Florida CTE

Education & Training (2021): Child Care Center Operations

Adopted 2021

Child Care Center Operations (V200206)

Child Care Center Director – Course Number: HEV0160

0. Analyze the leadership role of the program administrator in creating and sustaining an effective organizational structure in a child care and education setting. The student will be able to: 01.0
    01. Develop a written philosophy and mission statement for an early childhood education program. 01.01
    02. Explain the organizational chart of an early childhood education center and its relationship to job responsibilities in the center. 01.02
    03. Explain the importance of adherence to ethical conduct governing the early childhood education field by all center personnel (including volunteers). 01.03
    04. Create a plan to foster self-concept, professionalism and motivation among staff. 01.04
    05. Identify a personal administrative style. 01.05
    06. Identify a community, statewide or national organization concerned about young children and/or families. 01.06
0. Develop effective personnel policies and procedures. The student will be able to: 02.0
    01. Formulate personnel policies and procedures according to basic principles and best practices for an early childhood education center. 02.01
    02. Discuss legal issues (including Mandatory Reporting Information, FERPA, etc.) regarding personnel administration and supervision, including: fair labor practices, equal opportunity guidelines, progressive discipline and use of social media. 02.02
    03. Plan staffing patterns for required and preferred ratios in an early childhood education center. 02.03
    04. Describe effective techniques for building team spirit and resolving conflicts among staff members. 02.04
    05. Develop job descriptions for staff positions in an early childhood education center. 02.05

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0. Develop a system for staff recruitment and retention. The student will be able to: 03.0
    01. Create a job advertisement for a position in an early childhood education program and identify employment agencies (ie: Indeed.Com, Monster, Glassdoor, etc.) to post openings. 03.01
    02. Create a plan for professional development of staff members. 03.02
    03. Develop written procedures for staff recruitment. 03.03
    04. Develop written steps (or plan or procedure) for the interview process. 03.04
    05. Compile a list of training materials and effective staff training strategies. 03.05
    06. Explain the purpose for program evaluations. 03.06
    07. Discuss and evaluate various types of evaluation procedures, including self-evaluation, performance planning, observation and recording, and narratives. 03.07
    08. Identify factors that affect retention of staff and identify methods to reduce staff turnover. 03.08
    09. Recognize appropriate interview questions for legal implications. 03.09
0. Develop a system for financial planning, budgeting, accounting, compensation, purchasing and maintenance. The student will be able to: 04.0
    01. Develop a budget for operating an early childhood education center. 04.01
    02. Evaluate three benefit packages for employees. 04.02
    03. List and explain the factors involved in the selection and maintenance of facilities and equipment in a child care center. 04.03
    04. Research sources for funding child care programs (i.e., tuition, subsidies, fundraising, grants, and loans). 04.04
0. Create effective publicity and marketing strategies. The student will be able to: 05.0
    01. Communicate the early childhood education center's philosophy and mission statement to all stakeholders. 05.01
    02. Present options utilizing current technology to develop a marketing plan for child care centers. 05.02

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0. Explain the legal obligations/responsibilities of a child care facility, including those related to tax laws, insurance, and licensure. The student will be able to: 06.0
    01. Research applicable federal, state and local law related to family law and child abuse. 06.01
    02. Research laws related to liability and insurance requirements. 06.02
    03. Research laws related to tax and licensure. 06.03
    04. Research religious exemption laws. 06.04
    05. Research requirements of the Occupational Safety and Health Administration (OSHA). 06.05
    06. Describe non discriminatory practices including the Americans with Disabilities Act (ADA) and Equal Employment Opportunity Council (EEOC). 06.06
    07. Research and explain the regulations related to recruitment, hiring, and firing of personnel and wage and hour laws. 06.07
    08. Identify key local and state consultants that can provide technical assistance and support in meeting all local and state regulatory requirements. 06.08
    09. Research and explain the Florida DCF child care training requirements for employees in an early childhood education center. 06.09
    10. Understand the importance of the Family Educational Rights and Privacy Act of 1974 (FERPA) as it applies to child care center funding; discussions of student performance; posting of written information (i.e. grades, student records, etc.); parent rights; and accessibility of education records. 06.10
    11. Identify standards of the Health insurance Portability and Accountability Act (HIPAA). 06.11
0. Apply knowledge of program elements needed to implement and sustain a culturally sensitive, non-discriminatory and inclusive environment based upon principles of child development and professional standards. The student will be able to: 07.0
    01. Research and apply child growth and development theories and principles to provide quality programming for children within the child care setting. 07.01
    02. Establish guidelines for a culturally sensitive, non-discriminatory and inclusive early childhood education environment and curriculum within a child care setting. 07.02
    03. Explain professional guidelines such as those found in the National Association for the Education of Young Children (NAEYC), Florida Early Learning and Developmental Standards as main professional guidelines, and other accreditation materials, subsidized child care monitoring tools, the Head Start Performance Standards, the Early Childhood Environmental Rating Scale (ECERS), and Infant Toddler Environmental Rating Scale (ITERS) to design programs and enhance program quality. 07.03

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0. Maintain a system for ongoing assessment and documentation related to children within the child care center program. The student will be able to: 08.0
    01. Describe assessment instruments and identify ways these instruments measure different aspects of a child's performance or behavior. 08.01
    02. List community resources available for screening, assessment, and referral of children. 08.02
    03. Develop a plan for successful transitions of children within their center and with other programs and schools (i.e. such as early intervention, and kindergarten). 08.03
0. Develop a system for monitoring early childhood education practices related to health, safety, and nutrition. The student will be able to: 09.0
    01. Explain professional standards and best practices related to health and safety, including facilities, program, staff and children. 09.01
    02. Establish a plan for nutrition education and physical fitness for children. 09.02
    03. Identify low cost health insurance providers for children. 09.03
    04. Create a building and grounds maintenance plan to insure the health and safety of children and staff. 09.04
    05. Create an emergency preparedness plan in accordance to child care regulations. 09.05
0. Demonstrate an understanding of policies that promote alliances with families and collaboration among programs, families, and community resources. The student will be able to: 10.0
    01. Create a plan for family involvement in all aspects of early care and education programs of the child. 10.01
    02. Discuss the diverse strengths and needs of families and understanding of families in cultural and societal contexts. 10.02
    03. Identify community support systems, including public and private resources for families. 10.03
    04. Prepare a plan to support children with disabilities and their families for inclusion at an early childhood education center. 10.04
0. Demonstrate the ability to communicate and use interpersonal skills effectively. The student will be able to: 11.0
    01. Demonstrate professional communication and active listening skills (ie: customer service techniques, verbal and non-verbal communication, telephone etiquette, written correspondence, etc.). 11.01
    02. Develop social media policy and technology protocol. 11.02
    03. Demonstrate effective observational skills and related documentation strategies in written and oral form. 11.03
    04. Identify and demonstrate fundamentals of customer service and addressing difficult situations with customers. 11.04
    05. Identify and demonstrate personal hygiene and a positive attitude. 11.05

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Early Childhood Education (E300100)

Child Care Worker 1 – Course Number: HEV0870

0. Define the early childhood education profession. The student will be able to: 01.0
    01. Identify early childhood education career opportunities. 01.01
    02. Compare roles and responsibilities of the child care center team members. 01.02
    03. Identify the important role child caregivers play in the development of each child in care. 01.03
    04. Identify the need for quality child care and the benefits to children, families and communities. 01.04
    05. Discuss the evolution of the child care industry. 01.05
    06. Define and demonstrate professional conduct (i.e.: appropriate dress, language, cell phone etiquette, social media presence, confidentiality, ethical responsibility, etc.) as it relates to child care profession. 01.06
0. Identify rules and regulations governing child care. The student will be able to: 02.0
    01. Recognize the stakeholders in the child care profession (i.e.: ELC, licensing agencies, etc.). 02.01
    02. Identify the different types of child care facilities and licensing requirements. 02.02
    03. Identify the components of the Florida Statutes as they relate to areas of child care standards. 02.03
    04. Identify local and state licensing agencies and their responsibilities. 02.04
    05. Identify local and state fire, safety, sanitation and health regulations. 02.05
    06. Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers. 02.06
    07. Identify and discuss current child care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities. 02.07
    08. Identify information concerning child discipline in State Rule 65C-22.001-008. 02.08
    09. Identify methods of compliance with rules and regulations governing child caregivers. 02.09

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0. Plan a safe, clean, and healthy learning environment. The student will be able to: 03.0
    01. Identify and describe characteristics of a safe, sanitary, healthy child care environment. 03.01
    02. Describe ways to assist children with personal hygiene routines. 03.02
    03. Complete a checklist to evaluate safety and sanitation procedures/routines. 03.03
    04. Recognize potential safety and fire hazards and develop a procedure to prevent accidents. 03.04
    05. Identify characteristics of a healthy child. 03.05
    06. Identify and describe symptoms of childhood illness and communicable diseases. 03.06
    07. Identify the components of and perform a "10 second health check" for children. 03.07
    08. Describe and simulate the procedures for administering medication. 03.08
    09. Complete a medication permission form. 03.09
    10. Describe ways in which the spread of disease in child care settings can be prevented. 03.10
    11. Demonstrate how to communicate with parents who continue to send children to child care when they are sick. 03.11
    12. Identify and describe regulations for transporting children. 03.12
    13. Outline the steps for proper use of fire extinguishers (i.e.: students watch a video, observe someone else demonstrate, etc.). 03.13
    14. Identify and practice standard precautions. 03.14
    15. Describe and practice age-appropriate procedures for the different types of emergency situations (i.e.: evacuation, lockdown, shelter in place, active assailant, identify hard-corners, etc.). 03.15
    16. Use appropriate telephone numbers in a simulated emergency situation. 03.16
    17. Follow and understand how to complete an accident/incident form using established procedures. 03.17
    18. Discuss methods to promote positive attitudes and skills for daily routines for children. 03.18
    19. Summarize best practices within the center to conserve environmental resources. 03.19
    20. Identify and describe components of a playground safety checklist. 03.20

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0. Plan food service and nutrition education. The student will be able to: 04.0
    01. Identify the nutritional needs of infants through school age children (birth through age eight). 04.01
    02. Identify and plan nutritious snacks and meals for infants through school age children (birth through age eight). 04.02
    03. Describe safe and sanitary food service habits in assisting with mealtime routines. 04.03
    04. Identify foods that are potentially dangerous for young children's consumption. 04.04
    05. Describe how to encourage positive food choices and good eating habits for toddlers through school age children. 04.05
    06. Use United States Department of Agriculture (USDA) current guidelines as a tool for planning nutritious meals. 04.06
    07. Identify guidelines for purchasing, receiving, storing, and safety of foods as defined in Department of Children and Families administrative rule, 65C-22. 04.07
    08. Recognize age appropriate nutrition education activities. 04.08

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0. Identify and describe the procedures for reporting child abuse and neglect in accordance with state regulations. The student will be able to: 05.0
    01. Describe physical abuse, physical neglect, sexual abuse, and emotional abuse as defined by Florida law. 05.01
    02. Discuss the data regarding statistics as they pertain to child abuse at state and national levels. 05.02
    03. Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional abuse and neglect. 05.03
    04. Identify the factors, multiple forces, and most common risk-factors for child abuse and neglect. 05.04
    05. Identify the characteristics of abusers. 05.05
    06. Identify the impacts and effects of child abuse and neglect. 05.06
    07. Describe the legal requirement and protection provided to child care workers in reporting suspected child abuse and neglect according to Florida law (ie. Mandatory reporting, etc.). 05.07
    08. Identify state and local guidelines and procedures for reporting child abuse and neglect. 05.08
    09. Identify the necessary information for completing a mock report of child abuse and neglect and how to submit the report. 05.09
    10. Identify local community resources that provide help for the abused and the abuser. 05.10
    11. Recognize the reporting requirements of at-risk children (i.e.: children in protective services, human trafficking, Riyla Wilson Act FS 39.604, etc.). 05.11
    12. Identify the examples of human trafficking and the physical and behavioral indicators associated. 05.12
0. Identify principles of typical and atypical development (birth through age eight). The student will be able to: 06.0
    01. Compare and contrast the characteristics of typical and atypical development. 06.01
    02. Describe the principles and stages of development. 06.02
    03. Describe the characteristic of children ages birth to eight in the following domains: physical development; approaches to learning; social and emotional; language and communication; and cognitive development and general knowledge. 06.03
    04. Discuss circumstances and factors that put a child at risk for developmental delays. 06.04
    05. Identify and describe theories of human development including cognitive psychosocial, socio-cultural, psychoanalytical, and behaviorist. 06.05

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0. Identify various observation and recording methods. The student will be able to: 07.0
    01. Identify observation techniques and methods used in a child care setting. 07.01
    02. Discuss the differences between observations, screenings, developmental assessments, and developmental evaluations. 07.02
    03. Discuss the importance of including the family in the collection of information for observations. 07.03
    04. Identify the steps for conferring with parents when a developmental delay is suspected. 07.04
    05. Discuss the importance of confidentiality of child/family records. 07.05
0. Recognize appropriate methods of guidance. The student will be able to: 08.0
    01. Identify and describe methods of guidance of children's behavior at age-appropriate levels. 08.01
    02. Differentiate methods of direct and indirect guidance (i.e.: concepts of room arrangements, transitions, routines, etc.). 08.02
    03. Distinguish between appropriate/inappropriate methods of guiding behaviors by the child care professional. 08.03
    04. Discuss the importance of communicating with families regarding expectations of children's behavior (i.e.: NAEYC and DAP, etc.) guidelines. 08.04
0. Identify how nutrition, environment, heredity, and health status influence the development of the child. The student will be able to: 09.0
    01. Investigate current information on child nutrition, the environment, heredity and discuss their effect upon the development of a child. 09.01
    02. Discuss how a child's health status influences development. 09.02
    03. Describe the importance of physical fitness to health status and development. 09.03
0. Demonstrate appropriate use of current technology utilized by child care professionals. The student will be able to: 10.0
    01. Demonstrate appropriate use of technology by child care professionals (i.e.: online assessments, lesson plans, presentation software, etc.). 10.01
    02. Analyze appropriate uses of current technology in a child care setting. 10.02
    03. Identify and demonstrate proper use of Florida child care training website (www.myflorida.com/childcare). 10.03
0. Define and demonstrate the components of an effective lesson plan. The student will be able to: 11.0
    01. Create a developmentally appropriate learning activity. 11.01

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0. Define and demonstrate professionalism. The student will be able to: 12.0
    01. Explain the importance of professional development, ethical standards, accreditation, confidentiality, credentialing, professional organization membership/participation, and self-reflection for child care professionals. 12.01
    02. Identify and use job-related child care terminology. 12.02
    03. Participate in regular self-assessment including attitude and performance. 12.03
    04. Demonstrate exemplary behavior and social skills as a positive role model for children. 12.04
    05. Distinguish between professional and unprofessional behavior when serving as a role model for children. 12.05
    06. Describe legal issues and liability as they relate to child care professionals (i.e.: social media posts, confidentiality, etc.). 12.06
    07. Identify and review resources on the National Association for the Education of Young Children Website (www.naeyc.org). 12.07
    08. Observe teaching situations depicting ethical problems and use the NAEYC Code of Ethics to propose potential solutions. 12.08
    09. Identify and describe various teaching methods and learning styles for effective teaching practices. 12.09
0. Demonstrate observation and recording methods. The student will be able to:
Analyze appropriate observation methods and tools for recording (i.e.: anecdotal records, running records, checklists, etc.).
Observe, record, and report the behavior of children using various observation tools. 13.0
0. Discuss the history of school-age child care and the development and diversity of school-age children. The student will be able to: 14.0
    01. Describe the need for school-age child care and how it has evolved. 14.01
    02. Describe different types of programs available for children before and after school; during summer; and on school holidays. 14.02
    03. Explain the professional characteristics of a school-age caregiver. 14.03
    04. Explain why and how individual children may overlap both younger and older chronological programs. 14.04
    05. Examine how a caregiver can plan to meet the social, emotional, physical and cognitive needs of school-age children. 14.05
    06. Discuss the School Age Professional Certificate Credential. 14.06

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0. Describe developmentally appropriate care and activities for infants and toddlers. The student will be able to: 15.0
    01. Explain visual, auditory, olfactory, gustatory and tactile stimulation activities. 15.01
    02. Describe and plan activities that stimulate gross and fine motor development. 15.02
    03. Identify age-appropriate nutritional snacks. 15.03
    04. Review appropriate feeding, diapering, toilet training, bathing, dressing and grooming techniques. 15.04
    05. Demonstrate/simulate sanitary procedures in feeding, changing diapers, toileting and maintaining the environment for infants and toddlers. 15.05
0. Identify and demonstrate how schedules, spaces, and experiences create environments that enhance children's total growth and development. The student will be able to: 16.0
    01. Evaluate all aspects of an environment that provides opportunities for children to learn through their play. 16.01
    02. Assist with planning and evaluating schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities. 16.02
    03. Implement techniques for facilitating children's successful participation in all aspects of a program. 16.03
    04. Describe how major theories of human development provide a basis for planning a program. 16.04
0. Identify the characteristics of an environment that is conducive to language use and acquisition. The student will be able to: 17.0
    01. Use an appropriate vocabulary that increases in complexity and variety. 17.01
    02. Describe the importance of vocabulary development in young children. 17.02
    03. Use proper grammar when speaking to parents and/or children. 17.03
    04. Identify the stages of language acquisition. 17.04
    05. Model and reinforce correct grammar. 17.05
    06. Create a lesson or activity which promotes appropriate language acquisition. 17.06
    07. Create a lesson or an activity which promotes vocabulary development 17.07

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0. Identify developmentally appropriate practices for programs serving children from birth through age eight. The student will be able to: 18.0
    01. Identify and summarize various methods of curriculum for young children. 18.01
    02. Define developmentally appropriate practices. 18.02
    03. Discuss the importance of learning through play. 18.03
    04. Describe learning centers used in developmentally appropriate environments. 18.04
    05. Identify the stages of play development (i.e.: solitary, parallel, associative, cooperative) 18.05
    06. Define and model the concept of active learning. 18.06
    07. Define and model the concept of active listening. 18.07
0. Display professional relationship skills. The student will be able to: 19.0
    01. Identify traits of positive self-image, self-esteem and self-growth. 19.01
    02. Create intrapersonal goals and exhibit responsibility toward achieving goals. 19.02
    03. Describe and display ways to show empathy, understanding and caring (i.e. bullying, bias, cultural awareness, etc.). 19.03
    04. Identify appropriate strategies that enhance respectful, reciprocal relationships between children, families and co-workers (i.e. honesty, integrity, etc.) 19.04
    05. Describe the needs and strengths of a diverse work place. 19.05
    06. Demonstrate effective conflict resolution skills. 19.06
0. Analyze recent trends/developments in brain research and its impact on early learning. The student will be able to: 20.0
    01. Explain common terms and concepts related to brain development and the formation of neuronal connections. 20.01
    02. Use the internet to prepare a list of recent resources pertaining to brain research. 20.02
0. Identify communication skills related to child care. The student will be able to: 21.0
    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 teachable moments. 21.01
    02. Identify ways to promote positive interaction between the family, child care professionals and community (i.e. networking, newsletters, written communication, etc.). 21.02

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0. Create, implement and evaluate lesson plans. The student will be able to: 22.0
    01. Research criteria for creating an age appropriate lesson plan. 22.01
    02. Research or develop evaluation criteria for the lesson. 22.02
    03. Demonstrate an understanding of Florida's birth to five learning standards. 22.03
    04. Incorporate all five learning domains in lesson plans. 22.04
    05. Evaluate the need for differentiated instruction (i.e. enrichment, accommodations, IEP, etc.) to meet the needs of individual students. 22.05
0. Plan developmentally appropriate activities for infants and toddlers. The student will be able to: 23.0
    01. Plan and evaluate activities for infants and toddlers across all domains (i.e.: social-emotional, cognitive, etc.) 23.01
    02. Describe specific strategies for meeting the emotional needs of infants and toddlers. 23.02
0. Plan, implement and evaluate developmentally appropriate physical development activities for preschool children. The student will be able to: 24.0
    01. Describe the stages of physical development. 24.01
    02. Select and use appropriate equipment and materials which promote physical development. 24.02
    03. Plan, implement and evaluate developmentally appropriate fine and gross motor activities. 24.03
    04. Plan and implement activities which promote self-help. 24.04
    05. Plan and implement activities which promote health and wellness 24.05
0. Plan, implement and evaluate cognitive development and general knowledge activities for preschool children. The student will be able to: 25.0
    01. Analyze the role language and communication plays in cognitive development in young children. 25.01
    02. Plan, implement and evaluate developmentally appropriate mathematical thinking activities. 25.02
    03. Plan, implement and evaluate developmentally appropriate scientific inquiry activities. 25.03
    04. Plan, implement and evaluate developmentally appropriate social studies activities. 25.04

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0. Plan, implement and evaluate creative expression through the arts with developmentally appropriate activities for preschool children. The student will be able to: 26.0
    01. Plan, implement and evaluate developmentally appropriate music activities. 26.01
    02. Plan, implement and evaluate developmentally appropriate creative movement activities. 26.02
    03. Plan, implement, and evaluate developmentally appropriate art activities. 26.03
    04. Plan, implement and evaluate developmentally appropriate dramatic play and theatre activities. 26.04
0. Guide the social and emotional development of preschool children. The student will be able to: 27.0
    01. Demonstrate effective, positive guidance techniques for guiding behavior (i.e.: role-play, etc.). 27.01
    02. Plan, implement and evaluate developmentally appropriate self-concept activities. 27.02
    03. Plan, implement and evaluate developmentally appropriate activities that promote multicultural and dimensions of diversity awareness. 27.03
    04. Plan, implement, and evaluate activities which model and promote the concept of self-control/self-regulation and social problem-solving. 27.04
    05. Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility. 27.05
    06. Plan and implement developmentally appropriate character building activities. 27.06
    07. Plan and implement developmentally appropriate activities which model and promote positive relationships with self, peers and adults. 27.07
    08. Demonstrate an awareness of trauma-informed care and practices (ACE Study-Adverse Childhood Experience Study). 27.08

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0. Identify developmentally appropriate care giving environments for children with special needs. The student will be able to: 28.0
    01. Identify accommodations which would be appropriate for children with special needs in a variety of learning situations. 28.01
    02. Research and identify agencies that assist/support families with the referral process (i.e. FDLRS, Child Find, Early Steps, etc.) 28.02
    03. Identify the process for conferring with parents when a developmental delay is suspected. 28.03
    04. Identify adaptations to include children with special needs in classroom activities. 28.04
    05. Explain physical, intellectual and behavioral developmental delays and their impact on growth and development. 28.05
    06. Research strategies and accommodations for inclusion of children with special needs in classroom activities. 28.06
0. Implement food service and nutrition education. The student will be able to: 29.0
    01. Plan and/or prepare nutritious snacks and meals for infants through school age children. 29.01
    02. Practice safe and sanitary food service habits in the preparation of snacks and meals. 29.02
    03. Implement age appropriate nutrition education activities. 29.03
0. Plan, establish, and implement a developmentally appropriate emergent literacy program. The student will be able to: 30.0
    01. Identify characteristics of a classroom environment that promote emergent literacy. 30.01
    02. Demonstrate appropriate phonological awareness teaching practices. 30.02
    03. Demonstrate appropriate teaching practices for alphabet knowledge. 30.03
    04. Demonstrate appropriate comprehension strategies. 30.04
    05. Illustrate and explain the stages of emergent writing. 30.05
    06. Identify an environment that supports age-appropriate letter writing. 30.06
    07. Model appropriate manuscript writing and structure of written composition. 30.07
    08. Create activities which promote phonological and phonemic awareness. 30.08
    09. Create activities which promote understanding of letter names and sounds. 30.09
    10. Create activities which promote comprehension strategies. 30.10
    11. Create activities that support age-appropriate early writing. 30.11
    12. Research, plan and implement activities which promote language and communication. 30.12
    13. Plan an environment that supports emergent reading and writing. 30.13

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0. Develop intercommunication with family and child care professional. The student will be able to: 31.0
    01. Explore and use ideas for establishing a healthy relationship with each child's family. 31.01
    02. Identify ways of communicating with family. 31.02
    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. 31.03
    04. Plan and implement family involvement activities to meet the diverse needs of families. 31.04
    05. Model and implement effective communication skills to use with employers/administration, child care professionals and parents/guardians of children. 31.05
0. Demonstrate the ability to motivate children. The student will be able to: 32.0
    01. Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate. 32.01
    02. Create activities which promote active listening skills in children. 32.02
    03. Implement the use of open-ended questions when communicating with children. 32.03
0. Demonstrate compliance of rules and regulations governing child care. The student will be able to: 33.0
    01. Compare and contrast local oversight agencies (ie: Head Start, ELC, Health Department, etc.) as related to early child care programs. 33.01
    02. Model compliance with rules and regulations of child care. 33.02
    03. Monitor compliance with rules and regulations governing child caregivers. 33.03

Preschool Teacher – Course Number: HEV0873

0. Obtain certifications in Pediatric/Adult First Aid and CPR AED Training. The student will be able to: 34.0
    01. Demonstrate techniques used for First Aid. 34.01
    02. Demonstrate appropriate CPR AED techniques for infant/child. 34.02
    03. Demonstrate appropriate CPR AED techniques for adults. 34.03

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0. Apply knowledge of program elements needed to create a developmentally appropriate curriculum. The student will be able to: 35.0
    01. Demonstrate the ability to identify children's needs, interests, and abilities. 35.01
    02. Develop a program philosophy, including goals and objectives. 35.02
    03. Assist with planning, preparing, and implementing daily activities and routines. 35.03
    04. Simulate appropriate techniques for seizure management and positioning techniques. 35.04
0. Create an environment that is conducive to language use and acquisition. The student will be able to: 36.0
    01. Create opportunities for children to converse freely. 36.01
    02. Facilitate and monitor conversations between adult/child and/or child-to-child, to encourage increasingly complex sentences and phrases. 36.02
    03. Provide occasions for children to follow two- and three-step instructions. 36.03
    04. Create opportunities for children to gain meaning by listening and answering open-ended questions. 36.04
0. Demonstrate the ability to interact professionally with families and staff. The student will be able to: 37.0
    01. Establish and demonstrate positive and productive relationships with families and staff. 37.01
    02. Demonstrate techniques to be a competent communicator and co-worker. 37.02
    03. Research effective communication skills between all populations (i.e. ASL, ELL, etc.) 37.03
0. Demonstrate the ability to maintain a commitment to professionalism. The student will be able to: 38.0
    01. Research current trends and issues in Early Childhood Education. 38.01
    02. Articulate professional goals (i.e. value, vision and passion). 38.02
    03. Identify various types of accreditation standards and their importance in the field of early childhood education. 38.03
    04. Identify opportunities (i.e. networking, trainings, re-certification, professional organizations, etc.) for continuing education and professional development. 38.04
    05. Analyze ethical decisions (i.e. NAEYC, Florida Code of Ethics for Teachers, etc.) 38.05
    06. Research agencies that advocate on behalf of children and families (i.e. Children's Defense Fund, Council for Exceptional Children, etc.). 38.06

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0. Provide a Professional Portfolio using state and/or national criteria. The student will be able to: 39.0
    01. Produce an autobiography. 39.01
    02. Develop a professional philosophy as an early childhood education teacher. 39.02
    03. Develop six competency goal statements according to State and/or National Guidelines. 39.03
    04. Compile a resource collection according to State and/or National Guidelines. 39.04
0. Plan and implement preschool classroom management techniques. The student will be able to: 40.0
    01. Develop and implement a scope and sequence to meet short and long term goals (i.e.; scheduling, calendar, themes, etc.). 40.01
    02. Identify appropriate teaching techniques to meet various learning styles. 40.02
    03. Identify developmentally appropriate supplies and teaching materials. 40.03
    04. Evaluate and arrange learning centers for a variety of activities. 40.04
    05. Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs. 40.05
    06. Maintain accountability and confidentiality of children's records. 40.06
    07. Identify and demonstrate developmentally appropriate classroom management strategies (i.e. predictable routines, scheduling, transitions, and learning). 40.07
0. Demonstrate effective employability skills. The student will be able to: 41.0
    01. Identify and demonstrate positive work behaviors needed to be employable. 41.01
    02. Develop a personal career plan that includes goals, objectives, and strategies. 41.02
    03. Examine licensing, certification, and industry credentialing requirements. 41.03
    04. Identify opportunities and research requirements for career advancement and ongoing professional development. 41.04
    05. Practice employability skills using online resources to prepare for interviews. 41.05
    06. Understand the impact and importance of your digital footprint as it relates to employment. 41.06
    07. Identify career appropriate attire. 41.07

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0. Create, analyze and interpret a child study. The student will be able to: 42.0
    01. Collect data using multiple sources (i.e.: observations, developmental checklist, assessment tools, writing samples, etc.). 42.01
    02. Analyze multiple sources and interpret results to develop interventions/accommodations. 42.02
    03. Participate in a parent'/teacher conference and share results. 42.03
0. Demonstrate activities that are bias-free, violence-free and from a multicultural perspective. The student will be able to: 43.0
    01. Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs. 43.01
    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. 43.02
    03. Integrate activities that build children's self-concept into daily, weekly, and monthly plans. 43.03
    04. Plan and implement activities, interest areas, and projects that are bias-free, culturally diverse, and developmentally appropriate for children. 43.04

Principles of Teaching (P131299)

Substitute Teacher – Course Number: EDG0312

0. Utilize career planning skills to explore career opportunities in education and training. The student will be able to: 01.0
    01. Describe education and training career options (e.g. pre-school, infant toddler, elementary/middle/high school, exceptional student education, career and technical education, non-school opportunities). 01.01
    02. Research current demographic information affecting education and training (e.g., employment opportunities, salaries, student and family populations). 01.02
    03. Explain the differences of educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, exceptional student education, and career-technical education). 01.03
    04. Identify the state and national professional standards which guide the practice of teaching in today's society. 01.04
    05. Research the licensure, endorsement requirements and respective education necessary to qualify for various teaching positions. 01.05
    06. Discuss traits, personal qualities and dispositions congruent with work in the education and training profession. 01.06
    07. Develop personal career goals and plan activities to meet those goals. 01.07
    08. Research post –secondary institutions offering credentials and/or degrees in education. 01.08

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0. Demonstrate professionalism in an education and training setting. The student will be able to: 02.0
    01. Explain what it means to be a professional educator and member of the education and training profession. 02.01
    02. Demonstrate positive work behaviors and personal qualities needed to work in the education and training profession (i.e. language, punctuality, body language, electronic devices, etc.). 02.02
    03. Demonstrate respect for cultural and generational values. 02.03
    04. Understand importance of membership in professional organizations for educators (e.g., National Education Association (NEA), Florida Association for the Education of Young Children (FLAEYC), Association for Career and Technical Education (ACTE), etc.) 02.04
    05. Recognize and demonstrate appropriate, professional dress. 02.05
    06. Recognize the impact social media has on your career. 02.06
0. Explain the various components of diversity. The student will be able to: 03.0
    01. Define diversity as it relates to various educational settings. 03.01
    02. Recognize, discuss and be responsive to diversity. 03.02
    03. Describe how diversity of students and families influence teacher expectations and student achievement. 03.03
    04. Explain how diversity is related to a dynamic global society. 03.04
    05. Describe the impact of non-English speakers in an education and training setting (e.g. ESOL, ELL, etc.). 03.05
0. Adhere to a professional code of conduct. The student will be able to: 04.0
    01. Differentiate legal and ethical issues. 04.01
    02. Perform duties according to laws, regulations, policies and contract provisions. 04.02
    03. Explain the implications of an individual's past or present legal history on teaching credentials. 04.03
    04. Discuss the implications of ethical/unethical behavior. 04.04
    05. Demonstrate ethical behavior as it applies to educational field experience and observation. 04.05

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0. Describe the purpose of education historically and currently for individuals, groups and society. The student will be able to: 05.0
    01. Research the development of modern education and training and its impact on society. 05.01
    02. Describe various environments in which education and training are delivered (e.g. virtual, home-school, communities, Montessori, charter, magnet, private, etc.). 05.02
    03. Explain the impact of economic, social and technological changes on education and training. 05.03
    04. Discuss the role of government in education. 05.04
0. Describe the organizational structure of education and training systems. The student will be able to: 06.0
    01. Identify the hierarchy within various educational and training systems. 06.01
    02. Differentiate between administration, management, leadership and supervisory positions. 06.02
    03. Identify external stakeholders their value to the learning environment. 06.03
    04. Identify funding sources for education and training (e.g. grants, title, State, Federal, County, PTO, etc.). 06.04
    05. Identify effective relationships with external stakeholders and their needs. 06.05
    06. Describe the importance of communicating with families, communities, agencies and political advocates. 06.06
    07. Discuss the importance of open communication in maintaining stakeholder relationships. 06.07
    08. Participate in communication with internal and external stakeholders to ensure services meet expectations. 06.08
0. Describe accountability systems education and training organizations use to manage and improve performance. The student will be able to: 07.0
    01. Describe the accreditation/licensure requirements education and training organizations must meet. 07.01
    02. Discuss the safety, health and environmental compliances for education and training organizations. 07.02
    03. Describe the methods education and training organizations use to evaluate and improve teaching and learning effectiveness. 07.03
    04. Discuss the financial accountability measures an education and training organization must meet (e.g. grants, industry certifications, school grades, etc.). 07.04
    05. Describe the importance of professional development as it relates to teaching effectiveness. 07.05

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0. Explain employment practices. The student will be able to: 08.0
    01. Describe human resource functions and strategies (e.g., recruiting, training, continued professional development, and evaluating). 08.01
    02. Discuss legal implications concerning discrimination, harassment, discipline and termination. 08.02
    03. Describe how to access information about employee benefits and policies. 08.03
    04. Describe the role of organized labor (local/state/national unions, etc.). 08.04
0. Demonstrate the ability to lead and work on a team. The student will be able to: 09.0
    01. Recognize the importance of teamwork and its impact on operations. 09.01
    02. Explain the roles and responsibilities of the individual as part of the team. 09.02
    03. Describe the interpersonal skills that contribute to leadership and teamwork. 09.03
    04. Explain the importance of the culture and climate of an organization. 09.04
    05. Assist team members to meet their individual and team goals. 09.05
    06. Utilize conflict-resolution and dispute-management skills. 09.06
0. Recognize leadership and career and technical student organization (CTSO) activities. The student will be able to: 10.0
    01. Describe and emphasize the importance of CTSO events and activities available for students and schools. 10.01
    02. Identify the leadership opportunities available through CTSO involvement (local, district, state and national levels). 10.02
    03. Identify the benefits and awards provided through participation in CTSO activities. 10.03
    04. Identify additional student organizations that relate to education. 10.04
    05. Identify the various high school service clubs and CTE organizations and explain their role in enhancing education. 10.05

Teacher Assistant – Course Number: EDG0317

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0. Articulate the fundamental principles of child growth and development. The student will be able to: 11.0
    01. Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive). 11.01
    02. Demonstrate the understanding of developmental sequences, stages and milestones. 11.02
    03. Examine the varying rates of development in individual students. 11.03
    04. Describe how interactions between the student and the student's early relationships and experiences, which include family, language, culture and environment impact their development. 11.04
    05. Examine the cumulative effects of early experiences and their potential for both positive and negative effects on student growth and development (e.g. attachment, trauma, neglect, fostering, etc.). 11.05
    06. Define self-regulation and explain how it affects all areas of development and behavior. 11.06
    07. Describe the importance of effective language and communication for healthy growth and development. 11.07
    08. Explain how modeling positive behavior impacts social and emotional development. 11.08
    09. Differentiate strategies for responding to developmental needs of students. 11.09
    10. Explain that the teaching profession has a constantly evolving knowledge base of research and theory that guides appropriate practice. 11.10

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0. Articulate how students learn and the developmental characteristics of age groups. The student will be able to: 12.0
    01. Describe research on human development, learning theories and the brain. 12.01
    02. Explain how student development (e.g., physical, social, emotional, cognitive) influences learning. 12.02
    03. Examine differences and exceptionalities in the way students learn. 12.03
    04. Articulate the role of language in learning and the cultural influences on the development of language. 12.04
    05. Discuss major theories and concepts on motivation and their relationship to classroom instruction. 12.05
    06. Identify factors in students' school, home, community and culture that may influence development, learning and motivation. 12.06
    07. Differentiate instructional strategies that meet learner and group needs at an appropriate level of development. 12.07
    08. Describe the principles of assessment as they apply to variances in human development and learning (e.g. learning goals, teaching strategies, assessment criteria). 12.08
    09. Compare learning styles of students and how they impact classroom instructional delivery. 12.09
0. Explain developmental characteristics and intervention strategies for exceptional students across education and community settings. The student will be able to: 13.0
    01. Articulate current and historic foundations, legal issues and mandates, theories and philosophies of exceptional student education. 13.01
    02. Define specific exceptionalities and their characteristics (ADHD, Down Syndrome, Autism, Gifted, etc.). 13.02
    03. Identify and understand importance of record-keeping/documentation strategies related to exceptional student education. 13.03
    04. Discuss the continuum of placement options and service delivery models for students with exceptionalities (e.g. least restrictive environment, inclusion, resource room, etc.). 13.04
    05. Compare and contrast cognitive, physical, cultural, social and emotional needs among students with exceptionalities. 13.05
    06. Explain the effects exceptional conditions may have on an individual's life (e.g. secondary, post-secondary and independent living). 13.06
    07. Articulate strategies for differentiating instruction, assessment and classroom learning environments. 13.07

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0. Understand fundamental principles of the human development process in childhood. The student will be able to: 14.0
    01. Recognize and respect individual differences in student growth, development and learning and adjust practices and expectations accordingly. 14.01
    02. Explain developmental levels in relation to age appropriate norms as it applies to instruction. 14.02
    03. Recognize how family, community and culture influence the development of students. 14.03
    04. Articulate instructional methods and strategies used to address behaviors that stem from environmental and developmental causes. 14.04
    05. Modify environment, activities and expectations to improve behavioral outcomes. 14.05
    06. Identify experiences that enhance development, behavior and learning outcomes for all students. 14.06
0. Explore instructional methods to develop appropriate activities that foster growth and development. The student will be able to: 15.0
    01. Explain a variety of effective teaching strategies. 15.01
    02. Describe the functions and components of a lesson plan. 15.02
    03. Create and implement a lesson plan. 15.03
0. Analyze and evaluate developmentally appropriate classroom management strategies. The student will be able to: 16.0
    01. Develop a plan to minimize challenging behaviors. 16.01
    02. Establish classroom rules and procedures that will enhance the learning environment. 16.02
    03. Describe classroom management strategies. 16.03
0. Recognize the effects of child abuse, substance abuse and risk factors on learning. The student will be able to: 17.0
    01. Identify the types, signs, symptoms and statistics related to child abuse and possible effects on student performance. 17.01
    02. Identify the types, signs, symptoms and statistics related to substance abuse and possible effects on student performance. 17.02
    03. Develop strategies to reduce the effect of abuse on student achievement and behavior. 17.03

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0. Identify practices that contribute to healthy learning environments. The student will be able to: 18.0
    01. Describe strategies to reduce exposure to health-threatening environments (e.g., chemicals, communicable diseases, blood-borne pathogens). 18.01
    02. Identify strategies for age appropriate supervision, indoors and outdoors, to anticipate and prevent dangerous situations and accidents. 18.02
    03. Recognize signs of abuse and follow procedures for documentation and reporting of injuries, incidents and suspected abuse (e.g. accident report, mandated reporter). 18.03
0. Explore basic theories of educational psychology to enhance student learning. The student will be able to: 19.0
    01. Compare and contrast the various theories of learning. 19.01
    02. Discuss multiple cultural, ethnic and racial belief systems that relate to student learning. 19.02
    03. Apply various theories of learning when appropriate. 19.03
0. Assess sociological factors that impact learning. The student will be able to: 20.0
    01. Analyze multiple social factors that impact learning. 20.01
    02. Critique the social interaction of individuals can become a predictor of individual and group behavior. 20.02
    03. Distinguish behaviors related to bullying and the impact it has on learning. 20.03
0. Understand critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems. The student will be able to: 21.0
    01. Employ problem-solving methods used in education and training organizations. 21.01
    02. Combine critical thinking and team-building skills to address problems. 21.02
    03. Formulate group decisions within the bounds of ethical, safety and legal boundaries. 21.03
    04. Adjust plans/schedules to respond to unexpected events and conditions. 21.04
    05. Solve problems arising from conflicting constraints between resources, requirements and timeline (e.g. Shipwreck survival). 21.05
    06. Evaluate unintended consequences of problem-solving methods. 21.06
0. Demonstrate basic technology competencies through effective use of multiple software applications. The student will be able to: 22.0
    01. Create resources using technology (e.g., spreadsheets, databases, graphics, publications, newsletters). 22.01
    02. Access and complete research on the internet using reliable sources. 22.02
    03. Employ electronic applications to assist with curriculum design, instruction, assessment and classroom organizational tools. 22.03

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0. Use existing and emerging technology to accomplish educational goals. The student will be able to: 23.0
    01. Describe the range of options and role of technology in the instructional process. 23.01
    02. Utilize a variety of educational technology tools to support and enhance instructional activities. 23.02
    03. Describe applications of educational technology to support classroom management strategies (e.g., Class Dojo, etc.). 23.03
    04. Demonstrate an understanding of various productivity software applications related to education (e.g., Zipgrade, lesson plan templates, Google/Microsoft Classroom, etc.). 23.04
0. Explain the laws and regulations governing information gathering, software and educational use. The student will be able to: 24.0
    01. Recognize copyright laws designed to protect publications, performances, intellectual properties and artistic creations (e.g. ClipArt, movie clips, music streaming, etc.). 24.01
    02. Explore requirements for access and use of copyrighted materials, and the consequences if formal permission is not secured. 24.02
    03. Describe the safety and health issues related to technology. 24.03
    04. Explain social, legal, ethical and cultural issues related to technology (e.g. cyber-bullying, libel, browser history, etc.). 24.04
    05. Examine policies for the use of technology in schools. 24.05
0. Align curricular goals and instructional objectives with the capabilities of the electronic media. The student will be able to: 25.0
    01. Identify electronic resources suitable for specific content learning and teaching. 25.01
    02. Plan learning environments and experiences that are supported by technology. 25.02
    03. Develop students' abilities to access, evaluate and use technology. 25.03
0. Demonstrate competence in the content/subject area to be taught. The student will be able to: 26.0
    01. Identify relevant research, principles, theories and perspectives significant to the content. 26.01
    02. Utilize knowledge of the content area, assumptions and skills in planning and instruction. 26.02
    03. Identify the developmental sequence of learning in content, linking current instruction to students' prior knowledge. 26.03
    04. Integrate different viewpoints, theories and processes of inquiry to guide thinking and instructional planning. 26.04

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0. Use content-specific instructional strategies. The student will be able to: 27.0
    01. Engage students in generating knowledge and testing hypotheses according to the methods of inquiry. 27.01
    02. Anticipate and adjust learning experiences to address common misconceptions of the subject matter. 27.02
    03. Incorporate content specific learning strategies to enable students to analyze, build and adapt new understandings. 27.03
0. Describe school and district priorities and Florida's academic and technical content standards. The student will be able to: 28.0
    01. Understand the importance and development of the District and School Improvement Plans. 28.01
    02. Extend and enrich curriculum by integrating school and district curriculum priorities with Florida's academic, technical and national content standards. 28.02
0. Explain the relationship of knowledge within a content area to other content areas. The student will be able to: 29.0
    01. Make relevant content connections between disciplines. 29.01
    02. Prepare opportunities for students to apply learning from different content areas to solve problems. 29.02
    03. Collaborate to construct interdisciplinary learning strategies that make connections between content areas. 29.03
0. Connect content to relevant life experiences and career opportunities. ¬ – The student will be able to: 30.0
    01. Facilitate learning experiences that connect to real-life situations and careers. 30.01
    02. Utilize a variety of resources to enable students to experience, connect and practice real-life and career applications. 30.02
0. Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters. The student will be able to: 31.0
    01. Define reading and writing skills as essential for life-long learning. 31.01
    02. Support the process of reading and writing skill development in learners. 31.02

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0. Align instructional goals and activities with school and district priorities and Florida's academic and technical content standards. The student will be able to: 32.0
    01. Follow district curriculum priorities. 32.01
    02. Select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic and technical content standards. 32.02
    03. Utilize school or district developed curriculum resources. 32.03
    04. Utilize a variety of resources to enable students to experience, connect and practice real-life and career applications. 32.04
0. Plan and deliver instruction that illustrates best teaching practices. The student will be able to: 33.0
    01. Prepare clear short- and long-term educational goals and objectives for learners. 33.01
    02. Develop short- and long-term instructional plans. 33.02
    03. Adjust instruction based on differentiated student learning. 33.03
    04. Recognize how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan accordingly. 33.04
    05. Align goals, objectives, instructional plans and assessments. 33.05
0. Communicate clear learning goals and link learning activities to those defined goals. The student will be able to: 34.0
    01. Establish and communicate rigorous individual learning goals based on the needs of each student. 34.01
    02. Communicate the connection between learning activities and goals. 34.02
    03. Create instructional environments where students actively and independently set, articulate and internalize learning goals. 34.03
0. Apply knowledge of how students think and learn to instructional design and delivery. The student will be able to: 35.0
    01. Analyze the cognitive processes associated with learning. 35.01
    02. Demonstrate through instruction how to stimulate cognitive processes. 35.02
    03. Use research-based instructional strategies. 35.03
    04. Implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline. 35.04
    05. Articulate a logical and appropriate rationale for the sequence of learning activities. 35.05
    06. Link the content of each learning activity to the content of previous and future learning experiences. 35.06
    07. Prepare learning activities that allow for content review, student reflection and different pathways, depending on student needs. 35.07

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0. Differentiate instruction to support the learning needs of all students. The student will be able to: 36.0
    01. Understand the importance of gathering and using student data to choose appropriate instructional strategies for individuals and groups of students. 36.01
    02. Use appropriate and flexible grouping during instruction to support the learning needs of all students. 36.02
    03. Recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students. 36.03
    04. Adapt instructional materials and activities and differentiate instruction to meet individual student's learning needs. 36.04
    05. Provide varied options for how students demonstrate mastery. 36.05
0. Prepare activities that are designed to help students develop as independent learners and complex problem-solvers. The student will be able to: 37.0
    01. Choose learning activities that support the development of students' cognitive abilities. 37.01
    02. Employ effective, purposeful questioning techniques during instruction that encourages critical thinking about disciplinary content. 37.02
    03. Produce complex, creative, open-ended learning opportunities for students. 37.03
0. Use resources effectively to enhance student learning. The student will be able to: 38.0
    01. Select materials and resources that support instructional goals and meet students' needs. 38.01
    02. Select technology that is appropriate to the discipline. 38.02
    03. Develop students' abilities to access, evaluate and use technology. 38.03
    04. Develop awareness of adaptive technologies to enhance student learning (e.g., microphones, braille text, auditory resources, etc.). 38.04
0. Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy. The student will be able to: 39.0
    01. Check and correct potential safety hazards. 39.01
    02. Maintain work areas in accordance with standards for cleanliness and safety. 39.02
    03. Understand when to wear personal protective equipment (PPE) as appropriate. 39.03
    04. Describe current medication administration policies and procedures according to local, state or national regulations. 39.04
    05. Model use of simple safety precautions and safe use of learning materials and instruct students to do the same. 39.05

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0. Supervise the safety and health of students. The student will be able to: 40.0
    01. Understand the importance of basic first aid and follow health and safety procedures. 40.01
    02. Explain cardiopulmonary resuscitation (CPR), airway obstruction, and the abdominal thrust. 40.02
    03. Supervise the playground and recreational activities of students. 40.03
0. Explain emergency response plans. The student will be able to: 41.0
    01. Explain and discuss procedures to address an emergency (e.g., natural disaster, under the influence, drills, etc.). 41.01
    02. Describe personal protective equipment (PPE) and response equipment/materials needed for emergency response. 41.02
    03. Demonstrate universal precautions to protect against infection and communicable diseases. 41.03
0. Recognize the impact of stress on health. The student will be able to: 42.0
    01. Differentiate between stress and stressors. 42.01
    02. Summarize the physical, emotional, behavioral and cognitive consequences of unmanaged stress. 42.02
    03. Research the purpose of employee assistance programs (e.g., smoking cessation, weight loss, fitness, mental health, etc.). 42.03
    04. Model effective strategies for managing stress. 42.04
0. Identify ways to continue to grow professionally. The student will be able to: 43.0
    01. Identify professional development resources available to educators. 43.01
    02. Explain professional collaboration. 43.02
    03. Define a personal objective and design a professional development plan. 43.03
    04. Reflect on the impact of personal biases during teaching/learning experiences. 43.04
    05. Adapt instructional planning and strategies based on written reflections of teaching experiences. 43.05
    06. Summarize the physical, emotional, behavioral and cognitive consequences of unmanaged stress. 43.06
    07. Recognize the function of employee assistance programs. 43.07
    08. Describe effective strategies for managing stress. 43.08