



The New York State School-Age Care Credential

Best Practices for SAC Credential Preparatory Course Curriculum

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AfterSchool Works! New York Best Practices for SAC Credential Preparatory Course Curriculum

Purpose

The purpose of this curriculum is to offer guidance to AfterSchool Works! New York School-Age Care (SAC) Credential Preparatory Host Agencies. Host Agencies are required to instruct Candidates so that they are prepared to achieve the New York State School-Age Care Competency Standards (as defined in *New York State SAC Credential Manual*, Chapter 2). As the Credentialing Agency, AfterSchool Works ! NY does not currently prescribe specific methods of instruction or classroom contact hours. This curriculum guide gathers the best practices and experience of Host Agencies who have graduated Candidates who have consistently been awarded the NYS SAC Credential.

Credential Philosophy

Adult learning principles require that education begins where the learners are and that the learners' life experience is honored. Therefore, this document is intended to be descriptive rather than prescriptive – to identify how we believe that Candidates are best prepared to demonstrate their competencies, but not the specifics regarding how that preparation must occur.

Any SAC Credential Prep Course should begin with an assessment of the learners' needs and proceed from there. Because preparing to earn the NYS SAC Credential requires a certain level of reading and writing skills, agencies are advised to assess and be prepared to assist learners with these skills.

The NYS SAC Credential is competency based and therefore is assessed in the following three ways.

- 1). The Candidate documents his or her competency in a Portfolio and Resource File (described in the *SAC Credential Manual* Chapter 4).
- 2). The Candidate is observed by his or her Advisor (3 Observation Visits) and a SAC Credential Endorser (1 Observation Visit).
- 3). The Candidate articulates the value, purpose, and process of school-age care, professionalism, and his or her competence during the Assessment Interview with the SAC Credential Endorser.

The NYS SAC Credential process assumes that knowledge and learning is an important pre-requisite to being able to do. The Credential is awarded to those who can demonstrate and apply their knowledge in their work with children.

Structured Study

Course work in a structured program generally takes place over two semesters. Class members typically meet weekly for 2-3 hours, over the course of 12-16 weeks per semester. Contact hours for a SAC Credential Prep Course typically range, therefore, between 80 and 130. Preparation time for individual *Portfolios* and *Resource Files* is in addition to classroom time. Suggested content for 28 classes plus 2 orientation sessions is outlined in this document.

Non-Traditional Adult Learners

Many Candidates who engage in course work have been away from structured learning for a long time. Even if they are highly motivated, many find it difficult to balance the heavy demands of this coursework with their already full lives. In particular, many Candidates find it challenging to complete their documentation in the *Portfolio* and *Resource File*.

Therefore, we strongly suggest that assignments for structured courses be designed to help Candidates manage their time effectively – and complete the *Portfolio* and *Resource File* that is required for the School-Age Care Credential. Assignments should help Candidates move toward completion of their documentation (*Portfolio* and *Resource File*) or prepare them to speak convincingly about the value, purpose, and process of their work. The curriculum outline includes suggested assignments for each session. These assignments generally include reading, *Portfolio* entries, collecting *Resource File* items, and/or bringing in information, activities, or resources to share with the class (identified as “You Teach” in curriculum outline.)

Successful Candidates seem to benefit from a structured process of handing in assignments – weekly or at established checkpoints throughout the course work. Since many Candidates have been unaccustomed to writing, the instructor/advisor should review and offer feedback on several *Portfolio* entries early on to help the Candidate understand what is expected and to refer the Candidate to programs that might help him or her learn to write more clearly.

Distance Learning Options

AfterSchool Works! New York offers distance learning (DL) courses starting in January and September of each year. These courses meet live via phone and an online site weekly and students are required to participate in an online discussion in addition to completing their documentation. Distance learning offers instruction to Candidates who do not have easy geographic access to a face-to-face course and/or schedule does not fit within lecture schedules, and relies on greater Candidate independence and acquiring a local Advisor who can help the Candidate apply learning to his or her work situation.

Independent Study Option

Some agencies may consult with and advise Candidates who elect to pursue the NYS SAC Credential as an independent student. Independent study is recommended only when the Candidate brings substantial life experience, is highly motivated and organized. This may benefit a very disciplined candidate who has completed a college degree in areas associated with children and families such as education, counseling, arts, sports and recreation or has a CDA. An Independent study Candidate also requires a very skilled and experienced Advisor who can devote 20 to 30 hours or more to supporting the Candidate over his or her period of study.

SAC Credential Preparation Requires Collaboration!

The Candidate, Instructor, and Advisor must collaborate to insure that the Candidate has a successful assessment to earn his/her SAC Credential. A full description of roles and responsibilities appears in the SAC Credential Manual. The following table is intended as a guide to where the most relevant information can be found for each role.

Role	Duties	Most Relevant SAC Credential Manual Chapter(s)
Candidate	Enroll, pay for, and complete coursework Complete Portfolio and Resource File Apply for Assessment with payment	Chapter 2: Competency Standards (covered in class) Chapter 4: Preparing Documentation Chapter 3: Candidate Instructions
Advisor	Become ASW Approved Advisor (Attend ASW-sponsored Advisor Training and complete Advisor Assessment Poll) Observe Candidate at least 3 times at least 3 weeks apart, using Observation Form 5.1 Review and approve Portfolio and Resource File Complete Advisor Summary Form 5.2	Chapter 5: Advisor Instructions Chapter 4: Preparing Documentation
Instructor	Prepare Candidate to compete Portfolio and Resource File Prepare Candidate to articulate value, purpose, and process of work in all 14 skill areas Prepare Candidate for Assessment Complete Course Transcript and Instructor Feedback Form for each student	Entire SAC Credential Manual

Required Texts

- *New York State School-Age Care Credential Manual* (Albany, NY: AfterSchool Works! New York, 2011 available for download at: www.afterschoolworksny.org (Referred to as SAC Credential Manual: in Curriculum Outline)
- *Caring for School Age Children, Fifth Edition* by Phyllis M. Click and Jennifer Parker (Clifton Park, NY: Thomson Delmar Learning, 2006) (Referred to as Text: in Curriculum Outline)

Additional Resources

Resources that experienced instructors of SAC Credential Prep Courses find useful – for their own preparation and/or for presentation to Candidates in their courses – are identified on the curriculum outline in the “Recommended Activities and Resources” column.

Resources identified on the Curriculum Outline that are not widely available in the popular press are identified on the curriculum outline in green shaded boxes with the initials of the instructor who contributed the resource. Such supporting documents will be made available on www.afterschoolworksny.org.

Training Resources

- *A Trainer’s Guide to Caring for Children in School-Age Programs*, Koralek and Al-Salam (Washington, DC: Teaching Strategies, Inc., 1997).
- *Training School-Age Child Care Staff: A Handbook for Workshop Leaders*, Birkmeyer, Crosiar, Sanger, and Spedding (Ithaca, New York: Cornell University, 1995).

SAC Credential Prep Course Curriculum Guide

Key: SA = Skill Area **(SC)** Sally Crosiar; **(AR)** Arlene Rider; **(KS)** Karen Scott; **(LS)** Lynn Siebert; **(EB)** Erin Broderick; **(CT)** Chandra Travis

To involve learners and encourage professional sharing among colleagues, many instructors employ a process that asks students to share a game, movement activity, song, children’s book, prop box, newsletter/internet article, etc. at least once during the course.

Week	Skill Area	Topic(s)	Recommended Activities and Resources	Suggested Assignments (Due at following class)
Semester One				
Orientation Sessions		Credential Process Community of Learners Payment / EIP Applications	NYS Credential Manual: Flow Chart Autobiography Sharing /Template Program Description Sharing/Template	<u>Read:</u> SAC Credential Manual Chapters 3 and 4
		Orientation to Expectations	“Speed Orientation” involving successful Credentialed Professionals (on website) (LS)	
1	1 Professionalism	Career vs. Job Articulating value, purpose, process of work Competency Standards and Indicators: Observable or Not The Portfolio	One way I act professionally... One value I offer children, families, community... I am a resource for... NYS SAC Credential Manual Sample Portfolio Entries <i>Links to Learning</i> (NIOST) Appendix A, pp 165-172	<u>Read Text:</u> Chapter 1 <u>Portfolio:</u> Autobiography <u>Resource Files:</u> #1 NYS Regulations #7 ASW Standards

2	1 Professionalism	<p>Regulations</p> <p>Advocacy</p> <p>Professional Associations</p> <p>Professional Code of Ethics</p> <p>Connect with other child development practitioners to exchange best practice strategizes</p>	<p>Find answers to regulations questions</p> <p>Regulations Teach Back – Candidates master sections in small group and then produce 15 minute lesson. Edited lessons are shared with entire group for study and professional development with site-based staff. (CT)</p> <p>Regulations Quiz Bowl – Candidates submit “stumpers” with respect to regulations, “contestant” gives answer. Results verified by a “team of experts” using SAC regulations. (CT)</p> <p>NYS Regulations: www.ocfs.state.ny.us/main/childcare/infoforproviders.asp ASWNY Membership Brochure ASWNY “Advocacy Tool Kit” NAA Code Of Ethics: http://www.ncafterschool.org/NAACodeofEthicsJan09.pdf</p>	<p><u>Read Text:</u> Chapter 17</p> <p><u>Portfolio:</u> Draft 1 Portfolio Entry (SA1: Comp Standard: 1-3)</p> <p><u>Resource File:</u> #5 Professional Associations</p>
3	2 Child Development	Youth Development Model: Biological, Psycho-Social, Cognitive Growth Changes	<p><i>Yardsticks: Children in the Classroom, Ages 4-14</i> by Chip Wood www.responsiveclassroom.org</p> <p>Child Development Puzzles (on website) (SC)</p>	<p><u>Read Text:</u> Chapter 2 plus pp. 153-156</p> <p><u>Observe:</u> 1 child in assigned age group</p> <p><u>Portfolio:</u> Draft 1 Entry SA 2</p> <p><u>Resource File:</u> #4 3 Agencies for Child Advocacy</p>
4	2 Child Development	“You Teach” Growth and Development Needs and Skills Introduction to Developmental	<p><i>Reclaiming Youth at Risk</i> – Larry Brendtro, Martin Brokenleg, Steve Van Bockern (Bloomington, IN: National Educational Service)</p> <p>Search Institute – Developmental Assets http://www.search-institute.org/developmental-assets (CT)</p> <p>Maslow’s Hierarchy of Needs</p>	<p><u>Read:</u> 40 Developmental Assets at www.search-institute.org</p> <p><u>Portfolio:</u> Complete 3 Entries SA 1</p>

4	2 Child Development (Continued)	Psychologist/Theorists and other key figures: Erickson, Clark, Vygotsky, Goleman, Thronidike and Ainsworth	Cathann Kress Youth Development House Model (on website) (SC) Circle of Courage Model (on website) (SC)	
5	2 Child Development	Share Portfolio Entries Environmental Context for Youth Development	Bronfenbrenner's Ecological Model of Child Development www.des.emory.edu/mfp/302/302bron.pdf (AR) Cathann Kress Youth Development House Model (on website) (SC)	<u>Portfolio</u> : Complete 3 Entries SA 2
6	3 Safety	Adult/Child CPR First Aid NYS Regulations	American Red Cross Find answers to regulations questions NYS SAC Regulations	<u>Resource Files</u> : # 13 Certifications, # 2 Evacuation and #3 Staff/Child Ratios <u>Portfolio</u> : Complete 2 Entries SA3 <u>Bring In</u> : Safety Checklists
7	3 Safety	Indoor Outdoor Field Trips	Fire Department of NY: Fire Smart for Children http://www.fdnfiresmart.org/incaseoffire.html (CT) Candidates share safety checklists used in programs Safety Checklist (on website) (EB) SAFE Model (on website) (EB) Supervision Balloon Activity (on website) (EB)	<u>Portfolio</u> : Complete 3 Entries SA3 <u>Read Text</u> : Chapter 15
8	4 Health	Hand-washing Preventing Childhood Obesity Allergies Food Science & Cooking Non-Cooking Food Activities	www.henrythehand.com ; http://www.henrythehand.com/programs/infection-prevention-partnership/henrys-school-visit-video/ Preventing Childhood Obesity PowerPoint (on website) (SC) Hand-washing Experiments (on website) (SC) Obesity Trends PowerPoint (on website) (SC) CHASE Assessment Tool (on website) (SC)	<u>Read Text</u> : pp 54-57 <u>Read</u> : One internet article about childhood obesity <u>Portfolio</u> : Complete 1 Entry SA4 <u>Resource File</u> : #15 Cooking and Food Preparation Activities

9	4 Health	Child Abuse Prevention Mandated Reporter Training	Mandated Reporter Training Sexual Abuse and Young Boys http://www.oprah.com/oprahshow/Full-Episode-200-Adult-Men-Who-Were-Molested-Come-Forward-Video (CT)	"You Teach" Stress Management Techniques, Preparing Children to Protect Themselves from violence, premature sexuality, drugs Resource Files: # 11 Reporting Procedures, #12 Head Injury Procedures
10	4 Health	Helping Children Cope With Stress and Psychological Maltreatment	"You Teach": Stress Management Techniques Preparing Children to Protect Themselves from violence, premature sexuality, drugs	Portfolio: Complete 3 Entries SA4 Resource File: # 14 Sample Menu
11	5 Self	Self-Esteem and Temperament Body Image/Media Influence (AR) Autism Spectrum (LS)	4 Ways to Allow Self-Esteem to Flourish Watch 1 hour of television & document commercials Temperamental Indicator from <i>The Difficult Child</i> by Stanley Turecki (SC) <i>4 Conditions for Self-Esteem</i> by Reynold Bean (Santa Cruz: ETR Associates) American Academy of Pediatrics www.aap.org How Temperamental Am I? (on website) (SC) Domains of Self-Concept from Susan Harter (on website) (SC)	Read Text: pp392-398 Observation: Use Temperament Scale to assess one child "You Teach": an activity to promote Belonging/Connectedness, Uniqueness/Independence, Personal Power/Mastery, or Models and Mentors Resource File: # 27 Child Observation Tool
12	5 Self	Conditions to Allow Self-Esteem to Flourish	"You Teach" Presentations: Activities to promote Conditions for Self-Esteem to Flourish Self-Esteem Games by Barbara Sher http://hfrp.org/out-of-school-time/ (LS)	Portfolio: Complete 3 Entries SA5 Read Text: Chapter 7 Read: One editorial at www.disciplineassociates.com
13	6 Guidance	Discipline with Dignity Transitions Decision-Making and Disappointments Teacher Response Styles	<i>Control The Climate Not the Child</i> , Dale Fink (LS) <i>Discipline with Dignity</i> by Alan Mendler and Rick Curwin Your Discipline Challenges Teacher Response Styles (on website) (AR) Self-Awareness Inventory (on website) (SC) Child-Awareness Inventory (on website) (SC) Positive Guidance Activity (on website) (EB)	Portfolio: Complete 3 Entries SA6 "You Teach": Transition Activities Resource File: #16 Program Rules

14	6 Guidance	<p>Transitions</p> <p>Setting Expectations</p> <p>DESCA (Dignity, Energy, Self-Managing, Community, Awareness) Scale</p>	<p>“You Teach”: Transition Activities <i>Strategies to Inspire Active Learning</i> by Merrill Harmin (SC) BehaviorAdvisor.com</p> <p>Social Contract Example (on website) (SC) DESCA scale (on website) (SC)</p>	<p><u>Assess practice</u> using DESCAscale <u>Portfolio</u>: Complete 3 Entries SA6</p>
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Semester Two

Week	Skill Area	Topic(s)	Recommended Activities and Resources	Suggested Assignments (Due at following class)
1	7 Out of School Environments	Freedom within Structure, Order to Disorder, Soft Space Negotiation Skills	<i>Training School-Age Child Care Staff</i> , pp 63-110 “Creating Positive Spaces” video Tape CCE SACERS tool Caring Series: Chapter 3 pgs. 155-226 in particular pgs. 180-209. Learning Centers What Could Be In A Learning Center? (on website) (EB)	<u>Read Text</u> : Chapter 9 <u>Assess your environment</u> : What do you like? What do you wish were different? <u>Portfolio</u> : Complete 3 Entries SA7 Entries 1-21 complete <u>Resource Files</u> : #30 Daily Schedule, #10 Engaging Youth in Planning, #17 Five Lesson Plans
2	7 Out of School Environments	Candidate Assessments of Environment Creating Prop Boxes DAP (Developmentally Appropriate Practice)	Discuss environmental assessments DAP Monster Truck (on website) (EB) SAC Sample Floor Plan (on website) (SC) Six Dimensions of Healthy Environments (on website) (SC) Seclusion to Inclusion (on website) (SC) Hard to Soft (on website) (SC) Simple to Complex (on website) (SC) High to Low Mobility (on website) (SC) Safety to Challenge (on website) (SC) Order to Disorder (on website) (SC)	<u>Read Text</u> : Chapter 16 <u>Portfolio</u> : Program Description “You Teach”: Visual Arts, Music/Movement, Dramatic Play Games, or Creative Problem Solving Activities <u>Bring</u> : 1 Prop Box
3	8 Creative	Exposing Children to the Arts Curriculum Webbing Recyclables	Creative Processes “You Teach”: Visual Arts, Music/Movement, Dramatic Play, Games, Creative Problem-Solving The Arts of Language – Prose, Poetry and Plays http://www.poets.org/page.php/prmld/406 (CT) Child Friendly Introduction to the Masters http://www.metmuseum.org/explore/artists.asp (CT)	<u>Portfolio</u> : Complete 3 Entries SA8 <u>Read Text</u> : Chapters 8, 11 “You Teach”: Active Play Games <u>Resource File</u> : #8 Two Creative Art Activities

4	9 Physical	Energy from DESCA Scale Childhood Obesity Games Leadership	Competitive and Cooperative Games <i>Everybody Wins</i> by Jeffrey Sobel <i>The Game and Play Leader's Handbook</i> by Bill Michaelis and John M. O'Connell	<u>Read Text:</u> Chapter 5 <u>Read:</u> One article from internet on Gardner's Multiple Intelligences <u>Portfolio:</u> Complete 3 Entries SA9 <u>Resource Files:</u> #18 Two Performing Art Activities, #9 Two Gross Motor Activities
5	10 Cognitive	Multiple Intelligences	<i>Frames of Mind</i> by Howard Gardner <i>Multiple Intelligences & After-School Environments: Keeping All Children In Mind</i> by David Whitaker	<u>Read Text:</u> Chapters 5, 6 <u>"You Teach":</u> Activities to promote an Intelligence
			Misuses and Applications of Gardner's Theory (on website) (AR)	
6	10 Cognitive	Multiple Intelligences Science/Math Reading/Writing	"You Teach": Multiple Intelligences Science/Math/Reading/Writing Resources <i>Links to Learning</i> (National Institute on Out-Of-School-Time) Piaget's Theory of Cognitive Development (AR)	<u>Portfolio:</u> Complete 3 Entries SA10 <u>"You Teach":</u> Listening, Speaking, Assertiveness, or Refusal Skills
7	11 Communication	Listening, Speaking, Assertiveness, Refusal Skills Mentoring Cyber Safety	"You Teach": Listening, Speaking, Assertiveness, Refusal Skills <i>How to Talk So Kids Will Listen and Listen So Kids Will Talk</i> , by Elaine Mazlish and Adele Faber	<u>Portfolio:</u> Complete 3 Entries SA11 <u>Read Text:</u> Chapter 13 <u>Read:</u> One internet article on Emotional Intelligences and one on Character Education
			Communications, A Reflective Checklist (on website) (EB) Communication Commercial (on website) (EB)	
8	12 Social	Creating Positive Classroom Community Friendship Skills Bullying Character Development	Discuss reading in Emotional Intelligences; Character Education Erikson's 8 Stages of Psycho-Social Development (AR) Kohlberg's Moral Development (AR) Promising AfterSchool Practices (NJ After 3)	<u>Read Text:</u> Chapter 15, 8, p 150 <u>"You Teach":</u> Field Trips, Volunteers, Community Service <u>Resource Files:</u> #21 Help Children Develop Friendships, #24 Community Partners, #25 Potential Community Partners
			Communities Around the World (on website) (EB) Bully Facts (on website) (EB)	

9	12 Social	Involving Children in their Community AmeriCorps	“You Teach”: Field Trips Volunteers from Community to teach Community Service / Service Learning www.goodcharacter.com www.dosomething.org	<u>Portfolio</u> : Complete 3 Entries SA12 <u>“You Teach”</u> : Family Involvement Strategies <u>Resource Files</u> : #19 Two Literacy Activities, #20 Books
10	13 Families	Family Partnerships Ways Families Can be Involved Diversity Poverty’s Effect on Families Family Strengths	Family Involvement means more than attending functions. “You Teach”: Family Involvement Strategies that Work How Do You Like us to Communicate? <i>(on website) (SC)</i> Investing in Parents <i>(on website) (SC)</i> Roles Families can Play <i>(on website) (SC)</i> Conference Sheet <i>(on website) (EB)</i>	<u>Read Text</u> : Chapters 3 <u>Portfolio</u> : Complete 3 Entries SA13 <u>Resource Files</u> : #6 Children with Disability Supports, #22 Five Ways to Support Parents, #23 Parent Participation
11	14 Program Operational Management	Involve Children in Planning Delegation Skills Staff Task Chart	Webbing with Children <i>Links to Learning</i> Pgs. 34-37 , NIOST Activity: Remembering <i>(on website) (EB)</i>	<u>Read Text</u> : Chapter 14 <u>Portfolio</u> : Complete 3 Entries SA14 <u>Resource Files</u> : #26 Outreach Agencies, #28 Record Keeping Forms, #29 Staff Meeting Summary
12	Assessment Preparation	Assessment Process Short- and Long-term goals	Assessment Schedule How goals relate to professional development and credential renewal SMART goals (Specific, Measurable, Achievable, Relevant and Timely) What, How, and When <i>SAC Credential Manual</i> Chapter 4: Goals Worksheet	<u>Portfolios and Resource File complete</u> <u>Short-and Long-Term Goals</u> SA 1-7

13	Assessment Preparation	Request for Visit/Payment Assessment Interview	<p>Request for Visit/Payment Practice Assessment Interviews: Speaking convincingly about value, purpose, and process of work; SMART goals</p> <p><i>SAC Credential Manual Chapter 4: Goals Worksheet</i></p>	<p><u>Short- and Long-Term Goals SA 8-14 Complete Request for Visit/Confirm Payment</u> (EIP applications; agency payments, etc.)</p>
14	Assessment Preparation	Assessment Interview Graduation	<p>Practice Assessment Interviews: Speaking convincingly about value, purpose, and process of work; SMART goals</p> <p>Graduation: Certificates of training completion; Instructor Feedback Forms</p>	Schedule Assessments