



# Early Childhood Education Careers (ECEC III)

<b>Primary Career Cluster:</b>	Education and Training
<b>Course Contact:</b>	<a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>
<b>Course Code(s):</b>	C32H08
<b>Prerequisite(s):</b>	<i>Early Childhood Education Careers II (C32H07)</i>
<b>Credit:</b>	1
<b>Grade Level:</b>	11
<b>Focus Elective - Graduation Requirements:</b>	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
<b>POS Concentrator:</b>	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.
<b>Programs of Study and Sequence:</b>	This is the third course in the <i>Early Childhood Education Careers</i> program of study.
<b>Aligned Student Organization(s):</b>	Family, Career and Community Leaders of America (FCCLA): <a href="http://www.tennesseefccla.org/">http://www.tennesseefccla.org/</a> SkillsUSA: <a href="http://tnskillsusa.com/">http://tnskillsusa.com/</a>
<b>Coordinating Work-Based Learning:</b>	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit <a href="https://www.tn.gov/education/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/career-and-technical-education/work-based-learning.html</a> .
<b>Promoted Tennessee Student Industry Credentials:</b>	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 <a href="https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html</a>
<b>Teacher Endorsement(s):</b>	(050 and 058), (050 and 451), (051 and 058), (051 and 451), (154 and 156), (450 and 058), (450 and 451)
<b>Required Teacher Certifications/Training:</b>	None
<b>Teacher Resources:</b>	<a href="https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html">https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html</a> Best for All Central: <a href="https://bestforall.tnedu.gov/">https://bestforall.tnedu.gov/</a>

## 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, 21<sup>st</sup> 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 safety precautions for the career field.
- **Standards 2.1-2.9** | Complete an integrated project with an industry professional.
- **Standards 3.1-3.2** | Job shadow at a daycare.
- **Standards 4.1-4.4** | Do a project that is useful to a local employer and evaluated by their manager.
- **Standards 5.1-5.2** | Ask an industry rep to discuss communication skills in the classroom.
- **Standards 6.1** | Have the final project be evaluated by industry representatives.

## Course Description

*Early Childhood Education Careers III (ECEC III)* is an applied-knowledge course for students interested in becoming an early childhood teacher, elementary teacher, nanny, or childcare provider. This course covers the components of the learning environment, planning age appropriate activities, using activities for learning, and developing communication skills. If available, students may participate in a work-based learning component of instruction and add work products to a course portfolio. Students continuing to work toward earning a Child Development Associate (CDA) credential should record hours toward the required 480-clock hours needed in working with children. Upon completion of this course, proficient students will be prepared to participate in the capstone *ECEC IV* course and/or continue their studies at the postsecondary level.

## Course Standards

### 1. Safety

- 1.1 Safe Learning Environment: Compile and critique procedures for maintaining a **safe and healthy learning environment** for children 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 and outline the reporting requirements and procedures.
- 1.3 Adverse Childhood Experiences: Identify and analyze **adverse childhood experiences (ACEs)**. Using confidentiality and ethical principles, conduct interviews and use other primary sources to provide data and evidence for ACEs.

### 2. Managing the Environment

- 2.1 Early Childhood Environment: Evaluate the establishment of a **positive early childhood environment**, including indicators such as visual appearance of the environment, playground equipment safety, child engagement, and provider interaction with children and their parents/guardians.
- 2.2 Site Evaluation: Interview educators to review the results of a site's most recent **evaluation under current state regulations**, which rates childcare facilities based on:
  - a. Director qualifications (for childcare centers)
  - b. Professional development
  - c. Developmental learning
  - d. Parent/family involvement
  - e. Ratio and group size (for childcare centers)
  - f. Business managements (for family and group childcare homes)

- g. Staff compensation (for childcare centers)
- h. Program assessment

2.3 Physical Layout and Care Environment: Research the correlation between an effective **physical layout** (including the use of learning centers for various activities) and effective **care environment management**. Compare the use of furniture and space in several environments and analyze their compliance with research-based recommendations for layout and specified legal requirements, including health and safety guidelines.

2.4 Emergency Situations: Interview educators and/or providers and create a checklist for **performing classroom procedures** and **responding to emergency situations**, including: recognizing possible child welfare issues, following fire drills and other natural disaster protocols, and responding to intruder alerts.

2.5 Child Behavior: Research common **reasons for misbehavior in children** aged two to eight and cite evidence to support a **written behavior policy** to share with parents. Identify expected positive behaviors and the appropriate rewards/consequences for use with children to guide behavior at each age level.

2.6 Classroom Behavior: Analyze cases of **challenging classroom behavior**. Describe the **consequences of these behaviors** and compare them to the personal code of ethics developed in ECEC I.

2.7 Classroom Management: Research **positive classroom management tools** used to help with misbehavior. Create a tool for use in a preschool classroom.

2.8 Child Schedule: Plan and implement, as part of the final project, a **schedule for each age from birth to age eight** that incorporates the appropriate amounts of physical activity and quiet time; individual, small group, and large group experiences; and child-initiated and adult-led activities.

2.9 Physical Environment: Discuss and illustrate **modifications to the physical environment** to accommodate students with disabilities.

### 3. Caring for Young Children

3.1 Childhood Disease: Determine the **characteristics of communicable childhood diseases**. Gather the following information on each disease and analyze the diseases' similarities and differences:

- a. Name
- b. Disease Symptoms
- c. Transmission methods
- d. Incubation period
- e. Prevention strategies
- f. Required immunizations (Tennessee Department of Health Rule 1200-14-1-.29)

- g. Decision tree or flow chart for admitting sick child
- 3.2 Physical Needs: Identify, practice, and demonstrate appropriate **procedures** for meeting the developmentally appropriate **physical needs of children**, including:
- a. Hygiene
  - b. Rest
  - c. Safety
  - d. Hydration and nutrition
  - e. Appropriate dress
  - f. First-aid and CPR

#### 4. Planning Developmentally Appropriate Learning Activities

- 4.1 Learning Experiences: Outline and discuss various learning experiences. Organize and provide examples of **developmentally appropriate learning activities** for each experience. Develop a **Child Development Associate (CDA) manual** and include all required components.
- 4.2 Growth: Demonstrate knowledge of the **relationship between subject areas** (e.g., music, language, etc.) to **stimulate growth in specific developmental domains**. Develop lesson plans and create a template that incorporates the following components:
- a. Learner developmental level/age
  - b. Developmental domains addressed
  - c. Subject area
  - d. Materials and equipment needed
  - e. Learner grouping (one-on-one, small group, large group)
  - f. Instructional activities
  - g. Schedule (daily, weekly, monthly)
  - h. Accommodations for special needs students
  - i. Closure/reflection
  - j. Assessment
- 4.3 Achievement: Create and perform activities to screen for the achievement of **significant developmental milestones** with children from birth to age eight, using the checklist of activities created in ECEC II.
- 4.4 Teaching Strategies: Analyze **individual and group teaching strategies**. Create an effective, academic lesson and cite-evidence to support-strategies used to promote learning.

#### 5. Communication Skills (21st Century Skills)

- 5.1 Parent Involvement: Identify best practices for encouraging **parental involvement** and write clear and coherent instructions for informing parents about the educational philosophy of the center, goals for the child's development, instructional approach, and desire for ongoing communication about the parent-provider education partnership.

5.2 Communication: Demonstrate effective **communication** and **interaction with children**, including:

- a. Active listening
- b. Open-ended questioning
- c. One-on-one conversations Group discussions (e.g., circle time)
- d. Modeling appropriate grammar and vocabulary for the context
- e. Acknowledging and addressing emotions

## 6. Final Project

6.1 Portfolio: Apply knowledge from this course and document the final project in the **course portfolio**. Demonstration of knowledge includes but is not limited to:

- a. Performing simple activities to check developmental milestone attainment
- b. Maintaining children's records
- c. Using a lesson plan template to create daily activities (created in this course) and implement them with small groups, using developmentally appropriate teaching strategies
- d. Arranging learning centers that provide for children's exploration, discovery, and development
- e. Selecting and using multiple resources and teaching methods
- f. Creating a classroom floor plan designed to provide equitable access and maximize learning for all students
- g. Evaluating student levels to adapt lessons for differentiated instruction, as needed
- h. Establishing a positive classroom climate
- i. Creating opportunities for positive communication with families

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

- Early Childhood Environment Rubric
- Health and Safety document
- Classroom Procedure Checklist
- Communicable Disease artifacts
- Developmentally Appropriate Learning Rubric
- Teaching Strategies graphic
- Communication artifacts
- Behavior Graphic illustration
- Revised Career and Professional Growth Plan
- Sample Child's Work

## 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.