

**Pennsylvania Quality
Assurance System**

PQAS Application
Certified Instructor/Certified Consultant



Pennsylvania Early Learning Keys to Quality
Effective 1/1/2013

APPLICATION GUIDELINES

- I. **Qualifications:** Applicants for Certified Instructor and/ or Technical Assistant Consultant must have at minimum:
 - a) Bachelor's Degree from an accredited institution in Early Childhood Education (ECE) or Child Development; or a Bachelor's Degree in a related field, including 30 ECE credits or ECE Certification as defined on Level VI of Pennsylvania's Career Lattice. (For SACC instructors and consultants, credits may be in Elementary Education.)
 - b) Provided 25 or more hours of professional development and/or technical assistance for adults in the last three years. Individuals applying for both professional development and technical assistance approval will need to reflect hours in both professional development and technical assistance for a total of 25 hours.

Applicants not meeting minimum credit requirements must submit the waiver application and action plan with the application.

Waiver Option Requirements – Applicants applying for this level of PQAS approval (new or renewal) who do not meet the 30 ECE credit requirement as described above but have at least 18 ECE credits, will be required to submit a waiver and an action plan with their PQAS application. The waiver request must be accompanied by a Detailed Qualifications Action Plan that demonstrates how the instructor will earn the additional credits required. The timeline for the action plan and length of PQAS approval will be determined by the number of credits needed, not to exceed two years. In extenuating circumstances, a second waiver may be approved if the individual has demonstrated appropriate progress. The waiver and action plan form are available at www.pakeys.org

Minimum credit requirements to apply for a waiver - 18 ECE credits. Classes taken as “credit optional” may be considered in lieu of credit and should be presented for consideration. (ex: Infant Mental Health Certificate, Child Health Advocate, etc.).

2. **Application Fee:** \$70.00 application fee made payable to the PA Keys to Professional Development is used to compensate peer reviewers. A separate fee of \$70.00 is required each time a module/action plan needs to be submitted for peer review. If submitting a professional development module and a technical assistance action plan, a \$70.00 fee must be submitted for each (total \$140.00). Fees are subject to change.
3. **Transcripts:** Transcripts must be included for each degree held. Student copies of transcripts are acceptable as long as the school name, student name, and degree are on the transcript.
4. **Letters of Reference:** The two letters of reference, dated within the last six months, must be from persons who can attest to your ability to provide professional development in your area(s) of expertise and practice of adult education principles.
5. **Professional Development Orientation to the PQAS:** The online modules for the PA Keys to Professional Development Orientation to the PQAS can be found at www.pakeys.org. Login to the Intranet and click on PQAS on the left hand menu.

6. *Learning Standards Professional Development:* The workshop “Integrating Standards, Curriculum and Assessment” can be found on the PA Keys Online Calendar at www.pakeys.org. Login to the Intranet and click on Calendar and search for a location in your area. Individuals working with school-age practitioners should take “Links to Learning Foundations” also found on the PA Keys Online Calendar.
7. *Module and Overview:* The module and overview must be in the format indicated in the PQAS Professional Development Module Format & Instructions section of this application. The professional development module must demonstrate the applicant's ability to design at least a two-hour, but not more than four hour workshop for a specified target group and consistent with the PA Core Body of Knowledge It is recommended that you review the scoring rubric to assist you in developing your module. The rubric used to score your module is located on the PA Key website.
8. *TA Action Plan, Progress Interaction Log, and Overview:* Applicants for the category of Certified Technical Assistance Consultant must submit an original action plan, progress interaction log, and overview. They must be in the format indicated in the instructions in the PQAS Technical Assistance Action Plan Format & Instructions section of this application. The action plan must demonstrate the applicant's ability to design an outline of action steps for addressing one goal of the technical assistance. The action plan should indicate the format (ex. observation, activity, meeting, assessment, presentation of information) of each TA session, the time line for scheduling sessions, the approximate length of each session, and the specific materials/handouts used in each session as well as a progress interaction log for one action step. The rubric used to score your module is located on the PA Key website.
9. *Individuals applying for both Certified Instructor and Technical Assistant Consultant approval* must submit both a professional development module and a technical assistance action plan.

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 process, an applicant will receive a letter of notification indicating approval status. If approved, the PQAS approval is valid for 5 years at which time a renewal application is required. In the case of a waiver, PQAS approval will be granted congruent to the time of the action plan; for the maximum of two years, at which time a renewal application is required.

Please include the following information with your application. Incomplete applications will be returned to you. Questions can be answered by calling (800) 284-6031.

- Application fee of \$70.00 (for each module or action plan)
- Completed application
- Copy of transcript (s)
- Waiver Application and Action Plan (if applicable)
- Two letters of reference dated within past six months
- PA Keys to Professional Development Orientation to the PQAS certificates
 - Adult Learning Principles (all applicants)
 - Introduction to the Professional Development Calendar (all applicants)
 - Core Body of Knowledge/Professional Development Record (all applicants)
 - Working Together to Make Learning Stick (Consultant applicants only)
- Integrating Standards, Curriculum and Assessment PQAS certificate and/or Links to Learning Foundations
- Module Overview & Module (Instructor applicants)
- Technical Assistance Action Plan, Progress Interaction Log, and Overview (Consultant applicants)

MAIL APPLICATION AND ALL DOCUMENTS TO:

Pennsylvania Key
 PQAS
 200 N. 3rd Street, 3rd Floor
 Harrisburg, PA 17101

APPLICANT INFORMATION

Certified Instructor or Consultant Application

Date of Application: _____

PERSONAL INFORMATION

Name: _____

Home Address: _____

City: _____ State: _____ Zip Code: _____

County: _____ Phone (Home): _____

Last 5 Digits of Social Security Number: _____

Email: _____

EMPLOYMENT INFORMATION

Place of Employment: _____

Keystone STAR Level (if applicable): _____

Employment Address: _____

City: _____ State: _____ Zip Code: _____

County: _____

Phone (Home): _____ Fax: _____

Email: _____

TYPE OF APPROVAL BEING REQUESTED (CHECK ALL THAT APPLY):

- Certified Instructor.* I am submitting an original sample professional development module in the format described in the PQAS Professional Development Module Format & Instructions section of this application.
- Certified Technical Assistance Consultant.* I am submitting an original sample action plan in the format described in the PQAS Technical Assistance Action Plan Format & Instructions section of this application.

EXPERIENCE DELIVERING INSTRUCTION TO ADULTS

Provide information relevant to your experience as an adult educator (paid or volunteer). Applicants applying as Certified Instructors/TA Consultants are required to document a minimum of 25 hours of experience in instructing and/or providing TA to adults in the past three years. This may include instruction/technical assistance in areas outside of early childhood education. (Duplicate this page as needed.) If applying for both PD and TA the hours must be arrayed across both.

Specific Date (s)	Event Title	Name of PD Organization You were Representing	Location (City, State)	Number of Hours	Target Audience
					<input type="checkbox"/> Early Childhood Persons <input type="checkbox"/> Others
					<input type="checkbox"/> Early Childhood Persons <input type="checkbox"/> Others
					<input type="checkbox"/> Early Childhood Persons <input type="checkbox"/> Others
					<input type="checkbox"/> Early Childhood Persons <input type="checkbox"/> Others
					<input type="checkbox"/> Early Childhood Persons <input type="checkbox"/> Others

AREAS OF EXPERTISE

Please identify your ability to instruct/provide TA in the specific content areas listed below, which are drawn from the Pennsylvania Core Body of Knowledge for Early Childhood and School-Age Practitioners. Check **only** those areas that are appropriate for your experience and educational background. **Limit your selection to no more than 20 topic codes.** A professional license or other form of certification is required for approval in topic codes in the shaded areas below. *PA Keys to Professional Development reserves the right to request additional documentation from instructors or consultants for any or all topics selected.*

Topic Code (Number) and Description

Knowledge Area 1: Child Growth & Development

- 01 Child development – general
- 02 Child development – social/emotional
- 03 Child development – cognitive/intellectual/brain development
- 04 Child development – physical/sensory/motor
- 05 Variations in development/special needs/early intervention

Knowledge Area 2: The Environment, Curriculum & Content

- 11 Responsive environment/curriculum
- 12 Environmental design/room arrangement
- 13 Curriculum/programming
- 14 Developmentally appropriate practices
- 15 Play – types, functions, environment
- 16 Emergent literacy/language
- 17 Emergent numeracy/math
- 18 Science/social studies
- 19 Music, dance, art, drama
- 20 Technology in the classroom
- 21 Behavior management, discipline, guidance, conflict resolution, supervision of children
- 22 Intervention strategies for variations in development/ special needs/early intervention

Knowledge Area 3: Families in Society

- 31 Children within the context of families/community/culture
- 32 Family structure, cultural diversity
- 33 Family values, attitudes, parenting styles
- 34 Family support, parent/community partnerships
- 35 Family stressors, crisis intervention, legal issues

Knowledge Area 4: Child Assessment

- 41 Child assessment – methods, tools, documentation
- 42 ECE assessments – curriculum planning
- 43 Child assessment – analysis, individualized planning IEP, IFSP)
- 44 Assessment/quality enhancement

Knowledge Area 5: Communication

- 51 Effective communication/barriers
- 52 Communication with children
- 53 Communication with adults: parents/families/staff/confidentiality

Knowledge Area 6: Professionalism & Leadership

- 60 CBK/PDR training for directors or for practitioners
- 61 Professional philosophy/commitment

- 62 Professional development, career planning, training
- 63 Ethics
- 64 Advocacy

Knowledge Area 7: Health, Safety & Nutrition

- 75 Emergency Management
- 76 Facility health practices, policies
- 77 Personal care routines (naptime, toileting, hand washing)
- 78 Basic child health record keeping
- 79 Nutrition
- 80 Pediatric first-aid
- 81 CPR/lifeguard
- 82 Fire safety
- 83 Water safety
- 84 Other health and safety topics (childhood illness, asthma, allergies, etc.)
- 85 Child Health Record Keeping (immunizations, screenings, special care plans)
- 86 Mandated Reporter

Knowledge Area 8: Program Organization & Administration

(For Directors or Home-based Practitioners)

- 91 Program administration/management/styles and practices
- 92 Personnel policies/procedures
- 93 Staff supervision/evaluation/record keeping
- 94 Regulatory requirements/facilities management
- 95 Budgeting/financial planning/accounting
- 96 Evaluating program/strategic planning/continuous quality improvement
- 97 Marketing
- 98 Accreditation
- 99 Fundraising/grant writing/resource development
- 100 Legal Issues
- 101 Technology
- 102 Small Business Development Practices

Other

- X3 Technical assistance/mentoring
- X4 College Course
- X5 CDA training
- X6 CDA Advisor
- X7 Director Credential
- Y4 School Age Credential

ADDITIONAL DATABASE INFORMATION

The following information is being gathered to provide more precise details on you to enable others to search for instructors/consultants who can meet their professional development and/or technical assistance needs.

The information in this section will not be used in determining approval or disapproval of an application to PQAS. Once an instructor/consultant is approved, this information will become part of the PA Keys to Professional Development PQAS searchable database located on the website at www.pakeys.org. This information is required from all PQAS applicants.

Age Emphasis Area (mark all that apply):

- Infant/Toddler Preschool Adult
 School-age Mixed age groups

Instruction/TA to Target Audience:

1. Check all practitioner types for which you are qualified and willing to instruct/consult.
 - Center-based practitioners School-age practitioners
 - Home-based practitioners Relative/neighbor practitioners
2. Check all practitioner role categories for which you are qualified and willing to instruct/consult.
 - Directors/Administrators Aides
 - Group Supervisor/Assistant Group Supervisors
3. Can you provide instruction/consultation in another language? Yes No
If yes, which language (s)?
4. Can you provide instruction/consultation to a specific ethnic/cultural group? Yes No
If yes, which specialty populations?
5. Can you provide instruction/consultation to practitioners of children with special needs? Yes No
If yes, specify the types of children with special needs that your professional development/TA can address.
6. Can you provide on-site services to center-based practitioners? Yes No
7. Can you provide on-site services to home-based practitioners? Yes No

PROFESSIONAL DEVELOPMENT/TECHNICAL ASSISTANCE LOCATION

Check the Pennsylvania counties where you are willing to work. If you mark “All Counties” you must be able to deliver professional development in **all** Pennsylvania counties. If you mark one of the Regional Keys you must be able to deliver professional development in **all** counties listed for that Key.

All Counties

Central Regional Key

- Bedford
- Blair
- Bradford
- Cambria
- Centre
- Clinton
- Columbia
- Fulton
- Huntingdon
- Juniata
- Lycoming
- Mifflin
- Montour
- Northumberland
- Perry
- Snyder
- Somerset
- Sullivan
- Tioga
- Union

Northeast Regional Key

- Berks
- Bucks
- Carbon
- Lackawanna
- Lehigh
- Luzerne
- Monroe
- Northampton
- Pike
- Schuylkill
- Susquehanna
- Wayne
- Wyoming

Northwest Regional Key

- Armstrong
- Beaver
- Butler
- Cameron
- Clarion
- Clearfield
- Crawford
- Elk
- Erie
- Forest
- Indiana
- Jefferson
- Lawrence
- McKean
- Mercer
- Potter
- Venango
- Warren

South Central Regional Key

- Adams
- Chester
- Cumberland
- Dauphin
- Franklin
- Lancaster
- Lebanon
- York

Southeast Regional Key

- Delaware
- Montgomery
- Philadelphia

Southwest Regional Key

- Allegheny
- Fayette
- Greene
- Washington
- Westmoreland

PQAS APPLICANT ASSURANCES

Please **initial** each item and **sign** at the bottom.

- _____ I have read, fully understand, and will abide by the NAEYC Code of Ethical Conduct, Supplement for Early Childhood Adult Educators.
- _____ I fully understand the Pennsylvania Early Learning Standards and agree to incorporate their use into all relevant professional development that I develop and/or offer to practitioners.
- _____ I attest that I do not have a history of serious and/or regulatory violation(s) concerning the health and safety of children or adults.
- _____ I do not have a documented history of misrepresentation of credentials or other unethical conduct as it relates to the Pennsylvania Early Learning Keys to Quality Professional Development.
- _____ I have not been found guilty of, pled guilty or *nolo contendere* to, or received probation without verdict with respect to the list of criminal offenses in Pennsylvania's Child Protective Services Law (see below for reference to this law and a list of these offenses) or any equivalent crime under Federal law, or the law of another state.

I, _____, affirm that the information on this application and the supplemental documentation provided are true and correct to the best of my knowledge

Signature

Date

List of Criminal Offenses

The list of offenses reflect the Child Protective Services Law hiring prohibitions for individuals seeking to operate a child care service or seeking employment in a child care service. See 23 Pa. C.S.A. §6344 (c)(2) and (3).

1. Criminal offenses under Title 18, relating to crimes and offenses:
 - Chapter 25 relating to criminal homicide
 - Section 2702 relating to aggravated assault
 - Section 2709 relating to harassment and stalking
 - Section 2901 relating to kidnapping
 - Section 2902 relating to unlawful restraint
 - Section 3121 relating to rape
 - Section 3122.1 relating to statutory sexual assault
 - Section 3123 relating to involuntary deviate sexual intercourse
 - Section 3124.1 relating to sexual assault
 - Section 3125 relating to aggravated indecent assault
 - Section 3126 relating to indecent assault
 - Section 3127 relating to indecent exposure
 - Section 4302 relating to incest
 - Section 4303 relating to concealing death of child
 - Section 4304 relating to endangering welfare of children
 - Section 4305 relating to dealing in infant children

A felony offense under:

 - Section 5902(b) relating to prostitution and related offenses
 - Section 5903(c) or (d) relating to obscene and other sexual materials and performances
 - Section 6301 relating to corruption of minors
 - Section 6312 relating to sexual abuse of children
2. A felony offense under the act of April 14, 1972 (P.L. 233, No. 64), known as the controlled substance, drug, device and cosmetic act, committed within the five-year period immediately preceding signing the attestation.
3. The attempt, solicitation or conspiracy to commit any of the stated offenses.

PQAS PROFESSIONAL DEVELOPMENT OVERVIEW AND MODULE FORMAT AND INSTRUCTIONS

The following provides PQAS applicants with the format and instructions for preparing the Professional Development Module to be submitted to PQAS approval. An example of a Professional Development Module has been prepared using this format. Please see the PA Keys to Professional Development Sample Professional Development Module on the PA Keys website at www.pakeys.org.

In addition to examining this sample PD Module, applicants should review the criteria used for scoring PD modules to ensure that the PD Module has sufficient detail to allow the Peer Reviewers to make their assessments in the areas of content, organization, and presentation. (See www.pakeys.org for details on the Professional Development Module Scoring Instrument.)

The Professional Development Module submitted to PQAS for review should contain the following parts:

- The Overview of the Professional Development Module
- The Professional Development Module
- Power point, if applicable
- All handouts that you would use to deliver this professional development module

OVERVIEW OF PROFESSIONAL DEVELOPMENT MODULE

The following provides the required format for the Overview, along with instructions of what should be included in this part of the professional development module.

1. *Title of Event:* Provide the title of the event as it will be reflected in any professional development calendar or announcement. The title should clearly reflect the content of the event.
2. *Length of Event:* Indicate the length of the professional development event by specifying the number of clock hours. Your sample module must be at least two clock hours, but no longer than four clock hours.
3. *Event Description:* Provide a brief description of the professional development event that indicates who the professional development is for (i.e., the target audience as well as the prior knowledge/experience required, if any). This description should be approximately 75-100 words.
4. *Learning Objectives:* List the specific learning objectives of the event that reflect what participants will know and be able to do as a result of the professional development experience. While learning objectives are to be written and tailored to a specific session, the objectives should be consistent with and derived from the Pennsylvania Core Body of Knowledge Competencies. Learning objectives must be measurable and match the competency level below. Please see Appendix A: Bloom's Cognitive Taxonomy for more information.
5. *PA Core Body of Knowledge Competency:* Type the CBK competency, or competencies, to which your learning objectives align. Competencies can be found in the CBK as bulleted items under each knowledge area. (example: "K3, C2, Recognize variations in parenting styles" can be found on page 22, second bullet, under K3C2 of CBK).

6. *Core Body of Knowledge Competency Level:* Specify the competency level of the event, which reflects what you, as an instructor, expect the participant to be able to do with the knowledge as a result of the professional development experience. While a module may have learning objectives reflecting multiple levels of competence, you are to specify the level that you spend most of your time on, based on your design of the module.

PA Keys to Professional Development identifies three levels of competency based on Bloom's Taxonomy. For more information about definitions and related behaviors at each level, refer to Appendix A: Bloom's Cognitive Taxonomy and Competency Levels. In this chart, competency levels are defined as follows:

- Competency Level 1 (C1): Session primarily designed to provide participants with information, knowledge and comprehension of the topic.
 - Competency Level 2 (C2): Session designed so that participants spend most of the time applying knowledge of the topic.
 - Competency Level 3 (C3): Session designed so that participants spend most of the time using information to practice skills of analysis, evaluation and synthesis in order to create something new.
7. *Knowledge Area and Topic Code:* Specify the Pennsylvania Core Body of Knowledge (CBK) knowledge area and topic code that best categorizes the content of the event (i.e., KI: Child Growth & Development; Topic Code 01). Many professional development modules will cover several different topic codes. Please choose the **one** topic code which reflects the main message of the session.
8. *Target Audience:* Identify the specific audience the professional development event is targeting (i.e. Center-based, Home-based, School-Age or Relative/Neighbor).
9. *Age Emphasis:* If applicable, identify the age level of the child that the event has an area of emphasis (i.e. Infant/Toddler, Preschool, School-Age, Mixed Age Groups, Adults).
10. *Presentation Techniques:* Provide a brief description of the presentation techniques, such as the use of small group activities/exercises, question and answer, lecture/guided teaching, and so forth. The full details of how these techniques are used to present the specific content of this professional development need to be detailed in the "Design of the Professional Development Module."
11. *References:* Identify the specific references used to prepare the event and handouts. Be sure to include additional references that participants may use following the session. Please make sure to include all components of APA or MLA style.
12. *PA Tools and Resources:* Identify the tools and resources utilized in PA state quality initiatives that are linked to content, presentation, or handouts for participants (ex: PA Learning Standards, ERS, STARS Standards, Caring for Our Children, Accreditation Standards, PAS, CBK, etc). These do not need to be included with your module.
13. *Materials:* Specify the type of materials that an instructor will need to present this professional development event such as markers, newsprint, overhead slides with projector, Power Point set up and equipment.
14. *Handouts:* Identify the specific handouts that are used in this professional development event and include copies of the handouts in the training module that is submitted to PQAS. Please ensure that **all handouts have proper reference information documented in the overview and on each handout**. Please make sure to include all components of APA or MLA style. If you created a handout, your name should be on

it to identify that it is your work. All materials must abide by copyright laws. Resources should reflect current, up-to-date research (within the last 10 years & websites must be active).

PROFESSIONAL DEVELOPMENT MODULE

The following provides the required format for the Module, along with instructions of what should be included in this part of the application.

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.
2. *Content Outline*: 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 (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.

OVERVIEW OF PROFESSIONAL DEVELOPMENT MODULE

Please use this as your Overview template. Please see above for additional guidance on completing this form.

1. Title of Event:	
2. Length of Event: (2-4 hrs)	
3. Event Description: (75-100 words)	
4. Learning Objectives:	
5. Core Body of Knowledge Competency:	
6. Core Body of Knowledge Competency Level:	C: _____
7. Knowledge Area and Topic Code:	K: _____ TC: _____
8. Target Audience:	
9. Age Emphasis:	
10. Presentation Techniques:	
11. References:	
12. PA Tools and Resources:	
13. Materials:	
14. Handouts:	

PROFESSIONAL DEVELOPMENT MODULE TEMPLATE

Please use this as your Module template. Please see above for additional guidance on completing this form.

(TITLE OF SESSION)

Time	Content Outline	Presentation Methods	Handouts/ Materials

PQAS TECHNICAL ASSISTANCE ACTION PLAN FORMAT & INSTRUCTIONS

The following provides PQAS applicants with the format and instructions for preparing the technical assistance action plan to be submitted for PQAS approval. An example of an action plan has been prepared using this format. Please see the PA Keys to Professional Development Sample Technical Assistance Action Plan and Progress Interaction Log on the PA Keys website at www.pakeys.org.

In addition to examining this sample TA action plan, applicants should review the criteria used for scoring TA action plans to ensure that the TA action plan has sufficient detail to allow the Peer Reviewers to make their assessments in the areas of content, organization, and presentation. (See www.pakeys.org for details on the Technical Assistance Action Plan Scoring Instrument.)

The Action Plan submitted to PQAS for review should contain the following parts:

- The Overview of the Technical Assistance Action Plan
- Technical Assistance Action Plan detailing one (1) goal
- Progress Interaction Log detailing one (1) action step for one goal
- All handouts that you would use to complete this goal

OVERVIEW OF TECHNICAL ASSISTANCE ACTION PLAN

The following provides a guideline to PQAS applicants. A template has been provided as well as specific information about what should be included in the technical assistance action plan.

1. *TA Consultant Name:* Provide the name of the TA consultant providing the technical assistance (e.g., the applicant to PQAS).
2. *Program Description:* As it pertains to the early care and education programs, indicate all that apply.
 Content focus: Infant Toddler Preschool School-age Administrative
 Type of program: Center Group Child Care Family Child Care
 Participants: Teaching staff Director Owner/Operator Other:
4. *Goal:* State a goal to be accomplished by the technical assistance process. *Estimate Hours:* Identify the approximate timeframe for completing the technical assistance. Specify the number of hours (contact time and preparation time) needed to complete the TA action plan.
5. *Technical Assistance Techniques:* Provide a brief description of the techniques to be used for technical assistance sessions, which could include consultation, coaching, mentoring, demonstration, modeling, video and PD advising. The full details of how these techniques are used to present the specific content of technical assistance need to be detailed in the Action Plan.
6. *Materials Needed:* List any materials needed for completing the TA action plan.

7. *References/Resources*: Identify references and resources used to prepare the informational content and materials of the TA action plan. If you are using handouts that you designed, identify them in this section and cite resources used to develop content of handouts.
8. *Handouts* Please include all handouts (**except** PA Keys to Quality developed tools, i.e. CBK, Career Lattice, etc. – these should be listed in #7) that you would use during the course of providing technical assistance for your sample goal.

DESIGN OF THE TECHNICAL ASSISTANCE ACTION PLAN

The step-by-step design for how the technical assistance will be provided should be described in this section using the specified form. The TA action plan should have enough detail so that any consultant with the appropriate knowledge base could complete the work on the goal. For an example of the level of detail required, see the Pennsylvania Key Sample Technical Assistance Action Plan, which can be accessed from the Pennsylvania Quality Approval System (PQAS) page of the PA Keys website located at www.pakeys.org. Using the template provided, please complete all parts of the action plan as follows:

1. *Page Number*: Please number all pages.
2. *Date Plan Developed*: Specify the date (MM/DD/YYYY) this goal was developed.
3. *Target Age*: Check all that apply.
4. *Type of TA*: Check the type of TA being provided.
5. *Goal*:
 - a. *Goal Target Date*: Specify the expected date that the goal will be achieved (MM/DD/YYYY).
 - b. *Goal*: Write the goal statement..
6. *Action Steps*:
 - a. *Action Step*: Number the action steps and write out the action steps.
 - b. *Person Responsible*: Identify by job role(s) the person(s) responsible for completing the action step.
 - c. *Resources Needed*: Write out the handouts, materials, and resources needed for completing the action step.
 - d. *Action Step Target Date*: Specify the date that the action step will be completed (MM/DD/YYYY).

SAMPLE TECHNICAL ASSISTANCE PROGRESS INTERACTION LOG

This Progress Interaction Log provides a fictional record of one interaction made by a TA consultant with a facility. This log is completed for every contact made with and/or for a facility as it relates to the technical assistance action plan. For an example of the level of detail required, see the Pennsylvania Key Sample Progress Interaction Log, which can be accessed from the Pennsylvania Quality Approval System (PQAS) page of the PA Keys website located at www.pakeys.org. Using the template provided, please complete all parts of the progress interaction log as follows.

1. *Date*: Enter the date of contact – month, day, year (MM/DD/YYYY).
2. *Beginning Time*: Identify the time you begin technical assistance at facility – hour/minute (HH:MM).
3. *Ending Time*: Identify the time you end technical assistance at facility – hour/minute (HH:MM).
4. *Total Length of Contact*: Indicate the length of time of the interaction. Progress Interaction Log should be completed for at least a 2 hour period.
5. *Facility Person(s)*: List the category of staff that the TA is targeting (e.g. Director, Infant teacher, etc.).

6. *Goal:* List the goal(s) and target date from the Action Plan that is the focus for the interaction.
7. *Action Step:* List the action step(s) and target date that is the focus for the interaction.
8. *Summary of Interaction:* In narrative form, write out the summary notes from the interaction. Highlight progress made toward the goal and key points of the interaction.
9. *Reflection:* Please provide some reflective comments about how the action steps are meeting the intended goal. Provide other reflective comments as you feel appropriate: What were your strengths with the team today and what opportunities exist for you to adjust to their needs?
10. *Next Steps for Program and Date to Be Completed:* Write out the next steps for the facility as they relates to the action plan. Specify the month, day, and year that the next steps are to be completed by the facility (MM/DD/YYYY).
11. *Next Steps for Consultant and Date to Be Completed:* Write out the next steps for the Consultant as they relate to the action plan. Specify the month, day, and year that the next steps are to be completed by the facility (MM/DD/YYYY).

Overview of Technical Assistance Plan

Consultant Name:	
Program Description: <i>As it pertains to the early care and education program, indicate all that apply.</i>	Content focus: <input type="checkbox"/> Infant <input type="checkbox"/> Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> School-age Type of program: <input type="checkbox"/> Center <input type="checkbox"/> Group Day Care <input type="checkbox"/> Family Day Care Home Participants: <input type="checkbox"/> Teaching staff <input type="checkbox"/> Director Owner/Operator <input type="checkbox"/> Other:
Technical Assistance Goal:	<i>List one goal to be accomplished by the technical assistance.</i>
Estimate Hours:	<i>Identify the approximate timeframe for completing the technical assistance. Specify the number of hours (contact time and preparation time) needed to complete the TA action plan.</i>
Technical Assistance Techniques:	<i>Provide a brief description of the techniques to be used for technical assistance sessions, (e.g. small group activities, Q & A, guided teaching, etc.)</i>
Materials: <i>(e.g. chart paper, markers, projector, etc.)</i>	
Handouts/ Tools:	Please include all handouts (except PA Keys to Quality developed tools) that you would use during the course of providing technical assistance for your sample goal.
References/Resources:	Identify references and resources used to prepare the informational content and materials of the TA action plan. If you are using handouts that you designed, identify them in this section and cite resources used to develop content of handouts.

Technical Assistance Action Plan

Facility Name: PQAS Sample		Type of TA:		Target Care Level:	
TA Consultant:		<input type="checkbox"/> Accreditation <input type="checkbox"/> Certification <input type="checkbox"/> Health & Safety <input type="checkbox"/> Keystone STARS TA <input type="checkbox"/> Other: _____		<input type="checkbox"/> Infant <input type="checkbox"/> Young Toddler <input type="checkbox"/> Older Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> School Age	
TA Organization: PQAS Sample		Date Plan Developed:			
Goal # _____	Action Steps	Person Responsible	Resources Needed	Action Step Target Date	
Target Date:					
Goal:					

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Date: ___/___/___		Facility Name: PQAS Sample		List Job Title(s)	
Length of Contact: __ : __ HRS		Consultant Name:		1.	
Type of Contact: <input type="checkbox"/> Face-to-Face		Organization Providing TA: PQAS Sample		2.	
				3.	
				4.	
				5.	
Goal #(s) and Action Step #(s) Addressed	Target Date	Summary of Interaction/Progress <i>(Comment on responsiveness to strategies, unintended consequences – positive or negative, issues of time resources or PD needed, program strengths, etc.)</i>	Reflection <i>(What were your strengths with the team today and what opportunities exist for you to adjust to their needs?)</i>		
		<input type="checkbox"/> No Progress <input type="checkbox"/> Some Progress <input type="checkbox"/> Complete			
Potential Barrier(s) to Progress					
<input type="checkbox"/> Resource <input type="checkbox"/> Professional development <input type="checkbox"/> Time <input type="checkbox"/> Staff Buy-In <input type="checkbox"/> Staffing Issues <input type="checkbox"/> Other: _____					
Next Steps for Facility		Date to Be Completed	Next Steps for Consultant		Date to Be Completed

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APPENDIX A: BLOOM'S COGNITIVE TAXONOMY AND COMPETENCY LEVELS¹

Bloom's classification of cognitive skills (1956) is widely used in instruction planning. The taxonomy was updated in 2001 by a student of Bloom's, Lorin Anderson, to reflect relevance to 21st century work. The six levels are arranged by level of complexity using verbs to describe the levels.

	Category	Definition	Related Behaviors
Level C1	Remembering	Recalling or remembering something without necessarily understanding, using or changing it. Can the student recall or remember the information?	Define, describe, identify, label, list, match, memorize, point to, recall, select, state.
	Understanding	Understanding something that has been communicated without necessarily relating it to anything else. Can the student explain ideas or concepts?	Alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate.
Level C2	Applying	Using a general concept to solve problems in a particular situation; using learned material in new and concrete situations. Can the student use the information in a new way?	Apply, adopt, collect, construct, demonstrate, discover, illustrate, infer, outline, point out, select, separate, sort, subdivide.
Level C3	Analyzing	Breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organization principles. Can the student distinguish between the different parts?	Analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide.
	Evaluating	Judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria. Can the student justify a stand or decision?	Accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support.
	Creating	Creating something new by putting parts of different ideas together to make a whole. Can the student create new product or point of view?	Blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write.

¹ Source: Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

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APPENDIX B: NAEYC CODE OF ETHICAL CONDUCT



Code of Ethical Conduct Supplement for Early Childhood Adult Educators

A Joint Position Statement of the National Association for the Education of Young Children (NAEYC), the National Association of Early Childhood Teacher Educators (NAECTE), and American Associate Degree Early Childhood Teacher Educators (ACCESS)

Adopted Spring 2004

Early childhood educators who teach adults to work in early childhood settings are called upon to sustain different relationships and to balance the needs of a wider variety of clients than those who work directly with young children and their families. And as teacher educators fulfill their responsibilities to adult learners, they encounter some unique ethical challenges in the context of a complex network of relationships. The primary challenge is to find a balance between an obligation to support and nurture adult learners and the obligation to provide caring and competent professionals to work with young children and their families. While the existing NAEYC Code of Ethical Conduct is a valuable resource that addresses many of the ethical issues encountered by early childhood adult educators, it does not provide all of the guidance they need to address the ethical issues that arise in their work.

Through this Supplement to the Code of Ethical Conduct, NAEYC, NAECTE, and ACCESS hope to identify and explore the recurring ethical dilemmas faced by early childhood adult educators, and to reach some consensus about how they might best be addressed. This Supplement places primary emphasis on the ethical responsibilities and recurring ethical dilemmas that face early childhood teacher educators in two- and four-year degree-granting institutions. However, many of its provisions are also applicable to early childhood educators who provide non-degree training and mentoring to adults in early childhood care and education settings.

Purpose of the Supplement

Like those who work with young children, early childhood adult educators are regularly called upon to make decisions of a moral and ethical nature. The NAEYC Code of Ethical Conduct is a foundational document that maps the ethical dimensions of early childhood educators' work in early care and education programs. Adult educators share the ethical obligations assumed by all early childhood educators, reflected in the core values, ideals, and principles set forth in the NAEYC Code. **We embrace the central commitment of the field of early care and education to the healthy development and welfare of young children. Everything we do in our role as educators of adults is intended to further this ultimate commitment.**

Early childhood adult educators have ethical responsibilities beyond those spelled out in the NAEYC Code. They have responsibilities to adult students; institutions of higher learning and agencies that conduct training; the programs in which they place adult students and staff and clientele; professional colleagues; children and their families and community; and society and the field of early childhood care and education at large.

Definitions

Early Childhood Adult Educator - A professional who teaches early childhood educators in an institution of higher education (includes adjunct faculty) and those who conduct not-for-credit training for the early care and education workforce.

Adult Learners - Adult learners, both preservice and inservice, who work in or are preparing to work in settings that provide care and education for young children from birth through 8 years of age.

Student - An adult learner who is gaining preservice or advanced education in the field of early childhood education and care through an educational institution.

Colleague - A fellow early childhood educator who teaches, trains, or mentors adult students in an institution of higher learning or who conducts not-for-credit training for the early education workforce. (Note: There are specific responsibilities to colleagues employed by one's own institution.)

Mentor - An experienced early childhood professional who works directly with both young children and practicum students in an early childhood program and who, in collaboration with an early childhood teacher educator, guides and counsels the students.

Ethics Supplement - Material that has been added to NAEYC Code of Ethical Conduct to provide further information and guidance about the ethical responsibilities of early childhood adult educators.

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Core values

In addition to adhering to the core values spelled out in the NAEYC Code of Ethical Conduct, early childhood adult educators commit themselves to the following two core values:

- To respect the critical role of a knowledgeable, competent, and diverse early childhood care and education workforce in supporting the development and learning of young children.
- To base practice on current and accurate knowledge of the fields of early childhood education, child development, adult development and learning, as well as other relevant disciplines.

Conceptual framework

This document sets forth a conception of early childhood teacher educators' professional responsibilities in six sections that address arenas of professional relationships. The sections are (1) adult learners, (2) sites providing practicum experiences, (3) employing institutions of higher learning and agencies that provide training, (4) professional colleagues, (5) children and families, and (6) community, society, and the field of early care and education. The first three sections address those areas of responsibility unique to educators who work primarily with adults. Sections 4-6 spell out additional responsibilities of early childhood adult educators in areas addressed in the NAEYC Code. When there is a direct parallel in the NAEYC Code or a related principle or ideal, the Code is referenced after the Supplement item.

Ideals and principles

This Supplement to the NAEYC Code identifies additional ideals (aspirations) and principles (guides for conduct: definitions of practices that are required, prohibited, and permitted) that address the unique ethical responsibilities of early childhood adult educators. These ideals and principles were developed by analyzing adult educators' descriptions of recurring ethical dilemmas in their work. The goals and principles included in this Supplement are designed to inspire and guide early childhood adult educators toward actions that reflect the field's current understandings of their ethical responsibilities.

(**Note:** There is **not** a one-to-one correspondence between ideals and principles.)

1. Ethical responsibilities to adult learners

Our work is always guided by the core values of the field of early care and education, including our commitment to ensuring the welfare of children. From that perspective we prioritize the unique commitments of early childhood adult educators and acknowledge that our day-to-day responsibilities focus primarily on the professional development of adult learners.

Ideals

- I-1.1. To continually update our own knowledge of the field of early care and education so that we are able to present current, well-grounded information to those we teach.
- I-1.2. To provide college students with a foundation in core content areas of early childhood education, including child development and its social contexts; child guidance; the design of safe, healthy learning environments; curriculum and assessment; work with families; work with children and families from diverse cultures; advocacy skills; and professionalism, including ethics.
- I-1.3. To provide adult learners with learning experiences based on principles of adult learning and consistent with the core values of early care and education, current knowledge, and best practices in the field.
- I-1.4. To present controversial material fairly, acknowledging the validity of contrasting perspectives and, when appropriate, identifying our own biases.
- I-1.5. To have high and reasonable expectations of learners.
- I-1.6. To fairly and equitably assess what adult students know and are able to do.
- I-1.7. To ensure that our programs serve diverse adult learners (including diversity in language, culture, race/ethnicity, and social class).
- I-1.8. To ensure that our programs are accessible to those with diverse needs (as to the times, location, format, and language of training).

Principles

- P-1.1. We shall provide learning experiences that are consistent with the best practices for adult learners and that match the needs, learning styles, cultures, and stages of development of adult learners.
- P-1.2. We shall inform learners of conduct and work expectations, including institutional standards for writing, performance, and intellectual honesty.
- P-1.3. We shall give learners a fair chance to succeed and diverse ways to demonstrate their competence.

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- P-1.4. We shall provide additional support for adult learners who have the potential to work effectively with young children but have difficulty meeting academic standards.
- P-1.5. We shall provide additional support and counsel to those who demonstrate academic excellence while having difficulty in meeting standards for classroom practice.
- P-1.6. We shall inform those seeking training in early childhood education of current economic and social conditions affecting the field so that they may make an educated decision about career choices.
- P-1.7. We shall provide information about disparities between best practice and commonly accepted practice to better prepare students to face ongoing challenges related to their work with children.
- P-1.8. We shall not place students or allow students to continue in placements that, in our best professional judgment, are not beneficial to children.
- P-1.9. When it becomes apparent that a practicum placement is not supporting a student's professional development or is not beneficial to the student or children, every effort shall be made to move the student to a more appropriate placement.
- P-1.10. When it becomes apparent that an adult learner is not able to benefit from our training, class, or program, we shall help her/him identify an alternative educational path or goal.
- P-1.11. We shall honor confidentiality, sharing only necessary information about an adult learner, only to those who need to know, and only through appropriate professional channels.
- P-1.12. We shall make it clear at the outset if training involves the sale of products or services from which we stand to gain financially and will do this only if the products or services are relevant and serve educational goals.

2. Ethical responsibilities to practicum sites

Some knowledge and skills needed by early childhood educators can only be acquired through direct experience in early childhood settings. Therefore, early childhood adult educators rely heavily on placements in programs (practicum sites) in which students can apply what they have learned, get feedback from children and adults, and reflect on what they have learned from their experience.

Ideals

- I-2.1. To provide practicum experiences that will positively support the professional development of adult students.
- I-2.2. To foster collegial and collaborative working relationships with educators who work in practicum settings.
- I-2.3. To be respectful of the responsibilities, expertise, and perspective of practitioners who work with students in practicum settings.
- I-2.4. To recognize the importance and contributions of practicum staff members in the professional development of our students

Principles

- P-2.1. We shall place students in settings where staff are qualified to work with young children, where mentors have experience and training in supporting adult learners, and which to the greatest extent possible reflect the diverse communities in which our students will be working.
- P-2.2. We shall clearly state all parties' roles and responsibilities and prepare students, mentors, and administrators for practicum experiences.
- P-2.3. We shall provide appropriate support for all parties' efforts to fulfill their roles and meet program expectations. When we have a concern about a program in which we place students, we shall address that concern with the classroom teacher or program administrator. (If the concerns relate to the health or safety of children, see the applicable sections of the NAEYC Code: P-1.11 and P-4.9-12.)
- P-2.4. We shall ensure that qualified personnel conduct regular supervision of practicum experiences in order to support professional development of adult students and monitor the welfare of children.
- P-2.5. We shall honor confidentiality and guard the privacy of the programs (teachers and clientele) in which we place students.
- P-2.6. We shall teach adult students that they have a professional obligation to honor confidentiality and shall make every effort to ensure that they guard the privacy of the program, its teachers, and clientele.

3. Ethical obligations to institutions of higher learning and agencies providing training

Our primary responsibility to our employers is the development of knowledge and skill in adult learners. This work is intended to further our ultimate commitment to the welfare and development of young children. (Section III-B of the NAEYC Code provides the foundation for the additional commitments for adult educators listed below.)

Ideals

- I-3.1. To assist the institutions and agencies for whom we work in providing the highest quality of educational programs for adult learners. (NAEYC Code I-3B.1)

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Principles

- P-3.1. We shall respect the integrity of courses by following approved course descriptions.
- P-3.2. We shall evaluate our adult learners fairly, using those standards that are congruent with the mission of our institution and regarded as accepted practice in the field.
- P-3.3. We shall offer training and instruction only in areas in which we have or can obtain appropriate experience and expertise. (NAEYC Code P-4.2)
- P-3.4. We shall, when our involvement with a student involves more than one role (e.g., instructor, employer, supervisor), keep these roles separate. We shall make decisions, recommendations, and give feedback appropriate to the different contexts.

4. Ethical responsibilities regarding colleagues

The work of the early childhood adult educator involves interaction and collaboration with colleagues. Our professional responsibility to colleagues is to maintain positive and productive working relationships. (Section III-A of the NAEYC Code provides the foundation for the additional commitments for adult educators listed below.)

Ideals

- I-4.1. To be collegial to and supportive of early childhood coworkers in our own and other institutions. (NAEYC Code I-3A.1-4)
- I-4.2. To serve as mentors to junior faculty and novice adult educators.

Principles

- P-4.1. When an adult learner comes to us with concerns about a colleague's competence, fairness, ethics, or accuracy, we will give the learner support in clarifying his or her concerns and in deciding and following through on a course of action to address the problem.
- P-4.2. When we have concerns regarding a colleague's competence, fairness, ethics, or accuracy, we will first express our concerns to that colleague. (NAEYC Code P-3A.2.)
- P-4.3. When a colleague appears unwilling or unable to address problems, we will express our opinions about his or her competence through official channels such as performance evaluation.
- P-4.4. We shall honor confidentiality and share information about colleagues in appropriate institutional settings. We shall not share information about colleagues in the community or with students.

5. Ethical responsibilities to children and families

Because those we train have a direct impact on children's lives, early childhood adult educators have some additional responsibilities to children and families above and beyond what is set forth in the NAEYC Code of Ethical Conduct.

Ideals

- I-5.1. To support the development of competent and caring professionals to work with young children and their families.
- I-5.2. To provide a diverse workforce that reflects the linguistic, racial/ethnic, cultural, and socioeconomic backgrounds of the children served in early childhood programs and their communities.
- I-5.3. To speak out against practices that are unjust or harmful to young children and their families.

Principles

- P-5.1. We shall make the welfare of children the deciding factor in our decisions regarding our work with adult learners. We shall not participate in or overlook practices (in our students, colleagues, institutions, agencies, or practicum settings) that are harmful to children. This principle has precedence over all others in this Supplement. (NAEYC Code P-1.1)
- P-5.2. We shall provide sound educational experiences for those we teach that enable them to understand and provide for the optimal development of children and support for their families.
- P-5.3. We shall not allow a student to complete a program if we have direct evidence that he/she may endanger children's physical or psychological well being.
- P-5.4. We shall not allow a student to pass a course or move to the next level of the profession if he/she has not demonstrated expected levels of knowledge and competence in course content or if he/she does not demonstrate the ability to relate positively and effectively with children and families.
- P-5.5. We shall build into all required training minimum required levels of participation and demonstrations of understanding and competence.

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- P-5.6. When we have made a concerted effort to work with a student, and the student still does not demonstrate the intellectual, physical, or social-emotional capacity to work effectively with children and families, we shall make every effort to counsel the student out of the field.
- P-5.7. We shall use the NAEYC Code of Ethical Conduct to assist adult learners in making sound decisions concerning their work with children and families.

6. Ethical responsibilities to community, society, and the field of early childhood education

Early childhood adult educators have extensive knowledge, expertise, and education and often have a profound impact on the field of early childhood education in their communities. Because of this leadership role they have responsibilities to community, society, and the field of early childhood education above and beyond what is expected of those who work in programs serving young children.

Ideals

- I-6.1. To train caring and competent teachers who will provide safe and nurturing care and education for young children and be supportive of their families.
- I-6.2. To prepare students to work successfully in and to respect the culture of the communities in which they are placed.
- I-6.3. To continue to grow and learn and to base practice on the best current knowledge available.
- I-6.4. To encourage the developing professionalism of the adult learners with whom we work.
- I-6.5. To make other professionals, the public, and policy makers aware of the importance of the early years and the positive impact on society of high-quality early childhood programs staffed by well-trained early childhood professionals.
- I-6.6. To strengthen and expand the knowledge base of early childhood education.
- I-6.7. To advocate on behalf of children, families, high-quality programs and services for children, and professional development for the early childhood workforce.
- I-6.8. To conduct research that reflects the experiences of children from diverse language, racial/ethnic, cultural, and socioeconomic backgrounds.

Principles

- P-6.1. We shall be accurate and truthful when we provide recommendations and serve as references for individuals seeking admission to programs, applying for certification, or seeking employment.
- P-6.2. In our role as early care and education experts, we shall base recommendations on our informed and unbiased professional opinion. We shall exercise caution before recommending commercial products or services.
- P-6.3. When asked to provide an informed opinion on issues/practices, we shall make every effort to support children and families by basing our statements on current child development and early childhood education research.
- P-6.4. We shall help adult learners learn to interpret and communicate assessment information in ways that convey the strengths of children and the limitations of the evaluation instruments.
- P-6.5. We shall ensure that research we conduct appropriately reflects the diversity of the population upon whom its results may have future impact.

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