



HIGH SCHOOL EARLY CHILDHOOD EDUCATION 2

ACADEMIC & PROFESSIONAL SKILLS STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by the Governing Board
May 14, 2024

STANDARDS FOR EARLY CHILDHOOD EDUCATION

EARLY CHILDHOOD EDUCATION 2

Early Childhood Education 2 offers advanced applications of Early Childhood knowledge and practice. Students will explore historical and contemporary early childhood influences with an in-depth study of the health, safety and nutritional needs. This course includes application of developmental theories; ECE agency management; early childhood observation and assessment; classroom management; professional and ethical responsibilities, and teaching strategies in an early childhood learning center. Students will have the opportunity to design, present and assess activities in an early childhood learning center, Community Schools, or at one of our elementary schools. Students must be able to qualify for a fingerprint clearance card and have proof of their TB test to attend our Pre-K-2nd grade sites. The course will prepare students for the following certifications: CPR/First Aid, Food Handlers, and Bloodborne Pathogens. Students will have the opportunity to earn credit for two Pima Community College (PCC) dual enrollment courses: ECE 125 (Nutrition, Health, and Safety for the Young Child) and ECE 226 (Positive Child Guidance).

PRENATAL THROUGH ELEMENTARY DEVELOPMENT

- ECE2.1.1 Examine the foundational concepts and theoretical approaches of Early Childhood Education.
 - Compare key child development theories and their implications (i.e., Piaget, Vygotsky, Gardner, and Erikson).
 - Compare teaching approaches/pedagogies to early childhood education and their implications (i.e., Montessori, Reggio, Waldorf, and Head Start).
 - Describe current brain development research and its applications.
 - Describe play-based approaches to learning (e.g., curiosity, creativity, persistence, and problem-solving).
- ECE2.1.3 Examine infant development (birth to 12 months).
 - Select equipment that promotes the development of infants in all developmental areas (domains).
 - Facilitate developmentally appropriate play for infants (i.e., sensory exploration, solitary play).
 - Describe the characteristics of atypical/typical development in infants.
- ECE2.1.4 Examine toddler development (12 to 36 months).
 - Select appropriate equipment that promotes the development of toddlers in all developmental areas (domains).
 - Facilitate developmentally appropriate play for toddlers (i.e., parallel play, small group).
 - Describe the characteristics of atypical/typical development in toddlers (i.e., developmental delays).
- ECE2.1.5 Examine preschool development (3 to 5 years).
 - Select developmentally appropriate equipment and toys that promote the development of preschoolers in all developmental areas (e.g., indoor/outdoor learning centers).
 - Facilitate developmentally appropriate play for preschoolers (e.g., sensory-based, cooperative play, imaginative play).
 - Describe characteristics of atypical/typical development in preschoolers (i.e., developmental delays, Individualized Education Plan).
- ECE2.1.6 Examine early elementary child development (kindergarten through grade 3).
 - Select equipment (e.g., sports, fine motor) that promotes the development of early elementary children in all developmental areas (domains).
 - Facilitate developmentally appropriate play for early elementary children (i.e., games with rules, organized sports, recess structure).
 - Describe characteristics of atypical/typical development in early elementary children (e.g., gifted, developmental screening).

WORKING WITH CHILDREN

- ECE2.2.1 Describe strategies to build family and community relationships.
 - Describe components of an effective family conference in an early elementary setting (i.e., documentation, collaboration, focus on strengths).
 - Describe components of effective family conversations in an early childhood setting for children birth to age 5 (i.e., appropriate topics, active listening).
- ECE2.2.2 Examine developmentally appropriate practices that support meaningful learning experiences.
 - Ask questions that prompt children's thinking (e.g., open-ended questions).
 - Explore ways to acknowledge and encourage children's efforts (focus on process and avoid judgment).
 - Explain how to create challenges and scaffold children's learning to support growth and development (appropriate level of challenge, facilitate vs. direct).
 - Describe developmentally appropriate technological aids and media resources that support learning (limiting screen time, assistive technology, visual aids - Diversiboard, age-appropriate iPad apps).
- ECE2.2.3 Examine developmentally appropriate learning environments/learning centers.
 - Design a physical environment that will facilitate planned and spontaneous indoor and outdoor activities (e.g., learning centers, classroom arrangements, child's eye level, appropriate furniture and equipment, sensory integration).
 - Develop a daily schedule that meets the developmental needs of children and allows for teacher-initiated and child-initiated activities with limited transitions.
 - Develop learning centers for toddlers (12 to 36 months) that include indoor and outdoor environments.
 - Develop learning centers for preschoolers (3 to 5 years) that include indoor and outdoor environments.
 - Develop learning centers for elementary children (kindergarten through grade 3) that include indoor and outdoor environments.
- ECE2.2.4 Examine developmentally appropriate learning experiences.
 - Explain how the Arizona Infants and Toddler Development Guidelines may be used to guide the development of learning experiences and opportunities for young children birth to 36 months.
 - Explain how the Arizona Early Learning Standards may be used to guide the development of learning experiences and opportunities for preschoolers 3 to 5.
 - Explain how the Arizona Academic Standards may be used to guide the development of learning experiences and opportunities for early elementary children in kindergarten through grade 3.
- ECE2.2.5 Examine strategies that promote prosocial behavior in young children.
 - Describe techniques and strategies to encourage cooperation in play and learning including the respect for the rights and property of self and others (e.g., sharing, taking turns, activities that encourage cooperation).
 - Describe techniques to encourage children to identify, express, and regulate their emotions appropriately (e.g., I-messages, redirecting inappropriate behaviors).
 - Describe problem-solving and conflict-resolution strategies.
 - Explain developmentally appropriate approaches to the positive guidance of young children (e.g., modeling, redirection, realistic expectations, established routines, role of environment, positive focus).
 - Describe activities that demonstrate respect for culture, language, and individuality and create a caring community of learners.
- ECE2.2.6 Examine observation and assessment strategies in early childhood settings.
 - Describe various forms of ongoing and progress monitoring tasks, charts, and assessments (i.e., Teaching Strategies Gold, work sampling, portfolios).

- Compare subjective and objective documentation/statements (i.e., facts, opinions, judgments, feelings, observations).
- Explain ways to use data to inform instructional and guidance practices (e.g., lesson plans, individualized needs).
- Select observation forms/tools to collect data and record behavior and development (e.g., running records, anecdotal notes, checklists, rating scales, frequency counts).and objective documentation/statements (i.e., facts, opinions, judgments, feelings, observations).

HEALTH AND SAFETY

- ECE2.3.1 Describe procedures and regulations that promote health and safety in early childhood environments.
 - Describe and utilize appropriate clothing and shoes to ensure personal safety in the early childhood environment (child and teacher).
 - Determine potential safety hazards in and around indoor and outdoor childcare settings (i.e., conduct eye level inspection, daily checks, fall zones).
 - Describe basic health practices and prevention procedures related to childhood illnesses and communicable diseases.
 - Describe water, sun, and heat precautions and safety practices.
 - Describe proper storage and maintenance of toys, equipment, supplies, and hazardous materials.
 - Describe cleaning and sanitation procedures, including maintaining the facility and equipment, laundry procedures, and dishwashing procedures.
 - Explain compliance with the Arizona Department of Health Services Child Care Licensing Regulations.
 - Explain compliance with OSHA (Occupational Safety and Health Administration) standards.
 - Perform basic First Aid and CPR techniques.
- ECE2.3.2 Examine health and nutrition in young children.
 - Describe and utilize proper handwashing procedures for children and adults.
 - Describe and perform personal care procedures for children (e.g., diapering and toileting, napping and resting, feeding and eating, and care routines).
 - Promote physical well-being for children (e.g., conduct daily health checks, recognize abuse indicators, document injury and illness, and administer and store medications).

PROFESSIONAL SKILLS: PROFESSIONALISM & ORGANIZATIONAL CULTURE

- ECE2.4.1 Explore career pathways and requirements within the early childhood education profession (i.e., Arizona licensing and certification requirements, other career options [nonteaching/childcare], Arizona Early Childhood Workforce Registry resources and benefits, professional organizations such as SAZAEYC, NAEYC).
 - Conduct formal and informal research on early childhood education topics.
- ECE2.4.2 Represent the school [organization] in a positive manner, demonstrating the school's [or organization's] mission and core values.
 - Communicate the mission and core values of the school [or organization].
 - Perform my work with a positive attitude.
- ECE2.4.3 Demonstrate professionalism in the workplace (being on time, proper dress, courteousness, positive interpersonal behaviors with children, families, colleagues, and supervisors).
 - Follow protocol(s) related to behavior, appearance, and other expectations.
 - Explain the importance of "dress for success."
- ECE2.4.4 Demonstrate respect for personal and professional boundaries.
 - Distinguish between personal and work-related matters.

- ECE2.4.5 Interact respectfully with others (cross-cultural, intergenerational, individuals with disabilities); act with integrity.
 - Address challenges with sensitivity.
- ECE2.4.6 Produce high-quality work that reflects professional pride and organizational values, and contributes to organizational success.
 - Create work products in a timely manner that are high quality and positively represent the organization.
- ECE2.4.7 Take initiative to develop skills and improve work performance.
 - Identify and apply strategies to improve my performance.

PROFESSIONAL SKILLS: LEGAL AND ETHICAL PRACTICES

- ECE2.5.1 Describe current legal issues in the field of early childhood education.
 - Explain current legal issues in the field of early childhood education and their implications in the workplace.
- ECE2.5.2 Observe laws, rules, and ethical practices in the workplace.
 - Comply with required laws and regulations in the workplace, including employment laws and policies (Arizona Early Childhood Development and Health Board).
 - Apply policies and procedures of the organization based on organizational training(s).
 - Manage and use organizational resources prudently and responsibly.
 - Protect the organization's intellectual and physical property.
 - Explain child abuse and neglect as described in Arizona Statutes [ARS 13-3620] (i.e., signs and symptoms, Shaken Baby Syndrome, types of abuse, Mandatory Reporting training).
- ECE2.5.3 Follow industry safety standards in the classroom to maintain a safe work environment.
 - Demonstrate safety standards in the classroom.
 - Apply procedures for reporting unsafe and hazardous conditions in the workplace.

PROFESSIONAL SKILLS: COMPLEX COMMUNICATION (TRADITIONAL AND DIGITAL)

- ECE2.6.1 Communicate effectively in a diverse work environment (i.e., style, format, and medium appropriate to audience/culture/generation, purpose and context; accuracy; use of appropriate technical/industry language; to resolve conflicts; address intergenerational differences/challenges; persuade others).
 - Use appropriate verbal and nonverbal modes of communication.
 - Address communications in a style that is appropriate to the audience and situation.
 - Respond in a timely manner to communications.
- ECE2.6.2 Writes and speaks using language(s) required by the employer.
 - Present and deliver content accurately and confidently.
 - Proof and edit all communications based on [organizational] standards.
- ECE2.6.3 Use appropriate technologies and social media to enhance or clarify communication.
 - Use professional etiquette and follow applicable laws and regulations for web-, email-, and social media-based communications.
 - Verify the accuracy of information and authority of sources.
- ECE2.6.4 Use a variety of interpersonal skills, including tone of voice and appropriate physical gestures (e.g., eye contact, facing the speaker, active listening) during conversations and discussions to build positive rapport with others.
 - Demonstrate appropriate active listening skills.

- ECE2.6.5 Pose and respond to questions, building upon others' ideas in order to enhance the discussion; clarify, verify, or challenge ideas and conclusions with diplomacy.
 - Ask questions to obtain accurate information.

PROFESSIONAL SKILLS: INITIATIVE AND SELF-DIRECTION

- ECE2.7.1 Apply the skills and mindset of self-direction/self-regulation to accomplish a project.
 - Establish priorities and set challenging, achievable goals.
 - Create a plan with specific timelines for completion to achieve the goals.
 - Take initiative to select strategies, resources and/or learning opportunities to accomplish the task(s) in the plan.
 - Identify the success criteria/metrics to determine the effectiveness of the outcome for each goal.
- ECE2.7.2 Adapt to organizational changes and expectations while maintaining productive and cooperative relationships with colleagues.
 - Monitor my progress/productivity and self-correct during the learning process.
- ECE2.7.3 Select and use appropriate technologies to increase productivity.
 - Use appropriate technology tools and resources to create and deliver a product.
- ECE2.7.4 Employ leadership skills that build respectful relationships and advance the organization (e.g., recognize and engage individual strengths, plan for unanticipated changes, pursue solutions/improvements).
 - Reflect upon my learning (strengths and weaknesses) and use feedback to modify work or improve performance.
 - Persist when faced with obstacles or challenges.

PROFESSIONAL SKILLS: CRITICAL THINKING AND INNOVATION

- ECE2.8.1 Identify problems and use strategies and resources to innovate and/or devise plausible solutions.
 - Use relevant criteria to eliminate ineffective solutions or approaches and select those that are plausible; put selected alternatives through trials to determine their helpfulness or benefit.
- ECE2.8.2 Take action or make decisions supported by evidence and reasoning.
 - Evaluate sources of evidence, the accuracy and relevance of information, and the strengths of arguments.
 - Demonstrate ethical reasoning and judgment by clearly sharing multiple perspectives on why the proposed course of action is ethically the best decision.
 - Explain why a proposed course of action is ethically the best decision.
- ECE2.8.3 Transfer knowledge/skills from one situation/context to another.
 - Apply my knowledge and skills in new contexts.

PROFESSIONAL SKILLS: COLLABORATION

- ECE2.9.1 Take responsibility for any role on a team and accurately describe and perform the duties of each role, including leadership.
 - Assess project needs and work with a team in a positive manner to create a final project.
 - Build team relationships.
- ECE2.9.2 Integrate diverse ideas, opinions, and perspectives of the team and negotiate to reach workable solutions.
 - Contribute personal strengths to a project.
 - Respect the contributions of others.

- Utilize technologies that promote collaboration and productivity, as appropriate or needed.
- ECE2.9.3 Prioritize and monitor individual and team progress toward goals, making sufficient corrections and adjustments when needed.
 - Proactively solicit feedback; accept and show appreciation for constructive feedback.
 - Act upon feedback to achieve team goals.
 - Develop a plan for improving individual participation and group productivity.
- ECE2.9.4 Submit high-quality products that meet the specifications for the assigned task.
 - Critique and reflect on individual and collaborative strengths and weaknesses.