

**APPLICATION FOR TECHNICAL
ASSISTANCE CONSULTANTS**

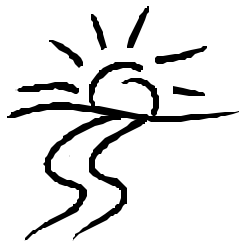
TQAS

Trainer Quality Assurance System

**Pennsylvania
Pathways**



Professional Development for Child Caregivers



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Please make sure that you have included the following information with this application. Incomplete applications will be returned to you. Questions can be answered by calling (800) 492-5107.

- A current resume detailing background and experience in as a professional.
- A copy of transcript(s) showing the award of educational degrees and/or pertinent certifications/licenses. Trainers with a high school diploma or GED must submit a copy of their diploma or GED. Other documents as related to training in adult education principles should be submitted where appropriate.
- Letters of reference from individuals who can attest to the ability of the applicant to provide technical assistance in his/her area(s) of expertise and practice of adult educational principles. Certified TA Consultants are required to submit two letters. One letter of reference is required of Specialty Discipline TA Consultant applicants.
- Verification that the applicant has participated in the PA Pathways Orientation to the TQAS. Options for completing this training include: a) a 6-hour workshop that PA Pathways training organizations sponsor through out the state or b) an on-line version of the orientation that can be accessed from the PA Pathways website. Information about both events is available on the PA Pathways website at www.papathways.org.
- The signed TQAS Applicant Assurance form attesting to the following:
 - a) The applicant has read and will abide by the NAEYC Code of Ethical Conduct, Supplement for Early Childhood Educators;
 - b) The applicant has no history of regulatory violations;
 - c) The applicant has no history of misrepresentation of credentials, or unethical conduct as it relates to Pennsylvania Pathways;
 - d) The applicant has not been found guilty of, pled guilty or nolo contendere to, or received probation without verdict with respect to the list of criminal offenses in Pennsylvania's Child Protective Services Law; and
 - e) The applicant affirms that the information and the supplemental documentation provided are true and correct to the best of the applicant's knowledge.
- A sample or TA service plan demonstrating the applicant's ability to design at least a two-hour technical assistance plan for a specified target group that a) has an overall goal, clear and concise objectives for technical assistance, and an outline of content that is consistent with the PA Core Body of Knowledge, b) utilizes training methodology, group process skills, and presentation techniques consistent with adult learning principles, and c) incorporates appropriate implementation strategies.
- Applicants for the categories of Certified TA Consultant or Specialty Discipline TA Consultant must submit an original sample Technical Assistance Service Plan. The TA service plan submitted by the applicant may use a different format from the PA Pathways' sample service plan; however, the document submitted must contain all the same information as specified in the sample service plan.
- Application fee of \$50.00, if required, payable to Northwest Institute of Research. TA Consultants who are already working with training organizations that are under contract with PA Pathways are not required to pay an application fee. Fees are subject to change. Please mail application and all documents to:

Please mail application and all documents to:

**Pennsylvania Pathways
Trainer Quality Assurance System
3823 West 12th Street
Erie, PA 16505-3301**

APPLICATION FOR TECHNICAL ASSISTANCE CONSULTANTS



Date Received: _____

Application Number: _____

For office use only

I. Applicant Information

Date of Application: _____

Name: _____

Home Address: _____

City/County: _____ State: _____ Zip: _____

Phone (Home): _____

Place of Employment: _____

Employment Address: _____

City/County: _____ State: _____ Zip: _____

Phone (Work): _____

Fax: _____

E-mail: _____

Social Security Number: _____

This application is submitted to request approval as a TA Consultant for the type indicated.
Select one. (See TQAS Reference Guide for a description of types of trainers.)

Certified TA Consultant

Specialty Discipline TA Consultant

II. Educational Achievements

Complete all information related to your educational degrees. Include a copy of your transcript for the highest degree in your application package. Other transcripts may be included, but are not required.

Type of Degree	Name / Location of Institution	Major Area	Date Degree Awarded
High school diploma or equivalency			
Associate Degree			
Bachelor's Degree			
Master's Degree			
Doctorate Degree			

If applicable, list other professional credential(s) or other related educational experience(s) below.

Type of Credential / Related Educational Experience	Date

III. Experience Delivering Training and Technical Assistance to

Provide information relevant to your experience (paid or volunteer) providing technical assistance as an adult educator. Applicants applying as Certified TA Consultants are required to document a minimum of 25 hours of experience providing technical assistance to adults in the past three years. This may include technical assistance in areas outside of early childhood education. Applicants may, but are not required to document any more than the minimum of 25 hours. **Specialty Discipline TA Consultants must document a minimum of 15 hours of technical assistance experience in the past three years.** (Duplicate this page as needed.)

Date(s)	Topics of Training & Technical Assistance	Name of Training Organization & Location	Number of Training Hours	Number of Technical Assistance Hours	Target Audience*

*Target Audience: Indicate if the technical assistance was targeted to "early childhood" persons or "others."

IV. Training in Adult Education Principles

If your degree is not in adult education, provide documentation for any formal/informal coursework/ in-service training you have in adult education principles. See Reference Guide, Adult Learning Principles Training, for more details on how PA Pathways will determine if a TQAS applicant has the required background and experience in adult education.

Date(s)	Topic of Training	Location & Sponsoring Agency	In-Service Clock Hours	or College Credit

V. Letters of Reference

Certified TA Consultants must include two letters of reference from persons who can attest to their ability to provide TA in their area(s) of expertise and practice of adult education principles. Specialty Discipline TA Consultants are required to submit one letter of reference.

Letter of reference #1

Name: _____

Position: _____

Address: _____

Phone: _____

Letter of reference #2

Name: _____

Position: _____

Address: _____

Phone: _____

VI. Pennsylvania Pathways Orientation

All individuals seeking TQAS approval are required to complete the **PA Pathways Orientation to the Trainer Quality Assurance System (TQAS)**. This is necessary to have a full understanding of the Core Body of Knowledge (CBK), the Professional Development Record for Caregivers (PDR), resources available, and requirements for documenting training for early childhood and school-age caregivers. Please check the method chosen.

- List the location and date of attendance at the PA Pathways Orientation to the TQAS training. Attach a copy of your certificate of attendance.

Location: _____ Trainer: _____

Date: _____ Training Organization: _____

- Completed the on-line mini-course for PA Pathways Orientation to the TQAS. Date _____

VII. Employment or professional activities for PA Pathways or other child care training organizations

In the spaces below, indicate the names of organizations that you have worked for, or been associated with, as it applies to the training or the TA offered to child care practitioners.

Organization Name: _____

Address: _____

Contact Person Name: _____

Phone: _____

Organization Name: _____

Address: _____

Contact Person Name: _____

Phone: _____

VIII. Training Ability

Identify your ability to train or deliver TA (based on your educational background and experience) in the CBK knowledge areas. Check (✓) the columns that specify the emphasis/focus of the training or TA content corresponding to each CBK knowledge area for which you have the expertise to deliver training or TA. Refer to a copy of the PA Core Body of Knowledge for a description of the content of each CBK area, if necessary.

CBK Knowledge Areas	Training Content Emphasis Areas					
	Infant/Toddler	Preschool	School-age	Mixed Age	Special Needs	Adult*
Knowledge Area 1 Child Growth and Development						
Knowledge Area 2 The Environment, Curriculum & Content						
Knowledge Area 3 Families in Society						
Knowledge Area 4 Child Assessment						
Knowledge Area 5 Communication						
Knowledge Area 6 Professionalism & Leadership						
Knowledge Area 7 Health, Safety & Nutrition						
Knowledge Area 8 Program Organization & Administration <small>(for directors and home-based providers)</small>						

*Not applicable to the age of the child; rather, TA content applies to a topic for adults.

Technical Assistance to Target Audience:

Check all provider types for which you are qualified and willing to deliver technical assistance.

- Center-based caregivers School-age caregivers
 Home-based caregivers Relative/neighbor caregivers

Check all provider role categories for which you are qualified and willing to deliver technical assistance.

- Directors/Administrators Group Supervisors/Assistant Group Supervisors Aides

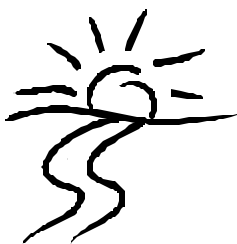
IX. Additional Database Information

The following information is being gathered to provide more precise details on you to enable others to search for TA consultants who can meet their training and technical assistance needs.

The information in this section will not be used in determining approval or disapproval of an application to TQAS. Once a TA consultant is approved, this information will become part of the PA Pathways TQAS searchable database located on the website at www.papathways.org. This information is required from all TQAS applicants.

Training/Technical Assistance:

1. Can you provide training or TA in another language? Yes No
If yes, which language(s): _____
2. Can you provide training or TA to a specific ethnic/cultural group? Yes No
If yes, which specialty populations? _____
3. Can you provide training or TA to caregivers of children with special needs? Yes No
If yes, specify the types of special needs that your training can address. _____
4. Are you willing to travel to a child care facility or home-based setting to deliver training or TA to caregivers? (Training that is delivered on-site may include pre-designed modules or training that is specifically designed to meet the needs of a site.)
Can you provide on-site services to center-based providers? Yes No
Can you provide on-site services to home-based providers? Yes No
5. Do you have the requisite expertise* to provide TA services to:
Center-based providers? Yes No
Home-based providers? Yes No
**Having the requisite expertise means that you have at least 2 years experience in working with child care facilities (either center or home-based) on a one-on-one basis, where you have engaged in a process of identifying needs, developing a service delivery plan, delivering the consultation services, and evaluating the outcomes of the service delivery.*
6. Identify your areas of TA expertise in the content areas listed below. These content areas are drawn from the Pennsylvania Core Body of Knowledge for Early Childhood and School-age Caregivers (CBK). Check only those areas that are appropriate for your experience and educational background. **You should not select more than 5 to 10 topics. If you choose to select more than 10 topics, you must send documentation that you have the appropriate expertise to address training needs in those topic areas.** PA Pathways reserves the right to request documentation from trainers for any or all topic(s) selected. Refer to a copy of the CBK for descriptions of the content for each knowledge area



Areas of Expertise:

Please identify your ability to train or provide TA in the specific content areas listed below, which are drawn from the Pennsylvania Core Body of Knowledge for early childhood and school-age caregivers.

Topic Code (Number) and Description

Knowledge Area 1: Child Growth & Development

- __01 Child development - general
- __02 Child development - social/emotional
- __03 Child development - cognitive/intellectual/brain development
- __04 Child development - physical/ sensory/motor
- __05 Variations in development/special needs/early intervention

Knowledge Area 2: The Environment, Curriculum & Content

- __11 Responsive environment/curriculum
- __12 Environmental design/room arrangement
- __13 Curriculum/programming
- __14 Developmentally appropriate practices
- __15 Play - types, functions, environment
- __16 Emergent literacy/language
- __17 Emergent numeracy/math
- __18 Science/social studies
- __19 Music, dance, art, drama
- __20 Technology in child care
- __21 Behavior management, discipline, guidance, conflict resolution, supervision of children
- __22 Intervention strategies for variations in development/ special needs/early intervention

Knowledge Area 3: Families in Society

- __31 Children within the context of families/community/culture
- __32 Family structure, cultural diversity
- __33 Family values, attitudes, parenting styles
- __34 Family support, parent/community partnerships
- __35 Family stressors, crisis intervention, legal issues

Knowledge Area 4: Child Assessment

- __41 Child assessment - methods, tools, documentation
- __42 ECE assessments - curriculum planning
- __43 Child assessment - analysis, individualized planning (IEP, IFSP)
- __44 Assessment/quality enhancement

Knowledge Area 5: Communication

- __51 Effective communication/barriers
- __52 Communication with children
- 53 Communication with adults:
parents/families/staff/confidentiality

Knowledge Area 6: Professionalism & Leadership

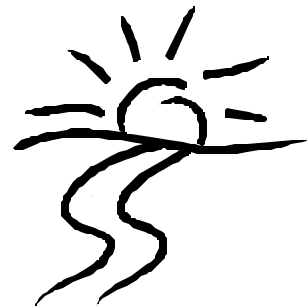
- __60 CBK/PDR training for directors and caregivers
- __61 Professional philosophy/commitment
- __62 Professional development, career planning, training
- __63 Ethics
- __64 Advocacy

Knowledge Area 7: Health, Safety & Nutrition

- __76 Current health practices, policies
- __77 Personal care routines (naptime, toileting, grooming)
- __78 Child health record keeping
- __79 Nutrition
- __80 Pediatric first-aid
- __81 CPR/lifeguard
- __82 Fire safety
- __83 Water safety
- __84 Other health and safety

Knowledge Area 8: Program Organization & Administration (For Directors or Home-based Caregivers)

- __91 Program administration/management/styles and practices
- __92 Personnel policies/procedures
- __93 Staff supervision/evaluation/record keeping
- __94 Legal and regulatory requirements/facilities management
- __95 Budgeting/financial planning/accounting
- __96 Evaluating program/strategic planning/continuous quality improvement
- __97 Marketing
- __98 Accreditation
- __99 Fundraising/grant writing/resource development



Training Location:

Check the Pennsylvania counties where you are willing to train or provide TA. If you mark "All Counties" you must be able to deliver training in **all** Pennsylvania counties.

- | | | | |
|-------------------------------------|-------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> ADAMS | <input type="checkbox"/> CLINTON | <input type="checkbox"/> LACKAWANNA | <input type="checkbox"/> PIKE |
| <input type="checkbox"/> ALLEGHENY | <input type="checkbox"/> COLUMBIA | <input type="checkbox"/> LANCASTER | <input type="checkbox"/> POTTER |
| <input type="checkbox"/> ARMSTRONG | <input type="checkbox"/> CRAWFORD | <input type="checkbox"/> LAWRENCE | <input type="checkbox"/> SCHUYLKILL |
| <input type="checkbox"/> BEAVER | <input type="checkbox"/> CUMBERLAND | <input type="checkbox"/> LEBANON | <input type="checkbox"/> SNYDER |
| <input type="checkbox"/> BEDFORD | <input type="checkbox"/> DAUPHIN | <input type="checkbox"/> LEHIGH | <input type="checkbox"/> SOMERSET |
| <input type="checkbox"/> BERKS | <input type="checkbox"/> DELAWARE | <input type="checkbox"/> LUZERNE | <input type="checkbox"/> SULLIVAN |
| <input type="checkbox"/> BLAIR | <input type="checkbox"/> ELK | <input type="checkbox"/> LYCOMING | <input type="checkbox"/> SUSQUEHANNA |
| <input type="checkbox"/> BRADFORD | <input type="checkbox"/> ERIE | <input type="checkbox"/> McKEAN | <input type="checkbox"/> TIOGA |
| <input type="checkbox"/> BUCKS | <input type="checkbox"/> FAYETTE | <input type="checkbox"/> MERCER | <input type="checkbox"/> UNION |
| <input type="checkbox"/> BUTLER | <input type="checkbox"/> FOREST | <input type="checkbox"/> MIFFLIN | <input type="checkbox"/> VENANGO |
| <input type="checkbox"/> CAMBRIA | <input type="checkbox"/> FRANKLIN | <input type="checkbox"/> MONROE | <input type="checkbox"/> WARREN |
| <input type="checkbox"/> CAMERON | <input type="checkbox"/> FULTON | <input type="checkbox"/> MONTGOMERY | <input type="checkbox"/> WASHINGTON |
| <input type="checkbox"/> CARBON | <input type="checkbox"/> GREENE | <input type="checkbox"/> MONTOUR | <input type="checkbox"/> WAYNE |
| <input type="checkbox"/> CENTRE | <input type="checkbox"/> HUNTINGDON | <input type="checkbox"/> NORTHAMPTON | <input type="checkbox"/> WESTMORELAND |
| <input type="checkbox"/> CHESTER | <input type="checkbox"/> INDIANA | <input type="checkbox"/> NORTHUMBERLAND | <input type="checkbox"/> WYOMING |
| <input type="checkbox"/> CLARION | <input type="checkbox"/> JEFFERSON | <input type="checkbox"/> PERRY | <input type="checkbox"/> YORK |
| <input type="checkbox"/> CLEARFIELD | <input type="checkbox"/> JUNIATA | <input type="checkbox"/> PHILADELPHIA | <input type="checkbox"/> ALL COUNTIES |



Contact Information:

Having your personal contact information posted on-line is **optional**. If at any time you wish to change your contact option preference or have other changes to your information, you may e-mail papathways@nwir.org or call PA Pathways at (800) 492-5107 to update our database information. While users of the on-line trainer database will be able to conduct searches to verify TQAS status, and to find TQAS approved trainers or technical assistance consultants specific to their needs, TQAS trainers and technical assistance consultants may choose not to be directly contacted.

TQAS trainers and technical assistance consultants may choose to have another agency as the contact (Option 2), or they may choose not to be contacted at all (Option 3). Indicate your current preference for contact by selecting one of these three options.

Option 1

- Child care programs or training organizations may verify my TQAS status and contact me directly for training or technical assistance services. The contact information I want posted on-line is as follows:

Name of TA Consultant: _____

Address of TA Consultant: _____
Street City State Zip

Phone Contact: _____ E-mail: _____

Option 2

- Child care programs or training organizations may verify my TQAS status and contact me for training and technical assistance services through another agency (i.e., ECELS, Head Start, EITA, ARC, etc.). The contact information I want posted on-line is as follows:

Name of TA Consultant: _____

Name of Agency: _____

Address of Agency: _____
Street City State Zip

Phone Contact: _____ E-mail: _____

Option 3

- Child care programs or training organizations may verify my TQAS status only. I do not want any contact information posted on-line.

X. TQAS Applicant Assurances

Applicants to TQAS are required to make a number of assurances prior to their approval as a Pennsylvania Pathways trainer. Please read each of these statements, refer to Appendix A (NAEYC Code of Ethical Conduct, Supplement for Early Childhood Adult Educators) and Appendix B (List of Criminal Offenses) where necessary, then sign and date each of the statements for which you are able to attest. Provide an explanation for any statement that you are unable to sign and date.

I have read, fully understand, and will abide by the NAEYC Code of Ethical Conduct, Supplement for Early Childhood Adult Educators. See Appendix A.

Signature

Date

I attest that I do not have a history of serious and/or regulatory violation(s) concerning the health and safety of children or adults.

Signature

Date

I do not have a documented history of misrepresentation of credentials or other unethical conduct as it relates to Pennsylvania Pathways.

Signature

Date

I have not been found guilty of, pled guilty or *nolo contendere* to, or received probation without verdict with respect to the list of criminal offenses in Pennsylvania's Child Protective Services Law (see Appendix B for reference to this law and a list of these offenses) or any equivalent crime under Federal law, or the law of another state.

Signature

Date

I, _____, affirm that the information on this application and the supplemental documentation provided are true and correct to the best of my knowledge.

Signature

Date

XI. TQAS Technical Assistance Service Plan: Format and

The following provides TQAS Technical Assistance Consultant applicants with a format and instructions to use in preparing the TA service plan submitted for TQAS TA Consultant approval. For an example of a service plan that has been prepared using this format, please access the PA Pathways Sample Technical Assistance Service Plan on the PA Pathways website at www.papathways.org, (See the Trainer Quality Assurance System for the link.)

In addition to examining this sample TA service plan, applicants should review the criteria used for scoring TA service plans to ensure that their TA service plan has sufficient detail to allow the Peer Reviewers to make their assessments in the areas of content, organization, and presentation. (See Reference Guide Appendix E-2 for details on the Technical Assistance Service Plan Scoring Instrument.)

The technical assistance module submitted to TQAS for review should be divided into two parts: the OVERVIEW OF THE TECHNICAL ASSISTANCE SERVICE PLAN and the DESIGN OF THE TECHNICAL ASSISTANCE SERVICE PLAN. The following provides a guideline to TQAS TA applicants, specifying an outline format along with instructions (in italics) of what should be included in these two parts of the TA service plan.

I. OVERVIEW OF TECHNICAL ASSISTANCE MODULE

TA Consultant Name: Provide the name of the TA consultant providing the technical assistance (e.g., the applicant to TQAS).

Keystone Stars Quality Area and Performance Standard: Indicate which quality area (Program /Learning Environment, Family & Community Partnerships, or Administrative/Business Practices) and performance standard the TA service plan will address. (See Reference Guide Appendix C-2 Performance Standards Code Sheet for complete list of codes for performance standards.)

Core Body of Knowledge Area and Topic Code: Indicate which CBK knowledge area and topic code (e.g., K1: Child Growth & Development; Topic Code 01) that the TA service plan will meet. (See Reference Guide Appendix C-1 Training Code Worksheet for CBK knowledge areas and topic codes.) Please note that technical assistance within a knowledge area that is targeting directors and home-based providers uses knowledge area codes that begin, respectively, with the "D" and "H" letter.

Competency Level: Specify the competency level of the technical assistance, which reflects what you, as a TA consultant, expect the participant to be able to do with the knowledge as a result of the TA. While a service plan may have objectives reflecting multiple levels of competence, you are to specify the highest level that is expected, based on your design of the service plan. For example, if you expect participants to be able to apply the knowledge and/or skills within a particular context (competency level 2), but also have a review of basic information that participants should be aware of (competency level 1), your service plan should be identified as a "competency level 2" event. These levels of competence are:

Competency Level 1: Participants have an awareness of the knowledge area/content of the technical assistance and can describe their understanding (e.g., a practitioner learns the different domains of development and can provide a brief description of each).

Competency Level 2: Participants are able to apply the knowledge and/or skills within a particular context or environment (e.g., practitioners can apply their knowledge of child development within their child care setting, which is demonstrated by their use of developmentally appropriate practice).

Competency Level 3: Participants are able to analyze and evaluate knowledge and skills to determine their applicability in different situations and to make adjustments where necessary (e.g., a practitioner recognizes when a child may fall outside of the range of normal development and is able to adjust curriculum and practice to meet the individualized needs of the child).

Program Description: As it pertains to the early care and education program, indicate all that apply.

Content focus: Infant Toddler Preschool School-age Administrative

Type of program: Center Group Day Care Home Family Day Care Home

Participants: Teaching Staff Director Owner/Operator Other: _____

Keystone STARS site: Yes (*Indicate KS level: _____*) No

Goal: List one overall goal for technical service.

Objectives for Technical Assistance: List at least two learning objectives for the technical assistance service plan that reflect what the participant(s) will be able to implement as a result of receiving the technical assistance, as outlined in the TA service plan. The Pennsylvania Core Body of Knowledge (CBK) provides a framework and point of departure for specifying objectives. While objectives are to be tailored to the specific needs of a program (in light of program needs, provider abilities/background, resources available, and time allotted), the objectives should be consistent with the PA CBK.

Estimate Hours: Specify the number of hours (contact time and preparation time) needed to complete the TA service plan.

Technical Assistance Techniques: Provide a brief description of the techniques to be used for technical assistance sessions, such as the use of small group activities/exercises, question and answer, lecture/guided teaching, and so forth. The full details of how these techniques are used to present the specific content of technical assistance need to be detailed in the second part, "Design of the Technical Assistance Service Plan." (See below for instructions on this.)

Materials Needed: List the materials and resources needed for completing the TA service plan.

References/Resources: Identify references and resources used to prepare the informational content and materials of the TA service plan.

Handouts/Tools/Resources: Attach a sample of handouts/tools/resources that you might use during the course of TA.

II. DESIGN OF TECHNICAL ASSISTANCE SERVICE PLAN

The step-by-step design for how the technical assistance will be provided should be described in this section. The TA service plan should have enough detail so that the TQAS peer reviewers are able to evaluate the TA service plan in light of the criteria established (see Reference Guide Appendix E-2 for the TQAS Technical Assistance Service Plan Scoring Instrument, which provides the scoring rubric that will be used to evaluate the organization, content, and presentation methods of a TA service plan).

For an example of the level of detail required, see the Pennsylvania Pathways Sample Technical Assistance Service Plan, which is in a file that can be accessed from the Trainer Approval System page of the website located at www.papathways.org. While it is not necessary that TA service plans submitted to TQAS use the table format as reflected in the sample, it is important that the Technical Assistance Service Plan contains all the information listed above including:

- Goal for technical assistance, objectives for technical assistance, and the timeframe for completing the TA service plan.
- An outline of action steps for addressing one goal of the technical assistance project. Indicate the format (ex. observation, activity, meeting, assessment, presentation of information) of each TA session, the timeline for scheduling sessions, the approximate length of each session, and the specific materials/handouts used in each session.
- An expanded outline for one action step. The action step chosen must be one that demonstrates working with early care and education practitioners and practitioner participation. It can not be an action step that is a project for the TA consultant (ex. observation or assessment of the program). Indicate specific presentation techniques, a general overview of the content to be delivered, descriptions of activities, and the prep work needed to be completed for the next session, specifying who is responsible for the work. Be explicit about how and where the materials/handouts are used within the session.
- Include samples of all handouts/tools/resources that would be used in the action step outline along with a few samples from the TA service plan.
- The outlines should clearly reflect the use of adult learning principles.

Code of Ethical Conduct

Supplement for Early Childhood Adult Educators

A Joint Position Statement of
the National Association for the Education of Young Children (NAEYC),
the National Association of Early Childhood Teacher Educators (NAECTE), and
American Associate Degree Early Childhood Teacher Educators (ACCESS)

Adopted Spring 2004

Early childhood educators who teach adults to work in early childhood settings are called upon to sustain different relationships and to balance the needs of a wider variety of clients than those who work directly with young children and their families. And as teacher educators fulfill their responsibilities to adult learners, they encounter some unique ethical challenges in the context of a complex network of relationships. The primary challenge is to find a balance between an obligation to support and nurture adult learners and the obligation to provide caring and competent professionals to work with young children and their families. While the existing NAEYC Code of Ethical Conduct is a valuable resource that addresses many of the ethical issues encountered by early childhood adult educators, it does not provide all of the guidance they need to address the ethical issues that arise in their work. Through this Supplement to the Code of Ethical Conduct, NAEYC, NAECTE, and ACCESS hope to identify and explore the recurring ethical dilemmas faced by early childhood adult educators, and to reach some consensus about how they might best be addressed. This Supplement places primary emphasis on the ethical responsibilities and recurring ethical dilemmas that face early childhood teacher educators in two- and four-year degree-granting institutions. However, many of its provisions are also applicable to early childhood educators who provide non-degree training and mentoring to adults in early childhood care and education settings.

Purpose of the Supplement

Like those who work with young children, early childhood adult educators are regularly called upon to make decisions of a moral and ethical nature. The NAEYC Code of Ethical Conduct is a foundational document that maps the ethical dimensions of early childhood educators' work in early care and education programs. Adult educators share the ethical obligations assumed by all early childhood educators, reflected in the core values, ideals, and principles set forth in the NAEYC Code. We embrace the central commitment of the field of early care and education to the healthy development and welfare of young children. Everything we do in our role as educators of adults is intended to further this ultimate commitment. Early childhood adult educators have ethical responsibilities beyond those spelled out in the NAEYC Code. They have responsibilities to adult students; institutions of higher learning and agencies that conduct training; the programs in which they place adult students and staff and clientele; professional colleagues; children and their families and community; and society and the field of early childhood care and education at large.

Core values

In addition to adhering to the core values spelled out in the NAEYC Code of Ethical Conduct, early childhood adult educators commit themselves to the following two core values:

- To respect the critical role of a knowledgeable, competent, and diverse early childhood care and education workforce in supporting the development and learning of young children.

- To base practice on current and accurate knowledge of the fields of early childhood education, child development, adult development and learning, as well as other relevant disciplines.

Conceptual framework

This document sets forth a conception of early childhood teacher educators' professional responsibilities in six sections that address arenas of professional relationships. The sections are (1) adult learners, (2) sites providing practicum experiences, (3) employing institutions of higher learning and agencies that provide training, (4) professional colleagues, (5) children and families, and (6) community, society, and the field of early care and education. The first three sections address those areas of responsibility unique to educators who work primarily with adults. Sections 4-6 spell out additional responsibilities of early childhood adult educators in areas addressed in the NAEYC Code. When there is a direct parallel in the NAEYC Code or a related principle or ideal, the Code is referenced after the Supplement item.

Ideals and principles

This Supplement to the NAEYC Code identifies additional ideals (aspirations) and principles (guides for conduct: definitions of practices that are required, prohibited, and permitted) that address the unique ethical responsibilities of early childhood adult educators. These ideals and principles were developed by analyzing adult educators' descriptions of recurring ethical dilemmas in their work. The goals and principles included in this Supplement are designed to inspire and guide early childhood adult educators toward actions that reflect the field's current understandings of their ethical responsibilities.

(*Note:* There is **not** a one-to-one correspondence between ideals and principles.)

1. Ethical responsibilities to adult learners

Our work is always guided by the core values of the field of early care and education, including our commitment to ensuring the welfare of children. From that perspective we prioritize the unique commitments of early childhood adult educators and acknowledge that our day-to-day responsibilities focus primarily on the professional development of adult learners.

Ideals

- I-1.1 To continually update our own knowledge of the field of early care and education so that we are able to present current, well-grounded information to those we teach.
- I-1.2 To provide college students with a foundation in core content areas of early childhood education, including child development and its social contexts; child guidance; the design of safe, healthy learning environments; curriculum and assessment; work with families; work with children and families from diverse cultures; advocacy skills; and professionalism, including ethics.

Definitions

Early Childhood Adult Educator

A professional who teaches early childhood educators in an institution of higher education (includes adjunct faculty) and those who conduct not-for-credit training for the early care and education workforce.

Adult Learners

Adult learners, both preservice and inservice, who work in or are preparing to work in settings that provide care and education for young children from birth through 8 years of age.

Student

An adult learner who is gaining preservice or advanced education in the field of early childhood education and care through an educational institution.

Colleague

A fellow early childhood educator who teaches, trains, or mentors adult students in an institution of higher learning or who conducts not-for-credit training for the early education workforce. (*Note:* There are specific responsibilities to colleagues employed by one's own institution.)

Mentor

An experienced early childhood professional who works directly with both young children and practicum students in an early childhood program and who, in collaboration with an early childhood teacher educator, guides and counsels the students.

Ethics Supplement

Material that has been added to NAEYC Code of Ethical Conduct to provide further information and guidance about the ethical responsibilities of early childhood adult educators.

- I-1.3 To provide adult learners with learning experiences based on principles of adult learning and consistent with the core values of early care and education, current knowledge, and best practices in the field.
- I-1.4 To present controversial material fairly, acknowledging the validity of contrasting perspectives and, when appropriate, identifying our own biases.
- I-1.5 To have high and reasonable expectations of learners.
- I-1.6 To fairly and equitably assess what adult students know and are able to do.
- I-1.7 To ensure that our programs serve diverse adult learners (including diversity in language, culture, race/ethnicity, and social class).
- I-1.8 To ensure that our programs are accessible to those with diverse needs (as to the times, location, format, and language of training).

Principles

- P-1.1 We shall provide learning experiences that are consistent with the best practices for adult learners and that match the needs, learning styles, cultures, and stages of development of adult learners.
- P-1.2 We shall inform learners of conduct and work expectations, including institutional standards for writing, performance, and intellectual honesty.
- P-1.3 We shall give learners a fair chance to succeed and diverse ways to demonstrate their competence.
- P-1.4 We shall provide additional support for adult learners who have the potential to work effectively with young children but have difficulty meeting academic standards.
- P-1.5 We shall provide additional support and counsel to those who demonstrate academic excellence while having difficulty in meeting standards for classroom practice.
- P-1.6 We shall inform those seeking training in early childhood education of current economic and social conditions affecting the field so that they may make an educated decision about career choices.
- P-1.7 We shall provide information about disparities between best practice and commonly accepted practice to better prepare students to face ongoing challenges related to their work with children.
- P-1.8 We shall not place students or allow students to continue in placements that, in our best professional judgment, are not beneficial to children.
- P-1.9 When it becomes apparent that a practicum placement is not supporting a student's professional

development or is not beneficial to the student or children, every effort shall be made to move the student to a more appropriate placement.

- P-1.10 When it becomes apparent that an adult learner is not able to benefit from our training, class, or program, we shall help her/him identify an alternative educational path or goal.
- P-1.11 We shall honor confidentiality, sharing only necessary information about an adult learner, only to those who need to know, and only through appropriate professional channels.
- P-1.12 We shall make it clear at the outset if training involves the sale of products or services from which we stand to gain financially and will do this only if the products or services are relevant and serve educational goals.

2. Ethical responsibilities to practicum sites

Some knowledge and skills needed by early childhood educators can only be acquired through direct experience in early childhood settings. Therefore, early childhood adult educators rely heavily on placements in programs (practicum sites) in which students can apply what they have learned, get feedback from children and adults, and reflect on what they have learned from their experience.

Ideals

- I-2.1 To provide practicum experiences that will positively support the professional development of adult students.
- I-2.2 To foster collegial and collaborative working relationships with educators who work in practicum settings.
- I-2.3 To be respectful of the responsibilities, expertise, and perspective of practitioners who work with students in practicum settings.
- I-2.4 To recognize the importance and contributions of practicum staff members in the professional development of our students.

Principles

- P-2.1 We shall place students in settings where staff are qualified to work with young children, where mentors have experience and training in supporting adult learners, and which to the greatest extent possible reflect the diverse communities in which our students will be working.
- P-2.2 We shall clearly state all parties' roles and responsibilities and prepare students, mentors, and administrators for practicum experiences. We shall

provide appropriate support for all parties' efforts to fulfill their roles and meet program expectations.

P-2.3 When we have a concern about a program in which we place students, we shall address that concern with the classroom teacher or program administrator. (If the concerns relate to the health or safety of children, see the applicable sections of the NAEYC Code: P-1.9 and P-4.9-11.)

P-2.4 We shall ensure that qualified personnel conduct regular supervision of practicum experiences in order to support professional development of adult students and monitor the welfare of children.

P-2.5 We shall honor confidentiality and guard the privacy of the programs (teachers and clientele) in which we place students.

P-2.6 We shall teach adult students that they have a professional obligation to honor confidentiality and shall make every effort to ensure that they guard the privacy of the program, its teachers, and clientele.

3. Ethical obligations to institutions of higher learning and agencies providing training

Our primary responsibility to our employers is the development of knowledge and skill in adult learners. This work is intended to further our ultimate commitment to the welfare and development of young children. (Section III-B of the NAEYC Code provides the foundation for the additional commitments for adult educators listed below.)

Ideals

I-3.1 To assist the institutions and agencies for whom we work in providing the highest quality of educational programs for adult learners. (NAEYC Code I-3B.1)

Principles

P-3.1 We shall respect the integrity of courses by following approved course descriptions.

P-3.2 We shall evaluate our adult learners fairly, using those standards that are congruent with the mission of our institution and regarded as accepted practice in the field.

P-3.3 We shall offer training and instruction only in areas in which we have or can obtain appropriate experience and expertise. (NAEYC Code P-4.2)

P-3.4 We shall, when our involvement with a student involves more than one role (e.g., instructor, employer, supervisor), keep these roles separate. We shall make decisions, recommendations, and give feedback appropriate to the different contexts.

4. Ethical responsibilities regarding colleagues

The work of the early childhood adult educator involves interaction and collaboration with colleagues. Our professional responsibility to colleagues is to maintain positive and productive working relationships. (Section III-A of the NAEYC Code provides the foundation for the additional commitments for adult educators listed below.)

Ideals

I-4.1 To be collegial to and supportive of early childhood coworkers in our own and other institutions. (NAEYC Code I-3A.1-4)

I-4.2 To serve as mentors to junior faculty and novice adult educators.

Principles

P-4.1 When an adult learner comes to us with concerns about a colleague's competence, fairness, ethics, or accuracy, we will give the learner support in clarifying his or her concerns and in deciding and following through on a course of action to address the problem.

P-4.2 When we have concerns regarding a colleague's competence, fairness, ethics, or accuracy, we will first express our concerns to that colleague. (NAEYC Code P-3A.1)

P-4.3 When a colleague appears unwilling or unable to address problems, we will express our opinions about his or her competence through official channels such as performance evaluation.

P-4.4 We shall honor confidentiality and share information about colleagues in appropriate institutional settings. We shall not share information about colleagues in the community or with students.

5. Ethical responsibilities to children and families

Because those we train have a direct impact on children's lives, early childhood adult educators have some additional responsibilities to children and families above and beyond what is set forth in the NAEYC Code of Ethical Conduct.

Ideals

I-5.1 To support the development of competent and caring professionals to work with young children and their families.

I-5.2 To provide a diverse workforce that reflects the linguistic, racial/ethnic, cultural, and socioeconomic backgrounds of the children served in early childhood programs and their communities.

I-5.3 To speak out against practices that are unjust or harmful to young children and their families.

Principles

- P-5.1 We shall make the welfare of children the deciding factor in our decisions regarding our work with adult learners. We shall not participate in or overlook practices (in our students, colleagues, institutions, agencies, or practicum settings) that are harmful to children. **This principle has precedence over all others in this Supplement.** (NAEYC Code P-1.1)
- P-5.2 We shall provide sound educational experiences for those we teach that enable them to understand and provide for the optimal development of children and support for their families.
- P-5.3 We shall not allow a student to complete a program if we have direct evidence that he/she may endanger children's physical or psychological well being.
- P-5.4 We shall not allow a student to pass a course or move to the next level of the profession if he/she has not demonstrated expected levels of knowledge and competence in course content or if he/she does not demonstrate the ability to relate positively and effectively with children and families.
- P-5.5 We shall build into all required training minimum required levels of participation and demonstrations of understanding and competence.
- P-5.6 When we have made a concerted effort to work with a student, and the student still does not demonstrate the intellectual, physical, or social-emotional capacity to work effectively with children and families, we shall make every effort to counsel the student out of the field.
- P-5.7 We shall use the NAEYC Code of Ethical Conduct to assist adult learners in making sound decisions concerning their work with children and families.

6. Ethical responsibilities to community, society, and the field of early childhood education

Early childhood adult educators have extensive knowledge, expertise, and education and often have a profound impact on the field of early childhood education in their communities. Because of this leadership role they have responsibilities to community, society, and the field of early childhood education above and beyond what is expected of those who work in programs serving young children.

Ideals

- I-6.1 To train caring and competent teachers who will provide safe and nurturing care and education for young children and be supportive of their families.

- I-6.2 To prepare students to work successfully in and to respect the culture of the communities in which they are placed.
- I-6.3 To continue to grow and learn and to base practice on the best current knowledge available.
- I-6.4 To encourage the developing professionalism of the adult learners with whom we work.
- I-6.5 To make other professionals, the public, and policy makers aware of the importance of the early years and the positive impact on society of high-quality early childhood programs staffed by well-trained early childhood professionals.
- I-6.6 To strengthen and expand the knowledge base of early childhood education.
- I-6.7 To advocate on behalf of children, families, high-quality programs and services for children, and professional development for the early childhood workforce.
- I-6.8 To conduct research that reflects the experiences of children from diverse language, racial/ethnic, cultural, and socioeconomic backgrounds.

Principles

- P-6.1 We shall be accurate and truthful when we provide recommendations and serve as references for individuals seeking admission to programs, applying for certification, or seeking employment.
- P-6.2 In our role as early care and education experts, we shall base recommendations on our informed and unbiased professional opinion. We shall exercise caution before recommending commercial products or services.
- P-6.3 When asked to provide an informed opinion on issues/practices, we shall make every effort to support children and families by basing our statements on current child development and early childhood education research.
- P-6.4 We shall help adult learners learn to interpret and communicate assessment information in ways that convey the strengths of children and the limitations of the evaluation instruments.
- P-6.5 We shall ensure that research we conduct appropriately reflects the diversity of the population upon whom its results may have future impact.

APPENDIX B

List of Criminal Offenses

The list of offenses reflect the Child Protective Services Law hiring prohibitions for individuals seeking to operate a child care service or seeking employment in a child care service. See 23 Pa. C.S.A. §6344 (c)(2) and (3).

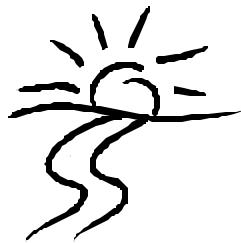
- 1. Criminal offenses under Title 18, relating to crimes and offenses:
 - Chapter 25 relating to criminal homicide
 - Section 2702 relating to aggravated assault
 - Section 2709 relating to harassment and stalking
 - Section 2901 relating to kidnapping
 - Section 2902 relating to unlawful restraint
 - Section 3121 relating to rape
 - Section 3122.1 relating to statutory sexual assault
 - Section 3123 relating to involuntary deviate sexual intercourse
 - Section 3124.1 relating to sexual assault
 - Section 3125 relating to aggravated indecent assault
 - Section 3126 relating to indecent assault
 - Section 3127 relating to indecent exposure
 - Section 4302 relating to incest
 - Section 4303 relating to concealing death of child
 - Section 4304 relating to endangering welfare of children
 - Section 4305 relating to dealing in infant children

A felony offense under:

- Section 5902(b) relating to prostitution and related offenses
- Section 5903(c) or (d) relating to obscene and other sexual materials and performances
- Section 6301 relating to corruption of minors
- Section 6312 relating to sexual abuse of children

- 2. A felony offense under the act of April 14, 1972 (P.L. 233, No. 64), known as the controlled substance, drug, device and cosmetic act, committed within the five-year period immediately preceding signing the attestation.
- 3. The attempt, solicitation or conspiracy to commit any of the stated offenses.







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