

Florida Department of Education
Curriculum Framework

Program Title: Early Childhood Education
Career Cluster: Education & Training

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| CIP Number | 1413121004 |
| Program Type | College Credit |
| Standard Length | 60 credit hours |
| CTSO | N/A |
| SOC Codes (all applicable) | 25-2011 – Preschool Teachers, Except Special Education |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The purpose of this program is to prepare students for employment as child development center teachers, early intervention associates, child development center curriculum coordinators, infant/toddler teachers, preschool teachers, providers of care in school age programs, providers of care for children with disabling conditions, family day care providers, home visitors, child development center managers, or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development; early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major caregiving and educational and/or managerial responsibilities in programs for infants, toddlers, and children.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 60 credit hours.

Standards

After successfully completing this program, the student will be able to perform the following:

Core (Standards 1-11)

- 01.0 Demonstrate knowledge of child growth and development.
- 02.0 Demonstrate knowledge of early childhood education: infants/toddlers.
- 03.0 Demonstrate knowledge of early childhood education: preschool.
- 04.0 Demonstrate the importance of positive interactions with the family and communities.
- 05.0 Demonstrate knowledge of rules and regulations governing early childhood programs.
- 06.0 Demonstrate knowledge of child abuse and neglect.
- 07.0 Demonstrate knowledge of safety, health, and nutrition.
- 08.0 Demonstrate knowledge of the early childhood education profession.
- 09.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 10.0 Demonstrate knowledge of various observation, screening, assessment and documentation methods.
- 11.0 Demonstrate knowledge of children with special needs.

Specializations

Early Childhood Development (Standards 12-20)

- 12.0 Demonstrate knowledge of early childhood education.
- 13.0 Guide physical development.
- 14.0 Guide cognitive language and literacy development.
- 15.0 Guide creative development.
- 16.0 Guide social and emotional development.
- 17.0 Demonstrate knowledge of how to positively interact with families.
- 18.0 Identify and report child abuse and neglect in accordance with state regulations.
- 19.0 Demonstrate professionalism.
- 20.0 Demonstrate use of technology.

Early Childhood Inclusion (Standards 21-24)

- 21.0 Demonstrate knowledge of early childhood education practices.
- 22.0 Demonstrate knowledge of early intervention and inclusion strategies.
- 23.0 Demonstrate knowledge of observing and assessing young children.
- 24.0 Demonstrate knowledge of the learning environment for young children.

Child Care Center Management (Standards 25-30)

- 25.0 Demonstrate knowledge of early childhood education programming and management.
- 26.0 Demonstrate skills in managing the financial and legal aspects of a child care center.
- 27.0 Demonstrate leadership and organizational skills.
- 28.0 Demonstrate knowledge of appropriate methods of guidance and program management.
- 29.0 Develop and maintain systems for monitoring practices related to health, safety, and nutrition.
- 30.0 Develop and examine policies that promote alliances with families and collaboration among programs and community resources.

Infant Toddler (Standards 31-35)

- 31.0 Demonstrate knowledge of health, safety and nutrition relative to infants and toddlers.
- 32.0 Demonstrate knowledge of a developmentally appropriate infant/toddler environment.
- 33.0 Demonstrate knowledge of developmental characteristics of infants/toddlers.
- 34.0 Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler.
- 35.0 Demonstrate the importance of positive interactions with the family and communities

Preschool (Standards 36-41)

- 36.0 Demonstrate knowledge of health, safety and nutrition relative to preschoolers.
- 37.0 Demonstrate knowledge of a developmentally appropriate preschool environment.
- 38.0 Demonstrate content knowledge in early childhood education for preschoolers.
- 39.0 Demonstrate knowledge and understanding of child growth and development of the preschool age child.
- 40.0 Demonstrate the importance of positive interactions with the family and community.
- 41.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Florida Department of Education
Student Performance Standards

Program Title: Early Childhood Education Associate Degree
 CIP Number: 1314121004
 Program Length: 60 credit hours
 SOC Code: 25-2011

Refer to Rule 6A-14.030 (4) F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:

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| <u>Core</u> | |
| 01.0 | Demonstrate knowledge of child growth and development. The student will be able to: |
| 01.01 | Describe the principles of growth and development. |
| 01.02 | Describe physical, social-emotional, cognitive, creative, and language development. |
| 01.03 | Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence development. |
| 01.04 | Identify and discuss the major theories of development and the use of that knowledge in understanding growth and development. |
| 01.05 | Identify and discuss developmental milestones. |
| 01.06 | Examine how brain development affects learning across all domains. |
| 01.07 | Discuss the importance of play in development. |
| 02.0 | Demonstrate knowledge of early childhood education: infants/toddlers. The student will be able to: |
| 02.01 | Identify and describe the principles of evidence-based models of infant/toddler education. |
| 02.02 | Develop plans to meet short and long term developmental goals. |
| 02.03 | Identify and use developmentally appropriate teaching techniques to support various learning preferences, temperament and abilities. |
| 02.04 | Arrange learning environments for a variety of activities using developmentally appropriate materials. |
| 02.05 | Identify and implement responsive teacher-child interactions. |
| 03.0 | Demonstrate knowledge of early childhood education: preschool. The student will be able to: |
| 03.01 | Identify evidence-based models of preschool education. |

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| 03.02 | Develop and implement plans to meet long and short-term goals. |
| 03.03 | Identify and use developmentally appropriate teaching techniques to support various learning preferences, temperament and abilities. |
| 03.04 | Arrange learning environments for a variety of activities using developmentally appropriate materials. |
| 03.05 | Identify and implement responsive teacher-child interactions. |
| 04.0 | Demonstrate the importance of positive interactions with the family and communities. The student will be able to: |
| 04.01 | Recognize that the family is the child's first teacher and support the home-school partnership. |
| 04.02 | Model respect for diverse family structures and their communities through culturally responsive practices. |
| 04.03 | Describe the forces which have an impact on the lives of children and families (e.g. social-emotional, economic, environment, linguistic, etc.). |
| 05.0 | Demonstrate knowledge of rules and regulations governing early childhood programs. The student will be able to: |
| 05.01 | Identify local oversight agencies and their responsibilities as related to early childhood programs. |
| 05.02 | Identify standards that govern early childhood programs. |
| 06.0 | Demonstrate knowledge of child abuse and neglect. The student will be able to: |
| 06.01 | Define abuse, abandonment and neglect as defined by Florida law. |
| 06.02 | Identify indicators and causes of abuse, abandonment and neglect. |
| 06.03 | Identify the impact and effects of child abuse, abandonment and neglect on children, families, and society. |
| 06.04 | Identify the requirements and protection of child care personnel in reporting suspected child abuse, abandonment and/or neglect as described in Florida law. |
| 06.05 | Identify local community resources that provide help for the victim. |
| 07.0 | Demonstrate knowledge of safety, health, and nutrition. The student will be able to: |
| 07.01 | Identify healthy and safe habits and potential hazards in a child development facility. |
| 07.02 | Identify resources for certification in Pediatric First Aid and CPR. |
| 07.03 | Identify accidents common to children and appropriate first aid techniques. |
| 07.04 | Indicate major components in a safety plan (i.e. evacuation, fire and lockdown procedures, etc.). |
| 07.05 | Identify developmentally appropriate safety activities (e.g. sleeping procedures, transporting, eating, etc.). |

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| 07.06 | Recognize appropriate food preparation and nutrition education activities. |
| 07.07 | Identify medication and allergic reactions and appropriate follow up. |
| 08.0 | Demonstrate knowledge of the early childhood education profession. The student will be able to: |
| 08.01 | Identify educational models of early childhood education (Montessori, Bank Street, Waldorf, etc.). |
| 08.02 | Describe and discuss the components of the NAEYC Code of Ethical Conduct. |
| 08.03 | Recognize the value of self-reflective practices. |
| 08.04 | Explore professional development career pathways and evaluate according to personal goals and objectives. |
| 08.05 | Identify professional organizations in the field and their purposes. |
| 08.06 | Examine the characteristics of high-quality early childhood education programs. |
| 08.07 | Identify strategies for child and professional advocacy (i.e. funding, high-quality programs, equity, etc.). |
| 09.0 | Demonstrate knowledge of appropriate methods of guidance and classroom management. The student will be able to: |
| 09.01 | Identify and demonstrate developmentally appropriate classroom management strategies (i.e. predictable routines, scheduling, transitions, and learning environment). |
| 09.02 | Foster a child-centered environment based on nurturing guidance. |
| 09.03 | Describe variables in a child's background that may impact behavior. |
| 09.04 | Investigate how culture and language are important variables that influence the expectations and behaviors of teachers, children and families. |
| 09.05 | Explore their own culturally influenced beliefs, behaviors, and biases, and reflect on how these factors impact classroom guidance practices. |
| 09.06 | Identify and demonstrate evidence based techniques (i.e.: positive guidance) that foster the development of age appropriate self-regulation. |
| 10.0 | Demonstrate knowledge of various observation, screening, assessment and documentation methods. The student will be able to: |
| 10.01 | Identify and use appropriate methods for collecting data. |
| 10.02 | Analyze data to inform practice. |
| 10.03 | Understand and model ethical practices of information sharing. |
| 10.04 | Document and maintain records. |
| 11.0 | Demonstrate knowledge of children with special needs. The student will be able to: |

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| 11.01 | Discuss factors that place a child at risk for developmental delays and/or disability. |
| 11.02 | Compare typical and atypical development in all domains. |
| 11.03 | Identify interdisciplinary team approaches to assessment, intervention and education of children with atypical development. |
| 11.04 | Identify the referral process for agencies that provide services for children with special needs and their families. |
| 11.05 | Recognize evidence based inclusive teaching strategies. |
| <i>Early Childhood Development Specialization</i> | |
| 12.0 | Demonstrate knowledge of early childhood education. The student will be able to: |
| 12.01 | Describe the relationship of child development center philosophy and policy to program implementation. |
| 12.02 | Identify contemporary models of early childhood education (i.e. Montessori, Reggio Emilia, etc.) |
| 12.03 | Demonstrate knowledge of appropriate scheduling and program planning. |
| 12.04 | Identify developmentally appropriate teaching techniques to meet various approaches to learning and atypical development. |
| 12.05 | Design, construct, adapt, and use developmentally appropriate supplies and teaching materials. |
| 12.06 | Arrange learning centers for a variety of activities. |
| 12.07 | Recognize the importance of documenting and maintaining children's records. |
| 12.08 | Demonstrate knowledge of the importance of play in children's development. |
| 12.09 | Support and implement positive child/adult interaction. |
| 13.0 | Guide physical development. The student will be able to: |
| 13.01 | Demonstrate knowledge of physical development. |
| 13.02 | Identify and plan developmentally appropriate gross motor activities. |
| 13.03 | Identify and plan developmentally appropriate fine motor activities. |
| 13.04 | Identify appropriate equipment, materials, and space for physical development. |
| 13.05 | Demonstrate knowledge of the use of appropriate adaptive equipment and positioning techniques. |
| 13.06 | Demonstrate observation techniques related to physical development (i.e. running records, observation tools, checklists, etc.). |

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| 14.0 | Guide cognitive language and literacy development. The student will be able to: |
| 14.01 | Demonstrate knowledge of cognitive, language, and literacy development. |
| 14.02 | Identify and plan developmentally appropriate language, literacy, and sensory activities. |
| 14.03 | Identify and plan developmentally appropriate math, science and social science activities. |
| 14.04 | Identify and plan problem solving activities which foster critical thinking skills. |
| 14.05 | Recognize and utilize alternative forms of communication when necessary (non-verbal cues, body language, etc.) |
| 14.06 | Demonstrate observation techniques related to cognitive language, literacy, and sensory development. |
| 15.0 | Guide creative development. The student will be able to: |
| 15.01 | Demonstrate knowledge of creative development. |
| 15.02 | Identify and plan developmentally appropriate music, art and creative movement activities. |
| 15.03 | Demonstrate observation techniques related to creative development. |
| 16.0 | Guide social and emotional development. The student will be able to: |
| 16.01 | Demonstrate knowledge of social and emotional development. |
| 16.02 | Identify and plan activities which help children to develop interpersonal skills. |
| 16.03 | Identify and plan developmentally appropriate self-concept activities. |
| 16.04 | Identify and plan developmentally appropriate activities which promote multicultural understanding. |
| 16.05 | Identify and plan activities which help children to gain developmentally appropriate awareness and understanding of unacceptable behaviors, promoting empathy (i.e. bullying, cultural bias, etc.). |
| 16.06 | Identify and plan developmentally appropriate dramatic play activities. |
| 16.07 | Demonstrate observation techniques related to social and emotional development. |
| 17.0 | Demonstrate knowledge of how to positively interact with families. The student will be able to: |
| 17.01 | Recognize the family as the primary educator of the child having the ultimate approval of and primary responsibility for the care and development of the child, and support family members in the endeavor. |
| 17.02 | Recognize and be sensitive to varying family structures and families in transition. |
| 17.03 | Demonstrate knowledge of the forces that have influenced the lives of children and families. |

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| 17.04 | Identify and plan diverse family involvement activities. |
| 17.05 | Demonstrate interpersonal skills. |
| 17.06 | Demonstrate positive and productive staff and family interactions. |
| 18.0 | Identify and report child abuse and neglect in accordance with state regulations. The student will be able to: |
| 18.01 | Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law. |
| 18.02 | Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect. |
| 18.03 | Identify the factors, multiple forces, and most common causes for child abuse and neglect. |
| 18.04 | Identify the impact and effects of child abuse, neglect and trauma on children and their families. |
| 18.05 | Identify current legislation that deals with child abuse and neglect. |
| 18.06 | Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law. |
| 18.07 | Identify state and local guidelines and procedures for reporting child abuse and neglect as mandatory reporters. |
| 18.08 | Identify local community resources that provide help for the abused and the abuser. |
| 19.0 | Demonstrate professionalism. The student will be able to: |
| 19.01 | Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices. |
| 19.02 | Identify and demonstrate professional behavior including but not limited to ethics and confidentiality. |
| 19.03 | Participate as a positive and productive team member and role model. |
| 19.04 | Complete a self-evaluation. |
| 19.05 | Plan and implement and plan a self-improvement plan related to professional development. |
| 19.06 | Identify professional organizations in the field and the goals and responsibilities of their members. |
| 19.07 | Identify resources to assist with personal, physical and mental health issues. |
| 19.08 | Participate as an advocate for issues related to children and families. |
| 20.0 | Demonstrate use of technology. The student will be able to: |
| 20.01 | Demonstrate knowledge of current technological advances in education. |

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| 20.02 | Demonstrate process of obtaining audio-visual materials, computer programs, and equipment. |
| Early Childhood Inclusion Specialization | |
| 21.0 | Demonstrate knowledge of early childhood education practices. The student will be able to: |
| 21.01 | Explain typical and atypical development. |
| 21.02 | Characterize the principles and patterns of child development. |
| 21.03 | Demonstrate an understanding of the signs of trauma, abuse and neglect. |
| 21.04 | Identify agencies in the community that screen and evaluate for intervention services to support children and their families. |
| 21.05 | Demonstrate an understanding of the science of early brain development. |
| 21.06 | Demonstrate an understanding of the foundations and fundamentals of autism spectrum disorders (ASD) and developmental delays (including causes and indicators, prevalence, effects on learning and effects on life). |
| 21.07 | Demonstrate an understanding of the foundations and fundamentals of giftedness. |
| 22.0 | Demonstrate knowledge of early intervention and inclusion strategies. The student will be able to: |
| 22.01 | Demonstrate an understanding of social and emotional competence in children. |
| 22.02 | Identify strategies that will improve executive functioning skills in young children. |
| 22.03 | Demonstrate an understanding of developmentally appropriate approaches (i.e.: conscious discipline techniques, positive behavior support, etc.) |
| 22.04 | Identify appropriate strategies that support and empower diverse families through respectful, reciprocal relationships. |
| 23.0 | Demonstrate knowledge of observing and assessing young children. The student will be able to: |
| 23.01 | Demonstrate an understanding of the difference between screening and assessment. |
| 23.02 | Explain the importance of observation and assessment. |
| 23.03 | Identify the tools and processes for documenting and collecting information. |
| 23.04 | Demonstrate an understanding of how observation and assessment data are used to monitor student growth and development. |
| 23.05 | Demonstrate an understanding of how data from observations and assessments are utilized to identify children in need of intervention strategies. |
| 23.06 | Develop strategies for reporting observation and assessment results to families and staff members. |
| 23.07 | Demonstrate an understanding of how data from observation and assessments assist in the development of individual educational plans (IEP) and/or individual family service plans (IFSP). |

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| 24.0 | Demonstrate knowledge of the learning environment for young children. The student will be able to: |
| 24.01 | Assess the learning environment to increase accessibility and support inclusion. |
| 24.02 | Demonstrate an understanding of developmentally and functionally appropriate materials and equipment. |
| 24.03 | Identify methods of differentiating instruction to meet the needs of all children. |
| 24.04 | Utilize best practices in educational neuroscience research to plan activities. |
| 24.05 | Explain the importance and role of assistive technology in teaching. |
| 24.06 | Identify the guiding principles, laws, and funding options for assistive technology. |
| 24.07 | Identify types of assistive technology options for young children. |
| <i>Child Care Center Management Specialization</i> | |
| 25.0 | Demonstrate knowledge of early childhood education programming and management. The student will be able to: |
| 25.01 | Define and describe the philosophy and policies of a child development center. |
| 25.02 | Identify and evaluate models of early childhood programs. |
| 25.03 | Develop plans to meet long and short-term goals for early childhood programs. |
| 25.04 | Apply child growth and development theories and principles to quality programming for children. |
| 25.05 | Identify developmentally appropriate supplies and materials for the center learning environment. |
| 25.06 | Plan and implement developmentally appropriate events (i.e.; field trips, programs, resources, etc.). |
| 25.07 | Demonstrate an understanding of maintaining systems for ongoing assessment and documentation related to individual children in the program. |
| 25.08 | Recognize a culturally sensitive, unbiased and inclusive curriculum based on principles of child development. |
| 25.09 | Demonstrate knowledge of principles and practices in evaluating all aspects of early childhood programs (i.e. social emotional, culturally appropriate environment, curriculum and staff). |
| 25.10 | Describe state and national standards, policies, and their position statements for the use of technology and interactive media with young children. |
| 25.11 | Identify the challenges and opportunities regarding the integration of technology and interactive media in the early childhood curriculum. |
| 26.0 | Demonstrate skills in managing the financial and legal aspects of a child care center. The student will be able to: |
| 26.01 | Identify and understand the revenues and costs in opening and maintaining a childcare center (i.e.: grants, public subsidies, etc.). |

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| 26.02 | Identify income resources for a child care center including grant writing opportunities and fundraising. |
| 26.03 | Identify operating expenses for a childcare center. |
| 26.04 | Demonstrate an understanding of a marketing plan (including target marketing, market size competition, etc.). |
| 26.05 | Identify marketing strategies appropriate for childcare centers (including social media and technology) |
| 26.06 | Demonstrate an understanding of effective business practices related to budgeting, financing, and reporting. |
| 26.07 | Demonstrate knowledge of bookkeeping practices for childcare centers |
| 26.08 | Define and understand financial terminology. |
| 26.09 | Explain effective business practices related to legal obligations and regulatory responsibilities in child care management to include federal, state, and local laws related to tax law, insurance, risk management and licensure compliance. |
| 26.10 | Demonstrate an understanding of the requirement of Americans with Disabilities Act (ADA) and application to childcare centers. |
| 26.11 | Demonstrate familiarity with requirements of the Occupational Safety and Health Administration (OSHA) and application to childcare centers. |
| 26.12 | Demonstrate an understanding of the requirements of the Equal Employment Opportunity Commission (EEOC) and its application to childcare centers. |
| 26.13 | Demonstrate an understanding of the requirements of the National Health and Safety Performance Standards and application to childcare centers. |
| 26.14 | Demonstrate an understanding of legal, ethical and professional requirements for reporting child abuse, neglect and domestic violence. |
| 26.15 | Explain personnel law, compensation, and employee benefits related to childcare centers. (Including the Family Educational Rights and Privacy Act (FERPA). |
| 26.16 | Demonstrate an understanding of the Family Educational Rights and Privacy Act (FERPA). |
| 26.17 | Knowledge of social media and technology protocol. |
| 27.0 | Demonstrate leadership and organizational skills. The student will be able to: |
| 27.01 | Identify procedures for obtaining and retaining state and local licenses. |
| 27.02 | Describe an early childhood center's organizational structure. |
| 27.03 | Create written job descriptions that include specific duties and responsibilities for all childcare center personnel. |
| 27.04 | Identify strategies for educating center staff and volunteers on ethical responsibilities and professionalism when working with children, families, colleagues, and in the community. |
| 27.05 | Display knowledge of strategies that encourage and support staff involvement in decision-making. |

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| 27.06 | Demonstrate an understanding of ways to foster self-esteem, professionalism, commitment and motivation among the staff. |
| 27.07 | Demonstrate knowledge of how to create a professional development plan for staff. |
| 27.08 | Describe procedures for the recruitment, selection, performance appraisal, evaluation, retention and/or termination of staff. |
| 27.09 | Demonstrate knowledge of various types of performance appraisal evaluation procedures including self-evaluation, performance planning, observation and recording and narratives. |
| 27.10 | Display knowledge of career development issues in the field of early childhood. |
| 27.11 | Develop short and long term planning for the childcare center. |
| 27.12 | Identify and implement developmentally appropriate program activities. |
| 27.13 | Demonstrate knowledge of professional ethics and standards, nationally recognized accreditation criteria and evaluation tools for the design and implementation of developmentally appropriate quality programs for children and families. |
| 28.0 | Demonstrate knowledge of appropriate methods of guidance and program management. The student will be able to: |
| 28.01 | Demonstrate developmentally appropriate program management strategies (i.e., routines, scheduling, transitions and room arrangement, etc.). |
| 28.02 | Foster a child-centered program based on nurturing guidance. |
| 28.03 | Demonstrate knowledge of important background information, which may influence behavior. |
| 28.04 | Demonstrate positive guidance techniques. |
| 28.05 | Compare, and contrast developmentally appropriate technology for use with young children. |
| 28.06 | Examine legal and ethical practices related to use of technology in the early childhood setting. |
| 29.0 | Develop and maintain systems for monitoring practices related to health, safety, and nutrition. The student will be able to: |
| 29.01 | Demonstrate knowledge of professional standards and best practices related to health and safety including facilities, program, staff and children. |
| 29.02 | Develop a health and safety policy and procedure for children's health. |
| 29.03 | Plan for culturally appropriate family/staff partnerships and professional development related to protecting children's health. |
| 29.04 | Identify recommended daily nutritional requirements for children in the program. |
| 29.05 | Plan nutrition education for staff, children and families. |
| 29.06 | Plan for the preparation and serving of nutritious snacks and meals. |
| 29.07 | Identify ways to encourage positive food choices and good eating habits. |

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| 29.08 | Demonstrate knowledge of laws and regulations regarding safety in buildings, grounds and equipment. |
| 29.09 | Demonstrate knowledge of building and grounds maintenance to insure health and safety of children and staff. |
| 30.0 | Develop and examine policies that promote alliances with families and collaboration among programs and community resources. The student will be able to: |
| 30.01 | Recognize the importance and challenges of family involvement in all aspects of child care and education programs. |
| 30.02 | Demonstrate awareness of the diverse roles of family members, staff and administrators in the organization, planning and management of child care and education programs. |
| 30.03 | Plan, organize and implement family-center communication. |
| 30.04 | Develop plans for supporting parents by keeping them informed about program activities and child development. |
| 30.05 | Describe ways that childcare personnel can be supportive of the family's efforts with the child. |
| 30.06 | Demonstrate an understanding of the effects of enrollment policies and procedures on relationships with families. |
| 30.07 | Design a program that supports families with children with varying abilities. |
| 30.08 | Plan, organize and implement culturally appropriate parent involvement activities. |
| 30.09 | Demonstrate knowledge of community support systems, including public and private resources for families and how to access them. |
| 30.10 | Identify technological tools that maintain ongoing communication with parents and families. |
| <i>Infant/Toddler Specialization</i> | |
| 31.0 | Demonstrate knowledge of health, safety and nutrition relative to infants and toddlers. The student will be able to: |
| 31.01 | Identify healthy and safe habits and potential hazards in a child development facility. |
| 31.02 | Identify resources for certification in Pediatric First Aid and CPR. |
| 31.03 | Identify accidents common to children and appropriate first aid techniques. |
| 31.04 | Indicate major components in a safety plan (i.e. evacuation, fire and lockdown procedures, etc.). |
| 31.05 | Identify developmentally appropriate safety activities (e.g. sleeping procedures, transporting, eating, etc.). |
| 31.06 | Recognize appropriate food preparation and nutrition education activities. |
| 31.07 | Identify medication and allergic reactions and appropriate follow up. |
| 32.0 | Demonstrate knowledge of a developmentally appropriate infant/toddler environment. The student will be able to: |

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| 32.01 | Identify and plan key components for creating developmentally appropriate environments for infants and toddlers. |
| 33.0 | Demonstrate knowledge of developmental characteristics of infants/toddlers. The student will be able to: |
| 33.01 | Identify and describe the principles of evidence-based models of infant/toddler education. |
| 33.02 | Develop plans to meet short and long term developmental goals. |
| 33.03 | Identify and use developmentally appropriate teaching techniques to support various learning preferences, temperament and abilities. |
| 33.04 | Arrange learning environments for a variety of activities using developmentally appropriate materials across the curriculum. |
| 33.05 | Discuss the importance of play in development. |
| 33.06 | Identify and implement responsive teacher-child interactions. |
| 33.07 | Recognize the importance of spontaneity, flexibility and open-ended materials. |
| 33.08 | Recognize the importance of representational play. |
| 33.09 | Collect, analyze and use data to inform practice. |
| 34.0 | Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler. The student will be able to: |
| 34.01 | Understand characteristics of infants and toddlers temperaments. |
| 34.02 | Explain emotional development in infants and toddlers. |
| 34.03 | Engage in developmentally appropriate and culturally responsive interactions that support the development of communication skills. |
| 34.04 | Identify strategies to support infants/toddlers through periods of stress, separation, transition, trauma, etc. through the use of appropriate comforting techniques. |
| 34.05 | Demonstrate knowledge of attachment strategies and its importance in social and emotional development. |
| 35.0 | Demonstrate the importance of positive interactions with the family and communities. The student will be able to: |
| 35.01 | Recognize the value of positive interaction with the child's family or primary caregiver. |
| 35.02 | Describe the forces which have an impact on the lives of children and families (e.g. social-emotional, economic, environment, linguistic, etc.). |
| 35.03 | Model respect for diverse family structures and their communities through culturally responsive practices. |
| 35.04 | Identify culturally appropriate methods for empowering families in their roles as advocates for their children. |

| <i>Preschool Specialization</i> | |
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| 36.0 | Demonstrate knowledge of health, safety and nutrition relative to preschoolers. The student will be able to: |
| 36.01 | Identify healthy and safe habits and potential hazards in a child development facility. |
| 36.02 | Identify resources for certification in Pediatric First Aid and CPR. |
| 36.03 | Identify accidents common to children and appropriate first aid techniques. |
| 36.04 | Indicate major components in a safety plan (i.e. evacuation, fire and lockdown procedures, etc.). |
| 36.05 | Identify developmentally appropriate safety activities (i.e., sleeping, transporting, eating, etc.). |
| 36.06 | Recognize appropriate food preparation and nutrition education activities. |
| 36.07 | Identify medication and allergic reactions and appropriate follow up. |
| 37.0 | Demonstrate knowledge of a developmentally appropriate preschool environment. The student will be able to: |
| 37.01 | Identify and plan key components for creating developmentally appropriate environments for preschoolers. |
| 38.0 | Demonstrate content knowledge in early childhood education for preschoolers. The student will be able to: |
| 38.01 | Identify and describe the principles of evidence-based models of preschool education. |
| 38.02 | Develop plans to meet short and long term developmental goals. |
| 38.03 | Identify and use developmentally appropriate and inclusive teaching techniques to support various learning preferences, temperament and abilities. |
| 38.04 | Arrange learning environments for a variety of activities using developmentally appropriate materials across the curriculum. |
| 38.05 | Discuss the importance of play in learning and development. |
| 38.06 | Identify and implement responsive teacher-child interactions. |
| 38.07 | Recognize the importance of spontaneity, flexibility and open-ended materials. |
| 38.08 | Recognize the importance of representational play. |
| 38.09 | Collect, analyze and use data to inform practice. |
| 39.0 | Demonstrate knowledge and understanding of child growth and development of the preschool age child. The student will be able to: |
| 39.01 | Engage in developmentally appropriate and culturally responsive interactions that support the development of communication skills. |

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| 39.02 | Identify strategies to support preschoolers through periods of stress, separation, transition, trauma, etc. through the use of appropriate comforting techniques. |
| 39.03 | Demonstrate knowledge of attachment strategies and its importance in social and emotional development. |
| 39.04 | Demonstrate knowledge of the basic principles related to child growth and development for preschoolers. |
| 39.05 | Plan developmentally appropriate activities that promote physical development for preschoolers. |
| 39.06 | Plan developmentally appropriate activities that promote cognitive development through math, science, social science and arts for preschoolers. |
| 39.07 | Plan developmentally appropriate activities that promote creativity through music, movement, dramatic play and art for preschoolers. |
| 39.08 | Plan developmentally appropriate activities that promote language and literacy development through for preschoolers. |
| 39.09 | Identify and demonstrate developmentally appropriate classroom management strategies (e.g.: predictable routines, scheduling, transitions, and learning environment, etc.). |
| 39.10 | Identify and demonstrate evidence based techniques (i.e.: positive guidance) that foster the development of age-appropriate self-regulation. |
| 40.0 | Demonstrate the importance of positive interactions with the family and community. The student will be able to: |
| 40.01 | Recognize the value of positive interaction with the child's family or primary caregiver. |
| 40.02 | Describe the forces which have an impact on the lives of children and families (e.g. social-emotional, economic, environment, linguistic, etc.). |
| 40.03 | Model respect for diverse family structures and their communities through culturally responsive practices. |
| 40.04 | Identify culturally responsive methods for empowering families in their roles as advocates for their children. |
| 40.05 | Demonstrate knowledge of the basic principles related to child growth and development. |
| 40.06 | Identify various influences on the development of a child from three to five years. |
| 40.07 | Guide the physical development of three, four and five-year-old Preschool children by planning and implanting developmentally appropriate activities that promote fine and gross motor development. |
| 40.08 | Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and Identify and planning developmentally appropriate activities in the areas of math, science, social science, language and literacy. |
| 40.09 | Guide the creative development of three, four, and five-year-old Preschool children by planning and implementing developmentally appropriate activities in the areas of music, art, dramatic play and creative movement. |
| 40.10 | Guide the social and affective development of three, four, and five-year-old preschool children by planning and implanting activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding. |
| 40.11 | Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children. |
| 40.12 | Select developmentally appropriate equipment and materials that will promote child growth and development. |

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| 40.13 | Observe and collect data on physical, cognitive, creative and social/emotional development. |
| 40.14 | Demonstrate knowledge of an inclusive environment. |
| 40.15 | Demonstrate knowledge of unbiased practices. |
| 41.0 | Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. The student will be able to: |
| 41.01 | Initiate and facilitate positive interaction with the child's family or primary caregiver. |
| 41.02 | Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families. |
| 41.03 | Identify and plan parent involvement activities. |
| 41.04 | Demonstrate interpersonal skills. |
| 41.05 | Share information about child development and developmentally appropriate practices. |
| 41.06 | Demonstrate positive and productive staff and parent interactions. |
| 41.07 | Identify methods for empowering families in their roles as advocates for their children. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The program includes core outcomes and outcomes in five areas of Specialization. The areas of specialization are: Early Childhood Development; Early Childhood Inclusion; Child Care Center Management; Infant/Toddler; Preschool. The student must successfully complete required courses in the core and in one area of specialization. Field placements will reflect a student's area of specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAAF), National Association for the Education of Young Children (NAEYC), and Council for Exceptional Children (CEC).

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

- Child Development Early Intervention (0419070904 – 36 credits
- Early Childhood Inclusion Specialization (0413121000) – 12 credits
- Child Care Center Management Specialization (0419070906) – 12 credits
- Infant/Toddler Specialization (0419070907) – 12 credits
- Preschool Specialization (0419070908) – 12 credits

Standards for the above certificate programs are contained in separate curriculum frameworks.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.