Pennsylvania
Core Knowledge Competencies
for Early Childhood & School-Age Professionals

Office of Child Development and Early Learning
Pennsylvania Department of Education and Department of Public Welfare

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> *"If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in."*
>
> –Rachel Carson

Introduction

Preface

Pennsylvania's early learning and school-age programs and professional development are supported by a comprehensive quality improvement initiative with a vision:

> *All Pennsylvania families will have access to high-quality care and education for their children, fostering successful futures in school and in life.*

The Pennsylvania Early Learning Keys to Quality system was established by the Pennsylvania Office of Child Development, now the Office of Child Development and Early Learning (OCDEL) - in 2005 to promote this vision through a quality improvement system by which all early learning and school-age programs and professionals are encouraged and supported to improve child outcomes. Improvements in programming are designed to increase the capacity to support children's learning and development, increase educational attainment among professionals, and enhance professional skills and competencies in support of children's learning and development.

The PA Keys to Professional Development System is a comprehensive statewide framework for professionals serving children and families in all early childhood and school-age settings, including child care, Early Head Start and Head Start, Early Intervention, home visiting, public school, private academic school, and school-age programs. It provides a continuum of professional development opportunities and ongoing support for professionals to improve outcomes for children in early childhood and school-age programs. The PA Keys to Professional Development defines pathways to qualifications and credentials and addresses the needs of adult learners. The system includes core knowledge competencies, professional development record, career lattice, early learning standards, credentials, PA Quality Assurance System (an approval system for instructors and technical assistance consultants), education supports, and links to the Keystone STARS Quality Rating Improvement System.

An essential component of Pennsylvania's professional development system is ***Pennsylvania's Core Knowledge Competencies for Early Childhood and School-Age Professionals*** (formerly known as the Core Body of Knowledge). It identifies a set of content areas that help define the knowledge expectations for professionals in settings within the early childhood education and school-age field. The exception is home visitors for which a separate set of competencies will be developed. ***Pennsylvania's Core Knowledge Competencies for Early Childhood and School-Age Professionals (CKC)*** is Pennsylvania's set of core competencies, linked to the learning standards, that specifies the scope of skills and knowledge that guides those who work with children to facilitate child learning and development and support their partnerships with families.

Overview

The role of the early childhood and school-age professional in supporting children's growth and development is critical. While research demonstrates that children learn best when they explore and engage with materials and activities that enhance their skill development and creative thinking processes, the adults who facilitate those experiences are key. Children become confident and successful problem-solvers and learners when they are in the care of skillful adults who provide safe and stimulating environments, guide children's discovery and mastery of the world and help them build strong relationships with both their peers and adults.

While family members are children's first and primary teachers, most children are influenced by other adults who are dedicated to supporting children's early learning experiences. *Pennsylvania's Core Knowledge Competencies for Early Childhood and School-Age Professionals (CKC)* offers a road map for early childhood and school-age professionals. It communicates the critical areas of professional knowledge and skills that are necessary to help children in their care thrive and become successful in school and in life.

Benefits of Having Core Knowledge Competencies

When professionals use core knowledge competencies to guide their assessment of their own professional practice, they are assured of utilizing a framework that represents the full scope of early childhood development. The framework offers up-to-date, research-based information while representing Pennsylvania's philosophies and values and ensures that this information is put into practice. When used in combination with Pennsylvania's early learning standards, the core competencies can serve as a foundation for decisions and practices to be carried out within early learning and school-age settings and programs.

Pennsylvania's Core Knowledge Competencies for Early Childhood and School-Age Professionals (CKC) is a comprehensive resource that specifies the competencies and dispositions that adults who work with children need to know, understand and be able to do. It covers a range of competencies that becomes a valuable tool for individuals as they assess their own knowledge and skill level and chart a course for their own development. It supports students' preparation for entry into the field of early childhood and school-age care as well as professionals' commitment to lifelong learning through ongoing professional growth.

Purpose
Pennsylvania's Core Knowledge Competencies for Early Childhood and School-Age Professionals (CKC) has been designed to be used by varied professionals:

- **Direct-line Professionals:** Can assess and track their level of knowledge and skill in various content areas and can identify specific areas for future professional development.

- **Program Administrators and Directors:** Can use the *CKC* to develop program policies, specify their own professional development/education requirements, and support staff in developing their professional development/education plans.

- **Family Child Care/Group Child Care Professionals:** Will want to utilize the resource in both the direct-line professional and program administrator roles.

- **Instructors and Professional Development Organizations:** Will plan and organize professional development/education that aligns with Pennsylvania's learning and quality improvement standards and promote professional development/education opportunities relative to these standards. They may also use these competencies to track their level of knowledge and skill and to guide their own professional development.

- **Higher Education Faculty, Staff, and Administrators:** Can assess current program content to determine aligned course development and to coordinate and design additional aligned course content to facilitate transfer and articulation agreements.

- **Federal, State, and Local Agencies:** May use the document as a resource to develop and implement policies for enhancing professionalism in the field.

Overall, the *CKC* document is one element within the framework of a career development system that allows professionals to achieve recognition in the field, provides access to competency-based professional development/education, and promotes compensation commensurate with educational achievement.

Guiding Principles
The Pennsylvania's Core Knowledge Competencies for Early Childhood and School-Age Professionals (CKC) is based on a number of guiding principles as described below:

- All early childhood and school-age roles and settings are included in the profession and the *CKC* is relevant in all group settings (child care centers, Family child care programs, Head Start, Pre-K programs, schools serving children birth through age 8, nursery schools, Early Intervention programs, faith-based programs, and school-age programs serving children up to age 12)[1].

- Developing and sustaining positive relationships are the foundation for applying the knowledge base and for demonstrating the core competencies. These relationships: adult to child, child to child, professional to parent, professional to professional and professional to community, are essential to the coordination of each child's learning experiences, opportunities and outcomes.

- The family has a key role in nurturing their children's growth and learning as well as supporting the programs in which their children are participating. Respectful and reciprocal relationships are critical.

- Understanding and application of the social and cultural context of children and their families is essential to the creation of developmentally and individually appropriate learning environments and to the development of positive relationships.

- Professionals have a role as designer and builder of the world in which each child lives while in an early childhood or school-age program. They must understand the interplay between children's experiences, environments and relationships along with their well-being, development and learning.

- It is the responsibility of every professional to guide children's behavior and to mentor children's understanding of socially appropriate ways to self-regulate, communicate, and be socially competent in order to become successful and productive members of society.

- Professionals have a responsibility to optimize every child's learning opportunities by providing supportive environments, curricula and policies that include adaptations and accommodations as appropriate.

- Each professional role has room to develop from entry to mastery of knowledge base and competence (for example, there are master-level teachers and entry-level administrators/directors).

- Professionals' movement through the Pennsylvania Career Lattice is individually driven and based on how one chooses to progress through one's current levels of education and experience, as well as current work settings and plans for future career advancement.

[1] Home visitors are not included in this definition. A separate set of competencies will be developed for home visitors.

Whether the professional chooses to grow within a particular role or grow into the next role, growth is determined by the professional using the *Core Knowledge Competencies for Early Childhood and School-Age Professionals* as a supportive document to help chart a course of professional development.

- The PA Learning Standards and *Core Knowledge Competencies for Early Childhood and School-Age Professionals* are aligned. The Learning Standards provide guidance for professionals about many of the *CKC* Knowledge Areas and Competencies.

Dispositions

Every profession has a set of attitudes, beliefs and perspectives that distinguish its members as a group. Together they are called professional "dispositions." The early childhood and school-age profession has dispositions that are highly valued among its members.

Although dispositions are an important part of professional practice, they are different from professional knowledge and competencies. Dispositions describe how a person sees all aspects of his or her work in the profession, rather than what is actually known and done. They are more often absorbed by newcomers and nurtured by seasoned veterans within the professional community instead of being formally taught. Because dispositions apply to all members of the profession and are equally important, they are listed separately.

The model early childhood and school-age professional is one who:

- Delights in and is curious about children and how they grow and learn.

- Appreciates and supports the unique and vital role of parents and families in their children's lives.

- Is eager to learn new knowledge and skills that will support children's development and learning.

- Models the attitudes and behaviors that she/he values in children.

- Values and celebrates the diversity found among children and their families and in the world around them.

- Is willing to ask for help, to learn from others, and to accept constructive criticism.

- Reflects on the personal beliefs and values that influence her/his own attitudes and practices.

- Accepts responsibility for her/his own actions.

- Shows respect for children, families, and colleagues by maintaining confidentiality.

- Communicates clearly, respectfully and effectively with children and adults.

- Responds to challenges and changes with flexibility, perseverance and cooperation.

- Expresses her/his own emotions in healthy and constructive ways.

- Values and nurtures imagination, creativity, and play, both in children and in herself/himself.

- Demonstrates responsible professional and personal habits in working and interacting with others.

- Has a collaborative attitude.

Professionals must make a commitment to lifelong learning. The field continually changes and requires each of us to learn new skills and new information in order to provide the most current practices that are aligned with Pennsylvania's philosophies and values while supporting children's growth and development in partnership with their families.

Adult lifelong learners demonstrate those same positive learning values that they strive to instill in the children in their care. Lifelong learners are inquisitive with an open approach to learning; use a variety of techniques to practice and master new skills; show a respect for researching and understanding new information; and utilize self-reflection as a tool for determining the kinds of information they are seeking.

Framework

Pennsylvania's Core Knowledge Framework consists of the following three components:

Core Knowledge Competencies:
An in-depth review and assessment of the breadth of content that prepares early childhood and school-age professionals to become master teachers and professionals. While every professional should become familiar with the sections and content within the *Core Knowledge Competencies* this will principally be the foundational document for higher education and professional development instructors.

Big Ideas Framework:
A summary of the core competencies presented as Big Ideas and Essential Questions, this will be the primary tool for consideration of long and short term professional development goals and the creation of professional development plans for the individual early childhood educator.

Individual Professional Development Plan and Self-Reflection:
This is the culmination of the review of the Big Ideas Framework and is the summary of the decisions made related to professional development goals. It includes an assessment of how the acquired information is applied to the classroom and reflections on additional goals and steps as appropriate. This is the individual's professional development plan, which will be available online in the near future.

Design

The revised ***Pennsylvania Core Knowledge Competencies for Early Childhood and School-Age Professionals (CKC)*** is designed to be more inclusive of all group settings and updated to reflect revised learning standards and current research on best practices.

Elements that remain the same:

- Knowledge Areas are the same, although in some Knowledge Areas, content is broken out into sub-categories.

- Three competency levels with sequentially more complex information.

- Content areas align with the Pennsylvania Learning Standards.

- Completion of a self-assessment and reflection.

- Competencies are coded to the Knowledge Areas (K), followed by Competency Level (C). For example, K1.1 C1 refers to the first competency within Knowledge Area 1: Child Growth and Development.

Here's what may look different:
- Content is updated and expanded to reflect the depth and breadth of knowledge that is critical for professionals to understand and know.

- Early childhood and school-age professionals will use the same document. Family child care providers no longer have a separate section.

- The competency levels read across the page to demonstrate the sequencing in skill mastery.

- Administrator/Director information is embedded within each Knowledge Area.

- The **Big Ideas Framework** (a companion document to the *CKC*) is the foundation for the professional's self-assessment and reflection and individual professional development plan (formerly the *PDR Pre-Assessment*).

- Professional dispositions have been added as a critical component of a professional's ethical considerations and quality of practice.

- Appendices offer additional information on definitions, including a further detailing of competencies as indicated by an asterisk (*), and an alignment of the *CKC* to other commonly-used documents.

- Additional specifications about the use of these documents are offered in *"How to Use the Core Knowledge Competencies for Early Childhood and School-Age Professionals."*

Core Knowledge Competencies (CKC)

The *Core Knowledge Competencies* are an in-depth review and assessment of the content that prepares early childhood and school-age professionals to become master teachers and professionals. Every professional should become familiar with the sections and content within the *Core Knowledge Competencies*. The components include:

Rationale: Explains how the content area relates to the early childhood and school-age professionals' day-to-day practice.

Knowledge Areas: Define the depth and breadth of information that a professional must learn in order to be a competent early childhood or school-age professional. Eight knowledge areas identify specialized knowledge that shape early childhood and school-age educators' and administrators' professional practice.

The Knowledge Areas are:
1. *Child Growth and Development:* Early childhood and school-age professionals base their practice on an understanding of all of the ways that children change over time, including expected patterns of development and the many ways that individual children can differ.

2. *Curriculum and Learning Experiences:* Early childhood and school-age professionals demonstrate their understanding of the interplay between children's experiences, environments and relationships along with their well-being, development and learning. They demonstrate their role as designers and builders of the world in which each child lives while in an early childhood or school-age program.

3. *Families, Schools and Community Collaboration and Partnerships:* Early childhood and school-age professionals understand and respect the family, culture and community context in which each child lives. They demonstrate practices that build strong, positive connections to families and community resources for the benefit of children.

4. ***Assessment:*** Early childhood and school-age professionals are able to continually improve each child's care and learning experiences through a comprehensive assessment process that includes the collection and analysis of information about the interplay between environment, their own interactions, the program itself and the children. They understand that every child follows a unique path of growth and development; therefore, they will gather and apply information about each child's progress as part of their regular practice.

5. ***Communication:*** Early childhood and school-age professionals demonstrate use of effective culturally and linguistically appropriate communication strategies with children and adults while providing communication-rich environments for learning.

6. ***Professionalism and Leadership:*** Early childhood and school-age professionals see themselves as members of a larger professional community and demonstrate commitment to the use of ethical practices, professional standards, and an accepted body of knowledge to guide their practice. They advocate for young children and families and engage in lifelong learning.

7. ***Health, Safety and Nutrition:*** Early childhood and school-age professionals realize the importance of children's physical well-being as a basic and necessary foundation for their growth, development and learning, while understanding the many ways of fostering it.

8. ***Program Organization and Administration:*** Early childhood and school-age professionals demonstrate knowledge of accepted business practices, legal and regulatory requirements, financial obligations, and record keeping while engaging in ongoing continuous quality improvement practices.

Competencies: Are the concepts and facts that a professional must learn in order to become competent in each area of practice. This knowledge becomes the cognitive foundation for the skills and behaviors implemented in the professional's work with children.

Professionals participate in continuous quality improvement practice by acquiring new skills, refining their previously-developed skills and promoting the idea of lifelong learning for professionals who work in the early childhood and school-age profession. Regardless of whether programs work with mixed age groups and the same children over multiple years or similar age children for only one year, the commitment to acquiring the necessary competencies to provide the highest quality learning experiences is the same.

Competency Levels: Competency statements are organized in three levels of understanding, offering professionals an opportunity to assess their level of knowledge within a given Knowledge Area. Professionals progress from one level to another through many pathways, including formalized study, training and professional development, mentoring or coaching, and their own self-reflection on practice.

Each professional may be operating at different Competency Levels in different Knowledge Areas. For example, the same individual may be at Competency Level Two in Healthy, Safety and Nutrition while still working through the Competencies Level One in Child Growth and Development. All practicing professionals would be expected to know Competency Level One; information in Competency Levels Two and Three would be added as their competence grows over time.

Early childhood professionals at:

Competency Level One have an understanding of the content within the Knowledge Area and relates it through their daily practices with children and families. They implement program guidelines and policies; demonstrate a commitment to professionalism and the provision of best practices for children and families in their everyday work. *Level One professionals understand, identify, describe, define, and explain.*

Competency Level Two demonstrate the skills in Level One. In addition, they demonstrate the ability to apply the content within each Knowledge Area in practice to assure high quality delivery of services for children and families. Level Two mastery includes the ability to adapt environments to accommodate children's individual needs and learning styles. As professionals, Level Two professionals are mentors for others and demonstrate the use of the skills and knowledge to others. *Level Two professionals apply, develop, explore, practice, and implement.*

Competency Level Three demonstrate the skills in Levels One and Two. In addition, they demonstrate the ability to analyze and assess the information as part of the cycle of continuous quality improvement within the home, classroom and/or program setting. Level Three mastery includes demonstration of leadership skills that advance the use of best practice within the content area in the program setting and in the community. *Level Three professionals analyze, research, critically examine, and design.*

Director and Administrator Competencies: Within each Knowledge Area there are a set of additional competencies for those professionals who are already fulfilling a supervisory role or for those professionals who aspire to achieve an administrative function as part of their career pathway. These additional competencies make the assumption that professionals have achieved the basic competencies at the identified level and will develop supplementary competencies that are specific to leadership and administration. Family child care and Group home providers will also use this section when selecting appropriate professional development opportunities.

How to Use Pennsylvania's Core Knowledge Competencies for Early Learning and School-Age Professionals

"Professional development consists of facilitated teaching and learning experiences that are transactional, collaborative, and designed to support the acquisition of professional knowledge, skills, ethics/values, and dispositions, as well as the application of this knowledge in practice to benefit all children and families" *(PA Professional Development System Framework)*.

Pennsylvania's Core Knowledge Competencies for Early Learning and School-Age Professionals has been designed to guide professionals' decisions about their lifelong learning pathway and to enable them to identify and seek out professional development that will help them travel along that pathway.

Suggested Uses

For Higher Education Faculty:
The content within each of the Knowledge Areas details the information that is essential for pre-service candidates and those seeking advanced credits. It is extensive and designed to describe the full range of knowledge and skills that assure sound teaching practices.

Institutions of Higher Education can utilize the *Core Knowledge Competencies (CKC)* document to assess the coursework in their early childhood and school-age programs. It becomes a tool, along with Learning Standards, to develop educational experiences with greater depth and breadth in a specific content area and across the full range of early childhood and school-age competencies. When post-secondary early childhood programs are reviewed in comparison to the scope of the *CKC*, content gaps can be identified and coursework revised. It becomes an ideal resource as colleges seek accreditation or alignment with the NAEYC Standards for Early Childhood Professional Preparation.

Core Knowledge Competencies are a valuable resource from which to write learner objectives and outcomes that enable faculty to match the level of competency with the level of coursework within the degree of the program. The format of the document can also be a model for student assessment, and its use helps to initiate the pre-service candidate to future employment requirements. When tied to a pre-and post-assessment, instructors can adjust class content, as well as modify future coursework to accommodate learners' strengths and where to focus instruction.

The content within the *CKC* becomes the framework from which to ensure articulation with community-based professional development. As faculty considers offering opportunities for early childhood professionals to obtain needed coursework or credits to pursue an advanced step on the Career Lattice, the *CKC* document provides information about the content and the levels of mastery that can be used to develop varied levels of coursework.

For Instructors:
The *CKC* provides the Pennsylvania instructor with the focus for the development of professional development sessions and resources that assure the delivery of rich, research-based and current information across all three Competency Levels.

The extent of information within the *CKC* enables instructors to reflect upon their levels of mastery on the topics for which they train or prioritize for training. As they consider the Knowledge Areas and competencies they will prioritize for delivery of content, an honest review of the *CKC* will result in a realistic assessment of one's own knowledge and experience. Even the most experienced trainer will most likely have competencies within Knowledge Areas that inspire them to seek more information.

The Competency Levels in the *CKC* are based upon Bloom's Taxonomy. The verbs in each competency were carefully chosen to illustrate the sequence of skill mastery that occurs over time with experience and learning opportunities. Instructors will use the competencies within the *CKC* when developing objectives for professional development to ensure alignment. This will enable attendees to identify and connect the event with their training goals and seek content that is specific to their needs.

The three Competency Levels enable instructors to design professional development events that address the individual differences and needs of the learner. Just as with the Learning Standards' Continuum of Learning, the *CKC* enables an instructor to view the sequence of skills within a competency and design training that relays information to reach varied levels within one professional development event. While the training may be specifically designed for one level, understanding adult learning principles and the sequence of skills within an area will help instructors formulate content to reach varied audiences and styles of learning.

The *Core Knowledge Competencies* align with the content in the PA Learning Standards. When the *CKC* content is combined with the examples of supportive practices and ways in which children demonstrate the skills that are found in the PA Learning Standards, professional development events will provide participants with a strong understanding of the implementation of best practices. For example, ways in which professionals build strong relationships with families, described in the Knowledge Area that addresses family and community partnerships, can be further understood through the descriptions and examples in the PA Learning Standards addressing the same content.

For Administrators/Directors:
A review of the *CKC* content will provide a picture of the broad scope of knowledge that every early childhood and school-age professional must obtain in order to excel in this dynamic field. Once familiar with the overall content, another review of each of the administrator/director competencies will inform individuals of their own strengths and areas for additional research and preparation and provide guidance towards their own career pathways.

Familiarity with the competencies will help administrators/directors provide guidance to staff to maximize their learning potential and knowledge base. From shared discussions, observations, and a review of past or current professional development, the supervisor will be better able to help the individual staff person prioritize the Knowledge Areas to include an annual individual professional development plan.

When used in combination with the PA Learning Standards, administrators can design programs that ensure all children served are provided with high quality, comprehensive learning experiences in the context of their families' culture and values.

The *CKC* is a valuable resource for administrators' use during program assessment. As can be identified through the *Linkages with Primary Resources*, the *CKC* has been cross-walked to other Pennsylvania regulations and standards and can be used to help determine if additional resources are needed in classrooms, if a Knowledge Area needs to be the focus for group training, or if specific areas within a Knowledge Area should be identified for strategic planning.

How to Use the Big Ideas Framework
The ***Big Ideas Framework*** is a companion document to the *CKC* and is designed to facilitate the regular and ongoing self-assessment and reflection for practicing professionals. Similar to the Big Ideas and Essential Questions for PA's Learning Standards at each grade level, these Big Ideas describe the content within each Knowledge Area and help to categorize the information into key concepts. The Essential Questions further describe the Knowledge Area's focus and can be used as the starting point for self-reflection and assessment. These questions will guide individuals' thinking about their Competency Level in each Knowledge Area and the kinds of information or types of skills they may want to enhance or acquire.

The Individual Professional Development Plan and Reflection form is the written summary of the important work the professional and supervisor have done together. It details the decisions that have been made about professional development goals and links them to the *Core Knowledge Competencies.* Additionally, it offers the professional an opportunity to assess the learning that has occurred from related professional development experiences and to consider enhancements or additional knowledge that are integrated into practice as a result. This becomes the individual's professional development plan.

Both administrators/directors and direct-line professionals may find varied uses and strategies for implementing the *Big Ideas Framework*. The following suggestions are offered as a guide.

The Process Starts Here!
The beginning of the decision-making process starts with self-assessment and reflection. Thinking about a combination of new learning opportunities, past experiences, and the way in which new knowledge can be applied to work experiences to enhance one's work with children and families helps every professional create her/his own specialized professional development plan. This plan must be meaningful for the practitioner's current circumstance and relate to future goals, interests, and short term needs. Self-assessment and reflection, together, offer a way in which strengths and challenges are identified and balanced with new professional development opportunities to improve skills and expand horizons.

Shared Thinking
While self-assessment and reflection is conducted by the professional alone, the next step is to discuss those thoughts with a supervisor or administrator. Together, a meaningful conversation should take place where a summary of this assessment and reflection is shared as the starting point in a discussion about the professional's strengths, challenges, and professional development interests. This confidential conversation must be one in which the pair, together, designs a professional development plan that uses the information from the assessment and reflection, the *CKC* documents and the program's resources and identified needs as the guide.

Administrators'/Directors' Self-Assessment
Before Administrators/Directors can use these resources effectively with staff, they must first use the tool for their own reflection and goal planning. They will use both the *Core Knowledge Competencies* and *Big Ideas Framework*, to fully self-assess their knowledge, understanding, and experience.

- **Step One:** Review the *CKC* to become familiar with format and information. Carefully read the introductory sections to understand the principles, dispositions, and the suggested uses. Review the *Core Knowledge Competencies* to understand the Knowledge Areas, and Competency Levels.

- **Step Two:** Review the Administrator/Directors' competencies in the Knowledge Areas for understanding, knowledge, and experience.

- **Step Three:** Review each Knowledge Area in the *Big Ideas Framework*. Assess and reflect on both the Big Ideas and the Essential Questions. Identify any Essential Questions that may prompt a need for more research and/or training. Prioritize two to three goals from these competencies to include in an annual professional development plan. It is important that administrators/directors complete both sets of Essential Questions. Return to the *CKC* document as often as necessary for reference.

- **Step Four:** Complete the *Individual Professional Plan and Reflection*.

- **Step Five:** Seek out professional development events that will enhance the learning that has been identified through the self-assessment.

Once the administrator/director has completed her/his own self-assessment, identified annual goals, and completed a professional development plan through the *Individual Professional Plan and Reflection*, she or he will be able to support the use of the *CKC's* and *Big Ideas Framework* with staff.

Using the Big Ideas Framework with Professionals Entering the Field
Self-Assessment: For a new professional, *The Big Ideas Framework* is a great introduction to Pennsylvania's comprehensive approach to the early childhood and school-age profession. If they have not already used the resource as part of their pre-service experience, completing a self-assessment using the document in order to become familiar with its format and content is a good first step.

Shared Assessment: Following an individualized assessment, supervisors and new staff persons can use the *Big Ideas Framework* together to ensure that basic concepts and information that are critical for successful provision of quality services to children are understood. A shared assessment of the document will reveal the broad concepts and philosophies that every professional should carry into the work environment. When a supervisor and the new professional briefly review each of the Knowledge Areas together, they can share a discussion about the Competencies that are important for consideration in each of the domains of learning.

Initial Focus of Knowledge Areas: Next, there are critical Knowledge Areas that ensure children's health and safety are safeguarded, and that appropriate developmental support is implemented in every classroom.

- Knowledge Area 1, Child Development

- Knowledge Area 7, Health, Safety and Nutrition

These Knowledge Areas should be prioritized for new professionals. Together, the new staff person and the supervisor should complete a careful review of these Essential Questions with a reference back to the *Core Knowledge Competencies*.

For each Essential Question, the pair should <u>identify</u> the <u>level of experience and training needs</u>. Consideration of the <u>program requirements</u> to meet or maintain program standards should be a part of this discussion and goal development.

Using the *Individual Professional Development Plan and Reflection* form, an overall professional development plan should be developed that incorporates these Knowledge Area prioritizations in addition to other professional development needs that might incorporate the staff person's interests or career pathway goals.

The *Reflection* section at the end of the Individual Professional Development Plan should be used to note insights, new information or thoughts for additional research or training.

Updates should occur periodically throughout the year to document completed professional development. Reflection/Assessment should occur to indicate if the level of understanding has increased on the decision column or if additional training is needed. This review should occur annually, at a minimum.

The *CKCs* present a wonderful framework from which new professionals can develop a portfolio. Using the Knowledge Areas as a guide, documentation of successful activities and instructional experiences will be a valuable resource that can grow as the learner garners more practical work knowledge and experience. The portfolio can also be a compilation of research that is updated regularly and helps to guide understanding of the competencies and their implementation. This portfolio becomes an important data resource for future annual reviews of one's professional development plan, as well as for performance assessments.

Using Big Ideas Framework with Experienced Professionals
The *CKC* comprehensive content and its alignment to the PA Learning Standards offers practicing professionals a unique opportunity to consider their practice in light of a breadth of knowledge that assures every child's successful growth and development. Professionals who gain insight and knowledge in each of the *CKC's* Knowledge Areas and continue their life-long learning quest to acquire additional information will stay current and fresh in their presentation of new ideas to children and families, and will remain strong and vital advocates for the field.

There are three criteria that must be considered when developing an annual professional development plan:

1. The professional's previously completed self-assessments and reflections;

2. Observations, evaluations, and meeting notes from the shared planning meeting with the administrator/director;

3. Program standards, such as Keystone STARS or Head Start Performance Standards.

Reflection/Assessment: For each Knowledge Area, the professional should carefully review the Big Ideas and the Essential Questions listed. Consider the level of understanding for each item targeted for professional development. If more detail about the content is needed during this reflection/assessment, each of the Essential Questions contains links back to the *Core Knowledge Competencies*. Complete a self-assessment and determine areas of interest and need for additional research and training.

Gathering Data: The professional is encouraged to gather additional data to bring to the supervisory discussion. This may include sharing a portfolio that demonstrates accomplishments and achievements. The administrator/director will have also compiled a variety of data sources including observations of the staff person's performance with children and families, feedback from others, along with the staff person's portfolio and self-assessment.

Shared Assessment: The professional and the administrator/director should meet to review the *Big Ideas Framework*. Together, they will complete a shared assessment and agree on areas of strength and growth.

Individual Professional Development Plan and Reflection: The needs and interests of the professional are *prioritized into 3-5 goals*. A review of program standard requirements for professional development will determine if there is a need for additional goals. This professional development plan should incorporate Knowledge Area prioritizations in addition to other professional development needs that might incorporate the staff person's interests or career pathway goals.

Updates should occur periodically throughout the year to document completed professional development. At least once a year, Reflection/Assessment should occur to indicate if the level of understanding has increased and to identify additional training needs.

How to Use the Individual Professional Development Plan and Reflection
For the Administrator/Director:
At least annually,
* Record the identified professional development goals from both the *Core Knowledge Competencies* and the *Big Ideas Framework*.

* Consider the ways in which knowledge will be obtained related to those goals. This may come from research, conferences, professional development events, higher education coursework, etc.

- Following the professional development, consider the knowledge, skills and insights that have been acquired.

- Assess new strategies that will or have been implemented as a result of the professional development.

- Hold shared meetings with all staff to review and approve individual professional development plans.

- Analyze all staff's individual professional development plans to ensure that the appropriate professional development is being held or attended that supports individual and programmatic goals. Make adjustments as necessary to support continuous quality improvement efforts.

For the Professional:
- Record the identified professional development goals that were identified in the *Big Ideas Framework*. Include the date of the supervisor-staff review and acquire the supervisor's signature.

At least annually,
- Maintain records of the professional development that was obtained related to each of the goals. Include the date, title of the event and the *CKC* code.

- Review the objectives of the professional development events and describe how they relate to the identified goals from the *Big Ideas Framework*.

- Assess the knowledge and insights gained as a result of the professional development and how it pertains to one's work with children and families.

- Attend a meeting with your administrator/director/supervisor to review your individual professional development plan and obtain sign-offs as needed.

- Complete a re-assessment.

Appendices
Professionals that use the **Core Knowledge Competencies** will find additional resources in the appendices.

Glossary:
- A collection of terms and definitions from within the *CKC*.

Expanded Competencies Glossary:
- Terms identified in the competencies by an asterisk (*) are further defined in this section of the glossary.

Linkages to Primary Resources:
- A crosswalk that demonstrates the *CKC's* alignment with other state and national documents utilized by early childhood and school-age professionals.

Child Growth and Development

Rationale: Children's fun, stimulating and successful learning experiences in their early childhood and school-age programs are dependent on their early childhood and school-age professionals' knowledge and application of basic child development. Professionals must understand the inter-dependence of each key area of learning and how to provide meaningful and relevant experiences for children that are developmentally appropriate, individualized to accommodate each child's needs and interests, and be respectful of the families' diverse values and cultures.

The adult working in the early childhood and school-age field will be able to:

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 **All of Level 1**	COMPETENCY LEVEL 3 **All of Level 1 & Level 2**
Describe how child development depends on supportive and reciprocal relationships with families, caregivers, peers and other community members. K1.1 C1	Illustrate for families, caregivers, peers and other community members the impact their reciprocal relationships have on a child's development. K1.1 C2	Examine how classroom practices support child development through positive interactions with families, caregivers, peers and other community members to further develop reciprocal relationships. K1.1 C3
Identify important concepts and principles of child development theory and the theorists associated with the theories.* K1.2 C1	Apply principles and concepts of child development theories in working with children.* K1.2 C2	Analyze how the principles and concepts of child development theories inform professionals about children's development and learning.* K1.2 C3
List issues and policies that impact child development and learning, including: • Inclusion • Diversity • Brain Development • Children and Families At Risk • Poverty K1.3 C1	Illustrate ways knowledge of issues and policies impact practices related to child development and learning, including: • Inclusion • Diversity • Brain Development • Children and Families At Risk • Poverty K1.3 C2	Design strategies to address issues and policies related to practice which intentionally impact child development and learning, including: • Inclusion • Diversity • Brain Development • Children and Families At Risk • Poverty K1.3 C3
Identify the impact of brain development on children's development and learning. K1.4 C1	Apply knowledge of brain development to facilitate children's learning, socio-emotional development, and self-regulation. K1.4 C2	Analyze the degree effectiveness information of brain development and learning is used to guide instructional practices. K1.4 C3
Identify the different domains of child development and how they link to the Key Learning Areas of the PA Learning Standards.* K1.5 C1	Use knowledge of the domains of child development as they relate to the Key Areas of Learning within the PA Learning Standards to implement evidence-based instructional practices.* K1.5 C2	Analyze the degree to which evidence-based instruction and appropriate adaptations and accommodations occur across the different domains of child development and relate to the Key Areas of Learning in the PA Learning Standards.* K1.5 C3

Child Growth and Development

EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Describe how the Learning Standards demonstrate the sequence of child skill development in the continuum of learning across age levels and grades. K1.6 C1	Implement planned activities and assessments that reflect the sequence of development as articulated in the PA Learning Standards across age levels and grades. K1.6 C2	Analyze and assess the extent to which activities and assessments reflect the sequence of development in the PA Learning Standards across age levels and grades. K1.6 C3
Describe how individual children develop and learn at different rates and in various ways. K1.7 C1	Apply knowledge of growth, development, and learning to establish appropriate expectations for individual children. K1.7 C2	Evaluate and modify programs according to the individual needs of children. K1.7 C3
Describe how play fosters opportunities for children to learn and develop communication, problem solving, and creativity skills. K1.8 C1	Provide play environments, experiences and activities that foster communication, problem solving, and creativity. K1.8 C2	Evaluate play environments, experiences and activities in program settings, which facilitate the construction of knowledge through play. K1.8 C3
Identify the developmental patterns of growth that occur from birth through middle childhood, which support competence and self-confidence. K1.9 C1	Develop environments that foster competence and self-confidence birth to middle childhood. K1.9 C2	Evaluate play environments, experiences and activities in program settings, which facilitate the construction of knowledge through play. K1.9 C3
Identify the ways that children's age, development, culture, language and ability differences influence learning in the classroom. K1.10 C1	Select appropriate groupings of children, staff assignments, and transitions based upon children's age, development, culture, language, and ability differences. K1.10 C2	Assess and modify as needed the decisions made in the selection of appropriate groupings of children, staff assignments, and transitions based upon children's age, development, culture, language, and ability differences. K1.10 C3

ADMINISTRATOR / DIRECTOR

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Describe programmatic systems that support reciprocal communication strategies with families about child development including individual children's abilities, interests and needs. D1.1 C1	Adopt programmatic systems to support reciprocal communication strategies with families about child development including individual children's abilities, interests and needs. D1.1 C2.	Assess and modify methods to support reciprocal communication strategies with families about child development, including individual abilities, interests and needs, which facilitate continuous quality improvement. D1.1 C3
Describe curricular elements that support a learning environment based upon research-based evidence in child development and learning.* D1.2 C1	Guide staff in curriculum development that supports an environment based upon research-based evidence in child development and learning.* D1.2 C2	Assess program staff knowledge of child development and adjust professional development plans as necessary to support positive outcomes in children.* D1.2 C3
Define ways that classroom practices are impacted by inclusion, diversity, brain development, children and families at risk and poverty. D1.3 C1	Support program staff in their classroom practices that are impacted by inclusion, diversity, brain development, children and families at risk and poverty. D1.3 C2	Assess the degree to which program staff is using family and community data around the issues of inclusion, diversity, brain development, children and families at risk and poverty when developing policies or practices within the classroom/program. D1.3 C3

Child Growth and Development

COMPETENCY LEVEL 1

Explain to staff, families and the community the impact of brain development on children's development and learning.
D1.4 C1

Define the importance of all staff having a strong foundation in child development and how the developmental domains link to the PA Learning Standards in support of the needs of all learners.*
D1.5 C1

Describe to staff, families, and the community how the PA Learning Standards demonstrate the sequence of child skill development in the continuum of learning across age levels and grades.
D1.6 C1

Explain to staff, families and the community the importance of developing schedules and curriculum that are responsive to individual needs of children and families.
D1.7 C1

Describe the elements that should be present in play environments, experiences and activities that support the development of communication skills, problem solving and creativity.
D1.8 C1

Explain the importance of fostering competence and self-confidence of a child from birth through middle childhood.
D1.9 C1

Explain to staff, families and the community the ways that children's age, development, culture, language and ability differences influence learning in the classroom.
D1.10 C1

COMPETENCY LEVEL 2
All of Level 1

Employ knowledge of brain development to facilitate children's learning, socio-emotional development and self-regulation within the program.
D1.4 C2

Adopt program practices that demonstrate knowledge of the domains of child development to meet the developmental needs of all children, including early childhood age, school-aged, children with special needs and diverse backgrounds.*
D1.5 C2

Apply strategies that support evidence-based child development practices through program scheduling and adoption, adaptation, or creation of responsive curriculum and play in alignment with PA Learning Standards.
D1.6 C2

Develop program schedules and implement curriculum to ensure responsiveness to individual needs of children and families.
D1.7 C 2

Monitor the implementation of instructional practices that support the development of communication skills, problem solving, and creativity.
D1.8 C2

Model effective strategies for staff to support a nurturing environment that fosters self-concept development in children birth to middle childhood.
D1.9 C2

Model effective strategies for staff in the selection of appropriate groupings of children staff assignments, and transitions based on children's age, development, culture, language, and ability differences that align with research-based practices.
D1.10 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Examine strategies/practices for ways to continuously improve instructional practices to support children's learning, socio-emotional development and self-regulation.
D1.4 C3

Develop and evaluate program curriculum and environments using the PA Learning Standards as a framework based on the developmental needs of the children in your care.*
D1.5 C3

Analyze the strategies which support evidence-based child development practices through program scheduling and adoption, adaptation, or creation of responsive curriculum and play in alignment with PA Learning Standards.
D1.6 C3

Create a system to assess the effectiveness of program schedules and curriculum to ensure responsiveness to individual needs of all children and families.
D1.7 C3

Analyze the role of the adult as a facilitator in creating, promoting, and sustaining complex, creative, problem solving during play experiences.
D1.8 C3

Assess effectiveness and make recommendations around how staff supports a nurturing environment that fosters self-concept development in children birth to middle childhood.
D1.9 C3

Assess effectiveness and make recommendations on how staff selects appropriate groupings of children staff assignments, and transitions based on children's age, development, culture, language, and ability differences that align with research-based practices.
D1.10 C3

Curriculum and Learning Experiences
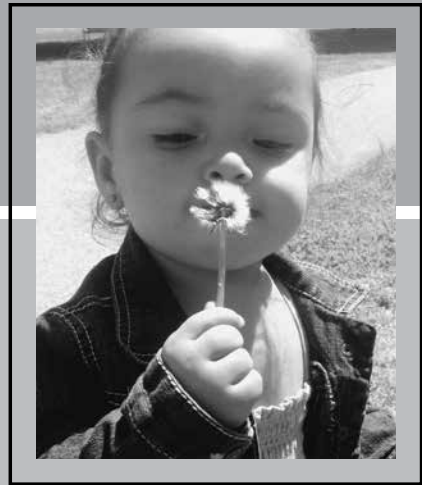
Rationale: Children construct knowledge when there is a balance of curriculum, instruction and environment that is reflective of children's developmental needs, abilities and interests. Early childhood and school-age professionals must utilize their knowledge of child development and each child's individualized needs and interests to design learning spaces and age, cultural and linguistically appropriate experiences that guide and facilitate children's physical, social and emotional, and cognitive learning.

The adult working in the early childhood and school-age field will be able to:

LEARNING ENVIRONMENT

<div style="vertical-align: middle; writing-mode: vertical">EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS</div>

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 **All of Level 1**	COMPETENCY LEVEL 3 **All of Level 1 & Level 2**
Describe the components of a responsive learning environment (setting, space, resources, relationships and schedule) and how they support the needs and interests of all learners. K2.1 C1	Arrange a responsive learning environment (setting, space, resources, relationships and schedules) based on ages, abilities, home culture, and interests and needs of children that are linked to the PA Learning Standards. K2.1 C2	Evaluate the components of a responsive learning environment (setting, space, resources, relationships and schedules) to determine if it meets the ages, abilities, culture, interests and needs of children and how it is linked to the PA Learning Standards. K2.1 C3
Describe ways in which a match between the environment and a child's needs (biology, age, temperament, physical needs) promote positive learning outcomes. K2.2 C1	Implement appropriate strategies to meet individual learning outcomes based on a child's needs (biology, age, temperament, physical needs), which promote positive learning outcomes. K2.2 C2	Analyze the extent to which individual learning outcomes are achieved with intentional program decisions that align a child's needs with the classroom environment. K2.2 C3
Describe ways that a prepared physical environment promotes positive behavior and encourages supportive relationships including, room arrangement, visual cues, temperature, acoustics, schedules, resources, and adaptations and accommodations for diverse learners. K2.3 C1	Sketch a physical environment, that promotes positive behavior and encourages supportive relationships, including, room arrangement, visual cues, temperature, acoustics, schedules, resources, and adaptations and accommodations for diverse learners. K2.3 C2	Assess the physical environment to determine the ways that positive behavior and supportive relationships are facilitated for diverse learners, including room arrangement, visual cues, temperature, acoustics, schedules, resources, and adaptations and accommodations. K2.3 C3
Define how both indoor and outdoor space and materials support development and learning outcomes. K2.4 C1	Plan for appropriate use of indoor and outdoor physical space and materials to support comprehensive, developmental learning outcomes. K2.4 C2	Design indoor and outdoor environments based on assessment information, using a variety of assessment tools that are appropriate for assessing learning. * K2.4 C3

Curriculum and Learning Experiences

CURRICULUM

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Name the elements of the Standards Aligned System (SAS) and relate how they support student success.* K2.5 C1	Employ the elements of the Standards Aligned System (SAS) to support student success.* K2.5 C2	Examine how the resources in the Standards Aligned System (SAS) portal* support student success. K2.5 C3
Name the components of a curriculum framework as defined in the Standards Aligned System. * K2.6 C1	Utilize the components of a curriculum framework in the development of lesson plans. K2.6 C2	Analyze how a curriculum framework is an integral part of curriculum development and individualization for children. K2.6 C3
Define the programmatic elements of curriculum including scheduling elements, materials, environment, learning materials, assessment, and adaptations to meet individualized needs. K2.7 C1	Employ the programmatic elements of the curriculum to provide content information as defined in PA Learning Standards and incorporate adaptations to meet individualized needs. K2.7 C2	Evaluate the programmatic elements of the curriculum to insure the content is adapted to meet individualized needs as defined by the PA Learning Standards. K2.7 C3
Define how curriculum engages families and at-home experiences as part of the learning process. K2.8 C1	Modify curricular activities to engage children in learning activities which build upon home experiences. K2.8 C2	Construct curriculum which mirrors home and classroom experiences. K2.8 C3
Define the elements of curriculum planning including establishing children's learning outcomes, staff expectations and roles and strategies for employing developmentally, culturally and individually appropriate, standards-based experiences. K2.9 C1	Use a well-developed curriculum to effectively implement clear and developmentally, culturally and individually appropriate learning outcomes, explain expectations and roles for instructional staff, and execute developmentally appropriate strategies and materials linked to the PA Learning Standards. K2.9 C2	Integrate multiple areas of knowledge in effective curriculum design focusing on analysis of the extent to which clear and developmentally, culturally and individually appropriate learning outcomes for all children are implemented, expectations and roles for instructional staff are established, and the extent to which developmentally appropriate strategies and materials are linked to the PA Learning Standards. K2.9 C3
Define how a curriculum encompasses children's approaches to learning, social and emotional development, and academic subjects. K2.10 C1	Modify curriculum to support children's approaches to learning, social and emotional development, and academic subjects. K2.10 C2	Develop curriculum which addresses children's approaches to learning, social and emotional development, and academic subjects. K2.10 C3

INSTRUCTION

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Define learning as a process that integrates all domains of development (emotional, social, language, cognitive, physical, and creative). K2.11 C1	Modify the environment to support learning and development in all domains (emotional, social, language, cognitive, physical, and creative). K2.11 C2	Assess ways to intentionally support individual and group growth and learning in each of the domains (emotional, social, language, cognitive, physical, and creative). K2.11 C3

Curriculum and Learning Experiences

EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 **All of Level 1**	COMPETENCY LEVEL 3 **All of Level 1 & Level 2**
Make connections, in collaboration with families, between the schedule of activities in the curriculum and individual children's levels of development, participation, interest, engagement, and capacity. K2.12 C1	Connect and employ curriculum activities, based on family input, that include play experiences and reflect individual children's levels of development, participation, interest, engagement, and capacity. K2.12 C2	Assess how appropriate curriculum impacts successful levels of family and child participation, interest and engagement, and promotes positive developmental outcomes. K2.12 C3
Identify strategies, involving both adults and children, designed to help children develop social-emotional skills including self- regulation, conflict resolution, social problem solving and mutual respect. K2.13 C1	Implement guidance strategies involving both adults and children designed to facilitate and support child development of social-emotional skills. K2.13 C2	Analyze the extent to which the use of guidance strategies involving both adults and children facilitates and supports child development of social-emotional skills. K2.13 C3
Identify ways in which play (construction, organizing, and applying knowledge) is the primary instructional mode for supporting children's construction of knowledge. K2.14 C1	Provide opportunities for children to approach learning through play (constructing, organizing, and applying knowledge). K2.14 C2	Evaluate the extent to which intentional play opportunities (constructing, organizing, and applying knowledge) based on the PA Learning Standards facilitate the achievement of learning outcomes for children. K2.14 C3
Name the experiences children need for successful outcomes in school and in life as outlined in the PA Learning Standards and the Guiding Principles.* K2.15 C1	Use knowledge of the content areas rooted in child development to provide high quality experiences for children as outlined in the PA Learning Standards and the Guiding Principles.* K2.15 C2	Assess the experiences provided for children to determine the achievement of designated outcomes in school and in life as outlined in the PA Learning Standards and the Guiding Principles.* K2.15 C3
Name digital media resources that can be used with other teaching tools to reinforce children's learning. K2.16 C1	Combine appropriate digital media resources with other teaching tools to reinforce children's learning. K2.16 C2	Design learning experiences for children using appropriate digital media resources in combination with other teaching tools. K2.16 C3

ADMINISTRATOR / DIRECTOR

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 **All of Level 1**	COMPETENCY LEVEL 3 **All of Level 1 & Level 2**
Identify components of a responsive learning environment within the program to determine if it meets the ages, abilities, home culture, language, interests, and needs of all children and how it is linked to the PA Learning Standards. D2.1 C1	Illustrate to teaching staff flexible, creative ways to support learning outcomes through learning environments that are responsive to all children's ages, abilities, interests, home culture, and language and that are linked to the PA Learning Standards. D2.1 C2	Design and implement learning environments based on principles of universal design that are responsive to all children's ages, abilities, interests, home culture, and language. D2.1 C3
Discuss with staff appropriate strategies to meet individual learning outcomes based on a child's needs (biology, age, temperament, physical needs). D2.2 C1	Demonstrate to staff ways to intentionally use appropriate strategies to meet individual learning outcomes based on a child's needs (biology, age, temperament, and physical needs). D2.2 C2	Evaluate the extent to which the program supports the use of appropriate strategies to individualize learning outcomes for children. D2.3 C3

Curriculum and Learning Experiences

LEARNING ENVIRONMENT

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Review with staff ways that the program's physical environment promotes positive behavior and encourages supportive relationships, including room arrangement, visual cues, temperature, acoustics, schedules, resources, and adaptations and accommodations for diverse learners. D2.3 C1	Implement in collaboration with staff, learning environments that promote positive behavior, encourage supportive relationships and provide accommodations and adaptations consistent with the needs of all learners. D2.3 C2	Collect data and analyze learning environments to promote positive behavior, encourage supportive relationships, as well as to ensure that accommodations and adaptations are consistent with the needs of all learners. D2.3 C3
Describe to staff the appropriate use of indoor and outdoor physical space and materials to promote comprehensive, developmental learning outcomes. D2.4 C1	Support staff in the appropriate use of indoor and outdoor physical space and materials to promote comprehensive, developmental learning outcomes. D2.4 C2	Examine indoor and outdoor environments based on assessment information, using a variety of assessment tools that are appropriate for assessing learning.* D2.4 C3

CURRICULUM

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Discuss with staff how the elements of the Standards Aligned System (SAS) support student success. * D2.5 C1	Demonstrate to staff how the elements of the Standards Aligned System (SAS) relate to positive student outcomes.* D2.5 C2	Evaluate staff's knowledge and skill in implementing elements within in the Standards Aligned System (SAS) portal. to support student success.* D2.5 C3
Relate how the curriculum framework as defined in the Standards Aligned System (SAS) supports the development of lesson plans. D2.6 C1	Review staff's use of the components of a curriculum framework in the development of lesson plans. D2.6 C2	Assess and extend the program's implementation of a curriculum framework as an integral part of lesson planning. D2.6 C3
Identify the programmatic elements of curriculum including scheduling elements, environment, learning materials, assessment, and adaptations to meet individualized needs. D2.7 C1	Provide opportunities for teaching staff to implement the programmatic elements of the curriculum to ensure the content is adapted to meet individualized needs as defined by the PA Learning Standards and children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs). D2.7 C2	Build additional opportunities for teaching staff to deepen their knowledge of working with children with differing abilities and to expand their implementation of the intervention strategies and content goals in children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs). D2.7 C3
Explain to staff and families how curriculum includes family engagement and home-school connections. D2.8 C1	Review staff activities to ensure they include family engagement and connections to home experiences. D2.8 C2	Examine program policies for family engagement in the curriculum development and learning process and how the curriculum connects to home experiences. D2.8 C3
Select program curriculum that promotes children's positive learning outcomes through developmentally, culturally, individually appropriate and standards-based experiences. D2.9 C1	Adopt curriculum that supports positive learning outcomes for all children in all developmental domains of child development. D2.9 C2	Analyze a variety of curriculum models and advocate for developmentally effective and evidence-based programming. D2.9 C3

Curriculum and Learning Experiences

CURRICULUM

COMPETENCY LEVEL 1

Outline with staff and families ways in which curriculum supports children's approaches to learning, social and emotional development, and academic subjects.
D2.10 C1

COMPETENCY LEVEL 2
All of Level 1

Document and communicate the ways in which curriculum supports play and enhances children's approaches to learning, social and emotional development, and academic subjects.
D2.10 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Evaluate and modify for continuous quality improvement the ways in which program curriculum supports play and enhances children's approaches to learning, social and emotional development, and academic subjects.
D2.10 C3

INSTRUCTION

COMPETENCY LEVEL 1

Explain to staff the importance of a program curriculum philosophy that integrates all domains of development (emotional, social, language, cognitive, physical, and creative).
D2.11 C1

Describe to staff and families the process used to select individual learning goals to develop appropriate curriculum based on children's ages, abilities, ability differences, culture, language, developmental levels, interests, and capacities.
D2.12 C1

Summarize with staff positive guidance strategies involving both adults and children that facilitate and support development of social-emotional skills.
D2.13 C1

Explain to staff and families the extent to which intentional play opportunities (constructing, organizing, and applying knowledge) based on the PA Learning Standards facilitate the achievement of learning outcomes for children.
D2.14 C1

Discuss with staff and families instructional experiences children need for successful outcomes in school and in life as outlined in the PA Learning Standards and the Guiding Principles.*
D2.15 C1

Explain digital media's value as an instructional resource that supports children's learning.
D2.16 C1

COMPETENCY LEVEL 2
All of Level 1

Collaborate with staff to develop the program's curriculum philosophy that includes all domains of development (emotional, social, language, cognitive, physical, and creative).
D2.11 C2

Guide staff in using observation and assessment data to select individual learning goals for children which include play experiences and reflect children's ages, abilities, ability differences, culture, language, developmental levels, interests, and capacities.
D2.12 C2

Observe staff's implementation of positive guidance strategies involving both adults and children designed to facilitate and support child development of social-emotional skills.
D2.13 C2

Adopt intentional, evidence-based frameworks to teaching strategies or modify existing ones based on the PA Learning Standards, targeting children's approaches to learning through play, social interactions, creativity, initiative, persistence, problem solving, and decision making.
D2.14 C2

Communicate and document to staff and families the importance of making continuous quality improvements to instructional content, practices and materials as outlined in the PA Learning Standards and the Guiding Principles.*
D2.15 C2

Support staff's implementation of digital media as an instructional strategy.
D2.16 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Appraise the program's curriculum philosophy to ensure it is inclusive of all domains of development (emotional, social, language, cognitive, physical, and creative) and modify as needed.
D2.11 C3

Create opportunities for staff and families to generate individual learning goals for children which include play experiences and reflect children's ages, abilities, ability differences, culture, language, developmental levels, interests, and capacities.
D2.12 C3

Analyze the program's positive guidance policies to ensure they are responsive to staff, children, and families.
D2.13 C3

Evaluate the evidence-based framework for teaching strategies which best promote children's approaches to learning through play.
D2.14 C3

Create supportive systems for ongoing evaluation and continuous quality improvements to the instructional practices, curriculum, and learning environment.*
D2.15 C3

Assess and monitor appropriate uses of digital media for children and program staff.
D2.16 C3

ADMINISTRATOR / DIRECTOR

Family, Schools and Community Collaborations and Partnerships

Rationale: The partnerships that early childhood and school-age professionals develop with families are critical to supporting children's successful and confident growth and educational experiences in the out-of-home setting. Children thrive when their learning professionals and family members work together to embed culture and values within the children's school experience and to develop ongoing, respectful and reciprocal communication strategies. Early childhood and school-age professionals must be aware of community resources and help families to make those connections when needed.

The adult working in the early childhood and school-age field will be able to:

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Define how the family's relationship context of home, community, and culture, is the primary influence on children's development. K3.1 C1	Apply an understanding of the cultural context of families and children when creating the environment and planning children's experiences, to guide intentional interactions with families. K3.1 C2	Analyze the effectiveness of methods used to assist families in recognizing their strengths, discussing their concerns and needs, and determining their priorities.* K3.1 C3
Describe differences and complexities in family structure and lifestyles within cultures that influence child development and learning, including beliefs, traditions, child rearing practices, parent-child interaction styles, and discipline. K3.2 C1	Partner with individuals who comprise the family structures representative of children in care to maximize developmental outcomes. K3.2 C2	Analyze ways to support family structure and families of children in various developmental stages in collaborative efforts on behalf of children. K3.2 C3
Discuss how personal biases and societal stereotypes impact cultural, racial, linguistic and socio-economic experiences and shape one's own beliefs, values and behaviors. K3.3 C1	Interpret the ways in which personal beliefs, values, and behaviors relative to cultural, racial, linguistic, and socio-economic differences relate to daily practices with children. K3.3 C2	Analyze the degree to which knowledge about personal beliefs related to cultural, racial, linguistic, and socio-economic differences prompt changes in daily practices with children. K3.3 C3
Identify the supports and community resources that families need in raising children, including children with a wide range of abilities.* K3.4 C1	Advocate for policies/procedures which assist families in their efforts to obtain supports needed from schools, agencies and other community resources. K3.4 C2	Evaluate the supports, referrals and other resources provided to families to determine service effectiveness, service gaps and/or to identify additional needs. K3.4 C3
Describe concerns, stressors, and/or crises related to families.* K3.5 C1	Use knowledge about concerns, stressors, and/or crises to enhance interactions with families and provide needed supports.* K3.5 C2	Evaluate strengths, prioritize needs, set goals, and define resources needed to achieve the outcomes related to family concerns, stressors and/or crises.* K3.5 C3

Family, Schools and Community Collaborations and Partnerships

<table>
<tr><td></td><td>COMPETENCY LEVEL 1</td><td>COMPETENCY LEVEL 2
All of Level 1</td><td>COMPETENCY LEVEL 3
All of Level 1 & Level 2</td></tr>
<tr>
<td rowspan="6">EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS</td>
<td>Identify intentional practices designed to acknowledge and value the strengths of families and to create positive, reciprocal relationships with diverse families.*
K3.6 C1</td>
<td>Promote connections among the families of the children in care which value and support the development of reciprocal relationships, particularly across perceived barriers such as; race, language, disability/special needs, and socio-economic status.
K3.6 C2</td>
<td>Analyze approaches to working with diverse families based on a strength-based approach to family structures and systems that creates positive, reciprocal relationships through partnerships incorporating:
• Participation
• Goal Planning
• Collaboration
• Children and Families At Risk
• Program Evaluation
K3.6 C3</td>
</tr>
<tr>
<td>List examples of ways to assist children and families in making a variety of transitions.
K3.7 C1</td>
<td>Employ appropriate strategies involving schools and community agencies to assist children and families in making a variety of transitions.
K3.7 C2</td>
<td>Assess the transition activities employed to provide families and children with appropriate assistance in making a variety of transitions.
K3.7 C3</td>
</tr>
<tr>
<td>Identify the ethical and legal reasons to respect family privacy.
K3.8 C1</td>
<td>Demonstrate an understanding of ethical and legal issues related to privacy and confidentiality issues to real-life situations.
K3.8 C2</td>
<td>Examine efforts to maintain privacy and confidentiality in line with ethical and legal guidelines.
K3.8 C3</td>
</tr>
<tr>
<td>List reasons to foster continuity between home and early learning programs, schools, after-school programs and other child-family affiliated agencies.
K3.9 C1</td>
<td>Use various strategies to build linkages to foster continuity between home and early learning programs, schools, and after school programs, and other child-family affiliated agencies.
K3.9 C2</td>
<td>Evaluate and adjust professional practices employed to build partnerships and improve continuity between home and early learning programs, schools, and after school programs, and other child-family affiliated agencies.
K3.9 C3</td>
</tr>
<tr>
<td>Identify the connections between the appropriate PA Learning Standards for the age group with which you work, and the Key Learning Area—Partnerships for Learning: Families, Learning Environments and Communities.
K3.10 C1</td>
<td>Employ various strategies identified in the PA Learning Standards for the age group with which you work and the Key Learning Area—Partnerships for Learning: Families, Learning Environments and Communities.
K3.10 C2</td>
<td>Assess supportive practices employed by the program, addressing each of the age-appropriate PA Learning Standards in the Key Learning Area—Partnerships for Learning: Families, Learning Environments and Communities.
K3.10 C3</td>
</tr>
<tr>
<td>Describe the key components of the Strengthening Families Protective Factors Framework.
K3.11 C1</td>
<td>Communicate and demonstrate linkages between the Strengthening Families Protective Factors Framework and classroom practices.
K3.11 C2</td>
<td>Evaluate classroom use of Strengthening Families Protective Factors Framework.
K3.11 C3</td>
</tr>
</table>

Family, Schools and Community Collaborations and Partnerships

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 **All of Level 1**	COMPETENCY LEVEL 3 **All of Level 1 & Level 2**
Describe for staff, families, and community how the family's relationship with the child, which takes place in the context of home, community and culture, is the primary influence on children's development. D3.1 C1	Adopt practices that involve, sustain, and strengthen respectful and reciprocal relationships with families to support children's development and learning. D3.1 C2	Evaluate and modify practices used to involve, sustain and strengthen respectful and reciprocal relationships with families to support children's development and learning. D3.1 C3
Identify for staff, families, and community the differences and complexities in family structure and lifestyles within cultures that influence child development and learning, including beliefs, traditions, child rearing practices, parent-child interaction styles, and discipline. D3.2 C1	Demonstrate to staff ways to partner with individuals who comprise the family structures representative of children in care to maximize developmental outcomes. D3.2 C2	Analyze the effectiveness of program supports to families to promote collaborative efforts on behalf of children and make changes as necessary. D3.2 C3
Discuss with staff how personal beliefs, values, and behaviors relative to cultural, racial, linguistic, and socio-economic differences relate to daily practices with children. D3.3 C1	Adopt frequent, meaningful opportunities and practices (informal and formal) to engage families from diverse backgrounds in becoming involved in discussions about their child's development and learning. D3.3 C2	Evaluate the degree to which personal biases and stereotypes held by families and staff may influence perceptions and expectations for children's development and learning. D3.3 C3
List the supports, referrals, and other resources provided to families to determine service effectiveness, service gaps and/or to identify additional needs. D3.4 C1	Provide information to families on appropriate social, mental health, educational wellness, and medical service. D3.4 C2	Create and implement a plan describing procedures that include families in the referral process to appropriate social, mental health, educational wellness, and medical service. D3.4 C3
State how staff's knowledge of family concerns, stressors and/or crises impact children's development and learning. D3.5 C1	Demonstrate an understanding of the impact of divorce, abuse, unemployment, deployment, poverty, inclusion, etc. on child development and family systems to provide quality services. D3.5 C2	Create and utilize multiple, strength-based strategies to educate families and staff with challenging issues such as divorce, abuse, unemployment, deployment, poverty, inclusion, etc. D3.5 C3
Explain to staff, families, and the community how family involvement, collaboration, and reciprocal communication support a quality program. D3.6 C1	Communicate and document the importance of involving families in the program and implement a variety of methods to achieve inclusion of families within program operations and practices. D3.6 C2	Design and apply multiple strategies to involve families in the program, including, but not limited to, conferences, parent handbooks, group activities, and community events. D3.6 C3
Identify for staff ways to assist children and families in making a variety of transitions. D3.7 C1	Promote ways to enrich program offerings, materials, staff-child groupings, school readiness, and seamless transition strategies in support of the diverse family cultures represented within the program. D3.7 C2	Evaluate ways that diverse family cultures enrich program offerings, materials, staff-child groupings, school readiness, and seamless transition strategies. D3.7 C3

Family, Schools and Community Collaborations and Partnerships

<table>
<tr>
<td>COMPETENCY LEVEL 1</td>
<td>COMPETENCY LEVEL 2
All of Level 1</td>
<td>COMPETENCY LEVEL 3
All of Level 1 & Level 2</td>
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<tr>
<td>Relate to staff the ethical and legal reasons to respect family privacy.
D3.8 C1</td>
<td>Promote efforts to maintain privacy and confidentiality in line with ethical and legal guidelines with in your program.
D3.8 C2</td>
<td>Evaluate program policies and staff practices and make recommendations on ways to improve privacy and confidentiality policies and procedures in line with ethical and legal guidelines.
D3.8 C3</td>
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<tr>
<td>Define for staff the reasons to foster continuity between home and early learning programs, schools, after-school programs, and other child-family affiliated agencies.
D3.9 C1</td>
<td>Implement multiple strategies and create varied opportunities to work collaboratively with families, school districts, and other child-family affiliated agencies.
D3.9 C2</td>
<td>Design and implement plans and procedures using multiple strategies to involve and work collaboratively with diverse families in a variety of ways, including: engaging families, addressing barriers, facilitating referrals to schools, responding to diverse community interests, and mobilizing community resources.
D3.9 C3</td>
</tr>
<tr>
<td>Express to staff the connections between the appropriate PA Learning Standards for the age group with which you work, and the Key Learning Area—Partnerships for Learning: Families, Learning Environments and Communities.
D3.10 C1</td>
<td>Monitor staff and provide feedback as they employ various strategies identified in the PA Learning Standards for the age group with which you work and the Key Learning Area—Partnerships for Learning: Families, Learning Environments and Communities.
D3.10 C2</td>
<td>Generate additional supportive practices addressing each of the age-appropriate PA Learning Standards in the Key Learning Area—Partnerships for Learning: Families, Learning Environments and Communities.
D3.10 C3</td>
</tr>
<tr>
<td>Describe the key components of the Strengthening Families Protective Factors Framework .and the relationship to program goals.
D3.11 C1</td>
<td>Communicate and demonstrate linkages between the Strengthening Families Protective Factors Framework and program practices.
D3.11 C2</td>
<td>Evaluate classroom/program use of Strengthening Families Protective Factors Framework.
D3.11 C3</td>
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</table>

ADMINISTRATOR / DIRECTOR

Assessment

Rationale: A comprehensive assessment approach within an early childhood or school-age program combines assessment of children, the environment, staff, and the program itself to ensure continuous quality and responsiveness to its children and families, and the community. Early childhood and school-age professionals must be knowledgeable about the types of assessments and their uses in order to implement regular and systematic methods for observing, documenting, and interpreting data, ensuring that children receive individualized and developmentally appropriate experiences to support their growth and learning.

The adult working in the early childhood and school-age field will be able to:

COMPREHENSIVE ASSESSMENT SYSTEM

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Define the various assessment methods that, when combined, make a comprehensive assessment system.* K4.1 C1	Utilize each of the assessment methods to understand the depth of program operation. K4.1 C2	Combine data from the assessment methods to analyze program implementation. K4.1 C3
Identify ways in which assessment is used to make instructional, environmental and relational decisions and how they relate to continuous quality improvement. K4.2 C1	Use assessment data to inform decision making for instructional, environmental, and relational purposes. K4.2 C2	Synthesize and analyze assessment data for making instructional, environmental and relational decisions for continuous quality improvement. K4.2 C3
Define ethical practices for assessment and confidential management of information. K4.3 C1	Practice ethical assessment and confidential management of information. K4.3 C2	Analyze the degree to which assessment information is used and managed in appropriate ways. K4.C3
Review the results of environmental assessments to understand potential modifications of the instructional setting. K4.4 C1	Modify instructional settings in response to the results of environmental assessments. K4.4 C2	Analyze the results of environmental assessments to consider programmatic changes such as scheduling, new equipment, etc. K4.4 C3
Recognize the importance of participating in regular staff evaluation, including self-reflection, supervisory discussions of strengths and areas for improvement and desired professional development. K4.5 C1	Use results from staff evaluations to make changes to instructional techniques and to identify professional development goals. K4.5 C2	Assess results of staff evaluations in relation to the development of long term and short term professional goals. K4.5 C3
Describe the elements and participants of a programmatic assessment. K4.6 C1	Participate in program assessment. K4.6 C2	Design in collaboration with other program staff short and long term program goals that support continuous quality improvement in response to the results of the program assessment. K4.6 C3

Assessment

EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Identify the types and characteristics of valid and reliable child assessments, their purposes, and their uses for obtaining information about children. K4.7 C1	Employ valid and reliable child assessments to collect data for making decisions about children. K4.7 C2	Create program plans for collecting valid and reliable data to make decisions about children. K4.7 C3
Explain the critical importance of authentic assessment in guiding decisions around young children's development, and learning. K4.8 C1	Arrange and modify the environment, materials and activities to provide opportunities for gathering authentic information about the ways in which children develop, learn and progress. K4.8 C2	Evaluate authentic assessment techniques and select those most suited to particular children, situations, and goals to inform intentional teaching practices. K4.8 C3
Describe the components of quality assessment.* K4.9 C1	Implement assessment as part of the teaching team to obtain information about children's development and learning including data from the components of quality assessment.* K4.9 C2	Synthesize information about student learning gathered from assessment data collected through the components of quality assessment.* K4.9 C3
Describe ways to use information from child assessment in planning children's environments and learning experiences. K4.10 C1	Interpret information from child assessment data to scaffold learning, recognize students having difficulty, identify student challenges and strengths, and plan appropriate interventions in collaboration with colleagues. K4.10 C2	Evaluate and adjust professional practices to modify environments and maximize children's learning based on child assessment and shared decision making. K4.10 C3
Name the ways in which families are included in the child assessment process including conducting, sharing of results and goal-setting. K4.11 C1	Engage families in the child assessment process, including conducting, sharing of results and goal-setting. K4.11 C2	Assess the family partnership approach for conducting, sharing the results of assessment information and goal-setting. K4.11 C3
Describe how screening and assessment tools can provide information that will identify children's possible developmental delays. K4.12 C1	Use screening and assessment tools to gather data that will help determine if children have possible developmental delays. K4.12 C2	Analyze data from screening and assessment tools to determine if children may have possible developmental delays. K4.12 C3
List professional reasons for partnering with both agencies that provide specialized services and families to support children's successful learning experiences. K4.13 C1	Participate as part of a team in the development, implementation and monitoring of an Individual Family Service Plan/ Individual Education Plan, or care plan, for children with special needs with the permission of the family. K4.13 C2	Advocate for participation as a member of the Individual Family Service Plan/ Individual Education Plan, or care plan team, pending parental approval. K4.13 C3

Assessment

EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS

COMPETENCY LEVEL 1	**COMPETENCY LEVEL 2** **All of Level 1**	**COMPETENCY LEVEL 3** **All of Level 1 & Level 2**
Identify ways in which teachers' observations of children's experiences are a foundational component of assessment and can be used to document growth and learning. K4.14 C1	Employ various forms of recording observational information such as anecdotal records, running records, checklists, video or audio recording and others to document children's growth and learning. K4.14 C2	Create strategies for recording observational information to understand and document children's growth and learning. K4.14 C3
Define ways to observe and record information that is free of bias and culturally and linguistically sensitive to recognize the abilities of all children. K4.15 C1	Use observation and recording techniques that are culturally and linguistically sensitive, reduce bias, and recognize the abilities of all children. K4.15 C2	Evaluate assessment techniques, and modify if necessary, to ensure cultural and linguistic sensitivity, reduction of bias, and recognition of the abilities of all children. K4.15 C3
Name artifacts that can be gathered to document children's growth and development in both informal and formal assessments. K4.16 C1	Implement informal and formal assessments, using a variety of artifacts, to monitor children's learning and development. K4.16 C2	Evaluate informal and formal assessments to determine the effectiveness of these tools in assessing children's learning and development. K4.16 C3
Define how portfolio assessment is one intentional process to document children's development and learning. K4.17 C1	Use portfolio assessment strategies to document children's development and learning. K4.17 C2	Evaluate portfolio artifacts to determine if changes in portfolio assessment practices are needed. K4.17 C3

ADMINISTRATOR / DIRECTOR

COMPETENCY LEVEL 1	**COMPETENCY LEVEL 2** **All of Level 1**	**COMPETENCY LEVEL 3** **All of Level 1 & Level 2**
Discuss with staff the various assessment methods that, when combined, make a comprehensive assessment system. D4.1 C1	Promote staff implementation of a variety of assessment methods to understand the depth of program operation. D4.1 C2	Interpret data from various assessments completed to analyze program implementation. D4.1 C3
Explain to staff ways in which information attained from assessment and observation results is used to make instructional, environmental and relational decisions and how they relate to continuous quality improvement. D4.2 C1	Provide instructional activities to assist staff in acquiring a working knowledge of formative, summative, benchmark and diagnostic assessments, including child observation practices to support informed curriculum development. D4.2 C2	Design and implement professional development for improving staff assessment skills and implementation of assessment procedures to improve program quality and professional practices. D4.2 C3
Relate to staff ethical practices for assessment and confidential management of information. D4.3 C1	Promote staff's ethical assessment practices and confidential management of information. D4.3 C2	Analyze the degree to which assessment information is used and managed in appropriate ways by program staff. D4.3 C3
Review with staff the results of environmental assessments checking for any identified needs in the instructional setting. D4.4 C1	Modify in collaboration with staff instructional settings within the program in response to the results of environmental assessments. D4.4 C2	Examine with staff the results of environmental assessments to consider programmatic changes such as scheduling, new equipment, etc. D4.4 C3

Assessment

―――――― COMPREHENSIVE ASSESSMENT SYSTEM ――――――

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Arrange to hold regular staff evaluations, including staff self-reflection, supervisory discussions of strengths and areas for improvement and desired professional development. D4.5 C1	Support staff in implementing the results of their staff evaluation to make changes to instructional techniques and to identify professional development goals. D4.5 C2	Examine annually the results of individual staff evaluations to collaboratively develop long term and short term professional goals. D4.5 C3
Explain to staff the importance of programmatic assessment as part of the continuous quality improvement process. D4.6 C1	Promote staff's participation in program assessment and the ongoing review of the developed goals to determine results. D4.6 C2	Assess the program's system for reviewing continuous quality improvement goals for progress and change that relates to the program assessment goals. D4.6 C3

―――――――――― CHILD ASSESSMENT ――――――――――

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Express to staff and families the importance of conducting a variety of valid and reliable child assessments, their purposes, and their uses for obtaining information about children to make informed programmatic decisions in support of children's development. D4.7 C1	Support teaching staff in the use of appropriate methods of child assessment in line with PA Learning Standards and Standards Aligned Systems (SAS) and Pennsylvania required child assessment systems. D4.7 C2	Create strategies to support staff use of formative, summative, benchmark and diagnostic assessments, including child observation, in making decisions about curriculum design and teaching strategies based on assessment data. D4.7 C3
Define for staff authentic assessment and how it supports informed decisions about children's development and learning. D4.8 C1	Support staff understanding of the ways in which the environment, materials and activities work together to provide opportunities to gather authentic assessment information. D4.8 C2	Evaluate programmatic policies that support staff's use of authentic assessment techniques as part of their intentional teaching practice. D4.8 C3
Define for staff the components of quality assessment.* D4.9 C1	Assist staff teams to work together to obtain assessment information about children's development and learning from multiple sources and dimensions. D4.9 C2	Evaluate the program's policies that support staff processes for gathering assessment information from multiple sources and dimensions to monitor children's progress and to make informed instructional decisions. D4.9 C3
Relate to staff the importance of using information from child assessments as a basis from which to plan children's environments and learning experiences. D4.10 C1	Assist staff in utilizing child assessment data in curriculum planning with reference to the PA Learning Standards and the Standards Aligned System (SAS). D4.10 C2	Create a system to review staff curriculum development for consistent inclusion of data collected from child assessments and observations within the framework of the PA Learning Standards and the Standards Aligned System (SAS). D4.10 C3
Explain to staff the importance of the partnership with families in conducting and reviewing child assessment information and designing goals. D4.11 C1	Promote ways to partner with families for effective and informed child assessment. D4.11 C2	Design and implement strategies to build partnerships with families for effective child assessment. D4.11 C3

Assessment

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Explain to staff the importance of the partnership with families in conducting and reviewing child assessment information and designing goals. D4.11 C1	Promote ways to partner with families for effective and informed child assessment. D4.11 C2	Design and implement strategies to build partnerships with families for effective child assessment. D4.11 C3
Explain to staff the steps of screening and assessment for children's developmental delays and how this information is shared with other professional agencies and families. D4.12 C1	Support staff in attaining required skills in using screening and assessment tools to collect data on children with possible developmental delays. D4.12 C2	Evaluate program's processes for reviewing of child assessment data to recognize when further evaluation by another professional is indicated. D4.12 C3
Review with staff the agencies within the community with whom partnering will occur, to provide specialized services to families for supporting children's successful learning experiences. D4.13 C1	Support staff's participation as part of a team in the development, implementation, and monitoring of an Individual Family Service Plan/ Individual Education Plan, or care plan, for children with special needs, with the permission of the family. D4.13 C2	Evaluate community collaborations and partnerships to assure program's participation in Individual Family Service Plan/ Individual Education Plan development, implementation, and monitoring. D4.13 C3

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Explain to staff the ways in which observational information is used to understand and document children's growth and learning. D4.14 C1	Support staff's methods for improving observational assessment procedures and for using observational assessment to modify and improve successful teaching strategies and professional practices. D4.14 C2	Evaluate policies and procedures that support staff's use of observation as a means of assessing children's growth and learning. D4.14 C3
Identify a variety of observation and recording techniques and choose methods that are culturally and linguistically sensitive, reduce bias, and recognize the abilities of all children. D4.15 C1	Communicate to staff the importance of using observational assessment tools and practices that are free of cultural and stereotypical biases. D4.15 C2	Evaluate all assessment tools to ensure that they are fair and free of cultural and stereotypical biases. D4.15 C3
List with staff a variety of artifacts that are used in both informal and formal assessments to document children's growth and development. D4.16 C1	Interpret for staff the differences and uses of both informal and formal assessments and the artifacts that support both types. D4.16 C2	Assess program policies to ensure processes exist to include both informal and formal assessments as part of the child assessment strategy. D4.16 C3
Identify for staff the elements of a portfolio and its benefits for documenting children's development and learning. D4.17 C1	Support staff's use of portfolio assessment strategies to document children's development and learning. D4.17 C2	Evaluate staff's use of the portfolio as a means for documenting children's development and learning. D4.17 C3

ADMINISTRATOR / DIRECTOR

Communication

Rationale: Professionals' strong interpersonal communication skills and knowledge about ways in which children acquire language and literacy skills are critical ingredients in today's early childhood and school-age classrooms. Professionals must use effective communication strategies, including the use of digital media and literacy-rich environments, to cultivate their relationships with families, peers, and children and to support children's learning and interactions with others.

The adult working in the early childhood and school-age field will be able to:

<div style="writing-mode: vertical-rl">EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS</div>

COMPETENCY LEVEL 1

Define communication as a process in which verbal and non-verbal messages are sent and received to facilitate the development of positive relationships between and among staff, children, families and community members.
K5.1 C1

Define the elements that characterize effective verbal (including sign, picture exchange, assistive technology) and non-verbal (tactile, gestures, visual, assistive technology) communication.
K5.2 C1

Describe the ways in which communication styles and vocabulary must be adapted to meet the needs of the listener, based on culture, primary language and cognitive strengths and/or limitations.
K5.3 C1

Define the ways in which the environment (physical, temporal, human/nurturing) communicates positive messages of acceptance, warmth, and comfort to children, families, and professionals.
K5.4 C1

Describe the ways in which the development of vocabulary and reading skills impact children's successful communication skills.
K5.5 C1

COMPETENCY LEVEL 2
All of Level 1

Use communication as a process in which verbal and non-verbal messages are sent, received, processed and perceived as the basis for facilitating ongoing relationships between and among staff, children, families and community members.
K5.1 C2

Communicate effectively by using spoken and written language, sign, and/or assistive devices, as appropriate.
K5.2 C2

Adapt a communication style and vocabulary to meet the needs of the listener, based on culture, primary language and cognitive strengths and/or limitations.
K5.3 C2

Modify the environment to communicate positive messages of acceptance, warmth, and comfort to children, families, and professionals.
K5.4 C2

Provide daily experiences, using the PA Learning Standards as a guide, where children practice and develop vocabulary and reading skills.
K5.5 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Evaluate personal communication effectiveness with professionals, children, families and community members by formally and informally requesting feedback about the congruency between the messages sent and messages received.
K5.1 C3

Evaluate program communication effectiveness between and among professionals, children, families and community members by formally and informally requesting feedback about the congruency between the messages (spoken, written, sign, assistive devices) sent and messages received.
K5.2 C3

Analyze feedback data to determine developmental and cultural appropriateness of communication and adapt approaches to meet individual needs of each participant based on culture, primary language and cognitive strengths and/or limitations.
K5.3 C3

Design strategies for evaluating the environment to determine the degree to which the environment successfully communicates positive messages of acceptance, warmth, and comfort to children, families, and professionals.
K5.4 C3

Generate new classroom environments and daily experiences to expand opportunities for children to practice and develop vocabulary and reading skills.
K.5.5 C3

Communication

COMPETENCY LEVEL 1

Participate in discussions about creating experiences to meet children's communication needs by providing a communication-rich environment.*
K5.6 C1

Describe how professionals can support communication that can be understood by each child through the use of verbal and non-verbal techniques that encourage children's expressive and receptive language.*
K5.7 C1

Describe environments that provide opportunities to support and extend children's communication skills.*
K5.8 C1

Define reasons for fostering reciprocal communication with colleagues and families to implement classroom goals that meet children's needs.
K5.9 C1

Summarize the variety of ways to communicate with children and adults.*
K5.10 C1

Identify the adult factors/interactions that influence a child's development of good communication (e.g., listen attentively and sensitively respond, speak and write clearly, and read fluently).
K5.11 C1

Identify equipment, materials, and resources that support and extend children's communication skills.
K5.12 C1

Describe the purpose of Pennsylvania's diverse communication systems which provide professionals with data such as: Early Learning Network (ELN) system, the Standards Aligned System (SAS) portal, and the Pennsylvania Key website, and how it supports their work in the classroom.
K5.13 C1

Describe ways in which varied digital media (phones, smartphones, computers, cameras, etc.) can be used to support children's communication skills.
K5.14 C1

COMPETENCY LEVEL 2
All of Level 1

Implement experiences which provide children with varied opportunities to interact in a communication-rich environment.*
K5.6 C2

Implement programs which support, extend and scaffold communication that is understood by each child through the use of verbal and non-verbal techniques that encourage children's expressive and receptive language.*
K5.7 C2

Organize an environment that provides opportunities to support and extend children's communication skills.*
K5.8 C2

Adopt a system of reciprocal communication with colleagues and families when developing or revising classroom goals to ensure children's needs are met.
K5.9 C2

Demonstrate the variety of ways to communicate with children and adults.*
K5.10 C2

Communicate effectively with children (e.g., listen attentively and sensitively respond, speak and write clearly, and read fluently).
K5.11 C2

Select equipment, materials and resources that support and extend children's communication skills.
K5.12 C2

Navigate Pennsylvania's diverse systems of communicative technologies which provide professionals with data such as: Early Learning Network (ELN) system, the Standards Aligned System (SAS) portal, and the Pennsylvania Key website.
K5.13 C2

Use digital media in age-appropriate ways as part of a communication rich environment.
K5.14 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Research new strategies to expand a communication-rich environment.*
K5.6 C3

Analyze communication components aimed at supporting, extending, and scaffolding communication to determine outcomes for each child in the program.*
K5.7 C3

Generate new ideas about quality environments which support and extend children's communication skills.*
K5.8 C3

Identify new strategies to improve reciprocal communication within the classroom, among colleagues and families, to ensure children's needs are met.
K5.9 C3

Design and organize experiences which support a variety of ways to communicate with children and adults.*
K5.10 C3

Assess strategies and skills that employ effective communication practices with children (e.g., listen attentively and sensitively respond, speak and write clearly, and read fluently).
K5.11 C3

Experiment with innovative ways to use equipment, materials, and resources that support and extend children's communication skills.
K5.12 C3

Compile data acquired through Pennsylvania's diverse systems of communicative technologies and utilize this information to inform classroom practices.
K5.13 C3

Analyze digital media, applications, and activities to ensure they are age-appropriate and enriching for children.
K5.14 C3

Communication

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Describe for staff the communication process, in which verbal and non-verbal messages are sent and received, to facilitate the development of positive relationships between and among staff, children, families, and community members. D5.1 C1	Demonstrate in program goals and professional practices a variety of responsive communication methods that support diversity among families, staff, children, schools, and communities, in which various communication styles are addressed. D5.1 C2	Design and implement an evidence-based framework for responsive internal and external communication with diverse families, staff, children, schools, and communities that addresses various communication styles, elaborates resources, recognizes barriers, uses current technology, and models cooperative communication for mediating challenging situations. D5.1 C3
Explain to staff the elements that characterize effective verbal (including sign, picture exchange, assistive technology) and non-verbal (tactile, gestures, visual, assistive technology) communication. D5.2 C1	Promote effectiveness of program communication between and among professionals, children, families, and community members. D5.2 C2	Evaluate the effectiveness of program communication by examining the sources of evidence and making modifications as indicated. D5.2 C3
Review with staff the ways in which communication styles and vocabulary must be adapted to meet the needs of the listener based on culture, primary language and cognitive strengths and/or limitations. D5.3 C1	Apply effective techniques and resources to communicate and negotiate across potential cultural and linguistic barriers (e.g. verbal and print messages, translations into primary family language, and signing and/or assistive devices as appropriate). D5.3 C2	Analyze program approaches with sensitivity to meeting the needs of diverse families including English Language Learners, families with low socio-economic opportunities, families from various cultures, families leading alternative lifestyles, and families who have ability differences, to refine, modify, and improve communication. D5.3 C3
Recognize the ways in which the environment (physical, temporal, human/nurturing) communicates positive messages of acceptance, warmth, and comfort to children, families, and professionals. D5.4 C1	Model the ways in which the environment (physical, temporal, human/nurturing) communicates positive messages of acceptance, warmth, and comfort to children, families, and professionals. D5.4 C2	Assess, in collaboration with staff, children, and families, the extent to which environments convey positive messages of acceptance, warmth and comfort. D5.4 C3
Outline with staff the ways in which the development of vocabulary and reading skills impact children's success in written and oral communication. D5.5 C1	Provide developmentally appropriate materials to support vocabulary and reading skill development in children. D5.5 C2	Evaluate staff knowledge and implementation of activities/materials, which are supported by the PA Learning Standards, and promote vocabulary and reading skill development in children. D5.5 C3
Define for staff the ways in which programs create varied experiences which provide children opportunities to interact in a communication rich environment.* D5.6 C1	Develop, in collaboration with staff, experiences which provide children with varied experiences to interact in a rich communication environment.* D.5.6 C2	Evaluate the ability of staff to design communication-rich environments that support children's language and literacy skills development.* D5.6 C3
State for staff the value of supporting communication that can be understood by each child through the use of verbal and non-verbal techniques that encourage children's expressive and receptive language. D5.7 C1	Prepare with staff input programs which support, extend and scaffold communication that is understood by each child through the use of verbal and non-verbal techniques that encourage children's expressive and receptive language. D5.7 C2	Examine the ability of staff to use communication that is understood by each child through the use of verbal and non-verbal techniques that encourage children's expressive and receptive language. D5.7 C3

Communication

| COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Point out for staff environments that provide opportunities to support and extend children's communication skills.* D5.8 C1	Promote ways for staff to provide increased supports within the environment that generate individualized plans that promote the development of children's communication skills.* D5.8 C2	Design with staff quality environments that provide opportunities to support and extend children's communication skills.* D5.8 C3
Describe program practices that provide opportunities for colleagues and families to communicate information about children's abilities, interests, and needs. D5..9 C1	Communicate and document the importance of regular collaborative discussions and decision-making among staff and families. D5.9 C2	Develop a framework that provides opportunities for open communication, team discussion, and decision-making with colleagues and families. D5.9 C3
Outline for staff the variety of communication strategies that can be used with children and adults.* D5.10 C1	Demonstrate for staff the variety of communication strategies that can be used with children and adults.* D5.10 C2	Evaluate, through classroom observations, the effectiveness of staff skills and strategies using instructional supports that support the use of a variety of communication strategies.* D5.10 C3
Explain to staff and families the adult factors/ interactions that influence a child's development of good c ommunication (e.g., listen attentively and sensitively respond, speak and write clearly, and read fluently). D5.11 C1	Demonstrate for staff and families the adult factors/ interactions that influence a child's development of good communication (e.g., listen attentively and sensitively respond, speak and write clearly, and read fluently). D5.11 C2	Assess the staffs' interactions with children that demonstrate effective communication practices with children (e.g., listen attentively and sensitively respond, speak and write clearly, and read fluently). D5.11 C3
List needed equipment, materials, and resources that support and extend children's communication skills. D5.12 C 1	Provide equipment, materials, and resources that support and extend children's communication skills. D5.12 C2	Generate a list of additional equipment, materials, and resources needed that promote and extend children's commu-nication skills to support the continuous quality improvement process. D5.12 C3
Select classroom data using the diverse professional internet-based communication systems to inform program policies and classroom practices. D5.13 C1	Research various program communication methods and compare information on the functionality, patterns, opportunities, and barriers of the methods used to improve data collection within the program. D5.13 C2	Assess program and staff technological abilities to access and use the diverse professional internet-based communi-cation systems and support continuous improvements to program and staff capabilities. D5.13 C3
Discuss with staff and families ways to use digital media to support children's communication skills. D5.14 C1	Provide the appropriate professional development around varied digital media to support children's communication skills. D5.14 C2	Research various age appropriate digital media options and work with staff to prioritize what technology should be available within the program. D5.14 C3

Professionalism and Leadership
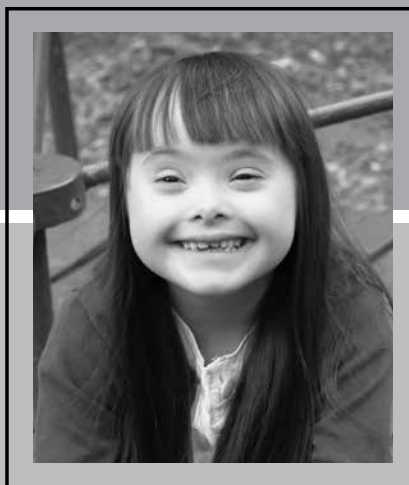
Rationale: Today's early childhood and school-age professionals must demonstrate a commitment to the profession that extends beyond the learning environment in which they work. In addition to the provision of ethical and high quality learning experiences for children, a pledge to lifelong learning and advocacy for the children and families they serve assures the field its very reputation of an essential societal profession.

The adult working in the early childhood and school-age field will be able to:

━ PROFESSIONALISM ━

<div style="writing-mode: vertical">EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS</div>

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 **All of Level 1**	COMPETENCY LEVEL 3 **All of Level 1 & Level 2**
Define the dispositions for working in the early childhood field (birth to grade 4). * K6.1 C1	Compare the early childhood profession (birth to grade 4) with other professions. * K6.1 C2	Advocate for the early childhood field (birth to grade 4) as a distinct profession, which embodies ethical/professional interactions and codes of conduct.* K6.1 C3
List the variety of roles professionals assume in the early childhood field. * K6.2 C1	Execute effectively the multiple roles that early childhood professionals assume.* K6.2 C2	Assess professional growth in the variety of roles assumed by early childhood professionals and how this contributes to career planning.* K6.2 C3
Engage in supportive working relationships with colleagues and peers. K6.3 C1	Utilize a team approach to support children's successful growth and development and families' satisfaction. K6.3 C2	Analyze the collaborative approach to ensure child, staff, and family satisfaction in the delivery of services. K6.3 C3
Name the ways in which early childhood professionals can engage in formal and informal self-assessment opportunities to strengthen professional growth and to establish long-term and short-term professional development goals. K6.4 C1	Demonstrate knowledge and use of self-assessment tools to enhance skills and dispositions and refine professional practices (including self- reflection, portfolios, professional development records, journaling, and others). K6.4 C2	Plan for continuous self-assessment and self-development based on strengths and challenges in the professional role of a lifelong learner. K6.4 C3
Participate, as a lifelong learner, in opportunities for professional development and growth at the local, state, and national level through a variety of means. K6.5 C1	Engage in continual professional development relative to early childhood education and school-age programs to inform and enhance practice. K6.5 C2	Synthesize information and participate in interdisciplinary collaboration, including engagement with a variety of professionals and organizations involved in early childhood education and school-age programs, to share new ideas and perspectives. K6.5 C3

Professionalism and Leadership

ETHICS

COMPETENCY LEVEL 1

Identify the relevant professional codes, standards, regulations, guidelines, position statements, evidence-based practices and state and federal regulatory processes that support the early childhood field.
K6.6 C1

Define cultural competence in educational programming in the context of standards, guidelines and codes of ethics to improve learning outcomes for children.
K6.7 C1

Define the steps for action research within the classroom to address a classroom challenge or support continuous quality improvement (CQI) efforts.*
K6.8 C1

COMPETENCY LEVEL 2
All of Level 1

Demonstrate high standards of competence and integrity, and exercise sound judgment in the practice of the profession, by internalizing the codes of conduct and using professional codes, standards, guidelines and regulatory processes.
K6.6 C2

Engage in cross cultural collaboration across disciplines and settings in an ethical manner to improve learning outcomes for children.
K6.7 C2

Engage in action research to address a classroom challenge or support continuous quality improvement (CQI) efforts.*
K6.8 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Analyze data and reflect upon the relevant professional codes, guidelines, standards, and regulatory processes which govern your professional role to plan for continuous program improvement, including the review of current research and policy relevant to child and youth development.
K6.6 C3

Transmit cross cultural knowledge, skills and dispositions in ethical, collaborative ways through modeling, motivating and mentoring in order to analyze the effect that knowledge transmission has on learning outcomes for children.
K6.7 C3

Evaluate how action research within the classroom supports professional problem solving for challenging issues through strategic action planning steps.*
K6.8 C3

ADVOCACY AND LEADERSHIP

COMPETENCY LEVEL 1

List and describe leadership styles, skills, competencies, and dispositions that an early learning or school-age administrator/director/teacher may possess.*
K6.9 C1

Define the role of the early childhood professional as an advocate that identifies central policy issues in the field and promotes support for early childhood education.
K6.10 C1

Recognize the early childhood profession as a distinct discipline with a mission, history, values, knowledge base, code of ethics, and standards and guidelines for programs, children and professionals.
K6.11 C1

Define mentoring and coaching, the differences between them, and how they are used.*
K6.12 C1

COMPETENCY LEVEL 2
All of Level 1

Demonstrate knowledge of the skills, styles, dispositions, and competencies that an effective leader uses to supports an early learning or school-age program.*
K6.9 C2

Participate in informed and ethical advocacy activities in the community and professionally that:
• Articulate well-developed perspectives on the challenges facing the early childhood profession including the impact of public policy
• Advocate for sound educational practices and policies
• Advocate for appropriate services and funding
K6.10 C2

Use information about the early childhood profession as a distinct discipline to provide information to families, schools, and to the community.
K6.11 C2

Utilize mentoring or coaching strategies with co-workers to support their continuous quality improvement within the program.
K6.12 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Reflect and assess growth in leadership skills, styles, dispositions, and competencies and continue to seek professional develop opportunities to expand upon these to support continuous quality improvement within your program.*
K6.9 C3

Synthesize multiple sources of knowledge and multiple perspectives to engage in ethical advocacy to ensure best practices to meet the needs of young children.
K6.10 C3

Advocate for the early childhood field (birth to grade 4) as a distinct research based discipline that is standards based and supports young children's success in school and life.
K6.11 C3

Create a classroom environment that utilizes skills and knowledge gained from a mentor/coach and supports best practice and meets the needs of all children and families.
K6.12 C3

Professionalism and Leadership

ADMINISTRATOR / DIRECTOR

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Share written program policies using NAEYC's Code of Ethical Conduct as a reference to outline expectations for all program staff, modeling ethical behavior at all times.* D6.1 C1	Demonstrate ethical/professional behavior, set standards and expectations for staff and families and act as role model.* D6.1 C2	Create a system of documentation of expectations and periodic staff performance evaluations, in which to inform all staff of the specific requirements in professional behavior and skills.* D6.1 C3
Identify with staff the various teaching-learning skills that are assumed by early childhood professionals and the types of professional development or career options that support each of those roles. D6.2 C1	Discuss with the staff the different teaching-learning skills, roles and strategies that professionals assume and the needed, related professional development. D6.2 C2	Evaluate program staff current teaching-learning skills, roles, and strategies and cooperatively design ways to support their professional development, extend their learning and enhance their teaching-learning effectiveness to support their career development. D6.2 C3
Recognize the importance of utilizing a team approach to support children's successful growth and development and families' satisfaction. D6.3 C1	Apply multiple strategies to promote professionalism among staff, including participatory management style that values knowledge and experience of all staff members. D6.3 C2	Create and maintain a professional, inclusive, collaborative, and trusting environment in the workplace. D6.3 C3
Define the importance of developing knowledge and the use of self-assessment tools to enhance skills and dispositions, for refining professional practices (including self-reflection, portfolios, professional development records, journaling, and others). D6.4 C1	Apply organizational theory and use the appropriate leadership style to lead staff through the processes of program evaluation, quality improvement, and professional development. D6.4 C2	Prioritize and plan for continuous quality improvement through consistent program evaluation and ongoing professional development chosen in collaboration with staff, in support of the Professional Development plan. D6.4 C3
Identify to staff and families the benefits of continual professional development relative to early childhood education and school-age programs to inform and enhance practice. D6.5 C1	Apply knowledge of credentialing, teacher certification, and induction when mentoring and advising program staff on their professional growth and development. D6.5 C2	Justify staff use of the PA Professional Development Record, referencing the Career Lattice, to advance professional development. D6.5 C3

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Outline for staff and families the high standards of competence and integrity, and exercise sound judgment in the practice of the profession by internalizing the codes of conduct and using professional codes, standards, guidelines, and regulatory processes. D6.6 C1	Use available local, state and national resources that establish regulatory and professional standards for quality programs. D6.6 C2	Evaluate for consistency in maintaining all regulatory and professional standards to provide a quality program. D6.6 C3

Professionalism and Leadership

————————————————— **ETHICS** —————————————————

COMPETENCY LEVEL 1

Support staff as they engage in cross-cultural collaboration, across disciplines and settings in an ethical manner, to improve learning outcomes for children.
D6.7 C1

Provide professional development opportunities for staff to gain knowledge and experience in conducting an action research project.
D6.8 C1

COMPETENCY LEVEL 2
All of Level 1

Collect and review research-based articles that demonstrate for staff and families how to transmit cross-cultural knowledge, skills, and dispositions in ethical, collaborative ways.
D6.7 C2

Demonstrate the ability to design and use action research that can be used to improve individual or program quality, inform practice, remediate problems, and discover solutions for challenging situations and/or continuous quality improvement (CQI) efforts.*
D6.8 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Analyze the effectiveness of the cultural collaboration within your program and make quality improvements when necessary, with the input of staff, children, families, and the community.
D6.7 C3

Assess if additional inquiry steps should be implemented within program policies and/or practices to continue improvements made to program quality and solutions offered in areas of need, as depicted through the results of the action research project.*
D6.8 C3

————————————————— **ADVOCACY AND LEADERSHIP** —————————————————

COMPETENCY LEVEL 1

Model for staff ways to reflect and assess growth in leadership skills, styles, dispositions, and competencies while continuing to seek professional develop opportunities to expand upon these in support of continuous quality improvement within your program.*
D6.9 C1

Outline for staff and families the role of the early childhood professional as an advocate that identifies central policy issues in the field and promotes support for early childhood education.
D6.10 C1

Describe a vision and mission for a high quality program for children and families.
D6.11 C1

Select appropriate staff to develop as mentors/coaches within your program to support staffs' continuous quality improvement within the program.
D6.12 C1

COMPETENCY LEVEL 2
All of Level 1

Practice self-reflection skills continuously to seek professional growth and high standards in personal values, skills, and leadership styles.*
D6.9 C2

Communicate support in a variety of ways for the children and families being served, as well as the early childhood community at large.
D6.10 C2

Communicate and document the program's goals that advocate for children, families, staff, and board members.
D6.11 C2

Assign mentors/coaches as appropriate to support staffs' continuous quality improvement within the program.
D6.12 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Evaluate personal values, skills, and leadership styles and reflect upon how these traits need to be developed to meet the changing needs of your program.*
D6.9 C3

Create a program environment that advocates for children, families, and the early childhood community to appropriate stakeholders and decision makers.
D6.10 C3

Design with stakeholders and support staff and implement the program vision and mission through interpretation and communication of the program's philosophy to advocate for children, families, staff, and board (if applicable) to meet strategic goals.
D6.11 C3

Evaluate the effectiveness of mentoring and coaching strategies occurring within the program and identify additional areas of support required.
D6.12 C3

Health, Safety and Nutrition

Rationale: Children's healthy and safe experiences in the early years are the foundation for their successful growth and learning. Early childhood and school-age professionals must work in partnership with children's families and be knowledgeable about their community to ensure that children's and nutritional needs are met so that they are able to develop socially, emotionally, cognitively, and physically. Children must feel safe in their learning environments and professionals must adhere to relevant regulations and recommended practices in the context of families' cultural traditions and children's special needs.

The adult working in the early childhood and school-age field will be able to:

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 **All of Level 1**	COMPETENCY LEVEL 3 **All of Level 1 & Level 2**
Identify the sources of health, safety, and nutrition standards and regulations that apply to the early childhood or school-age program.* K7.1 C1	Demonstrate a consistency in following required health, safety, and nutrition practices in compliance with applicable mandates and standards.* K7.1 C2	Evaluate the current practices for effectiveness and compliance with applicable health, safety, and nutrition mandates and standards through instituting corrective actions in areas of need and consulting outside experts as needed or required.* K7.1 C3

———— HEALTH ————

Describe the recommended sanitation practices that reduce the spread of germs. K7.2 C1	Incorporate into daily routines the prescribed sanitation practices related to the reduction of the spread of disease. K7.2 C2	Evaluate current sanitation practices within your classroom for effectiveness in minimizing transmission of disease and make modifications as needed. K7.2 C3
Name essential health habits and fitness activities for children that are individually, age, and ability appropriate. K7.3 C1	Incorporate and model health and fitness activities as part of the daily routine. K7.3 C2	Evaluate implementation of health and fitness activities as part of the daily curriculum, and develop a plan for expanding activities based on current best practices. K7.3 C3
Describe ways to ensure children's healthy participation in daily activities, including daily health checks and review of their records. K7.4 C1	Reviews ways that children are assessed to ensure they are healthy and able to participate in daily activities and routines. K7.4 C2	Assess policies and procedures that ensure children's healthy participation in the life of the program.* K7.4 C3
List health care prevention practices and discuss accepted measures for managing acute and chronic illnesses in children.* K7.5 C1	Demonstrate the use of preventive practices and management of acute and chronic illnesses in children.* K7.5 C2	Evaluate policies for the development and implementation of individualized plans that meet the health-related needs of children, in cooperation with families and external authorities.* K7.5 C3
Identify and describe all elements that should be contained in children's health records. K7.6 C1	Maintain health records that are complete and current with all required elements. K7.6 C2	Analyze and recommend modifications to the processes and policies used to maintain complete and current health care information on children and staff. K7.6 C3

Health, Safety and Nutrition

——————— SAFETY ———————

COMPETENCY LEVEL 1	**COMPETENCY LEVEL 2** **All of Level 1**	**COMPETENCY LEVEL 3** **All of Level 1 & Level 2**
Describe the critical role the professional plays in the supervision of children and list ways to supervise children at all times, including procedures for release of children. K7.7 C1	Demonstrate appropriate supervision procedures and policies at all times. K7.7 C2	Assess child supervision practices and make changes as needed and required to protect children and minimize risk. K7.7 C3
Identify and report health and safety hazards in the program environment, in line with reporting procedures. K7.8 C1	Use knowledge of health and safety standards and practices to reduce hazards in the program's indoor and outdoor environments. K7.8 C2	Analyze observational data and incident reports on the program environment; take corrective action through health and safety adaptations and modifications. K7.8 C3
Define the elements of an emergency preparedness plan and emergency drills. K7.9 C1	Participate in emergency drills regularly, according to the emergency preparedness plan. K7.9 C2	Evaluate the implementation of the emergency preparedness plan to determine if the process used is feasible and appropriate for evacuation of all children. K7.9 C3
Identify the signs and symptoms of child abuse and neglect. K7.10 C1	Interpret the differences between physical, sexual, and emotional abuse and neglect. K7.10 C2	Assess the ability of colleagues to recognize the signs and symptoms of child abuse and neglect. K7.10 C3
Name and adhere to the laws and responsibilities associated with being a mandated reporter for suspected child abuse and neglect. K7.11 C1	Relate the challenges associated with being a mandated reporter for suspected child abuse and neglect. K7.11 C2	Develop strategies to effectively report suspected child abuse and neglect, in compliance with mandated reporting requirements. K7.11 C3

——————— NUTRITION ———————

COMPETENCY LEVEL 1	**COMPETENCY LEVEL 2** **All of Level 1**	**COMPETENCY LEVEL 3** **All of Level 1 & Level 2**
Describe the dietary needs associated with age-related development and ways to accommodate children's and families' special needs and preferences. K7.12 C1	Provide input to ensure the provision of nutritious meals that meet required guidelines and accommodate children's and families' special needs and preferences. K7.12 C2	Evaluate meal plans and menus to ensure that they meet guidelines for sound nutrition, including special dietary concerns. K7.12 C3
Describe ways to provide safe, healthy, and enjoyable feeding and mealtime experiences. K7.13 C1	Demonstrate safe, healthy, and enjoyable feeding and mealtime experiences. K7.13 C2	Develop with family's ways to incorporate their mealtime practices into family-style eating policies. K7.13 C3
Explain the importance of using safe food handling procedures at all times. K7.14 C1	Practice safe food handling procedures at all times. K7.14 C2	Review national and state research on best practices to keep nutrition and safe food handling policies current. K7.14 C3

Health, Safety and Nutrition

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 **All of Level 1**	COMPETENCY LEVEL 3 **All of Level 1 & Level 2**
Review regularly with staff the health, safety and nutrition standards and regulations that apply to the early childhood or school-age program.* D7.1 C1	Implement an evidenced-based framework to ensure compliance with current health, safety, and nutrition standards.* D7.1 C2	Create an infrastructure focused on continuous quality improvement that utilizes the expertise and resources of the community, including health specialists.* D7.1 C3

HEALTH

Identify recommended sanitation practices being used in the program that reduce the spread of germs. D7.2 C1	Demonstrate to staff the recommended sanitation practices that reduce the spread of germs. D7.2 C2	Monitor current sanitation practices of staff for effectiveness in minimizing transmission of disease and make modifications as needed. D7.2 C3
Discuss with staff, children and families, the importance of incorporating health and fitness activities into the daily routine of the early learning program. D7.3 C1	Modify program policies and practices to ensure compliance with local, state, and national health/safety standards, and include age-appropriate health and fitness activities in curriculum. D7.3 C2	Develop, implement and assess program policies to ensure compliance with local, state, and national health/safety standards, and incorporate health and fitness activities in daily curriculum for every child. D7.3 C3
Share with staff best practices that ensure children's healthy participation in daily activities, including daily health checks and review of their records. D7.4 C1	Communicate and document effective and research-based health and safety practices to be implemented within your program, which reflect current DPW certification regulations, as well as Caring for Our Children and American Academy of Pediatric policies. D7.4 C2	Assess current practices for effectiveness and conformity with national health and safety standards for early learning and school-age programs and institute corrective actions where needed, including determining the need for obtaining, and using the help of outside expertise.* D7.4 C3
State program practices and policies that support the management of health related issues of children.* D7.5 C1	Use community health resources to benefit children, families, staff and the program.* D7.5 C2	Develop a plan to infuse community health resource information into various areas of the program to deepen knowledge and more fully support children, families, and staff needs.* D7.5 C3
Explain to staff the importance of maintaining health records that are complete and current with all required elements. D7.6 C1	Develop and implement procedures to ensure appropriate exchanges and maintenance of staff and child health information. D7.6 C2	Assess and modify procedures collaboratively with staff to ensure appropriate exchanges and maintenance of staff and child health information. D7.6 C3

Health, Safety and Nutrition

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 **All of Level 1**	COMPETENCY LEVEL 3 **All of Level 1 & Level 2**
Point out the critical role the professional plays in the supervision of children and list ways to supervise children at all times, including procedures for release of children. D7.7 C1	Model for staff appropriate supervision procedures and policies. D7.7 C2	Design systems to ensure that appropriate child supervision is occurring in all areas of the program. D7.7 C3
Use knowledge of health and safety standards and practices to adequately train staff on the importance of reducing hazards in the program environment. D7.8 C1	Implement program policies to promote safety practices in monitoring indoor and outdoor environments for health and safety hazards. D7.8 C2	Evaluate policies and procedures for continuous monitoring of the environment, both indoor and outdoor, for health and safety hazards. D7.8 C3
Discuss and review regularly the effectiveness of the current emergency plan for the program. D7.9 C1	Schedule and hold emergency drills on a regular basis according to the emergency preparedness plan and DPW certification regulations. D7.9 C2	Examine periodically program implementation of the emergency preparedness plan to determine if the process used is feasible and appropriate for evacuation of all children. D7.9 C3
Review with staff regularly the signs and symptoms of child abuse and neglect. D7.10 C1	Promote to staff and families the importance of knowing the signs and symptoms of child abuse and neglect. D7.10 C2	Assess the ability of staff to recognize the signs and symptoms of child abuse and neglect. D7.10 C3
Identify the laws and responsibilities associated with being a mandated reporter for suspected child abuse and neglect. D7.11 C1	Communicate and document in staff and parent policy handbooks the laws and responsibilities associated with being a mandated reporter for suspected child abuse and neglect. D7.11 C2	Comply fully with the laws and responsibilities associated with being a mandated reporter for suspected child abuse and neglect. D7.11 C3

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 **All of Level 1**	COMPETENCY LEVEL 3 **All of Level 1 & Level 2**
Explain to staff and families the dietary needs associated with age-related development and discuss ways to accommodate children's special nutritional needs and families' preferences. D7.12 C1	Implement, with staff and family input, program menu and food policies that ensure nutritional value of snacks and meals, that are inclusive of children's special nutritional needs and family preferences. D7.12 C2	Evaluate program menu and food policies to ensure nutritional value of snacks and meals, and are inclusive of children's special nutritional needs and family preferences. D7.12 C3
Share with staff and families ways to provide safe, healthy and enjoyable feeding and mealtime experiences. D7.13 C1	Implement program policies and classroom practices that incorporate safe, healthy and enjoyable feeding and mealtime experiences. D7.13 C2	Revise as necessary program policies and classroom practices that incorporate safe, healthy, and enjoyable feeding and mealtime experiences. D7.13 C3
Recognize the importance of using safe food handling procedures and support staff in their implementation of the procedures. D7.14 C1	Provide to staff instructional resources, materials, and guidelines on safe food handling procedures. D7.14 C2	Design program policies and procedures that promote safe food handling practices, based on current national and state research. D7.14 C3

ADMINISTRATOR / DIRECTOR

Program Organization and Administration

Rationale: Successful early childhood and school-age programs are those with forward-thinking leaders who design and manage systems that foster a positive organizational climate that supports staff, children, and families. Skilled administrators/directors adopt a continuous quality improvement philosophy that utilizes data, current research, and best practice to provide responsive services for the children and families in their care.

The adult working in the early childhood and school-age field will be able to:

PROGRAM ORGANIZATION AND ADMINISTRATION

<div style="writing-mode: vertical">EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS</div>

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Discuss and outline the elements of vision, mission, and strategic plan.* K8.1 C1	Relate how the program's vision, mission, and strategic plan support your daily work in the program.* K8.1 C2	Evaluate the extent to which your knowledge of the program's vision, mission, and strategic plan align with your work in the program and make recommendations to the program administrator when there is a disconnect.* K8.1 C3
Define and outline the elements and purpose behind a business plan. K8.2 C1	Interpret how your program's current business plan impacts staff policies, procedures, and decisions made. K8.2 C2	Evaluate how effectively the program's business plan supports and provides guidance to program staff. K8.2. C3
Define and outline the elements and purpose behind a risk management plan.* K8.3 C1	Interpret how your program's current risk management plan impacts staff policies, procedures, and decisions made.* K8.3 C2	Evaluate how effectively the program's risk management plan supports and provides guidance to program staff.* K8.3 C3
Name two or more financial tools that support your program's policies and practices. The list may include, but is not limited to: • Budget (revenue and expenditures) • Audits • Monthly bank statements • Investment reports K8.4 C1	Demonstrate how your program's selection of financial tools supports policies and practices. K8.4 C2	Differentiate which program policies and procedures are supported by sound financial tools and practices, and share with program administrator. K8.4 C3
Describe the elements of a basic budget: • Budget categories • Line Item K8.5 C1	Interpret how your program's budget impacts classroom decisions on materials selected and/or purchased for a classroom. K8.5 C2	Propose classroom needs/wants based upon knowledge of the budget to make the best use of program resources. K8.5 C3

Program Organization and Administration

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
List components of a book keeping system (revenue and expenditures) and its purpose.* K8.6 C1	Illustrate how revenue and expenditures impact programmatic and classroom purchasing decisions. K8.6 C2	Adjust/revise classroom material and resource requests based upon an awareness of available funds, with the support of the program administrator. K8.6 C3
Describe the basic components in a financial plan. K8.7 C1	Illustrate how a financial plan impacts programmatic and classroom purchasing decisions. K8.7 C2	Propose classroom or programmatic needs/wants based upon knowledge of the financial plan to make the best use of program resources. K8.7 C3
Describe policy and procedure documents that are used in early learning or school-age programs.* K8.8 C1	Implement and support family and staff policies and procedures to support consistency within your program.* K8.8 C2	Examine current staff and family policies and procedures and propose changes as necessary.* K8.8 C3

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Name and explain types of employment status and labor laws that guide hiring and employment practices.* K8.9 C1	Practice your program's employment policies to ensure that state and national wage and labor laws are being followed.* K8.9 C2	Evaluate where incompliance may exist with state and national wage and labor laws.* K8.9 C3
State the components of an employee handbook and how it supports positive communication within the agency.* K8.10 C1	Employ your knowledge of employee policies so that there is consistency and understanding of rules and regulations among staff and families.* K8.10 C2	Examine and propose changes to employee policies where necessary to improve communication among staff/administration and families, and to maintain compliance with state, local, and national requirements.* K8.10 C3
Name the various local, state and national laws and regulations that govern employment practices, ADA, Labor (Wage and Hour Laws), anti-discrimination, and harassment laws. K8.11 C1	Interpret the importance of various local, state and national laws and regulations that govern employment practices and apply them to daily work situations. K8.11 C2	Evaluate the extent to which your program is in compliance with local, state, and national laws and regulations as they relate to job descriptions, staff policies, and performance review procedures. K8.11 C3
Relate the role that performance reviews play in support of quality improvement within programs: • Curriculum aligns with ELS and best practice resources. • Professionalism with staff, children, and families. • Compliance with health and safety regulations. • Competency self-assessment. K8.12 C1	Perform daily job roles that align with performance review criteria: • Curriculum aligns with ELS and best practice resources. • Professionalism with staff, children, and families. • Compliance with health and safety regulations. • Competency self-assessment. K8.12 C2	Generate evaluations on staff supervised and self-assessment of own job performance based upon job descriptions, program policies, and work cooperatively with administration to develop individual CQI plans using the core competencies. K8.12 C3

EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS

Program Organization and Administration

EARLY CHILDHOOD & SCHOOL-AGE PROFESSIONALS

COMPETENCY LEVEL 1

Describe the components of PA's professional development system, the benefits of the online professional development calendar, and how it supports a professional's educational plan and goals.
K8.13 C1

Recognize the relevance and purpose of staff meetings and a community of practice framework and how they support communication of program priorities.
K8.14 C1

COMPETENCY LEVEL 2
All of Level 1

Choose professional development opportunities that support individual and program needs checking regularly for professional development updates on the online professional development calendar.
K8.13 C2

Participate in staff meetings to support program priorities and promote positive group dynamics and a community of practice
K8.14 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Assess one's professional development and staff supervised to ensure that staff is in line with program and individual needs.
K8.13 C3

Plan collaboratively with administration in development of staff meetings to support a community of practice.
K8.14 C3

TECHNOLOGY AND MARKETING

COMPETENCY LEVEL 1

Describe the elements and value of reciprocal communication.
K8.15 C1

COMPETENCY LEVEL 2
All of Level 1

Support reciprocal communication among co-workers and administration in sharing new program ideas, new professional development offerings, and other resources that may be available for continuous quality improvement of individual and program practices and policies.
K8.15 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Assess and share with administration the effectiveness of the communication network to enhance program quality.
K8.15 C3

Recognize various key data management and technology components that are utilized in early learning and school-age programs in PA.*
K8.16 C1

Use the various data management and technology components required or recommended for child outcomes reporting in your classroom to support best practices in curriculum development.*
K8.16 C2

Analyze child and program data within your classroom to develop and implement continuous quality improvement plans that support best practices within the classroom.*
K8.16 C3

List and describe the elements of your program's marketing plan that aligns with the program's mission statement and philosophy.*
K8.17 C1

Prepare a sample marketing plan that represents your classroom's strengths and uniqueness within the program/community.*
K8.17 C2

Compare marketing plans of various programs within your community and share analysis with administration.*
K8.17 C3

Program Organization and Administration

COMPETENCY LEVEL 1

Discuss and outline the elements of various vision, mission and strategic plans and how each supports programmatic goals.*
D8.1 C1

Describe the purpose of a business plan and how it guides programmatic decisions.*
D8.2 C1

Identify the purpose and components of a risk management plan and describe how it can be utilized in programs.
D8.3 C1

List various financial concepts and tools that support development of policy and practices.
D8.4 C1

Describe the basic components of an annual operating budget and how it impacts day-to-day operations.
D8.5 C1

Outline financial record and book keeping systems and explain their purpose in documenting business income and expenses.
D8.6 C1

Identify the elements of a financial plan and its connection to informed decision making.
D8.7 C1

Describe policy and procedure documents that may be used in early learning or school-age programs.*
D8.8 C1

COMPETENCY LEVEL 2
All of Level 1

Categorize program operations based on the program's vision, mission, and strategic plan.
D8.1 C2

Write a program business plan based upon the support and/or approval of any of the following stakeholders: staff, families, program boards, community groups, regulatory agencies, or other groups that may have a say in the decision-making process and outcome.
D8.2 C2

Implement risk management policies and procedures that meet compliance with required guidelines and communicate/document for staff and families.
D8.3 C2

Research financial concepts and tools and decide which ones to utilize within your program.
D8.4 C2

Write and implement a balanced annual program budget based on needs and resources, communicating to staff ways to conserve and make good use of resources.
D8.5 C2

Implement appropriate methods for accurate monitoring of income and expenses. *
D8.6 C2

Write a financial plan based upon needs and resources to support programmatic goals.
D8.7 C2

Research and communicate to stakeholders the documents within the organization that state required or suggested policies and procedures that are compliant with local/state/national standards and best practices.*
D8.8 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Evaluate program operations based on current program vision, mission, and strategic plan, and make revisions as needed to reflect changes made.
D8.1 C3

Evaluate the business plan's effectiveness in making decisions critical to program operations and continuous quality improvement of program and make changes as required.
D8.2 C3

Evaluate and revise (as necessary) risk management policies and procedures in compliance with required guidelines.
D8.3 C3

Create a financial plan and budget using sound concepts and tools.
D8.4 C3

Analyze and monitor an annual program budget based on needs and resources and adjust accordingly to ensure a balance between revenue and expenses.
D8.5 C3

Evaluate the methods used and revise record and book keeping systems to ensure accurate financial reporting.
D8.6 C3

Review and assess the goals of a financial plan to ensure it relates to the current economic and fiscal climate of the program.
D8.7 C3

Evaluate and modify policy and procedure documents that are compliant with local/ state/national standards, and best practices.*
D8.8 C3

Program Organization and Administration

ADMINISTRATOR / DIRECTOR

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Name and explain types of employment status and labor laws that guide hiring and employment practices.* D8.9 C1	Implement and follow employment policies that reflect standard labor and employment laws.* D8.9 C2	Examine program policies and pursue professional development opportunities to maintain current and accurate knowledge of labor/employment laws and adjust policies as required.* D8.9 C3
State the components of an employee handbook and how it supports positive administrator/staff communication.* D8.10 C1	Develop and implement an employee handbook.* D8.10 C2	Evaluate and update employee handbook to maintain accuracy and compliance with local/state/national requirements and best practices.* D8.10 C3
List possible strategies that support the hiring, developing, motivating, and retaining of staff within programs that are in compliance with applicable state and federal hiring/labor laws, anti-discrimination laws, tax codes, contracts liability, and ADA. D8.11 C1	Employ multiple strategies for staff hiring, developing, motivating, retaining, and appropriate separation that are in compliance with applicable state and federal hiring/labor laws, anti-discrimination laws, tax codes, contracts liability, and ADA. D8.11 C2	Develop, review, and revise job descriptions, staff policies, and performance review procedures as necessary. D8.11 C3
Outline ways performance reviews support quality improvement within programs. D8.12 C1	Communicate and implement with staff the criteria upon which staff performance reviews are based, and include the requirement of having a completed, current Individual Professional Development plan based on the core competencies. D8.12 C2	Supervise, evaluate, and share staff performance based on job descriptions, staff/program policies, Teacher Effectiveness Rubrics, and cooperatively create individual continuous quality improvement plans using the core competencies. D8.12 C3
Describe the components of PA's professional development system, the benefits of the online professional development calendar, and how it supports a professional's educational plan and goals. D8.13 C1	Promote staff professional development that supports individual and program needs, checking regularly for professional development updates on the online calendar. D8.13 C2	Monitor, assess, and facilitate the professional development of staff in line with program and individual needs. D8.13 C3
Recognize the relevance and purpose of staff meetings and how they support communication of program priorities. D8.14 C1	Convene and facilitate staff meetings to support program priorities and promote positive group dynamics. D8.14 C2	Develop a Community of Practice strategy to collaboratively review with staff program priorities as stated in program vision, mission and strategic plan, modifying as a group program vision, mission, and strategic plan as needed. D8.14 C3

COMPETENCY LEVEL 1	COMPETENCY LEVEL 2 All of Level 1	COMPETENCY LEVEL 3 All of Level 1 & Level 2
Describe the elements and value of reciprocal communication. D8.15 C1	Support reciprocal communication among staff in sharing new program ideas, new professional development offerings and other resources that may be available for continuous quality improvement of individual and program practices and policies.* D8.15 C2	Create systemic network among program staff for sharing and responding to professional development information, suggestions for continuous quality improvement, and other resources to enhance program quality. D8.15 C3

Program Organization and Administration

COMPETENCY LEVEL 1

Recognize various key data management and technology components that are utilized in early learning and school-age programs in PA.*
D8.16 C1

List and describe the elements of a marketing plan that aligns with a program's mission statement and philosophy.*
D8.17 C1

COMPETENCY LEVEL 2
All of Level 1

Use the various data management and technology components required or recommended for child outcomes reporting and to support continuous quality improvement within programs.*
D8.16 C2

Develop and implement a marketing plan that represents your program's strengths and uniqueness within the community.
D8.17 C2

COMPETENCY LEVEL 3
All of Level 1 & Level 2

Analyze child and program data to develop and implement continuous quality improvement plans that support programmatic goals.*
D8.16 C3

Complete a periodic assessment on the effectiveness of the marketing plan by looking at current enrollment data, usefulness of marketing materials, and potential outreach opportunities.
D8.17 C3

ADMINISTRATOR / DIRECTOR

APPENDICES

Glossary

The glossary provides the reader with definitions to pertinent words and terms within *Pennsylvania's Core Knowledge Competencies for Early Childhood and School-Age Professionals* in two ways.

Administrator/Director: The professional within an early learning or school-age program that oversees the day to day operations, administration, and supervision.

Big Idea: Describes the content within the Knowledge Area and helps to categorize the information into key concepts.

Career Lattice: A guide to the education levels required for many different positions in the early care and education field. The Career Lattice encourages professionals to attain credentials and degrees and to plan their educational pathway according to the position that they are interested in attaining.

Collaboration: In Pennsylvania early learning and school-age programs, collaboration is known as agencies that work together, including the sharing of resources or services, to support children and families.

Competency: The concepts and facts that a professional must learn in order to become proficient in each area of practice. This knowledge becomes the cognitive foundation for the skills and behaviors implemented in the professional's work with children.

Competency Level: A continuum of skills in each of the Knowledge Areas with Level One being basic or developing knowledge, to Level Three being more advanced knowledge and experience of the content.

Comprehensive Assessment System: A coordinated and comprehensive system of multiple assessments that organizes information about the process and context of young children's learning and development in order to make informed instructional and programmatic decisions. Assessments within a comprehensive system include, at a minimum, screening, formative assessments, environment assessments, and measures of adult-child interactions.

Continuum: The Early Learning Standards Continuum of learning demonstrates the sequence of learning across the age levels from birth through age twelve.

Culture: The customary beliefs, social forms, and material traits of a racial, religious or social group.

Curriculum: The entire range of experiences provided in an educational setting, including content, goals, philosophical underpinnings, teaching strategies, and assessment practices.

Curriculum Framework: Specifies what is to be taught for each Key Learning Area and includes Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards, and for older grades, Assessment Anchors and, where appropriate, Eligible Content.

Developmentally Appropriate: Learning environment and teaching strategies that are based on theories and research about the growth and development of children.

Direct Line Professional: An individual whose primary responsibility is directly with children in an early learning or school-age setting.

Disposition: A set of attitudes, beliefs and perspectives that distinguish individuals as members of a group. Dispositions describe how a person sees all aspects of the work rather than what is known and done.

Diversity: Recognizing, valuing and respecting difference; believing and respecting that that each family has its own structure, roles, values, beliefs, and coping styles.

Early Childhood: The period of human development from birth to through age eight.

Essential Question: Helps to further frame the practitioner's reflection and understanding of the concepts and content within each Knowledge Area.

IEP (Individualized Education Plan): Written individualized plans for children with disabilities aged 3 and older as required under the Individuals with Disabilities Education Act (IDEA).

IFSP (Individualized Family Services Plan): Written individualized plans for children with disabilities from birth to age 3 as required under the Individuals with Disabilities Education Act (IDEA). An Individualized Family Service Plan (IFSP) documents and guides the early intervention process for children with disabilities and their families.

Key Learning Area: The domains of learning that assure children's holistic development. They include cognitive, physical, social-emotional, language and approaches to learning.

Knowledge Area: Key categories of specialized knowledge that shape all early childhood educators' professional practice.

Learning Standards: There are separate sets of Learning Standards for different age levels in Pennsylvania. The Learning Standards for Early Childhood begin at infant-toddler and continue through 2nd grade. Academic standards provide guidance for the later grades. Learning standards are research-based and denote age-appropriate expectations for children who are leaving that age level. The standards describe what children should be able to know and do.

Learning styles: The varying environmental factors and personal preferences that affect approaches to, and the processing of, learning.

Partnership: In Pennsylvania early learning programs, a partnership is considered an arrangement between programs where there is an agreed upon formal relationship and funding of some kind exchanges hands.

PQAS (Pennsylvania Quality Assurance System): A system for certifying individuals who provide professional development and technical assistance to early childhood and school-age professionals in Pennsylvania. The Pennsylvania Quality Assurance System (PQAS) maintains a registry of approved Instructors and Consultants to help ensure that professional development and technical assistance activities meet quality standards.

Professional: Pennsylvania uses this term to denote all of the professionals who work in the early childhood and school-age field. This includes classroom teachers and assistants, early interventionists, and administrators. It is intended to be inclusive and all adults who work with children, regardless of age or setting, should visualize themselves as a professional. In Pennsylvania, this term is synonymous with practitioner.

Professional Development: Facilitated teaching and learning experiences that are transactional, collaborative, and designed to support the acquisition of professional knowledge, skills, ethics/values, and dispositions as well as the application of this knowledge in practice to benefit all children and families.

Program: An organized early learning or school-age setting that is inclusive of various environments including child care, Head Start, Early Intervention, nursery schools, home-based and school-based programs.

Program Assessment: A review of data gathered from varied tools designed to assess programs.

Provider: An agency that offers early learning or school-age programs to children and families.

Professional Development Record: A place to document employment history, professional development, and to develop an annual professional development plan in the context of the PA Early Learning Career Lattice.

Scaffolding: The process of graduated assistance given during the learning process which is tailored to the needs of the child and helps to raise the level at which the child is capable of working.

School-Age: Children who are attending kindergarten through age twelve are considered school-age in Pennsylvania. School-Age children from kindergarten through age eight are in the Early Childhood stage of development.

Standards Aligned System (SAS): A collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement. The elements are: standards, assessment, curriculum framework, instruction, materials and resources and safe and supportive schools.

Technical Assistance (TA): The provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.

Whole child approach: Every school, community, classroom, educator, student, and family has unique challenges and strengths, and has a role to play in ensuring that each student is healthy, safe, engaged, supported, and challenged. Collectively we have the knowledge, skills, and abilities to meet these challenges and share these strengths (ASCD—Association for Supervision and Curriculum Development).

Expanded Competencies Glossary

The Expanded Competencies Glossary provides additional or related information that further explain specific competencies. The lists in this glossary are relevant for competencies related to classroom professionals and administrator/directors unless otherwise noted.

Child Growth and Development

1.2: Theories and Theorists:
- Attachment Theory (John Bowlby, Mary Ainsworth);
- Behavioral (George Sugei, Mary Louise Hammeter, Lise Fox, Harry Wong);
- Cognitive-Developmental (Jean Piaget);
- Developmentally Appropriate Practices (Sue Bredekamp, Carol Copple, NAEYC);
- Ecological (Urie Bronfenbrenner);
- Humanistic (Abraham Maslow);
- Information Processing (Schiffler, Golman, McClellan);
- Multiple Intelligences (Howard Gardner)Play (Friedrich Froebel, Jean Piaget, Lev Vygotsky);
- Psycho-Social (Erick Erickson); Social-Cultural Theory (Lev Vygotsky).

1.5: Key Learning Areas of the PA Learning Standards for Early Childhood:
- Approaches to Learning Through Play;
- Cognitive Thinking and General Knowledge: Mathematical Thinking and Expression, Scientific Thinking and Technology, and Social Studies Thinking;
- Creative Thinking and Expression;
- Health, Wellness and Physical Development;
- Language and Literacy Development;
- Partnerships for Learning;
- Social Emotional Development.

Curriculum and Learning Experiences

2.4: Tools for assessing the learning environment include (This is not an exclusive list):
- Environment Rating Scale (ERS);
- Teaching Pyramid Observation Tool (TPOT);
- The Pyramid Infant Toddler Observation Scale (TPITOS);
- Classroom Assessment Scoring System (CLASS);
- Early Language and Literacy Classroom Observation (ELLCO).

2.5: Elements of Pennsylvania's Standards Aligned System:
- Standards;
- Assessment;
- Curriculum Framework;
- Instruction;
- Materials and Resources;
- Safe and Supportive Schools.

2.6: Elements of the Curriculum Framework include:
- Big Ideas;
- Essential Questions;
- Competences and Concepts.

2.15: Experiences outlined in the Learning Standards that support successful outcomes for children:
- Define the knowledge of the content areas rooted in child development to provide high quality experiences for children;
- Identify meaningful curriculum based on children's identified individual needs;
- Name meaningful activities that support children in making connections between previous learning experiences and new knowledge;
- List learning activities and provide differentiated learning opportunities to meet the needs of children in line with learning goals;
- Identify instructional practices that promote competence in the content areas and facilitate successful learning;
- Define essential concepts, inquiry, tools, and structure of content areas, including resources, to deepen children's understanding;
- Define understanding in the content areas develops through interaction with materials, peers, and supportive adults in settings where children have opportunities to construct their own new learning;
- Describe how engagement in challenging content areas builds children's confidence in their ability to be successful in all content areas.

Families, Schools, and Communities

3.4: Needed supports and resources for children with a wide range of abilities may include:
- The education and special education process, including the legal rights of families;
- Parent education and support groups;
- Child development;
- Health services; social and economic services;
- Access to linguistic interpreters; transition across settings.

3.5: Family concerns and stressors include:
- Families who have children with disabilities;
- Who are living in poverty;
- Domestic violence issues, including child abuse;
- Mental health needs;
- Learning English as a second language;
- Changes in family circumstances (birth, death, loss of job, military deployment, incarceration, divorce or marriage, etc.);
- Substance abuse issues;
- Homeless.

3.6: Intentional practices to value strengths of diverse families include:
- Value the strength, knowledge and passions that families bring to the program;
- Greet families by name at arrival and departure;
- Use a warm tone of voice and welcoming body language with children and families, including smiling;
- Communicate regularly about their child in positive, non-judgmental, linguistically and culturally appropriate and encouraging formats;
- Request that families share information about their experiences with their child;
- Provide opportunities for families to participate in evaluation and decision making, to share their skills, talents and strengths, to get to know and support each other, to participate in regularly scheduled conferences with families to discuss their child's progress;
- Identify other programs and services that are important to the child and/or family;
- Work on mutually agreed upon practices and goals;
- Thank families regularly for their contributions to their child and your program.

Assessment

4.1: Comprehensive Assessment System includes, at a minimum:
- Screening Measures;
- Formative Assessments;
- Measures of Environmental Quality; and
- Measures of the Quality of Adult-Child Interaction.

4.9: Components of assessment include:
- Observation;
- Multiple dimensions of experiences;
- Multiple sources;
- Multiple instruments;
- Multiple points of assessment;
- Engagement of children in self-assessment.

Communication

5.6: Communication rich environments should seek:
- Input and feedback;
- Reflective listening;
- Reciprocal feedback;
- Sensitive responses;
- Visual, verbal, and physical cues.

5.7: Verbal and non-verbal techniques that encourage children's expressive and receptive language include:
- Talking with children at eye level;
- Encouraging children to communicate to express reflexively through crying, cooing, body movements, facial movements;
- Extending reflexive communication by identifying emotions being expressed and shaping sounds into words, words into sentences and sentences into conversations;
- Intentionally using a complex and content-rich vocabulary to name, label, define, request, describe and explain;
- Using vocabulary to facilitate concept development; providing opportunities for children to communicate intentionally through gestures and words and to convey needs, desires and ideas;
- Helping children to communicate to connect with others to form relationships, share feelings, request, protest, greet, take leave, respond, comment, and question.

5.8: Environments that provide opportunities to support and extend children's communication skills include:
- Providing many opportunities for children to interact with adults and peers;
- Listening and responding to children;
- Reading to young children; talking with children;
- Defining colloquialisms for children in terms understood by larger society;
- Rhyming and singing with children;
- Narrating to children about their experiences;
- Responding to children on an individual basis considering their needs, temperament, waking and sleeping cycles, and activity levels (Source: Annual additions 2007, 2008 Literacy).

5.10: Communication formats:
- Build children's vocabulary;
- Make connections to prior knowledge;
- Enhance concept development;
- Facilitate higher level thinking;
- Increase the level of communication;
- Make connections with families;
- Value the home language of the family.

Professionalism and Leadership

6.1: Dispositions:
- Delights in and is curious about children and how they grow and learn;
- Appreciates and supports the unique and vital role of parents in their children's lives;
- Is eager to learn new knowledge and skills that will support young children's development and learning;
- Models the attitudes and behaviors that she/he values in children;
- Values and celebrates the diversity found among children and their families and in the world around them;
- Is willing to ask for help, to learn from others, and to accept constructive criticism;
- Reflects on the personal beliefs and values that influence her/his own attitudes and practices; accepts responsibility for her/his own actions;
- Shows respect for children, families, and colleagues by maintaining confidentiality;
- Communicates clearly, respectfully and effectively with children and adults; responds to challenges and changes with flexibility, perseverance and cooperation;
- Expresses her/his own emotions in healthy and constructive ways;
- Values and nurtures imagination, creativity and play, both in children and in herself/himself; demonstrates responsible professional and personal habits in working and interacting with others;
- Has a collaborative attitude.

6.2: The multiple roles that early childhood professionals assume include:
- Advocate;
- Collaborator;
- Communicator;
- Decision Maker;
- Educator;
- Emerging Leader;
- Lifelong Learner;
- Organizer;
- Planner;
- Relationship Builder

6.8: Steps for conducting classroom action research and planning include:
- Identify a challenge or vision;
- Determine factors that may provide opportunities or obstacles to implementation;
- Name questions that must be addressed;
- Indicate assistance needed; define how success will be measured;
- Indicate strategies that will be utilized;
- List action steps required for implementation;
- Provide a timeline.

6.9: Leadership style, skills and competencies include:
- Develop and follow established policies to support the program and ensure they are followed;
- Are concerned with effectiveness of decisions and efficiency of process;
- Create systems; are goal and task driven;
- Focus on relationships, rules and policies, vision and mission;
- Seek opportunities for planning and organizing; are willing to take risks;
- Seek stability; are long range and short term planners; support change and CQI, motivate and inspire others;
- Have a passion for the cause; focus on setting and achieving high and realistic goals (professional and organizational); recognize own strengths/weaknesses;
- Hold strong principles, beliefs, and values.

6.12: The difference between mentoring and coaching:
- **Mentoring** is a one-on-one informal developmental relationship where an experienced mentor supports a less experienced individual by providing relevant information, guidance, and encouragement;
- **Coaching** is a deliberate process using focused conversations to create an environment that results in individual growth, purposeful action, and sustained progress.

Health, Safety, and Nutrition

7.1: Sources of health, safety and nutrition standards include:
- Department of Public Welfare (DPW) Certification Regulations;
- Labor and Industry Standards;
- National Association for the Education of Young Children (NAEYC) Standards;
- Caring for Our Children Standards;
- National Playground Standards;
- Head Start Performance Standards;
- Keystone STARS Standards;
- PA Department of Education (PDE) Teacher Certification Guidelines;
- PA Learning Standards, Child and Adult Food Program;
- Early Childhood Education Linkage System (ECELS).

7.1: Framework to ensure compliance with standards includes (Administrators/Directors):
- Monitoring health and safety practices;
- Mandated reporting;
- Nutrition records and practices;
- Identifying community health resources;
- Ensuring appropriate exchange of staff and child health information;
- Preparing safety and emergency management plans.

7.5: Preventative health care practices for managing acute and chronic illnesses include:
- Universal precautions;
- Immunization schedules;
- Well child check-up;
- Medication and administration;
- Child specific medical needs.

Program Administration

8.1: Elements to consider for a vision, mission, and strategic plans are:
- Vision: one to three sentence statement perceiving and creating a better place, situation, or circumstance in the future for an organization and/or the individuals it supports;
- Mission: a one to three sentence statement that states the purpose of the organization that guides the actions and decision making in support of the overall goal;
- Strategic Plan: needs assessment, plan for services, short/long range goals, marketing/enrollment, marketing projections, financial plans, strategies to achieve goals.

8.3: A risk management plan may include:
- List of identified risks (i.e. competitors, hazardous businesses/materials in the area);
- Chart with assigned roles, procedures and checklist for identified risks;
- Types of Insurance (i.e. Business Liability, Workers Compensation, Contact list of brokers and agents used);
- Current emergency preparedness plan.

8.6: Components of a bookkeeping system may include:
- Revenue - tuition, fundraising revenue; registration; fees; late fees, program fees, donations;
- Expenditures – capital expenses, bills, flexible spending (i.e. petty cash).

8.6: Sources of evidence to monitor a bookkeeping system may include (Administrators/Directors):
- Bank statement reconciliation;
- Other financial statements/investment records;
- Prior year audits;
- Prior year tax returns;
- Policies to ensure checks and balances (i.e. dual signatures for payment approvals/checks.

8.8: Policy and procedure documents may include:
- Family/parent handbooks;
- Employee manuals;
- Department of Public Welfare regulations;
- Americans with Disabilities Act (ADA);
- Workers Compensation Law;
- Occupational Safety and Health Administration (OSHA) requirements.

8.9: Types of employment status and labor laws that guide hiring and employment practices may include:
- Employment classification (i.e. full/part time status, hourly wage, salary vs. contract);
- Substitutes;
- Volunteers;
- "At-will" employment;
- Wrongful termination;
- Discrimination;
- Willful misconduct;
- Fair Labor Standards Act; minimum wage requirements;
- Americans with Disabilities Act (ADA).

8.10: Some components of an employee handbook include:
- Salary range; employee benefits and compensation;
- Employment policies and procedures (i.e. grievance procedures, probationary period, annual reviews, disciplinary policies, sexual harassment, etc.);
- Resignation policy;
- Overtime policy;
- Leaves of absence policy;
- Sick leave and vacation;
- Confidentiality;
- Conflict resolution procedures;
- Mandated reporter policies;
- Employee code of conduct/ethics statement.

8.16: Key management and technology components can include:
- Basic computer literacy skills (i.e. Microsoft Office programs, EXCEL spreadsheets, ACCESS databases, etc.);
- Tools used for data collection in PA (i.e. Environment Rating Scale (ERS) assessments,
- Program Administration Scale (PAS), Classroom Assessment Scoring System (CLASS), Office of Child Development and Early Learning (OCDEL) recognized authentic assessment tools, Ages and Stages Questionnaire (ASQ), etc.).

8.17: Some components of a marketing plan could include:
- SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats);
- Competitive analysis; marketing image/branding;
- Publicity strategies;
- Target market;
- Area needs.

Linkages to Primary Resources

The Core Knowledge Competencies is one of a number of important documents in existence in Pennsylvania and nationally related to early childhood and school-age programming and preparation of its professionals. To support its use across all early learning and development programs, Pennsylvania was committed to creating core competencies that support, align with, and complement these documents.

Document	Focus	Content	Format
PA: Core Knowledge Competencies	**Birth through age 12 professionals**	**Professional development and skills**	**8 areas of professional practice 3 levels of competency**
PA Learning Standards for Early Childhood	Children, birth through kindergarten	Essential skills and concepts for young children to have learned by entry into next age level	8 Key Learning Areas, Approaches to Learning Through Play; Cognitive Thinking: Mathematical Thinking and Expression, Scientific Thinking and Technology, Social Studies Thinking; Creative Thinking And Expression, Early Literacy Foundations; Health Wellness and Physical Development; Partnerships for Learning; Social and Emotional Development Individual documents by age level: infant-toddler, pre-kindergarten, kindergarten
PA Academic Standards	Students, 1st through 12th grade	Essential skills and concepts for students should know and be able to do as a result of instruction	Reading, Writing, Speaking and Listening; Mathematics; Science and Technology and Engineering Education; Environment and Ecology; Civics and Government; Economics, Geography, History, Arts and Humanities; Health, Safety and Physical Education; Family and Consumer Sciences; World Languages; Career Education and Work; Student Interpersonal Skills; (Driver's Education not applicable to birth through age 12 children)
Pennsylvania Child Care Regulations	Child care centers, group homes and Family Child Care Programs	Programmatic regulations, including staff qualifications and professional development requirements	General requirements, facility persons, staff-child ratio, physical site, fire safety, equipment, program, admissions, child health, adult health, nutrition, transportation, child records, adult records, head start, special exceptions, school-age programs
Pennsylvania Chapter 49-2 Standards for the Teaching Profession	Pre-kindergarten to 4th grade early childhood certificate candidates	Program framework for pre-k to 4th grade educators' professional knowledge and skills embedded within higher education coursework	Professional Core including Development, Cognition and Learning, Subject Matter Pedagogy Content, Assessment, Family and Community Collaboration Partnerships, Professionalism; Candidate Competencies; Field Experiences and Student Teaching

Document	Focus	Content	Format
PA: Core Knowledge Competencies	**Birth through age 12 professionals**	**Professional development and skills**	**8 areas of professional practice 3 levels of competency**
Pennsylvania's Keystone STARS Standards	Early childhood and school-age programs	Performance standards that guide quality improvement efforts through standards, training and professional development, assistance, resources and support	Four levels that build on the previous level (STAR 1-2-3-4) using standards in the areas of: Staff Qualifications and Professional Development, Learning Program, Partnerships with Family and Community, and Leadership and Management; Includes a Career Lattice
Head Start Performance Standards	Head Start and Early Head Start grantees	Programmatic standards that guide compliance with the Head Start Act	45 CFR 1304 contains child development and health services, family and community partnerships, program design and management and implementation and enforcement 45 CFR 1306 contains information on staff qualifications and training
NAEYC Teacher Preparation Standards	Early Childhood professionals, birth through 8	Core standards used across degree levels to prepare candidates in programs that don't require licensure	Two sets of standards: Initial and Advanced that include content in seven standards: Promoting Child Development and Learning, Building Family and Community Relationships, Observing, Documenting and Assessing to Support Young Children and Families, Using Developmentally Effective Practices, Using Content Knowledge to Build Meaningful Curriculum, Becoming a Professional, Early Childhood Field Experience
CDA Competency Goals and Functional Areas	Early Learning Professionals: Infant-Toddler, Preschool, Family Child Care, and Home Visitor	Competency standards towards a credential	Thirteen Functional Areas within Six Competency Goals: safe and healthy learning environment; physical and intellectual learning competence; social and emotional development and positive guidance; productive relationships with families; purposeful responsive program, commitment to professionalism.
Council for Exceptional Children: Division for Early Childhood (DEC)	Birth Through 8 Early Intervention professionals	Standards to prepare professionals who work with children with special needs	Content for both knowledge and skills within ten Standards including Foundations, Development and Characteristics of Learners, Individual Learning Differences, Instructional Strategies, Learning Environments/Social Interactions, Language, Instructional Planning, Assessment, Professional and Ethical Practice, Collaboration

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Office of Child Development and Early Learning
Pennsylvania Department of Education and Department of Public Welfare