

Course Outline

Education, Child Development, and Family Services

REVISED: August/2017

Job Title:
ECE Supervisor

72-15-70

Career Pathway:
Child Development

Child Development/3: Supervision

Industry Sector:
Education, Child Development,
and Family Services

Credits: 5

Hours: 90

O*NET-SOC CODE:
39-9011.00

Course Description:

This competency-based course is the last in a sequence of three designed for early childhood education. It provides students with project-based experiences in child development program supervision. Instruction includes an introduction and reviews of workplace safety policies and procedures, techniques on communications and critical thinking, and employability skills. Emphasis is placed on program development, supervision, evaluation, staff and volunteer recruitment and retention, staff relations, facility maintenance, business practices, staff and student health and nutrition, parental involvement, and public relations. Field observations and experiences are included as part of the evaluation of a program's supervisory policies and practices. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

CBEDS Title:
Teaching Careers or Careers in
Education

CBEDS No.:
4401

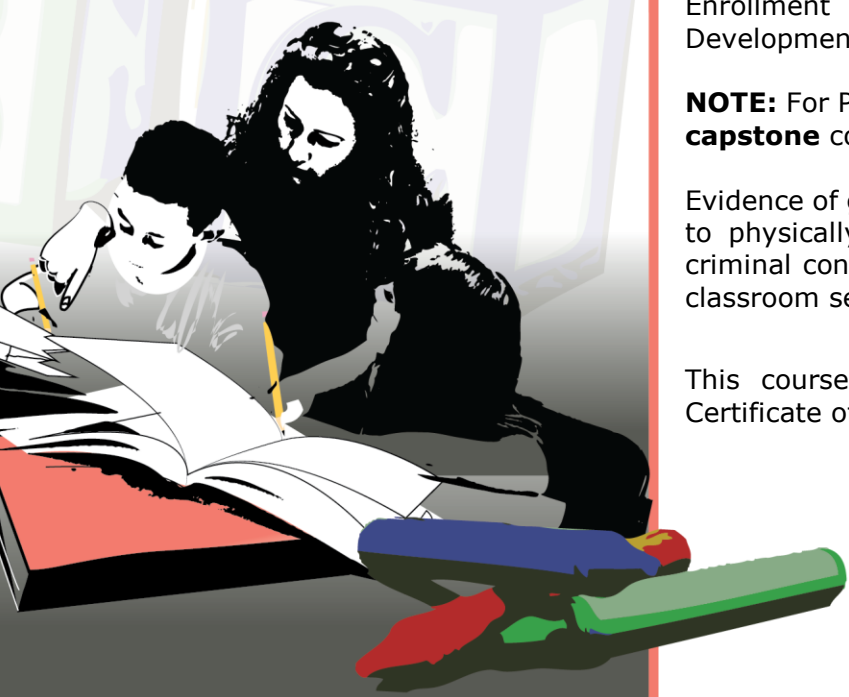
Prerequisites:

Enrollment requires successful completion of the Child Development/2: Curriculum (72-15-60) course.

NOTE: For Perkins purposes this course has been designated as a **capstone** course.

Evidence of good health, a clear tuberculosis screening, the ability to physically perform the duties required and a screening for criminal conviction prior to contact with children in a community classroom setting are also required.

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-16

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 20
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
EVALUATION PROCEDURES	pp. 20-21
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

ACKNOWLEDGMENTS

Thanks to LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork in the course cover designs.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Education, Child Development, and Family Services Industry Sector Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Education, Child Development, and Family Services academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Education, Child Development, and Family Services sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Education, Child Development, and Family Services sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development, and Family Services sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Education, Child Development, and Family Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO, the California Affiliate of FCCLA).

***Education, Child Development, and Family Services
Pathway Standards***

C. Education Pathway

The Education pathway is designed to prepare students for professional or learning support positions in education, prekindergarten through grade twelve. Students study human development; standards, regulations, and codes; positive guidance and counseling techniques; age-appropriate and grade-appropriate learning strategies; learning theories; and standards-based curriculum and instructional design. Students can apply and practice their knowledge and skills at a variety of elementary and secondary education sites.

Sample occupations associated with this pathway:

- ◆ Before/Afterschool Program Aide
- ◆ Primary/Secondary School Teacher
- ◆ School Counselor
- ◆ Educational Administrator
- ◆ Speech Therapist

- C1.0 Describe the structure of the education industry and its role in local, state, and global economies.
- C2.0 Name operational procedures and organizational policies at various levels in education.
- C3.0 State specific applications of government regulations in the education industry.
- C4.0 Practice critical emergency and disaster procedures at a school site.
- C5.0 Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.
- C6.0 Use positive interaction, guidance, and discipline in the educational environment.
- C7.0 Explain the role and purpose of standards-based instruction and assessment.
- C8.0 Compare basic principles and practices of good nutrition and health and wellness for children.
- C9.0 Assess how to communicate and interact effectively with families and community groups.
- C10.0 Integrate the process of developing quality teaching materials and resources for classroom instruction.
- C11.0 Evaluate the role of instructional staff in supporting the learning process.
- C12.0 Formulate the components of effective after-school and recreational programs for individuals and groups.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Child Development /3: Supervision Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION AND SAFETY</p> <p>Review, apply, and evaluate classroom and workplace policies and procedures used in accordance with federal, state, and local safety and environmental regulations.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Review the scope and purpose of the course. 2. Review the overall course content as a part of the Linked Learning Initiative. 3. Review classroom policies and procedures. 4. Review the different occupations in the Education, Child Development, and Family Services Industry Sector which have an impact on the role of educators and educational aides. 5. Review the opportunities available for promoting gender equity and the representation of non-traditional populations in the educational field. 6. Review the purpose and impact of each of the following on early childhood education: <ol style="list-style-type: none"> a. California Department of Education (CDE) b. California Education Code (Ed Code) c. California Commission on Teacher Credentialing (CCTC) 7. Review the purpose of the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing educators and educational aides. 8. Review classroom and workplace first aid and emergency procedures based on the American Red Cross (ARC) standards. 9. Review how each of the following insures a safe workplace: <ol style="list-style-type: none"> a. employees' rights as they apply to job safety b. employees' obligations as they apply to safety c. TB screening requirement d. background check requirement 10. Pass the safety exam with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 12</p> <p>CTE Anchor: Communications: 2.3, 2.6 Career Planning and Management: 3.4, 3.5 Problem Solving and Critical Thinking: 5.1, 5.7 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.3, 7.4, 7.6, 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.4, 8.7 Leadership and Teamwork: 9.3, 9.4, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.8 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: A1.3, A2.1, A2.2, A3.4, A4.3, A4.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. COMMUNICATION SKILLS REVIEW</p> <p>Understand, apply, and evaluate principles and practices used in effective communication.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Review the definition of communication. 2. Review the following stages of the communication process: <ol style="list-style-type: none"> a. sending/source <ol style="list-style-type: none"> i. reason for sending the message ii. content of the message b. message c. encoding <ol style="list-style-type: none"> i. avoid cultural issues ii. eliminate mistaken assumptions iii. fill in missing information d. channel <ol style="list-style-type: none"> i. face-to-face meetings ii. telephone and videoconferencing iii. written channels including letters, emails, memos and reports e. decoding - the time to read a message carefully or listen actively to it f. receiving g. feedback - verbal and nonverbal reactions to the communicated message h. context <ol style="list-style-type: none"> i. the surrounding environment ii. the broader culture (corporate culture, international cultures, etc.) 3. Review and demonstrate the following techniques to remove barriers in communication: <ol style="list-style-type: none"> a. using clear verbal and body language to avoid confusion b. being mindful of the demands on other people's time c. conversing and delivering the message to people of different backgrounds and cultures 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.4, 2.5 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Technical Knowledge and Skills 10.8</p> <p>CTE Pathway: A6.1, A6.3, A7.1, A7.3, A7.4, A7.5, A8.1, A11.2</p>
<p>C. CRITICAL THINKING SKILLS REVIEW</p> <p>Review, apply, and evaluate principles and practices used to promote critical thinking skills for students.</p>	<ol style="list-style-type: none"> 1. Review and describe the steps and procedures involved in defining and clarifying issues or problems. 2. Review the importance of the following attributes in judging information related to problem-solving: <ol style="list-style-type: none"> a. consistency b. logic c. unbiased d. unemotional e. credibility 3. Review the importance of determining the adequacy of information to justify a conclusion and to predict probable consequences. 4. Describe and demonstrate the following affective techniques used to sharpen student critical thinking skills: <ol style="list-style-type: none"> a. thinking independently b. developing insight into egocentricity or socio-centricity 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.3, 5.4, 5.9 Technical Knowledge and Skills: 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)	<ul style="list-style-type: none"> c. exercising fair mindedness d. exploring thoughts underlying feelings and feelings underlying thoughts e. developing intellectual humility and suspending judgment f. developing intellectual courage g. developing intellectual good faith or integrity h. developing intellectual perseverance i. developing confidence in reason <p>5. Review the following macro-cognitive techniques used to sharpen student critical thinking skills:</p> <ul style="list-style-type: none"> a. refining generalizations and avoiding oversimplifications b. comparing analogous situations: transferring insights to new contexts c. developing one's perspective: creating or exploring beliefs, arguments, or theories d. clarifying issues, conclusions, or beliefs e. clarifying and analyzing the meanings of words or phrases f. developing criteria for evaluation: clarifying values and standards g. evaluating the credibility of sources of information h. questioning deeply: raising and pursuing root or significant questions i. analyzing or evaluating arguments, interpretations, beliefs, or theories j. generating or assessing solutions k. analyzing or evaluating actions or policies l. reading critically: clarifying or critiquing texts m. listening critically: the art of silent dialogue n. making interdisciplinary connections o. practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives p. reasoning dialogically: comparing perspectives, interpretations, or theories q. reasoning dialectically: evaluating perspectives, interpretations, or theories <p>6. Review the following micro-cognitive techniques used to sharpen student critical thinking skills:</p> <ul style="list-style-type: none"> a. comparing and contrasting ideals with actual practice b. thinking precisely about thinking: using critical vocabulary c. noting significant similarities and differences d. examining or evaluating assumptions e. distinguishing relevant from irrelevant facts f. making plausible inferences, predictions, or interpretations g. evaluating evidence and alleged facts h. recognizing contradictions i. exploring implications and consequences 	<p>CTE Pathway: A5.3, A5.5, A8.2, A12.2, A12.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. PROGRAM DEVELOPMENT AND SUPERVISION</p> <p>Understand, apply, and evaluate the principles and practices used in program development and supervision.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. goals b. objectives c. program development d. program supervision 2. Identify and describe the following: <ol style="list-style-type: none"> a. components of effective supervision b. staff persons who function in a supervisory capacity c. responsibilities of a child care center supervisor d. personal qualities and characteristics important to the success of a supervisor e. general principles for implementing goals and objectives f. general principles for planning the school environments g. general considerations for organizing space h. general considerations for assigning specific activity areas 3. Describe and demonstrate the following: <ol style="list-style-type: none"> a. implementation of program goals and objectives b. planning the school environments c. organizing space d. assigning specific activity areas e. sharing indoor and outdoor space between infants and toddlers f. procurement, use, and maintenance of computers g. inclusion of children with special needs h. adaptation of the environment for children with special needs 4. Design an organizational chart showing the lines of responsibilities and the chain of command. 5. Schedule a visit to an elementary or child care center and observe its general guidelines and practices for program development and supervision. 6. Submit a written report of field work observations and save report in portfolio. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.3, 5.4, 5.5 Technical Knowledge and Skills: 10.1, 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p> <p>CTE Pathway: A5.3, A5.5, A8.2, A12.2, A12.6</p>
<p>E. PROGRAM EVALUATION</p> <p>Understand, apply, and evaluate the principles and practices used in program evaluation.</p>	<ol style="list-style-type: none"> 1. Define program evaluation. 2. Identify and describe the following: <ol style="list-style-type: none"> a. reasons for evaluating the program b. areas of the program that need to be evaluated c. evaluation process d. modification of the evaluation process if and when necessary 3. Schedule a visit to a child care center and observe its general guidelines and practices for program evaluation. 4. Submit a written report of field work observations and save report in portfolio. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		Technical Knowledge and Skills: 10.4, 10.9, 10.14 Demonstration and Application: 11.1, 11.5 CTE Pathway: A5.1, A5.3, A7.3, A7.4, A7.5, A8.1, A8.4, A11.1, A11.2, A11.3, A12.6
<p>F. HUMAN AND STAFF RELATIONS</p> <p>Understand, apply, and evaluate the principles and practices used to promote effective recruitment, selection, and maintenance of qualified staff, volunteers, and student teachers.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. administrative staff b. certificated staff c. classified staff d. recruitment e. retention f. staff relations 2. Identify and describe the following: <ol style="list-style-type: none"> a. criteria for choosing a supervising teacher for preschool/school-age program b. local recruiting sources c. techniques for recruiting child care staff d. process of selecting a staff member from qualified applicants e. employer needs and rights f. employee needs and rights g. contents in a personnel file h. items that should be included in a contract agreement i. staff training methods j. factors that affect employee morale k. techniques for improving human relations among child care staff l. techniques for retaining child care staff m. sources of volunteers n. factors to consider when planning a volunteer program o. the roles of the director as a communicator p. forms of communication that can be used by a supervisor to communicate with the staff q. supervisory problems that can occur at a child care center r. techniques for handling the supervisory problems 3. Describe and demonstrate the following: <ol style="list-style-type: none"> a. writing job descriptions for classified and certificated positions b. posting internet and newspaper ads for classified and certificated positions 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.5 Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.4, 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p> <p>CTE Pathway: A5.1, A5.3, A5.5, A7.3, A7.4, A7.5, A8.1, A8.2, A8.4, A11.1, A11.2, A11.3, A12.2, A12.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)	<ul style="list-style-type: none"> c. mock interview for staff positions using three different screening tools d. developing a staff orientation policy and procedure handbook e. developing a written guide for planning staff meetings f. diagramming lines of communication in a typical child care program <ul style="list-style-type: none"> 4. Define employee evaluation. 5. Design an employee evaluation instrument that incorporates: <ul style="list-style-type: none"> a. attitude towards parents and children b. responsibility c. adaptability d. performance e. professional development f. attendance g. punctuality h. grooming/appearance i. area of improvement 6. Schedule a visit to a child care center and observe its general guidelines and practices for: <ul style="list-style-type: none"> a. recruitment b. retention c. staff relations 7. Submit a written report of field work observations and save report in portfolio. 	
<p>G. FACILITY MAINTENANCE</p> <p>Understand, apply, and evaluate the principles and practices used to promote effective facility operation and maintenance.</p>	<ul style="list-style-type: none"> 1. Define facility maintenance. 2. Identify and describe the following: <ul style="list-style-type: none"> a. components of a safe environment b. difference between maintenance and operations activities c. how maintenance, cleanliness, and safety are related 3. Describe and demonstrate the following: <ul style="list-style-type: none"> a. developing a checklist for general housekeeping tasks for the child care center b. preparing guidelines for general repair and upkeep of equipment and property 4. Schedule a visit to a child care center and observe its general guidelines and practices for facility maintenance. 5. Submit a written report of field work observations and save report in portfolio. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Communications: 2.2 Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.4, 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		CTE Pathway: A5.1, A5.3, A5.4, A5.5, A7.3, A7.4, A7.5, A8.1, A8.2, A8.4, A11.1, A11.2, A11.3, A12.2, A12.6
H. BUSINESS PRACTICES Understand, apply, and evaluate the principles and practices used in effective business.	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. business b. lease c. quotation d. bid e. budget f. expendable property g. non-expendable property 2. Identify and describe the following: <ol style="list-style-type: none"> a. state and local board guidelines for child care center licensure and operation b. difference between expendable and non-expendable types of property to be purchased for a child care program c. tax obligations of the owner/operator of a child care program d. sources for assistance with taxes e. types of insurance necessary/desirable for operating a child care program f. types of records needed and their uses as they relate to operating a child care program g. items to be included in a budget 3. Describe and demonstrate the following: <ol style="list-style-type: none"> a. developing a budget for operating a child care program b. compiling a list of two or more local suppliers of the following: <ol style="list-style-type: none"> i. food ii. kitchen equipment iii. maintenance supplies iv. educational supplies v. educational equipment c. identifying and computing the cost of equipment and supplies needed for three months start-up for a specific number of children d. identifying at least four considerations to use as a basis for determining child care fees 4. Schedule a visit to a child care center and observe its general guidelines and practices for business reporting and accountability. 5. Submit a written report of field work observations and save report in portfolio. 	Career Ready Practice: 1, 2, 4, 7, 12 CTE Anchor: Problem Solving and Critical Thinking: 5.3, 5.4, 10.4, 10.9, 10.14 Technical Knowledge and Skills: 10.4, 10.9, 10.14 Demonstration and Application: 11.1, 11.5 CTE Pathway: A5.1, A5.3, A5.5, A7.3, A7.4, A7.5, A8.1, A8.2, A8.4, A11.1, A11.2, A11.3, A12.2, A12.6
(15 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>I. HEALTH AND NUTRITION</p> <p>Understand, apply, and evaluate the principles and practices used to promote a healthy and safe environment for child care center staff and students.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Define health and nutrition. 2. Identify and describe the following: <ol style="list-style-type: none"> a. role of health and nutrition in human development and growth b. goals for a health plan in a child care center c. designated personnel for the children’s safety in a child care center d. components of a safe environment e. items needed for a first aid kit f. categories of child abuse g. nutrients required for good nutrition h. ways to implement health goals i. ways to maintain a healthy and safe environment in a child care center j. ways to monitor illness in a child care center k. ways to eliminate safety hazards l. ways to promote safety with children 3. Describe health problems associated with the following: <ol style="list-style-type: none"> a. weather b. abuse c. neglect d. emotions e. stress f. environmental pollution 4. Describe and demonstrate the following: <ol style="list-style-type: none"> a. developing an effective safety policy, including CPR training b. developing safety forms for a child care center c. procedures for earthquake, medical, fire, and weather-related emergencies d. legal responsibilities of child care staff as it relates to child abuse e. proper food safety and sanitation practices f. developing guidelines for meal planning and service 5. Schedule a visit to a child care center and observe its general guidelines and practices for: <ol style="list-style-type: none"> a. student nutrition b. student and staff health and safety 6. Submit a written report of field work observations and save report in portfolio. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p> <p>CTE Pathway: A5.1, A5.3, A5.5, A7.3, A7.4, A7.5, A8.1, A8.2, A8.4, A11.1, A11.2, A11.3, A12.2, A12.6</p>
<p>J. PARENTAL INVOLVEMENT</p> <p>Understand, apply, and evaluate the principles and practices used for planning and delivering social studies curriculum.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. parental involvement/participation b. on-going communication c. parent education 2. Identify and discuss the following: <ol style="list-style-type: none"> a. benefits of on-going communication and parent participation in elementary school programs and activities 	<p>Career Ready Practice: 1, 2, 4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	<ul style="list-style-type: none"> b. necessary information that needs to be posted daily, weekly, monthly, and annually c. cultural differences that affect parenting practices d. resources for obtaining current news and information to share with families e. community agencies that offer counseling and/or support services for elementary school students and parents f. ways that parents can become involved <ul style="list-style-type: none"> 3. Discuss and demonstrate the following: <ul style="list-style-type: none"> a. developing a parent orientation program b. designing a "Parent Handbook" 4. Schedule a visit to a child care center and perform the following: <ul style="list-style-type: none"> a. observe the degree of parental involvement b. document the extent of parental participation c. procure samples of daily, weekly, monthly, and annual bulletins and flyers for parents and guardians d. review the school's parent orientation program e. critique the school's "Parent Handbook" f. document the number of field work hours to satisfy classroom and employment requirements 5. Submit a written report of field work observations and save report in portfolio. 	<p>CTE Anchor: Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p> <p>CTE Pathway: A5.1, A5.3, A5.5, A7.3, A7.4, A7.5, A8.1, A8.2, A8.4, A11.1, A11.2, A11.3, A12.2, A12.6</p>
<p>K. PUBLIC RELATIONS</p> <p>Understand, apply, and evaluate the principles and practices used to promote public relations related to child care center operation.</p> <p>(5 hours)</p>	<ul style="list-style-type: none"> 1. Define public relations. 2. Identify and discuss the following: <ul style="list-style-type: none"> a. benefits of well-planned and executed public relations activities b. influential people in the community whose support is beneficial to a child care program c. activities that can publicize/promote a child care center d. recognition of cultural differences that can affect the publicizing/promotion of the child care center 3. Describe and demonstrate the following: <ul style="list-style-type: none"> a. collecting and critiquing several child care center promotional brochures b. designing a child care center promotional brochure 4. Schedule a visit to a child care center and perform the following: <ul style="list-style-type: none"> a. observe the degree of public relations activities b. document the extent of community attendance and participation c. procure samples of daily, weekly, monthly, and annual bulletins and flyers for public relations d. review and critique the school's promotional brochure e. document the number of field work hours to satisfy classroom and employment requirements 5. Submit a written report of field work observations and save report in portfolio. 	<p>Career Ready Practice: 1, 2</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.3, 5.4 Technical Knowledge and Skills: 10.9, 10.14 Demonstration and Application: 11.1, 11.5</p> <p>CTE Pathway: A5.1, A5.3, A5.5, A7.3, A7.4, A7.5, A8.1, A8.2, A8.4, A11.1, A11.2, A11.3, A12.2, A12.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>L. EMPLOYABILITY SKILLS REVIEW</p> <p>Understand, apply, and evaluate the employability skills required in the educational field.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Review employer requirements for the following: <ol style="list-style-type: none"> a. punctuality b. attendance c. attitude toward work d. quality of work e. teamwork f. responsibility g. timeliness h. communication skills 2. Update list of potential employers through traditional and internet sources. 3. Review the role of social media in job search. 4. Update sample résumés. 5. Review the importance of filling out a job application legibly, with accurate and complete information. 6. Review the common mistakes that are made on job applications. 7. Complete sample job application forms correctly. 8. Compile a teaching portfolio. 9. Review the importance of enthusiasm in the interview and on a job. 10. Review the importance of appropriate appearance in the interview and on a job. 11. Review the importance of the continuous upgrading of job skills. 12. Review and demonstrate appropriate interviewing techniques. 13. Review the informational materials, resources and portfolio needed to be successful in an interview. 14. Review and demonstrate appropriate follow-up procedures. 	<p>Career Ready Practice: 1, 2, 3, 4</p> <p>CTE Anchor: Communications: 2.4 Career Planning and Management: 3.2, 3.3, 3.4, 3.8, 3.9 Technology: 4.3 Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.5</p> <p>CTE Pathway: A1.3</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL BOOKS

Arnold, Mary. Effective Communication Techniques for Child Care. Cengage Learning, 2005.

Barrera, Isaura, et al. Skill Dialogue: Strategies for Responding to Cultural Diversity in Early Childhood. Paul H. Brookes Publishing Company, 2003

Bukatko, Danuta and Marvin W. Daehler. Child Development: A Thematic Approach, 6th Edition. Wadsworth Publishing, 2011.

Crepeau, Ingrid M. and M. Ann Richards. A Show of Hands: Using Puppets with Young Children. Red Leaf Press, 2003.

Crowther, Ingrid. Creating Effective Learning Environments, 2nd Edition. Nelson Canada, 2006.

DeMelendez, W. R., V. Beck and M. Fletcher. Teaching Social Studies in Early Education. Cengage Learning, 2000.

Gonzales-Mena, J. Diversity in Early Care and Education: Honoring Differences, 5rd Edition. The McGraw-Hill Companies, 2011.

Gonzalez-Mena, Janet. Child in the Family and Community. Prentice-Hall, 2011.

Greata, Joanne D. An Introduction to Music in Early Childhood Education. Cengage Learning, 2005.

Guckian, Mara Ellen. Literacy Through Dramatic Play Centers. Teacher Created Materials, 2003.

Harlan, Jean. Science Experiences for the Early Childhood Years, 10th Edition. Prentice-Hall, 2011.

Herr, Judy and Yvonne Libby-Larson. Creative Resources for the Early Childhood Classroom, 5th Edition. Cengage Learning, 2007.

Hildebrand, Verna, et al. Knowing And Serving Diverse Families, 3rd Edition. Prentice Hall, 2007.

Hull, Karla, et al. Opening Doors: An Introduction to Inclusive Early Childhood Education. Cengage Learning, 2001.

Isbell, Rebecca and Betty Exelby. Early Learning Environments That Work. Gryphon House, Incorporated, 2001.

Kostelnik, Marjorie, Kara Gregory, Anne Soderman, and Alice Whiren. Guiding Children's Social Development and Learning, 7th Ed. Cengage Learning, 2011

Miller, Darla. Positive Child Guidance, 6th Edition. Cengage Learning, 2009.

M & M Enterprises. Finger Fun. 2004.

M & M Enterprises. My Art Is Me. 2005.

Matricardi, J. and J. McLarty. Cooking Activities A to Z. Cengage Learning, 2005.

Nilsen, Barbara. Week by Week: Plans for Documenting Children's Development, 5th Edition. Cengage Learning, 2010.

Papalia, Diana, et al. A Child's World: Infancy Through Adolescence, 11th Edition. McGraw Hill, 2007.

Puckett, Margaret B, et al. The Young Child: Development from Prebirth Through Age Eight, 5th Edition. Prentice Hall. 2008.

Santrock, John W. Child Development: An Introduction. McGraw Hill, 2010.

Fox, J. Englebright and Robert Schirrmacher. Art and Creative Development for Young Children, 7th Edition. Cengage Learning, 2011.

Sluss, Ph.D., Dorothy. Supporting Play: Birth Through Age Eight. Cengage Learning, 2004.

Stephens, Karen and Maxine Hammonds-Smith. Child and Adult Care Professionals, 3rd Edition. Glencoe/McGraw Hill, 2002.

Whitehead, Marian R. Language and Literacy in the Early Years 0 - 7, 4th Edition. SAGE Publications, 2010.

Zigler, Edward, et al. Children's Play: The Roots of Reading. Zero to Three, 2004.

OTHER PUBLICATIONS

Aronson, Susan S. and Timothy R. Shope. Managing Infectious Diseases in Child Care and Schools: A Quick Reference Guide, 2nd Edition. American Academy of Pediatrics, 2008.

Bredenkamp, Sue and Carol Copple. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, 3rd Edition. National Association for the Education of Young Children (NAEYC), 2010.

Colker, Laura J. The Cooking Book: Fostering Young Children's Learning & Delight. NAEYC, 2005.

Copley, Juanita V. The Young Child and Mathematics. NAEYC, 2000.

Jalongo, Mary Renck. Young Children and Picture Books, 2nd Edition. NAEYC, 2004.

Junn, Ellen and Chris Boyatzis. Annual Editions: Child Growth and Development 2010/11, 17th Edition. The McGraw-Hill Companies, 2010.

Koralek, Derry. Spotlight on Young Children and Play. NAEYC, 2004.

Paciorek, Karen Menke. Annual Editions: Early Childhood Education 2010/11, 31st Edition. The McGraw-Hill Companies, 2010.

RESOURCES

Employer Advisory Board members

CTE MODEL CURRICULUM STANDARDS

Education, Child Development, and Family Services Industry Sector

<http://www.cde.ca.gov/ci/ct/sf/documents/edchildfamily.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Multimedia presentations
- C. Demonstrations and participations
- D. Individualized instruction
- E. Peer teaching
- F. Role-playing
- G. Guest speakers
- H. Field trips and field study experiences
- I. Projects

EVALUATION

SECTION A – Introduction and Safety – Pass the safety test with 100% accuracy.

SECTION B – Communication Skills Review – Pass all assignments and exams on communication skills review with a minimum score of 80% or higher.

SECTION C – Critical Thinking Skills Review – Pass all assignments and exams on critical thinking skills review with a minimum score of 80% or higher.

SECTION D – Program Development and Supervision – Pass all assignments and exams on program development and supervision with a minimum score of 80% or higher.

SECTION E – Program Evaluation – Pass all assignments and exams on program evaluation with a minimum score of 80% or higher.

SECTION F – Human and Staff Relations – Pass all assignments and exams on human and staff relations with a minimum score of 80% or higher.

SECTION G – Facility Maintenance – Pass all assignments and exams on facility maintenance with a minimum score of 80% or higher.

SECTION H – Business Practices – Pass all assignments and exams on business practices with a minimum score of 80% or higher.

SECTION I – Health and Nutrition – Pass all assignments and exams on health and nutrition with a minimum score of 80% or higher.

SECTION J – Parental Involvement – Pass all assignments and exams on parental involvement with a minimum score of 80% or higher.

SECTION K – Public Relations – Pass all assignments and exams on public relations with a minimum score of 80% or higher.

SECTION L –Employability Skills Review – Pass all assignments and exams on employability skills review with a minimum score of 80% or higher.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
