

Florida Department of Education  
CURRICULUM FRAMEWORK

<b>Program Title:</b>	<b>Early Childhood Education</b>	
	<u>Secondary</u>	<u>PSAV</u>
<b>Program Number:</b>	8503210	V200210
<b>CIP Number:</b>	0420.020210	0420.020210
<b>Grade Level:</b>	9-12, 30, 31	30, 31
<b>Length:</b>	4 Credits	600 Hours
<b>CTSO</b>	<b>FCCLA</b>	
<b>Certification:</b>	HOME EC 1 @2	VOC HME EC @2 @4
	VOC HME EC@ 2@4	PK/PRIMARY H
	HOMEMAKING @2¢7	PRESCH ED A
	PRESCH ED A	FAM CON SC 1
	HME EC OCC ¢7	PRIMARY ED B
	PRIMARY ED B	HOME EC 1 @2
	GEN HME EC @4	GEN HME EC @2 @4
	E CHILD ED @0	E CHILD ED @0
	PK/PRIMARY H	CH CARE TR 7G
	FAM CON SC 1	

\*\*\*NOTE: THE CERTIFICATIONS HME EC OCC @7G ¢7 AND HOMEMAKING @7G @2 ¢7 ARE ACCEPTABLE FOR THE PSAV PROGRAM (V200210) ONLY IF THE INSTRUCTOR HAS A MINIMUM OF AN ASSOCIATE'S DEGREE AND MEETS ALL CURRENT DCF TRAINER REQUIREMENTS (SEE F.A.C. 65C-22.003 TRAINER QUALIFICATIONS).

Facility Code 234

Basic Skills  
 Math 9  
 Language 9  
 Reading 9

\*\*See section III for exceptions

Program SOC Code: 25-2011, Preschool Teachers, Except Special Education

- I. **PURPOSE:** The Early Childhood Education Program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Early Childhood industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight.
  
- II. **PROGRAM STRUCTURE:** The program consists of 600 hours (120 hours of classroom instruction and 480 hours of direct work with children) with four occupational completion points which results in the issuance of a Florida Department of Education Early Childhood Professional Certificate (ECPC). (The ECPC replaced the CDAE in April 2007). See Program Guidelines and Student Guidelines listed below this document on web page for more information. It is acceptable for a student to begin this program in high school and then continue/complete the program at a Technical Center. Students must complete the mandated DCF (Department of Children and Families) child care training courses and pass the competency exams on those courses to be awarded the ECPC at program completion. The ECPC is accepted for the DCF Staff Credential. As soon as students receive the ECPC, they

should submit a copy of their certificate and form 5211 (available on the DCF website) to DCF to obtain their Staff Credential.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment and materials appropriate to the program content and in accordance with high quality standards in the field. Activities provide instruction in the use of manipulative equipment; language development; creative art, music, science, dramatic play, developmentally appropriate practices, brain research, classroom management and established early childhood/child development competencies. Observation and **supervised** work experience with young children in a school laboratory or a community laboratory setting are an integral part of this program. To meet ECPC status, a student must obtain the 480 hours of direct work with children five years or younger in a laboratory or child care setting **while they are enrolled in the program.**

Students must create and maintain a Professional Resource File as a requirement of the program. The Professional Resource File should contain a minimum of the following:

- Autobiography (minimum 300 words) about her/himself and he/she has made the decision to work with young children. A resume' of education and work should also be included.
- Statements of Competence - 250 word minimum (each) related to the following goals:
  - \*To establish and maintain a safe and healthy learning environment.
  - \*To advance physical and intellectual competence.
  - \*To support social and emotional development and to provide positive guidance.
  - \*To establish positive and productive relationships with families.
  - \*To ensure a well-run, purposeful program responsive to participant needs.
  - \*To maintain a commitment to professionalism.
- Resource Collection should include evidence of activities in each content area via curriculum activities and assignments. There are 17 specific items that should be included in this section of the Professional Resource File.

Students can meet the mandated literacy requirement by successfully completing any of the DCF approved literacy courses (go to [www.myflorida.com/childcare/training](http://www.myflorida.com/childcare/training) for more information).

**\*\*\*NOTE: A student must successfully complete the DOE VPK emergent literacy training course to be eligible as a VPK instructor, unless he/she has successfully completed a DCF approved literacy training course prior to November 28, 2005.**

To add hours for practical experience a student may be enrolled in Family and Consumer Sciences Cooperative OJT, Secondary Number 8500410 or Guided Workplace Learning, Secondary Number 8300430, PSAV 0886300.

This program consists of the following:

**Secondary**

8503211	Early Childhood Education 1	1 credit
8503212	Early Childhood Education 2	1 credit
8503213	Early Childhood Education 3	1 credit
8503214	Early Childhood Education 4	<u>1 credit</u>

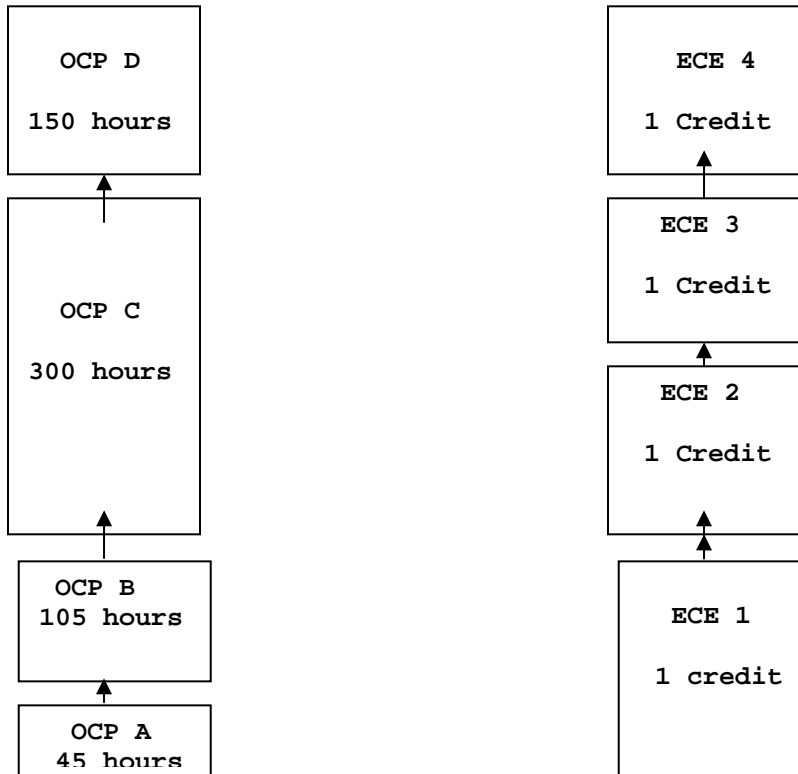
TOTAL 4 CREDITS

**Post Secondary**

OCP A Child Care Worker - SOC 39-9011	45 hours
OCP B Child Care Teacher Aide - SOC 25-2011	105 hours
OCP C Preschool Teacher - SOC 25-2011	300 hours
OCP D Child Care Development Specialist SOC 25-2011	<u>150 hours</u>

TOTAL 600 hours

The following diagram illustrates the program structure:



III. **SPECIAL NOTES:** Family, Career and Community Leaders of America, is the appropriate career and technical student organization (CTSO) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations, when provided, shall be integral part of the instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

(See outcome 21).

**It is recommended that students obtain certification in infant/child CPR and first aid for initial employment.**

**The DCF mandated training (30 hours) includes the following:**

**State and local rules and regulations - 6 hours**

**Health, Safety, and Nutrition - 8 hours**

**Identifying & Reporting Child Abuse & Neglect - 4 hours**

**Child Growth and Development - 6 hours**

**Behavioral Observation & Screening - 6 hours**

The Florida Department of Education Early Childhood Professional Certificate is a **preschool** specialization. Thus, students should also complete the **Preschool Appropriate Practices course (10 hours)**.

To offer the Department of Children and Families (DCF) Introductory Child Care Courses (5 courses, 30 hours) a program must be approved by the local DCF child care training coordinating agency (see Program Guidelines document).

To teach the DCF, Introductory Child Care Course (30 hours) the instructor must meet the trainer requirements established by the Department of Children and Families. (See Program Guidelines document)

Vocational programs offering the Introductory Child Care course will be required to use DCF materials and be subject to monitoring by the coordinating agencies.

The Florida Department of Education Early Childhood Professional Certificate (ECPC) is one of the acceptable minimum credentials for employment as a Voluntary PreKindergarten instructor. Additional requirements and information can be found at [www.vpkflorida.org](http://www.vpkflorida.org).

Cooperative training - OJT is appropriate for this program. Whenever cooperative training - OJT is offered, the following are required for each student: a training plan, signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a workstation that reflects equipment, skills and tasks that are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for adult vocational students to exit this program are: Mathematics 9.0, Language 9.0, Reading 9.0. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided

concurrently through the Vocational Preparatory Instruction (VPI) or a remedial lab. Please refer to the Rule for exemptions.

**\*\*\*NOTE:** Effective 2007-2008 PSAV students who complete this program and meet ALL requirements for the ECPC are exempt from the basic skills **exit** requirement. Refer to Basic Skills Document on the DOE website; see Licensure Programs.

This program may be offered in postsecondary adult vocational (PSAV) courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(B) F.S.

The standard length of this program is 600 hours.

The National Family and Consumer Sciences Standards which correlate to student performance standards have been included. The national standards will appear by number, i.e., NFCS Standards 2.1, 3.2. The FCS national standards can be viewed on the following website:

<http://ideanet.doe.state.in.us/octe/facs/natlstandards.htm>.

<http://www.aafcs.org/fcs/index.html> leads to an online directory which provides a comprehensive list of resources that directly correspond to the 16 National Teaching Standards. Links to governmental, organizational, educational, and commercial websites are available and organized by standard.

SCANS Competencies: To accomplish the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies, instructional strategies for this cluster must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities and higher-order thinking skills.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Equipment List: A generic equipment list is available for the programs in this cluster and is printed in a supplement to this document.

IV **INTENDED OUTCOMES:** After successfully completing the appropriate course (s) for each occupational completion point of this program, the student will be able to perform the following:

**OCCUPATIONAL COMPLETION POINT - DATA CODE - A**  
CHILD CARE WORKER - SOC 39-9011.00

01.0 Identify rules and regulations which govern child care.

- 02.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 03.0 Plan and implement food service and nutrition education.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age twelve).
- 06.0 Demonstrate an understanding of and implement developmentally appropriate practices for programs serving children from birth through age twelve.
- 07.0 Identify communication skills related to child care.
- 08.0 Identify various observation and recording methods.
- 09.0 Recognize appropriate methods of guidance.
- 10.0 Plan, establish, and implement a developmentally appropriate emergent reading program.
- 11.0 Plan, establish, and implement an environment that supports emergent writing.
- 12.0 Identify the characteristics of and provide an environment that is conducive to language use and acquisition.
- 13.0 Plan, implement, and evaluate developmentally appropriate language and emergent literacy activities

**OCCUPATIONAL COMPLETION POINT - DATA CODE - B**

CHILD CARE TEACHER AIDE - SOC 25-2011.00

- 14.0 Demonstrate professionalism.
- 15.0 Identify knowledge of community needs and resources.
- 16.0 Identify career opportunities in the early childhood profession.
- 17.0 Display interpersonal relationship skills.
- 18.0 Develop intercommunication with family.
- 19.0 Demonstrate the roles of the child care center staff.
- 20.0 Demonstrate observation and recording methods.
- 21.0 Demonstrate leadership and organizational skills.
- 22.0 Demonstrate effective communication skills.

**OCCUPATIONAL COMPLETION POINT - DATA CODE - C**

PRESCHOOL TEACHER - SOC 25-2011

- 23.0 Demonstrate basic curriculum development.
- 24.0 Analyze theories of child development.
- 25.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child.
- 26.0 Guide sensory integration activities of infants and toddlers.
- 27.0 Guide activities related to physical health of infants and toddlers.
- 28.0 Guide self-help activities of infants and toddlers.
- 29.0 Plan and implement developmentally appropriate motor development activities for preschool children.
- 30.0 Guide the cognitive development and general knowledge of preschool children.
- 31.0 Guide the creative development of preschool children which reflects various approaches to learning.
- 32.0 Guide the social and emotional development of preschool children.
- 33.0 Demonstrate a basic understanding of the history, development, and diversity of school-age children.
- 34.0 Demonstrate a basic knowledge of child growth and development as it relates to school-age children.
- 35.0 Plan and provide for developmentally appropriate caregiving environments for students with special needs.

- 36.0 Provide caregiving skills related to the universal infection control system specific to special needs children.
- 37.0 Plan and implement classroom management techniques for infants, toddlers, preschoolers, and school age children (birth through age twelve).
- 38.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
- 39.0 Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum.

**OCCUPATIONAL COMPLETION - DATA CODE - D**

CHILD CARE DEVELOPMENT SPECIALIST - SOC 25-2011

- 40.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.
- 41.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.
- 42.0 Demonstrate the ability to provide for inclusion of children with special needs.
- 43.0 Demonstrate mentor skills for team building and collaboration.
- 44.0 Analyze recent trends/developments in brain research.
- 45.0 Research current trends and issues in early childhood education.
- 46.0 Demonstrate professional development.

**Florida Department of Education  
STUDENT PERFORMANCE STANDARDS**

**Program Title:** Early Childhood Education  
**Secondary Number:** 8503210  
**Postsecondary Number:** V200210

**OCCUPATIONAL COMPLETION POINT - DATA CODE - A**

CHILD CARE WORKER - SOC 39-9011.00

01.0 IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The students will be able to:

NFCS Standards: 4.1, 4.4, 4.6

- 01.01 Identify the need for child care.
- 01.02 Identify child care facilities that require licensing.
- 01.03 Identify the major areas of child care standards.
- 01.04 Identify the local licensing agency and its responsibilities.
- 01.05 Identify local fire, safety, sanitation and health regulations.
- 01.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
- 01.07 Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
- 01.08 Identify information concerning child discipline in State Rule 65C-22.001-006.
- 01.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.

02.0 PLAN, ESTABLISH AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

NFCS Standards: 4.4, 4.6, 5.3, 5.5

- 02.01 Identify characteristics of, plan and establish a safe, sanitary, healthy child care environment.
- 02.02 Describe ways to assist children with personal hygiene routines.
- 02.03 Develop a checklist for evaluations, safety, and sanitation features.
- 02.04 Recognize potential safety and fire hazard problems and plan ways to prevent accidents.
- 02.05 Demonstrate evacuation procedures.
- 02.06 Identify characteristics of a healthy child.
- 02.07 Recognize symptoms of childhood illness.
- 02.08 Identify communicable diseases.
- 02.09 Identify the components and how to perform the "10 second health check" for children.
- 02.10 Identify procedures for administering medication.
- 02.11 Complete a medication permission form.
- 02.12 Describe ways in which the spread of disease in child care settings can be prevented.
- 02.13 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.
- 02.14 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
- 02.15 Identify proper procedures for transporting children.
- 02.16 Demonstrate use of fire extinguishers.

- 02.17 Practice universal precautions.
- 02.18 Visualize and plan for emergency/disaster situations.
- 02.19 Use appropriate telephone numbers in a simulated emergency situation.
- 02.20 Identify the need and responsible use of equipment and supplies.
- 02.21 Follow established procedures for reporting accidents/incidents.
- 02.22 Discuss ways for children to develop positive attitudes and skills for daily routines.
- 02.23 Practice environmentally sound procedures within the center.
- 02.24 List ways to make a playground safe.

03.0 PLAN AND IMPLEMENT FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

NFCS Standards: 4.4, 9.2, 9.3

- 03.01 Identify the nutritional needs of children; infants through school age (birth through age twelve).
- 03.02 Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children.
- 03.03 Identify and practice safe and sanitary food service habits in assisting with mealtime routines.
- 03.04 Identify foods that are potentially dangerous for young children's consumption.
- 03.05 Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children.
- 03.06 Recognize age appropriate nutrition education activities.

04.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS--The student will be able to:

NFCS Standards: 4.4

- 04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
- 04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
- 04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
- 04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
- 04.05 Identify the characteristics of abusers.
- 04.06 Identify the impacts and effects of child abuse and neglect.
- 04.07 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.
- 04.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.
- 04.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
- 04.10 Identify local community resources that provide help for the abused and the abuser.

05.0 IDENTIFY AND APPLY PRINCIPLES OF CHILD DEVELOPMENT TYPICAL AND ATYPICAL (BIRTH THROUGH AGE TWELVE)--The student will be able to:

NFCS Standards: 4.2

- 05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
  - 05.02 Describe the following characteristics of children ages birth to twelve: physical health, approaches to learning, social - emotional, language and communication, cognitive development and general knowledge, and motor development.
  - 05.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
- 06.0 DEMONSTRATE AN UNDERSTANDING OF AND IMPLEMENT DEVELOPMENTALLY APPROPRIATE PRACTICES FOR PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE TWELVE--The student will be able to:
- NFCS Standards: 4.2
- 06.01 Identify and demonstrate various methods of curriculum planning for young children.
  - 06.02 Define developmentally appropriate practices.
  - 06.03 Discuss the importance of learning through play.
  - 06.04 Describe learning centers used in developmentally appropriate environments.
- 07.0 IDENTIFY COMMUNICATION SKILLS RELATED TO CHILD CARE--The student will be able to:
- NFCS Standards: 4.5
- 07.01 Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.
  - 07.02 Describe ways to promote positive interaction between the family, child care center and community.
- 08.0 IDENTIFY VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:
- NFCS Standards: 4.2
- 08.01 Identify observation techniques and methods used in a child care setting.
  - 08.02 Interpret and evaluate a child observation form.
  - 08.03 Observe, record, and report the behavior of children of various ages on an observation form.
  - 08.04 Discuss the importance of, and create a plan for the confidentiality of child/family records.
  - 08.05 Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.
- 09.0 RECOGNIZE APPROPRIATE METHODS OF GUIDANCE--The student will be able to:
- NFCS Standards: 4.2
- 09.01 Describe methods of direct and indirect guidance.
  - 09.02 Identify preventative measures of direct and indirect guidance.

- 09.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
  - 09.04 Identify acceptable and unacceptable methods of guiding behavior.
  - 09.05 Demonstrate effective, positive guidance techniques for guiding behavior.
  - 09.06 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
- 10.0 PLAN, ESTABLISH, AND IMPLEMENT A DEVELOPMENTALLY APPROPRIATE EMERGENT READING PROGRAM—The student will be able to:
- NFCS Standards: 4.2, 4.3
- 10.01 Identify characteristics of and establish a classroom environment that motivates children to read.
  - 10.02 Demonstrate knowledge of appropriate phonological awareness teaching practices.
  - 10.03 Demonstrate knowledge of appropriate teaching practices for alphabet knowledge
  - 10.04 Demonstrate knowledge of appropriate comprehension strategies.
- 11.0 PLAN, ESTABLISH, AND IMPLEMENT AN ENVIRONMENT THAT SUPPORTS EMERGENT WRITING—The student will be able to:
- NFCS Standards: 4.2, 4.3.
- 11.01 Identify characteristics of, and create an environment that motivates children to use written expression.
  - 11.02 Identify and describe the characteristics of the emergent writing continuum.
  - 11.03 Identify and create an environment that supports age-appropriate letter writing.
  - 11.04 Model appropriate structure of written composition.
- 12.0 IDENTIFY THE CHARACTERISTICS OF AND PROVIDE AN ENVIRONMENT THAT IS CONDUCTIVE TO LANGUAGE USE AND ACQUISITION—The student will be able to:
- NFCS Standards: 4.2, 4.3
- 12.01 Create opportunities for students to instigate and add comments to discussions and conversations.
  - 12.02 Facilitate conversations between self and child or child-to-child.
  - 12.03 Provide occasions for children to follow two- or three-step directions.
  - 12.04 Identify developmental speech patterns.
  - 12.05 Use an appropriate vocabulary that increases in complexity and variety.
  - 12.06 Describe the importance of vocabulary development in young children.
  - 12.07 Use proper grammar when speaking to parents and/or children.
  - 12.08 Identify age-appropriate grammar.
  - 12.09 Create opportunities for children to gain meaning by listening.
  - 12.10 Facilitate children using increasingly complex sentences and phrases.
  - 12.11 Model appropriate language and style for context.

13.0 PLAN, IMPLEMENT, AND EVALUATE DEVELOPMENTALLY APPROPRIATE LANGUAGE AND EMERGENT LITERACY ACTIVITIES--The student will be able to:

NFCS Standards: 4.2, 4.3.

- 13.01 Provide a sample lesson plan and a child's work product for a Early Childhood Teaching Portfolio.

**OCCUPATIONAL COMPLETION POINT - DATA CODE - B**

CHILD CARE TEACHER AIDE - SOC 25-2011

14.0 DEMONSTRATE PROFESSIONALISM--The student will be able to:

NFCS Standards: 1.2, 4.1, 13.3, 13.5

- 14.01 Identify factors that aid professional growth in a child caregiver.  
14.02 Identify and use job-related child care terminology.  
14.03 Identify effective communication skills to use with personnel and parents/guardians of children.  
14.04 Develop a self-improvement activity related to professionalism.  
14.05 Identify opportunities for continuing education.  
14.06 Assess one's attitude and performance.  
14.07 Identify and demonstrate the exemplary behavior and social skills needed as a role model for children.  
14.08 Demonstrate knowledge of legal issues and liability as they relate to a child care worker.  
14.09 Review the National Child Development Associate (CDA) Code of Ethics and requirements for developing a Professional Resource file ([www.cdacouncil.org](http://www.cdacouncil.org)).  
14.10 Demonstrate employability skills including a job search.

15.0 IDENTIFY KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES--The student will be able to:

NFCS Standards: 7.2, 7.3

- 15.01 Identify state organizations and agencies that serve children and families.  
15.02 Identify local community resources that serve children and families.  
15.03 Identify organizations and agencies that provide services or assistance to children with special needs and their families.  
15.04 Organize and develop community resource information.

16.0 IDENTIFY CAREER OPPORTUNITIES IN THE EARLY CHILDHOOD PROFESSION--The student will be able to:

NFCS Standards: 4.1

- 16.01 Define the early childhood education profession.  
16.02 Identify early childhood education career opportunities.

17.0 DISPLAY INTERPERSONAL RELATIONSHIP SKILLS--The student will be able to:

NFCS Standards: 13.3, 13.5

- 17.01 Maintain positive view of self.

- 17.02 Exhibit responsibility toward achieving goals.
  - 17.03 Display sociability, empathy, understanding and caring.
  - 17.04 Display ability to manage personal resources to maintain goals.
  - 17.05 Display honesty and integrity in interacting with children and families, as well as, with co-workers.
  - 17.06 Respond to needs and strengths of the multi-ethnic work place.
- 18.0 DEVELOP INTERCOMMUNICATION WITH FAMILY--The student will be able to:
- NFCS Standards: 13.3, 13.5
- 18.01 Identify ways of communicating with the family.
  - 18.02 Plan and implement parental involvement activities and curriculum planning, providing samples as part of the Early Childhood Teaching Portfolio.
- 19.0 DEMONSTRATE THE ROLES OF THE CHILD CARE CENTER STAFF--The student will be able to:
- NFCS Standards: 4.1, 4.6
- 19.01 Compare roles and responsibilities of the child care center team members.
  - 19.02 Practice professionalism in the workplace.
  - 19.03 Identify the important role child caregivers play in the development of each child in care.
- 20.0 DEMONSTRATE OBSERVATION AND RECORDING METHODS--The student will be able to:
- NFCS Standards: 4.2
- 20.01 Apply observation techniques and methods in a child care setting.
  - 20.02 Complete a case study on one child.
  - 20.03 Interpret and evaluate a child observation.
- 21.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:
- NFCS Standards: 1.2, 4.1
- 21.01 Identify professional, labor, and student organizations as related to school and the child care industry.
  - 21.02 Identify purposes and functions of professional and student organizations.
  - 21.03 Identify roles and responsibilities of organization members.
  - 21.04 Identify ways to work cooperatively as a team member to achieve organizational goals.
  - 21.05 Demonstrate confidence in leadership roles and organizational responsibilities.
  - 21.06 Demonstrate commitment to achieve organizational goals.
  - 21.07 Develop a personal-growth project related to organizational skills.
  - 21.08 Demonstrate critical thinking and problem-solving skills.
- 22.0 DEMONSTRATE EFFECTIVE COMMUNICATION SKILLS--The student will be able to:

NFCS Standards: 1.2, 13.3

- 22.01 Communicate thoughts, ideas, information, and messages orally and in writing.
- 22.02 Demonstrate appropriate telephone etiquette.
- 22.03 Use correct grammar.
- 22.04 Receive, attend to, interpret, and respond to verbal and written messages/directions.
- 22.05 Demonstrate the ability to communicate using a variety of technologies.
- 22.06 Locate, understand and interpret written information in job-related materials.
- 22.07 Simulate staff and family communications.

**OCCUPATIONAL COMPLETION POINT - DATA CODE - C**

PRESCHOOL TEACHER - SOC 25-2011

- 23.0 DEMONSTRATE BASIC CURRICULUM DEVELOPMENT--The student will be able to:

NFCS Standards: 4.2, 4.3

- 23.01 Research criteria for creating an age appropriate curriculum plan.
- 23.02 Develop an age appropriate language lesson plan.
- 23.03 Develop evaluation criteria for the lesson.

- 24.0 ANALYZE THEORIES OF CHILD DEVELOPMENT--The student will be able to:

NFCS Standards: 4.2

- 24.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
- 24.02 Describe how major theories of human development provide a basis for planning a program.

- 25.0 ANALYZE HOW NUTRITION, ENVIRONMENT, HEREDITY, AND HEALTH STATUS INFLUENCE THE DEVELOPMENT OF THE CHILD--The student will be able to:

NFCS Standards: 4.2, 4.4, 14.1

- 25.01 Discuss current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
- 25.02 Discuss how a child's health status influences development.
- 25.03 Describe the importance of physical fitness to health status and development.

- 26.0 GUIDE SENSORY INTEGRATION ACTIVITIES OF INFANTS AND TODDLERS--The student will be able to:

NFCS Standards: 4.2, 4.3

- 26.01 Plan, implement, and evaluate visual stimulation activities.
- 26.02 Plan, implement, and evaluate auditory stimulation activities.

- 26.03 Plan, implement, and evaluate tactile stimulation activities.
  - 26.04 Plan, implement, and evaluate activities that stimulate balance, coordination and movement.
  - 26.05 Plan, implement, and evaluate olfactory stimulation activities.
  - 26.06 Plan, implement, and evaluate gustatory stimulation activities.
- 27.0 GUIDE ACTIVITIES RELATED TO THE PHYSICAL HEALTH OF INFANTS AND TODDLERS--The student will be able to:
- NFCS Standards: 4.2, 4.3
- 27.01 Plan, implement, and evaluate age-appropriate gross motor development activities.
  - 27.02 Plan, implement, and evaluate age-appropriate fine motor development activities.
- 28.0 GUIDE SELF-HELP ACTIVITIES OF INFANTS AND TODDLERS--The student will be able to:
- NFCS Standards: 4.2, 4.3
- 28.01 Plan, implement and evaluate age-appropriate nutritional snacks.
  - 28.02 Demonstrate feeding techniques.
  - 28.03 Demonstrate diapering techniques.
  - 28.04 Assist with toilet training of toddlers.
  - 28.05 Demonstrate dressing techniques.
  - 28.06 Assist toddlers with grooming skills.
  - 28.07 Demonstrate bathing techniques.
  - 28.08 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.
- 29.0 PLAN AND IMPLEMENT DEVELOPMENTALLY APPROPRIATE MOTOR DEVELOPMENT ACTIVITIES FOR PRESCHOOL CHILDREN--The student will be able to:
- NFCS Standards: 4.2, 4.3
- 29.01 Demonstrate knowledge of physical development.
  - 29.02 Plan, implement and evaluate developmentally appropriate gross motor activities.
  - 29.03 Plan, implement and evaluate developmentally appropriate fine motor activities.
  - 29.04 Select and use appropriate equipment and materials for physical development.
- 30.0 GUIDE THE COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE OF PRESCHOOL CHILDREN--The student will be able to:
- NFCS Standards: 4.2, 4.3
- 30.01 Demonstrate knowledge of cognitive development and general knowledge.
  - 30.02 Plan, implement and evaluate developmentally appropriate math activities and provide sample for a Early Childhood Teaching Portfolio.

- 30.03 Plan, implement and evaluate developmentally appropriate scientific thinking activities and provide sample for Early Childhood Teaching Portfolio.
- 30.04 Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.
- 30.05 Plan, implement, and evaluate developmentally appropriate art activities.
- 31.0 GUIDE THE CREATIVE DEVELOPMENT OF PRESCHOOL CHILDREN WHICH REFLECTS VARIOUS APPROACHES TO LEARNING--The student will be able to:
- NFCS Standards: 4.2, 4.3
- 31.01 Plan, implement and evaluate developmentally appropriate music activities and provide a sample for Early Childhood Teaching Portfolio.
- 31.02 Plan, implement and evaluate developmentally appropriate art activities and provide a sample for Early Childhood Teaching Portfolio.
- 31.03 Plan, implement and evaluate developmentally appropriate creative movement activities and provide a sample for Early Childhood Teaching Portfolio.
- 32.0 GUIDE THE SOCIAL AND EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDREN--The student will be able to:
- NFCS Standards: 4.2, 4.3
- 32.01 Demonstrate knowledge of social and emotional development.
- 32.02 Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers.
- 32.03 Plan, implement and evaluate developmentally appropriate self-concept activities.
- 32.04 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.
- 32.05 Plan, implement and evaluate developmentally appropriate dramatic play activities.
- 32.06 Plan and implement developmentally appropriate group play.
- 32.07 Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.
- 33.0 DEMONSTRATE A BASIC UNDERSTANDING OF THE HISTORY, DEVELOPMENT, AND DIVERSITY OF SCHOOL-AGE CHILDREN--The student will be able to:
- NFCS Standards: 4.2, 4.3
- 33.01 Describe the need for school-age child care and how it has evolved.
- 33.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.
- 33.03 Explain the personal and professional characteristics of a school-age caregiver.
- 34.0 DEMONSTRATE A BASIC KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT AS IT RELATES TO SCHOOL-AGE CHILDREN--The student will be able to:
- NFCS Standards: 4.2, 4.3

- 34.01 Describe how major theories of human development provide a basis for planning programs.
- 34.02 Explain why and how individual children may overlap both younger and older chronological programs.
- 34.03 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.
- 35.0 PLAN AND PROVIDE FOR DEVELOPMENTALLY APPROPRIATE CAREGIVING ENVIRONMENTS FOR STUDENTS WITH SPECIAL NEEDS--The student will be able to:  
NFCS Standards: 4.3, 4.4
- 35.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
- 35.02 Provide safe, healthy, and developmentally appropriate environments within the caregiving setting.
- 35.03 Demonstrate adaptations to include children with special needs in classroom activities.
- 36.0 PROVIDE CAREGIVING SKILLS RELATED TO THE UNIVERSAL INFECTION CONTROL SYSTEM SPECIFIC TO SPECIAL NEEDS CHILDREN--The student will be able to:  
NFCS Standards: 4.4
- 36.01 Implement appropriate diapering, toileting, and feeding procedures.
- 36.02 Implement appropriate methods for disabling of bodily products.
- 36.03 Demonstrate appropriate techniques for seizure management and positioning techniques.
- 37.0 PLAN AND IMPLEMENT CLASSROOM MANAGEMENT TECHNIQUES FOR INFANTS, TODDLERS, PRESCHOOLERS AND SCHOOL AGE CHILDREN (BIRTH THROUGH AGE TWELVE)--The student will be able to:  
NFCS Standards: 4.2, 4.3, 4.5
- 37.01 Develop and implement a plan to meet short and long term goals.
- 37.02 Identify appropriate teaching techniques to meet various learning styles.
- 37.03 Identify developmentally appropriate supplies and teaching materials.
- 37.04 Arrange learning centers for a variety of activities.
- 37.05 Plan and implement developmentally appropriate special events such as field trips and holiday programs.
- 37.06 Maintain children's records.
- 37.07 Plan, implement, and evaluate a developmentally appropriate classroom schedule and daily lesson plan.
- 37.08 Plan and implement a developmentally appropriate program to meet the needs of the individual child and the group as well.
- 37.09 Demonstrate the arrangement of an Early Childhood classroom so that children will become self-directed in their learning.
- 37.10 Describe and set up activity centers within the learning environment, and identify ways that the center enhances the development of young children.

38.0 DEMONSTRATE HOW SCHEDULES, SPACES, AND EXPERIENCES CREATE ENVIRONMENTS THAT PROMOTE CHILDREN'S TOTAL GROWTH AND DEVELOPMENT--The student will be able to:

NFCS Standards: 4.2, 4.3

- 38.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
- 38.02 Plan and implement schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.
- 38.03 Plan and implement techniques for facilitating children's successful participation in all aspects of a program.

39.0 APPLY KNOWLEDGE OF PROGRAM ELEMENTS NEEDED TO CREATE A SUCCESSFUL DEVELOPMENTALLY APPROPRIATE CURRICULUM--The student will be able to:

NFCS Standards: 4.2, 4.3

- 39.01 Demonstrate the ability to identify children's needs, interests, and abilities.
- 39.02 Assess ways to develop program philosophies, goals, and objectives.
- 39.03 Plan, prepare, and implement daily activities and routines.
- 39.04 Evaluate and critique all aspects of a program's growth.
- 39.05 Develop a Early Childhood Teaching Portfolio that includes samples of math, science, social studies, language, emergent reading and writing, story telling, creative arts, current events, intergenerational concepts, multiculturalism, parental involvement, safety, physical fitness, and nutrition education activities.

**OCCUPATIONAL COMPLETION POINT - DATA CODE - D**

CHILD CARE DEVELOPMENT SPECIALIST - SOC 25-2011

40.0 DEMONSTRATE THE ABILITY TO MOTIVATE CHILDREN AND TO INTERACT PROFESSIONALLY WITH CHILDREN, PARENTS, AND STAFF--The student will be able to:

NFCS Standards: 4.2, 4.3, 4.6

- 40.01 Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
- 40.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
- 40.03 Demonstrate techniques for actively listening to children.
- 40.04 Explore use of open-ended questions.
- 40.05 Explore and use ideas for establishing a healthy relationship with each child's family.
- 40.06 Demonstrate techniques for actively listening to other staff members.
- 40.07 Evaluate the value of professionalism in relationships with children, parents, and staff.

41.0 DEMONSTRATE ACTIVITIES THAT ARE ANTI-BIAS, NONVIOLENT, AND FROM A MULTICULTURAL PERSPECTIVE--The student will be able to:

NFCS Standards: 4.2, 4.3, 4.5, 4.6

- 41.01 Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.
  - 41.02 Plan and implement methods to prevent and/or confront bias in the early childhood program as it relates to gender, race, ethnicity, and persons of varying abilities.
  - 41.03 Integrate activities that build children's self-concept into daily, weekly, and monthly plans.
  - 41.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.
- 42.0 DEMONSTRATE THE ABILITY TO PROVIDE FOR INCLUSION OF CHILDREN WITH SPECIAL NEEDS--The student will be able to:
- NFCS Standards: 4.2, 4.3
- 42.01 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
  - 42.02 Develop methods and adaptations for inclusion of children with special needs.
  - 42.03 Plan individual and group activities for children with special needs.
- 43.0 DEMONSTRATE MENTOR SKILLS FOR TEAM BUILDING AND COLLABORATION--The student will be able to:
- NFCS Standards: 4.5, 4.6
- 43.01 Identify roles and expectations of early childhood team members and mentors.
  - 43.02 Identify and model early childhood supervisory work practices.
  - 43.03 Demonstrate knowledge of developmentally appropriate conflict resolution strategies for children and adults.
  - 43.04 Demonstrate knowledge of and utilization of alternative communication skills.
  - 43.05 Plan and implement supervisory interventions appropriate to the role of a mentor.
- 44.0 ANALYZE RECENT TRENDS/DEVELOPMENTS IN BRAIN RESEARCH--The student will be able to:
- NFCS Standards: 4.2
- 44.01 Relate the brain research findings to the care of children by parents and all other caregivers.
  - 44.02 Give examples of activities that are age appropriate for children.
  - 44.03 Using the internet, research the latest findings on brain research.
  - 44.04 Prepare a list of resources pertaining to brain research.
- 45.0 RESEARCH CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION--The student will be able to:
- NFCS Standards: 4.2
- 45.01 Identify current trends and issues in Early Childhood Education.

- 45.02 Locate, collect, and organize current information on trends and issues in early childhood education.
  - 45.03 Interpret the impact of current trends and issues on the early childhood field.
- 46.0 DEMONSTRATE PROFESSIONAL DEVELOPMENT--The student will be able to:
- NFCS Standards: 4.6
- 46.01 Develop a personal philosophy of early childhood education teaching.
  - 46.02 Develop personal teaching goals.
  - 46.03 Develop a Professional Portfolio containing at least the following: student picture identification, resume, teaching goals, letter of recommendation, list of Early Childhood Education program standards mastered, copies of any certification/cards pertaining to child care eligibility, and samples of student developed teaching materials.
  - 46.04 Develop a Professional Resource file.
  - 46.05 Develop criteria and evaluate student portfolios using national and student developed criteria.

**Florida Department of Education  
STUDENT PERFORMANCE STANDARDS**

**Program Title:** Early Childhood Education  
**Secondary Course Number:** 8503211  
**Course Title:** Early Childhood Education 1  
**Course Credit:** 1

**COURSE DESCRIPTION:**

This course covers the competencies in the 30 hours of DCF mandated training, the 10 hour Preschool appropriate practices course, literacy training, and general competencies for initial employment. (Please see Special Notes of framework concerning certificates). Students will acquire competence in state rules and regulations; clean, safe and healthy learning environments; food service and nutrition education; child abuse and neglect; principles of child development; observation and recording; developmentally appropriate practices; including methods of guidance; professionalism; communication; leadership and organizational skills; community resources; career opportunities and observation and recording methods.

**OCCUPATIONAL COMPLETION POINT - DATA CODE - A**

CHILD CARE WORKER - SOC 39-9011.00

01.0 IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The students will be able to:

LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.1.4.4, MA.A.3.4.3, HE.A.1.4.7, HE.A.2.4.2, HE.C.2.4.1, HE.C.2.4.6

NFCS Standards: 4.1, 4.4, 4.6

- 01.01 Identify the need for child care.
- 01.02 Identify child care facilities that require licensing.
- 01.03 Identify the major areas of child care standards.
- 01.04 Identify the local licensing agency and its responsibilities.
- 01.05 Identify local fire, safety, sanitation and health regulations.
- 01.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
- 01.07 Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
- 01.08 Identify information concerning child discipline in State Rule 65C-22.001-006.
- 01.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.

02.0 PLAN, ESTABLISH AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

NFCS Standards: 4.4, 4.6, 5.3, 5.5

LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, MA.A.1.4.1, MA.A.2.4.2, MA.B.3.4.1, MA.B.4.4.2, HE.A.2.4.1, HE.A.2.4.2, HE.A.2.4.3, HE.A.2.4.4, HE.B.1.4.2, HE.B.1.4.4

- 02.01 Identify characteristics of, plan and establish a safe, sanitary, healthy child care environment.

- 02.02 Describe ways to assist children with personal hygiene routines.
- 02.03 Develop a checklist for evaluations, safety, and sanitation features.
- 02.04 Recognize potential safety and fire hazard problems and plan ways to prevent accidents.
- 02.05 Demonstrate evacuation procedures.
- 02.06 Identify characteristics of a healthy child.
- 02.07 Recognize symptoms of childhood illness.
- 02.08 Identify communicable diseases.
- 02.09 Identify the components and how to perform the "10 second health check" for children.
- 02.10 Identify procedures for administering medication.
- 02.11 Complete a medication permission form.
- 02.12 Describe ways in which the spread of disease in child care settings can be prevented.
- 02.13 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.
- 02.14 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
- 02.15 Identify proper procedures for transporting children.
- 02.16 Demonstrate use of fire extinguishers.
- 02.17 Practice universal precautions.
- 02.18 Visualize and plan for emergency/disaster situations.
- 02.19 Use appropriate telephone numbers in a simulated emergency situation.
- 02.20 Identify the need and responsible use of equipment and supplies.
- 02.21 Follow established procedures for reporting accidents/incidents.
- 02.22 Discuss ways for children to develop positive attitudes and skills for daily routines.
- 02.23 Practice environmentally sound procedures within the center.
- 02.24 List ways to make a playground safe.

03.0 PLAN AND IMPLEMENT FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

NFCS Standards: 4.4, 9.2, 9.3

LA.A.2.4.8, MA.A.3.4.3, MA.B.4.4.1, MA.B.4.4.2, MA.B.4.4.3, MA.B.4.4.4, SC.F.1.4.1, SC.G.1.4.2, HE.A.1.4.9, HE.C.1.4.6

- 03.01 Identify the nutritional needs of children; infants through school age (birth through age twelve).
- 03.02 Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children.
- 03.03 Identify and practice safe and sanitary food service habits in assisting with mealtime routines.
- 03.04 Identify foods that are potentially dangerous for young children's consumption.
- 03.05 Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children.
- 03.06 Recognize age appropriate nutrition education activities.

04.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS--The student will be able to:

LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, MA.A.2.4.2, HE.A.1.4.3, HE.A.1.4.5, HE.A.1.4.7

NFCS Standards: 4.4

- 04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
- 04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
- 04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
- 04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
- 04.05 Identify the characteristics of abusers.
- 04.06 Identify the impacts and effects of child abuse and neglect.
- 04.07 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.
- 04.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.
- 04.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
- 04.10 Identify local community resources that provide help for the abused and the abuser.

05.0 IDENTIFY AND APPLY PRINCIPLES OF CHILD DEVELOPMENT TYPICAL AND ATYPICAL (BIRTH THROUGH AGE TWELVE)--The student will be able to:

LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.1.4.4, MA.A.4.4.1, MA.B.3.4.1, SC.F.1.4.1, SC.F.1.4.2, SC.F.1.4.3, SC.F.1.4.4, SC.F.1.4.5, SC.F.1.4.6, SC.F.1.4.7, SC.F.1.4.8, SC.G.1.4.1

NFCS Standards: 4.2

- 05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
- 05.02 Describe the following characteristics of children ages birth to twelve: physical health, approaches to learning, social-emotional, language and communication, cognitive development and general knowledge, and motor development.
- 05.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.

06.0 DEMONSTRATE AN UNDERSTANDING OF AND IMPLEMENT DEVELOPMENTALLY APPROPRIATE PRACTICES FOR PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE TWELVE--The student will be able to:

LA.A.2.4.1, LA.A.2.4.4, MA.B.3.4.1, SC.F.1.4.7

NFCS Standards: 4.2

- 06.01 Identify and demonstrate various methods of curriculum planning for young children.
- 06.02 Define developmentally appropriate practices.
- 06.03 Discuss the importance of learning through play.
- 06.04 Describe learning centers used in developmentally appropriate environments.

07.0 IDENTIFY COMMUNICATION SKILLS RELATED TO CHILD CARE--The student will be able to:

LA.C.3.4.1, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4, SC.F.1.4.7,  
SC.G.1.4.1, HE.B.3.4.4

NFCS Standards: 4.5

- 07.01 Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.
- 07.02 Describe ways to promote positive interaction between the family, child care center and community.

08.0 IDENTIFY VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

LA.A.2.4.1, LA.A.2.4.6, MA.E.1.4.1, SC.F.1.4.7, SC.H.1.4.1,  
SC.H.1.4.2, SC.H.1.4.3, SC.H.1.4.4, SC.H.1.4.5, SC.H.1.4.6,  
SC.H.1.4.7, HE.C.1.4.2

NFCS Standards: 4.2

- 08.01 Identify observation techniques and methods used in a child care setting.
- 08.02 Interpret and evaluate a child observation form.
- 08.03 Observe, record, and report the behavior of children of various ages on an observation form.
- 08.04 Discuss the importance of, and create a plan for the confidentiality of child/family records.
- 08.05 Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.

09.0 RECOGNIZE APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

LA.A.2.4.7, LA.A.2.4.8, MA.B.3.4.1, SC.H.1.4.3, HE.A.1.4.5

NFCS Standards: 4.2

- 09.01 Describe methods of direct and indirect guidance.
- 09.02 Identify preventative measures of direct and indirect guidance.
- 09.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
- 09.04 Identify acceptable and unacceptable methods of guiding behavior.
- 09.05 Demonstrate effective, positive guidance techniques for guiding behavior.
- 09.06 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).

10.0 PLAN, ESTABLISH, AND IMPLEMENT A DEVELOPMENTALLY APPROPRIATE EMERGENT READING PROGRAM--The student will be able to:

LA.C.3.4.1, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4

NFCS Standards: 4.2, 4.3

- 10.01 Identify characteristics of and establish a classroom environment that motivates children to read.
- 10.02 Demonstrate knowledge of appropriate phonological awareness teaching practices.

- 10.03 Demonstrate knowledge of appropriate teaching practices for alphabet knowledge
- 10.04 Demonstrate knowledge of appropriate comprehension strategies.
- 11.0 PLAN, ESTABLISH, AND IMPLEMENT AN ENVIRONMENT THAT SUPPORTS EMERGENT WRITING—The student will be able to:
- NFCS Standards: 4.2, 4.3
- 11.01 Identify characteristics of, and create an environment that motivates children to use written expression.
- 11.02 Identify and describe the characteristics of the emergent writing continuum.
- 11.03 Explain the role of inventive spelling in the writing process.
- 11.04 Model appropriate conventions of writing.
- 12.0 IDENTIFY THE CHARACTERISTICS OF AND PROVIDE AN ENVIRONMENT THAT IS CONDUCIVE TO LANGUAGE USE AND ACQUISITION—The student will be able to:
- LA.C.3.4.1, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4
- NFCS Standards: 4.2, 4.3
- 12.01 Create opportunities for students to instigate and add comments to discussions and conversations.
- 12.02 Facilitate conversations between self and child or child-to-child.
- 12.03 Provide occasions for children to follow two- or three-step directions.
- 12.04 Identify developmental speech patterns.
- 12.05 Use an appropriate vocabulary that increases in complexity and variety.
- 12.06 Describe the importance of vocabulary development in young children.
- 12.07 Use proper grammar when speaking to parents and/or children.
- 12.08 Identify age-appropriate grammar.
- 12.09 Create opportunities for children to gain meaning by listening.
- 12.10 Facilitate children using increasingly complex sentences and phrases.
- 12.11 Model appropriate language and style for context.
- 13.0 PLAN, IMPLEMENT, AND EVALUATE DEVELOPMENTALLY APPROPRIATE LANGUAGE AND EMERGENT LITERACY ACTIVITIES—The student will be able to:
- LA.C.3.4.1, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4
- NFCS Standards: 4.2, 4.3
- 13.01 Provide a sample lesson plan and a child's work product for a Early Childhood Teaching Portfolio.

**OCCUPATIONAL COMPLETION POINT - DATA CODE - B**  
**CHILD CARE TEACHER AIDE - SOC 25-2011**

- 14.0 DEMONSTRATE PROFESSIONALISM--The student will be able to:

LA.A.2.4.1, LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8,  
MA.A.2.4.2

NFCS Standards: 1.2, 4.1, 13.3, 13.5

- 14.01 Identify factors that aid professional growth in a child caregiver.
  - 14.02 Identify and use job-related child care terminology.
  - 14.03 Identify effective communication skills to use with personnel and parents/guardians of children.
  - 14.04 Develop a self-improvement activity related to professionalism.
  - 14.05 Identify opportunities for continuing education.
  - 14.06 Assess one's attitude and performance.
  - 14.07 Identify and demonstrate the exemplary behavior and social skills needed as a role model for children.
  - 14.08 Demonstrate knowledge of legal issues and liability as they relate to a child care worker.
  - 14.09 Review the National Child Development Associate (CDA) Code of Ethics and requirements for developing a professional resource file ([www.cdacouncil.org](http://www.cdacouncil.org)).
  - 14.10 Demonstrate employability skills including a job search.
- 15.0 IDENTIFY KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES--The student will be able to:

LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, MA.A.2.4.2, SC.H.3.4.4,  
HE.A.2.4.4, HE.A.2.4.5

NFCS Standards: 7.2, 7.3

- 15.01 Identify state organizations and agencies that serve children and families.
  - 15.02 Identify local community resources that serve children and families.
  - 15.03 Identify organizations and agencies that provide services or assistance to children with special needs and their families.
  - 15.04 Organize and develop community resource information.
- 16.0 IDENTIFY CAREER OPPORTUNITIES IN THE EARLY CHILDHOOD PROFESSION--The student will be able to:

LA.A.1.4.2, LA.A.1.4.3, LA.A.1.4.4, MA.E.1.4.3

NFCS Standards: 4.1

- 16.01 Define the early childhood education profession.
  - 16.02 Identify early childhood education career opportunities.
- 17.0 DISPLAY INTERPERSONAL RELATIONSHIP SKILLS--The student will be able to:

LA.C.3.4.4, MA.A.3.4.3, SC.F.1.4.7, HE.A.1.4.3, HE.A.1.4.5,  
HE.C.1.4.6, HE.B.2.4.4

NFCS Standards: 13.3, 13.5

- 17.01 Maintain positive view of self.
- 17.02 Exhibit responsibility toward achieving goals.
- 17.03 Display sociability, empathy, understanding and caring.

- 17.04 Display ability to manage personal resources to maintain goals.
- 17.05 Display honesty and integrity in interacting with children and families, as well as, with co-workers.
- 17.06 Respond to needs and strengths of the multi-ethnic work place.
- 18.0 DEVELOP INTERCOMMUNICATION WITH FAMILY--The student will be able to:
- LA.C.3.4.4, HE.B.3.4.4
- NFCS Standards: 13.3, 13.5
- 18.01 Identify ways of communicating with the family.
- 18.02 Plan and implement parental involvement activities and curriculum planning, providing samples as part of the Early Childhood Teaching Portfolio.
- 19.0 DEMONSTRATE THE ROLES OF THE CHILD CARE CENTER STAFF--The student will be able to:
- NFCS Standards: 4.1, 4.6
- 19.01 Compare roles and responsibilities of the child care center team members.
- 19.02 Practice professionalism in the workplace.
- 19.03 Identify the important role child caregivers play in the development of each child in care.
- 20.0 DEMONSTRATE OBSERVATION AND RECORDING METHODS--The student will be able to:
- MA.E.1.4.1, SC.H.1.4.1
- NFCS Standards: 4.2
- 20.01 Apply observation techniques and methods in a child care setting.
- 20.02 Complete a case study on one child.
- 20.03 Interpret and evaluate a child observation.
- 21.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:
- LA.C.1.4.1, LA.C.1.4.2, LA.C.1.4.3, LA.C.1.4.4, MA.A.4.4.1, MA.A.4.4.3, MA.A.4.4.4, MA.E.3.4.1, MA.E.3.4.2, HE.B.3.4.1, HE.B.3.4.2, HE.B.3.4.3, HE.B.3.4.4, HE.B.3.4.5, HE.B.3.4.6, HE.C.1.4.5, HE.C.1.4.6, HE.C.2.4.4, HE.C.2.4.5, HE.C.2.4.6
- NFCS Standards: 1.2, 4.1
- 21.01 Identify professional, labor, and student organizations as related to school and the child care industry.
- 21.02 Identify purposes and functions of professional and student organizations.
- 21.03 Identify roles and responsibilities of organization members.
- 21.04 Identify ways to work cooperatively as a team member to achieve organizational goals.
- 21.05 Demonstrate confidence in leadership roles and organizational responsibilities.
- 21.06 Demonstrate commitment to achieve organizational goals.

- 21.07 Develop a personal-growth project related to organizational skills.
- 21.08 Demonstrate critical thinking and problem-solving skills
- 22.0 DEMONSTRATE EFFECTIVE COMMUNICATION SKILLS--The student will be able to:

NFCS Standards: 1.2, 13.3

LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.1.4.4, LA.A.2.4.4,  
MA.A.1.4.1, MA.A.1.4.2, MA.A.1.4.3, MA.A.1.4.4, HE.B.3.4.1,  
HE.B.3.4.2, HE.B.3.4.4

- 22.01 Communicate thoughts, ideas, information, and messages orally and in writing.
- 22.02 Demonstrate appropriate telephone etiquette.
- 22.03 Use correct grammar.
- 22.04 Receive, attend to, interpret, and respond to verbal and written messages/directions.
- 22.05 Demonstrate the ability to communicate using a variety of technologies.
- 22.06 Locate, understand and interpret written information in job-related materials.
- 22.07 Simulate staff and family communications.

July 2007

Florida Department of Education  
STUDENT PERFORMANCE STANDARDS

**Program Title:** Early Childhood Education  
**Secondary Course Number:** 8503212  
**Course Title:** Early Childhood Education 2  
**Course Credit:** 1

**COURSE DESCRIPTION:**

This course prepares students to become preschool teachers. Students will acquire competence in activities and development of infants, toddlers, preschoolers, school age children to age eight, and special needs children.

**OCCUPATIONAL COMPLETION POINT - DATA CODE - C**

PRESCHOOL TEACHER - SOC 25-2011

23.0 DEMONSTRATE BASIC CURRICULUM DEVELOPMENT--The student will be able to:

LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.1.4.4, MA.A.1.4.1, MA.A.1.4.2, MA.A.1.4.3, MA.A.1.4.4

NFCS Standards: 4.2, 4.3

23.01 Research criteria for creating an age appropriate basic math, science, music, or art lesson.

23.02 Develop an age appropriate lesson for math, science, music or art.

23.03 Develop evaluation criteria for the lesson.

24.0 ANALYZE THEORIES OF CHILD DEVELOPMENT--The student will be able to:

LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.1.4.4, MA.E.1.4.1, SC.F.1.4.1, SC.F.1.4.2, SC.F.1.4.3, SC.F.1.4.4, SC.F.1.4.5, SC.F.1.4.6, SC.F.1.4.7, SC.F.1.4.8, HE.A.1.4.3

NFCS Standards: 4.2

24.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.

24.02 Describe how major theories of human development provide a basis for planning a program.

25.0 ANALYZE HOW NUTRITION, ENVIRONMENT, HEREDITY, AND HEALTH STATUS INFLUENCE THE DEVELOPMENT OF THE CHILD--The student will be able to:

LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.1.4.4, MA.E.1.4.1,  
SC.F.1.4.1, HE.A.1.4.9, HE.C.1.4.6

NFCS Standards: 4.2, 4.4, 14.1

- 25.01 Discuss current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
- 25.02 Discuss how a child's health status influences development.
- 25.03 Describe the importance of physical fitness to health status and development.

26.0 GUIDE SENSORY INTEGRATION ACTIVITIES OF INFANTS AND TODDLERS--The student will be able to:

LA.B.2.4.1, MA.C.1.4.1, SC.F.1.4.7

NFCS Standards: 4.2, 4.3

- 26.01 Plan, implement, and evaluate visual stimulation activities.
- 26.02 Plan, implement, and evaluate auditory stimulation activities.
- 26.03 Plan, implement, and evaluate tactile stimulation activities.
- 26.04 Plan, implement, and evaluate activities that stimulate balance, coordination and movement.
- 26.05 Plan, implement, and evaluate olfactory stimulation activities.
- 26.06 Plan, implement, and evaluate gustatory stimulation activities.

27.0 GUIDE ACTIVITIES RELATED TO THE PHYSICAL HEALTH OF INFANTS AND TODDLERS--The student will be able to:

LA.B.2.4.1, MA.B.4.4.1, MA.B.4.4.2, MA.E.1.4.1, SC.F.1.4.2,  
SC.G.1.4.1

NFCS Standards: 4.2, 4.3.

- 27.01 Plan, implement, and evaluate age-appropriate gross motor development activities.
- 27.02 Plan, implement, and evaluate age-appropriate fine motor development activities.

28.0 GUIDE SELF-HELP ACTIVITIES OF INFANTS AND TODDLERS--The student will be able to:

LA.B.2.4.1, MA.B.4.4.1, SC.F.1.4.7

NFCS Standards: 4.2, 4.3

- 28.01 Plan, implement and evaluate age-appropriate nutritional snacks.
- 28.02 Demonstrate feeding techniques.
- 28.03 Demonstrate diapering techniques.
- 28.04 Assist with toilet training of toddlers.
- 28.05 Demonstrate dressing techniques.
- 28.06 Assist toddlers with grooming skills.
- 28.07 Demonstrate bathing techniques.

28.08 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

29.0 PLAN AND IMPLEMENT DEVELOPMENTALLY APPROPRIATE MOTOR DEVELOPMENT ACTIVITIES FOR PRESCHOOL CHILDREN--The student will be able to:

LA.B.2.4.1, MA.B.1.4.1, MA.B.1.4.2, MA.B.1.4.3, MA.B.1.4.4, MA.B.4.4.1, MA.B.4.4.2, SC.F.1.4.2, SC.F.1.4.7, PE.B.1.4.4, PE.B.2.4.1

NFCS Standards: 4.2, 4.3

- 29.01 Demonstrate knowledge of physical development.
- 29.02 Plan, implement and evaluate developmentally appropriate gross motor activities.
- 29.03 Plan, implement and evaluate developmentally appropriate fine motor activities.
- 29.04 Select and use appropriate equipment and materials for physical development.

30.0 GUIDE THE COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE OF PRESCHOOL CHILDREN--The student will be able to:

LA.C.3.4.1, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4, MA.A.3.4.1, MA.A.3.4.2, MA.A.3.4.3, SC.F.1.4.7

NFCS Standards: 4.2, 4.3

- 30.01 Demonstrate knowledge of cognitive development and general knowledge.
- 30.02 Plan, implement and evaluate developmentally appropriate math activities and provide a sample for Early Childhood Teaching Portfolio.
- 30.03 Plan, implement and evaluate developmentally appropriate scientific thinking activities and provide a sample for Early Childhood Teaching Portfolio.
- 30.04 Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.
- 30.05 Plan, implement, and evaluate developmentally appropriate art activities.

**Florida Department of Education  
STUDENT PERFORMANCE STANDARDS**

**Program Title:** Early Childhood Education  
**Secondary Course Number:** 8503213  
**Course Title:** Early Childhood Education 3  
**Course Credit:** 1

**COURSE DESCRIPTION:**

This course teaches the management skills of becoming a preschool teacher. Students will acquire competence in the areas of child development theories; current trends and issues; legislation; heredity; classroom management; developmentally appropriate curriculum and environments; multiculturalism; and resource files.

31.0 GUIDE THE CREATIVE DEVELOPMENT OF PRESCHOOL CHILDREN WHICH REFLECTS VARIOUS APPROACHES TO LEARNING--The student will be able to:

LA.C.3.4.1, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4

NFCS Standards: 4.2, 4.3

- 31.01 Plan, implement and evaluate developmentally appropriate music activities and provide a sample for Early Childhood Teaching Portfolio.
- 31.02 Plan, implement and evaluate developmentally appropriate art activities and provide a sample for Early Childhood Teaching Portfolio.
- 31.03 Plan, implement and evaluate developmentally appropriate creative movement activities and provide a sample for Early Childhood Teaching Portfolio.

32.0 GUIDE THE SOCIAL AND EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDREN--The student will be able to:

LA.C.3.4.1, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4, SC.F.1.4.7, SC.G.1.4.1, HE.A.1.4.5

NFCS Standards: 4.2, 4.3

- 32.01 Demonstrate knowledge of social and emotional development.
- 32.02 Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers.
- 32.03 Plan, implement and evaluate developmentally appropriate self-concept activities.
- 32.04 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.
- 32.05 Plan, implement and evaluate developmentally appropriate dramatic play activities.
- 32.06 Plan and implement developmentally appropriate group play.
- 32.07 Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.

33.0 DEMONSTRATE A BASIC UNDERSTANDING OF THE HISTORY, DEVELOPMENT, AND DIVERSITY OF SCHOOL-AGE CHILDREN--The student will be able to:

LA.A.2.4.4, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, MA.E.1.4.1, SC.F.1.4.2, SC.F.1.4.6, SC.F.1.4.7, HE.A.2.4.4, HE.A.2.4.5

- NFCS Standards: 4.2, 4.3
- 33.01 Describe the need for school-age child care and how it has evolved.
  - 33.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.
  - 33.03 Explain the personal and professional characteristics of a school-age caregiver.
- 34.0 DEMONSTRATE A BASIC KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT AS IT RELATES TO SCHOOL-AGE CHILDREN--The student will be able to:
- LA.A.2.4.4, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, MA.E.1.4.1, SC.F.1.4.2, SC.F.1.4.6, SC.F.1.4.7, HE.A.2.4.4, HE.A.2.4.5
- NFCS Standards: 4.2, 4.3
- 34.01 Describe how major theories of human development provide a basis for planning programs.
  - 34.02 Explain why and how individual children may overlap both younger and older chronological programs.
  - 34.03 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.
- 35.0 PLAN AND PROVIDE FOR DEVELOPMENTALLY APPROPRIATE CAREGIVING ENVIRONMENTS FOR STUDENTS WITH SPECIAL NEEDS--The student will be able to:
- MA.B.3.4.1, HE.B.1.4.1
- NFCS Standards: 4.3, 4.4
- 35.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
  - 35.02 Provide safe, healthy, and developmentally appropriate environments within the caregiving setting.
  - 35.03 Demonstrate adaptations to include children with special needs in classroom activities.
- 36.0 PROVIDE CAREGIVING SKILLS RELATED TO THE UNIVERSAL INFECTION CONTROL SYSTEM SPECIFIC TO SPECIAL NEEDS CHILDREN--The student will be able to:
- SC.F.1.4.1, SC.F.1.4.2, HE.A.2.4.6
- NFCS Standards: 4.4
- 36.01 Implement appropriate diapering, toileting, and feeding procedures.
  - 36.02 Implement appropriate methods for disabling of bodily products.
  - 36.03 Demonstrate appropriate techniques for seizure management and positioning techniques.
- 37.0 PLAN AND IMPLEMENT CLASSROOM MANAGEMENT TECHNIQUES FOR INFANTS, TODDLERS, PRESCHOOLERS AND SCHOOL AGE CHILDREN (BIRTH THROUGH AGE TWELVE)--The student will be able to:

LA.A.2.4.4, LA.A.2.4.6, MA.A.5.4.1, MA.C.2.4.1, HE.C.1.4.6

NFCS Standards: 4.2, 4.3, 4.5

- 37.01 Develop and implement a plan to meet short and long term goals.
- 37.02 Identify appropriate teaching techniques to meet various learning styles.
- 37.03 Identify developmentally appropriate supplies and teaching materials.
- 37.04 Arrange learning centers for a variety of activities.
- 37.05 Plan and implement developmentally appropriate special events such as field trips and holiday programs.
- 37.06 Maintain children's records.
- 37.07 Plan, implement, and evaluate a developmentally appropriate classroom schedule and daily lesson plan.
- 37.08 Plan and implement a developmentally appropriate program to meet the needs of the individual child and the group as well.
- 37.09 Demonstrate the arrangement of an Early Childhood classroom so that children will become self-directed in their learning.
- 37.10 Describe and set up activity centers within the learning environment, and identify ways that the center enhances the development of young children.

38.0 DEMONSTRATE HOW SCHEDULES, SPACES, AND EXPERIENCES CREATE ENVIRONMENTS THAT PROMOTE CHILDREN'S TOTAL GROWTH AND DEVELOPMENT-  
-The student will be able to:

LA.A.2.4.4, LA.A.2.4.6, MA.A.5.4.1, MA.C.2.4.1, SC.F.1.4.2, SC.F.1.4.7, PE.A.3.4.4

NFCS Standards: 4.2

- 38.01 Evaluate all aspects of an environment that provides opportunities for school-age children to learn through their play.
- 38.02 Plan and implement schedules that include active and quiet times, individual and small group experiences, as well as, child and adult initiated activities.
- 38.03 Plan and implement techniques for facilitating children's successful participation in all aspects of a program.

39.0 APPLY KNOWLEDGE OF PROGRAM ELEMENTS NEEDED TO CREATE A SUCCESSFUL DEVELOPMENTALLY APPROPRIATE CURRICULUM--The student will be able to:

LA.A.2.4.4, LA.A.2.4.6, LA.B.1.4.1, LA.B.1.4.2, LA.B.1.4.3, MA.A.2.4.2, MA.A.5.4.1, SC.H.1.4.2

NFCS Standards: 4.3

- 39.01 Demonstrate the ability to identify children's needs, interests, and abilities.
- 39.02 Assess ways to develop program philosophies, goals, and objectives.
- 39.03 Plan, prepare, and implement daily activities and routines.
- 39.04 Evaluate and critique all aspects of a program's growth.
- 39.05 Develop a Early Childhood Teaching Portfolio that includes samples of math, science, social studies, language, emergent reading and writing, story telling, creative arts, current

events, intergenerational concepts, multiculturalism, parental involvement, safety, physical fitness, and nutrition education activities.

July 2007

Florida Department of Education  
STUDENT PERFORMANCE STANDARDS

Program Title: Early Childhood Education  
Secondary Course Number: 8503214  
Course Title: Early Childhood Education 4  
Course Credit: 1

**COURSE DESCRIPTION:**

This course prepares students to be child development specialist. Students will acquire competence in the areas of mentoring; workshop development; team building, advocacy; and brain research and professional development.

**OCCUPATIONAL COMPLETION POINT - DATA CODE - D**

CHILD CARE DEVELOPMENT SPECIALIST - SOC 25-2011

40.0 DEMONSTRATE THE ABILITY TO MOTIVATE CHILDREN AND TO INTERACT PROFESSIONALLY WITH CHILDREN, PARENTS, AND STAFF--The student will be able to:

LA.B.1.4.1, LA.B.1.4.2, LA.B.1.4.3, LA.C.1.4.3, SC.F.1.4.7, HE.B.3.4.4

NFCS Standards: 4.2, 4.3, 4.6

- 40.01 Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
- 40.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
- 40.03 Demonstrate techniques for actively listening to children.
- 40.04 Explore use of open-ended questions.
- 40.05 Explore and use ideas for establishing a healthy relationship with each child's family.
- 40.06 Demonstrate techniques for actively listening to other staff members.
- 40.07 Evaluate the value of professionalism in relationships with children, parents, and staff.

41.0 DEMONSTRATE ACTIVITIES THAT ARE ANTI-BIAS, NONVIOLENT, AND FROM A MULTICULTURAL PERSPECTIVE--The student will be able to:

LA.C.1.4.4, LA.D.1.4.1, LA.D.1.4.2, LA.D.1.4.3, HE.B.2.4.4, PE.C.1.4.1, PE.C.1.4.3

NFCS Standards: 4.2, 4.3, 4.5, 4.6

- 41.01 Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.
- 41.02 Plan and implement methods to prevent and/or confront bias in the school-age program as it relates to gender, race, ethnicity, and persons of different abilities.
- 41.03 Integrate activities that build children's self-esteem into daily, weekly, and monthly plans.

- 41.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.
- 42.0 DEMONSTRATE THE ABILITY TO PROVIDE FOR INCLUSION OF CHILDREN WITH SPECIAL NEEDS--The student will be able to:
- SC.F.1.4.2, PE.C.1.4.1, PE.C.1.4.2, PE.C.1.4.3
- NFCS Standards: 4.2, 4.3
- 42.01 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
- 42.02 Develop methods and adaptations for inclusion of children with special needs.
- 42.03 Plan individual and group activities for children with special needs.
- 43.0 DEMONSTRATE MENTOR SKILLS FOR TEAM BUILDING AND COLLABORATION--The student will be able to:
- LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, SC.F.1.4.7, HE.B.3.4.4, HE.B.3.4.5
- NFCS Standards: 4.5, 4.6
- 43.01 Identify roles and expectations of early childhood team members and mentors.
- 43.02 Identify and model early childhood supervisory work practices.
- 43.03 Demonstrate knowledge of developmentally appropriate conflict resolution strategies for children and adults.
- 43.04 Demonstrate knowledge of and utilization of alternative communication skills.
- 43.05 Plan and implement supervisory interventions appropriate to the role of a mentor.
- 44.0 ANALYZE RECENT TRENDS/DEVELOPMENTS IN BRAIN RESEARCH--The student will be able to:
- LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, MA.E.1.4.1, SC.H.1.4.1, SC.H.1.4.2, SC.H.1.4.3, SC.H.1.4.4, SC.H.1.4.5, SC.H.1.4.6, SC.H.1.4.7
- NFCS Standards: 4.2
- 44.01 Relate the brain research findings to the care of children by parents and all other caregivers.
- 44.02 Give examples of activities which are age appropriate for children.
- 44.03 Using the internet, research the latest findings on brain research.
- 44.04 Prepare a list of resources pertaining to brain research.
- 45.0 RESEARCH CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION--The student will be able to:
- LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.A.2.4.8, MA.E.1.4.1, SC.H.1.4.5

NFCS Standards: 4.2

- 45.01 Identify current trends and issues in Early Childhood Education.
- 45.02 Locate, collect, and organize current information on trends and issues in early childhood education.
- 45.03 Interpret the impact of current trends and issues on the early childhood field.

46.0 DEMONSTRATE PROFESSIONAL DEVELOPMENT--The student will be able to:

LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4, MA.A.3.4.3

NFCS Standards: 4.6

- 46.01 Develop a personal philosophy of early childhood education teaching.
- 46.02 Develop personal teaching goals.
- 46.03 Develop a professional portfolio containing at least the following: student picture identification, resume, teaching goals, letter of recommendation, list of Early Childhood Education program standards mastered, copies of any certification/cards pertaining to child care eligibility, and samples of student developed teaching materials.
- 46.04 Develop a Professional Resource file.
- 46.05 Develop criteria and evaluate student portfolios using national and student developed criteria.