Indiana CTE

Early Childhood Education 1 (2014)

Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply education and early childhood knowledge and skills. STANDARD 1

1. **Demonstrate components of critical thinking, creative thinking, and reasoning** ECEI-1.1
2. **Evaluate effective communication processes in early childhood education settings** ECEI-1.2
3. **Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members** ECEI-1.3
4. **Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities in early childhood education settings** ECEI-1.4
5. **Explain interrelationships among thinking, communication, leadership, and management processes to address early childhood education issues** ECEI-1.5
6. **Demonstrate fundamentals to career success (e.g. time-management, strong work ethic, positive attitude, adaptability, flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment)** ECEI-1.6
7. **Apply basic math, literacy, arts, science, social studies, and physical education skills to successfully manage resources in community and workplace settings** ECEI-1.7
8. **Examine strategies to manage the impact of changing technologies in workplace settings** ECEI-1.8

Analyze career paths within early childhood education and other child-related careers in order to evaluate a variety of career options STANDARD 2

1. **Examine potential career choices to determine the knowledge, skills, behaviors, and attitudes associated with each** ECEI-2.1
2. **Explain the roles and functions of individuals engaged in early childhood, education, and services** ECEI-2.2
3. **Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services** ECEI-2.3

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4. **dentify the personal qualities and abilities needed to be effective with hildren** ECEI-2.4

	5 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services ECEI-2.5
	6 Demonstrate job seeking and job keeping skills ECEI-2.6
	7 Analyze the effects of early childhood, education, and services on local, state, national and global economics ECEI-2.7
	8 Analyze the role of professional organizations in education and early childhood ECEI-2.8
Create learning environments based on children's characteristics and needs, and multiple influences on their early development and learning. STANDARD 3	1 Describe and discuss the physical, cognitive, social, emotional, and creative developmental domains of children from birth through age twelve ECEI-3.1
	2 Examine existing and emerging child development theories and their implications for educational and child care practices ECEI-3.2
	3 Consider cultural and environmental influences when interpreting children's development ECEI-3.3
	4 Consider special needs when interpreting children's developmental levels ECEI-3.4
	5 Describe and discuss appropriate learning environments for infants, toddlers, preschoolers and school-agers ECEI-3.5
	6 Recognize and develop a plan to enhance the environment for all children (including those with special needs) ECEI-3.6
	7 Manage physical space to maintain a safe and healthy learning environment ECEI-3.7
	8 Identify and discuss quality care issues relating to health, safety, and nutritional components essential for providing quality care including routines, daily schedule, and the physical arrangement of the indoor and outdoor play areas ECEI-3.8
	9 Apply safe and healthy practices that comply with state regulations ECEI-3.9
	10 Implement basic health practices and prevention procedures of workers and children regarding childhood illness and communicable diseases ECEI-3.10
	11 Implement strategies to teach children health, safety, and sanitation habits ECEI-3.11
	12 Plan, prepare, and serve safe and healthy meals and snacks ECEI-3.12
	Demonstrate security and emergency procedures ECEI-3.13

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	14 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities ECEI-3.14
Integrate knowledge of diversity to build respectful, reciprocal relationships and to involve families and communities in children's development and learning. STANDARD 4	1 Identify and practice appreciation for diversity, including diversity in family units and roles ECEI-4.1
	2 Describe and recognize the importance of the child's family and its role as the child's first teacher in enhancing safe and healthy learning ECEI-4.2
	3 Plan communication strategies to strengthen parent, program relationships ECEI-4.3
	4 Implement skills to build positive relationships with families ECEI-4.4
	5 Demonstrate ability to share information with families regarding developmental issues and concerns related to children ECEI-4.5
	6 Implement strategies for constructive and supportive interactions between children and families ECEI-4.6
	7 Determine community resources available to children and their families ECEI-4.7
	8 Identify and organize resources within the community to enhance family well-being ECEI-4.8
	9 Identify, describe, and discuss stressors and potential stressors that may affect children, families and early care and education teachers ECEI-4.9
	10 Describe methods for facilitating respectful, reciprocal relationships in Early Childhood settings (adult/adult, adult/child, child/child, and child/adult) ECEI-4.10
Implement assessment tools, approaches, and partnerships in order to develop goals, curriculum, and teaching strategies and to promote positive outcomes for each child. STANDARD 5	1 Analyze goals, benefits, and uses of assessment, particularly its use in development of appropriate goals, curriculum, and teaching strategies ECEI-5.1
	2 Establish assessment partnerships with families and with professional colleagues to build effective learning environments ECEI-5.2
	3 Analyze cultural and environmental influences when assessing children's development ECEI-5.3
	4 Identify and practice various observations, recording methods in order to: observe and interpret each child's growth and development, plan appropriate curriculum, assess each child's well-being, assess safe and healthy practices, and promote positive outcomes for each child ECEI-5.4
	5 Demonstrate observation skills to assess the Developmental Appropriateness of the learning environments for the various ages: infants, toddlers, preschoolers, and school agers ECEI-5.5

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Apply knowledge of children's ages and characteristics to select developmentally appropriate teaching, learning strategies, tools, and approaches. STANDARD 6	1 **Analyze abilities and needs of children and their effects on children's growth and development** ECEI-6.1
	2 **Discuss Developmentally Appropriate Practices in terms of chronological age and developmental levels and in terms of appropriateness of activities and environments for children from birth through age eight** ECEI-6.2
	3 **Develop, integrate, and implement Developmentally Appropriate strategies that promote the child's social, self, cognitive, creative, physical, and communication development** ECEI-6.3
	4 **Implement learning activities in all curriculum areas that meet the developmental needs for children** ECEI-6.4
	5 **Model and integrate problem solving techniques with the young child to enhance his or her learning** ECEI-6.5
	6 **Explore and identify various theories regarding guidance strategies for children** ECEI-6.6
	7 **Describe and implement developmentally appropriate guidance practices** ECEI-6.7
	8 **Identify and recognize effective, quality programs for young children in various settings** ECEI-6.8
	9 **Explore the role of technology in programs for young children** ECEI-6.9
Build curriculum across academic disciplines that is developmentally meaningful and challenging for each child. STANDARD 7	1 **Demonstrate content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts: mathematics: science, physical activity, physical education, health and safety; social studies that promote comprehensive developmental and learning outcomes for young children**
	2 **Apply the central concepts, inquiry tools, and structures of content areas or academic disciplines**
	3 **Synthesize own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child**
	4 **Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values**
	5 **Analyze a variety of curriculum and instructional models for appropriateness in meeting children's developmental needs and interests**
	Recognize and explore various curriculums and settings for early childhood education programs

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Demonstrate professional practices and standards related to being an early childhood educator. STANDARD 8

1. **Describe and discuss components of professionalism including rights of families to confidentiality, respect for cultural diversity, the NAEYC Code of Ethics, CDA and Accreditation standards, state licensing regulations, and membership in professional organizations** ECEI-8.1
2. **Study the history, theories, and foundations of early childhood education** ECEI-8.2
3. **Evaluate present and determine future professional goals while exploring opportunities in the field of early childhood, advocacy, organizations, and resources** ECEI-8.3
4. **Demonstrate enthusiasm, initiative, and commitment to program goals and the welfare of children** ECEI-8.4
5. **Recognize the value of and learn strategies to develop positive communication strategies, enhance cooperation, and establish beneficial relationships within an early childhood facility** ECEI-8.5
6. **Examine factors that contribute to maintaining safe and healthy work and community environments** ECEI-8.6
7. **Identify primary elements of Indiana's licensing requirements for early care and education** ECEI-8.7
8. **Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs** ECEI-8.8
9. **Identify and discuss issues for effective program management operations** ECEI-8.9
10. **Apply business management skills needed for planning businesses related to early childhood education** ECEI-8.10
11. **Identify opportunities for continuing training and education** ECEI-8.11