

Early Childhood Education Careers I (ECEC I)

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H06
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Early Childhood Education Careers</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ SkillsUSA: http://tnskillsusa.com/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	(050 and 058), (050 and 451), (051 and 058), (051 and 451), (154 and 156), (450 and 058), (450 and 451)
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list..

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21st Century Skills

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com> and Family, Career and Community Leaders of America (FCCLA): <http://www.tennesseefccla.org/>

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.3** | Invite an industry representative to discuss occupations and safety precautions for the career field.
- **Standards 2.1-2.4** | Complete an integrated project with an industry professional.
- **Standards 3.1-3.2** | Invite a guest speaker to discuss the job market and hiring process.
- **Standards 4.1-4.4** | Do a project to be used by a local industry.
- **Standards 5.1-5.6** | Integrated project with multiple interactions with industry representatives.
- **Standards 6.1-6.3** | Have students job shadow at a school.
- **Standards 7.1-7.3** | Create a portfolio to be evaluated by industry representatives.

Course Description

Early Childhood Education Careers I (ECEC I) is a foundational course in the Education and Training career cluster intended to prepare students for careers as preschool teachers, elementary teachers, childcare providers, nannies, and more. Course content covers the foundation of childhood development services, careers, provider responsibilities and aptitudes, and fundamentals of child development. Upon completion of this course, students will have created artifacts for inclusion in a course portfolio, which will continue with them throughout the program of study.

Course Standards

1. Safety and Confidentiality

- 1.1 Safe Learning Environment: Compile and critique **procedures for maintaining a safe and healthy learning environment** for children present in a childcare facility. Cite information for the Occupational Safety and Health Administration (OSHA), including but not limited to CPR, First-Aid, and Bloodborne Pathogens, to identify **precautionary guidelines to prevent illness, communicable diseases and injuries**. Incorporate safety procedures and complete safety test.
- 1.2 Signs of Abuse: Recognize the **signs of child abuse**, and research the **legal requirements for reporting suspected abuse**. Describe types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures.
- 1.3 Confidentiality: Research **state and national childcare confidentiality laws**. Describe and demonstrate the importance of confidentiality. Use case studies and practicum experiences to recognize and report situations that warrant a breach of confidentiality.

2. Foundations of Early Childhood Services

- 2.1 Care Services: Compare and contrast various types of **early childhood care services**. Include information about **relevant regulations and licensure requirements**. Example programs/providers include, but are not limited to:
 - a. Childcare centers
 - b. Head Start
 - c. Kindergarten-4th grade
 - d. Laboratory schools
 - e. Montessori
 - f. Preschool
 - g. Nannies
- 2.2 Stages of Human Development: Illustrate the **stages of human development from birth through age eight** and the corresponding activities that support physical, emotional, social, and intellectual development at each stage.

2.3 Influence of Educational Theorists: Research and summarize the influences of major **educational theorists' philosophies** and how the theory supports the **need for early childhood services**. Evaluate the extent to which the reasoning and evidence presented by the theorists supported their claims. Note the differences in the theoretical philosophies.

Examples of theorists include:

- a. John Dewey
- b. Friedrich Froebel
- c. John Locke
- d. Abraham Maslow
- e. Maria Montessori
- f. Jean Piaget
- g. Lev Vygotsky

2.4 Early Childhood Historical Information: Explore and summarize the **development and expansion of early childhood education**. Use multiple resources and references, such as, but not limited to the National Association for the Education of Young Children (NAEYC), Head Start, theories of teaching, and **foundational philosophies** of early childhood education.

3. Childhood Development Careers

3.1 Career Knowledge and Skills: Use local job postings and national labor and workforce data to identify and describe essential **knowledge and skills for careers within the childcare field**. Complete one or more career interest surveys and analyze the results with other findings on essential knowledge and skills for childcare providers.

3.2 Labor Market Data: Compile and analyze **real-time labor market data**, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits.

4. Provider Responsibilities and Aptitudes

4.1 Daily Tasks: Identify **daily tasks of child development service careers** (e.g., owner, director, assistant director, cook, teacher, substitute teacher, teacher aid, provider, etc.) through observation, first-hand experience, or online research. Describe each of the tasks and estimate the time spent on each category of task. Explore the **multiple facets of common early childhood career activities**, including but not limited to:

- a. Planning effective instruction
- b. Meeting the physical needs of children
- c. Supervising children
- d. Non-instructional activities (e.g., parent communication, site maintenance, etc.)

4.2 Ethical Standards: Research **professional ethical standards from recognized professional organizations**, such as the National Association for the Education of Young Children

(NAEYC) and the Association for Early Learning Leaders. Synthesize principles from the standards to create a **personal code of ethics**.

4.3 **Characteristics and Aptitudes:** Describe **personal characteristics and aptitudes**, including 21st century skills, needed by childcare providers. Conduct a self-assessment of the following 21st century skills:

- a. Communicate verbally and nonverbally in a respectful manner with children, parents, and colleagues
- b. Work effectively in teams and resolve conflicts when necessary
- c. Demonstrate a positive work ethic
- d. Understand different cultural perspectives and their impact in the classroom
- e. Use instructional technology appropriately
- f. Adapt to changes
- g. Manage time and resources wisely

4.4 **Evaluation and Growth Plan:** Establish a **baseline evaluation of 21st century skills, attitudes, and work habits**. Create a growth plan promoting advancement of skills and abilities to place in the career portfolio.

5. Introduction to Child Development

5.1 **Brain Development:** Describe the **parts and functions of the human brain**. Create a **brain development timeline** from birth through age eight.

5.2 **Brain Development:** Draw conclusions about the most important influences on and relationships among **brain development, reasoning capacity, and learning**. Define **brain plasticity** and describe how it changes over the lifespan. Research the **brain's anatomy** including: frontal, parietal, occipital, and temporal lobes; brain stem, cerebellum, cerebral cortex, and limbic system.

5.3 **Child Development Theories:** Compare and contrast the "**ages and stages**" identified by influential child development theorists. Formulate a hypothesis about child development. Examples of **child development theories** include:

- a. Erikson's psychosocial stage theory
- b. Kohlberg's moral understanding stage theory
- c. Piaget's cognitive development stage theory
- d. Bronfenbrenner's ecological systems theory

5.4 **Personality:** Analyze the **factors that contribute to personality** and investigate several research-based **personality assessment tools**. Reflect on the connections among personality, life experience, environment, and brain development.

5.5 **Developmental Milestones:** Examine the **Tennessee Early Childhood Education Early Learning Developmental Standards**. Summarize the major **developmental milestones**

and illustrate the **continuum of development** from birth through age five in these domains:

- a. Speech and Language Development
- b. Early Literacy
- c. Math and Science
- d. Social Studies
- e. Creative Arts
- f. Social and Emotional Development
- g. Physical Development

5.6 Growth and Development: Research observation and assessment methods used to observe and interpret **children's growth and development**. Identify **risk factors**, delays, or disabilities that may indicate a need for **special services**.

6. Introduction to Learning

6.1 Developmentally Appropriate Practices: Analyze **NAEYC's 12 Principles of Child Development and Learning** and additional relevant documents to explain how the principles serve as the foundation for implementing **developmentally appropriate practices** (DAP) that promote young children's optimal learning.

6.2 Human Learning Theories: Synthesize academic research to describe and critique major **approaches to theories of human learning**, including:

- a. Behaviorism
- b. Cognitive psychology
- c. Social learning theory
- d. Constructivism
- e. Experiential learning
- f. Multiple intelligences

6.3 Student Self Concept and Learning: Compare and contrast research on the influence of the following factors on **student self-concept and learning**:

- a. Student experiences, interests, aptitudes
- b. Family and culture
- c. Teacher/Caregiver behavior and attitudes
- d. Peers

7. Career Investigation

7.1 Portfolio: Create a **course portfolio**, using writing and visual elements to connect personal career preparation artifacts to concepts learned in this course.

7.2 Career Pathway Plan: Investigate **early childhood education career options** and create a written or electronic **career pathway plan** that outlines academic and career achievement goals. Create a timeline for ongoing reflection throughout the program of study coursework.

- a. Identify dual credit courses available within specific programs of study
- b. Gather information from postsecondary institution websites and compare community college, Tennessee Colleges of Applied Technology, and university education programs that align with secondary programs of study

7.3 **Teaching Philosophy:** Drawing upon content in this course, write a clear and coherent definition of a **teaching philosophy**, argue its significance to student learning, and create a **personal teaching philosophy** for inclusion in the professional portfolio.

The following artifacts will reside in the student's portfolio:

- Foundations of Human Development artifacts
- Career and Interest Survey artifacts
- 21st Century Skills Rubric
- Brain artifacts and model
- Child Development Theorist research
- Human Development narrative
- Career Cluster Pathway Plan artifact
- Personal Teaching Philosophy

Standards Alignment Notes

*References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition:
National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.