Professional Credential Guidance for Course Crosswalk

Application Guidelines

ABOUT THE PENNSYLVANIA SCHOOL-AGE PROFESSIONAL CREDENTIAL

The Pennsylvania School-Age Professional Credential (SAPC)is a competency-based program modeled after the Child Development Associate (CDA). It was developed to support school-age practitioners participating in Keystone STARS. Individuals must document 120 hours of coursework addressing the thirteen (13) Functional Areas, individuals must also complete a collection of information including a Portfolio, Resource File, Observations and Family Questionnaires. The SAPC is valid for three (3) years from award, after which it may be renewed for five (5) years.

The Pennsylvania School-Age Professional Credential is recognized in the following ways:

- Child Care Facility Certification - Recognized in certification as equivalent to 9 credit hours from an accredited college or university in elementary education or child development and 1-year experience with children (same as the CDA).
- Keystone STARS – This credential is recognized in the Keystone STARS Continuous Quality Improvement System as meeting Level A on the Career Pathway. Qualifies for, Education and Retention, Rising STARS Tuition and T.E.A.C.H. Scholarship.

Additional information about the credential process and criteria can be found on the Pennsylvania Key website at www.pakeys.org.

Please review and complete all sections of this application.

SUBMISSION CONSIDERATIONS

Coursework being submitted should cover the 120 hours at a minimum. To allow for flexibility in meeting the needs of individual students, a menu of courses maybe submitted.

APPLICATION PROCESSING TIMELINE

Once an application and all required documentation are received, the approval process should be completed within 90 days. Incomplete applications will be returned. At the completion of the review process, an applicant will receive a letter of notification indicating approval status.

APPLICATION AND ALL SUPPORTING DOCUMENTS MAY BE SUBMITTED VIA MAIL OR EMAIL TO:

Pennsylvania Key
200 N. Third St., 2nd Floor Harrisburg, PA 17101
Attn: Betsy O. Saatman

betsaa@pakeys.org
484-955-5909

APPLICANT INFORMATION

Date of Application:

CONTACT INFORMATION FOR INSTITUTION
Name of Institution:

Address:

City: State: Zip Code:

Contact Person: Phone:

Email:

Course Title:
Provide the name of the course and the division/department within which the course is housed.

Course Description:
Provide a description of the course. This may be taken from the institution's course listing.

Course Texts:
List the title and author of the textbook(s) that will be used for this course.

Prerequisites:
Describe and prerequisites required for a student to enroll in this course. Prerequisites may include specific coursework and/or degree requirements.

Method(s) of Instruction:
Describe the methods of instruction that will be used in the delivery of this content.

Instructional Modality:
Indicate if the instruction will be delivered through classroom, on-site at a community facility, distance education (e.g. internet-based, independent video-based units), or some combination thereof.

Credits and Articulation:
While coursework for the PA School-Age Credential is not required to be offered for college credit, it is strongly recommended. Describe how this course will be recognized for credit. Indicate if the course can articulate to credit, if it will count toward Act 48 credit and/or Continuing Education Units (C.E.U.s). If offered for college credit, indicate the number of credits.

Instructor Qualifications:
Specify qualifications and experience of the instructor. Instructors are required to have approval through the Pennsylvania Quality Assurance System (PQAS). Information about PQAS requirements and approval process can be found on the Pennsylvania Key website at www.pakeys.org.

Course Objectives

Using the chart below, provide a list of the course objectives and align them to the PA School-Age Credential competencies. For a description of the School-Age Professional Credential Competencies, please see the following pages. Complete the following for each course.

SAPC Competency Goal	Functional Area	Course Objectives	Suggested Assignments & Other Learning Experiences

Competency Standards

The school-age credential competencies are divided into: Competency Goals which are statements of a general purpose or goal for behavior; Functional Areas which describe the major tasks or functions that a school-age professional must complete in order to carry out the Competency Goal; and Developmental Context which 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.
	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

Goal Statement	Functional Area	Developmental Context
		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.

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	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.
	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

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		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

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		involved adults through written information, meetings with parents and resource persons, and frequent informal discussions.
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.