



Early Childhood Education Careers III (ECEC III)

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H08
Prerequisite(s):	<i>Early Childhood Education Careers II</i> (C32H07)
Credit:	1
Grade Level:	11
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 third 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 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

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 safety precautions for the career field.
- **Standards 4-12** | Complete an integrated project with an industry professional.
- **Standards 13-14** | Job shadow at a daycare.
- **Standards 15-18** | Do a project that is useful to a local employer and evaluated by their manager.
- **Standards 19-20** | Ask an industry rep to discuss communication skills in the classroom.
- **Standards 21** | Have the final project 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 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.

Work-Based Learning Framework

Standards outlined below may take the form of work-based learning (WBL) opportunities (such as internships, cooperative education, service learning, and job shadowing) or industry-driven project-based learning. These experiences must comply with the Work-Based Learning Framework guidelines established in SBE High School Policy 2.103. As such, this course must be taught by a teacher with an active WBL Certificate issued by the Tennessee Department of Education and follow policies outlined in the Work-Based Learning Policy Guide available online at <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>. The Tennessee Department of Education provides a Personalized Learning Plan template to ensure compliance with the Work-Based Learning Framework, state and federal Child Labor Law, and Tennessee Department of Education policies, which must be used for students participating in WBL opportunities.

Program of Study Application

This is the third 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

- 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) Conduct a research project examining relevant academic journal articles and news media coverage of adverse childhood experiences (ACEs). Using confidentiality and ethical principles, supplement research with interviews and other primary sources to provide data and evidence for ACEs.

Managing the Environment

- 4) Drawing on evidence from informational texts, create a rubric for evaluating 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.
- 5) Interview educators to review the results of a site's most recent evaluation under current state regulations, which rates child care facilities based on:
 - a. Director qualifications (for child care centers)
 - b. Professional development
 - c. Developmental learning
 - d. Parent/family involvement
 - e. Ratio and group size (for child care centers)
 - f. Business managements (for family and group child care homes)
 - g. Staff compensation (for child care centers)
 - h. Program assessment
- 6) Research the correlation between an effective physical layout (including the use of learning centers for a variety of 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 with specified legal requirements, including health and safety guidelines.
- 7) Interview educators and/or providers and create a checklist for performing classroom procedures and for responding to emergency situations, including but not limited to recognizing possible child welfare issues, following fire drills and other natural disaster protocols, and responding to intruder alerts.
- 8) Research common reasons for misbehavior in children aged two to eight and cite evidence to support development of a written behavior policy to share with parents. From this information, create a graphic illustration demonstrating expected positive behaviors and the appropriate rewards/consequences for use with children to guide behavior at each age level.
- 9) Analyze cases of challenging classroom behavior. Write a narrative describing the consequences of these behaviors and compare them to the personal code of ethics developed in ECEC I.
- 10) Research positive classroom management tools that are used to help with misbehavior. Create a tool that be used in a preschool classroom.

- 11) Citing specific textual evidence from research on the developmental stages of children, 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.
- 12) Discuss and illustrate modifications to the physical environment to accommodate students with disabilities.

Caring for Young Children

- 13) Research and synthesize informational texts to determine the characteristics of communicable childhood diseases. Compare and contrast via a table, chart, or graphic annotated with:
 - 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
- 14) Identify, practice, and demonstrate appropriate procedures for meeting developmentally appropriate physical needs of children, including but not limited to:
 - a. Hygiene
 - b. Rest
 - c. Safety
 - d. Hydration and nutrition
 - e. Appropriate dress
 - f. First-aid and CPR

Planning Developmentally Appropriate Learning Activities

- 15) Create a journal that outlines and discusses learning experiences. Organize and provide examples of developmentally appropriate learning activities. Develop a Child Development Associate (CDA) manual and include all required components, including experiences and activities.
- 16) Demonstrate knowledge of the relationship between subject areas (such as music, language, etc.) to stimulate growth in specific developmental domains. Develop lesson plans that incorporate the typical components of lesson planning documents and create a template that incorporates components such as:
 - 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
- 17) Create and perform activities to screen for achievement of significant developmental milestones with children from birth to age eight, using the checklist of ~~simple~~ activities created in ECEC II.
- 18) Using instructional materials and academic research, analyze individual and group teaching strategies. Create an effective, academic lesson using the materials and research, cite evidence to support strategies used to promote learning.

Communication Skills (21st Century Skills)

- 19) 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.
- 20) Demonstrate effective communication and interaction with children, including but not limited to:
- a. Active listening
 - b. Open-ended questioning
 - c. One-on-one conversations
 - d. Group discussions (e.g., circle time)
 - e. Modeling appropriate grammar and vocabulary for the context
 - f. Acknowledging and addressing emotions
 - g. Practicum experiences journal listed in ECEC III Standard 14.

Final Project

- 21) 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.