



Early Childhood Education Teacher Quality: Recognizing High Quality Core Content in Pennsylvania



Early Childhood Education Teacher Quality in PA

RATIONALE: Why is the study of Early Childhood Education core content important for early childhood educators, professional development/PQAS Instructors, other professionals, and most importantly, for children and families?

The research about outcomes for children when teachers have professional development in Early Childhood content is compelling. Working with young children is a profession that requires knowledge of how children grow and develop as well as the skills to communicate effectively with children and families. Research compiled in the last fifteen years underscores two essential findings: 1.) that high quality early learning programs are important for good child outcomes, and 2.) that practitioner education and training are keys in providing good early learning experiences. Some research references:

1. Practitioner/teacher preparation (both pre-service and in-service) significantly predicts program quality. Research provides compelling evidence of the value added to children's development and experiences by high quality programs in such areas as vocabulary, mathematics, print awareness and concepts, all critical for later school and life success (NIEER Report, December 2005).
2. The education and specialized professional development opportunities of practitioners are critical to sustaining high quality early learning experiences for children. Early childhood practitioners provide more sensitive and appropriate experiences for children if they have completed more years of formal education and have received specialized training in early childhood education or child development (C.M. Connors, et.al. 2005).
3. Experience alone is not a predictor of effective care-giving. Practitioner formal education and specialized training are among the most critical elements in ensuring positive outcomes for children (W.S. Barnett, 2004; Burchinal, et.al, 2002).
4. Highly trained and qualified practitioners providing high quality early learning and developmental experiences for children translates into long term economic and social benefits as well as less crime on children as they grow into adulthood (The High/Scope Perry Preschool Study, 2004).

A key component of any professional development system is the creation of a core body of knowledge, which identifies a set of content areas that help define the knowledge expectations for all practitioners in a given field. The Pennsylvania Core Body of Knowledge (CBK) is a set of early childhood core competencies linked to the learning standards and aligned with PA PreK- 4 Program Framework Guidelines that need to be mastered by all those working with children; the primary focus of the CBK is to facilitate child learning and development and to work effectively with families.

Early Learning Keys to Quality establishes guidelines related to professional development. The program and professional development-based quality improvement content is research based, incorporates state and national research

Early Childhood Education Teacher Quality in PA

and best practices, and builds upon current standards including: the Pennsylvania Early Learning Standards (ELS), PreK-4 guidelines, the Standards Aligned System (SAS), the Pennsylvania Core Body of Knowledge, the Keystone STARS Program Standards, NAEYC Accreditation Standards

Why do we want to count ECE credits?

1. To align course work with Pennsylvania's definition of Early Childhood as birth through nine years of age;
2. To establish a practitioner's placement on the PA Early Childhood Career Lattice;
3. To help develop a plan for further study, filling educational gaps and gaining additional ECE content knowledge in order to better inform practice and enhance child positive outcomes;
4. To account for Early Childhood credits for eligibility for Education and Retention Awards (ERA) for highly qualified staff in child care in the Keystone STARS program. **Policy around ERA eligibility requirements has not changed.**

While Career Lattice placement is the primary intent of the protocol, eligibility for Keystone STAR Education and Retention Award (ERA) is a secondary consideration. A practitioner may meet a Career Lattice Level and not be eligible for an ERA. Please contact the appropriate Regional Key for additional guidance.

TRANSCRIPT REVIEW: Methodology of Core Content ECE Credit Verification

1. **Verify that college/university attended is accredited.** Institutions of higher education must be accredited by one of the six accrediting bodies for credits to be considered. Please go to the Department of Education website at <http://ope.ed.gov/accreditation/> for additional information regarding higher education accreditation. Additionally, many colleges and universities identify all accreditations on their websites. The six regional accrediting organizations for institutions of higher education in the United States are:
 - Middle States Commission on Higher Education
 - New England Association of Schools and Colleges, Commission on Institutions of Higher Education
 - North Central Association of Colleges and Schools, The Higher Learning Commission
 - Northwest Commission on Colleges and Universities
 - Southern Association of Colleges and Schools, Commission on Colleges
 - Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
 - Accrediting Council for Independent Colleges and Schools

Early Childhood Education Teacher Quality in PA

Online Degrees: Distance Education and Training Council (DETC) is a recognized accrediting organization for distance learning courses. [Click here](#) to link to the DETC website or go to:
http://www.detc.org/search_schools.php

Foreign Degrees: Practitioners who obtained a degree outside of the United States should have their degree translated and reviewed by World Education Services (WES). [Click here](#) to link to the WES website or have a letter from the institution of higher education attended that translates the degree earned and the courses taken so that ECE content can be determined. Or go to:
<http://www.wes.org/students/icap.asp>

Transcript Documentation Support: The National Student Clearinghouse (NSC) is another source for practitioners to utilize to provide documentation of degree(s) and transcripts. [Click here](#) to link to the NSC website or go to:
<http://www.studentclearinghouse.org/>

2. **Call the College for a Transcript Review** – To request a transcript review, the practitioner should contact the conferring institution and request a letter that states the number of ECE core content credits awarded to applicant. This letter will serve as **the source of evidence**. ***No credits will need to be counted by the Regional Key, the PA Key or the ECE Credit Advisory Group.***
3. **Visit the College/University Website** – To obtain information about core coursework identified on the transcript, the practitioner should review the course listings for the ECE/Equivalency Degree to see which courses are listed under the major (as specific courses) and compare this list to the transcript. Attach information that supports the counting of credits to the transcript prior to review by the Regional Key.
4. **Visit the PA College Transfer Website** – Go to www.PATRAC.org to see if the college/university's syllabi are listed there. The website is updated yearly and is a valuable resource tool on transfer institutions and course equivalencies for colleges and universities that are participating members.
5. **Compare the ECE course selection from the college to the transcript** - This comparison can help the practitioner understand if a class is required for specific ECE content and count those credits.

Courses in or directly related to ECE core content areas might begin with:

CHD	Child Development	ECE	Early Childhood
CFA	Child and Family Studies	ECED	Early Childhood Education
EARL	Early Childhood Education	HDFS	Human Development and Family Studies (specific to young children)
EC	Early Childhood		
ECH	Early Childhood		

Courses with other prefixes may contain ECE core content (or School-age specific content). Examples include:

EDUC	Education
ED	Education
MUSI	Music for Early Childhood
EDTF	Instructional Media for Early Childhood Education
PSYC	Psychology of Early Childhood
PSY	Child Psychology
HSR	Management & Administration in Human Services
EI	Strategies for Early Intervention
YW	Youth Work

SED	Special Education
ASE	After School Education
EDA	Special Education, Education of Differing Abilities
EDR	Literacy
EDSP	Special Education
EDA	Special Education, Education of Differing Abilities
EDR	Literacy
HDFS	Human Development and Family Studies (specific to young children)

Additionally, courses with 'Early Learning,' 'Young Child', 'Primary Child' etc. in the title may also contain ECE core content.

Additional Examples of Class Titles in Early Childhood

(This is not an exhaustive list, but provides guidance to reviewers.)

Infant Toddler Content Focus

- Child Development: Birth to Three
- Programming for Infants and Toddlers
- Attachment Theory
- Assessment of Infants and Toddlers
- Family Focused Infant and Toddler Care
- Infant & Toddler Development /lab
- Techniques of Parent Education
- Infant and Toddler Care and Education

Preschool or General ECE Content Focus

- EC Leadership
- Health, Safety, Nutrition in the ECE Environment
- Play and the Young Child
- EC Exceptionalities
- Including Children with Special Needs in EC
- Inclusion Practices in EC Settings
- Curriculum in EC
- Observation & Assessment in ECE
- Child Psychology
- Emergent Literacy
- Language and Literacy in ECE
- Partnering with Parents
- Family Systems and Child Rearing
- Families and Early Childhood Education
- Creative Experiences with Young Children
- Child Growth & Development
- Art for the Developing Child
- Teaching Young Children - An Introduction to Early Childhood
- Cultural Diversity in ECE
- Diversity Perspectives in Early Childhood Education
- Cross-cultural Perspective in Child Rearing
- Social Studies for Young Children
- Social-Emotional Development in Young Children 0-8
- History & Trends in ECE
- Using Technology to Support Classroom Learning in ECE

Early Childhood Education Teacher Quality in PA

- Instructional Media for Early Childhood Education
- Special Education Methodology
- Young Children in Society
- Health, Safety, Nutrition for the Young Child
- Children with Disabilities
- Young Children as Theory Builders
- Issues and Advocacy in ECH
- Curriculum Early Childhood Classroom
- Observing & Recording the Behavior of the Young Child
- Early Childhood Professional
- Speech & Language Development in EC
- Introduction to American Sign Language For Use in the Classroom
- Foundations of Early Literacy
- Language Arts and Reading for ECE
- Math & Logical Thinking in EC
- Behavior Management in ECE
- Early Childhood Classroom Environment
- Observation and Communication with Young Children
- Practicum in Early Childhood
- Science for Young Children
- Clinical Skills with Young Children
- Psychology of Early Childhood
- Career Growth & Development in ECE
- Nature of the Young Child
- Early Childhood Science & Math
- Music & Movement for Young Children
- Music for Early Childhood
- Society and the Child
- Diversity and Partnerships in Family, Schools, and Community
- Children, Parents and Community
- Growth and Wellness in Childhood
- Organizations and Admin of ECE Programs
- Policy & Planning in EC
- Legal Issues & Ethics
- Advocacy in EC
- Problems & Issues in EC Ed
- Educating Students with Special Needs in Inclusive Settings
- Foundations (or Fundamentals) in ECE (or Education if SACC program)
- ECE Program Management
- Assessment and Planning for Young Children
- Childcare Standards and Regulations
- Cross Cultural Perspectives in Child Rearing and Child Care
- Administration & Supervision of Early Childhood Programs
- Planning for Developmentally Appropriate Practices
- Values & Ethics in EC
- Professionalism & Leadership in EC
- Business Management in EC

School-age Content Focus (Note: *Practitioners with an ECE or ELED degree working in a SACC-only program are exempt from a core content review.*)

- Adolescent Psychology
- Out of School Time: Promises and Practices
- Core of Child and Youth Care Work
- Promoting Developmental Success: Assets and Activities
- Teaching Health and Wellness in Elementary Schools
- Adolescence: Risk & Resiliency
- Fundamentals of School Age Care
- Developmental Needs of School Age Children
- Exploring Arts in School Age Programs
- English Language Structure for English as Second Language Teachers
- Educational Leadership and Professional Development
- Reading and Literature for Young Adults
- Family and Professional Collaboration
- Introduction to American Sign Language For Use in the Classroom
- Teaching Students with Autistic Spectrum and Developmental Disorders
- Classroom Partnerships and Inclusion
- Foundations of Youth Work

Early Childhood Education Teacher Quality in PA

- Family and Community Engagement
- Critical Issues in Youth Work
- Teaching Reading and Language Arts 4 – 6
- Exploring Sciences in School-age Programs
- Teaching Non-Native Speaking and Culturally Diverse Students
- Bully Prevention in Schools
- Understanding Emotional Intelligence
- Using Technology in the Classroom
- Health and Safety of Children
- Family Systems and Child Rearing
- Middle Childhood/Adolescent Development
- Adolescent Literature
- Adolescent Psychology
- Introduction to Classroom and Behavior Management
- Teaching and Learning in Extended Learning Environments
- Extended Learning in Action (Applied Project)
- Introduction to Afterschool Care and Education
- Program Environment and Curriculum Development in Afterschool Programs
- Child and Adolescent Development
- Supervision and Leadership on Afterschool Education
- Healthy Child
- Integrated Curriculum

PROTOCOL FOR COUNTING ECE/EDUCATION CREDITS

The purpose of this protocol is to provide consistency across the Commonwealth in the identification and calculation of ECE core content credits, including partial or full credit for a particular course, specifically to determine placement on the Career Lattice for the purpose of establishing the qualifications of staff for Keystone STAR level. This process will establish a permanent record of this determination for the practitioner. Once a determination has been rendered, this decision stands regardless of movement across Regional Keys or between programs, unless there is a programmatic switch that would affect how credits were determined, such as a switch from a school-age only site to an early learning facility. **Decisions rendered prior to the clarification of this policy will stand and will not be reviewed against the revised policy for decisions about program STAR level; however, at the discretion of the hiring agency, a practitioner may be required to complete a new transcript review and/or complete the PD Action Plan to attain a Career Lattice level under the clarified guidelines.**

If a practitioner feels that there is additional documentation that would warrant a review of a decision established under the old guidelines, the new guidance will be followed. This could result in a status reduction.

College students with at least 60 college credits and 18 credits in ECE (or EDUC-excluding Secondary Education if a SACC only program), will still be considered a Level V on the Career Lattice.

Rewarding High Quality Early Childhood Education Core Content

For Practitioners with a Bachelor's Degree in a Related Field:

To be eligible to apply for an ERA in 2011-2012, the practitioner will be required to have transcripts reviewed by the appropriate Regional Key staff who will notify practitioner of the number of ECE (or education credits if applicable) counted. If

Early Childhood Education Teacher Quality in PA

action plans are necessary to receive a 2011-2012 ERA award, that will be detailed in the letter. Plans were to be in place by July 1, 2011 and acted on in 2011-2012 to receive the ERA Award. Practitioners may receive an ERA in 2010-2011, but will not be able to receive one in 2011-2012 without a **Detailed Qualifications Action Plan** that shows good faith commitment (*minimum of six ECE core content credits a year beginning 2011-2012*) towards meeting 30 credits in ECE (or EDUC-excluding Secondary Education for SACC only programs) if the practitioner does not have the 30 ECE credits.

Practitioners do have the choice to maintain Career Lattice level and not receive an ERA if they choose to not complete the Detailed Qualification Action Plan and return to school. *Programs could decide to then provide a bonus per their program policies and remove staff from the ERA application.*

If a practitioner's transcripts do not meet the requirements established under these clarifications for ECE or SACC content, but a Career Lattice Level was established in prior years, it will be maintained/grandfathered for the Keystone STAR level of the program.

PQAS Instructors:

As per PQAS application guidelines, applicants applying for the Certified Instructor, Director Instructor, and Affiliate Instructor level will have credits reviewed under this same guidance. A Certified Instructor must complete the waiver process referenced in the application if they do not meet the 30 credit requirement. Specialty Discipline Instructors and Faculty Instructors should follow the guidance provided in the PQAS Application Guidelines.

Director Credential Coursework:

Practitioners who have earned the PA Director Credential and/or who have taken the credit coursework from one of the PA approved institutions of higher education can count those 9 credits as ECE Core Content. If coursework was taken in the not-for-credit modality, those courses do not count as ECE specific content as no college level credit was awarded by the institution of higher education.

Credits do NOT need to be counted in the following situations (Career Lattice only):

1. Early Childhood Education (ECE) Bachelor's degree (*with or without teaching certification*) and the subject-area content was entirely ECE content;
2. Degree programs that have been approved by the PA Key as equivalent to ECE, without teacher certification. Please refer to www.pakeys.org under "Career Development/Requirements" for a list of approved degrees;
3. Elementary Education (ELED) Bachelor's degree (*with or without teaching certification*) and teacher works with school-age children;
4. Early Childhood/Elementary Education (ELED/ECE) dual Bachelor's degree (*with or without teaching certification*);

5. Early Childhood Education N-3 (ECE/N-3 PA) Pennsylvania Instructional I/II Teaching Certificate;
6. Early Childhood Education Instructional Certification out of state from an accredited institution;
7. Early Childhood Education PreK-4 (ECE/PreK-4) as required by Chapter 49;
8. Current National Board for Professional Teaching Standards Certification (NBPTS) in the appropriate age category for the age level assignment.

NOTE: *Simply passing the Early Childhood Education PRAXIS II test (or other test recognized by PDE) or holding a Pennsylvania Private Academic Certificate does not qualify for PDE Certification.*

Hierarchy of Transcript review:

The review of courses for counting relies on the level of documentation that is provided. Course number/prefix/course titles, course descriptions, syllabi, etc. are sources of evidence to consider when making a determination. Use of the PA Department of Education PreK-4 Program Framework Guidelines will be applied when reviewing and assessing the documentation provided. Please [click here](#) to access.

When transcripts are reviewed, the following protocol applies:

1. Review by Regional Key staff – The Regional Key may request a further review by:
2. PA Key – The PA Key may ask for advice from the:
3. ECE Credit Advisory Group – made up of Regional Key, PA Key, OCDEL staff and representatives from the higher education community.

OCDEL will make any final determinations based on the information provided from prior reviews and the practitioner. When a review is completed at the Regional Key level, a highlighted transcript with a date and signature is acceptable documentation. It is assumed that a majority of the reviews will be completed at the Regional Key level. When there is a need to have transcripts reviewed at the PA Key or ECE Credit Advisory Group Level, the Regional Key recommendation (with attached form) is required with the transcript that the Regional Key examined. A reason for the additional review must also accompany the documentation submitted. When a further review is requested, all sources of evidence such as those listed above are needed before the review can occur. Regional Keys will still complete Level I reviews if practitioners submit additional documentation after an initial review. Higher level reviews are requested by the Regional Key at their discretion. *Practitioners must consult their Regional Key prior to seeking re-evaluation.*

Early Childhood Education Teacher Quality in PA

TRANSCRIPT REVIEW PROCEDURE

Please use the following guidance when determining the number of ECE credits in the transcript(s) if the degree is not in ECE/Equivalency Degree or ELED for school age:

1. For any course that has been determined to be primarily ECE content, full credit is given for that course. If the course content is over 50 percent ECE content, full credit is given. If that determination cannot be made, partial credit is given (see below).
2. If the course is an Elementary Education course (and the staff member works ONLY with school age children) full credits are given for that course. *A change in teaching assignment may necessitate an additional review for applicability of coursework content.*
3. For **partial credits** please follow the guidance below:
 - Partial credit is considered one credit for a course, regardless of the full credit amount. When reviewing transcripts, courses may earn either one credit or the full credit may be awarded when the majority of the content is clearly ECE core content per the documentation provided. If further sources of evidence or documentation are not provided by the practitioner, the counting of credits can only go as far as clarity of the documentation provided allows.
 - Courses that are in Special Education or Elementary Education automatically receive one credit for ECE core content unless additional documentation is provided.
4. Start by reviewing **course prefix and title** - Note that some ECE courses are taught out of the Education department or in other disciplines such as Psychology, Literacy, Music, and Mathematics etc. Courses with ECE related content may have prefixes such as: PSY, PSCH, MAT, MATH, LIT. If unable to determine relevance to ECE from course prefix and title, proceed to next step.
5. **Course description and syllabi** - Many colleges keep course descriptions on file for up to 25 years. It is the responsibility of the practitioner to include these descriptions for consideration. Many are crosswalked with NAEYC competencies and/or Chapter 49-2 PreK-4 Program Framework Guidelines. Helpful questions to guide coursework analysis include:
 - *What is the course objective/focus? Do the course objectives indicate ECE theory, approaches, methods or applications?*
 - *What are the topics to be covered? Are the topics covered inclusive of children from Birth to Grade 4?*
 - *Student assignments and expectations? Are the assignments relevant to Birth to Grade 4 approaches?*

- o *Action research documentation (especially graduate level coursework) is there a final report/paper that documents evidence of implementation or evaluation of the project?*

6. Student Teaching documentation for additional source of evidence

- o Grade Level Attestation by practitioner
- o PDE Form 430 (This is the ONLY source of evidence that will count as of July 1, 2011 for new graduates.)
- o Out of State/Out of the Country Student Teaching placements in accordance with the acceptance of the Pennsylvania Department of Education refer to:
<http://www.pde.state.pa.us/portal/server.pt/community/certifications/7199>

Counting ECE Credits for Placement on the Career Lattice in PA Keys to Quality		
Description	Clarification	# of Credits Awarded
Significant (the majority) coursework is in ECE Content (see page 10)	Example: the syllabus provided has 5 of 8 objectives that are ECE content: award full credit.	Equal to transcript
Related Course (see page 4 and 10-11)	Course where some ECE specific content is covered, but clearly not primarily ECE focused	1 Credit (Note: <i>Additional credit may be given with a course syllabi that would document higher ECE content percentage</i>)
Student Teaching/ Practicum/Internship	Example: Kindergarten & 6 th grade placements (and age group served is Pre-K for practitioner being reviewed)	Maximum on transcript relevant to age group served. In this example, only the Kindergarten portion of student teaching would be applicable. Half of the credits for student teaching would be counted in this scenario.
Student Teaching – All ECE	Birth – Grade 4 (Chapter 49-2 certifications include Grade 4)	Maximum on transcript
Student Teaching	School Age Professionals – count PK – 8 th grade setting.	Maximum on transcript

Early Childhood Education Teacher Quality in PA

Note: The guidance above is for semester calculations. If an IHE operates on a quarter system, a ratio will need to be determined and credits counted accordingly. Contact the IHE to determine how to calculate if it is not posted on their website.

Number of ECE Credits Awarded (or EDUC Credits, excluding Secondary Education for SACC only programs) per course specified above for RELATED degrees as defined on the Career Lattice. Students who have an unrelated degree that includes 30 ECE credits without certification cannot go any higher than Level V on the Career Lattice.

Early Childhood Education Teacher Quality in PA

ALTERNATIVE PATHWAYS TO ACHIEVE QUALIFICATIONS:

Below are clarifications to policies concerning alternative pathways for directors and staff to meet qualifications. These include:

- Alternative Pathways for staff to meet Level IV on the PA Early Learning Keys to Quality Career Lattice
- Alternative Pathways for directors and staff to meet Level V on the PA Early Learning Keys to Quality Career Lattice
- Alternative Pathways to meet Director Qualifications

The alternative pathways are based upon a combination of education and/or professional development, ECE credit attainment, and experience. For director qualifications **only** a defined number of administrative/management credits are also required.

Alternative Pathways-Director Qualifications

These alternative pathways describe the education and/or professional development, ECE credit attainment, and experience required to meet the director qualifications. Meeting an alternative pathway towards demonstration of Pennsylvania Director Qualifications, **does not** result in issuance of the Pennsylvania Director Credential but does result in meeting the Keystone STARS standard. **No application should be submitted to the PA Key.** The calculation tool at the end of this document serves as documentation that an individual has met an alternative pathway.

To assist a facility with director turnover, the Pennsylvania Director Credential requirement may be extended for 2½ years from a director's start date, **if** the director enrolls in Pennsylvania Director Credential coursework **and** develops a Detailed Action Plan for completion within **2½ years**. If a new director does not meet the alternative pathway at date of hire, this should be considered when planning educational goals. This process is for **maintaining** a current STAR level only, not for upward movement.

Please note that if a director previously qualified for the alternative pathway for a Pennsylvania Director Qualification under the old guidance, a director is grandfathered and does not need to have qualifications re-evaluated. Each Regional Key should have documentation of a director having met this alternative pathway in a program file **by June 30, 2011** for this to be applicable.

The chart below should be used to determine if a director meets the alternative pathways to demonstrate director qualifications. In doing so, please make sure to read the corresponding footnotes. Working from left to right on the chart, evaluate the director's current qualifications based on the following: Degree – meets Level VII or above on the Career Lattice

- 1.) ECE Credit Minimum – meets the required number of ECE credits, or Education (excluding Secondary Education if SACC only)

Early Childhood Education Teacher Quality in PA

- 2.) PA Director Credential requirement – meets the required number of administrative/management credits
- 3.) Years of supervisory/administrative experience – meets the number of years of relevant experience in ECE or school-age for the pathway a practitioner is attempting to meet.

Alternative Pathways to Director Qualifications			
Degree¹ (Level VII or above on the Career Lattice)	ECE Credit Minimum² (aligned with Career Lattice)	Administrative/ Management Credit Requirement	Years of Supervisory/ Administrative Experience in ECE/School-age (aligned with PA Director Credential)
Masters in ECE	N/A	3 Credits in Admin/Management (related to childcare)	N/A
Masters in Related Field ¹ with or without current PA or out-of- state teacher certification ³	30 ECE/Equivalent Credits ²	3 Credits in Admin/Management (related to childcare)	1 year
Masters in Non- Related Field with or without Current PA or Out-of-State Teacher Certification ^{3,4}	30 ECE/Equivalent Credits ²	3 Credits in Admin/Management (related to childcare)	2 years
Accredited Program Director ⁵	As per Accreditation ⁵ Standards	As per Accreditation Standards ⁵	As per Accreditation Standards ⁵

¹ Degree required for Level V and above in ECE or related field. Related fields include: Human Development, Psychology, Sociology, Social Work, Education, Nursing, Home Economics/Family and Consumer Sciences, Recreation, Child and Family Studies, Human Services, and Business.

² Refer to section on how to count credits earlier in this document for guidance.

³ Current PA or Out-of-State Teacher Certification may be in Education but not Secondary Education.

⁴ Refer to PA Department of Public Welfare (DPW) Chapter 3270 Child Day Care Centers Regulations for child day care center director degree requirements.

⁵ Directors in NAEYC, NAA, or NECPA Accredited STAR 4 programs are not required to take the Director Credential coursework or to count ECE credits as the Standards in Accreditation apply.

Early Childhood Education Teacher Quality in PA

Alternative Pathways-Career Lattice:

Professionals come to a career from many different pathways. The alternative pathway to the Career Lattice recognizes the education and content knowledge that an early childhood or school-age professional possesses beyond the traditional pathway of an ECE or Education degree. It also incorporates demonstration of competency through an objective outside assessment.

For Level IV and V placement on the Career Lattice the following table should be used to determine if individuals meet the alternative pathways to achieve staff qualifications. When using the chart below, be sure to read the corresponding footnotes. Working towards the right, evaluate the staff member's current qualifications based on the following:

- 1.) Degree – meets Level IV or above on the Career Lattice
- 2.) Passing score on the Early Childhood Education PRAXIS II Test #0020* (or other test recognized by the Pennsylvania Department of Education-PDE) [click here](#) to access the Educational Testing Service (ETS) website for further information on the test and how to register.

*The PRAXIS II is a nationally recognized test designed for individuals who have completed an undergraduate degree in Early Childhood Education and would like to teach preschool through the primary grades. It assesses an individual's knowledge of various factors that can impact a child's ability to learn. The exam is based on a curriculum that considers the child's language, physical, social and cognitive development. The majority of the questions refer to children ages 3 through 8 with a few questions pertaining to children at earlier and later stages of development. Content covered in this exam includes:

- Growth, development and learning of young children
- Factors that impact an individual child's growth and development
- Development and application of various curriculums
- Planning and implementation of a curriculum
- Evaluation of student progress
- Professionalism and legal responsibilities for the teacher of young children.

Early Childhood Education Teacher Quality in PA

Alternative Pathways to Career Lattice			
Degree¹	ECE Credit Minimum²	Early Childhood Education PRAXIS II Test #0020 (Passing Score on this test or other test recognized by PDE)	Career Lattice Level Result
Associate's degree- Related Field	None	Yes	Level IV
Bachelor's degree- Unrelated Field	None	Yes	Level IV
Bachelor's degree- Related Field	None	Yes	Level V
Bachelor's degree- Unrelated Field	12 ECE/ Equivalent Credits	Yes	Level V

¹Degrees required for Level V and above may be in ECE or a related field. Related fields include Human Development, Psychology, Sociology, Social Work, Education, Nursing, Home Economics/Family and Consumer Sciences, Recreation, Child and Family Studies, Human Services, and Business.

²Refer to section on how to count credits earlier in this document for guidance.

Early Childhood Education Teacher Quality in PA

ECE COLLEGE CREDIT CALCULATION TOOL

This form is to be used to determine Career Lattice Levels and the number of ECE credits (or education, excluding secondary education) in an individual's transcript(s). Follow the guidance below when completing the form:

Contact Information: Complete name, current email and employer.

Institution of Higher Education: List all institutions of higher education (IHE) attended. Check if the IHE is from one of the recognized agencies found earlier in this document.

Degrees, Credentials, Certificates, and Awards: List all degrees, credentials, certificates awarded.

ECE/Education Credits: List total credits if in an ECE/mixed age setting (including special circumstance/other at bottom of chart) AND determine the total credits if in a SACC only program.

Career Lattice Level: Determine the PA Early Learning Keys to Quality Career Lattice Level for ECE, SACC Only, and Exception/Other (if applicable). At a minimum, ECE and SACC **must** be calculated. If grandfathered, complete this field also.

Alternative Pathways: If an alternative pathway was used to determine Career Lattice or Director Qualifications, complete these fields.

Other/ Justification of Decision: Document justification for "Other" category. List ONLY the number of credits that were calculated for this special circumstance. These credits may not "count" if the practitioner leaves that program setting, and would therefore be subtracted from the totals in #4 above. For example, Nursing credits may receive full credit if a practitioner was employed in a respite care setting, however not all of the credits may count in a non-respite care setting.

Signatures/Date:

The form on the previous two pages must include an authorized signature including organization and date. Copies of the transcript(s) used to make the determination should be attached to the decision document as well.

Distribution:

A copy of the original signed document should be placed in the employee's personnel file. A copy should be placed in the facility file at the Regional Key. The original copy is the property of the employee for their PDR.

Ethical Considerations for Review:

To avoid a potential conflict of interest, transcripts are not to be reviewed by anyone with whom the candidate has or has had a prior professional or personal relationship. If there is no appropriate person within an agency to review the documentation, it should be sent up to the next review level.

Early Childhood Education Teacher Quality in PA

Resources & References:

1. Educational Testing Service- for information on PRAXIS examinations or to register for a test, visit www.ets.org and go to "Tests and Products/The PRAXIS Series Tests"
2. ECE Credit Advisory Group is a workgroup of higher education faculty from two and four year institutions, Regional Key, PA Key, and OCDEL staff
3. National Association for the Education of Young Children (NAEYC) - for specific information on accreditation and professional development guidance, visit www.naeyc.org
4. National Board for Professional Teaching Standards (NBPTS) – for detailed information on this national credential, visit www.nbpts.org
5. PA Chapter 49-2 Guidelines - for detailed information, visit www.education.state.pa.us and go to *Certifications/Chapter 49*
6. PA Core Body of Knowledge (CBK) - for detailed information on this document, visit www.pakeys.org and go to *Career Development*
7. PA Department of Public Welfare (DPW) Chapter 3270 Child Day Care Centers Regulations - <http://www.pacode.com/secure/data/055/chapter3270/chap3270toc.html>
8. PA ECE Equivalency Degrees - Please refer to www.pakeys.org under "Career Development/Requirements" for a list of approved degrees that have been approved by the PA Key as equivalent to ECE, without teacher certification
9. PATRAC.org- for detailed information on transfer programs and course equivalencies, visit www.PATRAC.org
10. Standards Aligned System (SAS) -for detailed information, visit www.pdesas.org
11. The U.S. Department of Education has released a review of the research literature on strategies that improve and support professional development in the early childhood field. The review, *Toward the Identification of Features of Effective Professional Development for Early Childhood Educators*, summarizes research findings on what works in four critical areas of professional development and is available at: <http://www2.ed.gov/rshcstat/eval/professional-development/literature-review.pdf>

Questions regarding the information contained in this document should be directed to the designated point of contact at your Regional Key. For further assistance, contact the PA Key and direct questions to Michele Black (717) 213-2068, micbla@berksiu.org, Dr. Bernadine Ahonkhai (717) 213-2064, beraho@berksiu.org, or Catherine Cormany at OCDEL (717) 265-8911, ccormany@state.pa.us.

ECE COLLEGE CREDIT CALCULATION TOOL

Practitioner Name:								
Contact Email:			Current Employer Address/Phone:					
Institution(s) of Higher Education:								
Accredited Institution? <input type="checkbox"/> Yes <input type="checkbox"/> No								
Degree(s), Credentials, Certificates Awarded:						ECE/Education Credits excluding Secondary Education, if a SACC only program AND includes credits from "Other" category below, if applicable)		
						ECE:	SACC:	
Career Lattice Level (Circle level for EACH in case change in care level occurs)								
ECE:	I	II	III	IV	V	VI	VII	VIII
SACC Only:	I	II	III	IV	V	VI	VII	VIII
Exception Below:	I	II	III	IV	V	VI	VII	VIII
Grandfathered as reviewed prior to Clarification: <input type="checkbox"/> Yes <input type="checkbox"/> No								
I	II	III	IV	V	VI	VII	VIII	
Alternative Pathways (Only complete the row applicable to the qualifications)								
Career Lattice: <input type="checkbox"/> Level IV <input type="checkbox"/> Level V								
Director Qualifications: <input type="checkbox"/> Yes <input type="checkbox"/> No								
Director meets an alternative pathway toward demonstration of Director Qualifications. This does not result in issuance of the PA Director Credential.								
Other/Justification of Decision: i.e. age group(s) served and other documentation/notations as necessary to support determination.						Credits (Specific to Job Title/Location)		
						*Note calculation is dependent upon practitioner's current role/employment setting		

AUTHORIZED SIGNATURE

DATE

TITLE

AGENCY

Attach transcript and other relevant documentation to support decision.