

PA PSCECE Resources

These **Pennsylvania Professional Standards and Competencies for Early Childhood Educators** (PA PSCECE) are the general knowledge and skills that an early childhood educator needs to know and be able to demonstrate. Below is a list of resources that institutions of higher education, Early Childhood Education Professional Development Organizations (PDOs), and professional learning organizations should consider when developing coursework, professional development, and trainings for early childhood educators. While not an exhaustive list, these PA PSCECE resources include detail, seminal content specific to Pennsylvania. Instructors are encouraged to use multiple resources to teach the PA PSCECE.

Standard Area	Standard	PA PSCECE Resource
Standard Area 1: Child Development and Learning in Context	1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social, and emotional, and linguistic domains, including bilingual/multilingual development.	Development across learning domains: PA Early Learning Standards https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/ Bilingual/multilingual language development: https://www.pakeys.org/pa-early-learning-initiatives/dual-language-learner-dll-english-language-learner-ell-toolkit/ Dual Language Learners https://www.eita-pa.org/dual-language-learners/
	1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.	EITA Portal Inclusion Page https://www.eita-pa.org/inclusion/ Collaborating for Inclusive Practices Course Series http://www.eita-pa.org/professional-development/
	1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.	NAEYC information on anti-bias curriculum: https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias Cultural Development Podcast Series Cultural Humility Toward Cultural Competence Foundations: Family Centered Services http://www.eita-pa.org/professional-development/
	1d Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.	NAEYC position statement on DAP: https://www.naeyc.org/resources/position-statements/dap EITA Portal Professionals Page https://www.eita-pa.org/professionals-2-2/
Standard Area 2: Family–Teacher Partnerships and Community Connections		PA Family Engagement Framework https://www.education.pa.gov/Documents/Teachers-Administrators/Federal%20Programs/Title

	<p>e%20I/PA%20Family%20Engagement%20Framework.pdf</p> <ul style="list-style-type: none"> • Collaborating for Inclusive Practices • Working Together Collaborating for Inclusive Practices • Building Relationships to Support All Children Foundations • Family Centered Services Foundations: Partnering to Build Family Capacity <p>http://www.eita-pa.org/professional-development/</p> <p>EITA Portal Family Page http://www.eita-pa.org/families/</p>	
<p>Standard Area 3: Child Observation, Documentation, and Assessment</p>	<p>Standards Aligned System: Early Learning: PK to grade 3 (OCDEL) Assessment resources. https://www.pdesas.org/Page/Viewer/ViewPage/33/</p> <hr/> <p>EITA Portal Screening, Assessment and Evaluation Page https://www.eita-pa.org/assessment-and-eligibility/</p>	
<p>Standard Area 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</p>	<p>4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.</p>	<p>Standards Aligned System: Early Learning: PK to grade 3 (OCDEL) Instruction resources. https://www.pdesas.org/Page/Viewer/ViewPage/35/</p> <ul style="list-style-type: none"> • Collaborating for Inclusive Practices: Working Together • Collaborating for Inclusive Practices: Building Relationships to Support All Children • Foundations: Family Centered Services • Foundations: Partnering to Build Family Capacity <hr/> <p>http://www.eita-pa.org/professional-development/</p>
	<p>4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the</p>	<p>PA Early Learning Standards, specifically the supportive practices https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</p>

	<p>development of executive function skills are critical for young children.</p>	<p>PA DLL Resources: https://www.pakeys.org/dual-language-learners/</p> <p>Dual Language Learners https://www.eita-pa.org/dual-language-learners/</p> <p>EITA Portal Early Language and Literacy Page https://www.eita-pa.org/early-language-and-literacy/</p>
	<p>4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p>	<p>NAEYC information on anti-bias curriculum: https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias</p> <p>NAEYC position statement on equity: https://www.naeyc.org/resources/position-statements/equity</p> <p>PA DLL Resources: https://www.pakeys.org/dual-language-learners/</p> <p>Dual Language Learners https://www.eita-pa.org/dual-language-learners/</p> <p>EITA Portal Early Language and Literacy Page https://www.eita-pa.org/early-language-and-literacy/</p> <ul style="list-style-type: none"> • Foundations: Family Centered Services • Collaborating for Inclusive Practices: Universal Design for Learning in Early Childhood Classrooms <p>http://www.eita-pa.org/professional-development/</p>
<p>Standard Area 5: Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</p>		<p>PA Early Learning Standards https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</p> <p>PA Career Ready Skills https://www.education.pa.gov/K-12/CareerReadyPA/CareerReadySkills/Page/default.aspx</p>
<p>Standard Area 6: Professionalism as an Early Childhood Educator</p>	<p>6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.</p>	<p>Danielson Framework https://static.pdesas.org/content/documents/PDE%20-%20Teacher%20Evaluation%20Pilot%20II%20Rubric.pdf</p>

		<p>ECE specific examples and guiding questions for Danielson Framework: https://static.pdesas.org/content/documents/8_13_13_FINAL_ECE_Rubric%20Formatted%2010_28_13%20revised.pdf https://static.pdesas.org/content/documents/Guiding%20Questions%20For%20Early%20Childhood%20Teachers%206-20-2013.pdf</p> <p>EITA Portal Family Page http://www.eita-pa.org/families/</p> <p>Collaborating for Inclusive Practices: Working Together Collaborating for Inclusive Practices: Focus on Attitudes and Beliefs http://www.eita-pa.org/professional-development/</p>
<p>Standard Area 7: Health and Safety</p>	<p>6b: Know about and uphold ethical and other early childhood professional guidelines. Early childhood educators have a compelling responsibility to know about and uphold ethical guidelines, federal and state regulatory policies, and other professional standards because young children are at a critical point in their development and learning and because children are vulnerable and cannot articulate their rights and needs.</p>	<p>NAEYC Code of Ethics https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf</p>
		<p>Child Care Regulations (3 sets – Center, FCCH, GCCH) Center http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/055/chapter3270/chap3270toc.html&d=</p> <p>Family Child Care Home http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/055/chapter3290/chap3290toc.html&d=</p> <p>Group Child Care Home http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/055/chapter3280/chap3280toc.html&d=</p> <p>Private Academic School http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/partItoC.html&d=</p> <p>School Code for Local Education Agencies (LEA) http://www.pacodeandbulletin.gov/Display/pacode?titleNumber=022&file=/secure/pacode/data/022/022toc.html&searchunitkeywords=&operator=OR&title=null</p> <p>Head Start Performance Standards https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii</p>

	<p>7a: Health and Safety According to The Association for Supervision and Curriculum Development (ASCD) and the Center for Disease Control (CDC), “learning and health are interrelated” (2014, 3). Health-promoting environments early in life are critically important for building a strong foundation for learning. Basic physical health and safety management procedures contribute to the prevention of childhood illness and communicable diseases. A safe environment prevents and reduces injuries. Early childhood programs keep children safe when their facilities, materials, and equipment are hazard-free and all staff use safety practices such as active supervision</p>	<p>7a: Caring for our Children National Health and Safety Performance Standards Guidelines for ECE https://nrckids.org/CFOC</p> <p>Keystone Kids Go https://www.keystonekidsgo.org/</p> <p>Early Childhood Education Linkage System Provides Pd and TA about health and safety in ECE http://ecels-healthychildcarepa.org/</p> <p>Keep Kids Safe http://www.keepkidssafe.pa.gov/about/siqns/index.htm</p>
	<p>7b: Nutrition Nutrition is important at every age. Young children need proper nutrients to grow and stay healthy and strong. Nutrition for children can also help establish a foundation for healthy eating habits and nutritional knowledge that can apply throughout life. Proper nutritional practices afford children with more energy, a greater interest in learning and positively influences cognitive development and academic performance.</p>	<p>My plate Based on 2010 Dietary Guidelines for Americans (USDA) https://www.choosemyplate.gov/</p> <p>USDA's team nutrition https://www.fns.usda.gov/tn</p>
	<p>7c: Mental Health and Wellness: Staff Mental Health Mental health is integral to living a healthy, balanced life. Mental health includes our emotional, psychological, and social wellbeing. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Research confirms the critical connection between the health and wellbeing of children and the adults caring for them. Because of this important link, it is essential that adults take care of themselves so that they are able to provide high quality care to the children in their lives (Devereux Foundation, 2020).</p>	<p>Center on the Social and Emotional Foundations for Early Learning http://csefel.vanderbilt.edu/</p> <p>National Center for Pyramid Model Innovations https://challengingbehavior.cbcs.usf.edu/about/index.html</p> <p>PA DHS Mental Health services are administered through county Mental Health and Developmental Services program offices http://www.mhdspa.org/Pages/Local-Contacts.aspx</p> <p>EITA Portal Leadership Page https://www.eita-pa.org/leadership/</p>
	<p>7d: Mental Health and Wellness: Child/Family Mental Health Mental health, an essential part of children and family’s overall health, has a complex interactive relationship with physical health and the ability to succeed in school, at work and in society. These competencies assist educators in supporting the mental health of each and every child and family.</p>	<p>County Children and Adolescent Social Service Program (CASSP) Children’s mental health coordinators that understand the behavioral health system and serve as a resource to families and others who need assistance</p> <p>https://www.dhs.pa.gov/Services/Mental-Health-In-</p>

		<p>PA/Documents/CASSP/CASSP-Coordinators_01082020.pdf</p> <p><u>Social Emotional Development with the Context of Relationships</u> <u>Responsive Routines and Environments</u> <u>The Meaning of Behavior and Appropriate Responding</u> http://www.eita-pa.org/professional-development/</p> <p><u>EITA Portal Social Emotional Pages</u> http://www.eita-pa.org/sedevelopment/</p>
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