Tennessee CTE

Early Childhood Education Careers II (ECEC II)

Safety 1

1. **Safe and Healthy Learning Environment: Compile and critique procedures for maintaining a safe and healthy learning environment for children present in a childcare facility. Cite information for the Occupational Safety and Health Administration (OSHA), including but not limited to CPR, First-Aid, and Bloodborne Pathogens, to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete safety test.** 1.1
2. **Signs of Abuse: Recognize the signs of child abuse, and research the legal requirements for reporting suspected abuse. Describe types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures.** 1.2
3. **Adverse Childhood Experiences: Research and define adverse childhood experiences (ACEs). Summarize state and national goals that address ACEs.** 1.3

Curriculum and Activity Planning Foundations 2

1. **Developmentally Appropriate Instruction: Identify components of developmentally appropriate instruction for children from birth through age eight. Compare and contrast components of curriculum planning models, including but not limited to the following:** 2.1
   a. Bank Street developmental-interaction approach 2.1.A
   b. Dodge creative curriculum for preschool 2.1.B
   c. High/Scope curriculum 2.1.C
   d. Kamii-DeVries constructivist approach 2.1.D
   e. Montessori method 2.1.E
   f. Direct instruction mode 2.1.F
2. **Stages of Developmental Play: Research the characteristics of the stages of play development. Draw conclusions about the relationship among play, child development, and learning. Recommend developmentally appropriate time, structure, materials, and equipment for play within an early childhood care program.** 2.2
3. **Comprehensive Curriculum: Defend the need to prepare a comprehensive curriculum for children from birth through age eight. Address the developmental significance of including the following in a curriculum:** 2.3

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a Music 2.3.A

b Art 2.3.B

c Role-play/Pretend Play 2.3.C

d Reading 2.3.D

e Storytelling 2.3.E

f Outdoor excursions 2.3.F

g Games 2.3.G

4 **Curriculum Standards: Investigate relevant national and state curriculum standards and explain how they help guide teaching in order to affect learning.** 2.4

5 **Lesson Planning: Examine lesson planning in all early childhood learning levels. Identify the typical components of lesson planning documents and create a lesson plan template that incorporates the following components:** 2.5

a Content-area, Common CoreTennessee Academic Standards, and 21st Century Skills standards 2.5.A

b Student learning objectives aligned to standards 2.5.B

c Materials and equipment needed 2.5.C

d Instructional activities 2.5.D

e Pacing chart 2.5.E

f Accommodations for special needs students 2.5.F

g Closure/reflection 2.5.G

h Assessment 2.5.H

Learning 3

1 **Social, Cultural, and Economic Factors: Investigate how social, cultural, and economic factors inside and outside of the classroom influence student learning and student behavior.** 3.1

2 **Learning Styles: Compare and contrast a range of learning styles. Analyze characteristics of each learning style. Learning styles include:** 3.2

a Visual/Spatial Learners 3.2.A

b Auditory/Verbal/Linguistic Learners 3.2.B

c Analytic Learners 3.2.C

d Kinesthetic or Tactile Learners 3.2.D

e Global Learners 3.2.E

3 **Developmentally Appropriate Learning Materials: Determine how best to evaluate nd select developmentally appropriate books, materials, toys, and technology esources by age. Analyze the following criteria:** 3.3

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a Age and developmental level 3.3.A

b Safety 3.3.B

c Visual and tactile appeal 3.3.C

d Promotion of learning through play, exploration, or interaction 3.3.D

e Adaptability for differently abled children 3.3.E

f Durability 3.3.F

g Non-stereotyped representation of groups from different cultures or ethnic backgrounds 3.3.G

Screening and Assessment 4

1 **Types of Assessment: Differentiate between child screening, assessment, and evaluation. Collect firsthand data through interviews with local childcare providers to identify the most common assessment processes. Describe the purpose and procedures associated with common types of assessments, including:** 4.1

a Continuous 4.1.A

b Developmental 4.1.B

c Diagnostic 4.1.C

d Family 4.1.D

e Multidisciplinary 4.1.E

f Play-based 4.1.F

g Readiness 4.1.G

2 **Screening: Explain the role of the provider in screening infants and children. Outline developmental milestones used for screening and reference. Create a checklist of activities that a provider can use with children from birth to age eight to screen for achievement of significant developmental milestones.** 4.2

3 **Assessment Tools: List and define current assessment tools used to evaluate children's development. Compare and contrast the instruments currently available to assess what children know, understand, and are able to do within the physical, social, emotional, and cognitive development domains (e.g., Ages and Stages Questionnaire, Checklist for Autism in Toddlers, etc.).** 4.3

Special Populations 5

1 **IDEA: Research the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA). Summarize the broad categories that IDEA identifies as disabilities and describe general eligibility requirements. Analyze the impact of this legislation on the education of students with special needs.** 5.1

2 **ARD and IEPs: Investigate the roles of parents, teachers, and administrators at an Admission, Review and Dismissal (ARD) meeting and visually represent the ARD process. Examine examples of authentic individualized education programs (IEPs) designed to address the needs of children with disabilities. Analyze how the**

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required adaptations and accommodations vary from standard developmentally appropriate practices. 5.2

3 **Special Populations: Define special populations and describe the characteristics of special needs children and recommended accommodations for the following:** 5.3

- a Intellectual and developmental disabilities 5.3.A
- b Emotional or behavioral disorders 5.3.B
- c Communications disorders, deafness, and hearing loss 5.3.C
- d Blindness and low vision 5.3.D
- e Physical disabilities 5.3.E
- f Gifted and talented designation 5.3.F

Write recommendations for working with parents when a developmental delay is suspected.

Educational Technology 6

1 **Technology and Learning Processes: Develop a logical argument to support how technology can enhance or inhibit the development and learning processes of children from birth to age eight. Illustrate developmentally appropriate technology through the ages and stages.** 6.1

2 **Internet Safety: Research the Children's Internet Protection Act (CIPA) from the Federal Communication Commission (FCC) and other informational texts on internet safety for students. Create acceptable-use policies for students that are appropriate at different developmental milestones.** 6.2

Final Project 7

1 **Portfolio: Create a portfolio synthesizing concepts learned in ECEC I and ECEC II. Perform guided observations at the preschool and elementary levels to identify characteristics of an effective classroom and teacher. Reflect on the observation experience. Revise written career goals and the personal teaching philosophy (developed in ECEC I). Connect observations from the final project to concepts learned in this course.** 7.1