# Foundations to Early Childhood Development Course No. 19052 Credit: 1.0

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| **Student name:**  |  | **Graduation Date:** |  |

Pathways and CIP Codes:Early Childhood Education and Services (19.0709); Business Management & Entrepreneurship (52.0799)

Course Description: **Technical Level:** Foundations to Early Childhood Development provides students with knowledge of developing the physical, intellectual, emotional, and social growth of young children in a variety of childcare settings.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Examine career paths within early childhood education, education and related services.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Research career paths within early childhood development and services.  |  |
| 1.2 | Analyze the relationship between role of the parent/guardian and the role of a care provider.  |  |
| 1.3 | Recognize the economic impact of quality childcare both the industry and the value of working parents to the economy.  |  |
| 1.4 | Explore range of opportunities for employment and entrepreneurial endeavors within childcare and service (e.g. entry, technical and professional).  |  |
| 1.5 | Reflect on experiences with children to determine strengths and weaknesses of professional skills.  |  |
| 1.6 | Discuss current trends associated with early childhood education reflecting upon historical, legal, social and theoretical foundations.  |  |

## Benchmark 2: Apply developmentally appropriate practices in early childhood education.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Compare and contrast leading child development theories.  |  |
| 2.2 | Analyze child development theories to determine how children learn (relate to ages and stages).  |  |
| 2.3 | Identify risk factors, delays, or disabilities that may indicate a need for special services.  |  |
| 2.4 | Determine impact of stress, separation, trauma and transition on children’s social and emotional development.  |  |
| 2.5 | Explore common problem behaviors and situations and appropriate solutions.  |  |
| 2.6 | Analyze assessment methods used to interpret children’s growth and development.  |  |
| 2.7 | Describe cultural, linguistic and environmental influences that impact children’s development.  |  |
| 2.8 | Observe and summarize a select child’s developmental progress.  |  |
| 2.9 | Determine space arrangement for age appropriateness and activity need in a variety of early childhood settings |  |
| 2.10 | Identify strategies to nurture children.  |  |

## Benchmark 3: Analyze curriculum and instruction to meet children’s development needs.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Analyze strategies that promote age-appropriate growth and development.  |  |
| 3.2 | Identify activities that promote intellectual, social, physical, emotional and moral development (including art, music, nature/animal and food related).  |  |
| 3.3 | Explore the role of play in the development of children.  |  |
| 3.4 | Create age-appropriate activities for children (including those with special needs).  |  |
| 3.5 | Create and practice developmentally appropriate experience(s) to early learning standards.  |  |
| 3.6 | Compare and contrast methods of promoting kindergarten readiness in children.  |  |
| 3.7 | Identify the types and role of observation, documentation, and assessment in early childhood education.  |  |
| 3.8 | Summarize collaboration and teaming strategies used in an early childhood education setting |  |

## Benchmark 4: Develop skills needed to ensure a safe and healthy learning environment for children.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Analyze the impact of the family’s role as the primary educator to child development and kindergarten readiness.  |  |
| 4.2 | Create opportunities for positive communication and relationships with families.  |  |
| 4.3 | Create a resource to share with families that lists community agencies that can provide assistance.  |  |
| 4.4 | Demonstrate basic pediatric (e.g. infant toddler) first aid and CPR.  |  |
| 4.5 | Identify regulations regarding health and safety in childcare facilities.  |  |
| 4.6 | Analyze an indoor space for educational value and safety for children.  |  |
| 4.7 | Identify safe and appropriate outdoor play equipment.  |  |
| 4.8 | Practice being a good role model for children (including appropriate hand-washing techniques).  |  |
| 4.9 | Promote children practicing hand-washing techniques.  |  |
| 4.10 | Identify appropriate procedures for meeting the needs of children (e.g. safety, toileting, nutrition, injuries).  |  |
| 4.11 | Review regulations on reporting child abuse and neglect for a variety of settings (e.g. school, home, community).  |  |
| 4.12 | Analyze nutritional needs of children and methods of encouraging healthful eating.  |  |
| 4.13 | Demonstrate ability to avoid health hazards at meal/snack time (e.g. choking, allergies, and age-appropriate foods).  |  |

## Benchmark 5: Enhance career readiness through practicing appropriate skills in early childhood development and services applications.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Demonstrate interpersonal skills that promote positive relationships with children and their parents/guardians.  |  |
| 5.2 | Enhance development of 21st Century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in childcare settings).  |  |
| 5.3 | Exhibit good hygiene and personal appearance and attire (clothing, shoes, accessories) for working with children.  |  |
| 5.4 | Examine the relationship between a childcare center cost and the financial responsibilities of families to provide for the quality care of children.  |  |
| 5.5 | Explain the NAEYC code of ethics to resolve basic ethical dilemmas in early childhood education (e.g. confidentiality and impartiality).  |  |
| 5.6 | Demonstrate ethical decision making when making judgements and taking actions with children.  |  |
| 5.7 | Examine the impact of technology on family relationships (e.g. social media, cell phones, public posting of family information, online communication with family).  |  |
| 5.8 | Analyze benefits of professional organization membership in the early childhood education, development and services area.  |  |
| 5.9 | Organize a career portfolio (electronic or physical) to document knowledge, skills, and experience in early childhood development and services.  |  |
| 5.10 | Summarize the roles, responsibilities and rights of teachers, families and other related professionals.  |  |

## Benchmark 6: HEALTH AND SAFETY TRAINING.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Identify and understand age-typical and atypical growth and development milestones.  |  |
| 6.2 | Understand the importance of accommodating food choices based on children’s allergies, health issues, and/or family dietary preferences as appropriate.  |  |
| 6.3 | Ensure a healthy environment for all children, including those who have environmental allergies, by routinely cleaning and sanitizing all surfaces and toys.  |  |
| 1.4 | Actively supervise children to ensure safety both indoors and outdoors. |  |
| 1.5 | Regularly assess environments inside and outside for safety and sanitation and ensure any problems are resolved.  |  |
| 6.6 | Follow safe sleep and diapering state guidelines.  |  |
| 6.7 | Practice eff ective hand washing, toileting, diapering, safe food handling, and safe sleep procedures to reduce the spread of disease and the possibility of injury to children.  |  |
| 6.8 | Practice universal precautions to minimize and control the spread of disease through bodily fl uids.  |  |
| 6.9 | Collaborate with families to maintain accurate immunization and health records according to State and Federal guidelines.  |  |
| 6.10 | Maintain an accessible current list of emergency phone numbers both indoors and outdoors for contacting families and emergency services.  |  |
| 6.11 | Inform families of emergency procedures.  |  |
| 6.12 | Post, regularly practice, follow, and document emergency and safety evacuation procedures such as fi re, natural disaster, and tornado drills.  |  |
| 6.13 | Understand the terms child abuse, child neglect, and child maltreatment.  |  |
| 6.14 | Understand the forms of child maltreatment: physical, sexual, emotional, and neglect.  |  |
| 6.15 | Recall the symptoms and indicators of child abuse and neglect.  |  |
| 6.16 | Understand the professional responsibility of a mandated reporter.  |  |
| 6.17 | Understand Federal and State transportation regulations for transporting children.  |  |
| 6.18 | Understand that a holistic curriculum incorporates varied experiences that build skills in mathematical thinking; social interactions, relationships, and friendships; creative arts; language and literacy; science; and play.  |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

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