

The Pennsylvania Early Childhood Course Syllabus Rubric: A Tool for Enhancing Quality

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Shifts in the early childhood field

NATIONAL FRAMEWORKS

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

The Institute of Medicine's seminal report supports building a workforce unified by the science of child development and early learning and the shared knowledge and competencies needed to provide consistent, high-quality support for the development and early learning of children from birth through age 8.

Source: <http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx>

Power to the Profession

Power to the Profession is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge, and competencies, qualifications, standards, and compensation.

Source: <https://www.naeyc.org/our-work/initiatives/profession>

Professional Standards and Competencies for Early Childhood Educators

This core body of knowledge, skills, values, and dispositions reflects what early childhood educators must demonstrate to effectively promote the development, learning, and well-being of each and every young child. Visit this site to read the NAEYC position statement in English and Spanish, view an executive summary, or access a side-by-side comparison between the 2010 Professional Preparation Standards and the new framework.

Source: <https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

Developmentally Appropriate Practice

The NAEYC position statement describes expectations for early childhood educators who commit to fostering young children's joyful learning and maximizing the opportunities for each and every child to achieve their full potential.

Source: https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf

PENNSYLVANIA FRAMEWORKS

The Framework for Grades Pre K-4 Program Guidelines

<https://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Specific%20Program%20Guidelines/Prek4Guidelines.pdf>

The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework

<https://www.education.pa.gov/Documents/Teachers-Administrators/Federal%20Programs/Title%20I/PA%20Family%20Engagement%20Framework.pdf>

Definition

Professional Development

Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice. The key components of professional development include: (a) the characteristics and contexts of the learners (i.e., the "who" of professional development, including the characteristics and contexts of the learners and the children and families they serve); (b) content (i.e., the "what" of professional development; what professionals should know and be able to do; generally defined by professional competencies, standards, and credentials); and (c) the organization and facilitation of learning experiences (i.e., the "how" of professional development; the approaches, models, or methods used to support self-directed, experientially-oriented learning that is highly relevant to practice).

Source: http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf