



# Director Credential

## Portfolio Policies and Procedures

## Obtaining the Director Credential through Portfolio Assessment

### INTRODUCTION AND RATIONALE

*Completion of a portfolio is one of the two ways that directors and administrators of early childhood and school-age programs can obtain the Pennsylvania Director Credential.*

The program director or administrator is responsible for planning, implementing, evaluating an early childhood or school-age program. The functions and responsibilities of the director or administrator cover both management and leadership functions. Program directors are keys to providing quality and exemplary early childhood and school-age programs. Over a decade of early childhood research and literature indicates that the leadership and managerial abilities of directors or administrators are one of the most critical factors for growing a quality program and that directors and administrators of early childhood and school-age programs play an important role in the production of high quality developmental and learning experiences and services for children and families.

As Pennsylvania continues to invest in early childhood education and school-age programs, and families continue to seek quality developmental and learning experiences for their children; it is critical that the field continues to expand leadership opportunities and promote program outcomes and competencies for those administering these programs. Research has tied program quality to director qualifications, skills and competencies (Fukkink, Ruben G. and Lont Anna (2007); D. Muijs, C. Aubrey, A. Harris and Briggs (2004); Jill Bella and P.J Bloom (2003); P. J. Bloom and M. Sheerer (1992)). Increased demands today for program quality and accountability necessitates that early childhood and school-age program directors undergo tailored and high-quality professional development opportunities in leadership, program management and family engagement. The Pennsylvania Director Credential is designed to provide for, measure and validate the program and fiscal management and leadership skills and competencies necessary to administer a high quality early childhood and school-age programs. Additionally, it represents a level of professional and personal accomplishments of directors and administrators as well as their professional contributions through demonstrated leadership and active engagement in professional endeavors and activities beyond the daily routine of program operation.

Realizing that there are directors and administrators who may have already fulfilled the learning objectives and competencies for the Pennsylvania Director Credential program through education (Bachelor's degrees or above) and experience in the field, qualified individuals may apply to submit a portfolio for assessment instead of taking the Director Credential coursework. Experienced program directors and administrators desiring not to take the course must meet the Director Credential Portfolio Assessment requirement before submitting their portfolio for assessment. Directors and administrators applying for portfolio assessment must follow closely the steps outlined below for portfolio assessment submission:

## Director Credential Portfolio Submission Eligibility

### WHAT IS THE FEE?

- Application/Portfolio Assessment fee of \$525.00 should be mailed when the portfolio and application are submitted.
- The \$525.00 fee is not refundable.
- Each candidate will receive an acknowledgement of receipt of completed portfolio, application and payment.
- For questions, please email [dircred@pakeys.org](mailto:dircred@pakeys.org).

### WHO APPLIES FOR PORTFOLIO ASSESSMENT?

Experienced directors or administrators of early childhood or school-age programs who have met the education and experience requirements set forth below are eligible to apply for the Pennsylvania Director Credential by submitting a portfolio, including all required documentation and artifacts for assessment electronically to the Pennsylvania Key.

#### Education and Experience:

If you meet one of the below requirements, submit a Portfolio including supported documents/artifacts (See *Portfolio Guidelines below*).

- I. Bachelor's level or above Directors'/Administrators' Requirement:
  - A. Bachelor's degree or above in Early Childhood Education, and
    - i. three (3) management credits, and
    - ii. seven (7) years supervisory/managerial experience as an early childhood director/administrator.

OR
  - B. Bachelor's degree or above in an approved related field, including eighteen (18) ECE Credits, and
    - i. three management credits, and
    - ii. eight (8) years supervisory/managerial experience as an early childhood director/administrator.

OR
  - C. Bachelor's degree or above in non-related field, including eighteen (18) ECE credits, and
    - i. three management credits, and
    - ii. ten (10) years supervisory/managerial experience as an early childhood director/administrator

OR

- D. School-age Directors/Administrators only – Bachelor’s degree or above in Education (Early Childhood, Elementary Education, Special Education), and
  - i. three management credits, and
  - ii. seven (7) years supervisory/managerial experience as an early childhood director/administrator.

OR

II. Master’s level or above Directors’/Administrators’ Requirement:

- A. Master’s degree or above in Early Childhood Education, and
  - i. three (3) management credits, and
  - ii. five (5) years supervisory/managerial experience as an early childhood director/administrator.

OR

- B. Master’s degree or above in an approved related field, including eighteen (18) ECE Credits, and
  - i. three management credits, and
  - ii. six (6) years supervisory/managerial experience as an early childhood director/administrator.

OR

- C. Master’s degree or above in non-related field, including eighteen (18) ECE credits, and
  - i. three management credits, and
  - ii. nine (9) years supervisory/managerial experience as an early childhood director/administrator

**\*18 ECE credits apply to early childhood directors only. School-age directors must have 18 Education credits but not Secondary Education.**

## **PORTFOLIO SUBMISSION GUIDELINES**

### **Purpose of Portfolio:**

The Portfolio represents evidence of your professional development and demonstrates your competency in the eight core knowledge areas as a director of an early childhood or school-age program. The Portfolio protocol is designed for experienced directors/administrators who have acquired competency through prior learning and life experience. It involves documentation of knowledge, skills and attitudes through submission of artifacts and reflective discussion about the learning process. The review process is largely based on this compilation of documents. Documents and materials in the portfolio will be rigorously assessed by the Director Credential Peer Reviewers to determine whether the candidate has attained a sufficient level of competency to be awarded the Director Credential without formal training and coursework. Directors and administrators should understand the Director Credential “Knowledge Areas” and learning objectives before deciding to submit a portfolio for assessment. The Knowledge Areas are: Child Growth and Development, Curriculum and Learning Experiences, Families, Schools and Community Collaboration and Partnerships, Assessment, Communication, Professionalism and Leadership, Health, Safety and Nutrition, and Program Organization and Administration (See Appendix A).

The Portfolio is a professional document and should be organized, clearly written and proof read. The Portfolio should be submitted electronically. All documents must be typed. The following documents should be included in the Portfolio:

### **1. CURRENT RESUME**

### **2. TRANSCRIPTS**

- Documentation of graduation from an accredited college or university
- Documentation of courses that cover the core knowledge competencies described in Pennsylvania’s Core Knowledge Competencies for Early Childhood & School-Age Professionals and 18 ECE credits

### **3. THREE SEPARATE LETTERS OF PROFESSIONAL RECOMMENDATION**

- One letter attesting to your academic performance or your professional leadership role. (You may obtain this letter from former college professor or community agencies with which you interact)
- One letter attesting to your administrative abilities as a director of an early childhood or school-age program. (You may obtain this letter from your administrator or board, a funding agency, or a director/administrator from an agency offering similar services)
- One letter attesting to your performance in working with children, families, staff and the community. (You may obtain this letter from families you serve or from a community agency)
- All letters of recommendation must be on letterhead stationery.

**4. PROFESSIONAL DEVELOPMENT PLAN** for one year. As an early childhood or school-age program director, you are a model of lifelong learning. Identify three areas in which you intend to seek further study in the next year and strategies you will use to implement your plans.

**5. DEMONSTRATION OF COMPETENCY IN CHOSEN OBJECTIVE FROM EACH OF THE EIGHT CORE KNOWLEDGE AREAS**

- Select one core knowledge competency from each knowledge area that illustrates your competency in that knowledge area. The Knowledge Areas are: Child Growth and Development, Curriculum and Learning Experiences, Families, Schools and Community Collaboration and Partnerships, Assessment, Communication, Professionalism and Leadership, Health, Safety and Nutrition, and Program Organization and Administration (See Appendix A).
- Submit one artifact or documentation that demonstrates your ability to meet the core knowledge competency in that knowledge area. An artifact is a concrete element that illustrates your ability to address a particular competency area. An artifact may be a document (Parent Handbook); a presentation you made (A Training Seminar to staff on head lice) or a program you implemented for a classroom (A Work Chart for Four Year Olds). Any artifact submitted must detail your specific involvement in the project in line with the guidelines (See Appendix B and Appendix C).
- Each artifact or documentation should be accompanied by a separate narrative (See Suggested Sample Artifact Documentation List in Appendix C)

**6. SUBMIT YOUR CENTERS' CONTINUOUS QUALITY IMPROVEMENT PLAN**

Select three areas that need program improvement, and submit a narrative (maximum of 200 words for each narrative) that explains:

- Why you selected each area and what are the possible opportunities for improvement
- Steps you will take to address area of needed improvement/opportunity
- The process in determining the action you will take to address the issue
- How you will implement your chosen plans
- How the outcome(s) of your chosen plans will improve your program

**7. FIVE EVIDENCES OF PROFESSIONAL CONTRIBUTIONS IN THE LAST THREE YEARS**

Individuals in the early childhood and school-age field find many opportunities to contribute to the profession. The opportunities and activities that demonstrate contributions to the early childhood and school-age fields fall into six categories. The six categories represent the range of professional activities in which directors/administrators engage to improve the field. The following list is by no means exhausted. Other comparable activities will be considered. You should identify five activities from five of the six categories below in which you participated or initiated over the last three years, that made a contribution to the field and your community. You must pick only one activity from a category.

- Submit a narrative (not more than 150-words, double-spaced) citing the purpose of the activity, participants/audience the outcomes of the activity and those impacted by your professional contributions activity. Include documentation where appropriate. ([See Professional Contributions Guidelines –Appendix D](#))

**8. PORTFOLIO SUBMISSION APPLICATION DEADLINES:**

Candidates must follow the deadlines below in submitting portfolios to:

- Application, Portfolio, and all documentation must be submitted electronically to [dircred@pakeys.org](mailto:dircred@pakeys.org).
- Application and Portfolio fee of \$525 must be mailed to the below address.  
Pennsylvania Key  
Attn: Director Credential Program  
200 North Third Street, 3rd Floor  
Harrisburg, PA 17101

***Please note that a minimum of 90 days is required for initial assessment of a Director Credential Portfolio application.***

**9. PORTFOLIO REVIEW AND ASSESSMENT:**

Upon receipt of the Director Credential portfolio application and all required supporting documentation/artifacts, the Pennsylvania Key submits portfolios to Peer Reviewers for assessment and recommendations. Pennsylvania Key awards the Director Credential Certificate to candidates who, upon recommendation of Peer Reviewers, have successfully met the requirements to obtain the credential. ([See Portfolio Review Guidelines-Appendix E](#))

**10. Director Credential Renewal:**

The Director Credential certificate is valid for five years from date of award of the initial credential, after which it is renewable every five years. Please submit a renewal application at that time.

**APPENDIX A****DIRECTOR CREDENTIAL Core Knowledge Competencies**

Applicants completing requirements for PA Director Credential will be able to:

<b>Knowledge Area 1: Child Growth &amp; Development</b>	
<b>D1.1 C2</b>	Adopt programmatic systems to support reciprocal communication strategies with families about child development including individual children's abilities, interests and needs.
<b>D1.4 C2</b>	Employ knowledge of brain development to facilitate children's learning, socio-emotional development and self-regulation within the program.
<b>D1.4 C3</b>	Examine strategies/practices for ways to continuously improve instructional practices to support children's learning, socio-emotional development and self-regulation.
<b>D1.5 C2</b>	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.*
<b>D1.5 C3</b>	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.
<b>D1.6 C3</b>	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.
<b>D1.7 C2</b>	Develop program schedules and implement curriculum to ensure responsiveness to individual needs of children and families.
<b>D1.8 C2</b>	Monitor the implementation of instructional practices that support the development of communication skills, problem solving, and creativity.
<b>D1.10 C2</b>	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.



<b>Knowledge Area 2: Curriculum and Learning Experiences</b>	
<b>Learning Environment:</b>	
<b>D2.1 C2</b>	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.
<b>D2.2 C2</b>	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).
<b>Curriculum:</b>	
<b>D2.7 C2</b>	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).
<b>D2.7 C3</b>	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).
<b>D2.10 C2</b>	Document and communicate the ways in which curriculum supports play and enhances children's approaches to learning, social and emotional development, and academic subjects.
<b>Instruction:</b>	
<b>D2.11 C2</b>	Collaborate with staff to develop the program's curriculum philosophy that includes all domains of development (emotional, social, language, cognitive, physical, and creative).
<b>D2.12 C2</b>	Guide staff in using observation and assessment data to select individual learning goals for children who include play experiences and reflect children's ages, abilities, ability differences, culture, language, developmental levels, interests, and capacities.
<b>D2.14 C2</b>	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.
<b>D2.15 C3</b>	Create supportive systems for ongoing evaluation and continuous quality improvements to the instructional practices, curriculum, and learning environment.

<b>Knowledge Area 3: Family, Schools and Community Collaborations and Partnerships</b>	
<b>D3.1C2</b>	Adopt practices that involve, sustain, and strengthen respectful and reciprocal relationships with families to support children’s development and learning.
<b>D3.4C2</b>	Provide information to families on appropriate social, mental health, educational wellness, and medical service.
<b>D3.5C2</b>	Demonstrate an understanding of the impact of divorce, abuse, unemployment, deployment, poverty, inclusion, etc. on child development and family systems to provide quality services.
<b>D3.5C3</b>	Create and utilize multiple, strength-based strategies to educate families and staff with challenging issues such as divorce, abuse, unemployment, deployment, poverty, inclusion, etc.
<b>D3.6 C2</b>	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.
<b>D3.7 C3</b>	Evaluate ways that diverse family cultures enrich program offerings, materials, staff-child groupings, school readiness, and seamless transition strategies.
<b>D3.9 C3</b>	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.
<b>Knowledge Area 4: Assessment</b>	
<b>Comprehensive Assessment System</b>	
<b>D4.3 C3</b>	Analyze the degree to which assessment information is used and managed in appropriate ways by program staff.
<b>D4.5 C2</b>	Support staff in implementing the results of their staff evaluation to make changes to instructional techniques and to identify professional development goals.
<b>D4.7 C2</b>	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.
<b>D4.11C3</b>	Design and implement strategies to build partnerships with families for effective child assessment.
<b>D4.12C3</b>	Evaluate program’s processes for reviewing of child assessment data to recognize when further evaluation by another professional is indicated.

<b>Knowledge Area 5: Communication</b>	
<b>D5.1 C3</b>	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.
<b>D5.3 C2</b>	Apply effective techniques and resources to communicate and negotiate across potential culture and linguistic barriers (e.g. verbal and print messages, translations into primary family language, and signing and/or assistive devices as appropriate).
<b>D5.7 C3</b>	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
<b>D5.9 C3</b>	Develop a framework that provides opportunities for open communication, team discussion, and decision-making with colleagues and families.

<b>Knowledge Area 6: Professionalism and Leadership</b>	
<b>Professionalism</b>	
<b>D6.1 C2</b>	Demonstrate ethical/professional behavior, set standards and expectations for staff and families and act as a role model.
<b>D6.2 C3</b>	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.
<b>D6.3 C2</b>	Apply multiple strategies to promote professionalism among staff, including participatory management style that values knowledge and experience of all staff members.
<b>D6.3 C3</b>	Create and maintain a professional, inclusive, collaborative, and trusting environment in the workplace.
<b>D6.5 C2</b>	Apply knowledge of credentialing, teacher certification, and induction when mentoring and advising program staff on their professional growth and development.
<b>D6.5 C3</b>	Justify staff use of the PA Professional Development Record, referencing the Career Lattice, to advance professional development.
<b>Ethics</b>	
<b>D6.6 C2</b>	Use available local, state and national resources that establish regulatory and professional standards for quality programs.
<b>D6.8 C2</b>	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.

<b>Advocacy and Leadership</b>	
<b>D6.10 C2</b>	Communicate support in a variety of ways for the children and families being served, as well as the early childhood community at large.
<b>D6.10 C3</b>	Create a program environment that advocates for children, families, and the early childhood community to appropriate stakeholders and decision makers.
<b>D6.11 C1</b>	Describe a vision and mission for high quality program for children and families.
<b>D6.11 C3</b>	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.
<b>D6.12 C2</b>	Assign mentors/coaches as appropriate to support staffs' continuous quality improvement within the program.

<b>Knowledge Area 7: Health, Safety, and Nutrition</b>	
<b>D7.1 C2</b>	Implement an evidenced-based framework to ensure compliance with current health, safety, and nutrition standards.
<b>Health</b>	
<b>D7.3C3</b>	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.
<b>D7.4 C3</b>	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.
<b>D7.5 C3</b>	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.
<b>D7.6 C2</b>	Develop and implement procedures to ensure appropriate exchanges and maintenance of staff and child health information.
<b>Safety</b>	
<b>D7.8 C3</b>	Evaluate policies and procedures for continuous monitoring of the environment, both indoor and outdoor, for health and safety hazards.
<b>Nutrition</b>	
<b>D7.12 C3</b>	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.

<b>Knowledge Area 8: Program Organization and Administration</b>	
<b>Program Organization and Administration</b>	
<b>D8.1C2</b>	Categorize program operations based on the program's vision, mission, and strategic plan.
<b>D8.2C3</b>	Evaluate the business plan's effectiveness in making decisions critical to program operations and continuous quality improvement of program and make changes as required.
<b>D8.3 C3</b>	Evaluate and revise (as necessary) risk management policies and procedures in compliance with required guidelines.
<b>D8.5C3</b>	Analyze and monitor an annual program budget based on needs and resources and adjust accordingly to ensure a balance between revenue and expenses.
<b>D8.6 C2</b>	Implement appropriate methods for accurate monitoring of income and expenses.
<b>D8.7 C2</b>	Write a financial plan based upon needs and resources to support programmatic goals.
<b>D8.8C3</b>	Evaluate and modify policy and procedure documents that are compliant with local/ state/national standards, and best practices.
<b>Personnel</b>	
<b>D8.9 C2</b>	Implement and follow employment policies that reflect standard labor and employment laws.
<b>D8.10 C2</b>	Develop and implement an employee handbook.
<b>D8.11C2</b>	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.
<b>D8.11C3</b>	Develop, review, and revise job descriptions, staff policies, and performance review procedures as necessary.
<b>D8.12C3</b>	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.
<b>D8.13 C3</b>	Monitor, assess, and facilitate the professional development of staff in line with program and individual needs.
<b>D8.14C2</b>	Convene and facilitate staff meetings to support program priorities and promote positive group dynamics.
<b>Technology and Marketing:</b>	
<b>D8.15 C3</b>	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.
<b>D8.16 C2</b>	Use the various data management and technology components required of recommended for child outcomes reporting and to support continuous quality improvement within programs.
<b>D8.17 C2</b>	Develop and implement a marketing plan that represents your program's strengths and uniqueness within the community.

## **APPENDIX B**

### **DEMONSTRATION OF COMPETENCY GUIDELINES**

The Portfolio protocol is designed for experienced directors/administrators who have acquired competency through prior learning and/or life experience. It involves documentation of knowledge, skills and attitudes through submission of artifacts and reflection on the learning process. These and other materials in the portfolio will be rigorously assessed by the Director Credential Review Panel to determine whether the director/administrator has obtained a sufficient level of competency to forego the formal training and coursework. Directors and administrators should have an understanding of the Director Core Knowledge Competencies before deciding to submit a portfolio for assessment. Any artifact submitted must detail your specific involvement in the project.

Please follow these steps in submitting one artifact/documentation for each core knowledge area. You must be as concise and clear as possible:

1. Identify the artifact or documentation by naming it
2. Describe the importance of each named artifact or documentation, the process that it represents and how it demonstrates learned information
3. Describe who was involved, how it was formulated and your specific role in the process
4. List or describe rules, principles and/or best practices evident in the process of this task or experience
5. Analyze and describe what you learned in the process of this task or experience
6. Based on the information in items 1 through 5, reflect upon and evaluate this process - what worked well, what did not, lessons learned. What value(s) do you place on the process for your own learning?
7. Describe what you might do differently, indicating what you would change – for example, create a new process, combine experience in different ways or plan differently and why?

## APPENDIX C

### EARLY CHILDHOOD KNOWLEDGE & SKILLS Suggested Artifact Documentation Guideline

Each artifact or documentation can only be used once to document one competency area. The following suggested list contains sample artifacts that are appropriate to specific competency area. Others may be acceptable.

#### CHILD GROWTH & DEVELOPMENT

- Child portfolio system
- Documentation boards representing learning: individual or group
- Parent/teacher workshop plan/assessment

#### CURRICULUM, & LEARNING EXPERIENCES

- Curriculum
- Project artifacts
- Lesson plans
- Indoor/Outdoor environment plan
- Individual intervention plan
- Case study
- Completed Early Childhood Rating Scale
- Replacement plan
- Documentation on plan to create or develop
- Plan for learning centers
- Staff handbook
- Curriculum plans
- Staff plan
- Assessment plan
- Case study – portfolio/project
- Implementation, curriculum implementation/assessment system

#### FAMILIES, SCHOOLS & COMMUNITY COLLABORATION AND PARTNERSHIPS

- Collection of newsletters, parent notes,
- Bulletin and documentation boards, parent conference notes, records of relevant staff training
- Parent/family case study
- Community resource manual
- Parent handbook
- Community resource manual
- Parent evaluation plan and summary

#### ASSESSMENT

- Assessment tools and techniques
- Anecdotal records
- Portfolios
- Child assessment policies
- Staff Evaluations

#### COMMUNICATION

- Portfolio of professional writing
- Video of oral presentation with a written evaluation
- Parent Newsletter
- Center Newsletter

#### PROFESSIONALISM & LEADERSHIP

- Self-study materials for accreditation
- Documentation of presentations
- Documentation of professional service or leadership in a professional or community organization
- Documentation of dealing with an ethical dilemma
- Professional Development Plan
- Written program philosophy
- Staff handbook
- Program Improvement Plan
- Documentation of community
- Program Description from accreditation
- Documentation of leadership activities
- Advocacy plan
- Documentation of advocacy activities

#### HEALTH, SAFETY & NUTRITION

- Parent handbook
- Staff handbook
- Risk management plan
- First Aid/CPR certification cards/Food

**PROGRAM ORGANIZATION &  
ADMINISTRATION**

- Three-year budget comparison
- Staff handbook
- Salary scale and performance evaluations
- Risk management plan
- OSHA plan
- Case study - audit process or custody process
- Orientation plan
- Professional development process
- Board reports
- Risk management plan
- Outdoor/Indoor environment plan
- System for maintaining records
- Food service plan
- Inventory control system
- Policy/procedure manual
- Marketing/business plan
- Needs assessment
- Start-up plan
- Portfolio of marketing materials such as
- Documentation of taking or teaching an online course
- Press releases, news articles, brochures, etc.



## APPENDIX D

### PROFESSIONAL CONTRIBUTIONS GUIDELINE

Individuals in early childhood and school-age fields find many opportunities to contribute to the profession. These opportunities and activities that demonstrate the contributions to the early childhood and school-age fields fall into six categories. The six categories represent the range of professional activities in which program directors and administrators engage to improve the field. The following list is by no means exhaustive or comprehensive. Other comparable activities provided by candidates will be considered. You should identify five activities from any of the six categories below that you initiated or participated in, over the last three years, that made a contribution to the field and your community. Each of the five activities **MUST** come from a different category.

Submit a 150, double-spaced narrative for each activity. For each activity, indicate purpose, your specific involvement in the activity, participants, targeted audience, and outcomes of the activity and those impacted by your professional contribution activity.

- i Service in a Leadership Role in a Professional Organization** – Think about your professional affiliations. In what ways have you served the field of early childhood /school-age through your active participation?
- Served in a leadership role in a professional organization that focuses on early childhood or school-age issues
  - Served on a community board as a representative of early childhood or school-age organization
  - Served on a local, state or national advisory board for an early childhood or school-age organization
  - Held an elected office in a local, state or national early childhood or school-age organization
  - Served in a community for an early childhood or school-age organization to organize a conference, community-wide advocacy event or other major event
  - Mentored other early childhood or school-age professionals
  - Served on Head Start Review team
  - Served as NAEYC validator/CDA Advisor/CDA Representative/NAFCC/SAA validator
- ii. Professional Development Presentations** – Have you helped spread the word?
- Presented at a local professional development event
  - Served as an instructor for college course
  - Served as a PQAS approved instructor
  - Presented at a professional conference
  - Presented at a high school or technical school career fair
  - Served as a paid consultant/PD instructor for another early childhood or school-age program
  - Served as an accreditation advisor, instructor, representative
  - Served as a CDA instructor/advisor

iii. **Advocacy** – How you advocated for young children and their families and the profession?

- Wrote a letter to an elected official about an early childhood or school-age issue
- Wrote a letter about an early childhood or school-age issue that was published in a local newspaper
- Provided testimony at a public hearing on an early childhood or school-age issue
- Provided consultation to an elected official about early childhood or school-age issues
- Arranged a food, clothing or toy drive for a shelter, children's home, or disaster relief effort
- Served as a community coordinator for an advocacy agency or event
- Presented or provided testimony at an advocacy event

iv. **Program Improvement (For the Field)** – What have you done to improve programs for children, families, and early childhood or school-age professionals?

- Successfully brought an early childhood or school-age program through Keystone STARS, NAEYC, NSACCA, NCCA accreditation or Head Start Program Achievement
- Developed a written curriculum based on sound early childhood or school-age principles that was marketed to programs
- Served as a consultant to other early childhood or school-age programs in the implementation of a curriculum approach, theory or any other program improvement activity
- Served as lead consultant in the design and renovation of indoor/outdoor learning environments
- Created a tangible product that exhibited originality of thought and execution that helped improve early childhood or school-age programs

v. **Writing and Publications** – What have you put in writing to improve the field of early childhood education or school-age program?

- Written a student newsletter on early childhood or school-age topics
- Written an article or book review that was published in an early childhood or school-age or other related professional journal
- Served as editor of an early childhood or school-age newsletter distributed in the community
- Published an article or a book on an early childhood, school-age or management related topic
- Developed a new college level course
- Developed new materials such as, handbook, manuals, curriculum that were shared with other programs

**vi. Research/Grant Writing** – Have you used local, state, national or international resources to improve program quality?

- Conducted a research study on an early childhood, school-age, or management related topic as part of a supervised thesis or dissertation
- Wrote a proposal for a grant that was funded
- Served as chairperson of a major fund raiser for an early childhood or school-age related endeavor
- Reviewed proposals, was a reader, for a foundation or other grant making agency/organization

**vii. Specialized Expertise** – Have you made a professional contribution in an area not listed above?

As directors and administrators advance in their profession, their contributions to the field become focused as they develop expertise in a specific program area. Masters and above level directors/administrators are encouraged to identify their area of specialized expertise.

## **APPENDIX E**

### **PORTFOLIO REVIEW GUIDELINE**

Under the portfolio review process, the following procedures must be completed:

#### **PORTFOLIO SUBMISSION APPLICATION:**

Candidates must follow the directions below in submitting portfolios and fees.

- Application, Portfolio, and all documentation must be submitted electronically to [dircred@pakeys.org](mailto:dircred@pakeys.org).
- Application and Portfolio \$525 fee must be mailed to the below address.  
 Pennsylvania Key  
 Attn: Director Credential Program  
 200 North Third Street, 3rd Floor  
 Harrisburg, PA 17101
- The portfolio must contain the following elements:
  - Director Credential Portfolio Application
  - Current Resume
  - College transcripts
  - Three letters of recommendation
  - Professional Development Plan
  - Demonstration of Competency in each of the eight Knowledge Areas
  - Center/Program Quality Improvement Plan
  - Evidence of Professional Contribution in the Field
- All portfolios submitted become property of PA Key but will be kept confidential (used for reference purposes only).
- Portfolios received and checked for completeness.
- Candidates who submit incomplete portfolios will have sixty (60) days to submit missing components
- Portfolios will be assigned to Director Credential Peer Reviewers
- Portfolio evaluation/assessment by Director Credential Peer Reviewers.
- Director Credential Peer Reviewers make recommendations to PA Key for award, decline or deferment of the credential.
- PA Key makes decisions as to award, defer or decline the credential.
- Candidates will be notified of the decision within ninety (90) days.
- PA Key issues Director Credential to successful candidates.
- A Director Credential will be deferred if it is incomplete on submission. Candidates who submit incomplete portfolio package will have 60 days to submit the required missing documentation or artifact.
- A Director Credential will be awarded if, when assessed on a scale of 256 points, more than 195 points are met on the [scoring rubric](#).

## APPENDIX F DIRECTOR CREDENTIAL RENEWAL GUIDE

Submit to PA Key a completed [renewal application](#) form with a \$50.00 non-refundable fee. The Director Credential Renewal application requires that you provide documentation of the following:

- PA Director Credential awarded by PA Key. (Attach copy)
- **Professional Development Requirement** - The three college credit coursework or 90 hours of professional development must occur within the five years of the initial issuance of the Director Credential certificate. When considering how to plan for your professional development, make sure to plan for this intentionally. Use your site's CQI plan, your PD plan, your strategic plan, Professional Reflection Tool or any other sources of evidence that support your professional growth while keeping your program's identified needs in mind.
  - 3 credit college courses- Suggested courses may include: NISL-ECEL, Action Research, Leadership course, etc.

### OR

- Ninety (90) hours of Professional Development: To meet your 90 hours of professional development, your primary source of evidence in analyzing your areas of growth should be your Professional Development Plan. Event topics you may want to consider when looking for community based/non-credit PD may include the following:
  - o Developing a risk management plan
  - o Developing and implementing a strategic plan
  - o Marketing strategies
  - o Budgeting
  - o Topics on Human Resource Management
  - o Topics on supporting families
  - o Topics on cultural competency
  - o Mind in the Making (MITM)
  - o Inclusive Practices
  - o Links to Learning Series (School Age Topics)
  - o Using Portfolios to Bring Out the Best in School-Age Children
  - o Implementing an Action Research Project
  - o Working with non-profit boards
  - o Grant Writing/Fundraising
  - o Leadership
  - o Advocacy
  - o Program Accreditation- (Note that if you select this topic, you will need to have a letter from your local AEYC or other accrediting body to verify your hours and the tasks you personally accomplished during the accreditation/re-accreditation process.)

- Professional Development Plan with 150 words stating how you will meet these goals as a director.
- Pedagogy statement
- Three sources of evidence of your professional contributions to the field in the last five years. Each documentation should be in a 150-word, double-spaced typed format and includes the purpose, activity, participants/audience and outcomes related to the activity (see details in the appendices of the Director Credential Renewal Application).
- Documentation of current membership in an early childhood professional organization at the local, state, or national level.

Completed renewal application and all supporting documentation must be submitted electronically 90 days prior to expiration of the Director Credential certificate to:

[dircre@pakeys.org](mailto:dircre@pakeys.org)

The \$50 nonrefundable renewal application fee must be submitted to:

**Pennsylvania Key  
Director Credential Program  
200 North Third Street, 3rd Floor  
Harrisburg, PA 17101**

## APPENDIX G

### GLOSSARY OF TERMS

- 1. Candidate:** An early childhood or school-age professional who submits a Director Credential portfolio application along with supporting documents.
- 2. Portfolio:** Documentation of the candidate's competency as an experienced early childhood or school-age professional, submitted for review and assessment, in lieu of the Director Credential coursework from an Office of Child Development & Early Learning (OCDEL) /PA Key approved higher education institution, and include a current resume, professional development plan, etc. ([See Portfolio Submission Guidelines-Appendix E](#)).
- 3. College Coursework:** Courses completed in an accredited institution of higher education that has been approved by the Office of Child Development & Early Learning (OCDEL) and Pennsylvania Key to offer the Pennsylvania Director Credential program.
- 4. ECE Credits:** College credits from an accredited institution of higher education that have core contents specific to Early Childhood or School-age Education
- 5. Related Degree:** Related degrees include the following disciplines – Human services field, early childhood education, child development, special education, or elementary education.
- 6. Core Knowledge Competencies (CKC):** The essential areas of knowledge needed for working effectively with children, birth through twelve years of age, and their families (Access and download from PA Keys' website at [www.pakeys.org](http://www.pakeys.org)).
- 7. Experience:** Experience should be managerial in nature and scope. Documentation of job duties and responsibilities must support an array of managerial and supervisory responsibilities, including fiscal, facilities, food program management, hiring, supervising and mentoring staff, staff professional development planning, curriculum development, educational, regulatory compliance, family engagement/involvement and support, marketing and public relations, leadership, advocacy, single or multi-site management.
- 8. Director/Administrator:** The term “director” or “administrator” is inclusive and represents a variety of titles used in early childhood and school-age settings to describe the role of professionals in leadership positions.