



HIGH SCHOOL EARLY CHILDHOOD EDUCATION 3

ACADEMIC & PROFESSIONAL SKILLS STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by the Governing Board
May 14, 2024

STANDARDS FOR EARLY CHILDHOOD EDUCATION

EARLY CHILDHOOD EDUCATION 3

Early Childhood Education 3 is a lab-based course designed to prepare students for employment in the early childhood field. In partnership with CFSD's early childhood programs, students will gain internship hours in a classroom setting. Through a combination of collaborative and self-directed projects/lessons, students will implement best practices regarding curriculum design and assessment methods as they apply formal and informal observations in understandings of child development. 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. Students will have the opportunity to earn credit for two Pima Community College (PCC) dual enrollment courses: ECE 240 (Assessment of Young Children) and ECE 248 (Early Childhood Curriculum).

PRENATAL THROUGH ELEMENTARY DEVELOPMENT

- ECE3.1.6 Examine early elementary child development (kindergarten through grade 3).
 - Describe social and emotional development in early elementary children (e.g., bullying, independence, choosing friends).
 - Describe language and communication (verbal and nonverbal) development in early elementary children (i.e., major language milestones; e.g., non-verbal option).
 - Describe cognitive development in early elementary children (e.g., reasoning skill, concept of time, concrete operation).
 - Explain the general progression of physical and sensory development in early elementary children (i.e., increase in fine motor development, sense of balance, hand-eye coordination).
 - 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

- ECE3.2.2 Examine developmentally appropriate practices that support meaningful learning experiences.
 - Adapt instructional strategies to meet individual and group needs.
 - Acknowledge and encourage children's efforts and provide specific feedback (e.g., persistence and effort in addition to praise and evaluation).
 - Create challenges and scaffold children's learning to support growth, development and learning.
- ECE3.2.3 Examine developmentally appropriate learning environments/learning centers.
 - 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.
- ECE3.2.4 Examine developmentally appropriate learning experiences.
 - Explain the opportunities or experiences that promote the social/emotional development of young children from birth to grade 3 (e.g., self-regulation, modeling appropriate behavior).
 - Develop learning opportunities or experiences that foster language and literacy development in young children from birth to grade 3 (e.g., stages of reading and writing development, authentic writing).
 - Design hands-on mathematical learning opportunities or experiences that nurture the natural drive to explore and experiment with numbers, shapes, measurements, and patterns for children from birth to grade 3 (e.g., hands-on, use of manipulatives story problems).
 - Create science-learning opportunities or experiences for young children from birth to grade 3 (e.g., exploration and discovery, inquiry-based, experiential).

- Integrate social studies' concepts through everyday social and environmental interactions in young children birth to grade 3 (i.e., respect for all cultures and family dynamics).
 - Develop learning opportunities or experiences that promote physical development and personal health and safety in young children from birth to grade 3 (e.g., planned moving experiences, personal care skills).
 - Design creative fine arts' experiences that nurture creativity and self-expression including visual arts, creative movement, and dramatic play for young children from birth to grade 3 (e.g., process versus product, open-ended activities and materials).
 - Describe the basic components of a learning experience plan (e.g., learning objectives/goals, appropriate material, and evaluation/assessment).
 - Conduct a developmentally appropriate learning experience (including the teacher's role and the environment).
 - Conduct a reflective evaluation of a learning experience including the mastery of objectives based on evaluation and assessments results.
- ECE3.2.5 Examine strategies that promote prosocial behavior in young children.
 - Describe activities that demonstrate respect for culture, language, and individuality and create a caring community of learners.
 - Model problem-solving and conflict-resolution strategies.
 - ECE1.2.6 Examine observation and assessment strategies in early childhood settings.
 - Describe various types of ongoing and progress monitoring tasks, charts, and assessments (e.g., Teaching Strategies Gold, work sampling – portfolios, checklists).
 - Use various forms/tools for observation to record behavior and development.
 - Use data to inform instructional and guidance practices.

HEALTH AND SAFETY

- ECE3.3.1 Describe procedures and regulations that promote health and safety in early childhood environments.
 - Wear appropriate clothing and shoes to ensure personal safety.
 - Describe possible safety hazards in and around childcare settings (indoor and outdoor).
 - Describe basic health practices and prevention procedures related to childhood illnesses and communicable diseases.
 - Implement water, sun, and heat precautions and safety practices.
 - Implement proper storage and maintenance of toys, equipment, supplies, and hazardous materials.
 - Implement 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.
 - Explain compliance with OSHA (Occupational Safety and Health Administration) standards.
 - Implement a plan for emergency procedures.
- ECE3.3.2 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

- ECE3.4.1 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.
- ECE3.4.2 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.
- ECE3.4.3 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."
- ECE3.4.4 Demonstrate respect for personal and professional boundaries.
 - Distinguish between personal and work-related matters.
- ECE3.4.5 Interact respectfully with others (cross-cultural, intergenerational, individuals with disabilities); act with integrity.
 - Address challenges with sensitivity.
- ECE3.4.6 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.
- ECE3.4.7 Take initiative to develop skills and improve work performance.
 - Identify and apply strategies to improve my performance.

PROFESSIONAL SKILLS: LEGAL AND ETHICAL PRACTICES

- ECE3.5.1 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.
- ECE3.5.2 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).
- ECE3.5.3 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)

- ECE3.6.1 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.
- ECE3.6.2 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.
- ECE3.6.3 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.
- ECE3.6.4 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.
- ECE3.6.5 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

- ECE3.7.1 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.
- ECE3.7.2 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.
- ECE3.7.3 Select and use appropriate technologies to increase productivity.
 - Use appropriate technology tools and resources to create and deliver a product.
- ECE3.7.4 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

- ECE3.8.1 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.
- ECE3.8.2 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.
- ECE3.8.3 Transfer knowledge/skills from one situation/context to another.
 - Apply my knowledge and skills in new contexts.

PROFESSIONAL SKILLS: COLLABORATION

- ECE3.9.1 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.
- ECE3.9.2 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.
- ECE3.9.3 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.
- ECE3.9.4 Submit high-quality products that meet the specifications for the assigned task.
 - Critique and reflect on individual and collaborative strengths and weaknesses.