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 check this code
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 *Early Childhood Education Careers* 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 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/

Approved April 10, 2015, Amended February 8, 2019

Course-At-A-Glance

There is no one way to create meaningful learning experiences for students. There are best practices available that data and students say impact long-term student learning. One of those best practices is to put student learning in context with their experiences.

Career and Technical Student Organizations (CTSOs) provide an opportunity for students to display their learning in the classroom and through regional, state, and/or national competition. Work-based Learning (WBL) consists of sustained and coordinated work-based activities that relate to the course content. These activities should occur at every level through a program of study. Below is a listing of possible CTSO connections and WBL activities for this course. This listing is intended to be an idea starter and not a comprehensive listing.

Using a Career and Technical Student Organization (CTSO) in Your Classroom
Putting the classroom learning into real life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. 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 1-3**| Invite an industry representative to discuss occupations and safety precautions for the career field.
- **Standards 4-7**| Complete an integrated project with an industry professional.
- **Standards 8-9** | Invite a guest speaker to discuss the job market and hiring process.
- **Standards 10-13** | Do a project to be used by a local industry.
- **Standards 14-19** | Integrated project with multiple interactions with industry representatives.
- **Standards 20-22** |Have students job shadow at a school.
- **Standards 23-25** |Create a portfolio to be evaluated by industry representatives.

For more ideas and information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html.

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.

Program of Study Application

This is the foundational course in the *Early Childhood Education Careers* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Education and Training website at https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html.

Course Standards

Safety and Confidentiality

1) 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 with 100 percent accuracy.

2) Recognize the signs of child abuse, and research the legal requirements for reporting suspected abuse. Prepare an informative text or presentation describing types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures.

3) Research state and national child care 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.

Foundations of Early Childhood Services

4) Cite specific textual evidence to compare and contrast various types of early childhood care services in a graphic organizer, chart, or table. Include information about relevant regulations and licensure requirements. Example programs/providers include, but are not limited to:
    a. Child care centers
    b. Head Start
    c. Kindergarten—4th grade
    d. Laboratory schools
    e. Montessori
    f. Preschool

       g. Nannies

5) Create an annotated graphic illustrating 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.

6) 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. Create an annotated timeline to 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

7) Explore and summarize historical information and 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.

Childhood Development Careers

8) 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, analyze the results, and write a summary of the results. Compare the survey results with earlier research findings on essential knowledge and skills for providers.

9) 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.

Provider Responsibilities and Aptitudes

10) Identify daily tasks of child development service careers (e.g., owner, director, assistant director, cook, teacher, substitute teacher, teacher aid, provider, and etc.) through observation, first-hand experience, or online research. Describe each of the tasks and estimate the time spent on each category of task. Write clear narratives exploring 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 (such as parent communication, site maintenance, etc.)

11) 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.

12) Describe personal characteristics and aptitudes, including 21st century skills, needed by childcare providers. Create a rubric for self-assessing 21st century skills, such as the ability to:
    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

13) Use the self-assessment rubric created during this course to establish a baseline evaluation of 21st century skills, attitudes, and work habits. Working from the baseline, create a growth plan promoting advancement of skills and abilities to place in the career portfolio.

Introduction to Child Development

14) Create an annotated model or graphic illustration to describe the parts and functions of the human brain. Create a brain development timeline from birth through age eight.

15) Draw conclusions about the most important influences on and relationships between brain development, reasoning capacity, and learning. Define brain plasticity and describe how it changes over the lifespan. Brain anatomy for research includes: frontal, parietal, occipital, and temporal lobes; brain stem, cerebellum, cerebral cortex, and limbic system.

16) Using relevant information from multiple print and electronic resources, compare and contrast the "ages and stages" identified by influential child development theorists. Formulate a hypothesis about child development and cite textual. Examples of child development theories include, but are not limited to:
    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

17) Analyze the factors that contribute to personality, and investigate several research-based personality assessment tools. Use textual evidence to support the analysis. Reflect on the connections between personality, life experience, environment, and brain development.

18) Examine the Tennessee Early Childhood Education Early Learning Developmental Standards. Summarize the major developmental milestones and create a graphic illustrating 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

19) 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.

Introduction to Learning

20) 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.

21) Synthesize academic research to describe and critique major approaches to theories of human learning:
    a. Behaviorism
    b. Cognitive psychology
    c. Social learning theory
    d. Constructivism
    e. Experiential learning
    f. Multiple intelligences
    Write an argumentative essay that develops a claim about how a major educational theory of learning has impacted modern practice of supervising or instructing young children.

22) 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

Career Investigation

23) Create a course portfolio, using writing and visual elements to connect personal career preparation artifacts to concepts learned in this course.

24) Investigate early childhood education career options to 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

25) 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
  - o 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.