

Keystone STARS Core Series Training—FY 05/06

Core Body of Knowledge (CBK)/Professional Development Record (PDR) Training for Directors and Home-Based Providers

(D6/H6 C2 60) – 3 hours

MEETS THE REQUIREMENTS OF THE KEYSTONE STARS CORE TRAINING SERIES. This session provides directors/home-based providers with an introduction to the CBK and PDR. Participants will learn how the PDR can be used to help staff assess and chart their education, training needs, and accomplishments.

Continuous Quality Improvement (CQI)/ Facility Training Plan (FTP) Training (D8/H8 C2 96) – 3 hours

MEETS THE REQUIREMENTS OF THE KEYSTONE STARS CORE TRAINING SERIES. This training will provide a child care director/home-based provider with the knowledge and skills required to develop a facility training plan and a continuous quality improvement plan, which are integral parts of a program's overall continuous quality improvement process. It will enable a director/home based provider to use various sources of information to identify areas needing improvement. Further, it will show how training and technical assistance are methods that can be used to enhance quality. ***The CBK/PDR Training for Directors and Home-based Providers and a required ERS course are pre-requisites for this course.***

ECERS-R Required Course

(K8 C2 96) – 5 hours

This training meets the needs of child care providers participating in the Keystone Stars child care quality initiative who are required to conduct an ERS self-assessment of their early childhood classrooms. The required 5-hour training teaches participants how to score. Participants need to understand and be able to accurately score in order to conduct the self-assessment. Participants will learn about the indicators of quality in early childhood settings, how the scale measures quality, and how to use the scale as a self-assessment tool. You should attend the training that satisfies the requirement of the Keystone Stars performance standards for your facility. Group day care home providers should check with the Regional Key office for clarification of which ERS training they are required to take.

ITERS-R Required Course

(K8 C2 96) – 5 hours

This training meets the needs of child care providers participating in the Keystone Stars child care quality initiative who are required to conduct an ERS self-assessment of their infant/toddler classrooms. The required 5-hour training teaches participants how to score. Participants need to understand and be able to accurately score in order to conduct the self-assessment. Participants will learn about the indicators of quality in infant/toddler settings, how the scale measures quality, and how to use the scale as a self-assessment tool. You should attend the training that satisfies the requirement of the Keystone Stars performance standards for your facility. Group day care home providers should check with the Regional Key office for clarification of which ERS training they are required to take.

SACERS Required Course (K8 C2 96)- 3 hours

This training meets the needs of childcare providers participating in the Keystone Stars childcare quality initiative who are required to conduct an ERS self-assessment of their school age classrooms. The required 3-hour training teaches participants how to score. Participants need to understand and be able to accurately score in order to conduct the self-assessment. Participants will learn about the indicators of quality in school age settings, how the scale measures quality, and how to use the scale as a self-assessment tool. You should attend the training that satisfies the requirement of the Keystone Stars performance standards for your facility. Group day care home providers should check with the Regional Key office for clarification of which ERS training they are required to take.

FDCRS for the Home-Based Provider (K8 C2 96) – 3 hours

This training meets the needs of home-based providers who are located in a residence and participating in the Keystone Stars childcare quality initiative. Participants will learn about the indicators of quality in early childhood settings, how the scale measures quality, and how to use the scale in developing a quality improvement plan. Group day care home providers should check with the Regional Key office for clarification of which ERS training they are required to take.

ITERS-R Supplemental Short Course (K8 C2 96) – 3 hours

This training serves as additional information for Keystone Star providers in mixed age settings who have completed the ECERS-R course and are interested in using the ITERS-R for classrooms with infants/toddlers to determine quality improvement efforts. Participants will learn about the specific quality indicators on the relevant scale(s) to conduct self-assessments of all age groups in the facility. **Note: A required ERS course is a pre-requisite for this course.**

Child Observation Training:

Child Observation Level 1: The Basics of Observing Children (K4 C1 41) – 2 hours

An introductory two-hour workshop that deals with the various elements of doing observation in family, group or center cares settings. Topics will include: reasons for observing, planning and preparing to observe, and the introduction to four observation methods. Considerable time will be devoted to developing skills in the use of each of the four methods.

Child Observation Level 2 – Unit 1: Observing Young Children’s Development (K4 C2 41) – 2 hours

This training will help you learn how to use your observations to learn about and support children’s development. Go through steps of IDEAL.

Child Observation Level 2 – Unit 2: Using Observation to Support Individual Children’s Development (K4 C2 41) – 2 hours

This training will help you learn how to use your observations to learn about and support an individual child’s development.

**Child Observation Level 2 – Unit 3: Using Observation to Support Individual School-Age Children’s Development
(K4 C2 41) – 2 hours**

This training will help you learn how to use your observations to learn about and support individual school-age children’s development.

**Child Observation Level 2 – Unit 4: Observing as a Tool to Guide Classroom Structure and Daily Planning
(K4 C2 42) – 2 hours**

This training will focus on how to use observations to continually observe the program, evaluate its effectiveness, and make changes based on the observations.

**Child Observation Level 2 – Unit 5: Using Observation to Create Responsive School-Age Environments and Activities
(K4 C2 42) – 2 hours**

This training session will focus on using observations to plan the school-age program and set up the best possible environment for school-age children.

**Child Observation Level 2 – Unit 6: Sharing Your Observation with Parents, Team or School-Age Children
(K4 C2 41) – 2 hours**

This training session will focus on using observation to share or communicate observations in a positive way with parents, team members, or school-age children.

**Child Observation Level 3: Implementing and Supporting Observation of Children in Your Center
(Other C2 T6) - 3 hours**

This workshop is designed to provide adult learning skills and strategies to directors to enable them to present Child Observation Level 1 and Child Observation Level 2 (6 units) training events to staff. **Child Observation Level 1, The Basics of Observing child is a pre-requisite for this event.** *Note: This event is required for directors seeking approval for Director-Trainer status.*

Literacy Training:

Literacy Module 1: Language Development and Literacy Learning (K1 C1 03)—3 hours

This training presents introductory information about the important role that receptive and expressive language development plays in literacy learning. The following topics will be discussed within the context of classroom application: language and literacy terms; experiences important for children to become literacy learners; examples of literature genre; literacy characteristics at different developmental levels; and literacy needs for children at different development levels.

Literacy Module 2: Literacy Skills and Literacy Competencies (K2 C1 16)—3 hours

This training focuses on the essential elements as identified by the National Research Panel, including print awareness, phonological awareness, alphabetic principle, vocabulary, and comprehension. The following topics will be discussed within the context of classroom application: literacy skills children need to be successful; strategies for helping children develop concepts of print; framework for literacy learning; developmental milestones of literacy development; and opportunities for writing experimentation.

Literacy Module 3: Research-Based Literacy Practices (K2 C2 16)—3 hours

The importance of keeping current with research in language and literacy learning will be addressed with particular focus on applying research in classroom practices. Topics to be discussed will include: the role of research in literacy learning; the role of the early childhood professional in literacy learning; the role of relationships in motivating children to become successful literacy learners; the ways in which oral language contribute to literacy success; and specific roles that families play in literacy development.

Literacy Module 4: Creating Environments and Curricula for Literacy Learning (K2 C2 16)—3 hours

The role of the environment in setting the stage for the development of literacy learning will be highlighted. Classroom application in the following areas will be addressed: environments that support literacy development; literacy-rich learning environments; early childhood classrooms for literacy learning; literacy curriculum; and literacy-rich daily schedules.

Business Practices Training:

Human Resource Management, Legal Issues and Risk Management (K8 C2 94) – 6 hours

The focus of this training is on making sound hiring and staffing decisions. Topics to be discussed will include: legally correct employment interviews, developing a personnel policy manual, developing effective job descriptions, and using performance appraisals as effective tools for enhancing employee performance

Marketing Concepts and Strategies for the Child Care Provider (K8 C2 9) – 6 hours

This session will focus on basic marketing concepts and how to apply them to childcare programs. Participants will learn how to analyze their own organization's mission, culture and programs and develop marketing strategies for the services they offer. Customer feedback, competitive analysis and the elements of a marketing plan will be discussed.

Accounting, Budgeting and Financial Management (K8 C2 95) – 6 hours

This training will provide childcare managers with the necessary tools to understand the financial components of operating a child care program. Participants will explore the types of information needed to prepare a budget, develop a one-year operating and related budgets, and determine how to establish a sound financial record-keeping system.

Emergency Preparedness

Emergency Preparedness in Child Care Centers: Developing the Plan

(D7 C2 76) (1 1/2 hour training)

Description: All child care facilities in Pennsylvania are required to have a written plan to use if an emergency occurs. What's involved in writing that plan? What kinds of emergencies should be considered? This workshop will take a step-by-step approach to writing an emergency plan for child care centers and group homes, including what is required to be included in the plan and other factors to consider.

Emergency Preparedness in Family Child Care Homes: Developing the Plan

(H7 C2 76) (1 1/2 hour training)

Description: All child care facilities in Pennsylvania are required to have a written plan to use if an emergency occurs. What's involved in writing that plan? What kinds of emergencies should be considered? This workshop will take a step-by-step approach to writing an emergency plan specifically for family child care homes, including what is required to be included in the plan and other factors to consider.

Description for the Emergency Preparedness Self-Directed Unit on Updating and Reviewing the Plan with Staff (no training credit is awarded)

Emergency Preparedness in Child Care Centers

Part 1: Updating the Plan

Description: A step-by-step self-study guide for child care directors to use to annually update the emergency preparedness plan for a child care center or group home. Includes a list of important considerations, tips from other directors who have completed or needed to use a plan, and notes to make sure the updated plan meets state regulations.

Part 2: Reviewing the Plan with Staff

Description: A guide for child care directors or supervisors to use to familiarize staff with the child care center or group home's emergency preparedness plan. Includes a detailed script for covering important information, scavenger hunt to involve staff, requirements to meet state regulations, and suggested questions to start discussions.