Maryland CTE Programs of Study

Early Childhood Education III (2025)

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INTRODUCTION 2

A **Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.** 2.A

B **The Education Career Cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This Cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world.** 2.B

C **The Early Childhood Development CTE Program of Study emphasizes careers and educational pathways dedicated to nurturing the holistic growth of children from birth to 8 years old through education, care, and early intervention. Professionals in this field specialize in fostering physical, cognitive, emotional, and social development in early learners by applying proven and promising strategies for whole-child wellness.** 2.C

D **Early Childhood Education III advances students' skills in early childhood education, focusing on completing most of the CDA credential requirements. Students will refine their abilities to create age-appropriate curriculum, conduct detailed child observations, and document their experiences. Through supervised work in early childhood settings, students will accumulate hours toward the CDA's experiential requirements, deepening their practical experience and confidence. This course emphasizes professionalism, effective communication, and inclusive practices, supporting students in developing a strong CDA portfolio that**

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demonstrates their competencies in supporting children's developmental needs and building family relationships. 2.D

E **Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.** 2.E

F **Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a co-curricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.** 2.F

KNOWLEDGE AND SKILLS 3

A **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:** 3.A

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work. 3.A.1
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn. 3.A.2
3. Employ effective reading, writing, and technical documentation skills. 3.A.3
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies. 3.A.4
5. Demonstrate leadership skills and collaborate effectively as a team member. 3.A.5
6. Implement safety procedures, including proper use of software and following privacy guidelines. 3.A.6
7. Exhibit an understanding of legal and ethical responsibilities in the educational field, following copyright laws and regulations. 3.A.7
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting. 3.A.8

B **The student identifies various career pathways in the educational field. The student is expected to:** 3.B

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in education. 3.B.1
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations. 3.B.2
3. Demonstrate effective interview skills for roles in educational fields. 3.B.3

C **The student develops technology and digital literacy skills. The student is expected to:** 3.C

1. Use technology as a tool for research, organization, communication, and problem-solving. 3.C.1

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2 Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C.2

3 Demonstrate proficiency in using emerging and industry-standard technologies. 3.C.3

4 Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.4

D The student integrates core academic skills into educational practices. The student is expected to: 3.D

1 Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards. 3.D.1

2 Apply English concepts such as writing informative texts when documenting student progress, lesson plan development, and guardian communication letters. 3.D.2

3 Use mathematical concepts for measurement and conversion (Fahrenheit vs. Celsius), ratios and proportions as well as fraction and decimal conversions. 3.D.3

E The student demonstrates the skills required to create a professional portfolio for the CDA credential, demonstrating initial mastery of professional documentation. The student is expected to: 3.E

1 Compile documentation of professional work, including samples of student-created learning materials, completed lesson plans, and reflection logs, to begin assembling a CDA professional portfolio. 3.E.1

2 Exhibit understanding of child development through detailed reflections and documented observations included in the CDA portfolio, covering cognitive, emotional, physical, and social domains. 3.E.2

3 Develop reflective statements on learning experiences that illustrate competency in key CDA areas, including safety, health, and learning environment, for inclusion in the professional portfolio. 3.E.3

4 Design and document age-appropriate, inclusive lesson plans that support children's developmental needs, providing evidence of applied skills in instructional planning. 3.E.4

F The student demonstrates professionalism and ethical practices during supervised experiential hours, logging hours and experiences to meet CDA requirements. The student is expected to: 3.F

1 Complete supervised experiential hours in early childhood settings, documenting hours and learning outcomes, and demonstrating effective application of learned skills. 3.F.1

2 Demonstrate professional conduct in work experiences, completing a log of hours, setting specific responsibilities, and reflections to track growth and areas for improvement. 3.F.2

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3 Practice and document communication with families and colleagues to support children's educational experiences, compiling examples of family engagement materials and communication strategies for the portfolio. 3.F.3