# Early Childhood Application Course No. 19098 Credit: 1.0

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

Pathways and CIP Codes:Early Childhood Development & Service (19.0709)

Course Description: **Application Level:** Early Childhood Application provides students with work experience in fields related to the development of young children. Students maintain a safe and healthy learning environment promoting positive relationships and guiding children in developmentally appropriate instruction.

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 | Explore all aspects of the industry.  |  |
| 1.2 | Document and reflect upon experiences with children to determine strengths and weaknesses of personal professional skills.  |  |
| 1.3 | Determine post-secondary education and/or industry certifications/licenses required for success in the field.  |  |

## Benchmark 2: Analyze developmentally appropriate practices in early childhood settings.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Recognize that children’s personalities and individual differences have an impact on the childcare setting/provider |  |
| 2.2 | Analyze the policies and procedures of childcare entities and ability to meet the needs of children.  |  |
| 2.3 | Explain the physical, social, emotional, and intellectual differences of children through interactions with them.  |  |
| 2.4 | Evaluate modifications needed for children with special needs.  |  |

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

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Follow the daily schedule of a childcare setting.  |  |
| 3.2 | Select activities that fit the learning styles of children.  |  |
| 3.3 | Develop activities that give children choices.  |  |
| 3.4 | Encourage children’s participation in a variety of activities (e.g. play, exploration/learning, social activities).  |  |
| 3.5 | Encourage children’s learning through play.  |  |
| 3.6 | Demonstrate how to appropriately adapt activities for children with special needs.  |  |
| 3.7 | Follow directives when working with children.  |  |

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

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Demonstrate ability to work with parents in a positive manner.  |  |
| 4.2 | Analyze a childcare facility design (e.g. safety, learning centers, etc.).  |  |
| 4.3 | Respond to common emergency situations (e.g. role play or actual) in children related settings.  |  |
| 4.4 | Evaluate the safety of a childcare center, based on codes and regulations (case study or actual).  |  |
| 4.5 | Conduct a safety check of equipment to ensure it is in place and operable (e.g. smoke detector, fire extinguisher, door latches, window locks, child safe drawers/outlet covers/toilets, etc.).  |  |
| 4.6 | Demonstrate knowledge of a center’s disaster plan and drills.  |  |
| 4.7 | Conduct a toy safety check.  |  |
| 4.8 | Practice appropriate hand-washing techniques.  |  |
| 4.9 | Demonstrate ability to meet the needs of children (e.g. toileting, nutrition, injuries).  |  |
| 4.10 | Practice appropriate behaviors to avoid/control blood-borne pathogens to ensure safety of self and children.  |  |
| 4.11 | Explain the procedure to report illness, abuse and neglect in a childcare setting.  |  |
| 4.12 | Recognize health hazards at meal/snack time (choking, allergies, age-appropriate foods) and prevent dangerous situations.  |  |

## Benchmark 5: Evaluate techniques to promote positive relationships with children.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Analyze techniques of appropriate supervision.  |  |
| 5.2 | Demonstrate ability to supervise children appropriately.  |  |
| 5.3 | Interact appropriately with children.  |  |
| 5.4 | Respond to problem behaviors in appropriate ways.  |  |

## Benchmark 6: Enhance career readiness through practicing appropriate skills in child related settings.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Demonstrate effective work habits (e.g. responsibility, confidentiality, impartiality, professionalism) appropriate when working in childcare settings.  |  |
| 6.2 | Adhere to policies in a childcare setting.  |  |
| 6.3 | Demonstrate communication and healthy relationship strategies that promote positive self-esteem in children.  |  |
| 6.4 | Demonstrate willingness to learn and work as a team.  |  |
| 6.5 | Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation) in child related settings.  |  |
| 6.6 | Exhibit good hygiene, personal appearance and attire (e.g. clothing, shoes, accessories) for working with children.  |  |
| 6.7 | Examine the financial responsibilities of running a childcare related service.  |  |
| 6.8 | Demonstrate ethical decision making when making judgements and taking actions in childcare settings.  |  |
| 6.9 | Evaluate the impact of technology on child related services (e.g. social media, cell phones, public posting of family information, online communication with family).  |  |
| 6.10 | Examine the training certification and certifications required to be employed in the Early Childhood work force.  |  |
| 6.11 | Organize a career portfolio (electronic or physical) to document knowledge, skills, and experience in child related fields.  |  |

## Benchmark 7: Create a career portfolio (electronic or physical) to document knowledge, skills, and experience in child related fields.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Document coursework, certifi cations, and work experience.  |  |
| 7.2 | Compose a statement regarding how one establishes and maintains a safe, healthy, learning environment with a paragraph for each.  |  |
| 7.3 | Document fi rst aid and CPR training.  |  |
| 7.4 | Provide a weekly menu for each age group of infants, toddlers, and preschoolers.  |  |
| 7.5 | Provide weekly plans with goals for each age group of infants, toddlers, and preschoolers including potential accommodations for exceptionalities.  |  |
| 7.6 | Document one learning experience for infants, toddlers, and preschoolers for each of the following areas: science/sensory, language and literacy, creative arts, fi ne motor(indoor), gross motor(outdoor), self-concept, emotional skills/regulation, social skills, and mathematics.  |  |
| 7.7 | Compose a statement regarding the advancement of physical and intellectual competency based on the learning experiences included in the portfolio.  |  |
| 7.8 | Compose a statement regarding how to support social and emotional development and provide positive guidance.  |  |
| 7.9 | Compile a bibliography of 10 children’s books to support age-appropriate social-emotional topics for each age group of infants, toddlers, and preschoolers  |  |
| 7.10 | Compose a statement regarding how to establish positive and productive relationships with families of each age group of infants, toddlers, and preschoolers. |  |
| 7.11 | Collect resources and contact information for families in the local community including counseling agencies, translation services, and special education services specifi cally including birth to three KDHE special education providers and preschool KSDE providers.  |  |
| 7.12 | Collect a minimum of four online resources for families including at least one article. |  |
| 7.13 | Compose a statement regarding how to ensure a well-run, purposeful program that is responsive to participants.  |  |
| 7.14 | Collect an accident report, an emergency form, and at least one observation form. |  |
| 7.15 | Compose a statement regarding how to maintain a commitment to professionalism. |  |
| 7.16 | Collect the licensing contact information and licensing requirements for teachers, assistant teachers and directors’ qualifi cations and ratio and group size requirements |  |
| 7.17 | Identify three early childhood associations. |  |
| 7.18 | Document the legal requirements regarding child abuse and mandated reporter guidelines and the contact information for the reporting agency  |  |
| 7.19 | Compose a professional philosophy statement regarding the care and education of young children  |  |

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

Instructor Signature:

For more information, contact:

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