Florida Department of Education
Curriculum Framework

Program Title: **Early Childhood Education**
Program Type: **Career Preparatory**
Career Cluster: **Education & Training**

Note: This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.003. ***The regulatory requirements that must be met to offer and teach this program are included in the** Early Childhood Professional Certificate (ECPC) Program Guidelines . More information regarding the requirements of this program can be found at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml.

PSAV	
Program Number	E300100
CIP Number	0419070913
Grade Level	30, 31
Standard Length	600 clock hours
Teacher Certification	FAM CON SC 1 CH CARE TR 7 G PK PRIMARY H PRESCH ED A PRIMARY ED @B E CHILD ED @0
Additional Teacher Certifications	The certifications HME EC OCC and HOMEMAKING – issued prior to the 2014-15 school year – are acceptable for the PSAV program only if the instructor has a minimum of an Associate's Degree and meets all current DCF trainer requirements (see F.A.C. 65C-22.003, trainer qualifications).
CTSO	SkillsUSA
SOC Codes (all applicable)	39-9011 – Childcare Workers 25-2011 – Preschool Teachers, Except Special Education
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to competencies related to the following elements of the early childhood education industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 600 clock hours and four occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the post-secondary program structure:

A	HEV0870	Child Care Worker 1	150 hours	39-9011
B	HEV0871	Child Care Worker 2	150 hours	39-9011
C	HEV0872	Teacher Aide (Preschool)	150 hours	25-2011
D	HEV0873	Preschool Teacher	150 hours	25-2011

Note: This program requires students to obtain **480 hours of direct work experience with children 5 years old or younger** while enrolled in the program to be awarded the Early Childhood Professional Certificate (ECPC)**.** See the Early Childhood Professional Certificate (ECPC) Program Guidelines for more information.

Regulated Programs

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.003. Students who complete all courses in this program and meet all requirements, including the 480-hour work experience requirement, can be awarded the Florida Department of Education (DOE), Early Childhood Professional Certificate (ECPC) and will be eligible for a DCF Staff Credential.   ***The regulatory requirements that must be met to offer and teach this program are included in the** Early Childhood Professional Certificate (ECPC) Program Guidelines**.** More information regarding the requirements of this program can be found at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.

2. Apply appropriate academic and technical skills.

3. Attend to personal health and financial well-being.

4. Communicate clearly, effectively and with reason.

5. Consider the environmental, social and economic impacts of decisions.

6. Demonstrate creativity and innovation.

7. Employ valid and reliable research strategies.

8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.

11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

After successfully completing this program, the student will be able to perform the following:

01.0   Identify rules and regulations governing child care.
02.0   Plan, establish and maintain a safe, clean, and healthy learning environment.
03.0   Plan food service and nutrition education.
04.0   Identify and report child abuse and neglect in accordance with state regulations.
05.0   Identify and apply principles of child development typical and atypical (birth through age eight).
06.0   Identify and demonstrate communication skills related to child care.
07.0   Identify various observation and recording methods.
08.0   Recognize appropriate methods of guidance.
09.0   Implement developmentally appropriate practices for programs serving children from birth through age eight.
10.0   Display interpersonal relationship skills.
11.0   Demonstrate professionalism.
12.0   Identify community resources that provide services or assistance to children in the community.
13.0   Develop intercommunication with family.
14.0   Demonstrate observation and recording methods.
15.0   Demonstrate appropriate use of technology for the child care profession.
16.0   Implement food service and nutrition education.
17.0   Plan, establish, and implement a developmentally appropriate emergent literacy program.
18.0   Identify the characteristics of an environment that is conducive to language use and acquisition.
19.0   Analyze theories of child development.
20.0   Analyze how nutrition, environment, heredity, and health status influence the development of the child.
21.0   Create, implement and evaluate lesson plans.
22.0   Describe developmentally appropriate guidance and activities for infants and toddlers.
23.0   Plan and implement developmentally appropriate motor development activities for preschool children.
24.0   Guide the cognitive development and general knowledge of preschool children.
25.0   Guide the creative development of preschool children which reflects various approaches to learning.
26.0   Guide the social and emotional development of preschool children.
27.0   Describe the history of school-age child care and the development and diversity of school-age children.
28.0   Plan and provide for developmentally appropriate care giving environments for students with special needs.
29.0   Plan and implement preschool classroom management techniques.
30.0   Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
31.0   Apply knowledge of program elements needed to create a successful developmentally-appropriate curriculum.
32.0   Implement an environment that is conducive to language use and acquisition.
33.0   Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.
34.0   Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.
35.0   Demonstrate the ability to provide for inclusion of children with special needs.
36.0   Demonstrate mentor skills for team building and collaboration.
37.0   Analyze recent trends/developments in brain research.
38.0   Research current trends and issues in early childhood education.
39.0   Demonstrate professionalism related to the field of early childhood education.
40.0

Florida Department of Education
Student Performance Standards

Program Title: **Early Childhood Education**
PSAV Number: **E300100**

The first course of this program covers the DCF 40-hour Introductory Child Care Training coursework. To offer and teach the 40-hour Introductory Child Care Training, approval must be obtained from the local DCF Child Care Training Coordinators Agency and the instructor must meet the trainer requirements established by DCF.   Additionally, students must obtain 480 hours of direct work experience with children 5 years old or younger while enrolled in this program to be awarded the Early Childhood Professional Certificate (ECPC). More information regarding the requirements for this program are included in the Early Childhood Professional Certificate (ECPC) Program Guidelines.

Course Number: HEV0870 **Occupational Completion Point: A** **Child Care Worker 1 – 150 Hours – SOC Code 39-9011**	
01.0	Identify rules and regulations governing child care. – The student will be able to:
	01.01 Identify the need for child care.
	01.02 Identify child care facilities that require licensing.
	01.03 Identify the areas of child care standards.
	01.04 Identify the local licensing agency and its responsibilities.
	01.05 Identify local fire, safety, sanitation and health regulations.
	01.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
	01.07 Identify current child care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
	01.08 Identify information concerning child discipline in State Rule 65C-22.001-008.
	01.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.
02.0	Plan, establish and maintain a safe, clean, and healthy learning environment. – The student will be able to:
	02.01 Identify, plan and establish the characteristics of, plan and establish a safe, sanitary, healthy child care environment.
	02.02 Describe ways to assist children with personal hygiene routines.
	02.03 Develop a checklist for evaluations, safety, and sanitation procedures/routines.
	02.04 Recognize potential safety and fire hazards and develop a procedure to prevent accidents.
	02.05 Demonstrate evacuation procedures.
	02.06 Identify characteristics of a healthy child.
	02.07 Recognize symptoms of childhood illness.
	02.08 Identify communicable diseases.
	02.09 Identify the components of and perform a "10 second health check" for children.
	02.10 Describe the procedures for administering medication and demonstrate in a simulation.
	02.11 Complete a medication permission form.
	02.12 Describe ways in which the spread of disease in child care settings can be prevented.

	02.13	Demonstrate how to communicate with parents who continue to send children to child care when they are sick.
	02.14	Create and utilize a checklist for maintaining and organizing a safe and healthy facility.
	02.15	Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
	02.16	Explain proper procedures for transporting children.
	02.17	Demonstrate use of fire extinguishers.
	02.18	Practice universal precautions.
	02.19	Identify and practice procedures for emergency scenarios in order to plan for emergency/disaster situations.
	02.20	Use appropriate telephone numbers in a simulated emergency situation.
	02.21	Identify the need and responsible use of equipment and supplies.
	02.22	Follow established procedures for reporting accidents/incidents.
	02.23	Discuss ways for children to develop positive attitudes and skills for daily routines.
	02.24	Discuss best practices within the center to conserve environmental resources.
	02.25	List ways to make a playground safe.
03.0	Plan food service and nutrition education. – The student will be able to:	
	03.01	Identify the nutritional needs of children infants through school age (birth through age eight).
	03.02	Identify and plan nutritious snacks and meals for infants through school age children.
	03.03	Describe safe and sanitary food service habits in assisting with mealtime routines.
	03.04	Identify foods that are potentially dangerous for young children's consumption.
	03.05	Develop a plan to encourage positive food choices and good eating habits for toddlers through school age children.
	03.06	Use United States Department of Agriculture (USDA) MyPlate food guide (www.choosemyplate.gov) as a tool for planning nutritious meals
04.0	Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:	
	04.01	Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
	04.02	Identify the extent of the incidence of child maltreatment in the state and the nation.
	04.03	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
	04.04	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
	04.05	Identify the characteristics of abusers.
	04.06	Identify the impacts and effects of child abuse and neglect.
	04.07	Describe the legal requirement and protection of child care workers in reporting suspected child abuse and neglect according to Florida law.
	04.08	Identify state and local guidelines and procedures for reporting child abuse and neglect.
	04.09	Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
	04.10	Identify local community resources that provide help for the abused and the abuser.
05.0	Identify and apply principles of child development typical and atypical (birth through age eight). – The student will be able to:	
	05.01	Describe the principles of development: development is similar for all; development is continuous; development proceeds at different rates; and development can be correlated.
	05.02	Describe the following characteristics of children ages birth to eight: physical development; approaches to learning; social emotional; language and communication; and cognitive development and general knowledge.
	05.03	Discuss circumstances and factors that put a child at risk for developing disabling conditions.
06.0	Identify and demonstrate communication skills related to child care. – The student will be able to:	

	06.01	Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.
	06.02	Describe ways to promote positive interaction between the family, child care center and community.
	06.03	Plan an environment that supports emergent reading and writing.
07.0	Identify various observation and recording methods. – The student will be able to:	
	07.01	Identify observation techniques and methods used in a child care setting.
	07.02	Discuss the importance of and create a plan for the confidentiality of child/family records.
	07.03	Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.
	07.04	Discuss the importance of and create a plan for including the family in the collection of information for observations.
08.0	Recognize appropriate methods of guidance. – The student will be able to:	
	08.01	Describe methods of direct and indirect guidance.
	08.02	Identify preventative measures of direct and indirect guidance.
	08.03	Identify methods of direct and indirect guidance to include routines, transitions, and room arrangements.
	08.04	Identify acceptable and unacceptable methods of guiding behavior.
09.0	Implement developmentally appropriate practices for programs serving children from birth through age eight. – The student will be able to:	
	09.01	Identify and demonstrate various methods of curriculum planning for young children.
	09.02	Define developmentally appropriate practices.
	09.03	Discuss the importance of learning through play.
	09.04	Describe learning centers used in developmentally appropriate environments.
	09.05	Identify the stages of play development.
	09.06	Define the concepts of active learning and active listening.
10.0	Display interpersonal relationship skills. – The student will be able to:	
	10.01	Maintain positive view of self.
	10.02	Exhibit responsibility toward achieving goals.
	10.03	Display sociability, empathy, understanding and caring.
	10.04	Display ability to manage personal resources to maintain goals.
	10.05	Display honesty and integrity in interacting with children and families, as well as, with co-workers.
	10.06	Describe the needs and strengths of the multi-ethnic work place.

Course Number: HEV0871
Occupational Completion Point: B
Child Care Worker 2 – 150 Hours – SOC Code 39-9011

11.0	Demonstrate professionalism. – The student will be able to:	
	11.01	Identify the components of being a professional that aid professional growth in a child caregiver (i.e. professional development, follow a set of ethical standards, accreditation, professional organization membership/participation, self-reflection, etc.)
	11.02	Identify and use job-related child care terminology.
	11.03	Identify effective communication skills to use with personnel and parents/guardians of children.
	11.04	Assess one's attitude and performance.
	11.05	Define and demonstrate professionalism. Identify the exemplary behavior and social skills needed as a role model for children.
	11.06	Describe legal issues and liability as they relate to a child care worker.

	11.07	Review the National Association for the Education of Young Children (NAEYC) Code of Ethics (www.naeyc.org). Using vignettes identify problems in how teachers handled situations and using the code of ethics how these problems should have been handled.
	11.08	Recognize the NAEYC guidelines for effective teaching practices.
	11.09	Demonstrate employability skills including a job search.
	11.10	Define the early childhood education profession.
	11.11	Identify early childhood education career opportunities.
	11.12	Compare roles and responsibilities of the child care center team members.
	11.13	Identify the important role child caregivers play in the development of each child in care.
12.0	Identify community resources that provide services or assistance to children in the community. – The student will be able to:	
	12.01	Identify state organizations and agencies that serve children and families.
	12.02	Identify local community resources that serve children and families.
	12.03	Identify organizations and agencies that provide services or assistance to children with special needs and their families.
	12.04	Organize and develop community resource information.
13.0	Develop intercommunication with family. – The student will be able to:	
	13.01	Identify ways of communicating with the family.
	13.02	Explore and use ideas for establishing a healthy relationship with each child's family. Plan and implement parental involvement activities to meet the diverse needs of families.
	13.03	Identify intentional practices and strategies to become acquainted with the family; describe ways parents can be involved in the program; ways to share goals for the child with the family and teacher, the philosophy of the center, and curriculum objectives.
14.0	Demonstrate observation and recording methods. – The student will be able to:	
	14.01	Using various techniques observe, record, and report the behavior of children of various ages on an observation form.
	14.02	Interpret a child observation.
15.0	Demonstrate appropriate use of technology for the child care profession. – The student will be able to:	
	15.01	Demonstrate appropriate use of technology for child care administration.
	15.02	Analyze appropriate uses of current technology in a child care setting.
16.0	Implement food service and nutrition education.	
	16.01	Assist with the preparation of nutritious snacks and meals for infants through school age children.
	16.02	Practice safe and sanitary food service habits in assisting with mealtime routines.
	16.03	Identify guidelines for purchasing, receiving, storing, and safety of foods as defined in Department of Children and Families administrative rule, 65C-22.
	16.04	Recognize age appropriate nutrition education activities.
17.0	Plan, establish, and implement a developmentally appropriate emergent literacy program. – The student will be able to:	
	17.01	Identify characteristics of a classroom environment that promotes emergent literacy.
	17.02	Demonstrate appropriate phonological awareness teaching practices.
	17.03	Demonstrate appropriate teaching practices for alphabet knowledge.
	17.04	Demonstrate appropriate comprehension strategies.
	17.05	Illustrate and explain the stages of emergent writing.
	17.06	Identify an environment that supports age-appropriate letter writing.
	17.07	Model appropriate structure of written composition.
18.0	Identify the characteristics of an environment that is conducive to language use and acquisition. – The student will be able to:	
	18.01	Use an appropriate vocabulary that increases in complexity and variety.

	18.02	Describe the importance of vocabulary development in young children.
	18.03	Use proper grammar when speaking to parents and/or children.
	18.04	Identify age-appropriate grammar.
	18.05	Model appropriate language and style for context.
	18.06	Provide a sample lesson plan and a child's work product related to language acquisition.
19.0	Analyze theories of child development. – The student will be able to:	
	19.01	Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
20.0	Analyze how nutrition, environment, heredity, and health status influence the development of the child. – The student will be able to:	
	20.01	Investigate current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
	20.02	Discuss how a child's health status influences development.
	20.03	Describe the importance of physical fitness to health status and development.

Course Number: HEV0872
Occupational Completion Point: C
Teacher Aide - Preschool – 150 Hours – SOC Code 25-2011

21.0	Create, implement and evaluate lesson plans. – The student will be able to:	
	21.01	Research criteria for creating an age appropriate lesson plan.
	21.02	Develop an age appropriate language lesson plan.
	21.03	Develop evaluation criteria for the lesson.
22.0	Describe developmentally appropriate guidance and activities for infants and toddlers. – The student will be able to:	
	22.01	Explain visual, auditory, olfactory, gustatory, and tactile stimulation activities.
	22.02	Describe activities that stimulate gross and fine motor development.
	22.03	Identify age-appropriate nutritional snacks and an activity related to nutrition
	22.04	Review appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.
	22.05	Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.
23.0	Plan and implement developmentally appropriate motor development activities for preschool children. – The student will be able to:	
	23.01	Describe the stages of physical development.
	23.02	Plan, implement and evaluate developmentally appropriate gross motor activities.
	23.03	Plan, implement and evaluate developmentally appropriate fine motor activities.
	23.04	Select and use appropriate equipment and materials for physical development.
24.0	Guide the cognitive development and general knowledge of preschool children. – The student will be able to:	
	24.01	Explain the development of cognitive ability and general knowledge in preschool age children.
	24.02	Plan, implement and evaluate developmentally appropriate math activities.
	24.03	Plan, implement and evaluate developmentally appropriate scientific thinking activities.
	24.04	Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.
25.0	Guide the creative development of preschool children which reflects various approaches to learning. – The student will be able to:	
	25.01	Plan, implement and evaluate developmentally appropriate music activities.
	25.02	Plan, implement and evaluate developmentally appropriate creative movement activities.
	25.03	Plan, implement, and evaluate developmentally appropriate art activities.
26.0	Guide the social and emotional development of preschool children—The student will be able to:	

	26.01	Identify and explain the stages of social and emotional development.
	26.02	Demonstrate effective, positive guidance techniques for guiding behavior.
	26.03	Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations).
	26.04	Plan, implement and evaluate developmentally appropriate self-concept activities.
	26.05	Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.
	26.06	Plan, implement and evaluate developmentally appropriate dramatic play activities.
	26.07	Plan and implement developmentally appropriate group play.
	26.08	Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.
	26.09	Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
27.0	Describe the history of school-age child care and the development and diversity of school-age children. – The student will be able to:	
	27.01	Describe the need for school-age child care and how it has evolved.
	27.02	Describe different types of programs available for children before and after school, during the summer and on school holidays.
	27.03	Explain the personal and professional characteristics of a school-age caregiver.
	27.04	Explain why and how individual children may overlap both younger and older chronological programs.
	27.05	Examine how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of school age children.
28.0	Plan and provide for developmentally appropriate care giving environments for students with special needs. – The student will be able to:	
	28.01	Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
	28.02	Provide safe, healthy, and developmentally appropriate environments within the care giving setting.
	28.03	Demonstrate adaptations to include children with special needs in classroom activities.
	28.04	Explain the process for conferring with parents when a developmental delay is suspected.
	28.05	Demonstrate care giving skills related to Universal Infection Control System.
	28.06	Simulate appropriate techniques for seizure management and positioning techniques.
29.0	Plan and implement preschool classroom management techniques. – The student will be able to:	
	29.01	Develop and implement a plan to meet short and long term goals.
	29.02	Identify appropriate teaching techniques to meet various learning styles.
	29.03	Identify developmentally appropriate supplies and teaching materials.
	29.04	Arrange learning centers for a variety of activities.
	29.05	Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.
	29.06	Maintain children's records.
	29.07	Participants will evaluate and demonstrate how teacher intentionality promotes development and enhances learning for children birth-age 8.
30.0	Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development. – The student will be able to:	
	30.01	Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
	30.02	Assist with planning and implementing schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.
	30.03	Implement techniques for facilitating children's successful participation in all aspects of a program.
	30.04	Describe how major theories of human development provide a basis for planning a program.

31.0	Apply knowledge of program elements needed to create a successful developmentally-appropriate curriculum. – The student will be able to:	
	31.01	Demonstrate the ability to identify children's needs, interests, and abilities.
	31.02	Explain ways to develop a program philosophy, including goals and objectives.
	31.03	Assist with planning, preparing, and implementing daily activities and routines.
	31.04	Develop or analyze math, science, social studies, language, emergent reading and writing, storytelling, creative arts, current events, intergenerational concepts, multiculturalism, parental involvement, safety, physical fitness, and nutrition education activities, which are developmentally appropriate.
32.0	Implement an environment that is conducive to language use and acquisition. – The student will be able to:	
	32.01	Create opportunities for students to initiate and add comments to discussions and conversations.
	32.02	Facilitate conversations between self and child or child-to-child.
	32.03	Provide occasions for children to follow two- or three-step directions.
	32.04	Identify developmental speech patterns.
	32.05	Create opportunities for children to gain meaning by listening.
	32.06	Facilitate children using increasingly complex sentences and phrases.
33.0	Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff. – The student will be able to:	
	33.01	Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
	33.02	Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
	33.03	Demonstrate techniques for actively listening to children.
	33.04	Explore use of open-ended questions.
	33.05	Evaluate the value of professionalism in relationships with children, parents, and staff.
	33.06	Demonstrate techniques for actively listening to other staff members.
	33.07	Complete a case study on one child.
34.0	Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective. – The student will be able to:	
	34.01	Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.
	34.02	Plan and implement methods to prevent and/or confront bias in the early childhood program as it relates to gender, race, ethnicity, and persons of varying abilities.
	34.03	Integrate activities that build children's self-concept into daily, weekly, and monthly plans.
	34.04	Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.
35.0	Demonstrate the ability to provide for inclusion of children with special needs. – The student will be able to:	
	35.01	Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
	35.02	Research methods and adaptations for inclusion of children with special needs.
	35.03	Plan individual and group activities for children with special needs.
	35.04	Simulate adaptations for inclusion of children with special needs in classroom activities.
	35.05	Simulate appropriate diapering, toileting, and feeding procedures.
	35.06	Demonstrate appropriate methods for disposal of body fluids and/or waste.

36.0	Demonstrate mentor skills for team building and collaboration. – The student will be able to:	
	36.01	Identify roles and expectations of early childhood team members and mentors.
	36.02	Identify and model early childhood supervisory work practices.
	36.03	Demonstrate developmentally appropriate conflict resolution strategies for children and adults.
	36.04	Utilize alternative communication skills.
	36.05	Plan and implement supervisory interventions appropriate to the role of a mentor.
	36.06	Describe a positive work environment (how inappropriate communication such as hearsay, gossip, and other negative communication hurt the child, family, child care worker, and program).
	36.07	Describe ways to deal with negative and destructive communication and replace them with appropriate conflict resolution strategies.
37.0	Analyze recent trends/developments in brain research. – The student will be able to:	
	37.01	Explain common terms and concepts related to brain development and the formation of neuronal connections.
	37.02	Use the Internet to prepare a list of recent resources pertaining to brain research.
	37.03	Relate the brain research findings to the care of children provided by parents and all other caregivers.
38.0	Research current trends and issues in early childhood education. – The student will be able to:	
	38.01	Identify current trends and issues in Early Childhood Education.
	38.02	Locate, collect, and organize current information on trends and issues in early childhood education.
	38.03	Summarize the impact of current trends and issues on the early childhood field.
39.0	Demonstrate professionalism related to the field of early childhood education. – The student will be able to:	
	39.01	Develop a personal philosophy of early childhood education teaching.
	39.02	Develop personal teaching goals.
	39.03	Develop criteria and evaluate student Professional Resource Files using national and student developed criteria.
	39.04	Explain what being a center that has an accreditation means and why it is important to the employee, center, and field of early childhood education.
	39.05	Identify several types of accreditation for early child care centers and how they differ.
	39.06	Describe how being a member of a professional early childhood organization helps promote professional growth, support the center, and the field of early childhood.
	39.07	Demonstrate and list communication and collaboration skills that prepare students to participate as a member of a team
	39.08	Develop a self-improvement activity related to professionalism.
	39.09	Identify opportunities for continuing education/professional development.

<h1 style="text-align:center">Additional Information</h1>

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.003. *****The regulatory requirements that must be met to offer and teach this program are included in the** Early Childhood Professional Certificate (ECPC) Program Guidelines . More information regarding the requirements of this program can be found at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml.

Career and Technical Student Organization (CTSO)

SkillsUSA is the intercurricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml.