

Early Childhood Professions Level I and II Student Learning Objectives

Linked to the
National Standards for Family and Consumer Sciences Education

Program Type: 0704

Course Code: 096831

CIP Code: 19.0709

The Child Development Associate (CDA) Credential™ is the most widely recognized credential in early childhood education (ECE) and is a key stepping stone on the path of career advancement in ECE. The CDA Competency Standards are the national standards used to evaluate a caregiver's performance with children and families during the CDA assessment process. The CDA Credential requirements may be reviewed at: <http://cdacouncil.org>

AAFCS assessments are based on relevant content standards developed by the National Association for the Education of Young Children and consistent with the National Standards for Family and Consumer Sciences Education (NASAFACS) and the National Career Clusters Initiative. Products can be reviewed at: <http://www.aafcs.org/credentialing-center/pre-pac/portfolio>

Uses of the Assessment and Certification

The assessment and certification are used to:

- document exit-level achievement in rigorous secondary programs and lower division post-secondary courses;
- satisfy federal accountability reporting mandates required by Perkins IV legislation;
- facilitate seamless articulation, placement, and credit-by exam within post-secondary institutions;
- validate competencies required for employment at the pre-professional and/or paraprofessional level; and
- provide an industry-recognized certification.

(Pre-PAC information and links used with permission from AAFCS.)

Careers

The Early Childhood Education assessment and certification will address a skill set necessary for success in early childhood education which is one of the fastest growing programs that is reporting employment growth. It is anticipated that this assessment and certification will be targeted for individuals preparing for careers related to early childhood education, such as those associated with:

- child care,
- teaching,
- community-based children's programs,
- social services or counseling for children, and
- after-school programs.

Early Childhood Education Competencies List

https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/CredentialingCenter/Exams/ECE/Early_Childhood_Education_Competencies.pdf

Alignment to the Career Ready Practices of the Common Career Technical Core

https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/CredentialingCenter/Exams/ECE/CCTC_ECE.pdf

Alignment to the 21st Century Student Outcomes

https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/CredentialingCenter/Exams/ECE/ECE_Crosswalk_21st_Century_Learning_Skills.pdf

Alignment to the Employability Skills Framework

https://higherlogicdownload.s3.amazonaws.com/AAFCS/1c95de14-d78f-40b8-a6ef-a1fb628c68fe/UploadedImages/CredentialingCenter/Exams/ECE/Employability_ECE.pdf

Course Rationale:

To improve the quality of life for Missouri's children, performance competencies in the Early Childhood Professions course taught in Family and Consumer Sciences Education programs enable student to:

- a. construct meaning pertinent to child care, guidance and supervision;
- b. interact effectively with children;
- c. solve problems based upon the developmental stages;
- d. assess the impact of quality child care on the child; family and society; and
- e. make decisions that support ethics and professionalism in child development careers.

Course Description:

This program prepares individual to be the primary providers of home, family, residential, or institutional-based child care and education services. It includes instruction in child growth and development; nutrition; recreation; planning and supervision of play and learning activities; child abuse and neglect prevention; parent-child relationships; and applicable legal and administrative requirements.

Requires separate program approval from Family Consumer Sciences and Human Services at Missouri DESE

Objectives/Categories:

- A. Provide a Safe Environment
- B. Provide a Healthy Environment
- C. Create a Learning Environment
- D. Promote Physical Development
- E. Facilitate Cognitive Development
- F. Communicate Effectively
- G. Encourage Creativity
- H. Develop Social Skills
- I. Enhance Self Concept
- J. Provide Guidance
- K. Relate to Families
- L. Maintain the Program
- M. Display Professionalism
- N. Assume Leadership Roles as Responsible Family Member and Citizens

Student Learning Objectives	CDA	NASAFACS	NAEYC	CCTC
A. Provide a Safe Environment				
Plan safe and legal trips (Level II)	1.1	4.4.2, 7	10.D	.2,HU.EC.5
Provide safety indoors and outdoors	1	4.4.1, 4.4.2, 7	10.D	.2,HU.EC.5
Respond to emergency situations appropriately	1.2	4.4.2, 7	5.B, 10.D	.2,HU.EC.5
Secure procedures for releasing children from the center (Level II)	1.1	4.4.2, 7	5.A, 5.B, 5.C, 10.D	.2,HU.EC.5

B. Provide a Healthy Environment				
Apply safe and healthy practices that comply with local, state and federal regulations to assure learner's safety.	1.1 1.2	4.4.2	5.B, 10.D	.2,HU.EC.4 .2,HU.EC.5

Plan safe and healthy meals and snacks	1.2	4.4.4	5.B, 10.D	CCTC.2
Assess child's health status and follow appropriate health procedures	1.2	4.4.6, 4.4.7	5.A, 10.D	.2,HU.EC.5
Implement and help children apply proper health habits	1.2	4.4.3, 4.4.6	5.A, 10.D	.2,HU.EC.5
Recognize signs of suspected child abuse/neglect	1.1	4.4.5	10.D	.2,HU.EC.4

C. Create a Learning Environment				
Arrange learning centers for an early childhood program	1.3	4.3.5 4.4.1	9.A 9.B 9.C	.2,HU.EC.5
Create a daily schedule with routines and transitions (Level II)	1.3	4.3.6	3	.2,HU.EC.5
Demonstrate a variety of teaching methods to meet individual needs of children	1.3	4.2.1, 4.2.5, 4.3.4	3	.2,HU.EC.5
Develop plans for daily activities	1.3	4.3.2 4.3.3	2	.2,HU.EC.5
Analyze a variety of curriculum and instructional models	1.3	4.3.1	2	.2,HU.EC.5

D. Promote Physical Development				
Observe and describe a child's physical development (Level II)	2.4	4.2.4	2	.2,HU.EC.5
Develop appropriate large motor activities	2.4	4.3.2	2	.2,HU.EC.5
Develop activities to promote small motor skills	2.4	4.3.2	2	.2,HU.EC.5
Develop activities appropriate for outdoor play	2.4	4.4.1	2	.2,HU.EC.5
Interact appropriately with child's physical activities.	2.4	4.4.1	3	.2HU.EC.5
Develop opportunities for sensory experiences	2.4	4.3.2	2	.2, HU.EC.5

E. Facilitate Cognitive Development				
Demonstrate problem solving and decision making with children (Level II)	2.2	4.3.2	2	CCTC.2
Develop and lead emerging literacy activities	2.2	4.3.2	2	CCTC.2
Use play to support cognitive development	2.2	4.3.2, 4.3.5	2	CCTC.2
Guide developmentally appropriate pre-math activities	2.2	4.3.2	2	CCTC.2
Guide developmentally appropriate science and nature activities	2.2	4.3.2	2	CCTC.2
Guide developmentally appropriate culturally diverse activities with gender, ages, abilities, etc.	2.2	4.3.2, 4.3.3	2	CCTC.2
Observe and describe a child's cognitive development (Level II)	2.2	4.2.2, 4.2.4	2	CCTC.2

F. Communicate Effectively				
Use effective oral communications with children, teachers, parents, etc.	2.3	4.1.1	6.A	CCTC.2
Listen and respond appropriately to children, teachers, parents, etc.	2.3	4.1.1	6.A	6.A
Use written communication competently	2.3	4.1.1	6.A	CCTC.4

G. Encourage Creativity				
Guide process-oriented activities for encouraging children's self-expression	2.4	4.3.2	4	CCTC.2
Plan and interact during dramatic play opportunities	2.4	4.3.2	4	CCTC.2
Develop activities for self-expression through music and dance	2.4	4.3.2	4	CCTC.2

H. Develop Social Skills				
Encourage cooperation in play	2.4	4.3.4	4	CCTC.2
Identify the levels of play	2.4	4.3.4	4	CCTC.2
Model and help children develop appropriate social skills	2.4	4.5.3	4	CCTC.2
Observe and describe child's level of social development with an assessment tool (Level II)	2.4	4.2.2, 4.2.4	4	CCTC.2

I. Enhance Self-Concepts				
Interact with child as an individual and in group settings	3.1	4.5.3	3	HE-EC.1
Identify behaviors that reflect negative and positive self-concepts	3.1	4.5.3	1	HE-EC.1
Respect the individual differences of child and family	4.1	4.5.4	7	HE-EC.1
Identify children's special needs (Level II)	7	4.5.5	4	HE-EC.1

J. Provide Guidance				
Apply developmentally appropriate and culturally responsive guidelines for behavior	3.3	4.5.1	1	HE-EC.1
Reinforce positive behaviors	3.3	4.5.1	1	HE-EC.1
Implement strategies to provide guidance/intervention for inappropriate behavior	3.3	4.5.1	1	HE-EC.1

K. Relate to Families				
Develop strategies to strengthen school/family partnerships (Level II)	4.1	4.5.4	1	HU-EC.4
Communicate with family members (Level II)	4.1	4.5.4	7	HU-EC.4

L. Maintain the Program				
1. Recognize roles within the program (Level II)	5.1	4.1.1	10.B	CCTC.2
2. Support other staff members and professionals	6.1	4.6.4	10.E	CCTC.2
3. Has experience completing child care records (Level II)	7.1	4.5.5	10.B	CCTC.2
4. Comply with licensing regulations	6.1	4.6.3	10.D	CCTC.2
5. Comply with philosophy and personnel/program policies (Level II)	6.1	4.6.4	10.B	CCTC.2
6. Identify the components of a budget (Level II)	5.1	5.6.5	10.C	CCTC.2
7. Research appropriate early childhood curriculum models	7.1	4.3.1	2	CCTC.2
8. Conduct various program observations	7.1	4.5.5	10	CCTC.2
9. Locate community resources	5.1	4.1.1	8.B, 8.C	CCTC.2
10. Demonstrate problem solving and decision making skills when working with children.	7.1	4.5.2	4	CCTC.2
11. Examine entrepreneurial and management skills to plan business in Early Childhood Education and Services	5.1	4.6.5	10	CCTC.2

M. Display Professionalism				
1. Demonstrate enthusiasm, initiative and commitment to program goals and improvements	6.1	4.6.4	6.A, 6.B	CCTE.1, CCTC.2
2. Display good work habits	6.1	4.6.4	6.A, 6.B	CCTE.1
3. Accept constructive criticism	6.1	4.6.4	6.A, 6.B	CCTE.1
4. Explore opportunities for continuing training and education	6.1	4.6.1	6.B	CCTE.1
5. Recognize standards of accreditation of child-care programs (Level II)	6.1	4.6.3	6.A, 6.B	CCTE.2
6. Utilize technology and other resources to engage young children	6.1	4.3.4	6.A, 6.B	CCTE.2
7. Maintain-confidentiality about the child and family	6.1	4.6.2	6.A, 6.B	CCTE.1

N. Assume Leadership Roles as Responsible Family Members and Citizens				
1. Research professional organizations to advocate for early childhood issues (Level II)	6.1	4.1.6	6.B	CCTE.1
2. Utilize leadership qualities and skills	6.1	4.1.4	6.B	CCTE.1
3. Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children	6.1	4.6.6	6.B	CCTE.1