

Early Childhood Education Careers IV (ECEC IV)

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| Primary Career Cluster: | Education and Training |
| Course Contact: | CTE.Standards@tn.gov |
| Course Code(s): | C32H09 |
| Prerequisite(s): | <i>Early Childhood Education Careers III</i> (C32H08) |
| Credit: | 1 |
| Grade Level: | 12 |
| Focus Elective - Graduation Requirements: | This course satisfies one of three credits required for an elective focus if 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 capstone 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 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 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 2.1-2.3** | Invite an industry representative to discuss safety precautions for CPR, First-Aid and Bloodborne Pathogens.
- **Standards 3.1-3.4** | Complete an integrated project with an industry professional.
- **Standards 5.1-5.3** | Invite an industry rep to discuss career requirements.
- **Standards 6.1-6.6** | Job shadow.
- **Standards 7.1-7.5** | Internship.

Course Description

Early Childhood Education Careers IV (ECEC IV) is capstone course for students who intend to pursue advanced training as an early childhood teacher, elementary teacher, nanny, or childcare provider. The course standards cover understanding of the components of professionalism, policies, regulations, and teaching and learning. Students will 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 continue their studies at the postsecondary level.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in state board policy), the department's Work-Based Learning Policy Guide, and state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1. Personalized Learning Plan

- 1.1 Personalized Learning Plan: A student will have a **Personalized Learning Plan** that identifies their **long-term goals**, demonstrates how the **Work-Based Learning (WBL) experience** aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
- Application of academic and technical knowledge and skills (embedded in course standards)
 - Career knowledge and navigation skills
 - 21st Century learning and innovation skills
 - Personal and social skills

2. Safety

- 2.1 Safe Learning Environments: 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.
- 2.2 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.

2.3 Adverse Childhood Experiences: Create a presentation for an **in-school professional development training** that could be used to promote the importance of the **evaluation and recognition of ACEs** in early childhood and other stages of life.

3. Professionalism and 21st Century Skills

3.1 Professional Attributes: Demonstrate the following **professional attributes** and write **performance indicators** for each:

- a. Attendance/punctuality
- b. Professional dress and behavior
- c. Positive attitude
- d. Collaboration
- e. Honesty
- f. Respect
- g. Responsibility
- h. Appropriate technology use
- i. Reflective teaching practice.

3.2 Program Philosophies: Interview internship supervisor to determine the **childcare program philosophy**. Research and gather diverse program philosophies from various care situations and compare and contrast them with the internship program philosophy.

3.3 Ethics and Professionalism: Analyze case studies of childcare professionals' reactions to children in both positive and negative situations. Describe the **consequences of provider behaviors**.

3.4 Student Success: Research the relationship between **early childhood education and a student's future success**.

4. Policies

4.1 Childcare Licensure Requirements: Use the **Tennessee Licensure Rules for Child Care Centers** to identify the provider regulations for licensure and operation. Summarize the requirements and create tracking tools for **documenting legal compliance**. Topics for investigation include:

- a. Application for and maintenance of licensure
- b. Ownership and organizational structure
- c. Insurance
- d. Required parental communication
- e. Record keeping
- f. Adult-child ratios
- g. Indoor and outdoor play equipment
- h. Educational activities
- i. Technology use
- j. Health and safety

- 4.2 Child Welfare Concerns: Research and cite the procedure for **documenting and reporting child welfare concerns**. Analyze a case study to assess the extent to which the proposed resolution of the case is appropriate.
- 4.3 Procedures for Releasing Children: Drawing upon state regulations, develop **procedures for releasing children** (e.g., a list of authorized persons or photo ID) and create **parent documentation forms** for medical information (e.g., for food allergies, known disabilities, permission to administer medicine, etc.) and emergency contact information.

5. Career Requirements

- 5.1 Career Pathway Plan: Gather relevant information from multiple print and digital resources and compare the **entry-level qualifications** for caregivers, assistant directors, and directors of child care centers. Evaluate the impact of postsecondary training and describe the benefits of participation in a **professional early childhood organization**, such as the National Association for the Education of Young Children (NAEYC). Revise the career pathway plan outlining academic and career achievement goals and timeline developed in ECEC I to reflect opportunities for advancement in the field.
- 5.2 Employment Verification: Review case studies in education to argue the need for **background checks**—fingerprinting, drug testing, and checking professional references—and a **professional code of conduct** for providers and volunteers.
- 5.3 Business Plans: Identify the **components of a business plan**. Create a hypothetical childcare center and write a description of the business, its mission statement and an analysis of the market for its services.

6. Teaching and Learning

- 6.1 Daily Activities: Use a lesson plan template (created in ECEC III) to create **daily activities within themed units** of instruction for implementation with children ages one to eight. Where appropriate, align the activities with NAEYC's effective developmentally appropriate teaching strategies:
- a. Acknowledge what children do or say
 - b. Encourage persistence and effort
 - c. Give specific feedback rather than general comments
 - d. Model attitudes, problem-solving, and behavior toward others
 - e. Demonstrate the correct way to do something
 - f. Add challenges that promote cognitive development
 - g. Ask questions that provoke children's thinking
 - h. Give assistance (such as cues or hints)
 - i. Provide information directly
 - j. Give directions for children's action or behavior

- 6.2 Appropriate Learning Materials: Determine how to evaluate and select **developmentally appropriate books, materials, toys, and technology resources**.
- 6.3 Instructional Materials: Create developmentally appropriate, visually appealing **instructional materials and resources**, as well as electronic media (if available), to accompany lesson facilitation during the internship.
- 6.4 Parent Conferences: Demonstrate effective **verbal, non-verbal, written, and electronic communication**. Create a **draft agenda for parent conferences**. Using parent conference simulations, role-play possible outcomes for parent reactions to both childhood behavior and developmental situations (e.g., bullying, inattention, hyperactivity, giftedness, vision or hearing impairment, delayed speech, object or color identification, social skill issues, etc.).
- 6.5 Language Skills: Research **language acquisition** by children from ages one to eight. Explain teaching strategies that promote development of complex language skills.
- 6.6 Inclusion: Develop **lesson activity adaptations** for inclusion of children with fine motor, gross motor, cognitive, social/emotional, and self-help/adaptive special needs.

7. Internship

- 7.1 Portfolio: Apply knowledge from this and preceding ECEC courses to document the **internship in the course portfolio**. Demonstration of knowledge includes:
- Performing simple activities to check developmental milestone attainment
 - Maintaining children's records
 - Using a lesson plan template to create daily activities within themed units of instruction for implementation with children ages one to eight using developmentally appropriate teaching strategies
 - Using the behavior management chart (created in ECE III)
 - Arranging learning centers that provide for children's exploration, discovery, and development
 - Selecting and using multiple resources and teaching methods
 - Creating new instructional materials
 - Creating a classroom floor plan designed to provide equitable access and maximize learning for all students
 - Evaluating student levels to adapt lessons for differentiated instruction, as needed
 - Establishing a positive classroom climate
 - Creating opportunities for positive communication with families
- 7.2 Internship Preparation: Collaborate to create a rubric for observers to evaluate **preparation for the internship**, implementation of lesson plans, and professionalism.
- 7.3 Lesson Plan Implementation: During the internship, implement **lesson plans developed in this course** and carry out **daily childcare routines**, such as meals, naps, personal hygiene and exercise. Annotate lesson plans and work products to document lessons learned.

7.4 Internship Documentation: Document **internship experiences** throughout the course. Draw connections between the experience and course content, and reflect on:

- a. Tasks accomplished and activities implemented
- b. Lesson effectiveness
- c. Positive and negative aspects of the experience
- d. Self-assessment and plans for refining instructional practice
- e. Interactions with children, families, providers and other staff
- f. Personal satisfaction

7.5 Internship Reflection: Upon conclusion of the internship, reflect on the **internship experience**. Revise the **personal teaching philosophy** and **career growth plan** based on internship experiences. Present highlights, challenges, and lessons learned from the internship.

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

- Revised professionalism rubric
- Revised statement of personal teaching philosophy
- Revised personal code of professional ethics
- Revised career and professional growth plan
- A description of the internship setting, children, and a contract or list of interning student responsibilities
- Lesson plans, assignments, developmental assessment activities and instructional materials created
- Examples of visual material incorporated (e.g. graphics, presentation slides, videos, demonstrations) into lessons
- Description of instructional technology used, with examples if appropriate
- Daily teaching journal reflecting on tasks and activities, lesson effectiveness, positive and negative aspects of the experience, self-assessment, plans for refining instructional practice, and interactions with students, families, teachers and staff
- Feedback from supervising teacher at site and from ECEC IV teacher based on observations
- Sample child's work product

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.