

Standards/Measurement Criteria

(**Draft)

Early Childhood Education

CIP No. 13.1210

These state standards are designed to be delivered in a sequence of courses. *Standards 1-14 are to be taught as an introduction within the Early Childhood Education program.

****Please note: The following CTE program Standards/Measurement Criteria are tentative until assessments are established.**

***1.0 EXPLORE EARLY CHILDHOOD CAREERS**

- 1.1 Identify factors that influence career choices
- 1.2 Relate interests, skills, and attitudes to career exploration in early childhood education
- 1.3 Investigate wages related to the early childhood education field
- 1.4 Employ decision making skills to career choices
- 1.5 Examine the requirements to meet a career in early childhood education including post high school education

***2.0 PRACTICE JOB SEARCH SKILLS**

- 2.1 Research employment opportunities in early childhood education
- 2.2 Review and critique a job application on line and in hard copy
- 2.3 Review professional dress, interviewing skills and resumes
- 2.4 Demonstrate the use of technology in a job search

***3.0 DEVELOP EMPLOYABILITY SKILLS FOR EARLY CHILDHOOD EDUCATION**

- 3.1 Identify factors contributing to job success
- 3.2 Practice leadership skills
- 3.3 Demonstrate work ethics and behavior

***4.0 MODEL RESPECTFUL ACCEPTANCE OF OTHERS**

- 4.1 Explore self concept
- 4.2 Discuss methods to build self esteem
- 4.3 Develop caring behaviors
- 4.4 Evaluate personal trustworthiness
- 4.5 Explore fairness in relationships
- 4.6 Define the attributes of honesty

***5.0 EXAMINE RESPONSIBILITY FOR PERSONAL WELLNESS IN AN EARLY CHILDHOOD EDUCATION WORKPLACE**

- 5.1 Identify sources of stress and stress management techniques
- 5.2 Practice skills for dealing with crisis
- 5.3 Identify risk-taking behaviors
- 5.4 Describe disease, prevention, and control
- 5.5 Describe measures to promote wellness
- 5.6 Describe symptoms of chemical abuse
- 5.7 Apply nutrition principles to wellness and exercise

***6.0 ANALYZE FAMILY UNITS BASED ON SOCIAL, CULTURAL, ECONOMIC AND PSYCHOLOGICAL FACTORS**

- 6.1 Examine recent definitions and changes in family structures
- 6.2 Identify characteristics of functional families
- 6.3 Examine stages in the family life cycle
- 6.4 Define cultural differences between families
- 6.5 Examine the role of the family as a source of protection, guidance, affection, and support

***7.0 PRACTICE COMMUNICATION SKILLS APPLICABLE TO EARLY CHILDHOOD EDUCATION**

- 7.1 Interpret verbal and nonverbal communication
- 7.2 Identify barriers to effective communication
- 7.3 Practice skills used to communicate with parents and children in an early childhood setting
- 7.4 Identify guidelines for effective written communication (letters, reports, email)
- 7.5 Develop strategies to work with differences in language, ethnicity and gender in an early childhood workplace context

***8.0 PARTICIPATE IN LEADERSHIP ACTIVITIES SUCH AS THOSE SUPPORTED BY FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA (FCCLA)**

- 8.1 Identify personal leadership style
- 8.2 Determine the roles and responsibilities of group leaders and group members
- 8.3 Identify the differences between management and leadership
- 8.4 Describe characteristics of an effective team member in an early childhood workplace
- 8.5 Discuss teamwork required for an early childhood environment
- 8.6 Practice techniques to involve each member of the team
- 8.7 Examine effective meeting management
- 8.8 Examine the differences between consensus building and majority decision making
- 8.9 Participate in an early childhood career development event
- 8.10 Practice the decision-making process

***9.0 APPLY TECHNOLOGY TO SUPPORT EARLY CHILDHOOD EDUCATION OPERATIONS**

- 9.1 Examine the uses of technology in early childhood education programs
- 9.2 Communicate using telecommunication tools
- 9.3 Demonstrate basic usage of computers (input, storage, output)
- 9.4 Access information electronically (via Internet, CD-ROM, etc.)
- 9.5 Understand and identify the functions, purpose and issues of e-mail systems
- 9.6 Apply basic commands of operating system software
- 9.7 Apply appropriate file and disc management techniques

***10.0 PRACTICE PROBLEM SOLVING AND DECISION MAKING PROCESSES IN EARLY CHILDHOOD EDUCATION SITUATIONS**

- 10.1 Practice problem-solving processes for an early childhood environment
- 10.2 Describe methods of establishing priorities for an early childhood education workplace
- 10.3 Prepare a plan of work and a schedule
- 10.4 Explore the needs of internal staff and children's families in an early childhood education setting

***11.0 PRACTICE SAFE WORKING PROCEDURES FOR AN EARLY CHILDHOOD ENVIRONMENT**

- 11.1 Identify responsibilities of professionals to create/maintain a safe early childhood work environment
- 11.2 Explain appropriate safety precautions around common hazards
- 11.3 Identify and wear appropriate clothing to ensure personal safety
- 11.4 Explain the importance of the Arizona Department of Health Services Child Care Licensing Regulations, OSHA (Occupational Safety and Health Administration) standards, HazCom (Hazard Communication Standard) requirements and MSDS (Material Safety Data Sheets)
- 11.5 Apply safety/environmental policies/procedures for an early childhood environment

***12.0 EXAMINE FOOD-BORNE ILLNESS AND FOOD SAFETY**

- 12.1 Summarize the consequences of failure to maintain food safety and food quality
- 12.2 Differentiate between cleaning and sanitizing
- 12.3 Demonstrate appropriate personal hygiene/health procedures
- 12.4 Explain the importance of hand washing
- 12.5 Practice hand washing techniques

***13.0 EXPLAIN AND APPLY THE BASIC CONCEPTS OF NUTRITION**

- 13.1 Identify food sources, food nutrients and food groups
- 13.2 Explain the purpose of the new food pyramid
- 13.3 Identify basic nutritional needs
- 13.4 Explain the consequences of an unbalanced diet

***14.0 EXPLORE LEGAL AND ETHICAL CONSIDERATIONS IN EARLY CHILDHOOD EDUCATION**

- 14.1 Define code of ethics for an early childhood environment
- 14.2 Examine the relationship between ethics and the regulations for the early childhood education profession
- 14.3 Identify workers' rights regarding workplace issues including safety, drug testing, harassment, discrimination, privacy, etc.
- 14.4 Examine the problems related to maintaining ethical standards in situations without a clear standard
- 14.5 Discuss how credit is given for use of copyrighted materials
- 14.6 Identify the benefits of copyright laws
- 14.7 Review the liabilities associated with the early childhood education profession
- 14.8 Discuss the law regarding discipline of children

15.0 DEVELOP AN INDIVIDUAL EARLY CHILDHOOD EDUCATION CAREER PLAN

- 15.1 Investigate early childhood career options including entrepreneurship
- 15.2 Develop career goals based on interests, aptitudes, and research
- 15.3 Review and revise plans on an annual basis
- 15.4 Manage personal and career goals
- 15.5 Describe factors that contribute to job satisfaction and success

16.0 PREPARE FOR EMPLOYMENT IN EARLY CHILDHOOD EDUCATION

- 16.1 Develop a resume
- 16.2 Research a company as a potential employer
- 16.3 Complete the job application process
- 16.4 Demonstrate interviewing skills, including pre-interview preparation and post-interview follow-up

17.0 PARTICIPATE IN WORK-BASED LEARNING EXPERIENCES THAT REPLICATE INDUSTRY STANDARDS

- 17.1 Demonstrate aptitude for working with children
- 17.2 Demonstrate positive work behaviors
- 17.3 Demonstrate positive interpersonal behaviors
- 17.4 Demonstrate safe and healthy work behaviors
- 17.5 Demonstrate ability to adapt to changes in the workplace
- 17.6 Participate in a variety of work-based experiences, paid or non-paid
- 17.7 Use technology as appropriate for the job

18.0 DEMONSTRATE EFFECTIVE ORAL COMMUNICATION SKILLS WITH ADULTS AND CHILDREN

- 18.1 Conduct formal/informal research to collect appropriate topical information
- 18.2 Use questioning techniques to obtain needed information from an audience
- 18.3 Demonstrate active listening during communications
- 18.4 Demonstrate appropriate technologies for a formal presentation
- 18.5 Communicate using equitable and culturally sensitive language for a diverse audience

19.0 DEMONSTRATE WRITTEN COMMUNICATION SKILLS REQUIRED FOR AN EARLY CHILDHOOD EDUCATION WORKPLACE

- 19.1 Conduct formal/informal research to collect appropriate topical information
- 19.2 Organize information and develop an outline
- 19.3 Write business communications using an appropriate format for the situation including attention to email rules and etiquette
- 19.4 Prepare a draft document using established rules for grammar, spelling and sentence construction

20.0 EVALUATE THE ROLE OF EARLY CHILDHOOD EDUCATION IN THE ECONOMY

- 20.1 Examine labor market information for early childhood education
- 20.2 Examine employment conditions in early childhood education
- 20.3 Examine trends in early childhood education

21.0 DEMONSTRATE BUSINESS AND FINANCIAL MANAGEMENT PRACTICES NEEDED FOR CHILD CARE PROFESSIONALS

- 21.1 Research and identify costs associated with managing a child care center
- 21.2 Interpret financial information for decision making and planning
- 21.3 Describe the impact of quality business communications on the success of an organization
- 21.4 Analyze the relationship of customer service and customer satisfaction on the success of a business
- 21.5 Classify and compare the types of childcare options/programs for children
- 21.6 Identify characteristics of quality providers

22.0 EVALUATE LEADERSHIP STYLES APPROPRIATE FOR THE EARLY CHILDHOOD EDUCATION WORKPLACE

- 22.1 Determine personal characteristics of effective leaders
- 22.2 Compare/contrast leadership and management styles
- 22.3 Describe how cultural/ethnic differences affect leadership styles and communication

23.0 PARTICIPATE IN LEADERSHIP ACTIVITIES SUCH AS THOSE SUPPORTED BY FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA (FCCLA)

- 23.1 Determine the roles and responsibilities that leaders and members bring to an organization
- 23.2 Evaluate characteristics of effective teams
- 23.3 Evaluate characteristics of an effective team player
- 23.4 Practice techniques to involve each member of the team
- 23.5 Demonstrate teamwork
- 23.6 Practice effective meeting management
- 23.7 Demonstrate business etiquette
- 23.8 Practice decision-making process
- 23.9 Identify national or local early childhood professional membership organizations

24.0 DEMONSTRATE KNOWLEDGE OF THE GROWTH AND DEVELOPMENT OF INFANTS

- 24.1 Analyze factors influencing prenatal development
- 24.2 Explain general progression of physical and motor skill development in infants
- 24.3 Characterize cognitive and language development in infants
- 24.4 Describe social and emotional development in infants
- 24.5 Explain the importance of play in the social and emotional development of infants
- 24.6 Examine the importance of nurturance and attachment to brain development in infants

25.0 DEMONSTRATE KNOWLEDGE OF GROWTH AND DEVELOPMENT OF TODDLERS

- 25.1 Explain general progression of physical and motor skill development in toddlers
- 25.2 Characterize cognitive and language development in toddlers
- 25.3 Describe social and emotional development in toddlers
- 25.4 Explain the importance of play in the social and emotional development of toddlers
- 25.5 Demonstrate preliminary understanding of the importance of brain research to the growth and development of toddlers

26.0 DEMONSTRATE KNOWLEDGE OF GROWTH AND DEVELOPMENT OF PRESCHOOLERS

- 26.1 Explain general progression of physical and motor skill development in preschoolers
- 26.2 Characterize cognitive and language development in preschoolers
- 26.3 Describe social and emotional development in preschoolers
- 26.4 Explain how play promotes social and emotional development
- 26.5 Demonstrate knowledge of brain research and its application to the growth and development of preschoolers

27.0 EXHIBIT KNOWLEDGE OF GROWTH AND DEVELOPMENT OF SCHOOL-AGED CHILDREN

- 27.1 Explain general progression of physical and motor skill development in school-aged children
- 27.2 Characterize cognitive and language development in school-aged children
- 27.3 Describe language development in school-aged children
- 27.4 Explain how play promotes the social and emotional development of children

28.0 EVALUATE AND USE EFFECTIVE TEACHING TECHNIQUES

- 28.1 Examine child development theories and their implications for childcare practices
- 28.2 Arrange the physical environment to facilitate planned and spontaneous activities both indoors and outdoors
- 28.3 Design a daily schedule according to developmental needs of children
- 28.4 Design learning centers
- 28.5 Create a learning environment with tools to encourage developmentally appropriate awareness of numbers, reading and writing activities
- 28.6 Examine and implement methods for self-evaluation
- 28.7 Determine potential uses of technology, media and resources to appropriately support learning
- 28.8 Demonstrate the ability to maintain positive control in a small group setting
- 28.9 Propose developmentally appropriate practices that promote children's respect for diversity

29.0 DEVELOP ACTIVITY PLANS

- 29.1 Plan, conduct, and evaluate developmentally appropriate activities for infants, toddlers, preschoolers and school-aged children focusing on areas such as large and fine motor skills, language, pre-math, science, social studies, art and play
- 29.2 Explain how the Arizona Early Learning Standards for preschoolers and the Arizona Academic Standards for school-age children may be used to guide development of learning activities and opportunities
- 29.3 Outline characteristics of children with special needs and how to modify teaching methods
- 29.4 Foster learning in which individual and cultural differences are recognized
- 29.5 Adapt instructional plans based on unexpected events
- 29.6 Create activities to increase listening and attending skills

30.0 EXAMINE BEHAVIOR AND DEVELOPMENT OF CHILDREN

- 30.1 Identify reasons for observing young children
- 30.2 Identify developmentally appropriate behavioral, social, emotional, cognitive and physical expectations and development
- 30.3 Record behavior and development in objective statements versus personal interpretations

31.0 PROMOTE SOCIAL COMPETENCE

- 31.1 Practice positive guidance techniques
- 31.2 Encourage cooperation in play respecting the rights and property of self and others
- 31.3 Encourage children to identify, manage and express their emotions in an appropriate manner
- 31.4 Explain how diversity in family units and roles may be reflected in a child's behavior
- 31.5 Demonstrate problem solving and conflict resolution skills with children
- 31.6 Determine developmentally appropriate practices that promote self-control
- 31.7 Evaluate appropriate techniques to assist children in their adjustment to a childcare setting
- 31.8 Set up guidelines for assisting children with routine and transition activities

32.0 EXAMINE LEGAL AND ETHICAL POLICIES AND PROCEDURES

- 32.1 Outline legal responsibilities of early childhood professionals
- 32.2 Describe ethical behavior with children, family, peers and employers
- 32.3 Summarize policies and procedures affecting early childhood facilities

33.0 DEMONSTRATE SAFETY PROCEDURES

- 33.1 Demonstrate proper storage of equipment and supplies
- 33.2 Formulate a plan for emergency procedures
- 33.3 Demonstrate basic First Aid and CPR techniques
- 33.4 Identify basic health practices and prevention procedures regarding childhood illness and communicable diseases
- 33.5 Describe water safety and precautions
- 33.6 Identify possible safety hazards in and around the childcare setting
- 33.7 Explain safe maintenance of toys, equipment and materials

34.0 DEMONSTRATE CLEANING/SANITATION SKILLS

- 34.1 Perform cleaning and sanitation of facility and equipment
- 34.2 List the steps for proper laundry procedures
- 34.3 Demonstrate proper dishwashing procedures
- 34.4 Demonstrate proper hand washing procedures
- 34.5 Determine conditions and practices that promote safe food handling

35.0 ASSESS PHYSICAL WELL-BEING OF CHILDREN

- 35.1 Perform daily health check
- 35.2 Identify abuse indicators
- 35.3 Explain state law in reporting suspected child abuse or neglect
- 35.4 Complete injury and illness documentation
- 35.5 Describe appropriate methods of administering and storing medications

36.0 DEMONSTRATE PERSONAL CARE OF CHILDREN

- 36.1 Demonstrate sanitary diapering and toileting procedures
- 36.2 Describe appropriate napping and resting procedures
- 36.3 Explain appropriate feeding and eating procedures
- 36.4 Establish personal care routines for children

37.0 FACILITATE COMMUNICATION WITH FAMILIES

- 37.1 Establish informal, ongoing communication with family members
- 37.2 Develop formal communication with family members, such as newsletters, handbooks, etc.
- 37.3 Summarize ways to interact with families and the community
- 37.4 Identify confidentiality issues and how to handle them effectively
- 37.5 Describe how to resolve a conflict with family members
- 37.6 Describe the components of an effective family conference

38.0 DEMONSTRATE KNOWLEDGE OF CHILD NUTRITION

- 38.1 Plan nutritious meals and snacks which appropriately involve the participation of children
- 38.2 Understand how meals and snacks provide learning opportunities within the classroom
- 38.3 Develop strategies for creating a relaxed mealtime routine addressing common feeding issues
- 38.4 Propose dietary modifications for special needs diets
- 38.5 Identify foods that may cause choking or allergic reactions in young children