

Crosswalk Between Pennsylvania Core Knowledge Competencies, NAEYC Standards for Professional Preparation Programs, NBPTS Early Childhood Generalist Standards, and Charlotte Danielson’s Framework for Teaching

In an effort to be inclusive of multiple standards for professional competencies, and to highlight areas of commonality, The Office of Child Development and Early Learning has developed the following crosswalk. The crosswalk details the relationships between the following:

Pennsylvania Core Knowledge Competencies: Formerly known as the “Core Body of Knowledge,” *Pennsylvania Core Knowledge Competencies* are an essential component of Pennsylvania’s early childhood professional development system. *Pennsylvania Core Knowledge Competencies* identify a set of content areas that help define the knowledge expectations for professionals in settings within the early childhood education and school-age field. *Pennsylvania Core Knowledge Competencies* are linked to *The Pennsylvania Learning Standards for Early Childhood*, and specify the scope of skills and knowledge that guides those who work with children to facilitate child learning and development and support their partnerships with families. For more detailed information, visit http://www.pakeys.org/pages/get.aspx?page=Career_CBK.

National Association for the Education of Young Children (NAEYC) Standards for Professional Preparation Programs: The *2009 NAEYC Standards for Professional Preparation Programs* are designed for the early childhood education profession as a whole, to be relevant across a range of roles and settings. These core NAEYC standards are used across degree levels, from associate to baccalaureate to graduate programs. They are used in higher education accreditation systems, in state policy development, and in program improvement planning. For more detailed information, visit <http://www.naeyc.org/positionstatements/ppp>.

National Board for Professional Teaching Standards: Early Childhood Generalist Standards: The core mission of the *National Board for Professional Teaching Standards* is to create field-specific standards for accomplished teaching that are grounded in the Five Core Propositions and that articulate the actions that accomplished teachers employ to advance student learning. Each standards document represents a professional consensus on the attributes of practice that distinguish accomplished teaching in that field. Many school systems use the standards as the basis for ongoing professional development, and many colleges and universities incorporate the standards into their undergraduate and graduate teacher education programs. National Board standards and certifications are defined by the developmental level of the students and the subject or subjects being taught. Teachers select the subject area that comprises the substantive focus of their teaching. They may choose Generalist certificates if they do not focus on one particular subject area in their practice. The Early Childhood Generalist Standards recognize commonalities of teaching students ages 3-8 years old. For more detailed information, visit <http://www.nbpts.org/generalist-ec>.

Charlotte Danielson’s Framework for Teaching: Pennsylvania has adopted *Charlotte Danielson's Framework for Teaching* as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The *Framework for Teaching* identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Although not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. For more detailed information, visit <http://www.pdesas.org/Instruction/Frameworks>.

This crosswalk is designed to provide an introductory model for sources of commonality between the identified models, and might be used to:

- * align professional development opportunities across multiple systems
- * develop induction and professional development plans that are aligned across multiple systems
- * utilize professional development opportunities across multiple systems

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<p><i>Knowledge Area (K1) Child Growth and Development</i></p> <p>Big Idea: “Children develop and grow over time as a result of interacting factors occurring in the context of the family, the cultural environment and social experiences.”</p>	<p><i>Standard 1.</i> Promoting Child Development and Learning</p>	<p><i>Standard I.</i> Using Knowledge of Child Development to Understand the Whole Child</p>	<p>1b. Demonstrating Knowledge of Students</p>
<p><i>Knowledge Area (K2) Curriculum and Learning Experiences</i></p> <p>Big Idea: “Learning environments should be designed and modified to support children’s individual needs and interests.”</p> <p>“PA Learning Standards and its guiding principles are the foundation for teachers’ development of curriculum and instruction that is developmentally, culturally, and linguistically appropriate.”</p>	<p><i>Standard 4.</i> Using Developmentally Effective Approaches to Connect with Children and Families</p> <p><i>Standard 5.</i> Using Content Knowledge to Build Meaningful Curriculum</p>	<p><i>Standard IV.</i> Knowing Subject Matter for Teaching Young Children</p> <p><i>Standard VI.</i> Managing the Environment for Development and Learning</p> <p><i>Standard VII.</i> Planning for Development and Learning</p> <p><i>Standard VIII.</i> Implementing Instruction for Development and Learning</p>	<p>1a. Demonstrating Knowledge of Content Area and Pedagogy</p> <p>1c. Setting Instructional Outcomes</p> <p>1d. Demonstrating Knowledge of Resources</p> <p>1e. Designing Coherent Instruction</p> <p>2a. Creating an environment of respect and rapport</p> <p>2b. Establishing a Culture for Learning</p> <p>2c. Managing Classroom Procedure</p> <p>2d. Managing Student Behavior</p> <p>2e. Organizing physical space</p> <p>3a. Communicating with students</p> <p>3b. Using Questioning/prompts and discussion</p> <p>3c. Engaging Students in Learning</p>

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<p><i>Knowledge Area (K3) Families, Schools, and Communities</i></p> <p>Big Idea: “Families and early learning providers must work together in partnership to assure children’s successful learning experiences.”</p> <p>“Early learning professionals’ knowledge of community resources enables them to support families effective functioning.”</p>	<p><i>Standard 2.</i> Building Family and Community Relationships</p> <p><i>Standard 4.</i> Using Developmentally Effective Approaches to Connect with Children and Families</p>	<p><i>Standard III.</i> Fostering Equity, Fairness, and Appreciation of Diversity</p> <p><i>Standard VI.</i> Managing the Environment for Development and Learning</p> <p><i>Standard VII.</i> Planning for Development and Learning</p> <p><i>Standard VIII.</i> Implementing Instruction for Development and Learning</p> <p><i>Standard IX.</i> Reflecting on Teaching Young Children</p>	<p>1d. Demonstrating Knowledge of Resources</p> <p>1e. Designing Coherent Instruction</p> <p>2a. Creating an environment of respect and rapport</p> <p>2b. Establishing a Culture for Learning</p> <p>2e. Organizing physical space</p> <p>4a. Reflecting on Teaching</p> <p>4c. Communicating with Families</p>
<p><i>Knowledge Area (K4) Assessment</i></p> <p>Big Idea: “Ongoing assessment guides decisions about children, the classroom environment, curriculum, and program.”</p> <p>“Child assessment is a process for understanding both individual children’s and groups of children’s development and learning.”</p>	<p><i>Standard 3.</i> Observing, Documenting, and Assessing to Support Young Children and Families</p>	<p><i>Standard V.</i> Assessing Children’s Development and Learning</p>	<p>1f. Designing Student Assessments</p> <p>3d. Using Assessment in Instruction</p>

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<p><i>Knowledge Area (K5) Communication</i></p> <p>Big Idea: “Communication is a process for sending and receiving verbal and non-verbal messages in order to facilitate the development of positive relationships between and among program staff, children, family, and the community.”</p> <p>“Effective communication is open, two-way, inclusive, culturally and linguistically appropriate, and occurs in a communication-rich environment.”</p>	<p><i>Standard 2.</i> Building Family and Community Relationships</p>	<p><i>Standard II.</i> Partnering with Families and Communities</p> <p><i>Standard III.</i> Fostering Equity, Fairness, and Appreciation of Diversity</p>	<p>1b. Demonstrating Knowledge of Students</p> <p>4c. Communicating with Families</p>
<p><i>Knowledge Area (K6) Professionalism and Leadership</i></p> <p>Big Idea: “Adults working at all levels in the field of early learning and school-age care require specific knowledge, skills, and dispositions to advocate for and support high quality programs and continuous quality improvement.”</p>	<p><i>Standard 6.</i> Becoming a Professional (Initial)</p> <p><i>Standard 6.</i> Growing as a Professional (Advanced)</p>	<p><i>Standard IX.</i> Reflecting on Teaching Young Children</p> <p><i>Standard X.</i> Exemplifying Professionalism and Contributing to the Profession</p>	<p>1d. Demonstrating Knowledge of Resources</p> <p>4a. Reflecting on Teaching</p> <p>4b. Maintaining Accurate Records</p> <p>4d. Participating in a Professional Community</p> <p>4e. Growing and Developing Professionally</p> <p>4f. Showing Professionalism</p>
<p><i>Knowledge Area (K7) Health, Safety & Nutrition</i></p> <p>Big Idea: “Professionals play a critical role in the health and safety of children at all times.”</p> <p>“Health, nutrition, and physical activity are an important part of the daily routine.”</p>	<p><i>Standard 1.</i> Promoting Child Development and Learning</p>	<p><i>Standard I.</i> Using Knowledge of Child Development to Understand the Whole Child</p>	<p>1b. Demonstrating Knowledge of Students</p>