PD Registry Course Overview Instructions for Aligning to the new PA Professional Standards
Tom Wolf, Governor
Noe Ortega, Secretary of Education | Meg Snead, Acting Secretary of Human Services

Why the Change?

Pennsylvania Core Knowledge Competencies (CKCs)

2004
Goal of the Change
Shift towards a competency based system
Standard Changes

All courses within the PD Registry will need aligned to the new PA Professional Standards.

Goal of this session: Learn how to update courses to reflect the new Professional Standards.
Rollout Timeline

**January 2022**
PA Professional Standards rollout begins

**April 2022**
All events scheduled after July 31 will be cancelled. To schedule events past July 31 courses will need to be updated.

**May 1, 2022**
Updates made in PD Registry to reflect new PA Professional Standards. All courses will need aligned. All courses will be set to expire on July 31, 2022.

**July 31, 2022**
Courses must be recoded by this date. If not, they will expire.
PD Registry Resources

- [www.pakeys.org/get-professional-development/professional-development/instructor-resources/](http://www.pakeys.org/get-professional-development/professional-development/instructor-resources/)
- [www.pakeys.org/get-professional-development/pqas/pqas-resources/](http://www.pakeys.org/get-professional-development/pqas/pqas-resources/)
Steps to Revise/Renew Courses
Step 1 – Log into the PD Registry

My Personal Profile

Welcome, Chad Baker
Your Registry profile is current.

- Complete my Profile (Career Pathway) $0.00
- Apply for the PA Director Credential (DC) $25.00
- Renew my PQAS Approval $0.00
- Create Early Intervention Specialist Account (EI specialist only) $0.00

Total Fee: $0.00

Apply/ Renew

Application Submission Fee

Registry ID 68377116
Instructor Professional Development Instructor (PD)
Expires 3/31/2027

Chad Baker
1111 Happy Valley Road
Mechanicsburg, PA 17055
(717) 496-3526
test@pdregistry@baker@gmail.com

Change Email

Organization Profile Management
This is for Directors or Administrators, who are the primary contact for your facility/organization.
Step 2 – Navigate to training org if the org is the course owner.
Step 2 – Navigate to Training Entry in the left-hand menu
Step 3 – Click on the Courses Tab

Training Entry: Tomorrow's Child Training

Filter Events

Events | Courses

Filter Events

Filter by Standard Area

Filter by Qualification

Filter by County

No events were found using the selected criteria.
Step 3 – Scroll the list of courses and select the title of the course you want to renew.
Step 4 – Click Revise/Renew
Step 5 – A pop-up will appear stating that this will result in a new course. Click OK to continue.
Step 5 – Please select the correct course level

These are like the previous options, but they have been updated with new language.
Course Levels

**C1: Knowledge Acquisition:** At this level course participants understand the content and can describe how it relates to daily practice. Courses should align to learning objectives/competencies indicated at the C1 level below.

**C2: Knowledge Application:** At this level course participants are expected to not only understand content but also apply newly learned competencies within the allotted course time and implement within their daily practice once the course is completed. Courses should align to learning objectives/competencies indicated at the C2 level below.

**C3: Critically Examine/Evaluate** At this level course participants are expected to reflect upon daily practice to assess what is working, to analyze what may need to be adapted for better outcomes, and to explore the reasons impacting the outcomes. Participants at this level become competent in evaluating policy and practice to make positive change (or continuous quality improvement (CQI)) within their settings. Courses should align to learning objectives/competencies indicated at the C3 level below.
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.

Identify fundamental theoretical models of developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains (C 1)

Identify critical aspects of brain development including executive function, learning motivation, and life skills (C 1)

Identify biological, environmental, protective, and adverse factors that impact children’s development and learning (C 1)

Know the importance of social interaction, relationships, and play (C 1)

Describe the theoretical perspectives and core research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains (C 1)

Describe brain development in young children including executive function, learning motivation and life skills (C 1)

Describe how biology, environment and protective and adverse factors impact children’s development and learning (C 1)

Describe how social interaction, relationships and play are central to children’s development and learning (C 1)

Analyze and synthesize the theoretical perspectives and research base (that reflects multicultural and international perspectives) of the developmental periods of early childhood and how development and learning intersect across the domains (C 3)

www.pakeys.org/get-professional-development/professional-development/instructor-resources/
WD1 I think they should get access to this after this training so they can prepare their course changes if they want to even before the actual access is available.

Wise, Deborah, 4/4/2022
Step 6 – Make sure course category and classroom hours are correct.
Step 7 – Enter Professional Standard Area Hours.

**Professional Standard Areas**

Total Professional Standard Area hours must equal classroom hours.
Hours must be applied to at least one area in order to continue.

**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 and 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 setting, 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:** 2.00 Hours

**Family-Teacher Partnerships and Community Connections**

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

**Hours**
is this a rule?? couldnt they technically split up a 1 hour course?
Wise, Deborah, 4/4/2022
Step 8 – Select the learning objectives from the pre-populated drop downs.
Step 9 – Confirm CDA content areas

CDA Content Areas

Hours by CDA Content Areas are required and must add up to the total hours for this session if they are not automatically calculated by Professional Standard Areas.

- Hours must be applied to at least one area in order to continue.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Child Growth &amp; Development</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Emotional Development</td>
<td></td>
</tr>
<tr>
<td>Productive Relationships with Families</td>
<td></td>
</tr>
<tr>
<td>Observing &amp; Recording Behavior</td>
<td></td>
</tr>
<tr>
<td>Physical &amp; Intellectual Development</td>
<td></td>
</tr>
<tr>
<td>Maintaining Professionalism</td>
<td></td>
</tr>
<tr>
<td>Safe, Healthy Learning Environment</td>
<td></td>
</tr>
</tbody>
</table>
Step 10 – Confirm Prerequisites, Diversity/Inclusion, Outline of Training Content, and Training Activity

Prerequisites

- none

- Click here to Upload Documents/Files

Diversity/Inclusion

Discuss observation as it relates to culturally responsive learning for children

- Click here to Upload Documents/Files

Outline of Training Content, Training Methods and Training Timeline

- Click here to Upload Documents/Files

Training Activity
Step 11 – Confirm Assessment of Learning Objectives, Course Approval Rubric, Major Resources Used to Develop Training, and Participant handouts.
Pennsylvania Professional Standards and Competencies for Early Childhood Educators

TRANSITION from the Core Knowledge Competencies (CKCs) to the Pennsylvania Professional Standards and Competencies for Early Childhood Educators (PA PSCECE)

In response to the recent National context, Pennsylvania is adopting a new set of PA PSCECE. This set of standards and competencies will replace the PA Core Knowledge Competencies (CKCs) and have been adopted from the national Standards and Competencies for Early Childhood Educators. The PA Professional Standards and Competencies for Early Childhood Educators are the general knowledge and skills that educators need to know and be able to demonstrate. They are not the standards and competencies needed for specific professions and occupations within the early childhood field (see Introduction for more info).

The PA PSCECE will replace the CKCs in the Spring of 2022, once the PD Registry is updated to reflect the new Professional Standards and Competencies. During this transition time, OCDEL recommends all early childhood educators view the asynchronous course on the new Professional Standards and Competencies and become familiar them. PQAS instructors will continue to code courses in the PD Registry with the current CKCs. PD Registry training targeted to PQAS instructors on the new PA PSCECE will be available in the Spring 2022. This training will provide updated information on coding courses using the new Standards and Competencies.

Viewing options for the PA PSCECEs are included below.

There are a number of ways to view the PA PSCECE:

- Introduction to the Pennsylvania Professional Standards and Competencies for Early Childhood Educators
- Pennsylvania Professional Standards and Competencies for Early Childhood Educators (All 7 Standards in EXCEL format)
- Professional Standards and Competencies for Early Childhood Educators (Standards 1 – 6 in National format NOTE: Standard 7 must be viewed separately)
- Standard Seven Health and Safety (PDF version of Standard 7)
- Resources to Support Pennsylvania Implementation of the PA PSCECE

www.pakeys.org/get-professional-development/professional-competencies/early-learning-professional-competencies/
### 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.

<table>
<thead>
<tr>
<th>Standard Area</th>
<th>Standard</th>
<th>PA PSCECE Resource</th>
</tr>
</thead>
</table>
| 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:  
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/yrc/nov2019/understanding-anti-bias  
Cultural Development Podcast Series  
Cultural Humility Toward Cultural Competence Foundations: Family Centered Services  
http://www.eita-pa.org/professional-development/ |
Step 12 – Confirm Additional Course Details

Additional Course Details

Target Audience
- Administrators
- Directors
- Center Staff
- Family/Group
- Head Teacher/Lead Staff
- Early Intervention
- Parents/Guardians
- Home Visition
- Early Childhood/Health
- Pre-K Counts
- Coaches
- Trainers

 Ages Addressed
- Pre-Mental
- Infants
- Toddlers
- Preschool
- Pre-K/Kindergarten
- Kindergarten
- School Age
- Adult
Step 13 – Confirm Training of Trainers, Authorized Instructors, and Training Scheduler
Step 14 – Review

### Description
In this session, participants examine Developmentally Appropriate Practices and current components of DAP as it relates to observations. Child observation allows providers to understand the child and their behavior. Participants will examine the deeper reasons for observation, practitioner attitudes about observation, and how observation impacts child and family development.

<table>
<thead>
<tr>
<th>Hours/Credits/CEUs</th>
<th>Applies Toward</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 hour course</td>
<td>General Course</td>
</tr>
</tbody>
</table>

#### Course Level
- Child Development and Learning in Context (6 hours)
- Child Development and Learning in Context (3 hours)
- Child Development and Learning in Context (1 hour)

#### Course Type
- CDA Level I
- CDA Level II
- CDA Level III

#### Course Category
- Preschool
- Elementary

#### CDA Content Areas
- Social & Emotional Development (1 hour)
- Language Development (1 hour)
- Physical Development (1 hour)
- Cognitive Development (1 hour)

#### Target Audience
- Center Staff
- Family Group

#### Ages Addressed
- Infants
- Toddlers
- Preschool
- Pre-K
- Kindergarten

#### Prerequisites

Step 15 – Agree to Terms and Conditions and Submit for Approval

You agree to the following:

1. You agree that you will not use this software for any purpose that is illegal, unethical, or otherwise inappropriate.
2. You agree that you will not use this software in a manner that infringes on the intellectual property rights of any third party.
3. You agree to abide by all applicable laws and regulations.
4. You agree to respect the privacy of all users of this software.

Once you have agreed to these terms, you can submit your approval by clicking the 'Submit for Approval' button.
Step 16 – Ensure your course was submitted

Course Details

Observing Young Children: Look, Listen and Record!

- Course Submitted.
  - Your course was submitted successfully.

Course Details

Course Owner
- [Organization] - [Name]
- [Address]
- [Email]

Course Notes (0)

Course Reports
- Click the link below to view and print training materials in PDF format.
- Instructor Evaluation Course Summary
Step 17 – New course is created and awaiting approval

Below is a list of the courses for which you are the owner or have permission to schedule. Click on a course title to review approval status.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Owner</th>
<th>Course Status</th>
<th>Date</th>
<th>Expires</th>
<th>Trainers</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>122597</td>
<td>Observing Young Children: Look, Listen and Record</td>
<td>Tomorrow's Child Training</td>
<td>Submitted</td>
<td>3/21/2022</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>122512</td>
<td>Responding Sensibly with Toddlers and Preschoolers</td>
<td>Tomorrow's Child Training</td>
<td>Approved</td>
<td>3/19/2022</td>
<td>7/31/2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>122669</td>
<td>Observing Young Children: Look, Listen and Record</td>
<td>Tomorrow's Child Training</td>
<td>Approved</td>
<td>3/8/2021</td>
<td>7/31/2022</td>
<td></td>
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</tr>
<tr>
<td>122456</td>
<td>Problem Solving in Young Children</td>
<td>Tomorrow's Child Training</td>
<td>Approved</td>
<td>3/8/2021</td>
<td>7/31/2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>122056</td>
<td>Interactions in the Classroom: Asking the Right Questions</td>
<td>Tomorrow's Child Training</td>
<td>Approved</td>
<td>12/8/2020</td>
<td>2/15/2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>122059</td>
<td>Early Childhood Curriculum and Assessment</td>
<td>Tomorrow's Child Training</td>
<td>Approved</td>
<td>7/14/2020</td>
<td>2/15/2022</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Approval Process

• Team of reviewers will review courses in the order that they are submitted.
• The earlier you submit your course, the quicker it can be approved.
Course Status

- Submitted – Awaiting review from a member of the review team
- In Committee – Someone is looking further into the details of your course.
- In Process – The course creator is working on the course, but hasn’t submitted it. If this is the case, please make sure you submit your course so it can be reviewed.
- Revisions Required – The course creator must make revisions based on the feedback received for course approval.
- Approved – The course has been approved and events can now be scheduled.
- Declined – If a course is a duplicate, or the course owner decides not to continue with the approval review, the course will show as declined.
### Course Status

Below is a list of the courses for which you are the owner or have permission to schedule. Click on a course title to review approval status.

Click on the Events Tab above for the courses you own or those where you appear on the authorized instructors list.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Owner</th>
<th>Status</th>
<th>Date</th>
<th>Expires</th>
<th>Trainers</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>122097</td>
<td>Observing Young Children: Look, Listen and Record</td>
<td>Tomorrow's Child Training</td>
<td>Submitted</td>
<td>3/21/2022</td>
<td>7/31/2022</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>129112</td>
<td>Responding to Success with Infants and Toddlers</td>
<td>Tomorrow's Child Training</td>
<td>Approved</td>
<td>3/19/2022</td>
<td>7/31/2022</td>
<td>3</td>
<td>0</td>
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<tr>
<td>128668</td>
<td>Observing Young Children: Look, Listen and Record</td>
<td>Tomorrow's Child Training</td>
<td>Approved</td>
<td>3/8/2021</td>
<td>7/31/2022</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>128494</td>
<td>Problem Solving in Young Children</td>
<td>Tomorrow's Child Training</td>
<td>Approved</td>
<td>3/8/2021</td>
<td>7/31/2022</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>128080</td>
<td>Interactions in the Classroom: Asking the Right Questions</td>
<td>Tomorrow's Child Training</td>
<td>Approved</td>
<td>12/8/2020</td>
<td>2/15/2022</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>122009</td>
<td>Early Childhood Curriculum and Assessment</td>
<td>Tomorrow's Child Training</td>
<td>Approved</td>
<td>7/8/2020</td>
<td>2/15/2022</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
Thank you!

If you have any questions, please type them into the chat box.
where the tipsheets are?
Wise, Deborah, 4/4/2022
Questions?

E-mail the PD Registry help desk
  • registry@pakeys.org

Call the PD Registry help desk
  • 1-800-284-6031