your team members will collect information about your work with children and families.

This is your Candidate Instruction Book. The instruction section of this book is divided into three parts.

Part I: Process Instructions
This part discusses the assessment process and explains your responsibilities for information collection and coordinating the work of the Parent/Community Representative and the Advisor. It also explains the School-Age Credential Assessor's (SAC Assessor) role in your assessment.

Part II: Documentation Instructions
This section provides detailed guidance for preparing your Portfolio and Resource File.

Part III: Local Assessment Review Meeting and Checklists
This section provides a brief overview of the Local Assessment Review Meeting, the final stage in the process. A checklist at the end of this book summarizes the activities you must complete in order to receive the Pennsylvania School-Age Professional Credential.

Read this book thoroughly and become comfortable with the materials before giving your team members their materials.

At this time, you will need to review the eligibility requirements and information collection responsibilities for team members found in Pennsylvania School-Age Assessment and Competency Standards Booklet. Be sure that your Advisor and Parent/Community Representative meet the eligibility requirements.

If you have questions after reading these materials or need any assistance, please contact:

Pennsylvania Key
Pennsylvania School-Age Professional Credential Coordinator
200 N. Third St., 3rd Flr.
Harrisburg, PA 17101
717-213-2062 or toll-free at 1-800-284-6031

You will receive instructions and materials for your Parent/Community Representative and your Advisor. Each of them will receive instructions, an observation instrument and any forms appropriate to their role.

Part I: Process Instructions

The purpose of the Pennsylvania School-Age Professional Credential is to identify individuals who have the necessary skills and knowledge to work competently with school-age children in a group setting, whether in a Center program, Group or Family Child Care Home. The Pennsylvania School-Age Professional Credential is awarded to competent school-age staff completing the assessment process. Unlike other forms of credentialing, the Pennsylvania School-Age Professional Credential requires no paper-and-pencil exam. Rather, Candidates demonstrate their ability to meet the needs of children and parents on a daily basis while on the job.

The Pennsylvania School-Age Professional Credential is modeled after the Child Development Associate (CDA) Credential. These credentials differ from other forms of credentialing in several ways:

- First, <u>competence is based on performance</u>. A school-age staff person who wants to earn the credential is observed several times by members of the Local Assessment Team (Advisor, Parent/Community Representative, and the School-Age Credential Assessor) while actually working with a group of children.

- Second, <u>the Candidate is a participant</u> in the credential process. The Candidate prepares a personal Portfolio to demonstrate her/his knowledge and skill; collects a Resource File to be used throughout her/his career with children; and participates in the Local Assessment Review Meeting.

- Third, <u>a Parent/Community Representative helps evaluate the Candidate's competence</u>. Families (including the school-age children) express their views about the Candidate on a Family Questionnaire. The Parent/Community Representative collects and tallies the questionnaires, observes the Candidate and submits both results as a part of the assessment process.

- Finally, the team approach guarantees that judgment of competence will be based on a well-rounded picture of the Candidate's performance drawn from team members' observations, the Portfolio, the Resource File, and Family Questionnaires.

The credentialing process is intended to be a rewarding experience which gives you, the Candidate, an opportunity to assess your own work. The information collection stage you are about to begin is the heart of the process. Preparing a Portfolio and Resource File will give you the opportunity to reflect on your own work, identify what you do well, and plan how you can learn more. Through their observations and evaluations, your team members and the parents can offer invaluable support and guidance in your professional development.

COORDINATING THE CREDENTIAL PROCESS

CANDIDATE RESPONSIBILITIES

The Candidate is responsible for several major activities: 1) coordinating the tasks of the Parent/ Community Representative and the Advisor; 2) preparing a Portfolio; 3) preparing a Resource File; and 4) completing coursework. The section below describes the first of these responsibilities. Guidance for preparing your Portfolio and Resource File can be found in Part II of this book.

Even though a qualified Advisor will guide you through the process, you are responsible for your own candidacy for the Pennsylvania School-Age Professional Credential. Coordinating the tasks of the Local Assessment Team is an important part of these responsibilities. This will require you to:

(1) Distribute instructions and materials to the Parent/Community Representative and Advisor;

(2) Prepare for their observations of your work;

(3) Keep your credentialing process on schedule;

(4) Serve as the contact person for the Credentialing Agency;

(5) Submit the Assessment Visit Request Form;

(6) Prepare for the Assessment Review; and

(7) Arrange for the time and space for the Local Assessment Review Meeting.

1. Distribute Credential Materials to Your Team

- Check the contents of your packet against the ***PA School-Age Professional Credential Materials Checklist*** to be sure it is complete.
- Feel free to study the materials and forms to be used by the other team members so that you are familiar with all aspects of the assessment process.
- If any materials are missing from your packet, call the Credentialing Agency immediately to request the items you need.
- If the materials are complete, give the appropriate books and forms to your Advisor and Parent/Community Representative and explain their information collection responsibilities. Remember, they must collect information within the six (6) months prior to the date you submit your Assessment Visit Request Form, so plan the distribution of those materials carefully.

2. Prepare for Observations

You are responsible for scheduling times when the Advisor and the Parent/Community Representative can observe you while you work with children and parents.

- Your Advisor must observe you on at least one (1) occasion for at least two (2) hours using the School-Age Credential Observation Instrument.

- The observation must be of your work with the same group of children the SAC Assessor will observe.
- Your Parent/Community Representative must observe you at least once for approximately one to one and one-half hours (1- 1 ½ hrs).
- Be sure you alert your Program Director prior to scheduling observations.
- All Advisor and Parent/Community Representative observations must be completed before you send in the Assessment Visit Request Form.

Observation Guidelines

It is normal to feel a little nervous during the observations. Review these guidelines to help you feel more comfortable with the observation process.

- Schedule a time for the observer to come and expect him/her at that time.
- Depending on the team member observing, an observation session will take at least one (1) to two-and-one-half (2.5) hours.
- The observer should get a good picture of your normal routine, and will therefore try to keep out of your way once the observation begins.
- Try to proceed in a way that lets the person observing you see a typical day.
- Expect the children to wonder what is happening. Tell them beforehand that someone is coming to watch their activities and that the person will write things down to remember what happens.
- Each observer has forms on which to record the observations, but Advisors and Parent/Community Representatives may make notes on a separate pad of paper and transfer them to the report forms.

What to expect from your Advisor

In addition to making observations, your Advisor is there to help you in a variety of ways including:

- To look at your school-age program
- To look at your work in relation to the Pennsylvania School-Age Care Competency Standards
- To review your Portfolio and Resource File
- To help you prepare for your Local Assessment Review Meeting
- To discuss his/her observations of your work and make some recommendations for growth and development (record in Observation Instrument)

3. Keep Your Credential Process on Schedule

Although the credential process does not follow a specific time frame and is flexible to accommodate the needs of each Candidate, once you schedule your observations, you should have a general idea of how long it will take to complete the information collection. Therefore it is up to you to establish a plan for your individualized credentialing process. Keep in mind that your documentation and the observations made of your work must be current at the time of the Local Assessment Review Meeting. The purpose of these requirements is to ensure all team members share current information about a Candidate's work for the assessment review.

The following items must be dated within twelve (12) months of the date you submit your Assessment Visit Request Form:

- All Portfolio entries must be based on the Candidate's work within 12 months of the date you submit, and must be based on work with children in the same program that the SAC Assessor will observe;
- All Resource File items must be gathered within 12 months of the date you submit your Assessment Visit Request Form. In addition, if regulations or key personnel change between the time the Resource File was finished and the assessment review, the items must be updated to reflect the new information.

The following items must be dated within (6) months of the date you submit your Assessment Visit Request Form:

- The Family Questionnaires and Parent/Community Representative Observation must be gathered within six (6) months of the date you submit the Assessment Visit Request Form;
- The Advisor's Observation should be with children in the same group the SAC assessor will observe;

If your original Advisor or Parent/Community Representative cannot complete her/his responsibilities for any reason, you will have to select a new person to fulfill that role. The new team member will have to meet all eligibility requirements and must complete all information collection responsibilities. S/he must conduct the required observation(s) and complete a new Observation Instrument. However, completed family questionnaires can be passed on to a new Parent/Community Representative.

If you decide to delay working toward your credential (whether for a month or a year) for any reason, inform your Parent/Community Representative and Advisor. You do not need to inform the Credentialing Agency unless you have already requested your credentialing visit. Delaying your work toward your credential may require you to update your materials.

4. Act as Contact Person with the Credentialing Agency

You are responsible for keeping the Credentialing Agency informed of your progress. You should:

- Contact the Credentialing Agency when you or a member of your team have questions or need additional forms.
- When submitting your Assessment Visit Request Form, be sure that all required materials are included and complete and that the fee is included.
- Contact the Credentialing Agency if there is a change in your name, address, phone number, or employment status **after** you mail your Assessment Visit Request Form.

5. Complete the Assessment Visit Request Form

Once you have completed your Portfolio and Resource File and are sure that your Advisor and Parent/Community Representative have completed their documentation, you can fill out the Assessment Visit Request Form. This form is used to assign a SAC Assessor to visit, observe and facilitate your assessment review.

The spring is typically a very busy time as many Candidates have completed their SAC Credential Preparation Program (coursework) and want to be assessed. Upon receipt of a complete assessment request, the Credentialing Agency will make every effort to quickly expedite the assignment of a SAC Assessor. However, at this time especially, you can expect the assignment of a SAC Assessor to take six (6) weeks from the time your Assessment Visit Request Form is received by the Credentialing Agency.

6. Prepare for the Local Assessment Review Meeting

To ensure that the Local Assessment Review Meeting goes smoothly, you will need to bring your completed Portfolio, Resource File, Advisor Observation, Parent/Community Representative Observation and tallied Family Questionnaires.

7. **Make time and space available for the Local Assessment Review Meeting**

   It is important that the meeting occur in a location that is quiet and free from interruption. The Local Assessment Review Meeting will take approximately four hours.

THE SAC ASSESSOR ROLE IN THE ASSESSMENT

The School-Age Credential Assessor is assigned on the basis of geography and availability. They are usually school-age professionals who are managers or directors. The SAC Assessors have been specially trained to observe and interview Candidates. Once assigned, the SAC Assessors will:

- Contact the other team members, the program director and work out a mutually convenient time to hold the observation, interview and assessment review.
- Discuss team members' questions about the assessment review.
- Observe and record information about your behavior and effectiveness in relation to the Competency Goals and the 13 Functional Areas. You are responsible for running a full, typical program when the SAC Assessor visits. You are not expected to stage a "show" or a series of special lessons. The observer should be able to see evidence of competence related to most Functional Areas in your conversation, activities, routines, use of materials, and handling of spontaneous events.
- Not get involved in any activities during the observation session.
- Record her/his observations on a special instrument, which you will read at the assessment review meeting.

The Interview

After completing the observation the SAC Assessor will conduct an interview with the Candidate. You should expect the interview to last between one-and-a-half and two hours. Try to relax. This is an opportunity for you to talk to someone who is interested in your work.

Since it won't be possible for the SAC Assessor to observe all of your competencies in one visit, this is an opportunity to clarify things s/he observed and to get more information about your skills and knowledge.

The SAC Assessor will ask you eighteen (18) questions covering each of the Functional Area. Questions will focus on your work with school-age children and your knowledge of their developmental needs. The SAC Assessor is required to record every question s/he asks and the answers you give. The interview questions will relate to your everyday activities and the developmental levels of children.

Remember the interview is just one more opportunity for you to demonstrate and articulate your competency.

Part II: Documentation Instructions

In the following section you will find instructions, sample entries and checklists for the preparation of your Portfolio and Resource File.

PORTFOLIO PREPARATION

The Portfolio is a written document in which a Candidate presents information about her/his work in relation to the six Competency Goals and thirteen Functional Areas described in the **Pennsylvania School-Age Care Competency Standards**.

The Portfolio has two important purposes:

(1) The process of preparing the Portfolio helps the Candidate evaluate her/his own work and organize her/his knowledge and understanding about school-age children.

(2) The Portfolio provides information about the Candidate and how s/he works with children.

You will demonstrate your work with children and their families when your Advisor, Parent/Community Representative and the SAC Assessor observe you on the job. The information you present in your Portfolio – and how you choose to present it at the Local Assessment Review Meeting can help your SAC Assessor understand you better personally and professionally.

The Candidate's Portfolio must contain the following:

- <u>What</u> you do
- <u>How</u> you do it
- <u>When</u> you do it, and
- <u>Why</u> you do it

You should answer these questions in your Portfolio by organizing your knowledge and understanding of your work in relation to the 13 Functional Areas of the competencies.

You can prepare your Portfolio in stages over several weeks' or several months' time. The style and presentation of Portfolios are as different as the individuals who compile them. Portfolios must meet basic content requirements, but they may be prepared in a variety of styles. Portfolios may:

- Be organized in a notebook.
- Be organized on cards in a file box.
- Include photographs of activities.
- Provide samples of materials the children have made.
- Be written descriptions with no illustrations or samples.

STEPS FOR PREPARING THE PORTFOLIO

Below is a suggested sequence of steps to help you develop a Portfolio. The Portfolio checklist at the end of these instructions summarizes your Portfolio tasks.

1. **Write Autobiographical Statement.**

   Write a statement about 300 words long that describes you as a person: your past; your reasons for choosing to work with school-age children; your interests and hobbies; your plans for the future.

2. **Write Program Description**

   Write a 300-word description of your school-age program. You may include the following:

   - List of the goals and philosophy of your program. For example, what is the purpose of the program? What do you hope children will gain through participation in the program?
   - Provide a description of the children you are working with, including the special needs and abilities of the children, their interests, their ages, languages spoken in the home, and their cultural backgrounds.
   - Provide a description of your weekly activity schedule.

3. **Include a current Individual Professional Development Plan**

   The professional development plan can be from your Professional Development Record (PDR) or on another form. It should indicate you professional development for the current twelve (12) months. It should indicate your professional development goals and timeline for implementing the plan.

4. **Make Sections for Functional Areas**

   Divide the Portfolio so there is a separate section for entries in each Functional Area. You can use divider sheets and labels to separate the 13 Functional Areas in the Portfolio. Remember to label each section of the Portfolio so that reviewers will be able to see you have included all required items.

5. **Prepare Written Entries**

   - Prepare three (3) written entries for each Functional Area.
   - Be sure your entries are current within the 12 months prior to the date you submit your Assessment Visit Request Form.
   - Be sure your entries are based on your work in the same program the SAC Assessor will observe.
   - Including more than three entries is not helpful for the credentialing process because there may not be enough time for you to describe them during your Portfolio presentation.

- Label, number and date the entries clearly; for example, “Functional Area: Safety, Entry #1, May 1, 2006”
  - Please make your entries neat and legible.
  - You may also include items such as illustrations, photos, record-keeping forms. Your entries may include daily activities of things you have done to prepare and plan your work with children (e.g., assessments of children’s needs or materials you have made).
  - Preprinted materials from classes or workshops are not acceptable unless you write a description of how you use the material and how it relates to your competence and the developmental level of the children in your care.

Suggested Method of Preparing Written Entries*

- Read a Competency Goal, Functional Area definition, and the accompanying developmental context. Read the competency standards and indicators for assessment. Remember, the indicators are only some of the many possible competent behaviors in each area. You will be able to think of many more.
- List some things you do with children that relate to the Functional Area.
- List other things you would like to do and make plans to try them.
- Select three examples of activities from your lists to develop into Portfolio entries.
- Prepare one example of an activity as an entry by writing a description that tells what you did, how you did it, when you did it, and what happened.

Begin an entry by describing what you do. For example:

- I cooperate with parents in order to...
- I set up or plan for…
- I lead …
- I observe children...
- I add new materials when...
- Tell how you did this and when.
- Why did you do it? Why is it important to you? Write your own ideas/philosophy/rationale. Your answers to these questions will demonstrate your knowledge of child development and your understanding of your work.

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* This is just a suggested method for preparing your entries, not a required method. You may not wish to write your information in this particular order. You will know, however, that your entry is complete when you are able to find the answer to all these questions within your entry.

- Describe how the activity you have chosen to write about relates to the developmental level of the children. Why is this activity appropriate for school-age children in general or for a particular school-age child?

- Repeat this process for each of the 13 Functional Areas until you have developed three entries in each area with explanations of those questions.

6. Plan a schedule to work on Portfolio entries.

For example, you may choose to write an entry one or two nights each week so that you can do them gradually. Give yourself time to prepare your Portfolio so you feel satisfied that your entries are an accurate reflection of your work.

7. Review your entries.

Read back over each entry and make sure you have explained:

- <u>What</u> you did?
- <u>How</u> you did it?
- <u>When</u> you did it, and <u>why</u>?
- <u>Why</u> it is important to you?
- <u>Why</u> it is appropriate to the developmental level of the children?

Figures 1, on the next page, shows an example of a Portfolio entry.

Figure 1: Sample Portfolio Entry

Entry #3, April 10, 2005

Functional Area 3: Out-of-School Environments

Our school-age program for children 6-8 is in the Child Development Center. We share space with the part-day preschool. Although I have a good working relationship with the preschool staff, it is not always easy sharing this space. When I started in the program, I noticed there were no materials or equipment specifically dedicated for the school-age children. Everything belonged to the preschool and we used their things. I noticed, for example, that the hardest puzzle had 12 pieces. The books had only a few words. Some toys broke because they were not designed for older children. The chairs were too small.

I strongly believe that the environment for school-age children must meet their areas of interest and development. I recognize that the types of materials and equipment must be appropriate for school-age children.

I explained to the director that while the space was fine for preschool, it was not appropriate for school-age children. They need materials designed for them because it makes them feel valued and gives them new challenges (12-piece puzzles and little furniture don't do that!). She asked what I needed to fix it, and the children and I decided on some new equipment and materials just for us! We now have jump ropes and softball equipment for the outside, an expanded woodworking area, some larger chairs, a computer with a newspaper writing program (among other programs), and new board games, books and puzzles. We also ordered a storage cabinet to store materials that are not appropriate for younger children to play with, such as very small beads for making necklaces. The school-agers are really happy with their new environment! Recently we ordered things to set up a homework area and an area where the school-age children can just sit and talk.

PORTFOLIO CHECKLIST

Before submitting your Assessment Request Form, review your Portfolio against the checklist below to be sure you have included all requirements.

- ☐ **Autobiographical Statement** - 300 word statement describing you as a person: your past; reasons for working with school-age children; interests, hobbies plans for the future

- ☐ **Description** - 300 word statement which includes program philosophy and goals; description of children served (e.g. ages, interests, languages spoken at home, etc.)

- ☐ Individual Professional Development Plan

- ☐ Divided into Competency Goals and Functional Areas

  - ☐ Three entries for each Functional Area (labeled, numbered and dated) and an explanation for each entry answering the following:

    - ☐ What, how and when information
    - ☐ Why it is important to you; your ideas, philosophy
    - ☐ Why it is appropriate to the developmental level of school-age children (except in Functional Areas on Families, Program Management and Professionalism)

- ☐ Entries **do not** duplicate Resource File items

- ☐ All entries are dated within twelve (12) months of the date that you submit the Assessment Visit Request Form

RESOURCE FILE PREPARATION

The Resource File is a collection of materials school-age staff use in their work with children and families. It provides Candidates with the experience of identifying and locating resources valuable to their work with school-age children and their families. This experience also provides the Candidate with the opportunity to articulate their own views of their work. The Resource File is a working collection – one that should be useful to you throughout your career. The information in the Resource File contains reference material that you may access on a daily basis.

RESOURCE COLLECTION FILE REQUIREMENTS

- The Resource File must contain the thirty-three (33) specific items listed in this section.
- The items must be organized by Competency Goal.
- Items should be numbered so each item can be easily located during the assessment process.
- The materials in the Resource File may not duplicate the entries in the Portfolio.
- All items must be collected within 12 months prior to the date the Candidate submits the Assessment Visit Request Form.

Resource File Checklist

The following items must be included in your Resource File:

Included	Goal Statement and Resources
	Goal I: To establish and maintain a safe, healthy environment conducive to learning
☐	1. Describe the reporting procedures and policies for reporting suspected child abuse/neglect concerns. Include the name of the agency and telephone number of where to report concern.
☐	2. Provide documentation of current first aid and CPR certification (from Red Cross or other qualified agency).
☐	3. Include written procedures for handling a child who receives an injury from falling from a play structure.
☐	4. Name and contact information of three (3) agencies that provide professional development workshops and information on nutrition for children.
☐	5. Copy of a health and safety checklist with description of when and how to use it.
☐	6. Provide a sample of a day's menu (breakfast, lunch, and snack as appropriate for your program) and what each food contributes to a child's Recommended Daily Allowance (RDA) of nutrients.

Included	Goal Statement and Resources
	Goal II: To advance physical and intellectual competence.
☐	7. Develop two (2) activity plans addressing motor development (one activity for gross motor; one activity for fine motor) and demonstrate how you would make them appropriate for 5-7, 8-10, and 10-12 year olds. Connect the activities to the appropriate state Learning Standards for the age group.
☐	8. Develop five (5) activity plans addressing the following areas of curriculum: math, science and technology, language and literacy, and creative arts and demonstrate how you would make them appropriate for 5-7, 8-10, and 10-12 year olds. Connect the activities to the appropriate state Learning Standards for the age group.
	Goal III: To support social and emotional development and provide positive guidance.
☐	9. Include a list of the 40 Developmental Assets.
☐	10. Provide titles, authors publishers and copyright dates, and brief summary of content of six (6) children's books that: a. Support the development of gender identity by portraying males and females in diverse roles. b. Support children with special needs c. Address issues of the human reproductive process d. Address issues of separation, divorce, remarriage, blended families, or death. e. Address diverse cultures and communities. f. Address bullying/conflict resolution.
☐	11. Provide a copy of the program's rules developed with input from the children. Include a description of how these rules were developed and how they help to foster self-discipline.
☐	12. List five (5) ways in which your program helps school-age children develop friendships and social skills.
	Goal IV: To establish positive and productive relationships with families.
☐	13. Include policies from your program that demonstrate a commitment to encouraging parent involvement.
☐	14. Name and telephone number of three (3) human services agencies that families may access for services if necessary (e.g. family counseling).
☐	15. Name, address and telephone number of local library.
☐	16. Pamphlet about developmental information/services geared toward school-age children.
☐	17. List five (5) ways you support parents in your program.
☐	18. List five (5) activities parents can participate in to feel a part of your program.
☐	19. List two (2) ways in which you appreciate diverse cultural backgrounds.

Included	Goal Statement and Resources
	Goal V: To ensure a well-run purposeful program responsive to participant needs.
☐	20. Provide an observation tool for recording information about children's behavior. One copy should be blank; the other filled out with a sample anonymous observation.
☐	21. List five (5) agencies or partnerships that could provide supports to school-age programs (e.g. museums, recreation). Include name of agency, contact person, address and telephone number.
☐	22. List five (5) places in the area to take children on a field trip. Include the purpose for selecting this location, how the trip enhances your activity plan, point of contact information, transportation information, and sample parental permission slip. If program does not take field trips, then identify five guest speakers you might have come to your program. Include the purpose for selecting these particular speakers and contact information.
☐	23. Include a copy of your daily schedule including time blocks, activities and age groupings.
☐	24. A completed sample of an interest survey to use with school-age children.
☐	25. A room arrangement plan that incorporates the universal design for learning concepts using the UDL checklist.
☐	26. Write a concise summary of a recent staff or planning meeting.
	Goal VI: To maintain a commitment to professionalism.
☐	27. Include brochures and membership information from 2-3 state and national professional organizations. Include membership verification in a related professional organization.
☐	28. Include a copy of the Pennsylvania regulations appropriate for your modality of care.
☐	29. Include the name and contact information for the regional Department of Public Welfare certification office.
☐	30. Write a description of a workshop you attended in the past year and what knowledge you gained from the session.
☐	31. Name of a local agency/organization in the community that provides resources for children with disabling conditions.
☐	32. List the names of three (3) professional journals, research studies, newsletters or websites which provide information on best practices and current findings in school-age/afterschool. Include a brief review or abstract of an article or research paper.
☐	33. Provide documentation of an advocacy project.

TIPS FOR PREPARING YOUR RESOURCE FILE

1. Arrange the Resource File materials in a way that is useful to you (e.g. in a notebook or in file folders in a file box). There are no requirements about how it should look.

2. It should be professional looking, manageable in size and legible.

3. Make it easy to delete items.

4. Include all of the thirty-three (33) items. Be sure to organize these items by the Competency Goals and number them for easy reference during the assessment process.

5. Do not duplicate any items in your Portfolio.

6. Current Materials - Be sure that your materials are current. The information must be collected within the 12 months of the date you submit your Assessment Visit Request. If regulations, policies, etc. change and this effects the accuracy of your Resource File after you have completed it, but before the Assessment Visit, update your Resource File to reflect the most current information.

7. The Resource File is meant to grow with you as you further your career and to be updated accordingly.

8. Be sure that these items are appropriate for your school-agers and their families.

Part III: Local Assessment Review Meeting and Checklist

The Local Assessment Review Meeting is scheduled when the Candidate has collected all required documentation from LAT members and submitted the Assessment Visit Request Form. The Local Assessment Review Meeting is the last major event in the assessment process. Individuals attending this meeting are the Candidate and the SAC Assessor.

Through this meeting the skills and competence of the individual Candidate are assessed. The assessment involves a thorough evaluation of the information collected in the Portfolio, Resource File, Family Questionnaires, Observations, as well as, an Interview including questions addressing each functional area. The Candidate will also have an opportunity to orally present their Portfolio.

As a result of this meeting a recommendation is made to the Credential Review Panel.

CHECKLISTS

CANDIDATE CHECKLIST

- ☐ Read these instructions carefully
- ☐ Read the Advisor and Parent Community/Representative materials

<u>Advisor</u>

- ☐ Select an Advisor (this may be your site director, Program Administrator, Instructor or other individual meeting the Advisor eligibility requirements)
- ☐ Meet with your Advisor to discuss his/her major responsibilities and to give them the Advisor materials. Be sure to cover the following items in your meeting:
    - ☐ Give Advisor materials to the Advisor (see Materials Checklist)
    - ☐ Inform individual to be your Advisor that they must attend or have attended a SAC Credential Advisor Institute
    - ☐ Discuss and schedule observation(s)
    - ☐ Discuss/review the Observation Instrument
    - ☐ Discuss the Portfolio
    - ☐ Discuss the Resource File

Parent/Community Representative

- ☐ Select a Parent/Community Representative (must meet eligibility requirements)
- ☐ Meet with the Parent/Community Representative to discuss his/her major responsibilities and to give them Parent/Community Representative materials. Be sure to cover the following items in your meeting:
  - ☐ Give Parent/Community Representative materials to the Parent/Community Representative
  - ☐ Discuss/review the Observation Instrument
  - ☐ Discuss the Family Questionnaires and how they will be distributed/collected.

    (Candidates are asked to distribute questionnaires to all families with children in the Candidates care. While the Candidate will make every attempt to encourage high return, you should expect to tally a minimum of 50% of those distributed.)
  - ☐ Discuss the Tally of Family Questionnaires

Portfolio and Resource File

- ☐ Complete Portfolio making sure it meets all requirements
- ☐ Prepare your oral Portfolio presentation (Approximately 10 minutes)
- ☐ Complete your Resource File making sure it meets all requirements

Assessment Visit Form

- ☐ Fill out the Assessment Visit Request Form (once all information collection is completed by the Advisor and Parent/Community Representative and you have completed your Portfolio and Resource File, fill out the Assessment Visit Request Form giving three possible dates for the Assessor visit).
- ☐ Meet with Advisor to review your documentation and to sign-off on the Assessment Request Form.
- ☐ Ask your Advisor and Parent/Community Representative to sign the Assessment Visit Request Form.
- ☐ Mail the signed Assessment Visit Request Form and the application fee to the Credentialing Agency indicated on the form.
- ☐ Notify team members that they will be contacted by the SAC Credential Assessor to review their observations.
- ☐ Discuss with your supervisor how you and s/he will arrange for ratio coverage or substitute during your assessment review.

What to bring to the Local Assessment Review Meeting

- ☐ Your completed Portfolio.
- ☐ Your completed Resource File.
- ☐ The PA School-Age Care Competency Standards.
- ☐ Your completed Candidates Goals Worksheet.

- ☐ Advisor's Observation completed and in an envelope sealed by the Advisor
- ☐ Parent/Community Representative's Observation completed and in an envelope sealed by the representative.
- ☐ Family Questionnaires completed with tally sheet and in an envelope sealed by the Parent/Community Representative.

MATERIALS CHECKLIST

This checklist is to be used when distributing materials to your Local Assessment Team members. Review this list when distributing materials to be sure that each Local Assessment member has the materials they need to fulfill their responsibilities.

Candidate's Materials

- ☐ Candidate Instructions
- ☐ Pennsylvania School-Age Credential Assessment System and Competency Standards - This contains a description of the assessment process, eligibility requirements and responsibilities of team members, and competency standards.
- ☐ School-Age Credential Assessment Visit Form - This form is to be completed when you have completed your coursework and documentation collection.

Parent/Community Representative Materials

- ☐ Parent /Community Representative Instructions – Provides detailed guidance on responsibilities and contains instructions for distributing and tallying family questionnaires. This instruction booklet also includes:
  - ☐ Family Questionnaires and Copy of Letter to Parents – Included in the instructions booklet.
  - ☐ Tally of Family Questionnaires - This is used to record the number of parent questionnaires distributed and collected.
- ☐ Parent/Community Representative Observation Instrument - The official form used by the Parent /Community Representative to record his/her observation of the Candidate working with school-age children and families.
- ☐ Pennsylvania School-Age Care Competency Standards

Advisor Materials

- ☐ Advisor Instructions - Provides detailed guidance for the Advisor and a checklist of activities the Advisor must complete.
- ☐ Observation Instrument. The official form used by the Advisor to record his/her observation of the Candidate working with school-age children and their families.
- ☐ Pennsylvania School-Age Care Competency Standards