

2012 – 2013

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Early Childhood Education NEW  
**Program Type:** Career Preparatory  
**Career Cluster:** Education and Training

**NOTE: This program is for new students entering the ECE program in 2011-12. Students who have previously been enrolled in ECE (8503210 or V200210) should remain in that program until they have completed it.**

	<b>Secondary</b>	<b>PSAV</b>
Program Number	8405100	E300100
CIP Number	0419070913	0419070913
Grade Level	9-12, 30, 31	30, 31
Standard Length	4 credits	600 clock hours
Teacher Certification	VOC HME EC @2@4 HOMEMAKING @2¢7 PRESCH ED A HME EC OCC ¢7 PRIMARY ED @B E CHILD ED @0 PK/PRIMARY H FAM CON SC 1	VOC HME EC @2@4 PRESCH ED A PRIMARY ED @B E CHILD ED @0 PK/PRIMARY H FAM CON SC 1 CH CARE TR 7G GEN HME EC @2 <b>***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).</b>
CTSO	FCCLA	SkillsUSA
SOC Codes (all applicable)	39-9011 25-2011	39-9011 25-2011
Facility Code	<a href="http://www.fldoe.org/edfacil/sref.asp">http://www.fldoe.org/edfacil/sref.asp</a> (State Requirements for Educational Facilities)	
Targeted Occupation List	<a href="http://www.labormarketinfo.com/wec/TargetOccupationList.htm">http://www.labormarketinfo.com/wec/TargetOccupationList.htm</a>	
Perkins Technical Skill Attainment Inventory	<a href="http://www.fldoe.org/workforce/perkins/perkins_resources.asp">http://www.fldoe.org/workforce/perkins/perkins_resources.asp</a>	

Secondary		PSAV
Industry Certifications	<a href="http://www.fldoe.org/workforce/fcpea/default.asp">http://www.fldoe.org/workforce/fcpea/default.asp</a>	
Statewide Articulation	<a href="http://www.fldoe.org/workforce/dwdframe/artic_frame.asp">http://www.fldoe.org/workforce/dwdframe/artic_frame.asp</a>	
Basic Skills Level	N/A	Mathematics: 9 Language: 9 Reading: 9

### Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education and Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education and Training career cluster.

The content includes but is not limited to competencies related to 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.

### Program Structure

This program is a planned sequence of instruction consisting of four credits/600 clock hours and four occupational completion points. The program is comprised of 120 hours of classroom instruction and 480 hours of direct work with children. Upon completion of this program **and** meeting all requirements, students are awarded the Early Childhood Professional Certificate (ECPC). **For additional information on the ECPC see document entitled “ECPC Fact Sheet” available in “Support Documents” (see link for Support Documents on the webpage).**

When offered at the post secondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HEV0870	Child Care Worker 1	150 hours	39-9011
B	HEV0871	Child Care Worker 2	150 hours	39-9011
C	HEV0872	Teacher Aide (Preschool)	150 hours	25-2011
D	HEV0873	Preschool Teacher	150 hours	25-2011

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8405110	Early Childhood Education NEW 1	1 credit	39-9011	2
B	8405120	Early Childhood Education NEW 2	1 credit	39-9011	2
C	8405130	Early Childhood Education NEW 3	1 credit	25-2011	2
D	8405140	Early Childhood Education NEW 4	1 credit	25-2011	3

It is acceptable for a student to begin this program in high school and then continue/complete the program at a Technical Center.

### Special Program Notes

- This Early Childhood Education program includes the Department of Children and Families (DCF) Introductory Child Care Training.
  - To offer the DCF Introductory Child Care Training (5 courses, 30 hours) a program must be approved by the local DCF child care training coordinating agency. Instructors must meet with local Training Coordinating Agency (list of TCA's available at <https://training01-dcf.myflorida.gov/ccpolicy/Training/TCA.pdf>).
  - To teach the DCF Introductory Child Care Training Courses the instructor must meet the trainer requirements established by the Department of Children and Families (Chapter 65C-22.003(5) F.A.C. <http://ccrain.fl-dcf.org/documents/2/470.pdf>).
  - Programs are required to use DCF materials and will be subject to monitoring by DCF/Training Coordinating Agencies.
  - **Part I** of the DCF Introductory Child Care Training 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
  - **Part II** of that coursework must be the 5-hour Understanding Developmentally Appropriate Practice and 5 hour Preschool Appropriate Practices courses, which are applicable specifically to this program. (NOTE – this change in the DAP course(s) is pending due to rule promulgation; the 10 hour Preschool Appropriate Practices course remains appropriate until that change occurs)
  - Note: Instruction for the DCF courses should be **instructor-based**. It is recommended that the online DCF courses be used as a *supplement* to instructor-based instruction if needed.
  - Students must complete DCF Part I and Part II Introductory Child Care Training coursework by the end of the fourth course of this program. Students must pass the DCF Part I and Part II Introductory Child Care Training competency exams prior to being issued the ECPC certificate.
- Students must also complete five clock hours of literacy training. Students can meet this 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 *Emergent Literacy for VPK Instructors* 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 (<http://www.fldoe.org/earlylearning>).
- It is recommended that students obtain certification in infant/child CPR and first aid for initial employment.
- Students are required to create and maintain a Professional Resource File for this 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 must be included in this section of the Professional Resource File. (See ECPC Professional Resource File Guidelines in Support Documents – link on webpage).
  - Optional: Additional Items (training certificates, transcripts, resume', picture identification, teaching goals, letters of recommendation, list of Early Childhood Education program standards mastered, copies of any certification/cards pertaining to child care eligibility, samples of student developed teaching materials, etc.) may be included in a separate section of the Professional Resource File or in a separate binder/portfolio (instructor discretion).

## Laboratory Activities

Laboratory activities are an integral part of this program. 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 a requirement of this program.

## Special Notes

### **Career and Technical Student Organization (CTSO)**

FCCLA (Family, Career and Community Leaders of America) and SkillsUSA are the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills**

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

### **Articulation**

The PSAV component of this program currently has no statewide articulation agreement approved by the Florida State Board of Education. It is anticipated that a statewide articulation agreement (comparable to the existing agreement for the PSAV ECE program V200210) will be developed in the future. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to [http://www.fldoe.org/workforce/dwdframe/artic\\_frame.asp](http://www.fldoe.org/workforce/dwdframe/artic_frame.asp).

### **Bright Futures/Gold Seal Scholarship**

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx).

### **Fine Arts/Practical Arts Credit**

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

### **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify rules and regulations governing 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 eight).
- 06.0 Implement developmentally appropriate practices for programs serving children from birth through age eight.
- 07.0 Identify and demonstrate 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 literacy program.
- 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition.
- 12.0 Demonstrate professionalism.
- 13.0 Identify community resources that provide services or assistance to children in the community.
- 14.0 Display interpersonal relationship skills.
- 15.0 Develop intercommunication with family.
- 16.0 Demonstrate observation and recording methods.
- 17.0 Demonstrate appropriate use of technology for the child care profession.
- 18.0 Create, implement and evaluate lesson plans.
- 19.0 Analyze theories of child development.
- 20.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child.
- 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers.
- 22.0 Plan and implement developmentally appropriate motor development activities for preschool children.
- 23.0 Guide the cognitive development and general knowledge of preschool children.
- 24.0 Guide the creative development of preschool children which reflects various approaches to learning.
- 25.0 Guide the social and emotional development of preschool children.
- 26.0 Describe the history of school-age child care and the development and diversity of school-age children.
- 27.0 Plan and provide for developmentally appropriate care-giving environments for students with special needs.
- 28.0 Plan and implement classroom management techniques for preschoolers.
- 29.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
- 30.0 Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum.
- 31.0 Implement an environment that is conducive to language use and acquisition.
- 32.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.
- 33.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.
- 34.0 Demonstrate the ability to provide for inclusion of children with special needs.
- 35.0 Demonstrate mentor skills for team building and collaboration.
- 36.0 Analyze recent trends/developments in brain research.
- 37.0 Research current trends and issues in early childhood education.
- 38.0 Demonstrate professionalism related to the field of early childhood education.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Program Title: Early Childhood Education NEW**  
**PSAV Number: E300100**

**Course Number: HEV0870**  
**Occupational Completion Point: A**  
**Child Care Worker 1 – 150 Hours – SOC Code 39-9011**

01.0 Identify rules and regulations governing child care. – The student will be able to:

- 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:

- 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 Identify how to communicate with parents who continue to send children to child care when they are sick.
- 02.14 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.
- 02.15 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.



- 02.16 Identify proper procedures for transporting children.
  - 02.17 Demonstrate use of fire extinguishers.
  - 02.18 Practice universal precautions.
  - 02.19 Identify procedures for emergency scenarios in order to plan for emergency/disaster situations.
  - 02.20 Use appropriate telephone numbers in a simulated emergency situation.
  - 02.21 Identify the need and responsible use of equipment and supplies.
  - 02.22 Follow established procedures for reporting accidents/incidents.
  - 02.23 Discuss ways for children to develop positive attitudes and skills for daily routines.
  - 02.24 Discuss best practices within the center to conserve environmental resources.
  - 02.25 List ways to make a playground safe.
- 03.0 Plan and implement food service and nutrition education. – The student will be able to:
- 03.01 Identify the nutritional needs of children infants through school age (birth through age eight).
  - 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 Develop a plan 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:
- 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 eight). – The student will be able to:

- 05.01 Describe 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 eight: physical development; approaches to learning; social emotional; language and communication; and cognitive development and general knowledge.
  - 05.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
- 06.0 Implement developmentally appropriate practices for programs serving children from birth through age eight. – The student will be able to:
- 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.
  - 06.05 Identify the stages of play development.
  - 06.06 Define the concepts of active learning and active listening.
- 07.0 Identify and demonstrate communication skills related to child care. – The student will be able to:
- 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.
  - 07.03 Plan an environment that supports emergent reading and writing.
- 08.0 Identify various observation and recording methods. – The student will be able to:
- 08.01 Identify observation techniques and methods used in a child care setting.
  - 08.02 Discuss the importance of, and create a plan for the confidentiality of child/family records.
  - 08.03 Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.
  - 08.04 Discuss the importance of, and create a plan for including the family in the collection of information for observations.
- 09.0 Recognize appropriate methods of guidance. – The student will be able to:
- 09.01 Describe methods of direct and indirect guidance.
  - 09.02 Identify preventative measures of direct and indirect guidance.
  - 09.03 Identify methods of direct and indirect guidance to include routines, transitions, and room arrangements.
  - 09.04 Identify acceptable and unacceptable methods of guiding behavior.
- 10.0 Plan, establish, and implement a developmentally appropriate emergent literacy program. – The student will be able to:

- 10.01 Identify characteristics of a classroom environment that motivates children to read.
  - 10.02 Demonstrate appropriate phonological awareness teaching practices.
  - 10.03 Demonstrate appropriate teaching practices for alphabet knowledge.
  - 10.04 Demonstrate appropriate comprehension strategies.
  - 10.05 Identify characteristics of an environment that motivates children to use written expression.
  - 10.06 Identify and describe the characteristics of the emergent writing continuum.
  - 10.07 Identify an environment that supports age-appropriate letter writing.
  - 10.08 Model appropriate structure of written composition.
- 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition. – The student will be able to:
- 11.01 Use an appropriate vocabulary that increases in complexity and variety.
  - 11.02 Describe the importance of vocabulary development in young children.
  - 11.03 Use proper grammar when speaking to parents and/or children.
  - 11.04 Identify age-appropriate grammar.
  - 11.05 Model appropriate language and style for context.
  - 11.06 Provide a sample lesson plan and a child's work product.

**Course Number: HEV0871**  
**Occupational Completion Point: B**  
**Child Care Worker 2 – 150 Hours – SOC Code 39-9011**

- 12.0 Demonstrate professionalism. – The student will be able to:
- 12.01 Identify the components of being a professional that aid professional growth in a child caregiver (i.e. professional development, follow a set of ethical standards, accreditation, professional organization membership/participation, self-reflection, etc.)
  - 12.02 Identify and use job-related child care terminology.
  - 12.03 Identify effective communication skills to use with personnel and parents/guardians of children.
  - 12.04 Assess one's attitude and performance.
  - 12.05 Define and demonstrate professionalism. Identify the exemplary behavior and social skills needed as a role model for children.
  - 12.06 Describe legal issues and liability as they relate to a child care worker.
  - 12.07 Review the National Association for the Education of Young Children (NAEYC) Code of Ethics ([www.naeyc.org](http://www.naeyc.org)). Using vignettes identify problems in how teachers handled situations and using the code of ethics how these problems should have been handled.
  - 12.08 Recognize the NAEYC guidelines for effective teaching practices.
  - 12.09 Demonstrate employability skills including a job search.
  - 12.10 Define the early childhood education profession.
  - 12.11 Identify early childhood education career opportunities.
  - 12.12 Compare roles and responsibilities of the child care center team members.
  - 12.13 Identify the important role child caregivers play in the development of each child in care.

- 13.0 Identify community resources that provide services or assistance to children in the community. – The student will be able to:
- 13.01 Identify state organizations and agencies that serve children and families.
  - 13.02 Identify local community resources that serve children and families.
  - 13.03 Identify organizations and agencies that provide services or assistance to children with special needs and their families.
  - 13.04 Organize and develop community resource information.
- 14.0 Display interpersonal relationship skills. – The student will be able to:
- 14.01 Maintain positive view of self.
  - 14.02 Exhibit responsibility toward achieving goals.
  - 14.03 Display sociability, empathy, understanding and caring.
  - 14.04 Display ability to manage personal resources to maintain goals.
  - 14.05 Display honesty and integrity in interacting with children and families, as well as, with co-workers.
  - 14.06 Describe the needs and strengths of the multi-ethnic work place.
- 15.0 Develop intercommunication with family. – The student will be able to:
- 15.01 Identify ways of communicating with the family.
  - 15.02 Explore and use ideas for establishing a healthy relationship with each child's family. Plan and implement parental involvement activities to meet the diverse needs of families.
  - 15.03 Identify intentional practices and strategies to become acquainted with the family; describe ways parents can be involved in the program; ways to share goals for the child with the family and teacher, the philosophy of the center, and curriculum objectives.
- 16.0 Demonstrate observation and recording methods. – The student will be able to:
- 16.01 Using various techniques observe, record, and report the behavior of children of various ages on an observation form.
  - 16.02 Interpret a child observation.
- 17.0 Demonstrate appropriate use of technology for the child care profession. – The student will be able to:
- 17.01 Demonstrate appropriate use of technology for the child care profession.
  - 17.02 Analyze appropriate uses of current technology in a child care setting.
  - 17.03 Demonstrate the ability to use computers for e-mail, recordkeeping, internet research, and utilization of resources such as websites and online training and transcripts.

**Course Number: HEV0872**

**Occupational Completion Point: C**

**Teacher Aide - Preschool – 150 Hours – SOC Code 25-2011**

- 18.0 Create, implement and evaluate lesson plans. – The student will be able to:

- 18.01 Research criteria for creating an age appropriate curriculum plan.
  - 18.02 Develop an age appropriate language lesson plan.
  - 18.03 Develop evaluation criteria for the lesson.
- 19.0 Analyze theories of child development. – The student will be able to:
- 19.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
  - 19.02 Describe how major theories of human development provide a basis for planning a program.
- 20.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child. – The student will be able to:
- 20.01 Discuss current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
  - 20.02 Discuss how a child's health status influences development.
  - 20.03 Describe the importance of physical fitness to health status and development.
- 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers. – The student will be able to:
- 21.01 Explain visual, auditory, olfactory, gustatory, and tactile stimulation activities.
  - 21.02 Describe activities that stimulate gross and fine motor development.
  - 21.03 Identify age-appropriate nutritional snacks and an activity related to nutrition
  - 21.04 Review appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.
  - 21.05 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.
- 22.0 Plan and implement developmentally appropriate motor development activities for preschool children. – The student will be able to:
- 22.01 Describe the stages of physical development.
  - 22.02 Plan, implement and evaluate developmentally appropriate gross motor activities.
  - 22.03 Plan, implement and evaluate developmentally appropriate fine motor activities.
  - 22.04 Select and use appropriate equipment and materials for physical development.
- 23.0 Guide the cognitive development and general knowledge of preschool children. – The student will be able to:
- 23.01 Explain the development of cognitive ability and general knowledge.
  - 23.02 Plan, implement and evaluate developmentally appropriate math activities.
  - 23.03 Plan, implement and evaluate developmentally appropriate scientific thinking activities.
  - 23.04 Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.
  - 23.05 Plan, implement, and evaluate developmentally appropriate art activities.

- 24.0 Guide the creative development of preschool children which reflects various approaches to learning. – The student will be able to:
- 24.01 Plan, implement and evaluate developmentally appropriate music activities.
  - 24.02 Plan, implement and evaluate developmentally appropriate art activities.
  - 24.03 Plan, implement and evaluate developmentally appropriate creative movement activities.
- 25.0 Guide the social and emotional development of preschool children. – The student will be able to:
- 25.01 Identify and explain the stages of social and emotional development.
  - 25.02 Demonstrate effective, positive guidance techniques for guiding behavior.
  - 25.03 Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations).
  - 25.04 Plan, implement and evaluate developmentally appropriate self-concept activities.
  - 25.05 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.
  - 25.06 Plan, implement and evaluate developmentally appropriate dramatic play activities.
  - 25.07 Plan and implement developmentally appropriate group play.
  - 25.08 Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.
  - 25.09 Demonstrate effective, positive guidance techniques for guiding behavior.
  - 25.10 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
- 26.0 Describe the history of school-age child care and the development and diversity of school-age children. – The student will be able to:
- 26.01 Describe the need for school-age child care and how it has evolved.
  - 26.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.
  - 26.03 Explain the personal and professional characteristics of a school-age caregiver.
  - 26.04 Describe how major theories of human development provide a basis for planning programs.
  - 26.05 Explain why and how individual children may overlap both younger and older chronological programs.
  - 26.06 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.
- 27.0 Plan and provide for developmentally appropriate care giving environments for students with special needs. – The student will be able to:
- 27.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
  - 27.02 Provide safe, healthy, and developmentally appropriate environments within the care giving setting.
  - 27.03 Demonstrate adaptations to include children with special needs in classroom activities.

- 27.04 Identify the steps or process for working with parents when a developmental delay is suspected.
  - 27.05 Demonstrate care giving skills related to Universal Infection Control System.
  - 27.06 Demonstrate appropriate techniques for seizure management and positioning techniques.
- 28.0 Plan and implement classroom management techniques for preschoolers. – The student will be able to:
- 28.01 Develop and implement a plan to meet short and long term goals.
  - 28.02 Identify appropriate teaching techniques to meet various learning styles.
  - 28.03 Identify developmentally appropriate supplies and teaching materials.
  - 28.04 Arrange learning centers for a variety of activities.
  - 28.05 Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.
  - 28.06 Maintain children’s records.
  - 28.07 Participants will evaluate and demonstrate how teacher intentionality promotes development and enhances learning for children birth-age 8.
- 29.0 Demonstrate how schedules, spaces, and experiences create environments that promote children’s total growth and development. – The student will be able to:
- 29.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
  - 29.02 Assist with planning and implementing schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.
  - 29.03 Assist with planning and implementing techniques for facilitating children’s successful participation in all aspects of a program.

**Course Number: HEV0873**  
**Occupational Completion Point: D**  
**Preschool Teacher – 150 Hours – SOC Code 25-2011**

- 30.0 Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum. – The student will be able to:
- 30.01 Demonstrate the ability to identify children’s needs, interests, and abilities.
  - 30.02 Explain ways to develop program philosophies, goals, and objectives.
  - 30.03 Assist with planning, preparing, and implementing daily activities and routines.
  - 30.04 Develop or analyze math, science, social studies, language, emergent reading and writing, storytelling, creative arts, current events, intergenerational concepts, multiculturalism, parental involvement, safety, physical fitness, and nutrition education activities, which are developmentally appropriate.
- 31.0 Implement an environment that is conducive to language use and acquisition. – The student will be able to:
- 31.01 Create opportunities for students to instigate and add comments to discussions and conversations.

- 31.02 Facilitate conversations between self and child or child-to-child.
  - 31.03 Provide occasions for children to follow two- or three-step directions.
  - 31.04 Identify developmental speech patterns.
  - 31.05 Create opportunities for children to gain meaning by listening.
  - 31.06 Facilitate children using increasingly complex sentences and phrases.
- 32.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff. – The student will be able to:
- 32.01 Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
  - 32.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
  - 32.03 Demonstrate techniques for actively listening to children.
  - 32.04 Explore use of open-ended questions.
  - 32.05 Evaluate the value of professionalism in relationships with children, parents, and staff.
  - 32.06 Demonstrate techniques for actively listening to other staff members.
  - 32.07 Complete a case study on one child.
- 33.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective. – The student will be able to:
- 33.01 Demonstrate techniques that show respect for the child’s family makeup, cultural background, and religious beliefs.
  - 33.02 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.
  - 33.03 Integrate activities that build children’s self-concept into daily, weekly, and monthly plans.
  - 33.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.
- 34.0 Demonstrate the ability to provide for inclusion of children with special needs. – The student will be able to:
- 34.01 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.
  - 34.02 Develop methods and adaptations for inclusion of children with special needs.
  - 34.03 Plan individual and group activities for children with special needs.
  - 34.04 Demonstrate adaptations to include children with special needs in classroom activities.
  - 34.05 Demonstrate appropriate diapering, toileting, and feeding procedures.
  - 34.06 Demonstrate appropriate methods for disposal of bodily products.
- 35.0 Demonstrate mentor skills for team building and collaboration. – The student will be able to:
- 35.01 Identify roles and expectations of early childhood team members and mentors.
  - 35.02 Identify and model early childhood supervisory work practices.



- 35.03 Demonstrate developmentally appropriate conflict resolution strategies for children and adults.
  - 35.04 Utilize alternative communication skills.
  - 35.05 Plan and implement supervisory interventions appropriate to the role of a mentor.
  - 35.06 Describe a positive work environment (how inappropriate communication such as hearsay, gossip, and other negative communication hurt the child, family, child care worker, and program).
  - 35.07 Describe ways to deal with negative and destructive communication and replace them with appropriate conflict resolution strategies.
- 36.0 Analyze recent trends/developments in brain research. – The student will be able to:
- 36.01 Explain common terms and concepts related to brain development and the formation of neuronal connections.
  - 36.02 Use the Internet to prepare a list of recent resources pertaining to brain research.
  - 36.03 Relate the brain research findings to the care of children by parents and all other caregivers.
- 37.0 Research current trends and issues in early childhood education. – The student will be able to:
- 37.01 Identify current trends and issues in Early Childhood Education.
  - 37.02 Locate, collect, and organize current information on trends and issues in early childhood education.
  - 37.03 Summarize the impact of current trends and issues on the early childhood field.
- 38.0 Demonstrate professionalism related to the field of early childhood education. – The student will be able to:
- 38.01 Develop a personal philosophy of early childhood education teaching.
  - 38.02 Develop personal teaching goals.
  - 38.03 Develop criteria and evaluate student Professional Resource Files using national and student developed criteria.
  - 38.04 Explain what being a center that has an accreditation means and why it is important to the employee, center, and field of early childhood education.
  - 38.05 Identify several types of accreditation and how they differ.
  - 38.06 Describe how being a member of a professional early childhood organization helps promote professional growth, support the center, and the field of early childhood.
  - 38.07 Demonstrate and list communication and collaboration skills that prepare students to participate as a member of a team
  - 38.08 Develop a self-improvement activity related to professionalism.
  - 38.09 Identify opportunities for continuing education.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Early Childhood Education NEW 1  
**Course Number:** 8405110  
**Course Credit:** 1

**Course Description:**

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities.

01.0 Identify rules and regulations governing child care. – The student will be able to:

- 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:

- 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 Identify how to communicate with parents who continue to send children to child care when they are sick.
- 02.14 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.

- 02.15 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
  - 02.16 Identify proper procedures for transporting children.
  - 02.17 Demonstrate use of fire extinguishers.
  - 02.18 Practice universal precautions.
  - 02.19 Identify procedures for emergency scenarios in order to plan for emergency/disaster situations.
  - 02.20 Use appropriate telephone numbers in a simulated emergency situation.
  - 02.21 Identify the need and responsible use of equipment and supplies.
  - 02.22 Follow established procedures for reporting accidents/incidents.
  - 02.23 Discuss ways for children to develop positive attitudes and skills for daily routines.
  - 02.24 Discuss best practices within the center to conserve environmental resources.
  - 02.25 List ways to make a playground safe.
- 03.0 Plan and implement food service and nutrition education. – The student will be able to:
- 03.01 Identify the nutritional needs of children infants through school age (birth through age eight).
  - 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 Develop a plan 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:
- 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 eight). – The student will be able to:
- 05.01 Describe 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 eight: physical development; approaches to learning; social emotional; language and communication; and cognitive development and general knowledge.
  - 05.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
- 06.0 Implement developmentally appropriate practices for programs serving children from birth through age eight. – The student will be able to:
- 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.
  - 06.05 Identify the stages of play development.
  - 06.06 Define the concepts of active learning and active listening.
- 07.0 Identify and demonstrate communication skills related to child care. – The student will be able to:
- 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.
  - 07.03 Plan an environment that supports emergent reading and writing.
- 08.0 Identify various observation and recording methods. – The student will be able to:
- 08.01 Identify observation techniques and methods used in a child care setting.
  - 08.02 Discuss the importance of and create a plan for the confidentiality of child/family records.
  - 08.03 Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.
  - 08.04 Discuss the importance of and create a plan for including the family in the collection of information for observations.
- 09.0 Recognize appropriate methods of guidance. – The student will be able to:
- 09.01 Describe methods of direct and indirect guidance.
  - 09.02 Identify preventative measures of direct and indirect guidance.
  - 09.03 Identify methods of direct and indirect guidance to include routines, transitions, and room arrangements.
  - 09.04 Identify acceptable and unacceptable methods of guiding behavior.

- 10.0 Plan, establish, and implement a developmentally appropriate emergent literacy program. – The student will be able to:
- 10.01 Identify characteristics of a classroom environment that motivates children to read.
  - 10.02 Demonstrate appropriate phonological awareness teaching practices.
  - 10.03 Demonstrate appropriate teaching practices for alphabet knowledge.
  - 10.04 Demonstrate appropriate comprehension strategies.
  - 10.05 Identify characteristics of an environment that motivates children to use written expression.
  - 10.06 Identify and describe the characteristics of the emergent writing continuum.
  - 10.07 Identify an environment that supports age-appropriate letter writing.
  - 10.08 Model appropriate structure of written composition.
- 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition. – The student will be able to:
- 11.01 Use an appropriate vocabulary that increases in complexity and variety.
  - 11.02 Describe the importance of vocabulary development in young children.
  - 11.03 Use proper grammar when speaking to parents and/or children.
  - 11.04 Identify age-appropriate grammar.
  - 11.05 Model appropriate language and style for context.
  - 11.06 Provide a sample lesson plan and a child's work product.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Early Childhood Education NEW 2  
**Course Number:** 8405120  
**Course Credit:** 1

**Course Description:**

This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods.

12.0 Demonstrate professionalism. – The student will be able to:

- 12.01 Identify the components of being a professional that aid professional growth in a child caregiver (i.e. professional development, follow a set of ethical standards, accreditation, professional organization membership/participation, self-reflection, etc.)
- 12.02 Identify and use job-related child care terminology.
- 12.03 Identify effective communication skills to use with personnel and parents/guardians of children.
- 12.04 Assess one's attitude and performance.
- 12.05 Define and demonstrate professionalism. Identify the exemplary behavior and social skills needed as a role model for children.
- 12.06 Describe legal issues and liability as they relate to a child care worker.
- 12.07 Review the National Association for the Education of Young Children (NAEYC) Code of Ethics ([www.naeyc.org](http://www.naeyc.org)). Using vignettes identify problems in how teachers handled situations and using the code of ethics how these problems should have been handled.
- 12.08 Recognize the NAEYC guidelines for effective teaching practices.
- 12.09 Demonstrate employability skills including a job search.
- 12.10 Define the early childhood education profession.
- 12.11 Identify early childhood education career opportunities.
- 12.12 Compare roles and responsibilities of the child care center team members.
- 12.13 Identify the important role child caregivers play in the development of each child in care.

13.0 Identify community resources that provide services or assistance to children in the community. – The student will be able to:

- 13.01 Identify state organizations and agencies that serve children and families.
- 13.02 Identify local community resources that serve children and families.
- 13.03 Identify organizations and agencies that provide services or assistance to children with special needs and their families.
- 13.04 Organize and develop community resource information.

14.0 Display interpersonal relationship skills. – The student will be able to:

- 14.01 Maintain positive view of self.

- 14.02 Exhibit responsibility toward achieving goals.
  - 14.03 Display sociability, empathy, understanding and caring.
  - 14.04 Display ability to manage personal resources to maintain goals.
  - 14.05 Display honesty and integrity in interacting with children and families, as well as, with co-workers.
  - 14.06 Describe the needs and strengths of the multi-ethnic work place.
- 15.0 Develop intercommunication with family. – The student will be able to:
- 15.01 Identify ways of communicating with the family.
  - 15.02 Explore and use ideas for establishing a healthy relationship with each child’s family. Plan and implement parental involvement activities to meet the diverse needs of families.
  - 15.03 Identify intentional practices and strategies to become acquainted with the family; describe ways parents can be involved in the program; ways to share goals for the child with the family and teacher, the philosophy of the center, and curriculum objectives.
- 16.0 Demonstrate observation and recording methods. – The student will be able to:
- 16.01 Using various techniques observe, record, and report the behavior of children of various ages on an observation form.
  - 16.02 Interpret a child observation.
- 17.0 Demonstrate appropriate use of technology for the child care profession. – The student will be able to:
- 17.01 Demonstrate appropriate use of technology for the child care profession.
  - 17.02 Analyze appropriate uses of current technology in a child care setting.
  - 17.03 Demonstrate the ability to use computers for e-mail, recordkeeping, internet research, and utilization of resources such as websites and online training and transcripts.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Early Childhood Education NEW 3  
**Course Number:** 8405130  
**Course Credit:** 1

**Course Description:**

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children.

- 18.0 Create, implement and evaluate lesson plans. – The student will be able to:
- 18.01 Research criteria for creating an age appropriate curriculum plan.
  - 18.02 Develop an age appropriate language lesson plan.
  - 18.03 Develop evaluation criteria for the lesson.
- 19.0 Analyze theories of child development. – The student will be able to:
- 19.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
  - 19.02 Describe how major theories of human development provide a basis for planning a program.
- 20.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child. – The student will be able to:
- 20.01 Discuss current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
  - 20.02 Discuss how a child's health status influences development.
  - 20.03 Describe the importance of physical fitness to health status and development.
- 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers. – The student will be able to:
- 21.01 Explain visual, auditory, olfactory, gustatory, and tactile stimulation activities.
  - 21.02 Describe activities that stimulate gross and fine motor development.
  - 21.03 Identify age-appropriate nutritional snacks and an activity related to nutrition
  - 21.04 Review appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.
  - 21.05 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.
- 22.0 Plan and implement developmentally appropriate motor development activities for preschool children. – The student will be able to:



- 22.01 Describe the stages of physical development.
  - 22.02 Plan, implement and evaluate developmentally appropriate gross motor activities.
  - 22.03 Plan, implement and evaluate developmentally appropriate fine motor activities.
  - 22.04 Select and use appropriate equipment and materials for physical development.
- 23.0 Guide the cognitive development and general knowledge of preschool children. – The student will be able to:
- 23.01 Explain the development of cognitive ability and general knowledge.
  - 23.02 Plan, implement and evaluate developmentally appropriate math activities.
  - 23.03 Plan, implement and evaluate developmentally appropriate scientific thinking activities.
  - 23.04 Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.
  - 23.05 Plan, implement, and evaluate developmentally appropriate art activities.
- 24.0 Guide the creative development of preschool children which reflects various approaches to learning. – The student will be able to:
- 24.01 Plan, implement and evaluate developmentally appropriate music activities.
  - 24.02 Plan, implement and evaluate developmentally appropriate art activities.
  - 24.03 Plan, implement and evaluate developmentally appropriate creative movement activities.
- 25.0 Guide the social and emotional development of preschool children—The student will be able to:
- 25.01 Identify and explain the stages of social and emotional development.
  - 25.02 Demonstrate effective, positive guidance techniques for guiding behavior.
  - 25.03 Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations).
  - 25.04 Plan, implement and evaluate developmentally appropriate self-concept activities.
  - 25.05 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.
  - 25.06 Plan, implement and evaluate developmentally appropriate dramatic play activities.
  - 25.07 Plan and implement developmentally appropriate group play.
  - 25.08 Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.
  - 25.09 Demonstrate effective, positive guidance techniques for guiding behavior.
  - 25.10 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
- 26.0 Describe the history of school-age child care and the development and diversity of school-age children. – The student will be able to:
- 26.01 Describe the need for school-age child care and how it has evolved.
  - 26.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.
  - 26.03 Explain the personal and professional characteristics of a school-age caregiver.

- 26.04 Describe how major theories of human development provide a basis for planning programs.
  - 26.05 Explain why and how individual children may overlap both younger and older chronological programs.
  - 26.06 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.
- 27.0 Plan and provide for developmentally appropriate care giving environments for students with special needs. – The student will be able to:
- 27.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
  - 27.02 Provide safe, healthy, and developmentally appropriate environments within the care giving setting.
  - 27.03 Demonstrate adaptations to include children with special needs in classroom activities.
  - 27.04 Identify the steps or process for working with parents when a developmental delay is suspected.
  - 27.05 Demonstrate care giving skills related to Universal Infection Control System.
  - 27.06 Demonstrate appropriate techniques for seizure management and positioning techniques.
- 28.0 Plan and implement classroom management techniques for preschoolers. – The student will be able to:
- 28.01 Develop and implement a plan to meet short and long term goals.
  - 28.02 Identify appropriate teaching techniques to meet various learning styles.
  - 28.03 Identify developmentally appropriate supplies and teaching materials.
  - 28.04 Arrange learning centers for a variety of activities.
  - 28.05 Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.
  - 28.06 Maintain children's records.
  - 28.07 Participants will evaluate and demonstrate how teacher intentionality promotes development and enhances learning for children birth-age 8.
- 29.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development. – The student will be able to:
- 29.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
  - 29.02 Assist with planning and implementing schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.
  - 29.03 Assist with planning and implementing techniques for facilitating children's successful participation in all aspects of a program.

2012 – 2013

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Early Childhood Education NEW 4  
**Course Number:** 8405140  
**Course Credit:** 1

**Course Description:**

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism.

30.0 Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum. – The student will be able to:

- 30.01 Demonstrate the ability to identify children’s needs, interests, and abilities.
- 30.02 Explain ways to develop program philosophies, goals, and objectives.
- 30.03 Assist with planning, preparing, and implementing daily activities and routines.
- 30.04 Develop or analyze math, science, social studies, language, emergent reading and writing, storytelling, creative arts, current events, intergenerational concepts, multiculturalism, parental involvement, safety, physical fitness, and nutrition education activities, which are developmentally appropriate.

31.0 Implement an environment that is conducive to language use and acquisition. – The student will be able to:

- 31.01 Create opportunities for students to instigate and add comments to discussions and conversations.
- 31.02 Facilitate conversations between self and child or child-to-child.
- 31.03 Provide occasions for children to follow two- or three-step directions.
- 31.04 Identify developmental speech patterns.
- 31.05 Create opportunities for children to gain meaning by listening.
- 31.06 Facilitate children using increasingly complex sentences and phrases.

32.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff. – The student will be able to:

- 32.01 Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
- 32.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
- 32.03 Demonstrate techniques for actively listening to children.
- 32.04 Explore use of open-ended questions.
- 32.05 Evaluate the value of professionalism in relationships with children, parents, and staff.
- 32.06 Demonstrate techniques for actively listening to other staff members.
- 32.07 Complete a case study on one child.

- 33.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective. – The student will be able to:
- 33.01 Demonstrate techniques that show respect for the child’s family makeup, cultural background, and religious beliefs.
  - 33.02 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.
  - 33.03 Integrate activities that build children’s self-concept into daily, weekly, and monthly plans.
  - 33.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.
- 34.0 Demonstrate the ability to provide for inclusion of children with special needs. – The student will be able to:
- 34.01 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.
  - 34.02 Develop methods and adaptations for inclusion of children with special needs.
  - 34.03 Plan individual and group activities for children with special needs.
  - 34.04 Demonstrate adaptations to include children with special needs in classroom activities.
  - 34.05 Demonstrate appropriate diapering, toileting, and feeding procedures.
  - 34.06 Demonstrate appropriate methods for disposal of bodily products.
- 35.0 Demonstrate mentor skills for team building and collaboration. – The student will be able to:
- 35.01 Identify roles and expectations of early childhood team members and mentors.
  - 35.02 Identify and model early childhood supervisory work practices.
  - 35.03 Demonstrate developmentally appropriate conflict resolution strategies for children and adults.
  - 35.04 Utilize alternative communication skills.
  - 35.05 Plan and implement supervisory interventions appropriate to the role of a mentor.
  - 35.06 Describe a positive work environment (how inappropriate communication such as hearsay, gossip, and other negative communication hurt the child, family, child care worker, and program).
  - 35.07 Describe ways to deal with negative and destructive communication and replace them with appropriate conflict resolution strategies.
- 36.0 Analyze recent trends/developments in brain research. – The student will be able to:
- 36.01 Explain common terms and concepts related to brain development and the formation of neuronal connections.
  - 36.02 Use the Internet to prepare a list of recent resources pertaining to brain research.
  - 36.03 Relate the brain research findings to the care of children by parents and all other caregivers.
- 37.0 Research current trends and issues in early childhood education. – The student will be able to:

- 37.01 Identify current trends and issues in Early Childhood Education.
  - 37.02 Locate, collect, and organize current information on trends and issues in early childhood education.
  - 37.03 Summarize the impact of current trends and issues on the early childhood field.
- 38.0 Demonstrate professionalism related to the field of early childhood education. – The student will be able to:
- 38.01 Develop a personal philosophy of early childhood education teaching.
  - 38.02 Develop personal teaching goals.
  - 38.03 Develop criteria and evaluate student Professional Resource Files using national and student developed criteria.
  - 38.04 Explain what being a center that has an accreditation means and why it is important to the employee, center, and field of early childhood education.
  - 38.05 Identify several types of accreditation and how they differ.
  - 38.06 Describe how being a member of a professional early childhood organization helps promote professional growth, support the center, and the field of early childhood.
  - 38.07 Demonstrate and list communication and collaboration skills that prepare students to participate as a member of a team
  - 38.08 Develop a self-improvement activity related to professionalism.
  - 38.09 Identify opportunities for continuing education.