

EARLY CHILDHOOD PROFESSIONS II

By definition innovative courses are locally developed and should represent local needs and circumstances. The following information represents portions of an approved application for Early Childhood Professions II, which may be helpful to other districts choosing to submit an approval request.

A. Description of the course and its essential knowledge and skills

1. This occupationally specific course is the second year of the tech-prep Early Childhood Professions instructional arrangement. Content in this career education and training program combines advanced academic instruction and field experiences in child development theories, learning activities, program management, curriculum planning, teaching, and leadership. Students apply basic concepts of child guidance and development theories, instructional theories, and program and curriculum management principles. Training focuses on mastery of competencies in the areas of safety, health, and nutrition; child growth, development, and learning; curriculum development; guidance and group management; family and community relations; program management; and professionalism.

Recommended prerequisites/coherent sequence of courses: Preparation for Parenting; Child Development; Early Childhood Professions I

Grade Level: 12

2. Essential knowledge and skills -- See essential knowledge and skills on attached pages.

B. Rationale and justification for the request in terms of student need

This section should be locally developed. The justification should be based on local circumstances. It would be well to reference the fact that Early Childhood Professions II is a course that through a tech-prep agreement qualifies for articulated credit at many postsecondary institutions.

C. Description of activities, major resources, and materials to be used

This section should be locally developed. It would be well to reference use of curriculum materials from The Curriculum Center for Family and Consumer Sciences located at Texas Tech University, which contain guidelines for instruction and teaching activities for this course.

D. Methods of evaluating student outcomes

This section should be locally developed.

E. Qualifications of the teacher

Certified to teach Vocational Home Economics Education/Family and Consumer Sciences Education
The teacher should meet the requirements for teaching occupational family and consumer sciences education or have a strong background of training or experience in early childhood education.

F. Amount of credit requested

2-3 credits

G. School years for which approval is requested

Request the course for a five year period of time. 20 ____ through 20 ____

EARLY CHILDHOOD PROFESSIONS II

Knowledge and skills.

- (1) **Professionalism.** The student determines employment opportunities and professional requirements and issues for the child care industry.

The student is expected to:

- (A) demonstrate characteristics of an early childhood education professional;
 - 1. demonstrate effective verbal, nonverbal, written, and electronic communication skills;
 - 2. demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership;
 - 3. evaluate the relationship of good physical and mental health to job success and achievement;
 - 4. demonstrate appropriate business and personal etiquette in the workplace;
 - 5. exhibit ethical practices as defined by industry standards;
 - 6. exhibit productive work habits and attitudes;
 - 7. demonstrate organizational skills; and
 - 8. determine continuing education opportunities that enhance career advancement.
- (B) demonstrate the skills needed to locate and obtain employment;
 - 1. analyze the future employment outlook in the child care industry;
 - 2. describe employment and entrepreneurial opportunities in the child care industry;
 - 3. locate sources of employment information; and
 - 4. demonstrate effective methods to secure, maintain, and terminate employment.
- (C) demonstrate a knowledge of early childhood professional organizations;
 - 1. explain the philosophy, objectives and goals of the National Association for the Education of Young Children (NAEYC) and the National Academy of Early Child Programs; and
 - 2. explain the goals and objectives of child advocacy organizations, such as the Southern Association of Children Under Six (SACUS), The Children's Defense Fund, and others.
- (D) identify current issues and legislation relating to early childhood care and education; and
 - 1. examine current early childhood care and education issues; and
 - 2. summarize legislation, regulations, and public policies affecting early childhood care and education.
- (E) analyze the management of multiple family, community, and wage earner roles.
 - 1. determine how interests, abilities, personal priorities, and family responsibilities affect career choice;
 - 2. analyze challenges of managing multiple family, community, and wage earner roles; and
 - 3. exhibit management practices facilitating individuals assuming multiple roles.

- (2) **Human growth, development, and learning.** The student utilizes developmentally appropriate teaching practices that promote the healthy growth, development, and education of young children.

The student is expected to:

- (A) describe major child development theories;
 - 1. explain various theories of development and learning including the naturalist, nurturist, interactionist, and psychoanalytic theories;
 - 2. identify major child development theorists and their contributions to the field of early childhood education; and
 - 3. apply relevant learning theories when planning developmentally appropriate learning experiences for children.
- (B) practice behaviors which promote healthy development in children;
 - 1. demonstrate techniques to meet the physical, emotional, social, and intellectual needs of children ages 0-3;
 - 2. demonstrate techniques to encourage children to develop fine motor skills, language, and musical abilities; and
 - 3. demonstrate behaviors and interactions for children to emulate and that foster self esteem and a positive feeling toward learning.

- (C) plan age appropriate learning environments for children; and
 - 1. plan play activities which promote positive social and emotional development;
 - 2. plan developmentally appropriate interest center and learning station activities; and
 - 3. design a play yard for a specific age group which promotes healthy development.
 - (D) explain interventions to use when working with special needs children.
 - 1. explain how to adapt the environment of the child with impaired vision;
 - 2. explain how to adapt the environment for the child with gross motor impairment; and
 - 3. explain interventions for the hearing impaired.
- (3) **Guidance and group management.** The student appraises various guidance techniques utilized with children.
The student is expected to:
- (A) practice components of effective communication with children;
 - 1. practice communication skills effective in interactions with children;
 - 2. demonstrate strategies to provide children with varied opportunities to develop communication skills; and
 - 3. demonstrate techniques that encourage children to use communication skills to resolve conflicts.
 - (B) evaluate major guidance approaches in early childhood education;
 - 1. determine major theories that impact guidance approaches with young children;
 - 2. evaluate use of modeling, behavior modification, and cognitive and psychoanalytic approaches in guiding children; and
 - 3. distinguish between discipline and punishment; praise and encouragement; and time-out and re-direction.
 - (C) practice guidance approaches when working with children in a child care/education setting;
 - 1. determine appropriate techniques when guiding children, including those with special needs;
 - 2. demonstrate developmentally appropriate positive guidance techniques to promote self control, self expression, independence, and high self esteem;
 - 3. demonstrate consistent behaviors to promote trust with children; and
 - 4. demonstrate strategies to assist children in their adjustment to child care settings.
 - (D) practice teacher behaviors which facilitate learning activities; and
 - 1. practice encouragement, re-directing, and modeling with children in a care/education setting;
 - 2. exhibit consistency when working with children in the child care setting;
 - 3. demonstrate skill in planning and supervising a variety of learning activities for children; and
 - 4. demonstrate techniques to promote the development of children's thinking and problem-solving skills.
 - (E) practice guidance approaches when working with children with persistent social and/or emotional problems.
 - 1. analyze behaviors of children who are displaying persistent social and/or emotional problems;
 - 2. support the collaboration of parents and teachers in the development of a behavioral plan for a child; and
 - 3. practice guidance techniques when implementing a child's individual behavioral plan.
- (4) **Curriculum development, content, and implementation.** The student utilizes developmentally appropriate teaching strategies for young children.
The student is expected to:
- (A) evaluate the use of a developmentally appropriate curriculum with young children;
 - 1. evaluate pre-school or primary settings for developmental appropriateness of daily routines and indoor and outdoor learning environments; and
 - 2. examine the developmental appropriateness of adult and child interactions in child care/education settings.
 - (B) plan and implement a developmentally appropriate unit study for young children;
 - 1. apply principles of child development education in developing unit plans;
 - 2. demonstrate developmentally appropriate teaching methods and techniques in the implementation of unit plans; and
 - 3. assess the effectiveness of units of study in promoting child development and learning.
 - (C) plan implementation of major content areas in an early childhood setting; and
 - 1. develop daily schedules of activities;
 - 2. create developmentally appropriate materials, lessons, and activities that promote children's respect for diversity; and

3. plan and implement developmentally appropriate activities supportive of major content areas in an early childhood program.
 - (D) plan ways to adapt the curriculum for special needs children, including children with disabilities and children with gifted abilities.
 1. determine common characteristics exhibited by children with specified special needs;
 2. determine behavioral plans appropriate for children with specified special needs;
 3. demonstrate appropriate techniques when working with children with special needs; and
 4. development appropriate adaptations of curriculum for children, including those with special needs.
- (5) **Family and community relations.** The student determines appropriate procedures to promote active parental involvement in the child care setting.
- The student is expected to:
- (A) evaluate an early childhood education program for multi-cultural and non-sexist themes;
 1. identify ways programs and materials may be culturally or sexually biased; and
 2. evaluate programs and materials for multi-cultural and non-sexist themes.
 - (B) plan communication strategies to strengthen parent/child care provider relationships;
 1. practice communication techniques that promote parental involvement and positive relationships with the child care/education provider;
 2. analyze objectives, components, and procedures for effective parent/guardian communication, including conferences and/or home visits;
 3. determine ways to encourage and/or involve parents/guardians in the education of their children; and
 4. distinguish methods to enhance parent/guardian information about child development, child care services, child rearing, and child care setting activities.
 - (C) demonstrate an understanding of the role of the Texas Department of Protective and Regulatory Services in child care settings; and
 1. determine roles and responsibilities of the Texas Department of Protective and Regulatory Services to child care centers, children in child care and their parents, and the public; and
 2. explain the purposes of the *Day-care Center Minimum Standards and Guidelines* from the Texas Department of Protective and Regulatory Services.
 - (D) plan advocacy activities to strengthen developmentally appropriate child care programs in the community.
 1. develop educational media publicity about early childhood program activities;
 2. create displays to support developmentally appropriate child care programs; and
 3. develop community/parent education programs on aspects of child care/education and advocacy for children.
- (6) **Safety, health, and nutrition.** The student adheres to principles and standards promoting the safety, health, and nutrition of children in child care/education programs.
- The student is expected to:
- (A) apply safety rules and procedures in a child care setting; and
 1. demonstrate first aid and cardiopulmonary resuscitation (CPR) techniques;
 2. adhere to fire and safety regulations outlined in Texas Department of Protective and Regulatory Services *Day-care Center Minimum Standards and Guidelines*;
 3. demonstrate strategies for promoting health and safety through supervision of children's indoor and outdoor activities;
 4. evaluate the child care/education setting to detect and correct situations that may compromise the health and safety of children; and
 5. demonstrate developmentally appropriate activities which teach children about safety.
 - (B) utilize health and nutrition practices in a child care setting.
 1. plan and serve attractive nutritious snacks and meals;
 2. demonstrate safe and sanitary food handling practices;
 3. propose dietary modifications for special diet needs;
 4. implement educational activities which teach children about health;
 5. apply procedures for maintaining a sanitary environment; and

6. demonstrate techniques for screening and monitoring children for illness.
- (7) **Program management.** The student determines effective management procedures for the child care industry.
The student is expected to:
- (A) identify the administrative duties of an entry level early childhood professional;
 1. summarize the chain of command and rights and responsibilities of management and employees;
 2. practice administrative duties of an entry early childhood professional; and
 3. demonstrate effective management skills.
 - (B) assist with management procedures and policies; and
 1. summarize legal aspects of the child care industry;
 2. adhere to minimum standards, organizational goals, policies, and procedures at a child development/educational center; and
 3. apply record keeping procedures for a child development/education center.
 - (C) demonstrate an understanding of the Texas Department of Protective and Regulatory Services *Day-care Center Minimum Standards and Guidelines*.
 1. demonstrate adherence to licensing standards; and
 2. evaluate a child development/education center for compliance with Texas Department of Protective and Regulatory Services *Day-care Center Minimum Standards and Guidelines*.
- (8) **Human growth, development, and education of the older child.** The student analyzes factors affecting the growth, development, and education of older children (ages nine through early adolescence).
The student is expected to:
- (A) determine patterns of growth and development of older children;
 1. examine characteristics of physical, emotional, social, and cognitive development of older children; and
 2. examine how family, environment, and economic factors influence the physical, emotional, social, and cognitive development of older children.
 - (B) utilize developmentally appropriate teaching strategies and learning environments for older children;
 1. determine characteristics of developmentally appropriate learning environments for older children;
 2. evaluate appropriate indoor and outdoor environments for older children;
 3. apply developmentally appropriate teaching methods and techniques when working with older children;
 4. implement developmentally appropriate lessons and activities with older children; and
 5. describe the use of technology in the learning environments of older children.
 - (C) apply effective strategies and techniques when guiding older children; and
 1. demonstrate developmentally appropriate positive guidance techniques to promote self control, self expression, independence, and high self esteem in older children;
 2. apply appropriate techniques when guiding older children, including those with special needs; and
 3. demonstrate techniques that encourage older children to use communication skills to resolve conflicts.
 - (D) apply strategies for accommodating the needs of older children with special needs, including disabilities and gifted abilities.
 1. identify characteristics indicative of special needs in older children; and
 2. examine how to adapt the environment and activities for older children with special needs.

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