

**Transfer and Articulation Oversight Committee (TAOC)  
Pilot Program-to-Program Articulation Committee (PAC) Project**

**Early Childhood Education: Pre K–4 Certification PAC**

**Monthly Report**

**June 1, 2010**

The Early Childhood Education: Pre K-4 Certification PAC met on April 24, 2010.

Meaningful work related to program-to-program articulation has been occurring for about four years. This work serves as the foundation for the work of the Pre K-4 PAC.

This foundational work was reviewed at the April meeting with special attention to the PASSHE/OCDL Program-to-Program Articulation (P2P) Projects. These projects, implemented in the southeast, northeast, central and western regions, are providing a range of articulation agreements. These articulation agreements include a region-wide agreement in the western region and college-to-college agreements in the northeast, southeast and central regions.

The conceptual basis for the P2P projects was a 2006 White Paper issued jointly by PASSHE and the Office of Child Development and Learning (OCDL) which created a vision and rationale for a seamless transfer system between associate degree and baccalaureate programs statewide. It affirmed that ECE associate degree programs have the dual purpose of preparing early childhood educators for a full range of positions in the early care and education workforce, and for transfer to Pre K-4 certification programs.

The ECE Program-to-Program White Paper is to be reviewed as a possible basis for creating a conceptual framework/guiding principles for the ECE PAC plan.

Initial program to program articulation work used the National Association for the Education of Young Children (NAEYC) teacher preparation standards and key elements as the core competencies across the associate and baccalaureate degrees. The Pre K-4 Certification competencies are aligned with the NAEYC Teacher Preparation Standards and provide the core areas and competencies currently used by the P2P projects and this PAC. Having successful P2P articulation agreements and a defined framework with competency statements provides a “jump start” to the early childhood PAC process. The core areas for the framework are:

- Development, Cognition and Learning
- Subject Matter Content and Pedagogy
- Assessment
- Family and Community Collaboration Partnerships
- Professionalism

The P2P process also includes the use of early childhood accreditation as a support to articulation. Accreditation documents and verifies the meeting of professional standards and proficiency of students through key assessments, NCATE and NAEYC Associate Degree Accreditations share the same standards and emphasis on assessment. Therefore, NCATE is the recommended accreditation for Pre K-4 certification programs providing associate and baccalaureate degree programs with aligned accreditation systems.

A challenge, however, is that NCATE requires schools to have a professional development program that typically includes block scheduling. Block scheduling is a barrier to the non-traditional student continuing part time toward certification. This challenge will be further explored with NCATE and NAEYC officials for investigation and possible resolution.

The role of assessment portfolios and key assessments in facilitating articulation is in discussion. In addition, the use of common rubrics may provide opportunities for identifying student performance across institutions and within each institution.

Next steps for the Pre K-4 PAC include:

1. Creating a conceptual framework for the PAC based on existing documents.
2. Reviewing the agreements developed through the P2P Projects to identify common elements.
3. Obtaining clarifying information from PASSHE and PDE with regard to Math and general education.
4. Creating accessibility for part-time students experiencing the barrier created by “block scheduling.”