Director Credential
Policies and Procedures

Pennsylvania Early Learning Keys to Quality

12/30/2010

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PENNSYLVANIA DIRECTOR CREDENTIAL
Introduction and Rationale

Pennsylvania Director Credential is designed to provide a standard by which to measure program and fiscal management and leadership abilities of early childhood and school-age directors and administrators. It is also a requirement of Keystone STARS continuous quality assurance program at the STAR three level. There are eight core knowledge areas and seventy-eight learning objectives for the Director Credential. Qualified early childhood and school-age professionals who do not participate in Keystone STARS program may take the Director Credential course from approved higher education institutions (http://www.pakeys.org/pages/get.aspx?page=Career_Degrees) and apply to Pennsylvania Key for award of the Director Credential certificate upon completion of the coursework or through the Director Credential Portfolio submission option.

Administering an early childhood or school-age program is a complex job that requires extensive skills, competencies, and knowledge of how children grow and learn; an understanding of child development, program administration, personnel supervision, leadership and job-related experience. Program directors are keys to providing quality and exemplary early childhood and school-age programs. The expectation that directors and administrators of these programs be well educated and **credentialed** is gathering momentum around the nation. In keeping with this growing national trend, Pennsylvania has developed the Director Credential program offered through approved institutions of higher education. The Director Credential coursework validates what program directors may already know and are doing; while challenging them to think and reflect about their work in creative and innovative ways.

As Pennsylvania continues to invest in early childhood education and school-age programs, and families continue to seek quality developmental and learning experiences for their children; it is critical that the field continues to expand leadership opportunities and promote program outcomes and competencies for those administering these programs. Research has tied program quality to director qualifications, skills and competencies (Fukkink, Ruben and Lont Anna (2007); D. Muijs, C. Aubrey and A. Harris (2004); Jill Bella and P.J Bloom (2003); P. J. Bloom and M. Sheerer (1992)). Increased demands today for program quality and accountability necessitates that early childhood and school-age program directors undergo tailored and high-quality professional development opportunities in leadership, program management and family engagement. Pennsylvania Director Credential is designed to provide for and be recognized as a standard by which to measure and validate the abilities and competencies of directors and administrators to administer high quality early childhood and school-age programs. Additionally, it represents a level of personal and professional accomplishments of directors and administrators, their professional contributions through demonstrated leadership and active engagement in professional endeavors beyond the scope of the daily operation of an early care and education or school-age program.

Rationale (i) Management Knowledge, Competencies and Skills:
Effective administration of an early childhood and school-age care programs necessitates a strong understanding of and foundation in basic business and management principles, including how to effectively manage and supervise program staff. "The leadership role of the program director or administrator is critical to the provision of high quality programs" (Pennsylvania CBK/PDR – Knowledge Area 8). As the individual responsible for the creation of efficient

management systems to implement the program mission and a learning environment that promotes the optimal growth and development of children, a variety of skills is needed. A program that is efficiently and effectively administered creates an environment that promotes high quality early childhood and school-age services for children and their families, and attends to the developmental and learning needs and desires of children, their families and staff. "Administrators need a solid foundation in the principles of management, including how to establish systems for smooth functioning and how to manage staff" (Pennsylvania CBK/PDR – Knowledge Area 8). Therefore, a commitment to acquisition of good business and management knowledge base and practices as well as the development of strong management competencies is very essential to providing quality experiences to children and their families..

Rationale (ii) Work Experience:
On-the-job experience is widely recognized as an important influence on a professional's career development. It also provides a basis for evaluating effective and ineffective practices. The work site is a powerful laboratory for learning and translating knowledge into deep, reflective understanding the needs of young children and their families and for skills development. Experience needs to be managerial and supervisory in nature and scope in an early learning or school-age care settings. Work experience and managerial/supervisory responsibilities includes educational, fiscal, facility, food program management, curriculum development and implementation, regulatory compliance management, hiring, supervising and mentoring staff, family support, marketing and public relations, leadership and advocacy.

Rationale (iii) Professional Contributions:
An effective administrator demonstrates leadership, as members of the early childhood and/or school-age profession, through active engagement and participation in professional endeavors beyond the daily routine of managing a program. Successful and effective directors identify and involve themselves as members of the early childhood or school-age community. They work as collaborators and leaders in the professional community to improve programs and enhance the quality of children's developmental and learning experiences. Administration, leadership and supervision require an active involvement in the field, such as the development and implementation of a systematic, intentional advocacy plan and demonstrated competence in articulating and engaging in informed advocacy for children, their families and the profession. Such advocacy endeavors will include advocating for sound professional practices and public policies for availability of accessible and high quality early childhood and school-age programs that foster positive development and sound foundation for learning for children.

Rationale (iv) Commitment to Lifelong Learning:
The early childhood or school-age program director is a model of lifelong learning and continuous quality program improvement. Active engagement in continuous, collaborative learning to inform practice is very essential. Research is very compelling about the positive effects on programming and children when professionals receive relevant professional development and education (Jill Bella and Paula Jorde Bloom, 2003, 1992). Early childhood and school-age program directors or administrators should indicate a strong orientation towards inquiry, reflective practice, self-motivation and continuing education both for themselves and their staff with positive effects on program management and staff supervision which, in turn, translates into positive outcomes for children.

Approaches to Obtaining the PA Director Credential

Qualified professionals of early learning or school-age programs in Pennsylvania seeking to obtain the Pennsylvania Director Credential have some options for achieving the requirements of the Director Credential. These individuals may obtain the Director Credential in one of two ways; either through approved coursework from higher education institutions or through the portfolio submission option as detailed below:

I. **COURSE WORK**
    Take college credit courses from an approved director credential institution of higher education. (http://www.pakeys.org/pages/get.aspx?page=Career_Degrees)
    a. Qualified professionals with Associate degrees are required to enroll in the Director Credential courses that are offered
        i. for college credit.

    b. Qualified professionals with Bachelor's degrees or above are required to take the Director Credential course
        i. for college credit.

    c. Qualified candidates, who successfully complete the Director Credential coursework at an approved higher education institution, submit application for award of credential with a non-refundable application processing fee of $25.00.

II. **PORTFOLIO**
Qualified candidates with a Bachelors degree or above may earn the Director Credential through a portfolio assessment option instead of taking the Director Credential courses from approved higher education institution.

The Portfolio represents evidence of professional development and demonstrates a candidate's competency in the eight core knowledge areas as a director of an early childhood or school-age program. The Portfolio protocol is designed for experienced directors/administrators who have acquired competency through prior learning and life experience. It involves documentation of knowledge, skills and attitudes through submission of artifacts and reflective discussion about the learning process. The review process is largely based on this compilation of documents. Documents and materials in the portfolio will be rigorously assessed by the Director Credential Peer Reviewers to determine whether the candidate has attained a sufficient level of competency to be awarded the Director Credential without formal training and coursework. Directors and administrators should have an understanding of the Director Credential "Core Knowledge Areas" and learning objectives before deciding to submit a portfolio for assessment. The Core Knowledge Areas are: Child Growth and Development, Curriculum, Learning Environment and Experiences, Families in Society, Child Assessment, Communication, Professionalism and Leadership, Health, Safety and Nutrition, and Program Organization and Administration.

    a. Candidate submits a portfolio for assessment to Pennsylvania Key.
    b. Details of the Director Credential Portfolio submission option can be assessed and downloaded from PA Keys' website. (http://www.pakeys.org/pages/get.aspx?page=Career_Degrees)

Application Process

The Director Credential process comprises five phases:

- Inquiry
- Candidacy
- Portfolio Review/Assessment
- Director Credential Application
- Credential Renewal

Phase I: INQUIRY

Prospective candidate, upon inquiring about the Director Credential and/ or portfolio process, are directed to the Pennsylvania Key's website for downloadable information that will include the Director Credential Policies and Procedures, Application, the Director Credential Learning Objectives and a list of approved Director Credential program institutions of higher education.

Phase II: CANDIDACY

There are two options to obtain the Pennsylvania Director Credential certificate. Candidate reviews the application materials and decides to apply to either enroll in the Director Credential course of study at an Office of Child Development / Pennsylvania Key's approved college or university or submit a portfolio for assessment in lieu of the coursework.

Phase III: Director Credential Application

Candidate applies to Pennsylvania Key for award of the Director Credential certificate upon successful completion of the Director Credential course work at an approved Director Credential program institution of higher education, and meets education and experience requirements as stated in the Initial (Practitioner) Application.

Phase IV: Portfolio Review and Assessment

Upon deciding to apply for the Director Credential through portfolio submission option, candidate submits completed application form with portfolio and all supporting documents to Pennsylvania Key for assessment and review by the Director Credential Peer Reviewers. The Director Credential Reviewers assess portfolio applications and make recommendations to Pennsylvania Key to award, defer or deny the Credential. Pennsylvania Key awards the Director Credential to individuals who have successfully met the requirements necessary to obtain the credential.

Phase V: Director Credential Renewal

The Director Credential is valid for five years from the date of award of the initial credential, after which it is renewable every five years.*

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* Director Core Certificate (now Pennsylvania Director Credential) awarded prior to July 1, 2006 will be renewed as Pennsylvania Director Credential Certificate, effective June 30, 2010.

Director Credential Renewal Guide

1. Submit to PA Key a completed renewal application form with a $125.00 non-refundable fee.The Director Credential Renewal application requires that you provide documentation of the following:

✓ PA Director Credential awarded by PA Pathways **OR** PA Key. (Attach copy)
✓ Professional Development Requirement - When considering how to plan for your professional development, make sure to plan for this intentionally. Use your site's CQI plan, your PDR, your strategic plan, Professional Reflection Tool or any other sources of evidence that support your professional growth while keeping your program's identified needs in mind.
   • 3 credit college course- Suggested courses may include: NISL-ECELI, Action Research, Leadership, etc. West Chester University will award 3 graduate academic credits to those interested for complete participation in the NISL/ECELI.
   • In order to meet your 90 hours of professional development, your primary source of evidence in analyzing your areas of growth should be your PDR. Event topics you may want to consider when looking for community based/non-credit PD may include the following:
      o Developing a risk management plan
      o Developing and implementing a strategic plan
      o Marketing strategies
      o Budgeting
      o Topics on Human Resource Management
      o Topics on supporting families
      o Topics on cultural competency
      o Mind in the Making (MITM)
      o Inclusive Practices
      o Links to Learning Series (School Age Topics)
      o Using Portfolios to Bring Out the Best in School-Age Children
      o Implementing an Action Research Project (Documentation Tool in Appendices)
      o Working with non-profit boards
      o Grant Writing/Fundraising
      o Leadership
      o Advocacy
      o Program Accreditation- (Note that if you select this topic, you will need to have a letter from your local AEYC or other accrediting body to verify your hours and the tasks you personally accomplished during the accreditation/re-accreditation process.)

✓ Develop professional goals and pedagogy statement using the Director's Professional Reflection Tool with Rubric (see appendices in Director Credential Renewal Application on PA Key's website – http://www.pakeys.org/pages/get.aspx?page=Career_Degrees)

- ✓ Submit five sources of evidence of your professional contributions to the field in the last five years. Each documentation should be in a 150-word, double-spaced typed format and includes the purpose, activity, participants/audience and outcomes related to the activity (see details in the appendices of the Director Credential Renewal Application).

- ✓ Provide documentation of current membership in an early childhood professional organization at the local, state, or national level.

2. **Complete application must be received 90 days prior to expiration date on Director Credential certificate.**

3. Completed renewal application, all supporting documentation, and a $125 non-refundable renewal application fee must be submitted to:

Pennsylvania Key
Director Credential Program
200 N. Third St., 3rd Flr.
Harrisburg, PA 17101

The Pennsylvania Key will process, verify, and assess the application and supporting documentation. If approved, applicants' Credential will be renewed.

APPLICATION FOR GRADUATE CREDIT FOR THE PIL-NISL EARLY CHILDHOOD EXECUTIVE LEADERSHIP INSTITUTE

West Chester University

NAME (Please print) _____

STREET ADDRESS _____

CITY, STATE AND ZIP _____

TELEPHONE _____ E-MAIL _____

INSTITUTE START DATE AND LOCATION _____

PRIOR to the Institute, notify the COE Office of Grants & Partnerships that you want to receive graduate credit by contacting Charlotte Harris at charris@wcupa.edu or 610-430-4172.

AFTER you have completed day five of the Institute, submit the following with this application form:
- A check in the amount of $555.00 payable to WCU College of Education
- Verification of Institute attendance and completion of Institute requirements

   Submit to: WCU College of Education, Office of Grants and Partnerships, Recitation Hall 201, West Chester, PA 19383

The Department of Early and Middle Grades will register you for ECE 598 (Workshop in Early Childhood Education: Early Childhood Executive Leadership) and will award you three credits for the course. The course will be posted to your transcript.

Please note: Graduate credit will be awarded through WCU's portfolio assessment process. **If you intend to transfer ECE 598 to another institution, it is your responsibility to check their policy regarding graduate credit through portfolio assessment.**

_____   _____
Student Signature   Date

For COE use:
Amt received $_____ Date_____   Staff Initials_____

Date course posted to transcript_____ Faculty
Initials_____

2/30/10

APPENDICES

APPENDIX 1: The PA Director Credential

A growing body of research on child and brain development, demonstrates that high quality early education programs improve children's school readiness and later outcomes in school and in life. Over the last decade or more, the early childhood research and literature has also confirmed that the director's or administrator's leadership and administrative abilities are primary indicators and cornerstone for growing a quality program and that directors and administrators of children's programs play a critical role in the production of high quality developmental and learning experiences and services for children and families.[1]

The Early Childhood or School-Age program director or administrator is the individual responsible for planning, implementing, directing and evaluating the ongoing daily operation of the program, and supervision of curriculum and of staff. The role and responsibilities of the program director or administrator covers both leadership and management functions. The leadership functions of the program director include helping the organization clarify and affirm values, articulate a vision, set program goals and plan implementation of program goals. The managerial functions of a director involve the day to day operational tasks and setting up systems to implement the organization's mission.

Included in the functions of the program administrator are the following:
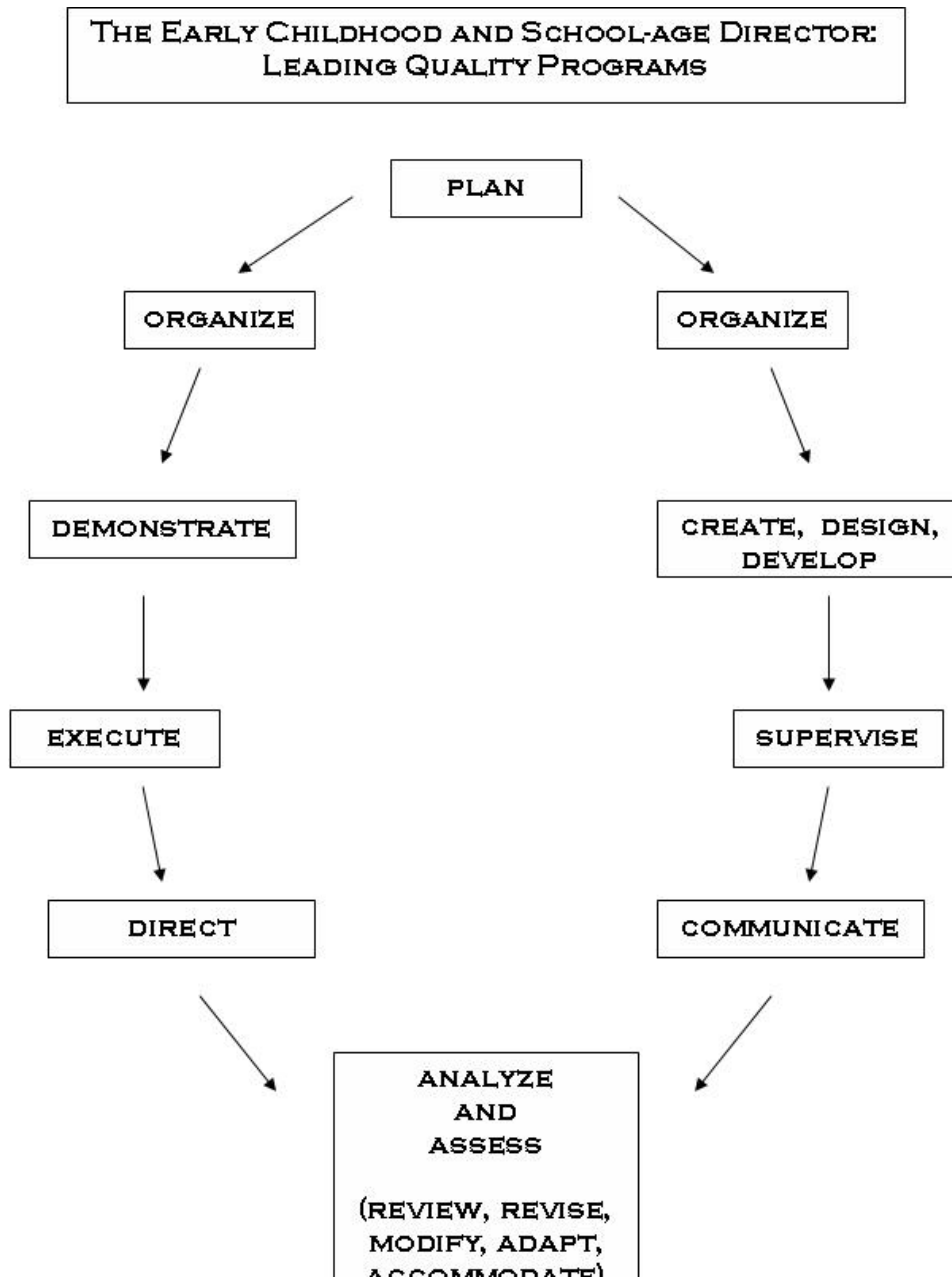- Pedagogy – The director creates an learning community for children and adults that promotes optimal child development and healthy families.
- Organizational development and systems – Establish systems for smooth program operation; manage and motivate staff to implement the program's mission; plan and manage the program's finances; manage change within the organization and establish systems to monitor, analyze, assess program performance and manage the physical facility.
- Human Resources – Recruit, hire, supervise, develop and establish mechanisms for retaining staff and be a role model for staff in affirming program values and promoting a shared vision.
- Collaboration – Establish partnerships with program staff, families, board members, community representatives, civic leaders, and other stakeholders to design and improve services for children and families.
- Advocacy – Take action and encourage staff and others to work on behalf of high-quality programs and services that meet the individual needs of children and families.[2]

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[1] Fukkink, Ruben G. and Lont Anna (2007), Does Training Matter? A Meta-Analysis and Review of Caregiver Training Studies in Early Childhood Research Quarterly, Vol.22, No.3; M. Welch-Ross et al.,(2006) "Improving Connections Between Professional development Research and Early Childhood Policies," in *"Critical Issues in Early Childhood Professional Development*, ed. M. Zaslow and I. Martinez-Beck, M. Muijs et al., (2004) "Effective Leadership and Management in Early Years"; Bloom, P.J. and M. Sheerer (1992) "The Effect of Leadership Training on Child Care Program Quality", Early Childhood Research Quarterly, 7.
[2] NAEYC, 2005, Early Childhood Program Standards and Accreditation Criteria.

The way a program is administered affects all the interacting complex components within the program. High quality programming requires effective governance structures, knowledgeable and excellent leadership and well-functioning administrative policies, procedures, and systems. Effective administrators of early childhood and school-age programs create an environment that facilitates the provision of high quality early education and developmental experiences for children. They must have a clear, informed vision of what they want their program to become and encourage, motivate and lead the program staff to develop and implement realistic and purposeful goals as they explore the possibilities of achieving and maintaining program quality.

The PA Director Credential is, therefore, designed to provide for, measure and validate the program management, fiscal management, leadership and advocacy skills necessary to administer high quality early childhood and school-age programs. In addition, it represents a level of personal and professional accomplishment of directors and administrators, and their professional contributions through demonstrated leadership and active engagement in professional endeavors beyond the scope of the daily operation of a program. Effective administration also includes excellent communication strategies among all involved people, positive community relations, fiscal soundness, a supportive workplace with stable staff and attention to the needs and working conditions of all program personnel.

THE EARLY CHILDHOOD AND SCHOOL-AGE DIRECTOR:
LEADING QUALITY PROGRAMS

PLAN

ORGANIZE   ORGANIZE

DEMONSTRATE   CREATE, DESIGN, DEVELOP

EXECUTE   SUPERVISE

DIRECT   COMMUNICATE

ANALYZE
AND
ASSESS

(REVIEW, REVISE,
MODIFY, ADAPT,
ACCOMMODATE)

12/30/10

DIRECTOR CREDENTIAL LEARNING OBJECTIVES

There are eight core knowledge areas and seventy-eight competencies/learning objectives in the Director Credential program.
Candidates completing requirements for PA Director Credential will be able to:

KNOWLEDGE AREA 1: Child Growth and Development

D1C2   Use/demonstrate knowledge of domains of child development to meet the developmental needs of all children, including early childhood ages, school-aged, children with special needs and diverse backgrounds

D1C2   Use/demonstrate knowledge of brain development to facilitate children's learning, socio-emotional development, and self-regulation

D1C2   Adopt the systems in place used to support reciprocal communication strategies with families about child development including individual children's abilities, interests, and needs

D1C2   Use information about program schedules and curriculum responsive to individual needs of children and families to inform decisions

D1C2   Illustrate/apply the ways in which evidence based practices support child development through program scheduling, creation of responsive curriculum, and play

D1C2   Select appropriate grouping of children, staff assignments, and transitions based on children's age, development, culture, language, and ability differences

D1C3   Develop and evaluate program curriculum and environments using the PA Early Learning Standards and the State Academic Standards as a framework based on the developmental needs of the children in your care

D1C3   Evaluate appropriateness of program curriculum in terms of PA Early Learning Standards and the State Academic Standards as it applies to each child

D1C3   Create expressive experiences aimed at progress and mastery

KNOWLEDGE AREA 2: The Environment, Curriculum, and Content

D2C2   Adopt intentional, evidence-based framework to design environments, curriculum, and teaching strategies or modify existing ones based on the Early Learning Standards and the Academic Standard; and targeting children's approaches to learning through play, social interactions, creativity, initiative, persistence, problem solving, and decision making

D2C2   Provide opportunities for teaching staff to implement the intervention strategies and content goals in children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs), daily activities and routines; and cooperate with early intervention and special education personnel in support of children with differing abilities

D2C2 Document and communicate the ways in which environment and curriculum support play and enhance children's connectedness, pro-social development, and foster children's self esteem, confidence, competence, and self regulation

D2C3   Create opportunities for staff and families to generate individual learning goals for children which include play experiences

D2C3   Collect data and analyze learning environments to ensure that accommodations and adaptations are consistent with the needs of all learners

D2C3   Analyze a variety of curriculum models and advocate for developmentally effective and evidence-based programming

D2C3   Create supportive systems for ongoing evaluation and continuous quality improvements to the curriculum, including the learning environment

D2C3   Design and implement learning environments based on principles of universal design that are responsive to children's ages, abilities, interests, home culture, and language and support the adaptations and accommodations of children's Individual Education Plans (IEPs) and Individual Family Service Plans (IFSPs)

D2C3   Evaluate program staff's current teaching-learning skills and strategies and cooperatively design ways to support their professional development, extend their learning and enhance their teaching-learning effectiveness

KNOWLEDGE AREA 3: Families in Society

D3C2   Implement multiple strategies and create varied opportunities to work collaboratively with families, school districts and other stakeholders

D3C2   Use/demonstrate an understanding of the impact of poverty and disability on child development and family systems to provide quality services

D3C3   Design and apply multiple strategies to involve families in the program, including, but not limited to, conferences, parent handbooks, group activities, and community events

D3C3   Create and implement a plan describing procedures that include families in the referral process to appropriate social, mental health, educational wellness and medical services

D3C3   Design and implement plans and procedures using multiple strategies to involve and work collaboratively with diverse families in a variety of ways including: engaging families, addressing barriers, facilitating referrals to schools, responding to diverse community interests, and mobilizing community resources

D3C3   Use/apply an understanding of diverse family cultures to evaluate ways to enrich program offerings, materials, staff-child groupings, school readiness, and seamless transition strategies

D3C3   Evaluate challenging family issues including, but not limited to, divorce, abuse, unemployment, deployment, and inclusion, and create and utilize multiple, strength-based strategies to educate and assist families and staff with these issues

KNOWLEDGE AREA 4: Child Assessment

D4C2   Support teaching staff in the application of/Apply appropriate methods of child assessment in line with Early Learning Standards, Academic Standards, Assessment Anchor Content Standards and Pennsylvania required child assessment systems

D4C2   Assist staff in utilizing child assessment data in curriculum planning with reference to the Early Learning Standards and Academic Standards

D4C3   Design and implement staff professional development plans for improving staff assessment skills and implementation of assessment procedures to improve program quality and professional practices

D4C3   Evaluate all assessment tools to ensure that they are fair and free of cultural and stereotypical biases

D4C3   Design and implement strategies to build partnerships with families for effective child assessment

D4C3   Evaluate child assessment data to recognize when further evaluation by another professional is indicated

D4C3   Create strategies to support staff's use of formative, summative, benchmark and diagnostic assessments, including child observation, in making decisions about curriculum design and teaching strategies based on assessment data

KNOWLEDGE AREA 5: Communication

D5C2   Navigate Pennsylvania's diverse systems of communicative technologies which provides practitioners with professional data such as: Early Learning Network (ELN) system and the Pennsylvania Key website, www.pakeys.org

D5C2   Apply effective techniques and resources to communicate and negotiate across potential cultural and linguistic barriers (e.g. both verbal and print messages, translations into primary family language, signing and/or assistive devices as appropriate)

D5C3   Design strategies to provide opportunities for team discussion and decision-making with staff and families

D5C3   Design and implement an evidence-based framework for responsive internal and external communication with diverse families, staff, children, schools, and communities that addresses various communication styles, elaborates resources, recognizes barriers, uses current technology, and models cooperative communication for mediating challenging situations

D5C3   Develop a framework for reciprocal communication with families to learn about children's individual abilities, interests, and needs

D5C3   Analyze and evaluate program communication components to determine systems functionality, communication patterns, opportunities, and barriers, and continuous improvement strategies

D5C3   Analyze program approaches with sensitivity to meeting the needs of diverse families including ELL, families with low socio-economic opportunities, families from various cultures, families leading alternative lifestyles, and families who have ability differences to refine, modify, and improve communication

KNOWLEDGE AREA 6: Professionalism and Leadership

D6C2   Demonstrate professional behavior and skills

D6C2   Demonstrate ethical behavior, set standards and expectations for staff and act as role model

D6C2   Use available local, state and national resources that establish regulatory and professional standards for quality programs

D6C2   Apply multiple strategies to promote professionalism among staff, including participatory management style that values knowledge and experience of all staff members

D6C2   Build linkages which support children's needs with early intervention and special education personnel

D6C2   Apply privacy and confidentiality practices to all real-life situations, including, but not limited to, developing program policy, staff professional development and record keeping system

D6C2   Demonstrate the ability to design and use action research that can be used to improve individual or program quality, inform practice, remediate problems, and discover solutions for challenging situations

D6C2   Apply organizational theory and use the appropriate leadership style to lead staff through the processes of program evaluation, quality improvement, and professional development

D6C2   Apply knowledge of credentialing, teacher certification and induction to be used when mentoring and advising program staff on their professional growth and development

D6C3   Support staff in the use of the PA Professional Development Record, referencing the Career Lattice to advance professional development

D6C3   Create a philosophy on early childhood education based on current child development and family research, and best practices

D6C3   Create a vision and mission for a high quality program for children and families

D6C3   Lead and support staff in implementing the program vision and mission through interpretation and communication of the programs' philosophy to advocate for children, families, staff, and board, if applicable, to meet strategic goals

D6C3   Evaluate personal values, skills, and leadership styles

D6C3   Advocate for children, families, and the early childhood community to appropriate stake holders and decision makers

D6C3   Systematically create and maintain a professional, inclusive, collaborative and trusting environment in the workplace

KNOWLEDGE AREA 7: Health, Safety, and Nutrition

D7C2   Develop and implement an evidenced based framework to ensure compliance with current health, safety, and nutrition standards including, but not limited to:
- monitoring health and safety
- mandated reporting
- nutrition records and practices
- identifying community health resources
- ensuring appropriate exchange of staff and child health information
- preparing safety and emergency management plans

D7C2   Identify and use community health resources to benefit children, families, staff and the program

D7C2   Develop procedures to ensure appropriate exchanges and maintenance of staff and child health information

D7C3   Develop, implement, and assess programs and policies that are compliant with local, state, and national standards, and best practices and include health activities in daily curriculum for every child

D7C3   Evaluate policies and procedures for continuous monitoring of the environment, both indoor and outdoor, for health and safety hazards

D7C3   Analyze policies and support systems to minimize staff illness and injury

D7C3   Evaluate program menu and food policies to ensure nutritional value of snacks and meals; and inclusive of children's nutritional needs

D7C3   Assess current practices for effectiveness and conformity with national health and safety standards for child care (Caring for Our Children, American Academy of Pediatrics, American Public Health Association, Maternal and Public Health Bureau, Health Resources and Services Administration,
United States Department of Health and Human Services) and institute corrective actions where needed, including determining the need for, obtaining, and using the help of outside expertise

KNOWLEDGE AREA 8: Program Organization and Leadership

D8C2   Organize program operations based on the programs' vision, mission and strategic plan

D8C2   Cultivate multiple strategies for staff hiring, developing, motivating, retaining and appropriate separation that are in compliance with applicable state and federal hiring/labor laws, anti-discrimination laws, tax codes, contracts liability, and ADA

D8C2   Convene and facilitate staff meetings to support program priorities and promote positive group dynamics

D8C3   Create and monitor a program budget based on needs and resources

D8C3   Develop and communicate policy and procedure documents that are compliant with local, state and national standards, and best practices

D8C3   Create a mechanism for making decisions critical to program operations

D8C3   Design, implement, and evaluate models for staff supervision

D8C3   Supervise and evaluate staff performance based on job descriptions, staff policies and the Core Body of Knowledge (CBK) , and cooperatively formulate individual plans using the Professional Development Record (PDR)

D8C3   Assess the program operations formatively to ensure quality and compliance and to measure the achievement designated outcomes

D8C3   Develop, review, and revise job descriptions, staff policies, and performance review procedures as necessary

D8C3   Monitor, assess, and facilitate the professional development of staff in line with program and individual needs

D8C3   Create systemic network among program staff for sharing and responding to professional development information, program improvement suggestions, and other resources to enhance program quality

D8C3   Analyze and manage fiscal operations to ensure a balance between revenue and expenditures

D8C3   Implement and assess strategies that support all transitions

D8C3   Implement and revise (as necessary) risk management policies and procedures in compliance with required guidelines

APPENDIX 2:
Glossary of Terms

1. **Candidate:** An early childhood or school-age professional who submits a Director Credential portfolio application along with supporting documents

2. **Portfolio:** Documentation of the candidates competency as an experienced early childhood or school-age professional, submitted for review and assessment, in lieu of the Director Credential coursework from an Office of Child Development & Early Learning (OCDEL) /PA Key approved higher education institution, and include a current resume, professional development plan, etc. (See Portfolio Guidelines for details

3. **College Coursework:** Courses completed in an accredited institution of higher education that has been approved by the Office of Child Development & Early Learning (OCDEL) and Pennsylvania Key to offer the Pennsylvania Director Credential program

4. **ECE Credits:** College credits from an accredited institution of higher education that have core contents specific to Early Childhood or School-age Education

5. **Competencies:** There are eight (8) core knowledge areas (Competencies) which are further broken down into seventy-eight (78) learning objectives that candidates for the Pennsylvania Director Credential certificate must master to be assessed for the award of the credential

6. **Related Degree:** Related degrees include the following disciplines – Human Development, Psychology, Sociology, Social Work, Education (excluding Secondary Education), Early Intervention, Nursing, Home Economics/Family and Consumer Science, Recreation, Child and Family Studies, and Business **(See Pennsylvania Early Learning Keys to Quality Career Lattice)**

7. **Core Body of Knowledge (CBR):** The essential areas of knowledge needed for working effectively with children, birth through twelve years of age, and their families **(Access and download from PA Keys' website at www.pakeys.org)**

8. **Experience:** Experience should be managerial and supervisory in nature and scope. Documentation of job duties and responsibilities must support an array of managerial and supervisory responsibilities, including fiscal, facilities, food program management, hiring, supervising and mentoring staff, staff professional development planning, curriculum development, educational, regulatory compliance, family engagement/involvement and support, marketing and public relations, leadership, advocacy, single or multi-site management

9. **Director/Administrator:** The term "director" or "administrator" is inclusive and represents a variety of titles used in early childhood and school-age settings to describe the role of professionals in leadership positions.