



Early Childhood Education Careers IV (ECEC IV)

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C23H09
Prerequisite(s):	<i>Early Childhood Education Careers III</i> (C23H08)
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 .
Available Student Industry Certifications:	Child Development Associate (CDA)
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

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.

Work-Based Learning Framework

Internship 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 capstone 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 Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy Guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

- 1) 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:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st Century learning and innovation skills
 - d. Personal and social skills

Safety

- 2) 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.
- 3) 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.
- 4) Using the adverse childhood experiences (ACEs) narratives written in ECEC II and new cited research, 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.

Professionalism and 21st Century Skills

- 5) Demonstrate the following professional attributes and add to the professionalism rubric created in ECEC I 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.
- 6) Interview internship supervisor to determine the child care *program philosophy*. Research and gather diverse program philosophies from a variety of care situations and write a narrative comparing and contrasting them with the internship program philosophy.
- 7) Analyze case studies of child care professionals' reactions to children in both positive and negative situations. Write a narrative describing the consequences of provider behaviors and compare them to the personal code of ethics and professionalism rubric indicators.
- 8) Research the relationship between early childhood education and a student's future success. Gather research from academic journals and news articles and craft an argumentative essay with specific textual evidence.

Policies

- 9) Access electronic resources related to 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, but are not limited to:
 - 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
- 10) Research and cite the procedure for documenting and reporting child welfare concerns. Analyze a case study and assess the extent to which the proposed resolution of the case is appropriate.
- 11) Drawing upon state regulations, develop procedures for releasing children (such as list of authorized persons; photo ID) and create parent documentation forms for medical information (such as food allergies, known disabilities, permission to administer medicine) and emergency contact information.

Career Requirements

- 12) Gather relevant information from multiple print and digital resources (such as job postings and promotional materials) to prepare a document or graphic comparing 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.
- 13) 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.
- 14) Working in teams, use resources such as those available from the U.S. Small Business Administration to identify the components of a business plan. Create a hypothetical child care center and write a description of the business, its mission statement and an analysis of the market for its services.

Teaching and Learning

- 15) 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
- 16) Use the rubric (created in ECEC III) for evaluating and selecting developmentally appropriate books, materials, toys, and technology resources.
- 17) Create developmentally appropriate, visually appealing instructional materials and resources, as well as electronic media (if available), to accompany lesson facilitation during the internship.
- 18) Demonstrate effective verbal, non-verbal, written, and electronic communication. Create a draft agenda for parent conferences. Using parent conference simulations, role-play or write narratives of 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.).
- 19) Research language acquisition and use by children from ages one to eight, using academic journals and case studies. Write a narrative to demonstrate understanding of teaching strategies that promote development of complex language skills.
- 20) Draw evidence from informational texts to develop lesson activity adaptations for inclusion of children with fine motor, gross motor, cognitive, social/emotional, and self-help/adaptive special needs.

Internship

- 21) Apply knowledge from this and preceding ECEC courses to document the internship 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 within themed units of instruction for implementation with children ages one to eight using developmentally-appropriate teaching strategies
 - d. Using the behavior management chart (created in ECE III)

- e. Arranging learning centers that provide for children's exploration, discovery, and development
 - f. Selecting and using multiple resources and teaching methods
 - g. Creating new instructional materials
 - h. Creating a classroom floor plan designed to provide equitable access and maximize learning for all students
 - i. Evaluating student levels to adapt lessons for differentiated instruction, as needed
 - j. Establishing a positive classroom climate
 - k. Creating opportunities for positive communication with families
- 22) Collaboratively, create a rubric that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism.
- 23) 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.
- 24) Create and continually update a personal journal to document the internship. Draw connections between the experience and course content, thoughtfully reflecting 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
- 25) Upon conclusion of the internship, write a clear and coherent reflection paper containing a revised personal teaching philosophy and career growth plan based on the teaching journal. Produce a technology-enhanced class presentation showcasing 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.