

# Early Childhood Education II

EXAM INFORMATION	DESCRIPTION												
<p><b>Exam Number</b> 329</p> <p><b>Items</b> 59</p> <p><b>Points</b> 73</p> <p><b>Prerequisites</b> CHILD DEVELOPMENT EARLY CHILDHOOD EDUCATION I</p> <p><b>Recommended Course Length</b> ONE YEAR</p> <p><b>National Career Cluster</b> EDUCATION &amp; TRAINING HUMAN SERVICES</p> <p><b>Performance Standards</b> INCLUDED (OPTIONAL)</p> <p><b>Certificate Available</b> YES</p>	<p>This semester or yearlong course provides students with an opportunity to work with children in a professional on-site lab setting and to mentor the Early Childhood pathway students in the prerequisite classes. The primary focus of this class is to apply and practice the ECE curriculum and State Child Care Licensing Rules through hands-on, on-site early childhood education training experiences. State Child Care Licensing Rules can be taught separately or integrated into applicable Strands and Standards. Students will also be given the opportunity to complete the steps and to apply for the Child Development Associate (CDA) credential. This course prepares individuals for careers and entrepreneurial opportunities in early childhood education. Experiences include: Program planning and management, resource and facility management, peer mentoring, supervising recreational and play activities, and preparing, implementing, and evaluating learning experiences for children. Previous completion of the Child Development and ECE I (ECE I-A and I-B) courses are REQUIRED. Student leadership and competitive events may be integrated into this course.</p> <p><b>EXAM BLUEPRINT</b></p> <table border="1"> <thead> <tr> <th data-bbox="630 1455 1084 1486">STANDARD</th> <th data-bbox="1092 1455 1409 1486">PERCENTAGE OF EXAM</th> </tr> </thead> <tbody> <tr> <td data-bbox="630 1507 1190 1539">1- Developmentally Appropriate Practices</td> <td data-bbox="1255 1507 1312 1539">33%</td> </tr> <tr> <td data-bbox="630 1549 1044 1581">2- Age Appropriate Curriculum</td> <td data-bbox="1255 1549 1312 1581">21%</td> </tr> <tr> <td data-bbox="630 1591 963 1623">3- Healthy Environment</td> <td data-bbox="1255 1591 1312 1623">18%</td> </tr> <tr> <td data-bbox="630 1633 1109 1665">4- Childhood Programs &amp; Licensing</td> <td data-bbox="1255 1633 1312 1665">16%</td> </tr> <tr> <td data-bbox="630 1675 914 1707">5- Employment Skills</td> <td data-bbox="1255 1675 1312 1707">12%</td> </tr> </tbody> </table>	STANDARD	PERCENTAGE OF EXAM	1- Developmentally Appropriate Practices	33%	2- Age Appropriate Curriculum	21%	3- Healthy Environment	18%	4- Childhood Programs & Licensing	16%	5- Employment Skills	12%
STANDARD	PERCENTAGE OF EXAM												
1- Developmentally Appropriate Practices	33%												
2- Age Appropriate Curriculum	21%												
3- Healthy Environment	18%												
4- Childhood Programs & Licensing	16%												
5- Employment Skills	12%												

## STANDARD 1

*Students will identify and/or demonstrate developmentally appropriate practices (DAP).*

**Objective 1** Identify and/or demonstrate DAP activities for young children.

1. Define DAP (Characteristics: age and individual appropriateness, hands-on, concrete, real, relevant, uses all areas of development, multicultural, non-sexist).
2. Types of learning and play: child-directed, teacher-directed, child-initiated.
3. Active vs. passive learning.
4. Effective transitions.
5. DAP materials and activities for specific ages and areas of development (cognitive, social, emotional, moral, and physical [gross and fine motor]).
6. Positive questioning techniques (open-ended questions).

**Objective 2** Identify and/or demonstrate positive guidance techniques for preschoolers.

1. Review common reasons for misbehavior (normal behavior, natural curiosity, don't know better, to get attention, for power, revenge, feeling inadequate and need to feel they belong).
2. Positive guidance: natural consequences, logical consequences, positive statements, redirection, limited choices, time out, positive reinforcement, modeling, child-directed and problem-solving.
3. Identify and/or demonstrate the ability to maintain control in a large and small group setting.

**Objective 3** Incorporate observation techniques and guidelines while studying children and develop strategies to meet their needs.

1. Purpose of observing children (formal & informal assessments, curriculum planning, children's developmental stages).
2. Objective/factual statements vs. subjective/interpretative statements.

**Objective 4** Identify and/or implement appropriate environmental space arrangement.

1. Physical characteristics in a classroom (floor coverings, permanent fixtures, storage for materials, color and children's display and personal storage, child-size furniture).
2. Space arrangements (quiet, active, wet, dry, centers, group and individual space).

Standard 1 Performance Evaluation included below (Optional)

## STANDARD 2

*Students will develop and/or implement age appropriate curriculum for young children.*

**Objective 1** Identify components of curriculum planning.

1. Identify and/or demonstrate the responsibilities of the lead and support teacher.
2. Understand calendaring, daily scheduling, routines, learning centers, and group time.
3. Components of a lesson plan: theme, objectives, concepts, procedures, and transitions.

**Objective 2** Create DAP learning experiences for preschoolers.

1. Language/literacy activities (fingerplays, stories, show and tell).
2. Math activities (sequencing, sorting, classification, matching, seriation, manipulatives).
3. Creative arts activities (Four stages of art: 1) scribbling, 2) pre-schematic, 3) schematic, 4) realism).
4. Science and sensory activities.
5. Music and movement activities.
6. Social and emotional activities.
7. Dramatic play.
8. Food experiences.
9. Free play.

Standard 2 Performance Evaluation included below (Optional)

### **STANDARD 3**

*Students will identify and/or demonstrate how to maintain a healthy environment for young children.*

**Objective 1** Identify and/or demonstrate how to maintain a secure and healthy environment for young children.

1. Safety guidelines
2. Health and wellness (childhood illnesses, communicable diseases and basic first aid: poisoning, cuts, bumps and bruises, and choking).
3. Emergency procedures (fire, earthquake and intruders).
4. Sanitation and handwashing (20 seconds, upon arrival, before and after snack, prior to sensory, after restroom use.)
5. Identifying and reporting procedures for abuse and neglect.

**Objective 2** Describe the factors to consider in meeting the nutritional needs of young children

1. Healthy snacks and meals.
2. Food safety (allergies, use of gloves, follow food handling guidelines).

Standard 3 Performance Evaluation included below (Optional)

## STANDARD 4

*Students will evaluate the quality of various early childhood programs and review applicable licensing rules.*

**Objective 1** Classify the types of childcare programs by category.

1. Categories of childcare: custodial, developmental, and comprehensive child care.
2. Pros, cons, and flexibility associated with various types of childcare (hourly, Montessori, head start, preschool, on-site, home care, and day care centers and laboratory schools).

**Objective 2** Identify current childcare licensing rules.

1. Facility
  1. Toilet and sink child ratio (1 toilet to 15 children).
  2. Indoor square feet needed per child.
2. Personnel
  1. Qualifications for directors
  2. Qualifications for caregivers and assistant caregivers
3. Administration
  1. Confidentiality
4. Emergency Preparedness
  1. One caregiver with CPR always on site
  2. First aid supplies in center
  3. Emergency and disaster plan
5. Supervision and Ratios
  1. Child Ratio and Group Sizes for Birth to 5
6. Injury Prevention
7. Parent Notification
  1. Procedure for arriving and leaving of the center
8. Child Health
  1. Proof of immunizations
  2. Laws for reporting child abuse and neglect

9. Child Nutrition
  1. Awareness of food allergies
  2. Frequency of providing snacks and meals
10. Infection Control
  1. Procedures for dealing with sick children
  2. Proper handwashing
  3. Sanitizing toys and equipment
11. Child Discipline
  1. Positive reinforcement/redirection

## STANDARD 5

*Students will identify and/or demonstrate employment skills needed to work with young children.*

**Objective 1** Identify and/or demonstrate positive employment characteristics (punctuality, teamwork, problem solving, dependability, respect).

1. Identify components of a resume.

**Objective 2** Identify and/or demonstrate effective communication skills (children, staff, parents, and employers).

**Objective 3** Identify qualifications of childcare directors, caregivers, and assistance caregivers.

**Objective 4** Identify the requirements and advantages for obtaining the Child Development Associate (CDA) credential.

Standard 5 Performance Evaluation included below (Optional)

## Early Childhood Education II

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of 8 or higher on the rating scale. Students may be encouraged to repeat the objectives until they average 8 or higher.

Student's Name: \_\_\_\_\_

Class: \_\_\_\_\_

### PERFORMANCE STANDARDS RATING SCALE



#### STANDARD 1 - Developmentally Appropriate Practices

Score:

- Identify problem behavior and demonstrate appropriate management solutions.

#### STANDARD 2 - Age Appropriate Curriculum

Score:

- Create and implement a developmentally appropriate fine motor (indoor) activity.
- Create and implement a developmentally appropriate gross motor (outdoor) activity.
- Create and implement TWO developmentally appropriate activities that build emotional skills and improves self-concept.

#### STANDARD 3 - Healthy Environment

Score:

- Identify and demonstrate appropriate sanitation techniques.

#### STANDARD 5 - Employment Skills

Score:

- Compile the following CDA Resource Collection items.
  - CPR and First Aid Training (Optional)
    - Family Resource Guide
    - Family Counseling
    - Translation Service
    - Children with Disabilities
    - Child Development Resources

- Compile THREE samples of Record Keeping Forms (Accident Report, Emergency Form, Completed Observation)
- Create a list of TWO Early Childhood Associations
- Complete three of the six Competency Statements. Write a statement of competence for Standards 4, 5, and 6.
- Keep an ongoing log of CDA Professional Education and Work Experience hours.
  - Use a CDA tracking worksheet to document professional education/training hours in the eight subject areas (hours obtained while enrolled in Child Development and ECE I & II may be recorded)
  - Work experience must be with a group (five or more) children, ages Birth to five, in a center-based program (hours obtained while enrolled in Child Development and ECE I & II may be recorded)
  - Hours must be verified (i.e. signed off by a teacher, copies of certificates, transcripts, letter)

**PERFORMANCE STANDARD AVERAGE SCORE:**

Evaluator Name: \_\_\_\_\_

Evaluator Title: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_