

EARLY CHILDHOOD EDUCATION ASSISTANT/2 (300 Hours)

Course No.: 72-20-50

COMPETENCY CHECKLIST

Student Name _____

Teacher Name _____ School Site _____

Start Date _____ Completion Date _____ Certificate Date _____

Teacher Signature _____ Student Signature _____

(Signatures verify completion of course competencies)

A. **INTRODUCTION** (3 hrs)

- _____ 1. List class procedures & policies
- _____ 2. Identify student's role in class
- _____ 3. Methods to achieve class competencies
- _____ 4. Identify course requirements

B. **CHILDREN'S PLAY** (24 hrs)

- _____ 1. Ways dramatic activities promote growth
- _____ 2. Materials/props that promote dramatic play
- _____ 3. Collect props for creative dramatic situations
- _____ 4. Four types of blocks and value of each
- _____ 5. Water play you have planned & supervised
- _____ 6. Different table games for young children
- _____ 7. Evaluate playground equipment for children
- _____ 8. Stages of play
- _____ 9. Socio-dramatic play

C. **CREATIVE ACTIVITIES** (50 hrs)

- _____ 1. Materials for five different art activities
- _____ 2. Homemade materials for art activities
- _____ 3. Storage needs for ten or more art materials
- _____ 4. Five recordings appropriate for children
- _____ 5. Musical instruments appropriate for children
- _____ 6. Sing simple songs appropriate for children
- _____ 7. Make 2 musical instruments from materials
- _____ 8. Two movement activities w/accessories
- _____ 9. Teach circle/group game to group of children
- _____ 10. Explain how art promotes types of growth
- _____ 11. Techniques for guiding art experiences
- _____ 12. Stages of art skill development
- _____ 13. Benefits of music experiences
- _____ 14. Teacher's role in music experiences
- _____ 15. Name a variety of musical instruments
- _____ 16. Scheduling music activities
- _____ 17. How to teach various movement activities

D. **LANGUAGE ARTS** (29 hrs)

- _____ 1. Plan and present a listening activity
- _____ 2. Read story to group of children using prop
- _____ 3. Read and then transfer story to chart paper
- _____ 4. Select and evaluate three books for children
- _____ 5. Present five finger plays to a group of children
- _____ 6. Plan activity to group children using a puppet
- _____ 7. Share a poem with the class
- _____ 8. Tell story for suitable young children w/o book
- _____ 9. Features to encourage types of listening
- _____ 10. Outline a plan for a listening center
- _____ 11. Language development materials to share
- _____ 12. Advantages of storytelling methods
- _____ 13. List four types of children's books
- _____ 14. Process of choosing children books
- _____ 15. Outline steps when reading aloud to children
- _____ 16. Explain a variety of storytelling methods
- _____ 17. Define manuscript writing
- _____ 18. Encouraging writing skills in preschool settings
- _____ 19. Activities that help develop writing skills
- _____ 20. Sequence children follow in learning alphabet
- _____ 21. Guidelines to help develop writing skills

E. **PRE-NUMBER ACTIVITIES** (20 hrs)

- _____ 1. Song that reinforces pre-number concepts
- _____ 2. Finger play to reinforce pre-number concepts
- _____ 3. Game that reinforces pre-number concepts
- _____ 4. Poem that reinforces pre-number concepts
- _____ 5. Story that reinforces pre-number concepts
- _____ 6. Words to expand pre-number vocabulary
- _____ 7. Activity to introduce recognition of shapes
- _____ 8. Activity to introduce space concepts
- _____ 9. Activity to reinforce comparisons
- _____ 10. Reinforce categorizing items in sets

- ___ 11. Uses of computer in preschool settings
- ___ 12. Objectives of early math experiences
- ___ 13. Items that can promote math experience
- ___ 14. Experiences that promote development

F. SCIENTIFIC EXPERIENCES (12 hrs)

- ___ 1. Related experience which includes observing
- ___ 2. Related experience which includes inferring
- ___ 3. Related experience which includes classifying
- ___ 4. Related experience involving commuting
- ___ 5. Materials suitable for child care program
- ___ 6. Related books appropriate for young child
- ___ 7. Science experience that involves an animal
- ___ 8. Science experience that involves a plant
- ___ 9. Living things appropriate for setting
- ___ 10. Science in daily experiences with children
- ___ 11. What is meant by term 'science?'
- ___ 12. Reasons for studying science
- ___ 13. Procedures for planning science activities
- ___ 14. Role of teacher in guiding science activities
- ___ 15. Helping children understanding their senses
- ___ 16. Ways to teach science concepts

G. FOOD EXPERIENCES (6 hrs)

- ___ 1. Food plans that meet guidelines
- ___ 2. Nutritious snack suitable for preschooler
- ___ 3. Food preparation experience
- ___ 4. Value of food & nutrition experiences
- ___ 5. Concepts to teach in early childhood
- ___ 6. Conducting cooking experiences
- ___ 7. Help parents meet child's nutritional needs
- ___ 8. Eating problems encountered in children

H. SOCIAL STUDIES (6 hrs)

- ___ 1. Explore at least ten different occupations
- ___ 2. Explore life styles in different cultures
- ___ 3. Three different field trips
- ___ 4. Importance of social studies experiences
- ___ 5. Role of teacher in guiding experiences
- ___ 6. Include cultures/concepts in curriculum
- ___ 7. Importance of field trips
- ___ 8. Considerations for field trip experiences
- ___ 9. Promote safety on field trips
- ___ 10. Process for selecting field trips

I. PHYSICAL AND PSYCHOLOGICAL NEEDS (30 hrs)

- ___ 1. Ways adults fulfill children's needs
- ___ 2. How child's needs differ from adult's needs
- ___ 3. Child's need for love and guidance
- ___ 4. How parent can help develop set of values
- ___ 5. Reward/punishment to transmit values

- ___ 6. Keys to value finding
- ___ 7. Promoting strong self-concepts in children
- ___ 8. Observe & record the behavior of children
- ___ 9. Types of observation records & their best use
- ___ 10. Guidelines for writing observation records
- ___ 11. Positive ways to use recorded info about child
- ___ 12. Staff conference based on cumulative records
- ___ 13. Role play a parent conference for child

J. FAMILY/ENVIRONMENTAL INFLUENCES (85 hrs)

- ___ 1. Six functions of the family
- ___ 2. Define listed types of families
- ___ 3. Explain variations of the family unit
- ___ 4. How a family death can affect preschool child
- ___ 5. How divorce can affect preschool child
- ___ 6. How alcoholism can affect preschool child
- ___ 7. How drug use can affect preschool child
- ___ 8. How step-parents can affect preschool child
- ___ 9. How loss of income can affect preschool child
- ___ 10. How child abuse can affect preschool child
- ___ 11. Describe ethnic group different from your own
- ___ 12. Multiple roles parents must assume
- ___ 13. Traditional male roles at home & work
- ___ 14. Traditional female roles at home & work
- ___ 15. Non-traditional roles of males at home/work
- ___ 16. Non-traditional roles of females at home/work
- ___ 17. Problems that can affect family income & time
- ___ 18. Solutions using decision making process
- ___ 19. Communication between teacher & parent
- ___ 20. Parents asking teacher questions
- ___ 21. External stress factors in modern day families
- ___ 22. Benefits for parents when working w/teachers
- ___ 23. Benefits for teachers when working w/parents
- ___ 24. Parents can help to plan preschool program
- ___ 25. Involve community in program development
- ___ 26. Objectives for parent involvement
- ___ 27. Recruiting and orientating parent volunteers

K. THE EXCEPTIONAL CHILD (30 hrs)

- ___ 1. Areas of exceptionality
- ___ 2. Three characteristics for each area
- ___ 3. Acceptance/encouragement for development
- ___ 4. Process to diagnose gifted child
- ___ 5. Process to diagnose mentally retarded child
- ___ 6. Process to the diagnose learning disabled child
- ___ 7. Process to diagnose hearing impaired child
- ___ 8. Process to diagnose visually impaired child
- ___ 9. Process to diagnose speech impaired child
- ___ 10. Diagnosing a crippling disease/condition
- ___ 11. Diagnosing a chronic health problem/disease
- ___ 12. Diagnosing an emotional disturbance

- ___ 13. Diagnosing a socially maladjusted child
- ___ 14. Causes for retardation
- ___ 15. Methods for preventing retardation
- ___ 16. Causes of learning disabilities
- ___ 17. Methods for preventing learning disabilities
- ___ 18. Causes for learning impairment
- ___ 19. Methods for preventing learning impairment
- ___ 20. Causes for visual impairment
- ___ 21. Methods for preventing visual impairment
- ___ 22. Causes for speech impairment
- ___ 23. Alleviating speech impairment
- ___ 24. Causes for crippling diseases
- ___ 25. Methods for preventing crippling diseases
- ___ 26. Causes for chronic illness
- ___ 27. Methods for preventing chronic illness
- ___ 28. Causes of emotional disturbance
- ___ 29. Ways of preventing emotional disturbance
- ___ 30. Causes of social maladjustment
- ___ 31. Preventing social maladjustment
- ___ 32. Agencies to aid exceptional children

L. EMPLOYABILITY SKILLS (5 hrs)

- ___ 1. Attributes, behaviors, rules of conduct
- ___ 2. Ability to work cooperatively with others
- ___ 3. Communication skills in working with others
- ___ 4. Positive work habits and attitudes
- ___ 5. Demonstrate job retention skills
- ___ 6. Skills to work with a supervisor
- ___ 7. Child care occupations
- ___ 8. Steps that lead to successful employment
- ___ 9. Personal folder for obtaining employment
- ___ 10. Prepare a job resume
- ___ 11. Contents of a personal data sheet
- ___ 12. Prepare a personal data sheet
- ___ 13. Write a personal letter of application
- ___ 14. Prepare an employment application
- ___ 15. Characteristics of a successful interview
- ___ 16. Successful interview techniques
- ___ 17. Simulated employment interview for job
- ___ 18. Write a personal follow up letter