

ORGANIZATIONAL PQAS APPLICATION; INITIAL

The Office of Child Development and Early Learning (OCDEL), in working to establish collaborations across the varied systems that provide professional development to early childhood and school-age professionals in Pennsylvania, approves organizations where the organization offers a professional development approval and oversight system for instructors that is comparable to PQAS.

The Pennsylvania Quality Assurance System certifies instructors and organizations which provide professional development to early childhood and school-age professionals in Pennsylvania. The PQAS maintains a registry of approved instructors to help ensure that professional development activities meet quality standards.

Eligibility for Organizational Approval: Organizations must meet one of the requirements below.

- Organizations that are:
 - Head Start Organizations which are in good standing with the Federal Office of Head Start as well as the Region III Office
 - AEYC or Child Care Associations (with fulltime paid staff)
 - Intermediate Unit
 - Early Intervention Technical Assistance
 - Government Bureau
 - School District
 - Other: Organizations who provide professional development to early childhood or school-age educational programs.

Application Process:

- The review of the application will take up to 90 days once an application and all required documentation are received.
- The contact person on the application will be notified by email if additional items are needed.
- At the completion of the review process, the contact person will be notified by email indicating the status of the application.
- Approval is valid for five years.
- A renewal application will need to be submitted once an approval is expired.

Please note: Effective July 1, 2024, staff will not be individually approved under an organizational approval. Organization who are approved can manually list their instructors within the event. More details to follow upon approval.

Complete Prior To Submission:

Organization Profile: Organizations must have a current Organization Profile with the PD Registry. The person who submits the application will need to create an organization profile to obtain an Org ID#, please follow the below steps to do so.

1. Log into the [PD Registry](#)
2. Click on **Add Organization Profile** box within the main page of your profile.
3. Click **Create Profile**
4. Complete the Contact Information section
5. Answer **NO** for 'Does this organization provide care and/or education to children?'
6. Organization Type: Professional Learning Organization.
7. Organization Address: Complete this section.
8. Click **Submit**

Required Courses: The below self-paced courses are required for the person who submits the application AND the person who enters the courses/events.

To register, click on link below to access the Training Search. Enter the Course Title below and click Search. Next, click Register and follow the prompts. Once you have registered, click on the MY PD tab to get to the course. Next, click on the blue box to the right of the course title to begin the course. If one does not appear click the course title to be taken to the course details where a link to the course will be provided.

- [The Pennsylvania Professional Standards and Competencies for Early Childhood Educators course](#) to view an example of an approved E-Learning course, and to be able to code using the Professional Standards and Competencies for courses.
- [The Submitting PQAS Courses in the PD Registry course](#) will walk you through on how to properly submit a course within the PD Registry.

Application Fee: Along with the application and required documents, a fee of \$100 is required. This fee is for the review and processing of the application, including the submitted course, and use of the PD Registry for a five-year time period. Please [use this link to pay by credit card](#), and submit the emailed receipt with the application.

Items Needed for Review:

- Completion of required self-paced courses.
- Receipt of payment
- Organization information
- Representative agreement
- Course Outline
 - Course Overview
 - Course Module
 - Handouts
 - Copy of the assessments including pre/posttests and corresponding answers (if applicable)
- Self-review of course

Application and additional documentation should be submitted to pqas@pakeys.org.

Questions can be answered by calling (800) 284-6031 or sending a request to pqas@pakeys.org.

Organization Information

This application is to be completed by the person responsible for providing oversight to professional development programs within an Organization, Corporation, Association, or Agency.

Organization Name:	
Org ID#:	
Contact Information:	Name: _____ Registry ID#: _____ Phone Number: _____ Email: _____
Name of person responsible entering courses and events:	<input type="checkbox"/> Same as above Name: _____ Registry ID#: _____ Phone Number: _____ Email: _____
Type of Organization/Association:	Select One: <input type="checkbox"/> Head Start Organization <input type="checkbox"/> AEYC or Child Care Association Employees <input type="checkbox"/> Intermediate Unit <input type="checkbox"/> Early Intervention Technical Assistance <input type="checkbox"/> Government Bureau <input type="checkbox"/> School District <input type="checkbox"/> Other: _____
Emphasis Area:	Professional development provided by the applicant targets the following groups. Select all that apply: <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> School-age <input type="checkbox"/> Adults

Representative Agreement

Check all and provide a signature at the bottom of the page.

The Organization Representative agree to:

- ☐ Completed the self-paced courses.
- ☐ Submitted the receipt of payment for the application fee.
- ☐ Created the Organization Profile.
- ☐ Completed the application in its entirety.
- ☐ Attached all required documentation for the application.
- ☐ Reviewed the [Professional Development\(PD\) Registry Policies and Procedures](#)
- ☐ Have their module reviewed by The Pennsylvania Key. If there is one unsuccessful review, I am aware that the organization will be charged an additional \$100 to submit either a revised or new module for review.
- ☐ Maintain records of each staff that documents each person's eligibility, including: Résumé indicating at least a bachelor's degree or certification in a specialty discipline in a field related to the professional development event topic.
- ☐ Post courses that are open to Early Childhood Educators and School-Age Professionals within the Pennsylvania Professional Development (PD) Registry.
- ☐ Code courses using [Pennsylvania Professional Standards and Competencies for Early Childhood Educators](#).
- ☐ Schedule events and maintain attendance records for each event within the Pennsylvania Professional Development (PD) Registry. Update the status of all registered attendees in the event roster within two weeks of the event's end date and mark the event completed.
- ☐ Follow recognized early childhood code of ethics, including delivering professional development in a culturally and individually sensitive manner using adult learning principles and current, developmentally appropriate best practices in the early childhood education and school-age fields.
- ☐ Provide oversight to Instructors in the development, implementation, and evaluation of professional development experiences to ensure high quality services to PA early childhood and school-age practitioners.
- ☐ Verifies instructors are current employees of the organization.
- ☐ Verifies that outside contracted instructors, must have their Individual PQAS approval prior to event.
- ☐ Abide by the Professional Development (PD) Registry Policies and Procedures to ensure a consistent, high-quality experience for all users when developing, deploying, and reporting on learning content in the PD Registry.

Failure to follow the expectations will result in termination of the Organizational PQAS.

I have read the above requirements and agree to comply with them. I understand that the application fee is nonrefundable.

Signature of Person Responsible for Organization

Date

Course Outline

The following provides Organizational PQAS applicants with the format and instructions for preparing the course outline to be submitted to PQAS approval.

Organizational applicants should thoroughly review the criteria used for scoring the course outline to ensure that the course has sufficient detail to allow the Peer Reviewers to make their assessments in the areas of content, organization, and presentation.

The Course Outline submitted to PQAS for review should contain the following parts:

- The Course Overview and Module
- PowerPoint with instructor notes, if applicable (recommended)
 - ✓ If videos or other weblinks are included on the slides, include the URL in the notes section.
- All materials/handouts used to deliver this course module. Label with handout # and title of handout.

Approved PQAS Organizations can provide their own curriculum to any Early Childhood Educator in alignment with competencies they are qualified for based on expertise and/or education.

Before choosing a topic, please review the list of topics that may not be approved in the PD Registry.

- Courses approved for specific organizations and/or approved trainers (PDII courses, Water Safety, Medication Distribution, First Aid/CPR, Mandated Reporter etc.)
- DHS Regulations
- Courses about Technical Assistance (TA) or Coaching on Keystone STARS

*Please note, all practitioners in Pennsylvania must complete a 10-hour Health and Safety course specifically developed for Pennsylvania. Certification/Licensing staff in Pennsylvania are the only authorized trainers on specific regulatory information. Additional health and safety courses will be reviewed by the Pennsylvania Key to ensure regulatory topics or content are not referenced. Any health and safety courses approved in the Professional Development Registry must have a disclaimer at the beginning of the course overview. *The disclaimer must include: This course does not fulfill the required Pennsylvania 10-hour Pre-Service Health and Safety Training course.*

Contact PQAS@pakeys.org if you have questions about your selected topic. Please include the course title, description, and participant learning outcomes for review.

Prior to submitting your Course Outline:

- Review the [PD Scoring Rubric](#) on the PA Key website to ensure your Course Outline meets the criteria.
- Make sure ALL fields are completed within the Course Outline.
- Sample course must be at least 2 hours, but no longer than 4 clock hours, excluding breaks.
- *Course Outline and supporting handouts should have NO personal information.* Replace 'Organization Name' with 'Organization'. Or if you have your contact information listed, replace it with 'Organization Contact Information'. (Ex: 'PA Key' to 'Organization')
- An original course should be submitted. These cannot be shared between applicants during the application process.
- The Pennsylvania PD Registry is not a forum for advertising. The Pennsylvania Key strongly asks all presenters to refrain from marketing products during their sessions.

PQAS requirements, processes and privileges may change due to policy changes.

OVERVIEW OF COURSE

Please use this as your Course Overview template. The following provides the required format for the Overview, along with instructions of what should be included in this part of the Course Module.

NO PERSONAL INFORMATION, replace name with 'Organization'. If you have your contact information listed, replace it with 'Organization Contact Information'.

Course Title

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Course Hours

Enter the hours of the course. Your sample module must be at least 2 hours, but no longer than 4 clock hours, excluding breaks.

Hours: _____

Level of Training

Select the course level that best aligns with the course.
Choose one.

____ C1: Knowledge Acquisition: At this level course participants understand the content and can describe how it relates to daily practice. Courses should align to learning objectives/competencies indicated at the C1 level below.

____ C2: Knowledge Application: At this level course participants are expected to not only understand content but also apply newly learned competencies within the allotted course time and implement within their daily practice once the course is completed. Courses should align to learning objectives/competencies indicated at the C2 level below.

____ C3: Critically Examine/Evaluate At this level course participants are expected to reflect upon daily practice to assess what is working, to analyze what may need to be adapted for better outcomes, and to explore the reasons impacting the outcomes. Participants at this level become competent in evaluating policy and practice to make positive change (or continuous quality improvement (CQI)) within their settings. Courses should align to learning objectives/competencies indicated at the C3 level below.

Course Description

Add a descriptive overview of the course as a preview in the course catalog. (75-100 words) The course description focuses on content, is clear, easy-to-read, and presents information in a detailed organized way.

<u>Course Category</u> Select the group that best represents the information presented in your course.	<u>Target Audience</u> Select the Target Audience.	<u>Ages Addressed</u> Select the Ages Addressed.
<input type="checkbox"/> Infant <input type="checkbox"/> Toddler <input type="checkbox"/> Preschool-PreK <input type="checkbox"/> School-Age <input type="checkbox"/> Business	<input type="checkbox"/> Administrators <input type="checkbox"/> Directors <input type="checkbox"/> Center Staff <input type="checkbox"/> Family/Group <input type="checkbox"/> Head Start/Early Head Start <input type="checkbox"/> Early Intervention <input type="checkbox"/> Parent Educators <input type="checkbox"/> Home Visitors <input type="checkbox"/> Early Child Mental Health <input type="checkbox"/> Pre-K Counts <input type="checkbox"/> Coaches <input type="checkbox"/> Trainers	<input type="checkbox"/> Infants <input type="checkbox"/> Toddlers <input type="checkbox"/> Preschool <input type="checkbox"/> Pre-Kindergarten <input type="checkbox"/> Kindergarten <input type="checkbox"/> School-Age <input type="checkbox"/> Adult
<u>Professional Standard Area</u> Enter the number of hours for each Professional Standard Area that best represents the overall content area of the course. You may multi-select. The number of hours that you enter must equal the Course Instruction Time above		
<input type="checkbox"/> PSA 1: Child Development and Learning in Context <input type="checkbox"/> PSA 2: Family–Teacher Partnerships and Community Connections <input type="checkbox"/> PSA 3: Child Observation, Documentation, and Assessment <input type="checkbox"/> PSA 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices <input type="checkbox"/> PSA 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum <input type="checkbox"/> PSA 6: Professionalism as an Early Childhood Educator <input type="checkbox"/> PSA 7: Health and Safety <input type="checkbox"/> K8: Program Organization and Administration		

Professional Standard Area Learning Objectives

Using the selected Professional Standard Area(s) above, copy and paste the corresponding learning objective(s) from the [Course Level and Learning Objectives/ Competency Alignment document](#). The objectives chosen for a course must align with the chosen course level. One to two learning objectives must be entered per hour of course instruction. If multiple objectives are chosen with different aligned course levels, choose the highest course level aligned.

Example: {PSAs 1 and 4 and course level C1 were selected for this 2-hour module.}

- ✓ *PSA 1a – Describe how social interaction, relationships and play are central to children’s development and learning (C 1)*
- ✓ *PSA 1c - Know that quality early childhood education influences children’s lives (C 1)*

PSA 4a-Establish positive and supportive relationships and interactions with young children (C 1)

Participant Learning Outcomes

List participant learning outcomes. Participant learning outcomes are a detailed description of what the participants must be able to do at the conclusion of a course. They will include verbs that are measurable OR that describe an observable action. Examples of action verbs can be found in [Bloom's Taxonomy](#).



Prerequisites

List and prerequisites or advanced preparation required for participants of this training. Only required if there are prerequisites for the course.

Diversity/Inclusion

Briefly explain how cultural diversity and inclusion will be addressed within this training. (Optional--strongly encouraged.)



Outline of Training Content, Training Methods, and Training Timeline

How will you evaluate what participants have gained from your session? Please provide an example that relates to your learning objectives. Examples include Pre/post-test, asking questions, debriefing, culminating projects and opportunities for participants to follow up with fellow participants of the training.

Resources and Supports for Learners

List the resources provided to the learners that support the topic. This may include web links, articles, books, etc.



Training Materials List

Provide a list of materials (flip chart, video, books, etc.) needed for the training.



Handouts

List and attach any handouts for participants. Handouts must be labeled with handout # and title. You will need to include copies of handouts, PowerPoint, and all printed materials with reference and copyright information when uploading your Course Overview. Please ensure that the uploaded handout title matches what it uploaded to the PD Registry.

References

List the references that reflect current knowledge and support evidence-based practice, including diversity and inclusion. Provide titles, authors, and sources. References should be current, within a 10-year period.

COURSE MODULE

Please use this as your course template. The following provides the required format for the Course Module, along with instructions of what should be included in this part of the application.

NO PERSONAL INFORMATION, replace name with 'Organization'. If you have your contact information listed, replace it with 'Organization Contact Information'.

1. Time: In consideration of adult learning principles, the time frame is appropriately broken down by Content and Presentation Method, and time allotted for the module is appropriate. Sample module must be at least 2 hours, but no longer than 4 clock hours, excluding breaks.
2. Content Outline and Description: Module components are written with enough detail that another instructor could present the session as intended without any questions. The amount of content being presented appropriately supports adult learning and comprehension. The flow of the module provides a balance between content instruction and activities.
3. Presentation Methods: Module should utilize at least three different presentation techniques, at least one of which is a collaborative activity (may include: ice breakers, small group activities/exercises, role playing, lecture, brainstorming, walk & talk, think/pair/share, etc.).
4. Handouts/Materials: All materials/handouts support the content of the module and the competency level identified in the overview. All materials/handouts are labeled with handout # and title (typed, not hand-written), cited (must contain all components of APA/MLA style) in the overview, and listed in the module. This includes materials created by the instructor.

Sample Course Module

Time	Content Outline and Description	Presentation Methods	Handouts/ Materials
5 Min	<p>Wrap up/Reflect/Collaborate</p> <p>Read the PowerPoint slide #27.</p> <p>Are you able to take this information back into your program?</p> <p>Are you able to differentiate between objective and subjective observations?</p> <p>Did you learn any new ways for taking observations?</p> <p>Self-assessment check</p> <p>If you want to exchange information with anyone for further collaboration, please feel free to do so after the training. Always good to collaborate! Remember observations can be simple. You need to keep in mind what an objective observation is, (what you see and hear), and not adding in your personal judgments or opinions. There are many systems to track observation and you may use several methods or find one that works for you.</p>	<ul style="list-style-type: none"> • Lecture • Question and Answer • Whole Group Discussion • Collaboration 	<ul style="list-style-type: none"> • PowerPoint Slides #28-30 • Computer • Projector • Printed Slides



Time	Content Outline and Description	Presentation Methods	Handouts/ Materials



Time	Content Outline and Description	Presentation Methods	Handouts/ Materials

Self-Review of Course:

Please complete the below self-review for the course you are submitting for approval. To pass, the course must score a minimum of 75/100. Review the [PD Scoring Rubric](#) on the PA Key website to ensure your Course Outline meets the criteria.

Content	Score: 0= Non-Existent 1=Partially Meets 2=Meets
The content is relevant to the work of the target audience	
All of the learning objectives are addressed in the module content	
At least two opportunities are indicated in the module for participants to individually reflect and/or plan how they will use the information in their daily work	
Content Outline and Presentation Methods make a connection between theory or current research and best practice	
Instructor provides at least two opportunities to connect participants' prior knowledge to content	
Module demonstrates a clear knowledge of best practice. May include: knowledge of age appropriateness, individual children, and family culture and background	
The amount of content being presented appropriately supports adult learning and comprehension	
Every learning objective aligns to a PSA	
All materials/handouts support the content of the module and the competency level identified in the overview	
Age emphasis identified in the overview is applicable to the content. (Could be N/A)	
75% or more of the resources and references reflect current, up-to-date research (within the last 10 years & websites must be active)	
Module content matches the indicated competency level	
Content Total:	

Organization	Score: 0= Non-Existent 1=Partially Meets 2=Meets
Overview, module, and handouts are written with no errors in grammar, usage, mechanics, or spelling	
Tools and resources utilized in PA state quality initiatives are linked to content, presentation, or handouts for participants. (Ex: PA Learning Standards, ERS, STARS Standards, Caring for Our Children, Accreditation Standards, PAS, PSA, etc.)	
All of the learning objectives are written in measurable terms	
All materials/handouts are labeled (typed, not hand-written) with identifying information, cited (must contain all components of APA/MLA style) in the overview, and listed in the module. This includes materials created by the instructor	
All learning objects reflect the revised 2000-2001 Bloom's taxonomy verbiage	
In consideration of adult learning principles, the time frame is appropriately broken down by Content and Presentation Method, and time allotted for the module is appropriate	
Flow of the module provides a balance between content instruction and activities.	
<div>Organization Total:</div>	

Presentation	Score: 0= Non-Existent 1=Partially Meets 2=Meets
Instructor uses one or more strategies or tools to perform initial needs assessment of participants	
All of the events/activities flow in a logical sequence	
Module utilizes at least three different presentation techniques, at least one of which is a collaborative activity. May include: ice breakers, small group activities/exercises, role playing, lecture, brainstorming, walk & talk, think/pair/share, etc.	
Instructor uses one or more strategies or tools to measure outcomes of every stated learning objective	
Presentation is respectful of the potential diversity of the participants in examples given and strategies used	
At least two resources/references are suggested for continued learning	
Module components are written with enough detail that any instructor could present the session as intended without any questions	
Applies adult learning principles throughout the module as demonstrated in the PQAS Orientation.	
Presentation Total:	

<p>TOTAL SCORE:</p> <p><i>To pass, the course must score a minimum of 75/100.</i></p>	
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