Idaho CTE

Early Childhood Education (2022)

CAREER EXPLORATION AND PROFESSIONAL PRACTICES 1.1

1 **Performance Standard 1.1: Postsecondary education options** 1.1

1 Analyze career and education paths and opportunities for employment in early childhood education and related services. 1.1.1

2 Describe specific work environments, qualifications, and employment opportunities that provide services to children and families at each level of the career ladder. 1.1.2

3 Describe trends that affect child-related careers on the local, state, and national levels. 1.1.3

2 **Performance Standard 1.2: Professionalism in early childhood education** 1.2

1 Explore career technical student organizations associated with early childhood education [e.g., Family, Career and Community Leaders of America (FCCLA) www.fcclainc.org]. 1.2.1

2 Participate in student and/or professional organizations' functions and leadership opportunities. 1.2.2

3 Compare professional early childhood education organizations and programs [e.g., community agencies, National Association for the Education of Young Children (NAEYC), American Association of Family and Consumer Sciences (AAFCS), professional journals, higher education Institutions, IdahoSTARS, and organizations that focus on infant-toddlers and family childcare providers]. 1.2.3

3 **Performance Standard 1.3: Ethical standards and professional guidelines** 1.3

1 Integrate the NAEYC Code of Ethical Conduct into practice. 1.3.1

2 Maintain confidentiality and respect of children, families, and colleagues. 1.3.2

3 Analyze ethical dilemmas and determine professional and appropriate courses of action. 1.3.3

4 Explain the purpose and importance of program accreditation and licensure. 1.3.4

4 **Performance Standard 1.4: Professional development and collaboration** 1.4

1 Demonstrate work ethic, initiative, advocacy, and commitment to program goals and improvements. 1.4.1

Facilitate and participate on collaborative teams. 1.4.2

Foster effective relationships within collaborative teams. 1.4.3

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4 Identify initial and ongoing requirements for professional development (local, state, and national). 1.4.4

5 Identify program types and indicators of quality early childhood programs (i.e. NAEYC checklist). 1.4.5

6 Identify a variety of agencies, organizations, and professionals available to young children and families. 1.4.6

5 **Performance Standard 1.5: Knowledge, reflection, and critical analysis** 1.5

1 Develop goals based on reflections of current practice with young children, families, and peers. 1.5.1

2 Create a portfolio/resource binder for use in preparation for future employment [similar to Child Development Associate [(CDA) portfolio]. 1.5.2

3 Develop awareness of an understanding and accepting approach to working with diverse children and families. 1.5.3

6 **Performance Standard 1.6: Advocacy for young children and the profession** 1.6

1 Examine the economic impact of early childhood education services on local, state, and national levels. 1.6.1

2 Align advocacy to research and early childhood education resources on the local, state, and national level. 1.6.2

3 Demonstrate understanding of local and Idaho Legislative processes and impact on laws governing child care licensing and early education. 1.6.3

4 Advocate for young children, families, and the profession using written and verbal communication (e.g., letter writing, contacting your legislator, writing an editorial, and participating in an advocacy event). 1.6.4

5 Discuss the significance of the early years and the value of quality early childhood education programs for young children, families, and the community. 1.6.5

PROMOTING CHILD DEVELOPMENT AND LEARNING 1.2

1 **Performance Standard 2.1: Characteristics and needs of young children** 2.1

1 Explain developmental domains: cognitive, physical, language, social-emotional, and creative development. 2.1.1

2 Explain factors that impact young children's ability to meet developmental milestones [e.g., prematurity, nutrition, prenatal care, maternal depression, Adverse Childhood Experiences (ACEs), and mother's level of education]. 2.1.2

3 Apply knowledge of developmental theories (e.g., Piaget, Erikson, Gardner, Maslow, Bronfenbrenner, and Vygotsky) to meet young children's individual needs in the group setting. 2.1.3

2 **Performance Standard 2.2: Multiple influences on development and learning** 2.2

1 Create experiences that address each child's needs, culture, temperament, environment, interests, and learning styles. 2.2.1

Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity. 2.2.2

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3 Distinguish factors, including family dynamics, societal context, and structural inequities which may affect children's behavior, health, and welfare. 2.2.3

3 **Performance Standard 2.3: Healthy, respectful, supportive, and challenging learning environments** 2.3

1 Differentiate developmental differences and unique characteristics of children. 2.3.1

2 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-regulation. 2.3.2

3 Plan and implement developmentally appropriate activities and learning environments that enhance child-directed play-based learning, which promotes growth and development within the developmental domains. 2.3.3

FAMILY AND COMMUNITY RELATIONS 1.3

1 **Performance Standard 3.1: Family and community characteristics** 3.1

1 Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences. 3.1.1

2 Implement practices which facilitate respect and acceptance of diverse families. 3.1.2

3 Demonstrate an understanding of the Strengthening Families framework, including protective factors (e.g., parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children). 3.1.3

2 **Performance Standard 3.2: Family and community empowerment through respectful, reciprocal relationships** 3.2

1 Demonstrate how to build partnerships with families through frequent, effective two-way communication about their child's experiences and development. 3.2.1

2 Identify and encourage opportunities for family support, empowerment, and participation. 3.2.2

3 Explore how families' attitudes and actions influence children's abilities and interest in learning. 3.2.3

4 Identify ways family members can play an active role in their child's education. 3.2.4

5 Describe ways we can use families and the community as resources for children's learning (e.g., field trips and visitors). 3.2.5

6 Identify community resources to support children and families' well-being (e.g., housing, food, clothing, healthcare). 3.2.6

OBSERVATION, DOCUMENTATION, AND ASSESSMENT

1 **Performance Standard 4.1: Goals, benefits, and uses of assessment** 4.1

1 Name and use a variety of methods and tools for observation, documentation, and assessment for children and programs (e.g. Idaho Early Learning Guidelines, checklists, anecdotal notes, running records, participation charts). 4.1.1

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2 Describe how findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum. 4.1.2

3 Identify the difference between formal and informal and formative and summative assessments. 4.1.3

4 Interpret child observation, documentation, and assessment data to ensure that children's developmental needs are met. 4.1.4

TEACHING AND LEARNING 1.5

1 **Performance Standard 5.1: Positive relationships and supportive interactions as the foundation for working young children** 5.1

1 Understand and articulate how positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children. 5.1.1

2 Understand how teaching skills are responsive to the learning trajectories of young children and to the needs of each child. 5.1.2

3 Describe how differentiating instruction, incorporating play as a core teaching practice, 5.1.3

4 and supporting the development of executive function skills are critical for young children's learning. 5.1.4

2 **Performance Standard 5.2: Effective approaches, strategies, and tools for early education** 5.2

1 Engage in everyday conversations with children to promote their positive self-concept. 5.2.1

2 Use evidence-based teaching skills and strategies that reflect the principles of universal design for learning to assist children in learning to express emotions in positive ways, solve problems, and make decisions. 5.2.2

3 Assist children in separating from family and integrating into the classroom. 5.2.3

4 Monitor and support children's engagement in routines, activities, and social interactions. 5.2.4

5 Select and implement various teaching approaches along a continuum from child-initiated exploration to adult-directed activities, including modeling and scaffolding, to meet the individual needs of children. 5.2.5

HEALTH, SAFETY, AND NUTRITION 1.6

1 **Performance Standard 6.1: Health and safety procedures, regulations, and personal health practices** 6.1

1 Explain hygiene, health, and safety needs of young children. 6.1.1

2 Identify preventive health care resources. 6.1.2

3 Describe the benefit of physical education activities for young children's long-term health outcomes and brain development. 6.1.3

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erformance Standard 6.2: Connections between nutrition and wellness in young children 6.2

1. Discuss malnutrition, under-nutrition, and over-nutrition issues. 6.2.1
2. Explain the procedures for safe food preparation, storage, and disposal to prevent food borne illness. 6.2.2

3. **Performance Standard 6.3: Child abuse and neglect** 6.3
   1. Define child abuse and neglect. 6.3.1
   2. Review current laws related to parenting. 6.3.2
   3. Identify factors that contribute to situations of child abuse and neglect. 6.3.3
   4. Describe outcomes of child abuse and child neglect. 6.3.4
   5. Research strategies for managing anger, frustration, separation, and loss. 6.3.5
   6. Discuss legal responsibilities for mandatory reporters in cases of suspected child abuse and neglect. 6.3.6

4. **Performance Standard 6.4: Safe learning environments for young children** 6.4
   1. Identify factors that maintain a safe and healthy learning environment. 6.4.1
   2. Demonstrate state and local regulations that support safe and healthy practices. 6.4.2
   3. Explain information on security, emergency, medical procedures with staff and young children. 6.4.3
   4. Practice strategies to teach young children safety rules and making safe choices (e.g., field trip safety rules and procedures, indoor/outdoor equipment, emergency drills). 6.4.4
   5. Follow safe sleep practices including SIDS prevention strategies. 6.4.5

5. **Performance Standard 6.5: Healthy environments for young children** 6.5
   1. Assist in meeting general hygiene needs of young children. 6.5.1
   2. Demonstrate and model correct hand hygiene and diaper changing procedures. 6.5.2
   3. Explain typical illness policies for early childhood programs. 6.5.3
   4. Identify signs of illness, allergies, body temperature, and/or discomfort in young children. 6.5.4
   5. Describe infection control procedures, sanitation practices, and prevention of illness policies (e.g., immunizations), including the use of universal precautions. 6.5.5
   6. Acquire a pediatric CPR/first aid certificate. 6.5.6

6. **Performance Standard 6.6: Food experiences and healthy eating for young children** 6.6
   1. Identify the nutritional needs of young children. 6.6.1
   2. Assist in planning, preparing, and serving nutritious snacks and meals. 6.6.2

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3 Identify cultural issues that impact feeding young children. 6.6.3

4 Develop activities for young children to assist with the preparation of snacks and meals. 6.6.4

5 Incorporate developmentally appropriate strategies for introducing new foods. 6.6.5

6 Assist young children in developing table manners and positive eating habits, including family style dining. 6.6.6

7 Identify appropriate feeding utensils for young children. 6.6.7

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