Pennsylvania

School-Age Professional Credential

Assessment System and Competency Standards

Pennsylvania Early Learning Keys to Professional Development

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Preface

The choice to work with school-age children (5 – 12 years-old) is one of the most important career decisions that one can make. A school-age staff member or practitioner is a special person in children's lives as they master skills, develop friendships, grow in independence, and move to new levels of thinking and understanding about themselves and the world. It is an exciting and challenging responsibility to set up a supportive learning environment for a group of school-agers, develop a relationship with each one, and meet his/her needs as individuals and as a group. Children's learning experiences during this period in their lives can increase self-confidence and success in school.

The number of children in school-age programs has multiplied in recent years. Families place great trust in the staff of these programs, for it is the daily performance of the staff member or provider that determines the quality of the children's experience. The Pennsylvania School-Age Professional Credential Competency Standards support quality programs for school-age children by providing standards for professional development, evaluation, and recognition of program staff and providers based on their ability to meet the unique needs of this age group.

Applying for the Pennsylvania School-Age Professional Credential is a big commitment. However, working towards the Credential can be a rewarding experience. It offers staff members an opportunity to:

- Examine his/her own work in relation to the Pennsylvania School-Age Care Competency Statements
- Get feedback and support from people who have experience working with school-age children and knowledge about school-age services.
- Improve his/her knowledge and skills in ways that are satisfying for themselves and beneficial for children;
- Plan their educational pathway through the use of the Pennsylvania Early Learning Keys to Quality Career Lattice by identifying where they currently fit on the lattice and by identifying the position they are interested in attaining; and
- Earn a professional credential that is recognized throughout Pennsylvania and the Keystone STARS Continuous Quality Improvement System.

The research regarding improved program quality and outcomes for children when staff increase their knowledge of child growth and development through professional development and education is compelling. To this end, the Pennsylvania School-Age Professional Credential has been developed to promote quality services for children and families by providing specific standards, professional development, and evaluation of school-age staff and providers. It is an opportunity for individuals working with school-age children to gain professional recognition, demonstrate competence and positively impact child outcomes.

Pennsylvania School-Age Competency Standards

The competency standards are divided into **Competency Goals**, **Functional Areas** and **Developmental Context**.

- **Competency Goals** are statements of a general purpose or goal for behavior. There are six (6) goals.
- **Functional Areas** describe the major tasks or functions that a school-age professional must complete in order to carry out the Competency Goal. There are thirteen (13) Functional Areas.
- **Developmental Context** is a brief overview of relevant child development principles explaining each Functional Area.

Goal Statement	Functional Area	Developmental Context
Goal I To Establish and Maintain a Safe, Healthy Environment Conducive to Learning.	**1. Safe** Candidate maintains a safe environment to prevent and reduce injuries.	**Safe** One of the most essential services for school-age children is to ensure their safety and well-being. Indoor and outdoor areas should be free of dangerous conditions and materials. Adults should teach children about safety and comfort children when hurt. Adults should be attentive and have the skills and knowledge to prevent injuries and to handle emergencies, accidents, and injuries appropriately when they occur. In a safe environment, children will learn gradually to protect themselves and look out for others.
	2. Healthy Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.	**Healthy** Good health involves sound medical and dental practices and good nutrition. Adults should model and encourage good health and nutrition habits with school-age children. Food should be nutritious, prepared carefully and served in a relaxed atmosphere. Prompt care should be given to school-age children who are or become ill or hurt. School-age children need a clean environment that is properly lighted, and heated or cooled. Indoor and outdoor areas should be free of materials or conditions that endanger children's health. Care of the child's physical needs communicates positive feelings about his/her value and influences the child's developing identity and feelings of self-worth. Parents and providers should exchange information about children's physical health frequently.

Goal Statement	Functional Area	Developmental Context
Goal I (cont.)	**3. Out-of-School Environments** Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.	**Out-of-School Environments** Children of all ages learn from their own experience and by imitation. Adults can guide and encourage children's learning by ensuring that the environment is emotionally supportive; invites active exploration, play and movement by children; supports a broad array of experiences. A reliable routine, together with a stimulating choice of materials, activities, and relationships, enhances children's learning and development.
Goal II To Advance Physical and Intellectual Competence.	**4. Physical** Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of school-age children.	**Physical** Physical development is an essential part of the total development of school-age children. Developing physically includes using large and small muscles, coordinating movements, and using the senses. Large-motor development includes strengthening and coordinating the muscles and nervous system controlling large motions using the arms, legs, torso, and or whole body. Small-motor development involves the ability to control and coordinate small, specialized motions using the eyes, mouth, hands, and feet. Adults should provide material, equipment, and opportunities for indoor and outdoor activities that encourage this development and recognize and respect the wide differences in individual rates of physical development.
	5. Cognitive Candidate provides hands-on activities, experiences, and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of school-age children and support appropriate academic standards.	**Cognitive** Exploring and trying to understand the world is natural and necessary for school-age children's cognitive or intellectual development. As school-age children learn and grow, their thinking capacities expand and become more flexible. Fun activities – some that engage children in a process and others that encourage them to produce a product – help build children's thinking capacity. Adults should support and guide their process by responding to children's questions with information and enthusiasm and by using family routines and experiences as learning opportunities, and providing exposure to play, reading, writing, riddles and jokes, dance, drama, music, art, and science. Cognitive growth also requires healthy development in other areas: consistent physical growth, secure emotional behavior, and positive social interaction.

Goal Statement	Functional Area	Developmental Context
Goal II (cont)	**6. Communication** Candidate actively communicates with school-age children and provides opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.	**Communication** Communication between people can take many forms, including spoken words or sounds, gestures, eye and body movements, and touch. Children need to understand verbal and nonverbal means of communicating thoughts, feelings and ideas. Adults can help school-age children develop their communication skills by encouraging communication and providing ample opportunity for children to listen, interact, and express themselves freely with other children and adults.
	7. Creative Candidate provides opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas in individual ways and to express their creative abilities.	**Creative** All school-age children are imaginative and have creative potential. They need opportunities to develop and express these capacities. Creative play serves many purposes for children in their cognitive, social, physical, and emotional development. Adults should support the development of children's creative impulses by respecting creative play and by providing a wide variety of activities and materials that encourage spontaneous expression and expand children's imagination.
Goal III To Support Social and Emotional Development and Provide Positive Guidance.	**8. Self** Candidate provides physical and emotional security for each child and helps each school-age child know, accept, take pride in himself or herself and develop a sense of independence.	**Self** All children need a physically and emotionally secure environment that supports their developing self-knowledge, self-control, and self-esteem, and at the same time encourages respect for feelings and rights of others. Knowing ones self includes knowing about ones body, feelings, and abilities. It also means identifying ones self as a girl or boy and a member of the family and larger cultural community. Accepting and taking pride in ones self comes from experiencing success and being accepted by others as a unique individual. Self-esteem develops as children master new abilities, experience success as well as failure, and realize their effectiveness in handling increasingly challenging demand in their own way.
	9. Social Candidate helps each school-age child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among school-age children and adults.	**Social** Children need to develop social skills that help them work and play cooperatively and productively with other children and adults. To do this, children need to feel secure themselves, value other people, and enjoy positive social interaction. Valuing diversity is a social skill that staff must model for children as well as seek out opportunities to help children increase their own sense of belonging and better understand the diversity of the world around them.

Goal Statement	Functional Area	Developmental Context
Goal III (cont.)	**10. Guidance** Candidate provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.	**Guidance** Knowing what behavior is appropriate or acceptable in a situation is an important skill. Children develop this understanding when consistent limits and realistic expectations of their behavior are clearly and positively defined. Understanding and following simple rules can help children develop self-control. Children feel more secure when they know what is expected of them and when staff and parents' expectations realistically take into account each child's development and needs.
Goal IV To Establish Positive and Productive Relationships with Families.	**11. Families** Candidate maintains an open, friendly and cooperative relationship with each school-age child's family, encourages their involvement in the program, supports the school-age child's relationships with his or her family, respects the diversity of family structures and understands that children develop within the context of their families and culture.	**Families** Today's families take many different forms. Each family has primary responsibility for its own children, and parents may share this responsibility for their children with others. The parents and the school-age practitioner become partners who communicate respectfully and openly for mutual benefit of the children, family, and the practitioner. School-age practitioners also recognize that parenthood is a developmental process, and can support parents in this role.
Goal V To Ensure a Well-Run Purposeful Program Responsive to Participant Needs.	**12. Program Management** Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker	**Program Management** Running an effective program requires a systematic and responsive approach. A systematic approach means that the Candidate can determine the needs of the program, families and children; can make plans based on those needs; and can keep accurate records of needs, plans, and practices. Such an approach should be applied to keeping records of attendance, health status, and required forms. It should include specific plans for meeting the needs of children and coordinating communication among involved adults through written information, meetings with parents and resource persons, and frequent informal discussions.

Goal Statement	Functional Area	Developmental Context
Goal VI To Maintain a Commitment to Professionalism	**13. Professionalism** Candidate makes decisions based on knowledge of school-age development theories and practices, promotes quality in school-age services, maintains confidentiality at all times, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of school-age children and families.	**Professionalism** Professionals working with school-age children and their families make decisions based on knowledge of school-age development, appropriate school-age activities, and family life, and demonstrate a commitment towards quality programs for school-age children. The professional school-age staff member continues to set new goals and take advantage of professional development or educational experiences that will help her/him to grow more competent. Recognizing that the way they relate to one another directly affects the quality of school-age programs and sets an example for children. Adults in school-age settings work to resolve issues and problems among themselves cooperatively and respectfully. They also work together to educate the community at large about the needs of school-age children. The staff member should develop relationships with other school-age professionals and establish a network for information support.

Assessment Process

An assessment is the process by which a school-age practitioner's competence is evaluated. The evaluation is conducted by a group of people referred to as the Local Assessment Team (LAT). The team consists of the individual practitioner (Candidate); a school-age professional (Advisor); a member of the local community (Parent /Community Representative); and a representative of the credentialing organization (SAC Assessor). The SAC Assessor is assigned to the team by the state credentialing organization after the Candidate has requested an assessment visit. Each team member collects information about the Candidate's work in relationship to the Pennsylvania School-Age Credential Competency Standards. The information is reviewed and discussed with the Candidate at the Local Assessment Review Meeting. Upon completion of the Local Assessment Review Meeting a recommendation is made to the Credential Review Panel, a statewide review committee. The decision to award or not award the SAC Professional Credential is based upon the final review of the Credential Review Panel.

STAGES IN THE PROCESS

1. Application

Any interested individual meeting all of the eligibility requirements may apply by requesting application materials from the PA Key. The application packet includes the instructions and forms required for this process.

2. SAC Credential Preparation Program

Because the Pennsylvania School-Age Professional Credential is based on competence that is observed and documented, there is flexibility as to how a Candidate develops the necessary competence. The individual may choose to join an organized school-age professional development program (offered by an approved host agency), apply college coursework, do independent study, or a combination of all of these. The Candidate must document 120 hours of instruction covering the thirteen Functional Areas.

3. Information Collection

Information collection includes observations by LAT members, parent/family questionnaires and the preparation of a Portfolio and Resource File.

- Portfolio: Contains an autobiographical statement, a program description, and three written examples of his/her competence in each of 13 Functional Areas.
- Resource Collection File: A file or collection of thirty-three (33) resource items. These items are not to duplicate items in the Portfolio.
- Observations and Surveys: In addition to the Portfolio and Resource File, the Advisor conducts one (1) formal observation of the Candidate at work. The observation documents the Candidate's behavior and effectiveness in each of the 13 Functional Areas and based on the observation the Advisor can make recommendations for further growth and development.

The Parent/Community Representative also conducts one (1) observation of the Candidate at work. The Candidate must also distribute and collect family questionnaires and ensure that the Parent/Community Representative tallies the family questionnaires.

More information about the Advisor and the Parent/Community Representative is described below in *Team Formation.*

4. Team Formation

Formation of the Local Assessment Team will occur while the Candidate participates in coursework and is collecting their documentation. In addition to the Candidate, three people serve as a part of the Local Assessment Team (LAT). They are the Advisor, Parent/Community Representative, and the SAC Credential Assessor. Each team member must meet the eligibility requirements and has specific responsibilities for collecting information about the Candidate's work with school-age children.

Identifying an Advisor

The Candidate is responsible for identifying an Advisor who can guide them through the Pennsylvania School-Age Professional Credential process and who serves as a part of the Local Assessment Team. The Advisor works closely with the Candidate to assess current competence, identify professional development needs, and suggests continued professional growth.

Identifying a Parent/Community Representative

The Candidate is responsible for identifying a Parent/Community Representative who works with the Candidate to collect family surveys. This individual is also responsible for conducting one observation of the Candidate at their work site. The Parent/Community Representative's role is to represent the interests of parents and the community in the assessment process.

Identifying the SAC Assessor

The Credentialing Agency is responsible for assigning the SAC Assessor when the Candidate has submitted a request for an assessment visit. This individual is responsible for facilitating the Local Assessment Review Meeting described below.

5. Advisor/Candidate Review Meeting

Prior to submitting the Assessment Visit Request Form, the Advisor and the Candidate may meet to review information that should be collected prior to submitting the request form and to assess the Candidate's readiness to request a Local Assessment Review Meeting. At this time the Advisor will ensure that the Candidate has also gotten the Parent/Community Representative to sign-off on the Assessment Request Form.

6. Assessment Visit Request

When the Candidate has collected all of the required documentation s/he is ready to request an Assessment Visit by submitting the Assessment Request Form. Once the assessment visit request is received, the credentialing agency will assign a SAC Credential Assessor.

7. Local Assessment Review Meeting

The Candidate and the SAC Credential Assessor meet to review and discuss the information collected about the Candidate. The SAC Credential Assessor will conduct an observation of and interview with the Candidate. Information reviewed includes observations, questionnaires/surveys, Portfolio and Resource File. The Candidate has an opportunity to orally present his/her learning as demonstrated in their Portfolio and Resource File through an interview process. The SAC Credential Assessor will follow a standard procedure which will include an interview with the Candidate including eighteen questions addressing each of the Functional Areas.

At the conclusion of the meeting a recommendation is made to the Credentialing Agency to award the credential or not. If a recommendation is made not to award the credential, then the recommendation will be for the Candidate to pursue additional professional development in specific areas and reapply for the Credential at a later date.

8. Credential Review Panel

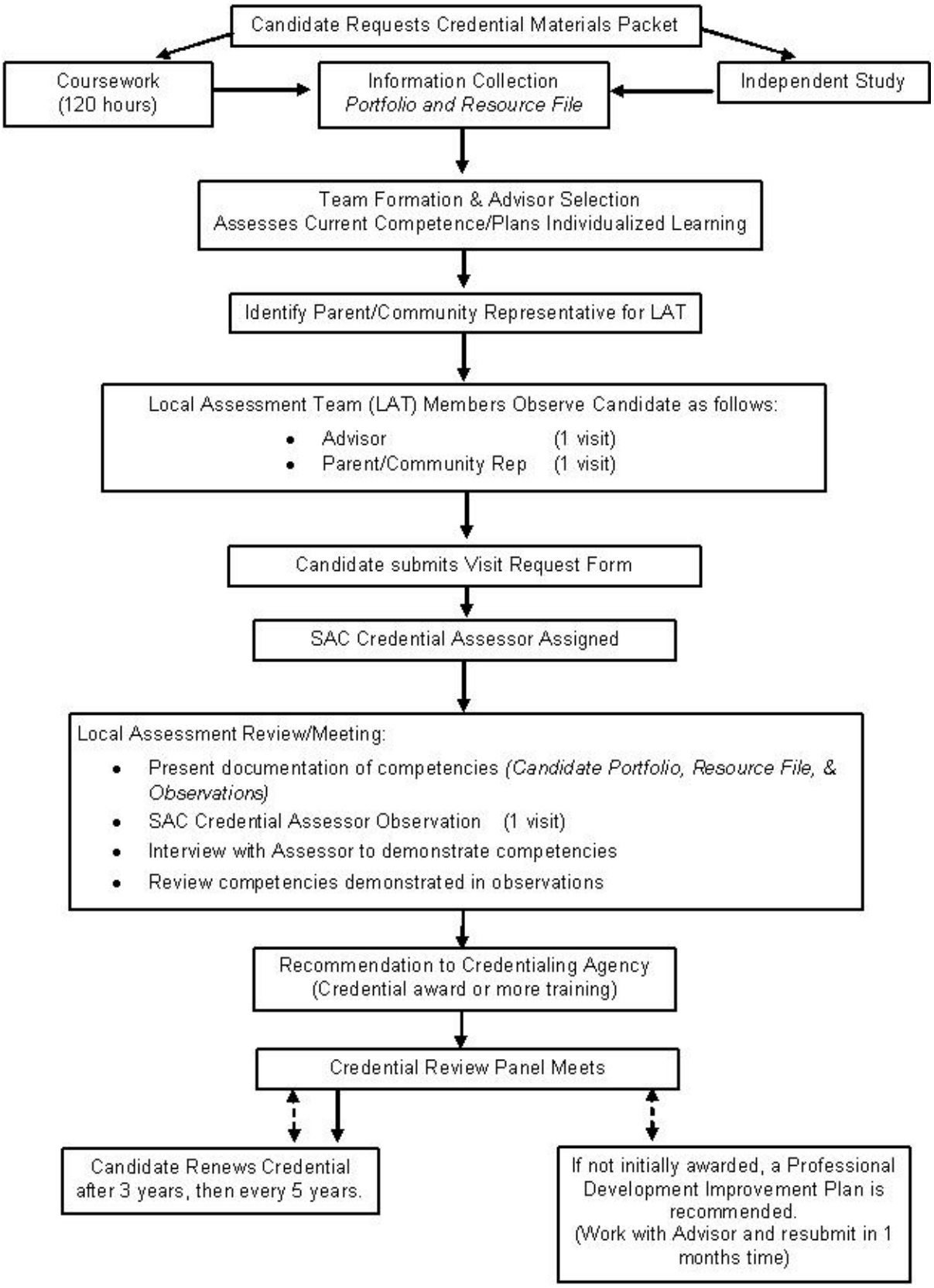
The SAC Credential Review Panel meets four (4) times per year/ or as needed to review the recommendations to award the Pennsylvania School-Age Professional Credential. At this time procedures of the Local Assessment Team and SAC Assessor are reviewed. The Review Panel ensures that the Local Assessment Team followed appropriate procedures and that the Local Assessment Review Meeting was conducted according to procedure. If documentation shows that all procedures were followed, they accept the recommendation.

If a recommendation is made not to award the Credential, then a Professional Development Improvement Plan and timeline for completing the process will be sent to the Candidate. The Candidate should work with their Advisor to make the suggested improvements. Upon completion of this process the Candidate may resubmit to the Credential Review Panel.

9. Renewal

The Pennsylvania School-Age Professional Credential is valid for three (3) years from award, after which it may be renewed for five (5) years.

PA School-Age Professional Credential Process



Eligibility Requirements and Information Collection

CANDIDATE

Eligibility Requirements

The Candidate must meet the following eligibility criteria:

A. Current Work/Setting

Must be working in a Department of Public Welfare regulated program and be able to be observed while working with school-age children (5-12 years-old). Individuals providing care to school-age children and working in a center-based, school-based, group home or family day care setting are eligible.

B. Education

Candidate must have the minimum of a high school diploma or GED credential and must have a completed Professional Development Record (PDR) including the Individual Training Plan.

C. Experience

Candidate must have worked at least 480 hours with school-age children in the past five (5) years.

Information Collection Responsibilities

The Candidate has three major responsibilities in the assessment process. These responsibilities are to coordinate the work of the LAT, prepare the Portfolio and assemble the Resource File.

A. Portfolio

1. A brief autobiographical statement of about 300 words.
2. A program description that includes:
   a. Goals and philosophy of the program
   b. A description of the school-age program including the number of children and the age ranges, special needs, languages spoken, cultural backgrounds and the number of staff members.
3. One section for each of the thirteen (13) functional areas.
4. At least 3 artifacts (written entries) in each section describing the Candidates work in that functional area.
   a. Each entry must contain a description that tells: what, how, when and why you conducted this activity and why you feel it is important (include your own philosophy; idea; rationale).
   b. How it relates to the developmental levels of the school-age children in your program.

5. A current Individual Professional Development Plan.
6. All portfolio entries must be based on work within 12 months prior to the date the Candidate submits the Assessment Visit Request.
7. The Candidate will present the Portfolio orally at the assessment meeting. The presentation will be brief (10-15 minutes) and will describe the highlights of the Candidates work with school-age children.
8. More specific instructions about preparing your Portfolio can be found in the Candidate Instructions booklet.

B. Resource File

1. The Resource File must contain thirty-three (33) items.
2. The items will be arranged by Competency Goal.
3. Items should be numbered and a table of contents should be included so that items can be easily located during the assessment process.
4. The materials in the Resource File cannot duplicate entries in the Portfolio.
5. All items must be collected within 12 months prior to the date Candidate submits the Assessment Visit Request Form.
6. The 33 items are listed in the Candidate Instructions booklet.

ADVISOR

Eligibility Requirements

Advisors must meet the following requirements:

A. Personal

Be knowledgeable about the Pennsylvania Department of Public Welfare regulations, Keystone STARS Performance Standard, Pennsylvania Department of Education Learning Standards. Be familiar with school-age child care programs.

B. Education

B.A., B.S., or advanced degree in education (early childhood, elementary, special education); child development, recreation, or other related fields and successful completion of the SAC Credential Advisor Institute.

Or

A. A., A. A. S. in a related field and successful completion of the SAC Credential Advisor Institute.

Or

Successful completion of the Pennsylvania School-Age Professional Credential and successful completion of the SAC Credential Advisor Institute.

C. Experience

Two years of experience in a school-age setting including at least one year working with children.

- One year working directly with children in the same age range as the children in the Candidate's program as a school-age staff, teacher, family child care provider, social worker or similar role; and
- One year of responsibility for the professional growth of another adult.

D. Conflict of Interest Statement

To promote objectivity and credibility, an individual serving as an Advisor:

- Must not be the relative of a child in the Candidate's program.
- Must not be a relative by blood or marriage of the Candidate.
- Must not be working with the Candidate in a co-teaching situation.

Advisor Responsibilities

An Advisor serves as a professional resource for the Candidate during the assessment process and works with the Candidate for at least 12 weeks. An Advisor must conduct at least one observation of at least two (2) hours in length of the Candidate at work and provide recommendations for improvement.

Observation

1. Observe the Candidate working with school-age children.
2. Complete the Observation Instrument which records observations of the Candidate's performance in each of the functional areas.
3. Observation(s) must be completed six (6) months prior to the final assessment.
    - Provide regular feedback to the Candidate throughout the assessment process.
    - Advise Candidate about the preparation of the Portfolio and Resource File.
    - Review the Portfolio and Resource File.

PARENT COMMUNITY REPRESENTATIVE

Eligibility Requirements

The Parent/Community representative must meet the following requirements:

A. Personal

- Be able to read, speak and write well enough to fulfill the responsibilities of the parent/community representative.
- Be able to observe the Candidate in order to prepare a written report of the observation, tally information collected from the parents of the children in the program and provide feedback and clarification to the SAC Assessor as necessary.

B. Involvement with Program

- Have been involved as a volunteer or parent with a school-age program.

C. Conflict of Interest

- Must not be currently employed by the school-age program or program's parent agency.
- It is preferred that the representative not have a child in the Candidates care during the period of observation.
- Must not be a relative by blood or marriage of the Candidate.

Information Collection Responsibilities

A. Family surveys:

- Within six (6) months prior to the final assessment, confers with the Candidate about the Family Questionnaire. Collects (at least 50%) of the family questionnaires distributed.
- Tallies all Family Questionnaires on the tally form.

B. Observation:

- Within six (6) months prior of the final assessment, conducts an observation of the Candidate on the Parent/Community Representative Observation Form.

C. Submitting Paperwork

- Once the Parent/Community Representative Observation is complete and family questionnaires are tallied, they are put in a sealed envelope and given to the Candidate. The Candidate is responsible for presenting the family questionnaires and the completed observation in the sealed envelope to the SAC Assessor at the Local Assessment Review Meeting.
- Sign-off on the Candidate's Assessment Visit Request Form.

SCHOOL-AGE CREDENTIAL ASSESSOR

Eligibility Requirements

A. Personal

- Be knowledgeable about the Department of Public Welfare certification regulations and Department of Education academic standards. Be familiar with school-age programs.

B. Education

- B.A., B.S., or advanced degree in education (early childhood, elementary, special education); human development, psychology, sociology, social work, child and family studies, recreation, home economics/family & consumer science, child and family studies, pediatric nursing, and business.

Or

- Associates degree and successful completion of the PA School-Age Professional Credential. Must meet Level V or above requirements in the Pennsylvania Keys to Quality Career Lattice.

C. Experience

- Experience working with diverse populations.
- Strong written, oral and interpersonal skills.
- Membership in a professional organization.
- Experience working with school-age children preferred.
- Knowledge of the PA School-Age Professional Credential process, Department of Public Welfare, Pennsylvania Department of Education and National Afterschool Association regulations and standards.
- Excellent professional references.
- Successful completion of the Pennsylvania SAC Assessor Institute.

D. Conflict of Interest

To promote objectivity and credibility, an individual serving as an Assessor must:

- Not be the relative of a child in the Candidate's care at any time during the assessment process.
- Not be a relative by blood or marriage or other legal relationship to the Candidate.
- Not be employed by the Candidate's agency, as staff or as a consultant, independent contractor, currently or at any time in the past.
- Not have provided technical assistance to the program.
- Not have authority over the program such as funding or regulatory authority.
- Sign a Conflict of Interest Statement.

Information Collection Responsibilities

The SAC Assessor is a professional who is knowledgeable about school-age programs. The SAC Assessor has been specially trained to observe, interview, make fair judgments, and facilitate the Local Assessment Review Meeting according to standard procedure. The SAC Assessor is assigned to an assessment by the credentialing agency, the PA Key.

A. Observation

- Observe the Candidate in their school-age program setting for a minimum of two (2) hours.

B. Interview

- Interview the Candidate following the observation to clarify any aspects of the observation and to learn more about the Candidate's work.
- The interview must include at least one question to the Candidate relating to each of the Functional Areas. A total of eighteen (1) questions will be asked.

C. Other Responsibilities

- Conduct the Local Assessment Review Meeting fairly and in accordance with statewide guidelines/standard procedures.
- Review the Portfolio and Resource File and tally of Family Questionnaires
- Review completed observations from the Advisor and Parent/Community Representative.
- Verify that the procedures have been followed and submit completed documentation to the credentialing agency.
- Respect the confidentiality of all information acquired during the Local Assessment Review Meeting.

SAC CREDENTIAL INSTRUCTOR

Eligibility Requirements

The Pennsylvania SAC Credential Instructor is a professional who has deep knowledge and understanding about school-age programs and current issues and trends.

A. Personal

- Be knowledgeable about the Department of Public Welfare child care regulations and Department of Education academic standards. Be familiar with school-age programs.

B. Education

- M.A., M.S. in education (early childhood, elementary, special education); human development, psychology, sociology, social work, child and family studies, recreation, home economics/family & consumer science, child and family studies, pediatric nursing, and business. Must meet Level VII or above requirements in the Pennsylvania Keys to Quality Career Lattice.

Or

- B.A., M.S. in education (early childhood, elementary, special education); human development, psychology, sociology, social work, child and family studies, recreation, home economics/family & consumer science, child and family studies, pediatric nursing, and business AND supervised by a master's or doctoral level instructor.

C. Experience

- Knowledgeable about adult learning principles.
- Must meet Pennsylvania Quality Assurance System (PQAS) instructor criteria.
- Must adhere to the Trainer Code of Ethics as per PQAS.
- Minimum of five years experience working in the school-age field.
- Experience working with diverse populations.
- Strong written, oral and interpersonal skills.

- Membership in a professional organization related to school-age children and youth.
- Excellent professional references.

D. Conflict of Interest

To promote objectivity and credibility, an individual serving as an Instructor must:

- Not serve as a SAC Assessor for any individuals completing the coursework in their class.

Information Collection Responsibilities

A. Observation

- If you are also acting as the Advisor, then you must also observe the Candidate in their school-age program setting for a minimum of two (2) hours.

B. Other Responsibilities

- Implement course in accordance with guidelines described in the Implementation Guide for the SAC Credential Preparation Program.

CREDENTIALING AGENCY RESPONSIBILITIES

- Coordinate the entire credentialing process.
- Distribute credentialing materials to qualified and interested Candidates.
- Maintain updated school-age credential materials.
- Recruit, train, monitor, schedule, supply and reimburse qualified Assessors.
- Recruit and orient professional development organizations, including institutions of higher education, to offer professional development opportunities for credential preparation to help meet the needs of the Candidates.
- Develop a database to track Candidates throughout the credentialing process.
- Convene a statewide panel of experts to review and monitor the materials, procedures and officially reward the credential or recommend additional training.
- Send the renewal announcement to the Candidate three months prior to the expiration of the credential.
- Convene the Credential Review Panel to review materials submitted by the Local Assessment Team and SAC Assessor for the purpose of awarding the credential.