Tennessee CTE

Early Childhood Education Careers III (ECEC III)

Safety 1

1. **Safe Learning Environment: Compile and critique procedures for maintaining a safe and healthy learning environment for children 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 and outline the reporting requirements and procedures.** 1.2
3. **Adverse Childhood Experiences: Identify and analyze adverse childhood experiences (ACEs). Using confidentiality and ethical principles, conduct interviews and use other primary sources to provide data and evidence for ACEs.** 1.3

Managing the Environment 2

1. **Early Childhood Environment: Evaluate the establishment of a positive early childhood environment, including indicators such as visual appearance of the environment, playground equipment safety, child engagement, and provider interaction with children and their parents/guardians.** 2.1
2. **Site Evaluation: Interview educators to review the results of a site's most recent evaluation under current state regulations, which rates childcare facilities based on:** 2.2
   - a Director qualifications (for childcare centers) 2.2.A
   - b Professional development 2.2.B
   - c Developmental learning 2.2.C
   - d Parent/family involvement 2.2.D
   - e Ratio and group size (for childcare centers) 2.2.E
   - f Business managements (for family and group childcare homes) 2.2.F
   - g Staff compensation (for childcare centers) 2.2.G
   - h Program assessment 2.2.H

Skip to main content

3. **Physical Layout and Care Environment: Research the correlation between an effective physical layout (including the use of learning centers for various**

activities) and effective care environment management. Compare the use of furniture and space in several environments and analyze their compliance with research-based recommendations for layout and specified legal requirements, including health and safety guidelines. 2.3

4 **Emergency Situations: Interview educators and/or providers and create a checklist for performing classroom procedures and responding to emergency situations, including: recognizing possible child welfare issues, following fire drills and other natural disaster protocols, and responding to intruder alerts.** 2.4

5 **Child Behavior: Research common reasons for misbehavior in children aged two to eight and cite evidence to support a written behavior policy to share with parents. Identify expected positive behaviors and the appropriate rewards/consequences for use with children to guide behavior at each age level.** 2.5

6 **Classroom Behavior: Analyze cases of challenging classroom behavior. Describe the consequences of these behaviors and compare them to the personal code of ethics developed in ECEC I.** 2.6

7 **Classroom Management: Research positive classroom management tools used to help with misbehavior. Create a tool for use in a preschool classroom.** 2.7

8 **Child Schedule: Plan and implement, as part of the final project, a schedule for each age from birth to age eight that incorporates the appropriate amounts of physical activity and quiet time; individual, small group, and large group experiences; and child-initiated and adult-led activities.** 2.8

9 **Physical Environment: Discuss and illustrate modifications to the physical environment to accommodate students with disabilities.** 2.9

Caring for Young Children 3

1 **Childhood Disease: Determine the characteristics of communicable childhood diseases. Gather the following information on each disease and analyze the diseases' similarities and differences:** 3.1

- a Name 3.1.A
- b Disease Symptoms 3.1.B
- c Transmission methods 3.1.C
- d Incubation period 3.1.D
- e Prevention strategies 3.1.E
- f Required immunizations (Tennessee Department of Health Rule 1200-14-1-.29) 3.1.F
- g Decision tree or flow chart for admitting sick child 3.1.G

2 **Physical Needs: Identify, practice, and demonstrate appropriate procedures for meeting the developmentally appropriate physical needs of children, including:** 3.2

- a Hygiene 3.2.A

Skip to main content

b Rest 3.2.B

c Safety 3.2.C

d Hydration and nutrition 3.2.D

e Appropriate dress 3.2.E

f First-aid and CPR 3.2.F

Planning Developmentally Appropriate Learning Activities 4

1 **Learning Experiences: Outline and discuss various learning experiences. Organize and provide examples of developmentally appropriate learning activities for each experience. Develop a Child Development Associate (CDA) manual and include all required components.** 4.1

2 **Growth: Demonstrate knowledge of the relationship between subject areas (e.g., music, language, etc.) to stimulate growth in specific developmental domains. Develop lesson plans and create a template that incorporates the following components:** 4.2

a Learner developmental level/age 4.2.A

b Developmental domains addressed 4.2.B

c Subject area 4.2.C

d Materials and equipment needed 4.2.D

e Learner grouping (one-on-one, small group, large group) 4.2.E

f Instructional activities 4.2.F

g Schedule (daily, weekly, monthly) 4.2.G

h Accommodations for special needs students 4.2.H

i Closure/reflection 4.2.I

j Assessment 4.2.J

3 **Achievement: Create and perform activities to screen for the achievement of significant developmental milestones with children from birth to age eight, using the checklist of activities created in ECEC II.** 4.3

4 **Teaching Strategies: Analyze individual and group teaching strategies. Create an effective, academic lesson and cite evidence to support strategies used to promote learning.** 4.4

Communication Skills (21st Century Skills) 5

1 **Parent Involvement: Identify best practices for encouraging parental involvement and write clear and coherent instructions for informing parents about the educational philosophy of the center, goals for the child's development, instructional approach, and desire for ongoing communication about the parent-provider education partnership.** 5.1

Skip to main content

:ommunication: Demonstrate effective communication and interaction with hildren, including: 5.2

a Active listening 5.2.A

b Open-ended questioning 5.2.B

c One-on-one conversations Group discussions (e.g., circle time) 5.2.C

d Modeling appropriate grammar and vocabulary for the context 5.2.D

e Acknowledging and addressing emotions 5.2.E

Final Project 6

1 **Portfolio: Apply knowledge from this course and document the final project in the course portfolio. Demonstration of knowledge includes but is not limited to:** 6.1

a Performing simple activities to check developmental milestone attainment 6.1.A

b Maintaining children’s records 6.1.B

c Using a lesson plan template to create daily activities (created in this course) and implement them with small groups, using developmentally appropriate teaching strategies 6.1.C

d Arranging learning centers that provide for children's exploration, discovery, and development 6.1.D

e Selecting and using multiple resources and teaching methods 6.1.E

f Creating a classroom floor plan designed to provide equitable access and maximize learning for all students 6.1.F

g Evaluating student levels to adapt lessons for differentiated instruction, as needed 6.1.G

h Establishing a positive classroom climate 6.1.H

i Creating opportunities for positive communication with families 6.1.I