Florida Department of Education
Curriculum Framework

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

Note: This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.001(6), F.A.C. The regulatory requirements that must be met to offer and teach this program are included in the **Early Childhood Professional Certificate (ECPC) Program Guidelines**. These Guidelines and more information regarding the requirements of this program can be found at http://fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml .

Career Certificate Program		
Program Number	E300100	
CIP Number	0419070913	
Grade Level	30, 31	
Program Length	600 clock hours	
Teacher Certification	Refer to the **Program Structure** section.	
CTSO	SkillsUSA	
SOC Codes (all applicable)	Please see the CIP to SOC Crosswalk located at the link below.	
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml	
Basic Skills Level	Computation (Mathematics): 9	Communications (Reading and Language Arts): 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 & 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 & Training career cluster.

The content includes but is not limited to competencies related to the following elements of the early childhood education 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.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 600 clock hours and four occupational completion points.

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.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length
A	HEV0870	Child Care Worker 1	FAM CON SC 1 CH CARE TR 7 G PK PRIMARY H PRESCH ED L PRIMARY ED @B E CHILD ED @0	150 hours
B	HEV0871	Child Care Worker 2		150 hours
C	HEV0872	Teacher Aide (Preschool)		150 hours
D	HEV0873	Preschool Teacher		150 hours

Note: This program requires students to obtain **480 hours of direct work experience with children 5 years old or younger** while enrolled in the program to be awarded the Early Childhood Professional Certificate (ECPC)**.** See the **Early Childhood Professional Certificate (ECPC) Program Guidelines** for more information at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml.

Regulated Programs

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.001(6), F.A.C. Students who complete all courses in this program and meet additional requirements, including the 480-hour work experience requirement, can be awarded the Florida Department of Education (FDOE), Early Childhood Professional Certificate (ECPC) and will be eligible for a DCF Staff Credential. ***The regulatory requirements that must be met to offer and teach this program are included in the Early Childhood Professional Certificate (ECPC) Program Guidelines.** These Guidelines and more information regarding the requirements of this program can be found at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

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

01.0 Define the early childhood education profession.
02.0 Identify rules and regulations governing child care.
03.0 Plan a safe, clean, and healthy learning environment.
04.0 Plan food service and nutrition education.
05.0 Identify and describe the procedures for reporting child abuse and neglect in accordance with state regulations.
06.0 Identify principles of typical and atypical development (birth through age eight).
07.0 Identify various observation and recording methods.
08.0 Recognize appropriate methods of guidance.
09.0 Identify how nutrition, environment, heredity, and health status influence the development of the child.
10.0 Demonstrate appropriate use of current technology utilized by child care professionals.
11.0 Define and demonstrate the components of an effective lesson plan.
12.0 Define and demonstrate professionalism.
13.0 Demonstrate observation and recording methods.
14.0 Discuss the history of school-age child care and the development and diversity of school-age children.
15.0 Describe developmentally appropriate guidance and activities for infants and toddlers.
16.0 Identify and demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
17.0 Identify the characteristics of an environment that is conducive to language use and acquisition.
18.0 Identify developmentally appropriate practices for programs serving children from birth through age eight.
19.0 Display professional relationship skills.
20.0 Analyze recent trends/developments in brain research.
21.0 Identify communication skills related to child care.
22.0 Create, implement and evaluate lesson plans.
23.0 Plan and implement developmentally appropriate guidance and activities for infants and toddlers.
24.0 Plan, implement and evaluate developmentally appropriate physical development activities for preschool children.
25.0 Plan, implement and evaluate cognitive development and general knowledge activities for preschool children.
26.0 Plan, implement and evaluate creative expression through the arts with developmentally appropriate activities for preschool children.
27.0 Guide the social and emotional development of preschool children.
28.0 Identify developmentally appropriate care giving environments for students with special needs.
29.0 Implement food service and nutrition education.
30.0 Plan, establish, and implement a developmentally appropriate emergent literacy program.
31.0 Develop intercommunication with family and child-care personnel.
32.0 Demonstrate the ability to motivate children.
33.0 Demonstrate compliance of rules and regulations governing child care.
34.0 Obtain certifications in Pediatric/Adult First Aid and CPR AED Training.
35.0 Apply knowledge of program elements needed to create a developmentally appropriate curriculum.

36.0 Create an environment that is conducive to language use and acquisition.
37.0 Demonstrate the ability to interact professionally with families and staff.
38.0 Demonstrate the ability to maintain a commitment to professionalism.
39.0 Compile a Professional Portfolio using state and/or national criteria.
40.0 Plan and implement preschool classroom management techniques.
41.0 Demonstrate employability skills.
42.0 Create, analyze and interpret a child study.
43.0 Demonstrate activities that are anti-bias, non-violent and from a multi-cultural perspective.

Florida Department of Education
Student Performance Standards

Program Title: **Early Childhood Education**
Career Certificate Program Number: **E300100**

Course Number: HEV0870 **Occupational Completion Point: A** **Child Care Worker 1 – 150 Hours**	
01.0	Define the early childhood education profession. The student will be able to:
01.01	Identify early childhood education career opportunities.
01.02	Compare roles and responsibilities of the child care center team members.
01.03	Identify the important role child caregivers play in the development of each child in care.
01.04	Identify the need for quality child care and the benefits to children, families and communities.
01.05	Discuss the evolution of the child care industry.
01.06	Define and demonstrate professional conduct (i.e., appropriate dress, language, cell phone etiquette, social media presence, confidentiality, ethical responsibility, etc.) as it relates to child care profession.
02.0	Identify rules and regulations governing child care. The student will be able to:
02.01	Recognize the stakeholders in the child care profession (i.e., ELC, licensing agencies, etc.).
02.02	Identify the different types of child care facilities and licensing requirements.
02.03	Identify the components of the Florida Statutes as they relate to areas of child care standards.
02.04	Identify local and state licensing agencies and their responsibilities.
02.05	Identify local and state fire, safety, sanitation and health regulations.
02.06	Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
02.07	Identify and discuss current child care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
02.08	Identify information concerning child discipline in State Rule 65C-22.001-008, F.A.C.
02.09	Identify methods of compliance with rules and regulations governing child caregivers.
03.0	Plan a safe, clean, and healthy learning environment. The student will be able to:
03.01	Identify and describe characteristics of a safe, sanitary, healthy child care environment.
03.02	Describe ways to assist children with personal hygiene routines.

	03.03	Complete a checklist to evaluate safety and sanitation procedures/routines.
	03.04	Recognize potential safety and fire hazards and develop a procedure to prevent accidents.
	03.05	Identify characteristics of a healthy child.
	03.06	Identify and describe symptoms of childhood illness and communicable diseases.
	03.07	Identify the components of and perform a “10 second health check” for children.
	03.08	Describe and simulate the procedures for administering medication.
	03.09	Complete a medication permission form.
	03.10	Describe ways in which the spread of disease in child care settings can be prevented.
	03.11	Demonstrate how to communicate with parents who continue to send children to child care when they are sick.
	03.12	Identify and describe regulations for transporting children.
	03.13	Outline the steps for proper use of fire extinguishers (i.e., students watch a video, observe someone else demonstrate, etc.).
	03.14	Identify and practice standard precautions.
	03.15	Describe and practice age-appropriate procedures for the different types of emergency situations (i.e., evacuation, lockdown, shelter in place, active assailant, identify hard-corners, etc.).
	03.16	Use appropriate telephone numbers in a simulated emergency situation.
	03.17	Follow and understand how to complete an accident/incident form using established procedures.
	03.18	Discuss methods to promote positive attitudes and skills for daily routines for children.
	03.19	Summarize best practices within the center to conserve environmental resources.
	03.20	Identify and describe components of a playground safety checklist.
04.0	Plan food service and nutrition education. The student will be able to:	
	04.01	Identify the nutritional needs of infants through school age children (birth through age eight).
	04.02	Identify and plan nutritious snacks and meals for infants through school age children (birth through age eight).
	04.03	Describe safe and sanitary food service habits in assisting with mealtime routines.
	04.04	Identify foods that are potentially dangerous for young children’s consumption.
	04.05	Describe how to encourage positive food choices and good eating habits for toddlers through school age children.
	04.06	Use United States Department of Agriculture (USDA) current guidelines as a tool for planning nutritious meals.
	04.07	Identify guidelines for purchasing, receiving, storing, and safety of foods as defined in Department of Children and Families administrative rule, 65C-22, F.A.C.
	04.08	Recognize age appropriate nutrition education activities.

05.0	Identify and describe the procedures for reporting child abuse and neglect in accordance with state regulations. The student will be able to:
05.01	Describe physical abuse, physical neglect, sexual abuse, and emotional abuse as defined by Florida law.
05.02	Discuss the data regarding statistics as they pertain to child abuse at state and national levels.
05.03	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional abuse and neglect.
05.04	Identify the factors, multiple forces, and most common risk-factors for child abuse and neglect.
05.05	Identify the characteristics of abusers.
05.06	Identify the impacts and effects of child abuse and neglect.
05.07	Describe the legal requirement and protection provided to child care workers in reporting suspected child abuse and neglect according to Florida law (i.e., Mandatory reporting, etc.).
05.08	Identify state and local guidelines and procedures for reporting child abuse and neglect.
05.09	Identify the necessary information for completing a mock report of child abuse and neglect and how to submit the report.
05.10	Identify local community resources that provide help for the abused and the abuser.
05.11	Recognize the reporting requirements of at-risk children (i.e., children in protective services, human trafficking, Riyla Wilson Act, 39.604, F.S., etc.).
05.12	Identify the examples of human trafficking and the physical and behavioral indicators associated.
06.0	Identify principles of typical and atypical development (birth through age eight). The student will be able to:
06.01	Compare and contrast the characteristics of typical and atypical development.
06.02	Describe the principles and stages of development.
06.03	Describe the characteristic of children ages birth to eight in the following domains: physical development; approaches to learning; social and emotional; language and communication; and cognitive development and general knowledge.
06.04	Discuss circumstances and factors that put a child at risk for developmental delays.
06.05	Identify and describe theories of human development including cognitive psychosocial, socio-cultural, psychoanalytical, and behaviorist.
07.0	Identify various observation and recording methods. The student will be able to:
07.01	Identify observation techniques and methods used in a child care setting.
07.02	Discuss the differences between observations, screenings, developmental assessments, and developmental evaluations.
07.03	Discuss the importance of including the family in the collection of information for observations.
07.04	Identify the steps for conferring with parents when a developmental delay is suspected.
07.05	Discuss the importance of confidentiality of child/family records.
08.0	Recognize appropriate methods of guidance. The student will be able to:

	08.01 Identify and describe methods of guidance of children's behavior at age-appropriate levels.
	08.02 Differentiate methods of direct and indirect guidance (i.e.: concepts of room arrangements, transitions, routines, etc.).
	08.03 Distinguish between appropriate/inappropriate methods of guiding behaviors by the child care professional.
	08.04 Discuss the importance of communicating with families regarding expectations of children's behavior (i.e., NAEYC and DAP, etc.) guidelines.
09.0	Identify how nutrition, environment, heredity, and health status influence the development of the child. The student will be able to:
	09.01 Investigate current information on child nutrition, the environment, heredity and discuss their effect upon the development of a child.
	09.02 Discuss how a child's health status influences development.
	09.03 Describe the importance of physical fitness to health status and development.
10.0	Demonstrate appropriate use of current technology utilized by child care professionals. The student will be able to:
	10.01 Demonstrate appropriate use of technology by child care professionals (i.e., online assessments, lesson plans, presentation software, etc.).
	10.02 Analyze appropriate uses of current technology in a child care setting.
	10.03 Identify and demonstrate proper use of Florida child care training website (www.myflorida.com/childcare).
11.0	Define and demonstrate the components of an effective lesson plan. The student will be able to:
	11.01 Create a developmentally appropriate learning activity.

Course Number: HEV0871 **Occupational Completion Point: B** **Child Care Worker 2 – 150 Hours**	
12.0	Define and demonstrate professionalism. The student will be able to:
	12.01 Explain the importance of professional development, ethical standards, accreditation, confidentiality, credentialing, professional organization membership/participation, and self-reflection for child care professionals.
	12.02 Identify and use job-related child care terminology.
	12.03 Participate in regular self-assessment including attitude and performance.
	12.04 Demonstrate exemplary behavior and social skills as a positive role model for children.
	12.05 Distinguish between professional and unprofessional behavior when serving as a role model for children.
	12.06 Describe legal issues and liability as they relate to child care professionals (i.e., social media posts, confidentiality, etc.).
	12.07 Identify and review resources on the National Association for the Education of Young Children Website (www.naeyc.org).
	12.08 Observe teaching situations depicting ethical problems and use the NAEYC Code of Ethics to propose potential solutions.

	12.09 Identify and describe various teaching methods and learning styles for effective teaching practices.
13.0	Demonstrate observation and recording methods. The student will be able to:
	13.01 Analyze appropriate observation methods and tools for recording (i.e., anecdotal records, running records, checklists, etc.).
	13.02 Observe, record, and report the behavior of children using various observation tools.
14.0	Discuss the history of school-age child care and the development and diversity of school-age children. The student will be able to:
	14.01 Describe the need for school-age child care and how it has evolved.
	14.02 Describe different types of programs available for children before and after school; during summer; and on school holidays.
	14.03 Explain the professional characteristics of a school-age caregiver.
	14.04 Explain why and how individual children may overlap both younger and older chronological programs.
	14.05 Examine how a caregiver can plan to meet the social, emotional, physical and cognitive needs of school-age children.
	14.06 Discuss the School Age Professional Certificate Credential.
15.0	Describe developmentally appropriate care and activities for infants and toddlers. The student will be able to:
	15.01 Explain visual, auditory, olfactory, gustatory and tactile stimulation activities.
	15.02 Describe and plan activities that stimulate gross and fine motor development.
	15.03 Identify age-appropriate nutritional snacks.
	15.04 Review appropriate feeding, diapering, toilet training, bathing, dressing and grooming techniques.
	15.05 Demonstrate/simulate sanitary procedures in feeding, changing diapers, toileting and maintaining the environment for infants and toddlers.
16.0	Identify and demonstrate how schedules, spaces, and experiences create environments that enhance children's total growth and development. The student will be able to:
	16.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
	16.02 Assist with planning and evaluating schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.
	16.03 Implement techniques for facilitating children's successful participation in all aspects of a program.
	16.04 Describe how major theories of human development provide a basis for planning a program.
17.0	Identify the characteristics of an environment that is conducive to language use and acquisition. The student will be able to:
	17.01 Use an appropriate vocabulary that increases in complexity and variety.
	17.02 Describe the importance of vocabulary development in young children.
	17.03 Use proper grammar when speaking to parents and/or children.

	17.04 Identify the stages of language acquisition.
	17.05 Model and reinforce correct grammar.
	17.06 Create a lesson or activity which promotes appropriate language acquisition.
	17.07 Create a lesson or an activity which promotes vocabulary development
18.0	Identify developmentally appropriate practices for programs serving children from birth through age eight. The student will be able to:
	18.01 Identify and summarize various methods of curriculum for young children.
	18.02 Define developmentally appropriate practices.
	18.03 Discuss the importance of learning through play.
	18.04 Describe learning centers used in developmentally appropriate environments.
	18.05 Identify the stages of play development (i.e., solitary, parallel, associative, cooperative)
	18.06 Define and model the concept of active learning.
	18.07 Define and model the concept of active listening.
19.0	Display professional relationship skills. The student will be able to:
	19.01 Identify traits of positive self-image, self-esteem and self-growth.
	19.02 Create intrapersonal goals and exhibit responsibility toward achieving goals.
	19.03 Describe and display ways to show empathy, understanding and caring (i.e., bullying, bias, cultural awareness, etc.).
	19.04 Identify appropriate strategies that enhance respectful, reciprocal relationships between children, families and co-workers (i.e., honesty, integrity, etc.).
	19.05 Describe the needs and strengths of a diverse work place.
	19.06 Demonstrate effective conflict resolution skills.
20.0	Analyze recent trends/developments in brain research and its impact on early learning. The student will be able to:
	20.01 Explain common terms and concepts related to brain development and the formation of neuronal connections.
	20.02 Use the internet to prepare a list of recent resources pertaining to brain research.
21.0	Identify communication skills related to child care. The student will be able to:
	21.01 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 teachable moments.
	21.02 Identify ways to promote positive interaction between the family, child care professionals and community (i.e., networking, newsletters, written communication, etc.).

Course Number: HEV0872 Occupational Completion Point: C Teacher Aide (Preschool) – 150 Hours	
22.0	Create, implement and evaluate lesson plans. The student will be able to:
22.01	Research criteria for creating an age appropriate lesson plan.
22.02	Research or develop evaluation criteria for the lesson.
22.03	Demonstrate an understanding of Florida's birth to five learning standards.
22.04	Incorporate all five learning domains in lesson plans.
22.05	Evaluate the need for differentiated instruction (i.e., enrichment, accommodations, IEP, etc.) to meet the needs of individual students.
23.0	Plan developmentally appropriate activities for infants and toddlers. The student will be able to:
23.01	Plan and evaluate activities for infants and toddlers across all domains (i.e., social-emotional, cognitive, etc.)
23.02	Describe specific strategies for meeting the emotional needs of infants and toddlers.
24.0	Plan, implement and evaluate developmentally appropriate physical development activities for preschool children. The student will be able to:
24.01	Describe the stages of physical development.
24.02	Select and use appropriate equipment and materials which promote physical development.
24.03	Plan, implement and evaluate developmentally appropriate fine and gross motor activities.
24.04	Plan and implement activities which promote self-help.
24.05	Plan and implement activities which promote health and wellness.
25.0	Plan, implement and evaluate cognitive development and general knowledge activities for preschool children. The student will be able to:
25.01	Analyze the role language and communication plays in cognitive development in young children.
25.02	Plan, implement and evaluate developmentally appropriate mathematical thinking activities.
25.03	Plan, implement and evaluate developmentally appropriate scientific inquiry activities.
25.04	Plan, implement and evaluate developmentally appropriate social studies activities.
26.0	Plan, implement and evaluate creative expression through the arts with developmentally appropriate activities for preschool children. The student will be able to:
26.01	Plan, implement and evaluate developmentally appropriate music activities.
26.02	Plan, implement and evaluate developmentally appropriate creative movement activities.
26.03	Plan, implement, and evaluate developmentally appropriate art activities.

	26.04 Plan, implement and evaluate developmentally appropriate dramatic play and theatre activities.
27.0	Guide the social and emotional development of preschool children. The student will be able to:
	27.01 Demonstrate effective, positive guidance techniques for guiding behavior (i.e., role-play, etc.).
	27.02 Plan, implement and evaluate developmentally appropriate self-concept activities.
	27.03 Plan, implement and evaluate developmentally appropriate activities that promote multicultural and dimensions of diversity awareness.
	27.04 Plan, implement, and evaluate activities which model and promote the concept of self-control/self-regulation and social problem-solving.
	27.05 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility.
	27.06 Plan and implement developmentally appropriate character building activities.
	27.07 Plan and implement developmentally appropriate activities which model and promote positive relationships with self, peers and adults.
	27.08 Demonstrate an awareness of trauma-informed care and practices (ACE Study- Adverse Childhood Experience Study).
28.0	Identify developmentally appropriate care giving environments for children with special needs. The student will be able to:
	28.01 Identify accommodations which would be appropriate for children with special needs in a variety of learning situations.
	28.02 Research and identify agencies that assist/support families with the referral process (i.e., FDLRS, Child Find, Early Steps, etc.)
	28.03 Identify the process for conferring with parents when a developmental delay is suspected.
	28.04 Identify adaptations to include children with special needs in classroom activities.
	28.05 Explain physical, intellectual and behavioral developmental delays and their impact on growth and development.
	28.06 Research strategies and accommodations for inclusion of children with special needs in classroom activities.
29.0	Implement food service and nutrition education. The student will be able to:
	29.01 Plan and/or prepare nutritious snacks and meals for infants through school age children.
	29.02 Practice safe and sanitary food service habits in the preparation of snacks and meals.
	29.03 Implement age appropriate nutrition education activities.
30.0	Plan, establish, and implement a developmentally appropriate emergent literacy program. The student will be able to:
	30.01 Identify characteristics of a classroom environment that promote emergent literacy.
	30.02 Demonstrate evidence – based content and instructional strategies in emergent literacy (Language, communication, reading, writing).
	30.03 Demonstrate appropriate phonological awareness teaching practices.
	30.04 Demonstrate appropriate teaching practices for alphabet knowledge.

	30.05 Demonstrate appropriate comprehension strategies.
	30.06 Illustrate and explain the stages of emergent writing.
	30.07 Identify an environment that supports age-appropriate letter writing.
	30.08 Model appropriate manuscript writing and structure of written composition.
	30.09 Create activities which promote phonological and phonemic awareness.
	30.10 Create activities which promote understanding of letter names and sounds.
	30.11 Create activities which promote comprehension strategies.
	30.12 Create activities that support age-appropriate early writing.
	30.13 Research, plan and implement activities which promote language and communication.
	30.14 Plan an environment that supports emergent reading and writing.
	30.15 Increase the language skills and the complexity of spoken language for children.
	30.16 Improve the speaking, listening and conversational skills of children.
	30.17 Expand the vocabulary of children.
	30.18 Provide meaningful and purposeful writing opportunities to motivate and encourage children to explore print.
31.0	Develop intercommunication with family and child care professional. The student will be able to:
	31.01 Explore and use ideas for establishing a healthy relationship with each child's family.
	31.02 Identify ways of communicating with family.
	31.03 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.
	31.04 Plan and implement family involvement activities to meet the diverse needs of families.
	31.05 Model and implement effective communication skills to use with employers/administration, child care professionals and parents/guardians of children.
32.0	Demonstrate the ability to motivate children. The student will be able to:
	32.01 Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate.
	32.02 Create activities which promote active listening skills in children.
	32.03 Implement the use of open-ended questions when communicating with children.
33.0	Demonstrate compliance of rules and regulations governing child care. The student will be able to:
	33.01 Compare and contrast local oversight agencies (i.e., Head Start, ELC, Health Department, etc.) as related to early child care programs.

	33.02 Model compliance with rules and regulations of child care.
	33.03 Monitor compliance with rules and regulations governing child caregivers.

Course Number: HEV0873 Occupational Completion Point: D Preschool Teacher – 150 Hours	
34.0	Obtain certifications in Pediatric/Adult First Aid and CPR AED Training. The student will be able to:
	34.01 Demonstrate techniques used for First Aid.
	34.02 Demonstrate appropriate CPR AED techniques for infant/child.
	34.03 Demonstrate appropriate CPR AED techniques for adults.
35.0	Apply knowledge of program elements needed to create a developmentally appropriate curriculum. The student will be able to:
	35.01 Demonstrate the ability to identify children's needs, interests, and abilities.
	35.02 Develop a program philosophy, including goals and objectives.
	35.03 Assist with planning, preparing, and implementing daily activities and routines.
	35.04 Simulate appropriate techniques for seizure management and positioning techniques.
36.0	Create an environment that is conducive to language use and acquisition. The student will be able to:
	36.01 Create opportunities for children to converse freely.
	36.02 Facilitate and monitor conversations between adult/child and/or child-to-child, to encourage increasingly complex sentences and phrases.
	36.03 Provide occasions for children to follow two- and three-step instructions.
	36.04 Create opportunities for children to gain meaning by listening and answering open-ended questions.
37.0	Demonstrate the ability to interact professionally with families and staff. The student will be able to:
	37.01 Establish and demonstrate positive and productive relationships with families and staff.
	37.02 Demonstrate techniques to be a competent communicator and co-worker.
	37.03 Research effective communication skills between all populations (i.e., ASL, ELL, etc.)
38.0	Demonstrate the ability to maintain a commitment to professionalism. The student will be able to:
	38.01 Research current trends and issues in Early Childhood Education.
	38.02 Articulate professional goals (i.e., value, vision and passion).

	38.03	Identify various types of accreditation standards and their importance in the field of early childhood education.
	38.04	Identify opportunities (i.e., networking, trainings, re-certification, professional organizations, etc.) for continuing education and professional development.
	38.05	Analyze ethical decisions (i.e., NAEYC, Florida Code of Ethics for Teachers, etc.)
	38.06	Research agencies that advocate on behalf of children and families (i.e., Children's Defense Fund, Council for Exceptional Children, etc.).
39.0	Provide a Professional Portfolio using state and/or national criteria. The student will be able to:	
	39.01	Produce an autobiography.
	39.02	Develop a professional philosophy as an early childhood education teacher.
	39.03	Develop six competency goal statements according to State and/or National Guidelines.
	39.04	Compile a resource collection according to State and/or National Guidelines.
40.0	Plan and implement preschool classroom management techniques. The student will be able to:	
	40.01	Develop and implement a scope and sequence to meet short and long term goals (i.e., scheduling, calendar, themes, etc.).
	40.02	Identify appropriate teaching techniques to meet various learning styles.
	40.03	Identify developmentally appropriate supplies and teaching materials.
	40.04	Evaluate and arrange learning centers for a variety of activities.
	40.05	Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.
	40.06	Maintain accountability and confidentiality of children's records.
	40.07	Identify and demonstrate developmentally appropriate classroom management strategies (i.e., predictable routines, scheduling, transitions, and learning).
41.0	Demonstrate effective employability skills. The student will be able to:	
	41.01	Identify and demonstrate positive work behaviors needed to be employable.
	41.02	Develop a personal career plan that includes goals, objectives, and strategies.
	41.03	Examine licensing, certification, and industry credentialing requirements.
	41.04	Identify opportunities and research requirements for career advancement and ongoing professional development.
	41.05	Practice employability skills using online resources to prepare for interviews.
	41.06	Understand the impact and importance of your digital footprint as it relates to employment.
	41.07	Identify career appropriate attire.
42.0	Create, analyze and interpret a child study. The student will be able to:	

	42.01	Collect data using multiple sources (i.e., observations, developmental checklist, assessment tools, writing samples, etc.).
	42.02	Analyze multiple sources and interpret results to develop interventions/accommodations.
	42.03	Participate in a parent'/teacher conference and share-results.
43.0	Demonstrate activities that are bias-free, violence-free and from a multicultural perspective. The student will be able to:	
	43.01	Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.
	43.02	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.
	43.03	Integrate activities that build children's self-concept into daily, weekly, and monthly plans.
	43.04	Plan and implement activities, interest areas, and projects that are bias-free, culturally diverse, and developmentally appropriate for children.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory 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.

Special Notes

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.001(6), F.A.C. The regulatory requirements that must be met to offer and teach this program are included in the **Early Childhood Professional Certificate (ECPC) Program Guidelines.** These Guidelines and more information regarding the requirements of this program can be found at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml.

Upon successful completion of this program and the completion of the FDOE online training, Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten, the students meet the minimum Voluntary Prekindergarten Program (VPK) instructor requirements.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the co-curricular career and technical student organization 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.

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 Career Certificate 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: Computation (Mathematics) and Communications (Reading and Language Arts). 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 (s.) 1004.02, Florida Statutes (F.S.), 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, F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College System Institution must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in s. 1004.91, F.S.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.