HOW TO CREATE A NEW COURSE

✓ Courses submitted will be processed within 1-2 weeks. If any additional information is needed, an email will be sent.
✓ Course owners are responsible for monitoring courses and renewing a course after a three-year time if applicable. A course renewal will create a new course ID. An instructor may request to expire a course at any time.
✓ When renewing a course, review all the course detailed information to make sure the information is correct and complete. Be careful to look for special characters such as Â that may appear due to the data transfer from the previous The PD Registry.
✓ If a minimal edit needs to be made to a course, The Pennsylvania Key staff will need to make these changes. Email registry@pakey.org with information regarding the edits needed for a specific course, including:
  • Course Name
  • Course ID#
  • Owner
  • Information that needs to be edited
*A Pennsylvania Key staff member will advise the instructor on creating a new course if necessary.

To create a course:
2. Click Login in the top right corner.
3. Enter your email address and password, then click Login.
Please note:

If creating a course that is owned by you, make sure you are under your personal profile.

My Personal Profile

If creating a course that is owned by your Organization, click the drop-down menu by your name and select your organization profile (purple box).

4. Select Training Entry in the left-hand menu.

5. Click on the Courses tab.
6. Click New Course.

7. Complete the Course Information; then click **Save and Continue**.
8. Choose the **Primary Age category** that this course addresses and **Classroom Hours** of the course.

8.[Image]

9. Enter the hours to the correct Professional Standard Area(s). You may select multiple Professional Standard Areas. Once you enter the hours, you will need to select the Course Learning Objectives. You should select 1-2 learning objectives for every 1 hour of content.

9.[Image]
### 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.

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.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning settings, as well as in a larger societal context that includes structural inequities.

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.

Total Hours for Child Development and Learning in Context: 0.00 Hours

Remaining Classroom Hours: 6.00 Hours

### Family–Teacher Partnerships and Community Connections

2a: Know about, understand, and value the diversity of families.

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Total Hours for Family–Teacher Partnerships and Community Connections: 0.00 Hours

Remaining Classroom Hours: 6.00 Hours
**Child Observation, Documentation, and Assessment**

3a. Understand that assessments (formal and informal, formative, and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b. Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c. Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d. Build assessment partnerships with families and professional colleagues.

Total Hours for Child Observation, Documentation, and Assessment: 0.00 Hours

Remaining Classroom Hours: 6.00 Hours

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**Developmentally, Culturally, and Linguistically Appropriate Teaching Practices**

4a. Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.

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 development of executive function skills are critical for young children.

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.

Total Hours for Developmentally, Culturally, and Linguistically Appropriate Teaching Practices: 0.00 Hours

Remaining Classroom Hours: 6.00 Hours
Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.

Total Hours for Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum: 0.00 Hours
Remaining Classroom Hours: 6.00 Hours

Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

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.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Total Hours for Professionalism as an Early Childhood Educator: 0.00 Hours
Remaining Classroom Hours: 6.00 Hours
10. Enter the hours to the correct CDA Content Area(s). You may select multiple CDA Content Area(s).
11. Click **Save and Continue**.

Most of the following sections are not required to complete, but you may add information if needed. Only sections with an asterisk are required and are listed in this tip sheet.

12. Review/add the **Learning Objectives**. Please make sure these are Measurable Objectives.

13. Review/add **Major Resources Used to Develop the Training** used to create a course.

14. Click **Save and Continue**.

15. Select the **Target Audience**. This is a multiselect field.

16. Select the **Ages Addressed**. This is a multiselect field.

17. Click **Save and Continue**.

18. Training of the Trainers—select **No** or **Yes**.

19. Authorized Instructors—select **No** or **Yes**. Click ‘Yes’ if there are authorized trainers for your course and select ‘Add trainer’ to add trainers approved to instruct your course.

20. Training Scheduler—select **No** or **Yes** if your course will be scheduled by someone other than you, such as a funder. This will allow them to schedule your events. Click ‘No’ if this course will never be scheduled by someone other than you.

21. Click **Save and Continue**.

22. Scroll down and click on **I agree to the terms and conditions for Course Approval** and **Submit for Approval**.