



The New York State School-Age Care Credential

Best Practices for SAC Credential Preparatory Course Curriculum

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New York State Network for Youth Success

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Purpose

The purpose of this curriculum is to offer guidance to New York State Network for Youth Success 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, The Network 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 members of 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 3-4 hours, over the course of 12-16 weeks per semester. Course contact hours for a SAC Credential Prep Course typically range, therefore, between 65 and 100. 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 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

New York State Network for Youth Success offers distance learning (DL) courses starting in January and September of each year. These courses are scheduled online weekly and students are required to participate online and to completing their documentation. Distance learning offers instruction to Candidates who do not have easy geographic access to a face-to-face course, but relies on greater Candidate independence and acquiring a local Advisor who can help the Candidate apply learning to his or her work situation.

Required Texts

- *New York State School-Age Care Credential Manual* (Albany, NY: New York State Network for Youth Success, 2008) available for download at: <http://networkforyouthsuccess.org/credential/> (Referred to as SAC Credential Manual: in Curriculum Outline)

Supporting Texts

- *Caring for School Age Children, Fourth 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 green shaded boxes of the “Recommended Activities and Resources” column.

Resources identified on the Curriculum Outline that are not widely available in the popular press or from sources such as Extended NOTES are identified on the curriculum outline with the initials of the instructor who contributed the resource. Such supporting documents will be made available on <http://networkforyouthsuccess.org/credential/>

Training Resources

Additional training resources are made available to Host Agencies through the use of your Box.com account.

SAC Credential Prep Course Curriculum Guide

Key: SA = Skill Area

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 SAC Credential Manual:</u> Chapters 3 and 4
		Orientation to Expectations	Speed Orientation	
1	1 Professionalism	Career vs. Job Articulating value, purpose, process of work Competency Standards and Indicators: Observable or Not The Portfolio	I am a Resource For Resume- Action Verbs NYS SAC Credential Manual <i>Sample Portfolio Entries</i> <i>Lead the Way...</i> , Paul G. Young <i>Jumpstart your Leadership</i> , John Maxwell How to Write a Resume, Do's and Don'ts	<u>Read Text:</u> Chapters 1 and 16 <u>Portfolio:</u> Autobiography Program Description Resource File #5: Accreditation Standards Begin Draft of Resume
2	1 Professionalism	Regulations Advocacy Professional Associations NAA Code of Ethics	Regulations Scavenger Hunt NYS Regulations NYS Policy Statements Network Membership Webpage or Brochure Network Advocacy Resources NAA Code of Ethics	<u>Read Text:</u> pp 26-29 Skim: Chapters 4-6 <u>Portfolio:</u> Draft 1 Portfolio entry (SA1: Comp Standard: 1-3) <u>Resource File:</u> #1 Code of Ethics <u>Resource File:</u> #3 Membership <u>Resource File:</u> #4 Advocate
3	2 Child Development	Youth Development Model: Biological, Psycho-Social, Cognitive Growth Changes	Cathann Kress Model of Youth Development Developmental Stages Puzzles <i>Yardsticks: Children in the Classroom, Ages 4-14</i> by Chip Wood	<u>Observe:</u> 1 child in assigned age group <u>Portfolio:</u> Draft 1 Entry SA 2 <u>Resource File:</u> #6: Documentation of Youth Planning <u>Resource File:</u> #7: 5 Lesson Plans

4	2 Child Development	Growth and Development Needs and Skills Piaget/Vygotsky	4H Essential Elements of Youth Development Maslow's Hierarchy of Needs Circle of Courage Model	Read: 40 Developmental Assets at www.search-institute.org
			<i>Reclaiming Youth at Risk</i> – Larry Brendtro, Martin Brokenleg, Steve Van Bockern (Bloomington, IN: National Educational Service)	Portfolio: Complete 3 Entries SA 1 Resource File: #23: Creative Art Lesson Plans Resource File: #24: Gross Motor Lesson Plans
5	2 Child Development	Share Portfolio Entries Environmental Context for Youth Development	Cathann Kress Model of Youth Development 40 Developmental Assets	Portfolio: Complete 3 Entries SA 2
6	3 Safety	Adult/Child CPR First Aid NYS Regulations Mandated Reporter	American Red Cross Find answers to regulations questions	Portfolio: Complete 2 Entries SA3 Resource File #14: Evacuation Plan Resource File #16: Regulations Resource File #15: Ratios
			NYS SAC Regulations	Bring In: Indoor/Outdoor Safety Checklists
7	3 Safety	Indoor Outdoor Field Trips	Candidates Share Safety Checklists used in programs (Indoor and Outdoor)	Portfolio: Complete 3 Entries SA3 Read: pp54-57; Chapter 14 Resource File #11: Head Injuries Resource File #12: First Aid/CPR Documentation
8	4 Health	Hand washing Preventing Childhood Obesity Allergies	Hand washing Experiments Sweetened Drinks Experiments CHASE Assessment Tool Individual Health Care Plans HEPA Standards	Read: Text, pp 54-57; one internet article about childhood obesity Portfolio: Complete 1 Entry SA4 Resource File: # 17 Sample Menu Resource File #18: Nutrition Activities
	4 Health	Food Science & Cooking Non-cooking food activities CACFP	Child Meal Patterns Afterschoolmealsny.com Preventing Childhood Obesity Cornell Cooperative Extension Nutrition Education	Use: SACERS to assess health & safety

			Resources	
9	4 Health	Child Abuse Prevention Mandated Reporter Training	Online Mandated Reporter Training	<u>"You Teach"</u> : Stress Management Techniques, Preparing Children to Protect Themselves from violence, premature sexuality, drugs <u>Portfolio</u> : Complete 1 Entry SA4 <u>Resource File #10</u> : Reporting Procedures <u>Resource File #13</u> : Mandated Reporter
10	4 Health	Helping Children Cope With Stress and Psychological Maltreatment ACES & Trauma	"You Teach" Stress Management Techniques Preparing Children to Protect Themselves from violence, premature sexuality, drugs ACES Primer Oprah Clip	<u>Portfolio</u> : Complete 1 Entry SA4
11	5 Self	Self-Esteem and Temperament Body Image/Media Influence Autism Spectrum	Temperamental Indicator Domains of Self-Concept Watch 1 hour of television & document commercials Domains of Self-Concept from Susan Harter Temperamental Indicator from <i>The Difficult Child</i> by Stanley Turecki <i>4 Conditions for Self-Esteem</i> by Reynold Bean (Santa Cruz: ETR Associates) American Academy of Pediatrics www.aap.org Temple Grandin Interview	<u>Observation</u> : Use Temperament Scale to assess one child <u>"You Teach"</u> : an activity to promote Belonging/Connectedness, Uniqueness/Independence, Personal Power/Mastery, or Models and Mentors <u>Portfolio</u> : Complete 1 Entry SA5 See above
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	<u>Portfolio</u> : Complete 2 Entries SA5 <u>Read</u> : Text Chapter 7 <u>Resource File #19</u> : Books <u>Resource File #20</u> : Observation Tool
13	6 Guidance	Discipline with Dignity Transitions Decision-Making and Disappointments Teacher Response	Child Awareness Inventory Self-Awareness Inventory- For Teachers Positive Guidance Activity <i>Discipline with Dignity</i> by Alan Mendler and Rick	<u>Portfolio</u> : Complete 1 Entry SA6 <u>"You Teach"</u> Transition Activities <u>Resource File # 21</u> Program Rules

13	6 Guidance	Styles	Curwin <i>Discipline in School-Age Care: Control the Climate, Not the Children</i> , Fink Teacher Response Styles Responsive Classroom	
14	6 Guidance	Transitions Setting Expectations DESCA (Dignity, Energy, Self-Managing, Community, Awareness) Scale	Rule Setting, Social Contracts Using the DESSA scale "You Teach" Transition Activities <i>Strategies to Inspire Active Learning</i> by Merrill Harmin	<u>Read</u> : Chapters 8 and 9 <u>Assess practice</u> using DESCAScale <u>Portfolio</u> : Complete 2_Entries SA6 Turn In Resume

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 SACERS Tool Negotiation Skills	Six Dimensions of Healthy Environments What Could be in a Learning Center? Caring Series: Chapter 3 pgs. 155-226 in particular pgs. 180-209. SACERS Tool Sample Planning Calendar Sample Lesson Plans	<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 File</u> : #22 Daily Schedule <u>Use</u> : SACERS to assess space, furnishings, and activities
2	7 Out of School Environments	Candidate Assessments of Environment; Creating Prop Boxes	Discuss environmental assessments	<u>Read</u> Chapter 11 <u>You Teach</u> : Visual Arts music/movement, Dramatic Play games, or creative problem solving activity <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 Involving the Community	<u>Portfolio</u> : Complete Entries SA8 <u>Read</u> Chapter 4, pp 179-190, and Chapter 10, 14 <u>You Teach</u> : Active Play Games

			Creativity in Young Children	Resource File #8: Creative Art Activities Resource File #9: Literacy Activities
4	9 Physical	Energy from DESCA Scale Childhood Obesity Games leadership	Competitive and Cooperative Games Everybody Wins by Jeffrey Sobel The Game and Play Leader's Handbook by Bill Michaelis and John M. O'Connell Heads Up to Youth Sports: Online Training	Read Chapter 5 and one article from internet on Gardner's Multiple Intelligences Portfolio Complete 3 Entries SA9 Resource File : #15 Songs and #9 Gross Motor Activities
5	10 Cognitive	Learning Centers Multiple Intelligences	Tongue Twisters Supporting 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 Cognitive Development Resources	You Teach : Activities to promote an Intelligence Read Chapter 12
6	10 Cognitive	Multiple Intelligences Science/Math Reading/Writing	You Teach: Multiple Intelligences Science/Math/Reading/Writing Resources www.Translation.com http://www.behavioradvisor.com/	Portfolio Complete 3 Entries SA10 You Teach : Listening, Speaking, Assertiveness, or Refusal Skills
7	11 Communication	Talk So Kids will Listen; Listen So Kids will Talk Listening, Speaking, Assertiveness, Refusal Skills Mentoring	Faber and Mazlish Cartoons You Teach: Listening, Speaking, Assertiveness, Refusal Skills Communication Commercial Communication Reflective Checklist <i>How to Talk So Kids Will Listen and Listen So Kids Will Talk</i> , by Elaine Mazlish and Adele Faber Activity Documents	Portfolio Complete 3 Entries SA11 Read Chapter 7 and one internet article on Emotional Intelligences; one on Character Education
8	12 Social	Creating Positive Classroom Community Friendship Skills	Discuss readings from U Penn's Authentic Happiness Newsletter Archive Edutopia – Service Learning	Read Chapter 15, 8: p 150 You Teach : Field Trip, Volunteers, Community Service

		Bullying Cultural Competence	Did You Fill a Bucket Today? Cultures Around the World Graphic Bully Quiz Did You Fill a Bucket Today Video An Equity Action Agenda for Youth Development Professionals , Jenn Siaca Curry What is SEL? CASEL Website	<u>Resource File #25:</u> Friendships <u>Use:</u> SACERS to assess interactions
9	12 Social	Involving children in their Community Visitor vs. Volunteer and Regulatory Qualifications	You Teach: Field Trips Volunteers from Community to teach Community Service / Service Learning	<u>Portfolio</u> Complete 3 Entries SA12 <u>Read</u> Chapter 3 <u>You Teach</u> Family Involvement Strategies
9	12 Social	AmeriCorps	www.goodcharacter.com www.dosomething.org <i>A Kid's Guide to Service Projects</i> , Barbara Lewis	<u>Resource File #26:</u> Potential Partners <u>Resource File #27:</u> 3 Partners <u>Resource File #31:</u> Community Agencies
10	13 Families	Family Partnerships Multiple 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 A Hands on Approach to Nurturing the Parent Partnership , Edna Wallace Investing in Parents During the First Six Weeks of School , Davis & Yang	<u>Portfolio</u> Complete 3 Entries SA13 <u>Read</u> Chapters 8, 16 <u>Resource File #28:</u> Support Parents <u>Resource File #29:</u> Outreach Agencies <u>Resource File #30:</u> Parent Activities
11	14 Program Operational Management	Involve Children in Planning Delegation Skills Staff Task Chart	<i>Caring for Children in School-Age Programs</i> , Vol. II pgs. 345-354	<u>Portfolio</u> Complete 3 Entries SA14 <u>Resource File #2:</u> Aspire Registry <u>Resource File #32:</u> Record Keeping Forms <u>Resource File #33:</u> Staff Meeting <u>Use:</u> SACERS to assess program structure
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	<u>Portfolios and Resource file complete short-and long-term goals</u> SA 1-7

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