

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: High/Scope Preschool Approach Curriculum Specialization
Career Cluster: Education and Training

CCC	
CIP Number	0413030111
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-9031 – Instructional Coordinators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 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 and 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 and Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a High/Scope specialization or to provide supplementary training for persons previously or currently employed 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 an overview of the High/Scope approach; adult/child interaction; key developmental indicators; methodology of observation; learning environments; problem solving and guidance techniques; professional responsibilities; and employability skills. Programs prepare individuals to assume major care giving and educational responsibilities within home or center-based programs (SOC 25-9031, Instructional Coordinator).

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Demonstrate knowledge of child growth and development.
- 02.0 Demonstrate knowledge of early childhood education: preschool.
- 03.0 Demonstrate an awareness of the importance of positive interactions with the family.
- 04.0 Demonstrate knowledge of the early childhood education profession.
- 05.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 06.0 Demonstrate various observations and recording methods.
- 07.0 Demonstrate knowledge of the High/Scope approach to early childhood education.

- 08.0 Demonstrate knowledge and skill of the High/Scope key developmental indicators in language, literacy and communication.
- 09.0 Examine mathematical and science key developmental indicators in number classification, seriation, space and time.
- 10.0 Use the elements of adult support and interaction skills to scaffold child learning, support social and emotional development and problem solving skills.
- 11.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five-year-old preschool children.
- 12.0 Guide the physical development of three, four, and five-year-old preschool children
- 13.0 Guide the cognitive, language, and literacy development of three-, four-, and five-year-old preschool children.
- 14.0 Guide the creative development of three, four, and five-year-old preschool children.
- 15.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 16.0 Initiate and facilitate positive interaction with the child's family.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: High/Scope Preschool Approach Curriculum
CIP Number: 0413030111
Program Length: 12 credit hours
SOC Code: 25-9031

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003). At the completion of this program, the student will be able to:

- 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, emotional, intellectual, creative, social, and language development.
 - 01.03 Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding growth and development.
 - 01.04 Demonstrate the ability to identify and discuss developmental milestones.
- 02.0 Demonstrate knowledge of early childhood education: preschool. – The student will be able to:
- 02.01 Identify and evaluate contemporary models of preschool education.
 - 02.02 Develop plans to meet long and short-term goals.
 - 02.03 Implement plans to meet short and long-term goals.
 - 02.04 Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.
 - 02.05 Identify developmentally appropriate supplies and teaching materials.
 - 02.06 Arrange learning centers for a variety of activities.
 - 02.07 Implement developmentally appropriate special events.
 - 02.08 Maintain children's records.
 - 02.09 Discuss the importance of play in children's development.
- 03.0 Demonstrate an awareness of the importance of positive interactions with the family. – The student will be able to:
- 03.01 Recognize the family as primarily responsible for the care and development of the child, and support family members in this endeavor.
 - 03.02 Recognize varying family structures.
 - 03.03 Describe the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and families.
 - 03.04 Describe family involvement activities.
 - 03.05 Recognize and use interpersonal skills.
 - 03.06 Describe positive and productive staff and family interactions.
- 04.0 Demonstrate knowledge of the early childhood education profession. – The student will be able to:
- 04.01 Identify developmentally appropriate philosophies of early childhood education.

- 04.02 Identify professional behavior.
 - 04.03 Recognize the value of self-evaluation.
 - 04.04 List the characteristics of a quality child development program.
 - 04.05 Identify the types of programs for children.
 - 04.06 Participate as a positive and productive team member.
- 05.0 Demonstrate knowledge of appropriate methods of guidance and classroom management. – The student will be able to:
- 05.01 Identify developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
 - 05.02 Foster a child-centered environment based on nurturing guidance.
 - 05.03 List and discuss important variables in the background of children, birth through age eight, which might contribute to problem behavior, including but not limited to, physical, psychological, and behavioral factors.
 - 05.04 Identify and demonstrate positive guidance techniques that foster the development of self- control.
 - 05.05 Demonstrate developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
- 06.0 Demonstrate various observation and recording methods. – The student will be able to:
- 06.01 Identify and use appropriate methods for collecting information.
 - 06.02 Complete an observational record.
 - 06.03 Distinguish between collection and interpretation of data.
 - 06.04 Apply observational information.
- 07.0 Demonstrate knowledge of the high/scope approach to early childhood education. – The student will be able to:
- 07.01 Identify the fundamentals of the High/Scope preschool approach, including the principles of effective learning environments.
 - 07.02 Demonstrate the fundamentals of adult/child interaction.
 - 07.03 Demonstrate the methodology of observation and anecdotal recordkeeping.
 - 07.04 Identify the various components of the High/Scope daily routines.
 - 07.05 Demonstrate the basic principles of the plan-do-review process.
 - 07.06 Demonstrate the basic principles of small and large group times.
 - 07.07 Identify and apply the basic principles of program assessment.
 - 07.08 Identify the key developmental indicators in early childhood as defined in the High/Scope framework as well as the National Educational Goals Panel for school readiness
 - 07.09 Identify and apply the components of the problem-solving approach to conflict resolution.
 - 07.10 Identify and apply strategies for supporting children such as encouragement versus praise.
 - 07.11 Implement the High/Scope Child Observation Record (COR).
 - 07.12 Implement daily team planning.
 - 07.13 Demonstrate an understanding of how to work effectively with parents.
- 08.0 Demonstrate knowledge of the high/scope key developmental indicators in language, literacy and communication. – The student will be able to:

- 08.01 Identify the integrated approach of language and literacy in the High/Scope approach.
 - 08.02 Demonstrate an understanding of the research that promotes the acquisition of reading and writing and the complementary skills of speaking and listening.
 - 08.03 Use the language and literacy key experiences to set up the classroom environment, plan activities, and support children's learning with a variety of pre-reading and prewriting instructional methods.
 - 08.04 Assess young children in the areas of listening, speaking, writing and pre-reading skills.
- 09.0 Examine mathematical and science key developmental indicators in number classification, seriation, space and time. – The student will be able to:
- 09.01 Demonstrate an understanding of how children begin to construct a working concept of numbers and plan appropriate experiences for the preschool level.
 - 09.02 Develop an understanding through observation of classification through the child's play of organizing the materials, people and events involved in their play.
 - 09.03 Develop an understanding of how children experience the process of seriation, ordering objects based on differences and gradual variation in their qualities within purposeful play experiences.
 - 09.04 Demonstrate an understanding of how young children experience space in the physical world of objects.
 - 09.05 Understand the fundamental capacities for developing the concept of time in young children.
 - 09.06 Use math and science key developmental indicators to set up the classroom environment, plan related activities and support children's learning with a variety of active participatory methods.
 - 09.07 Assess young children in the areas of math and science skills.
- 10.0 Examine the elements of adult support and interaction skills to scaffold learning, support social and emotional development and problem solving skills. – The student will be able to:
- 10.01 Demonstrate an understanding of the building blocks of human relationships according to the research and be able to integrate theory into adult/child interaction to support the healthy development of children.
 - 10.02 Understand the guidelines adults use to establish and maintain supportive climates in which children generate and construct their own understanding and learning.
 - 10.03 Use key experience and interaction strategies to extend higher level thinking and learning for children.
 - 10.04 Identify and implement teaching practices to support adult teamwork to meet individual developmental levels and interest of children.
 - 10.05 Assess the characteristics of preschoolers' actions and interest in the context of initiative and social relations key developmental indicators.
 - 10.06 Identify support strategies to encourage a child's self help and awareness skills, as well as, social relations and understanding of others.
 - 10.07 Utilize an observation-based assessment tool (COR) with a high degree of inter-reliability.

- 11.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five year old preschool children. – The student will be able to:
- 11.01 Demonstrate good health and safety habits and identify potential hazards in a child development facility.
 - 11.02 Demonstrate developmentally appropriate positioning and handling strategies for children.
 - 11.03 Demonstrate developmentally appropriate safety activities.
 - 11.04 Demonstrate developmentally appropriate food preparation and nutrition education activities.
 - 11.05 Demonstrate developmentally appropriate health activities.
 - 11.06 Observe and collect data on safety, health, and nutrition.
- 12.0 Guide the physical development of three, four, and five year -old preschool children. – The student will be able to:
- 12.01 Demonstrate knowledge of physical development.
 - 12.02 Plan developmentally appropriate gross motor activities.
 - 12.03 Implement developmentally appropriate gross motor activities
 - 12.04 Plan developmentally appropriate fine motor activities.
 - 12.05 Implement developmentally appropriate fine motor activities.
 - 12.06 Select appropriate equipment and materials for physical development.
 - 12.07 Observe and collect data on physical development.
- 13.0 Guide the cognitive, language and literacy development of three, four and five year-old preschool children. – The student will be able to:
- 13.01 Demonstrate knowledge of cognitive, language, and literacy development.
 - 13.02 Implement developmentally appropriate language and literacy activities.
 - 13.03 Implement developmentally appropriate math activities.
 - 13.04 Implement developmentally appropriate science activities.
 - 13.05 Implement developmentally appropriate social science activities.
 - 13.06 Implement problem solving activities which foster critical thinking skills.
 - 13.07 Recognize and use alternative forms of communication.
 - 13.08 Observe and collect data on cognitive, language, and literacy development.
- 14.0 Guide the creative development of three, four, and five year-old preschool children. – The student will be able to:
- 14.01 Demonstrate knowledge of creative development.
 - 14.02 Implement developmentally appropriate music activities.
 - 14.03 Implement developmentally appropriate art activities.
 - 14.04 Implement developmentally appropriate creative movement activities.
 - 14.05 Observe and collect data on creative development.
- 15.0 Guide the social and affective development of three, four, and five- year old preschool children. – The student will be able to:
- 15.01 Demonstrate knowledge of social and affective development.
 - 15.02 Implement activities that help children to develop interpersonal skills.
 - 15.03 Implement developmentally appropriate self-concept activities.

- 15.04 Implement developmentally appropriate activities that promote multicultural understanding.
 - 15.05 Implement activities that help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
 - 15.06 Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
 - 15.07 Implement developmentally appropriate dramatic play activities.
 - 15.08 Implement developmentally appropriate group activities.
 - 15.09 Observe and collect data on social and affective development.
- 16.0 Initiate and facilitate positive interaction with the child's family. – The student will be able to:
- 16.01 Implement parent involvement activities.
 - 16.02 Demonstrate positive and productive staff and parent interactions.
 - 16.03 Share information about child development and developmentally appropriate practices.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Montessori Preschool Curriculum Specialization
Career Cluster: Education and Training

CCC	
CIP Number	0413030112
Program Type	College Credit Certificate (CCC)
Program Length	29 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-9031 – Instructional Coordinators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 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 and 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 and Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a Montessori specialization or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to Montessori philosophy and method, child growth and development theories, Montessori stages of development, educational philosophies, learning environment; guidance techniques and classroom management; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume

major care giving and educational responsibilities within Montessori center-based programs (SOC 25-9031 Instructional Coordinator).

Laboratory Activities

Instruction and learning activities are provided in a classroom setting. Observation and supervised work experience with children in school laboratory and/or a community laboratory setting are an integral part of this program. Activities will focus on areas of the classroom such as: practical life, sensorial, language, math, science, geography and history which are part of the Montessori method.

Special Notes

This program includes field placements (Practicum I & II) in an approved Montessori early childhood classroom under the supervision of approved instructors. The student must successfully complete the required courses in this area of specialization. Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Demonstrate knowledge of child growth and development.
- 02.0 Demonstrate knowledge of early childhood education: preschool.
- 03.0 Demonstrate knowledge of state and local rules and regulations.
- 04.0 Demonstrate knowledge of the early childhood education profession
- 05.0 Demonstrate knowledge of community needs and resources.
- 06.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 07.0 Demonstrate various observations and recording methods.
- 08.0 Demonstrate knowledge of the Montessori philosophy and human development.

- 09.0 Demonstrate knowledge of classroom leadership.
- 10.0 Demonstrate knowledge of curriculum implementation.
- 11.0 Demonstrate knowledge of community involvement and partnership with families.
- 12.0 Guide the physical development of three, four, and five year old preschool children.
- 13.0 Guide the cognitive, language, and literacy development of three, four, and five year-old preschool children.
- 14.0 Guide the creative development of three, four, and five-year-old preschool children.
- 15.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 16.0 Initiate and facilitate positive interaction with the child's family.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Montessori Preschool Curriculum Specialization
CIP Number: 0413030112
Program Length: 29 credit hours
SOC Code(s): 25-9031

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003). At the completion of this program, the student will be able to:

- 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, emotional, intellectual, creative, social, and language development.
 - 01.03 Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding growth and development.
- 02.0 Demonstrate knowledge of early childhood education: preschool. – The student will be able to:
- 02.01 Develop plans to meet long and short-term goals.
 - 02.02 Implement plans to meet short and long-term goals.
 - 02.03 Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.
 - 02.04 Identify developmentally appropriate supplies and teaching materials.
 - 02.05 Arrange learning centers for a variety of activities.
 - 02.06 Implement developmentally appropriate special events.
 - 02.07 Maintain children's records.
 - 02.08 Discuss the importance of play in children's development.
- 03.0 Demonstrate knowledge of state and local rules and regulations. – The student will be able to:
- 03.01 Identify the major areas of child care standards in Florida.
 - 03.02 Identify child care facilities that require licensing.
 - 03.03 Identify the local licensing agency and list responsibilities of that agency.
 - 03.04 Identify local day care standards that govern child care.
 - 03.05 Identify state minimal standards for screening of owners, operators, staff, volunteers, and others.
- 04.0 Demonstrate knowledge of the early childhood education profession. – The student will be able to:
- 04.01 Identify developmentally appropriate philosophies of early childhood education.
 - 04.02 Identify professional behavior.
 - 04.03 Recognize the value of self-evaluation.
 - 04.04 Identify professional organizations in the field and their purposes.
 - 04.05 Discuss the rationale for services to children and families.

- 04.06 List the characteristics of a quality child development program.
- 04.07 Discuss the historical, philosophical, psychological, and sociological foundations of early childhood education.

- 05.0 Demonstrate knowledge of community needs and resources. – The student will be able to:
 - 05.01 Identify state organizations and agencies that serve children and families.
 - 05.02 Identify local community resources that serve children and families.
 - 05.03 Identify purposes and functions of local community resources.
 - 05.04 Identify organizations and agencies that provide services and assistance to children with disabling conditions and their families.
 - 05.05 Discuss ways to access community resources.

- 06.0 Demonstrate knowledge of appropriate methods of guidance and classroom management. – The student will be able to:
 - 06.01 Identify developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
 - 06.02 Foster a child-centered environment based on nurturing guidance.
 - 06.03 List and discuss important variables in the background of children, birth through age eight, which might contribute to problem behavior, including but not limited to, physical, psychological, and behavioral factors.
 - 06.04 Identify and demonstrate positive guidance techniques that foster the development of self- control.
 - 06.05 Demonstrate developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.

- 07.0 Demonstrate various observation and recording methods. – The student will be able to:
 - 07.01 Identify and use appropriate methods for collecting information.
 - 07.02 Complete an observational record.
 - 07.03 Distinguish between collection and interpretation of data.
 - 07.04 Apply observational information.

- 08.0 Demonstrate knowledge of the Montessori philosophy and human development. – The student will be able to:
 - 08.01 Demonstrate an understanding of and implements Montessori philosophy with a focus on the early childhood years;
 - 08.02 Comprehend and utilize an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 1/2) through six (6) years of age;
 - 08.03 Demonstrate evidence of personal growth through self-evaluation and introspection;
 - 08.04 Demonstrate knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.

- 09.0 Demonstrate knowledge of classroom leadership. – The student will be able to:

- 09.01 Demonstrate observation, documentation, and analytical skills necessary for planning and recording the progress of children.
 - 09.02 Utilize cultural sensitivity in support of the development of individual children;
 - 09.03 Demonstrate an ability to implement effective classroom strategies;
 - 09.04 Demonstrate leadership skills and an understanding of professional standards;
 - 09.05 Incorporate an understanding of administrative functions.
- 10.0 Demonstrate knowledge of curriculum implementation. – The student will be able to:
- 10.01 Demonstrate the principles of Montessori environmental and material design;
 - 10.02 Articulate the rationale and sequence of the Montessori curriculum;
 - 10.03 Demonstrate proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
 - 10.04 Design and maintain a developmentally appropriate Montessori environment in response to the needs of students;
 - 10.05 Utilize a variety of instructional strategies and assessment methods;
 - 10.06 Demonstrate an awareness and understanding of governmental regulations.
- 11.0 Demonstrate knowledge of community involvement and partnership with families. – The student will be able to:
- 11.01 Demonstrate cultural sensitivity in communications and work with families and children.
 - 11.02 Demonstrate an awareness of community resources for additional support of children and families.
 - 11.03 Identify and have an awareness of available professional associations.
- 12.0 Guide the physical development of three, four, and five year old preschool children. – The student will be able to:
- 12.01 Demonstrate knowledge of physical development.
 - 12.02 Plan developmentally appropriate gross motor activities.
 - 12.03 Implement developmentally appropriate gross motor activities
 - 12.04 Plan developmentally appropriate fine motor activities.
 - 12.05 Implement developmentally appropriate fine motor activities.
 - 12.06 Select appropriate equipment and materials for physical development.
 - 12.07 Observe and collect data on physical development.
- 13.0 Guide the cognitive, language, and literacy development of three, four, and five-year-old preschool children. – The student will be able to:
- 13.01 Demonstrate knowledge of cognitive, language, and literacy development.
 - 13.02 Implement developmentally appropriate language and literacy activities.
 - 13.03 Implement developmentally appropriate math activities.
 - 13.04 Implement developmentally appropriate science activities.
 - 13.05 Implement developmentally appropriate social science activities.
 - 13.06 Implement problem solving activities which foster critical thinking skills.
 - 13.07 Recognize and use alternative forms of communication.
 - 13.08 Observe and collect data on cognitive, language, and literacy development.

- 14.0 Guide the creative development of three, four, and five-year-old preschool children. – The student will be able to:
- 14.01 Demonstrate knowledge of creative development.
 - 14.02 Implement developmentally appropriate music activities.
 - 14.03 Implement developmentally appropriate art activities.
 - 14.04 Implement developmentally appropriate creative movement activities.
 - 14.05 Observe and collect data on creative development.
- 15.0 Guide the social and affective development of three, four, and five-year-old preschool children. – The student will be able to:
- 15.01 Demonstrate knowledge of social and affective development.
 - 15.02 Implement activities that help children to develop interpersonal skills.
 - 15.03 Implement developmentally appropriate self-concept activities.
 - 15.04 Implement developmentally appropriate activities that promote multicultural understanding.
 - 15.05 Implement activities that help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
 - 15.06 Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
 - 15.07 Implement developmentally appropriate dramatic play activities.
 - 15.08 Implement developmentally appropriate group activities.
 - 15.09 Observe and collect data on social and affective development.
- 16.0 Initiate and facilitate positive interaction with the child's family. – The student will be able to:
- 16.01 Implement parent involvement activities.
 - 16.02 Demonstrate interpersonal skills.
 - 16.03 Demonstrate positive and productive staff and parent interactions.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Child Development Early Intervention
Career Cluster: Education and Training

CCC	
CIP Number	0419070904
Program Type	College Credit Certificate (CCC)
Program Length	36 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

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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 and 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 and Training career cluster.

The content includes but is not limited to child development early childhood education; establishing and maintaining a safe, clean, healthy learning environment, guidance techniques and classroom management; communication; identification and reporting 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 care giving, educational, and maintenance responsibilities within home or center-based programs under the supervision of a lead teacher or supervisor.

Laboratory Activities

Laboratory activities are an integral part of this program. Instruction and learning activities are provided in a laboratory setting to integrate theory and practice. Observation and supervised work experiences in a school laboratory and/or a community laboratory setting are an integral part of this program and will focus on areas such as: early childhood education; establishing guidance techniques, and classroom management; communication; nutrition; family interaction; professional responsibilities, and employability skills.

Special Notes

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, National Association for the Education of Young Children and The Council for Exceptional Children.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Demonstrate knowledge of child growth and development.
- 02.0 Demonstrate knowledge of disabling conditions.
- 03.0 Demonstrate knowledge of early childhood education.
- 04.0 Guide physical development.
- 05.0 Guide cognitive language and literacy development.
- 06.0 Guide creative development.
- 07.0 Guide social, self help and affective development.
- 08.0 Demonstrate knowledge of state and local rules and regulations.
- 09.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 10.0 Initiate and facilitate positive interaction with the child's family.
- 11.0 Demonstrate knowledge of safety, health and nutrition.

- 12.0 Identify and report child abuse and neglect in accordance with state regulations.
- 13.0 Demonstrate knowledge of community needs and resources.
- 14.0 Demonstrate professionalism.
- 15.0 Demonstrate various observation and recording methods.
- 16.0 Demonstrate use of classroom media.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Child Development Early Intervention
CIP Number: 0419070904
Program Length: 36 credit hours
SOC Code: 25-2011

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003). At the completion of this program, the student will be able to:

- 01.0 Demonstrate knowledge of child growth and development. – The student will be able to:
- 01.01 Describe the principles of child growth and development.
 - 01.02 Describe the physical, emotional, intellectual, and social development of children from birth through age eight.
 - 01.03 Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence the development of the child.
 - 01.04 Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding child growth and development.
 - 01.05 Demonstrate the ability to list and discuss the developmental milestones.
- 02.0 Demonstrate knowledge of disabling conditions. – The student will be able to:
- 02.01 Discuss factors that put a child at risk for developing disabling conditions.
 - 02.02 Discuss impaired functioning in: fine motor; gross motor; cognitive; social/emotional; and self-help skills.
 - 02.03 Discuss behavioral characteristics of children who display mild, moderate and profound disabling conditions.
 - 02.04 Identify interdisciplinary team approaches to the education, treatment, and developmental programming of children with disabling conditions.
 - 02.05 Identify specific conditions that require referral.
- 03.0 Demonstrate knowledge of early childhood education. – The student will be able to:
- 03.01 Describe the relationship of child development center philosophy and policy to program implementation.
 - 03.02 Identify contemporary models of early childhood programs.
 - 03.03 Demonstrate knowledge of appropriate scheduling and program planning.
 - 03.04 Identify appropriate teaching techniques to meet various learning styles, and/or disabling conditions.
 - 03.05 Design, construct, and/or adapt developmentally appropriate supplies and teaching materials.
 - 03.06 Arrange learning centers for a variety of activities.
 - 03.07 Implement developmentally appropriate special events.
 - 03.08 Maintain children's records.
 - 03.09 Demonstrate knowledge of the importance of play in children's development.
 - 03.10 Support and implement positive child/adult interaction.
- 04.0 Guide physical development. – The student will be able to:

- 04.01 Demonstrate knowledge of physical development.
 - 04.02 Implement developmentally appropriate gross motor activities.
 - 04.03 Implement developmentally appropriate fine motor activities.
 - 04.04 Identify appropriate equipment, materials, and space for physical development.
 - 04.05 Under direction, utilize appropriate adaptive equipment and positioning techniques.
 - 04.06 Demonstrate observation techniques and collect data on physical development.
- 05.0 Guide cognitive language and literacy development. – The student will be able to:
- 05.01 Demonstrate knowledge of cognitive, language, and literacy development.
 - 05.02 Implement developmentally appropriate language, literacy, and sensory activities.
 - 05.03 Implement developmentally appropriate math activities.
 - 05.04 Implement developmentally appropriate science activities.
 - 05.05 Implement developmentally appropriate social science activities.
 - 05.06 Implement problem solving activities which foster critical thinking skills.
 - 05.07 Recognize and utilize alternative forms of communication when necessary.
 - 05.08 Demonstrate observation techniques and collect data on cognitive language, literacy, and sensory development.
- 06.0 Guide creative development. – The student will be able to:
- 06.01 Demonstrate knowledge of creative development.
 - 06.02 Implement developmentally appropriate music activities.
 - 06.03 Implement developmentally appropriate art activities.
 - 06.04 Implement developmentally appropriate creative movement activities.
 - 06.05 Demonstrate observation techniques and collect data on creative development.
- 07.0 Guide social, self-help and affective development. – The student will be able to:
- 07.01 Demonstrate knowledge of social and affective development.
 - 07.02 Implement activities which help children to develop interpersonal skills.
 - 07.03 Implement developmentally appropriate self-concept activities.
 - 07.04 Implement developmentally appropriate activities which promote multicultural understanding.
 - 07.05 Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
 - 07.06 Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
 - 07.07 Implement developmentally appropriate dramatic play activities.
 - 07.08 Implement developmentally appropriate group and individual activities.
 - 07.09 Demonstrate observation techniques and collect data on social and affective development.
- 08.0 Demonstrate knowledge of state and local rules and regulations. – The student will be able to:
- 08.01 Identify the major areas of child care standards in Florida.
 - 08.02 Identify child care facilities that require licensing.

- 08.03 Identify local day care standards that govern child care.
 - 08.04 Identify the local licensing agency and list responsibilities of this agency.
 - 08.05 Identify state minimal standards for screening of owners, operators, staff volunteers, and others.
- 09.0 Demonstrate knowledge of appropriate methods of guidance and classroom management. – The student will be able to:
- 09.01 Identify developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
 - 09.02 Foster a child-centered classroom based on nurturing and guidance.
 - 09.03 List and discuss important variables in the background of children, birth through age eight, which might contribute to problem behavior, including but not limited to, physical, psychological, and behavioral factors.
 - 09.04 Identify and demonstrate positive guidance techniques that foster the development of self-control.
- 10.0 Initiate and facilitate positive interaction with the child's family. – The student will be able to:
- 10.01 Recognize the family as the primary provider for 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.
 - 10.02 Recognize and be sensitive to varying family structures and families in transition.
 - 10.03 Demonstrate knowledge of the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and their families.
 - 10.04 Implement family involvement activities.
 - 10.05 Demonstrate interpersonal skills.
 - 10.06 Demonstrate positive and productive staff and family interactions.
- 11.0 Demonstrate knowledge of safety, health and nutrition. – The student will be able to:
- 11.01 Demonstrate good health and safety habits and identify potential hazards in a child development facility.
 - 11.02 Identify sources of certification in Infant/Child First Aid and Pediatric CPR.
 - 11.03 Identify accidents common to children and perform appropriate first aid techniques.
 - 11.04 Outline the steps to be taken in case of seizures, accidents or injury to a child.
 - 11.05 Identify regulation and procedures for fire and other disasters.
 - 11.06 Identify evacuation procedures.
 - 11.07 Construct a list of emergency phone numbers for such as poison control, fire and police, and medical assistance.
 - 11.08 Demonstrate knowledge of specialized health care and environmental requirements.
 - 11.09 Identify developmentally appropriate positioning and handling strategies for children with disabling conditions.
 - 11.10 Identify developmentally appropriate safety activities.
 - 11.11 Identify developmentally appropriate food preparation and nutrition education activities.
 - 11.12 Identify drug reactions and take appropriate follow up action.

- 12.0 Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:
- 12.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
 - 12.02 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
 - 12.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
 - 12.04 Identify the impact and effects of child abuse and neglect on children, families and society.
 - 12.05 Identify current legislation that deals with child abuse and neglect.
 - 12.06 Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
 - 12.07 Identify state and local guidelines and procedures for reporting child abuse and neglect.
 - 12.08 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
 - 12.09 Identify local community resources that provide help for the abused and the abuser.
 - 12.10 Demonstrate the appropriate procedures for reporting suspected child abuse and neglect.
- 13.0 Demonstrate knowledge of community needs and resources. – The student will be able to:
- 13.01 Identify state organizations and agencies that serve children and families.
 - 13.02 Identify local community resources that serve children and families.
 - 13.03 Identify purposes and functions of local community resources.
 - 13.04 Identify organizations and agencies that provide services and assistance to children with disabling conditions and their families.
 - 13.05 Discuss ways to access community resources.
- 14.0 Demonstrate professionalism. – The student will be able to:
- 14.01 Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices.
 - 14.02 Identify and demonstrate professional behavior including but not limited to ethics and confidentiality.
 - 14.03 Participate as a positive and productive team member and role model.
 - 14.04 Complete a self evaluation.
 - 14.05 Plan and implement a self-improvement plan related to professional development.
 - 14.06 Identify the professional organizations in the field and the goals and responsibilities of their members.
 - 14.07 Maintain personal physical and mental health.
 - 14.08 Participate as an advocate for issues related to children and families.
- 15.0 Demonstrate various observation and recording methods. – The student will be able to:

- 15.01 Identify and use appropriate methods for collecting information.
 - 15.02 Complete an observational record.
 - 15.03 Distinguish between collection and interpretation of data.
 - 15.04 Apply observational information.
- 16.0 Demonstrate use of classroom media equipment. – The student will be able to:
- 16.01 Demonstrate successful operation of copy machines, a DVD/Blu-ray disc player, a computer/printer, a LCD projector.
 - 16.02 Demonstrate process of obtaining audio-visual materials, computer programs, and equipment.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Child Care Center Management Specialization
Career Cluster: Education and Training

CCC	
CIP Number	0419070906
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	11-9031 – Education Administrators, Preschool and Childcare Center/Program
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 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 and 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 and Training career cluster.

The purpose of this program is to prepare students as child care administrators with the knowledge and skills to effectively manage a quality childcare program or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to The purpose of this program is to prepare students as child care administrators with the knowledge and skills to effectively manage a quality childcare program or to provide supplementary training for persons previously or currently employed in these occupations.

Laboratory Activities

Laboratory activities are an integral part of this program. Instruction and learning activities are provided in a classroom setting. Observation and supervised work experience with children in a school laboratory and/or a community laboratory setting are an integral part of this program. Activities will focus on such areas as financial management, legal issues, education programming, organizational and leadership skills.

Special Notes

The student must successfully complete the four required courses in this 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 as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Demonstrate knowledge of early childhood education programming and management.
- 02.0 Demonstrate skills in managing the financial aspects of a child care facility.
- 03.0 Demonstrate leadership and organizational skills.
- 04.0 Demonstrate knowledge of appropriate methods of guidance and program management.
- 05.0 Develop and maintain systems for monitoring practices related to health, safety, and nutrition.
- 06.0 Develop and implement policies that promote alliances with families and collaboration among programs, families, and community resources.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Child Care Center Management Specialization
CIP Number: 0419070906
Program Length: 12 Credit hours
SOC Code: 11-9031

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003). At the completion of this program, the student will be able to:

- 01.0 Demonstrate knowledge of early childhood education programming and management. –
 The student will be able to:
- 01.01 Define and describe the philosophy and policies of a child development center.
 - 01.02 Identify and evaluate contemporary models of early childhood programs.
 - 01.03 Develop plans to meet long and short-term goals.
 - 01.04 Apply child growth and development theories and principles to quality programming for children.
 - 01.05 Identify developmentally appropriate supplies and teaching materials.
 - 01.06 Plan and implement developmentally appropriate special events such as field trips, holiday programs and use of resource people.
 - 01.07 Maintain individual children's records; use developmentally appropriate observation and assessment instruments to observe, record and assess children's behavior and respond to individual needs and strengths.
 - 01.08 Design/select and implement a culturally sensitive, non-discriminatory, unbiased and inclusive curriculum based on principles of child development and responsive to individual differences.
 - 01.09 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.
 - 01.10 Demonstrate knowledge of principles and practices in evaluating all aspects of children's programs, including social emotional, culturally appropriate environment, curriculum and staff.
- 02.0 Demonstrate skills in managing the financial and legal aspects of a child care center. –
 The student will be able to:
- 02.01 Identify and understand the costs to consider in establishing a childcare center.
 - 02.02 Identify income resources for a childcare center.
 - 02.03 Identify operating expenses for a childcare center.
 - 02.04 Develop and implement a marketing plan and effective publicity.
 - 02.05 Discuss the purpose of a budget and develop a sample budget suitable for a childcare center, with long and short term financial goals.
 - 02.06 Identify the expenses a childcare center owner might have that would reduce profits.
 - 02.07 Identify necessary financial records to be kept by the manager of a child care center.
 - 02.08 Define and understand relevant financial terminology.

- 02.09 Develop and maintain sound practices related to legal obligations and responsibilities in child care management (to include Tax law, insurance and licensure compliance).
 - 02.10 Demonstrate an understanding of the requirement of Americans with Disabilities Act (ADA).
 - 02.11 Demonstrate familiarity with requirements of the Occupational Safety and Health Administration (OSHA).
 - 02.12 Display knowledge of legal requirements and professional standards in reporting child abuse and other domestic violence.
 - 02.13 Display knowledge of legal issues regarding personnel administration and supervision including: fair labor practices, equal opportunity guidelines and progressive discipline.
 - 02.14 Knowledge of social media and technology protocol.
- 03.0 Demonstrate leadership and organizational skills. – The student will be able to:
- 03.01 Identify procedures for obtaining and retaining state and local licenses.
 - 03.02 Demonstrate knowledge of factors that determine the composition of the childcare center.
 - 03.03 Identify the duties of childcare center personnel and construct and implement job descriptions.
 - 03.04 Display knowledge of ethical conduct governing the childcare and education field by all center personnel including volunteers.
 - 03.05 Display knowledge of strategies that encourage and support involvement of staff in decision-making.
 - 03.06 Demonstrate an understanding of ways to foster self-esteem, professionalism, commitment and motivation among the staff.
 - 03.07 Plan and implement career paths and professional development for the staff.
 - 03.08 Describe procedures for the recruitment, selection, performance appraisal, evaluation, retention and/or termination of staff.
 - 03.09 Demonstrate knowledge of various types of performance appraisal evaluation procedures including self-evaluation, performance planning, observation and recording and narratives.
 - 03.10 Display knowledge of career development issues in the field of early childhood.
 - 03.11 Develop short and long term planning for the childcare center.
 - 03.12 Identify and implement developmentally appropriate program activities.
- 04.0 Demonstrate knowledge of appropriate methods of guidance and program management.
– The student will be able to:
- 04.01 Demonstrate developmentally appropriate program management strategies: routines, scheduling, transitions and room arrangement.
 - 04.02 Implement and foster a child-centered program based on nurturing guidance.
 - 04.03 Demonstrate knowledge of important background information, which may influence behavior.
 - 04.04 Demonstrate positive guidance techniques.
- 05.0 Develop and maintain systems for monitoring practices related to health, safety, and nutrition. – The student will be able to:

- 05.01 Demonstrate knowledge of professional standards and best practices related to health and safety including facilities, program, staff and children.
 - 05.02 Develop and implement health and safety policies and procedures for children's health.
 - 05.03 Plan for family/staff partnerships and professional development related to protecting children's health.
 - 05.04 Identify recommended daily nutritional requirements for children in the program.
 - 05.05 Plan nutrition education for staff, children and families.
 - 05.06 Plan for the preparation and serving of nutritious snacks and meals.
 - 05.07 Identify ways to encourage positive food choices and good eating habits.
 - 05.08 Demonstrate knowledge of laws and regulations regarding safety in buildings, grounds and equipment.
 - 05.09 Demonstrate knowledge of building and grounds maintenance to insure health and safety of children and staff.
- 06.0 Develop and implement policies that promote alliances with families and collaboration among programs, families and community resources. – The student will be able to:
- 06.01 Recognize the importance of family involvement in all aspects of child care and education programs.
 - 06.02 Demonstrate awareness of the diverse roles of family members, staff and Administrators in the organization, planning and management of child care and education programs.
 - 06.03 Plan, organize and implement family-center communication.
 - 06.04 Develop and implement plans for supporting parents by keeping them informed about program activities, child development and good childrearing practices.
 - 06.05 Describe ways that childcare personnel can be supportive of the family's efforts with the child.
 - 06.06 Demonstrate an understanding of the effects of enrollment policies and procedures on relationships with families.
 - 06.07 Design a program that supports families with children with disabilities who are included in the classroom.
 - 06.08 Plan, organize and implement parent involvement activities.
 - 06.09 Demonstrate knowledge of community support systems, including public and private resources for families and how to access them.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Infant/Toddler Specialization
Career Cluster: Education and Training

CCC	
CIP Number	0419070907
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 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 and 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 and Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with an infant/toddler specialization 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 care giving and educational responsibilities within home or center-based programs for infant/toddlers.

Laboratory Activities

Laboratory activities are an integral part of this program. Instruction and learning activities are provided in a classroom setting. Observation and supervised work experience with children in a school laboratory and/or a community laboratory setting are an integral part of this program. Developmentally appropriate activities will focus on such areas as: physical development, social/emotional development, cognitive development, and learning skills/language development in home, classroom, and center-based programs.

Special Notes

The student must successfully complete the four required courses in this 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 as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Demonstrate knowledge of state and local rules and regulations.
- 02.0 Demonstrate knowledge of child abuse and neglect.
- 03.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for infants/toddlers.
- 04.0 Demonstrate knowledge of a developmentally appropriate infant/toddler environment.
- 05.0 Demonstrate knowledge of developmental profiles and characteristics of infants/toddlers.
- 06.0 Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler.

07.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Infant/Toddler Specialization
CIP Number: 0419070907
Program Length: 12 credit hours
SOC Code: 25-2011

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003). At the completion of this program, the student will be able to:

- 01.0 Demonstrate knowledge of state and local rules and regulations. – The student will be able to:
- 01.01 Identify the major areas of child care standards in Florida.
 - 01.02 Identify child care facilities that require licensing.
 - 01.03 Identify the local licensing agency and list responsibilities of this agency.
 - 01.04 Identify local child care standards that govern child care.
 - 01.05 Identify state minimal standards for screening of owners, operators, staff, volunteers and others.
- 02.0 Demonstrate knowledge of child abuse and neglect. – The student will be able to:
- 02.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
 - 02.02 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
 - 02.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
 - 02.04 Identify current legislation that deals with child abuse and neglect.
 - 02.05 Identify state and local guidelines and procedures for reporting child abuse and neglect.
 - 02.06 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
 - 02.07 Identify local community resources that provide help for the abused and the abuser.
- 03.0 Plan for, establish and maintain a safe, clean and healthy learning environment for infants/toddlers. – The student will be able to:
- 03.01 Identify good health and safety habits and potential hazards in a child care facility.
 - 03.02 Identify accidents common to children and appropriate first aid Techniques.
 - 03.03 Outline the steps to be taken in case of seizures, accidents or injury to a child.
 - 03.04 Outline the steps to be taken in case of a fire or other disaster and Identify evacuation procedures.
 - 03.05 Demonstrate developmentally appropriate health activities.
 - 03.06 Demonstrate developmentally appropriate safety activities.
 - 03.07 Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.

- 03.08 Observe and collect data on safety, health and nutrition.
- 04.0 Demonstrate knowledge of a developmentally appropriate infant/toddler environment. – The student will be able to:
- 04.01 Demonstrate knowledge and awareness of environmental considerations specific to infants and toddlers.
 - 04.02 Identify key concepts for creating environments for infants and toddlers.
 - 04.03 Plan an environment that meets the needs of different age groups through the division and definition of space.
 - 04.04 Demonstrate knowledge of room arrangement and play yard arrangement for setting up specific areas in the indoor and outdoor environment using developmentally appropriate materials.
- 05.0 Demonstrate knowledge of developmental profiles and characteristics of Infants/toddlers. – The student will be able to:
- 05.01 Identify and record sequences of change in the physical, emotional, social, cognitive and language development of infants and toddlers from birth to three years of age.
 - 05.02 Select materials age appropriate to that age-level child's development.
 - 05.03 Plan and implement strategies appropriate to that age-level child's development to enhance development in the area of physical development, cognitive, learning skills/language development, literacy and sensory development.
 - 05.04 Guide the creative development of infants and toddlers by planning and implementing developmentally appropriate activities in the area of music, art and creative movement.
 - 05.05 Recognize the importance of spontaneity, flexibility and unstructured materials.
 - 05.06 Recognize the importance of representational play.
 - 05.07 Select developmentally appropriate equipment and materials that will promote child growth and development.
 - 05.08 Observe and collect data on physical, cognitive, creative and social/emotional development.
- 06.0 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:
- 06.01 Demonstrate knowledge and temperaments of infants and toddlers by implementing activities that match the pace and temperament.
 - 06.02 Demonstrate knowledge of emotional development in infants and toddlers.
 - 06.03 Demonstrate knowledge of and collect data on the caregiver's role in the child's development of self, imagination, creativity and curiosity.
 - 06.04 Demonstrate knowledge of and collect data on the caregiver's role in helping children distinguish between reality and fantasy.
 - 06.05 Demonstrate knowledge of and collect data on the caregiver's role in the child's development of impulse control.
 - 06.06 Implement developmentally appropriate activities that help children to develop interpersonal skills and learn to communicate.
 - 06.07 Implement developmentally appropriate activities that promote multicultural understanding and encourage feelings of empathy and mutual respect.

- 06.08 Guide infants/toddlers through periods of stress, separation, transition and other crises through the use of appropriate comforting techniques.
- 06.09 Demonstrate knowledge of bonding and attachment and its importance in social development.

- 07.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. – The student will be able to:
 - 07.01 Initiate and facilitate positive interaction with the child's family or primary caregiver.
 - 07.02 Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
 - 07.03 Implement parent involvement activities.
 - 07.04 Share information about child development and developmentally appropriate practices.
 - 07.05 Demonstrate interpersonal skills.
 - 07.06 Demonstrate positive and productive staff and parent interactions.
 - 07.07 Identify methods for empowering families in their roles as advocates for their children.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: **Preschool Specialization**
Career Cluster: **Education and Training**

CCC	
CIP Number	0419070908
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 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 and 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 and Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a preschool specialization 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 care giving and educational responsibilities within home or center-based programs for preschool children.

Laboratory Activities

Instruction and learning activities are provided in a classroom setting. Observation and supervised work experience with children in a school laboratory and/or a community laboratory setting are an integral part of this program. Developmentally appropriate activities will focus on such areas as: language development, social competency, physical development, problem solving, and guidance and management techniques for home, classroom, and center-based programs.

Special Notes

The student must successfully complete the four required courses in this 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 as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Demonstrate knowledge of state and local rules and regulations.
- 02.0 Demonstrate knowledge of child abuse and neglect.
- 03.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.
- 04.0 Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.

05.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: **Preschool Specialization**
CIP Number: **0419070908**
Program Length: **12 credit hours**
SOC Code: **25-2011**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003). At the completion of this program, the student will be able to:

01.0 Demonstrate knowledge of state and local rules and regulations. – The student will be able to:

- 01.01 Identify the major areas of child care standards in Florida.
- 01.02 Identify child care facilities that require licensing.
- 01.03 Identify the local licensing agency and list responsibilities of this agency.
- 01.04 Identify local child care standards that govern child care.
- 01.05 Identify state minimal standards for screening of owners, operators, staff, volunteers and others.

02.0 Demonstrate knowledge of child abuse and neglect. – The student will be able to:

- 02.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
- 02.02 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
- 02.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
- 02.04 Identify current legislation that deals with child abuse and neglect.
- 02.05 Identify state and local guidelines and procedures for reporting child abuse and neglect.
- 02.06 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
- 02.07 Identify local community resources that provide help for the abused and the abuser.

03.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four, and five-year-old preschool children. – The student will be able to:

- 03.01 Identify good health and safety habits and potential hazards in a child care facility.
- 03.02 Identify accidents common to children and appropriate first aid techniques.
- 03.03 Outline the steps to be taken in case of seizures, accidents or injury to a child.
- 03.04 Outline the steps to be taken in case of a fire or other disaster and identify evacuation procedures.
- 03.05 Demonstrate developmentally appropriate health activities.
- 03.06 Demonstrate developmentally appropriate safety activities.
- 03.07 Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.

- 03.08 Observe and collect data on safety, health and nutrition.
- 03.09 Identify and outline procedures to deal with allergies.

04.0 Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child. – The student will be able to:

- 04.01 Demonstrate knowledge of the basic principles related to child growth and development.
- 04.02 Identify various influences on the development of a child from three to five years.
- 04.03 Guide the physical development of three, four and five-year-old Preschool children by planning and implementing developmentally appropriate activities that promote fine and gross motor development.
- 04.04 Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and implementing developmentally appropriate activities in the areas of math, science, social science, language and literacy.
- 04.05 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.
- 04.06 Guide the social and affective development of three, four, and five-year-old preschool children by planning and implementing activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
- 04.07 Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
- 04.08 Select developmentally appropriate equipment and materials that will promote child growth and development.
- 04.09 Observe and collect data on physical, cognitive, creative and social/emotional development.
- 04.10 Demonstrate knowledge of an inclusive environment.
- 04.11 Demonstrate knowledge of unbiased practices.

05.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. – The student will be able to:

- 05.01 Initiate and facilitate positive interaction with the child's family or primary caregiver.
- 05.02 Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
- 05.03 Implement parent involvement activities.
- 05.04 Demonstrate interpersonal skills.
- 05.05 Share information about child development and developmentally appropriate practices.
- 05.06 Demonstrate positive and productive staff and parent interactions.
- 05.07 Identify methods for empowering families in their roles as advocates for their children.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: School Age Specialization
Career Cluster: Education and Training

CCC	
CIP Number	0419070909
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 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 and 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 and Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a school age specialization 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 care giving and educational responsibilities within home or center-based programs for school age children.

Laboratory Activities

Instruction and learning activities are provided in a classroom setting. Observation and supervised work experience with children in a school laboratory and/or a community laboratory setting are an integral part of this program. Developmentally appropriate activities will focus on such areas as: physical development, cognitive, language and literacy development, social/emotional development, creative development and appropriate methods of guidance and classroom management in home, classroom, and center-based programs.

Special Notes

The student must successfully complete the four required courses in this 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), Council for Exceptional Children (CEC), and the National School-Age Care Alliance (NSACA).

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Demonstrate knowledge of state and local rules and regulations.
- 02.0 Demonstrate knowledge of child abuse and neglect.
- 03.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for school age children.
- 04.0 Demonstrate knowledge of school age care, philosophy, purpose and social/cultural context of after-school and other programs for school age youth.

- 05.0 Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies.
- 06.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.
- 07.0 Demonstrate an awareness and understanding of the growth and development of formal education in the United States.
- 08.0 Demonstrate knowledge of the various educational technologies available to child care providers for use in school age programs.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: School Age Specialization
CIP Number: 0419070909
Program Length: 12 credit hours
SOC Code: 25-2011

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003). At the completion of this program, the student will be able to:

01.0 Demonstrate knowledge of state and local rules and regulations. – The student will be able to:

- 01.01 Identify the major areas of child care standards in Florida.
- 01.02 Identify child care facilities that require licensing.
- 01.03 Identify the local licensing agency and list responsibilities of this agency.
- 01.04 Identify local child care standards that govern child care.
- 01.05 Identify state minimal standards for screening of owners, operators, staff, volunteers and others.

02.0 Demonstrate knowledge of child abuse and neglect. – The student will be able to:

- 02.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law..
- 02.02 Identify the most common physical and behavioral indicators of physical abuse.
- 02.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
- 02.04 Identify current legislation that deals with child abuse and neglect.
- 02.05 Identify state and local guidelines and procedures for reporting child abuse and neglect.
- 02.06 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
- 02.07 Identify local community resources that provide help for the abused and the abuser.

03.0 Plan for, establish and maintain a safe, clean and healthy learning environment for school age children. –The student will be able to:

- 03.01 Demonstrate good health and safety practices and identify potential hazards in a school age program.
- 03.02 Create a safe environment which includes traffic patterns, quiet and active play areas, and arrival and dismissal procedures.
- 03.03 Develop lesson plans that teach children safety rules for indoor and outdoor activities including field trips.
- 03.04 Create and carry out an emergency plan for accidents, injuries, illness, fire or other disaster.
- 03.05 Demonstrate knowledge of Florida child care regulations that address health, sanitation and food handling practices.

- 03.06 Provide and promote an environment that contributes to good health and nutrition.
- 03.07 Create a list of resources on health, hygiene and nutrition.
- 04.0 Demonstrate knowledge of school age care, the philosophy, purpose and social/cultural context of after-school and other programs for school age youth. – The student will be able to:
 - 04.01 Create a systematic and responsive approach to developing a school age program.
 - 04.02 Create an enriching environment for school age children through the use of space, relationships, materials, and routines.
 - 04.03 Provide a rich and varied environment through the use of a variety of materials.
 - 04.04 Provide school age children with hands-on experiences and opportunities that encourage curiosity, exploration and problem solving.
 - 04.05 Provide communication opportunities and support for school age children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.
 - 04.06 Provide opportunities that stimulate school age children to play with sound.
 - 04.07 Guide social and affective development of school age children.
 - 04.08 Identify opportunities for continuing education in the area of school age care.
- 05.0 Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies. – The student will be able to:
 - 05.01 Identify developmentally appropriate child guidance techniques through the use of various guidance models: behavior modification, including conflict resolution, human relations and social learning.
 - 05.02 Implement a child-centered environment based on nurturing guidance.
 - 05.03 Demonstrate knowledge of important background variables which may influence behavior.
 - 05.04 Provide opportunities for positive social interaction which helps children learn to communicate and get along with others through empathy and mutual respect.
 - 05.05 Provide opportunities and support for children to acquire, practice and receive feedback on communication and positive behaviors.
 - 05.06 Provide a support environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.
 - 05.07 Implement appropriate rules, routines and procedures for school age children.
 - 05.08 Encourage children to accept responsibility for their actions.
 - 05.09 Observe and collect data on physical, cognitive, language, literacy, creative and social/emotional development.
- 06.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. – The student will be able to:
 - 06.01 Initiate and facilitate positive interaction with the child's family or primary caregiver.
 - 06.02 Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
 - 06.03 Identify and implement parent involvement activities.
 - 06.04 Support and reinforce assignments from the child's primary classroom.

- 06.05 Develop a system of regular communication with parents and families that uses positive staff and parent interactions.
 - 06.06 Work constructively with parents/guardians to resolve behavior issues.
 - 06.07 Identify and provide families with program information, community resources and activities.
- 07.0 Demonstrate an awareness and understanding of the growth and development of formal education in the United States. – The student will be able to:
- 07.01 Understand the nature of a society and the concepts of education it might support.
 - 07.02 Demonstrate knowledge of the historical development of formal education in America.
 - 07.03 Demonstrate knowledge of the philosophical influences related to the development of formal education.
 - 07.04 Understand the organizational and administrative procedures in American schools.
 - 07.05 Demonstrate knowledge of the financial support of education in America.
 - 07.06 Identify the various programs of teacher preparation, certification and accreditation.
 - 07.07 Analyze the Florida school system in relationship to philosophical influences.
- 08.0 Demonstrate knowledge of the various educational technologies available to use in school age programs. – The student will be able to:
- 08.01 Understand the basis for the use of technology in education.
 - 08.02 Demonstrate knowledge of the early use of technology in education.
 - 08.03 Understand how to use technology and integrate it into the development of a school age program.
 - 08.04 Develop a plan for future use of technology in the school age program.
 - 08.05 Develop a personal plan of future courses on technology in education to take.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Interpretation Studies: English-Spanish
Career Cluster: Education and Training

CCC	
CIP Number	0713100304
Program Type	College Credit Certificate (CCC)
Program Length	30 credit hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Translation-Interpretation Studies: English - Spanish AS degree program (1713100303).

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 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 and 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 and Training career cluster.

This program is designed to provide bilingual students with the knowledge and skills necessary to carry out the work associated with areas oral interpretation (SOC 27-3091) in the workplace. Graduates are prepared for positions as court interpreters, in-house interpreters for the private sector including interpretation agencies, hospital interpreters, freelance interpreters, and telephone interpreters.

The content includes but is not limited to knowledge and acquisition of a broad non-technical bilingual vocabulary including idioms, clichés, and figures of speech; bilingual legal/judicial and

medical vocabulary/terminology, knowledge and performance of the three modes of interpretation (sight translation, consecutive and simultaneous interpretation); and applied linguistic concepts including language and cultural awareness. Speech, advanced reading and composition courses, in the source and target language, as well as ethical considerations and professional organizations, are also included.

Laboratory Activities

Laboratory activities are an integral part of this program. Laboratory experiences are provided employing a variety of instructional media for the purpose of developing adequate listening skills, parallel speaking and listening skills, and appropriate consecutive and simultaneous interpretation skills. Students should be assigned additional lab hours to practice and polish their vocabulary skills in the target language based on contextual information and anticipation of what the speaker may say through first-hand experience.

Special Notes

Practicum and internship activities in local courts, hospitals, and private interpretation agencies should provide opportunities for interpreter trainees to develop professionally by familiarizing themselves with the ins and outs of interpreting in a court or hospital setting as well as the running of an interpretation business.

Local and national organizations such as the Florida Chapter of the American Translators Association and the National Association of Judiciary Interpreters and Translators also furnish students with learning experiences by networking with similar trainees and colleagues. Program completers may sit for any of Florida's Judicial Circuit Court Interpreting Exams, Florida's Court Interpreting Qualifications Examination (English-Spanish) or the Federal Court Interpreter Certification Examination (English-Spanish).

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Perform interpretation-related skills.
- 02.0 Demonstrate linguistic-related knowledge and skills.
- 03.0 Demonstrate culture-related knowledge.
- 04.0 Demonstrate language proficiency in source and target language.
- 05.0 Demonstrate appropriate ethics.
- 06.0 Demonstrate time-management skills.
- 07.0 Demonstrate interpersonal communication skills.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Interpretation Studies: English-Spanish
CIP Number: 0713100304
Program Length: 30 credit hours
SOC Code: 27-3091

This certificate program is part of the Translation-Interpretation Studies AS degree program (1713100303). At the completion of this program, the student will be able to:

- 01.0 Perform interpretation-related skills. – The student will be able to:
- 01.01 Demonstrate excellent listening skills.
 - 01.02 Demonstrate adequate memory retention.
 - 01.03 Demonstrate ability to understand the source language as a native or a near-native speaker.
 - 01.04 Demonstrate ability to speak the target language as a native speaker.
 - 01.05 Demonstrate ability to render orally into the target language the message of the source language without distortions, additions or omissions.
 - 01.06 Demonstrate ability to transfer orally all elements of meaning into a target language that is idiomatically correct.
 - 01.07 Demonstrate ability to sight translate while maintaining the style and register of the source text.
 - 01.08 Demonstrate ability to transfer a message orally from a source language into a target language using the consecutive mode of interpretation.
 - 01.09 Demonstrate ability to transfer a message orally from a source language into a target language using the simultaneous mode of interpretation.
- 02.0 Demonstrate linguistic-related knowledge and skills. – The student will be able to:
- 02.01 Demonstrate ability to apply knowledge of structural differences between the source and target language.
 - 02.02 Demonstrate ability to apply linguistic notions/concepts to the translation process and the interpretation performance.
 - 02.03 Demonstrate awareness of linguistic diversity.
- 03.0 Demonstrate culture-related knowledge. – The student will be able to:
- 03.01 Demonstrate awareness of the critical link between language and culture.
 - 03.02 Demonstrate awareness of culture and linguistic sensitivity between source and target language.
 - 03.03 Demonstrate awareness of the diverse cultural factors that play a crucial role in language interpreting.
- 04.0 Demonstrate language proficiency in source and target language. – The student will be able to:
- 04.01 Demonstrate college-level reading comprehension in the source and target language at different registers and regionalisms.

- 04.02 Demonstrate adequate note-taking skills.
- 04.03 Demonstrate adequate public-speaking skills
- 05.0 Demonstrate appropriate ethics. – The student will be able to:
 - 05.01 Demonstrate awareness of the ethical principles and responsibilities underlying the role of interpreter.
- 06.0 Demonstrate time-management skills. – The student will be able to:
 - 06.01 Demonstrate ability to organize time effectively.
 - 06.02 Demonstrate ability to deliver services in a timely manner.
- 07.0 Demonstrate interpersonal communication skills. – The student will be able to:
 - 07.01 Demonstrate the ability to communicate well with others from diverse backgrounds.
 - 07.02 Demonstrate the ability to negotiate, mediate, compromise, and collaborate.
 - 07.03 Demonstrate appropriate client service skills.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Translation Studies: English-Spanish
Career Cluster: Education and Training

CCC	
CIP Number	0713100305
Program Type	College Credit Certificate (CCC)
Program Length	30 credit hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Translation-Interpretation Studies: English – Spanish Track AS degree program (1713100303)

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 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 and 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 and Training career cluster.

This program is designed to provide bilingual students with the knowledge and skills necessary to carry out the work associated with areas of written translation (SOC 27-3091) in the workplace. Graduates are prepared for positions as in-house translators for the private sector including translation agencies, translators for government agencies, hospital translators, and freelance translators

The content includes but is not limited to knowledge and acquisition of a broad non-technical bilingual vocabulary; bilingual legal, financial, and medical terminology; translation theory and

translation strategy including the four steps to the translation process (text analysis, documentation, actual translation task, and revision); and applied linguistic notions and concepts including language and cultural awareness. Ethical considerations and professional organizations are also included.

Laboratory Activities

Laboratory activities are an integral part of this program. Laboratory experiences are provided employing a variety of instructional media for the purpose of developing adequate listening skills, parallel speaking and listening skills, and appropriate consecutive and simultaneous interpretation skills. Students should be assigned additional lab hours to practice and polish their vocabulary skills in the target language based on contextual information and anticipation of what the speaker may say through first-hand experience. Practicum and internship activities in local courts, translation agencies, and organizations such as the Florida Chapter of the American Translators Association will provide opportunities for interpreter/translator trainees to develop professionally by familiarizing themselves with running and operating a business, the job market, the particulars of court and medical interpreting, and so on.

Special Notes

Practicum and internship activities in local translation agencies and organizations such as the Florida Chapter of the American Translators Association (FLATA) should provide opportunities for translator trainees to develop professionally by networking with similar trainees and colleagues. In addition, further training in small business management courses may prepare graduates to setup their own translation studies.

Program completers may sit for the American Translators Association's Accreditation Examination (English-Spanish).

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Perform translation-related skills.
- 02.0 Demonstrate linguistic-related knowledge and skills.
- 03.0 Demonstrate culture-related knowledge.
- 04.0 Demonstrate language proficiency in source and target language.
- 05.0 Demonstrate computer and technical skills related to translation.
- 06.0 Demonstrate appropriate ethics.
- 07.0 Demonstrate time-management skills.
- 08.0 Demonstrate interpersonal communication skills.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Translation Studies: English-Spanish
CIP Number: 0713100305
Program Length: 30 credit hours
SOC Code: 27-3091

This certificate program is part of the Translation-Interpretation Studies: English – Spanish Track AS degree program (1713100303). At the completion of this program, the student will be able to:

01.0 Perform translation-related skills. – The student will be able to:

- 01.01 Demonstrate ability to translate non-technical and specialized texts derived from a variety of media accurately and efficiently.
- 01.02 Describe translation theory and strategies and the application of these to the translation process.
- 01.03 Demonstrate ability to analyze texts for adequate comprehension and rendition into the target language.
- 01.04 Demonstrate ability to assess the quality of his/her translation and the translation of others (published or unpublished).
- 01.05 Demonstrate adequate editing and proofreading skills.
- 01.06 Demonstrate efficient vocabulary research skills.
- 01.07 Exhibit efficient fact-finding skills.

02.0 Demonstrate linguistic-related knowledge and skills. – The student will be able to:

- 02.01 Demonstrate ability to apply knowledge of structural differences between the source and target language.
- 02.02 Demonstrate ability to apply linguistic notions/concepts to the translation process and the interpretation performance.
- 02.03 Demonstrate awareness of linguistic diversity.

03.0 Demonstrate culture-related knowledge. – The student will be able to:

- 03.01 Demonstrate awareness of the critical link between language and culture.
- 03.02 Demonstrate awareness of culture and linguistic sensitivity between source and target language.
- 03.03 Demonstrate awareness of the diverse cultural factors that play a crucial role in language interpreting.

04.0 Demonstrate language proficiency in source and target language. – The student will be able to:

- 04.01 Demonstrate college-level reading comprehension in the source and target language at different registers and regionalisms.
- 04.02 Demonstrate college-level writing skills in the source and target language.
- 04.03 Demonstrate the ability to write employing a variety of registers.
- 04.04 Demonstrate adequate public-speaking skills

- 05.0 Demonstrate computer and technical skills related to translation/interpretation. – The student will be able to:
 - 05.01 Demonstrate ability to work with computer hardware and software as part of the translation/interpretation process.
 - 05.02 Demonstrate ability to carry out translation/interpretation related Internet research effectively.
 - 05.03 Demonstrate ability to translate web-based resources.
 - 05.04 Demonstrate ability to use the computer terminal to access databases for terminological and documentary information.

- 06.0 Demonstrate appropriate ethics. – The student will be able to:
 - 06.01 Demonstrate awareness of the ethical principles and responsibilities underlying the role of interpreter/translator.

- 07.0 Demonstrate time-management skills. – The student will be able to:
 - 07.01 Demonstrate ability to organize time effectively.
 - 07.02 Demonstrate ability to deliver services in a timely manner.

- 08.0 Demonstrate interpersonal communication skills. – The student will be able to:
 - 08.01 Demonstrate the ability to communicate well with others from diverse backgrounds.
 - 08.02 Demonstrate the ability to negotiate, mediate, compromise, and collaborate.
 - 08.03 Demonstrate appropriate client service skills.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Educational Assisting
Career Cluster: Education and Training

CCC	
CIP Number	0713150100
Program Type	College Credit Certificate (CCC)
Program Length	15 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-9031 – Instructional Coordinators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Instructional Services Technology AS degree program (1713129901).

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 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 and 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 and Training career cluster.

The purpose of this program is to prepare students for employment as educational paraprofessionals, instructional coordinators (SOC 25-9031), substitute teachers, and other positions that provide educational assistance in an instructional setting, or to provide supplemental training for persons currently employed in this occupation.

The content includes but is not limited to general education and philosophy; child growth and development theories; psychological and sociological aspects of teaching all children including the disadvantaged, the English Language Learner, and the handicapped; concepts and values

of diversity in the classroom; behavior analysis; education processes and theories of learning; school procedures; school resources; educational clerical processes; test construction, interpretation, evaluation, and grading; technology proficiency; assistive technology; instructional delivery utilizing updated technology resources; leadership and human relations skills; and health and safety.

This program focuses on planning, management, technical and production skills, underlying principles of classroom technology, reading and learning strategies and methods, and other educational issues.

Laboratory Activities

Classroom observation experiences are an integral part of this program. Participants observe classroom teachers as they deal with classroom management and behavior management issues.

Special Notes

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Demonstrate an understanding of education from an historical perspective.
- 02.0 Demonstrate an understanding of the sociological trends and their influence on education.
- 03.0 Demonstrate an understanding of human growth and development.
- 04.0 Demonstrate an understanding of behavior management in the classroom.
- 05.0 Demonstrate an understanding of educational media and educational technology.
- 06.0 Demonstrate an understanding of diverse populations in the classroom.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Educational Assisting
CIP Number: 0713150100
Program Length: 15 credit hours
SOC Code: 25-9031

This certificate program is part of the Instructional Services Technology AS degree program (1713129901). At the completion of this program, the student will be able to:

- 01.0 Demonstrate an understanding of education from an historical perspective. – The student will be able to:
- 01.01 Discuss the social, historical, and philosophical foundations of education.
 - 01.02 Discuss important current and historical issues that changed the development of the educational system.
 - 01.03 Trace the development of public schooling in Florida.
 - 01.04 Discuss the legal and financial elements of education.
- 02.0 Demonstrate an understanding of sociological trends and their influence on education. – The student will be able to:
- 02.01 Discuss public attitudes about instruction, curriculum, school management, and the role of educators.
 - 02.02 Discuss the role of the parent in the education of his child and identify the teacher's role in working with parents.
 - 02.03 Discuss the challenges and rewards of providing multilingual/multicultural education in Florida.
 - 02.04 Discuss the importance of early education and evaluation.
 - 02.05 Demonstrate an understanding of exceptional students and role of the State of Florida in providing for these students.
 - 02.06 Discuss the values of diversity in the classroom.
 - 02.07 Explain the sociological aspects of poverty, substance abuse and suicide as they relate to education and the schools.
 - 02.08 List the symptoms and intervention techniques for suicide prevention.
 - 02.09 List indicators of child abuse and recognize the educational, legal and the ethical imperative to report it.
 - 02.10 Demonstrate an understanding of forces and factors that effect change within the family.
 - 02.11 Identify and list the effects of the increase of one-parent households on the schools, particularly K-12.
- 03.0 Demonstrate an understanding of human growth and development. – The student will be able to:
- 03.01 Identify characteristics of typical and non-typical human development.
 - 03.02 Discuss normative physical, cognitive, psychological development of the child from birth to adolescence, citing significant factors on development at each level.
 - 03.03 Discuss major theories of development and the theorists who proposed them.

- 03.04 Demonstrate proficiency in utilizing appropriate vocabulary in instruction.
- 03.05 Demonstrate, in individual and group settings, knowledge of human development in relation to age and culture appropriate settings and programs.
- 04.0 Demonstrate an understanding of behavior management in the classroom. – The student will be able to:
 - 04.01 Identify and define the components of the four theoretical models of behavior management.
 - 04.02 Identify, define synthesize and apply the techniques of basic behavior and cognitive behavioral models.
 - 04.03 Demonstrate appropriate behavior management techniques in and outside of the classroom environment.
 - 04.04 List the stress producers in a classroom setting.
 - 04.05 Demonstrate mastery of classroom behavior management techniques and discuss those most appropriate.
 - 04.06 Identify, define and synthesize the causes of dysfunctional behavior.
 - 04.07 List and explain legal responsibilities within the profession.
 - 04.08 Demonstrate appropriate time management techniques.
 - 04.09 Demonstrate mastery in using positive reinforcement as a method of improving student behavior and academic performance.
 - 04.10 Recognize the importance of planning for each class period.
 - 04.11 Prepare a lesson plan with written objectives.
- 05.0 Demonstrate an understanding of educational media and educational technology. – The student will be able to:
 - 05.01 Discuss the development and delivery of improved instruction with the use of technology, to a diverse student population.
 - 05.02 Prepare appropriate audio visual aids as instructional resources for all students.
 - 05.03 Demonstrate proficiency in maintaining, operating, and storing media equipment.
 - 05.04 Prepare educational or graphic material using media equipment.
 - 05.05 Discuss and demonstrate a proficiency in the use of computer based instruction in a variety of subjects, settings and grade levels.
 - 05.06 Demonstrate proficiency of computer knowledge when working with students.
- 06.0 Demonstrate an understanding of diverse populations in the classroom. – The student will be able to:
 - 06.01 Demonstrate the understanding in the value of diverse cultures in the classroom.
 - 06.02 Discuss the manifestation of diversity in the United States and the response of the educational system.
 - 06.03 Discuss attitudes toward racial, ethnic, language, gender, exceptionality, religious, occupational, socio-economical ageism and cultural diversity, demonstrating understanding of how positive regards for differences can translate into a better climate in the school, workplace, and society itself.
 - 06.04 Identify and discuss successful instructional practices for the diverse student populations.
 - 06.05 Demonstrate proficiency in using appropriate teaching techniques, including but not limited to questioning, practice and feedback.

- 06.06 Demonstrate proficiency in providing small group tutoring and instructional assistance to a diverse student body with the use of various educational materials.
- 06.07 Demonstrate proficiency in using anti-bias strategies when working with students of diverse populations.
- 06.08 Identify the cultural factors involved in classroom management.
- 06.09 Discuss and identify instructional modifications used when working with students with diverse abilities, learning characteristics and motivational styles.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Library Technical Assistant
Career Cluster: Education and Training

CCC	
CIP Number	0725030101
Program Type	College Credit Certificate (CCC)
Program Length	30 credit hours
CTSO	N/A
SOC Codes (all applicable)	43-4121 – Library Assistants, Clerical
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Instructional Services Technology AS degree program (1713129901).

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 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 and 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 and Training career cluster.

This program prepares students for employment as Library Assistants (SOC 43-4121). The Library Technical Assistant (LTA) certificate program is intended to enhance the skills of paraprofessionals currently working in libraries and to introduce library service to those wishing to enter the field. The certificate provides an overview of library public services, technical services, media, and computer hardware and software. An internship is available for those not currently employed in a library.

Laboratory Activities

Laboratory activities are an integral part of this program and are integrated with the didactic portion of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 02.0 Demonstrate computer literacy.
- 03.0 Demonstrate employability.
- 04.0 Demonstrate knowledge of the library system.
- 05.0 Demonstrate knowledge of basic reference materials.
- 06.0 Demonstrate knowledge and skills relating to cataloging and classification.
- 07.0 Demonstrate knowledge and skills relating to circulation and public services.
- 08.0 Demonstrate knowledge and skills relating to media technologies for information services.
- 09.0 Demonstrate knowledge and skills relating to special reference collections– business, law, and medical.
- 10.0 Demonstrate knowledge and skills relating to technical services – acquisitions.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Library Technical Assistant
CIP Number: 0725030101
Program Length: 30 credit hours
SOC Code: 43-4121

This certificate program is part of the Instructional Services Technology AS degree program (1713129901). At the completion of this program, the student will be able to:

- 01.0 Demonstrate the ability to communicate and use interpersonal skills effectively. – The student will be able to:
- 01.01 Develop basic listening skills.
 - 01.02 Develop basic observational skills and related documentation strategies in written and oral form.
 - 01.03 Identify characteristics of successful and unsuccessful communication including barriers.
 - 01.04 Respond to verbal and non-verbal cues.
 - 01.05 Compose written communication using correct spelling, grammar, and format.
 - 01.06 Use appropriate medical terminology and abbreviations.
 - 01.07 Recognize the importance of courtesy and respect for customers and other workers and maintain good interpersonal relationships.
 - 01.08 Adapt communication skills to varied levels of understanding and cultural orientation.
 - 01.09 Demonstrate telephone usage including taking messages.
 - 01.10 Demonstrate ability to give and follow directions.
 - 01.11 Distinguish between factual reports and personal opinion.
- 02.0 Demonstrate computer literacy. – The student will be able to:
- 02.01 Define terms and demonstrate basic computer skills.
 - 02.02 Describe the uses of computers in libraries.
- 03.0 Demonstrate employability skills. – The student will be able to:
- 03.01 Conduct a job search.
 - 03.02 Secure information about a job.
 - 03.03 Identify documents that may be required when applying for a job.
 - 03.04 Complete a job application form correctly.
 - 03.05 Demonstrate competence in job interview techniques.
 - 03.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
 - 03.07 Identify acceptable work habits.
 - 03.08 Demonstrate knowledge of how to make job changes appropriately.
 - 03.09 Demonstrate desirable health habits.
 - 03.10 Recognize appropriate affective/professional behavior.
 - 03.11 Write an appropriate resume.

- 04.0 Demonstrate knowledge of the library system. – The student will be able to:
- 04.01 Identify the basic components of the library system.
 - 04.02 Describe the various services libraries provide to the public.
 - 04.03 Describe the composition and functions of a library.
 - 04.04 Identify the general roles and responsibilities of the individual members of the library staff.
 - 04.05 Discuss the historical development of today's libraries.
 - 04.06 Differentiate among types of libraries; their uses, resources, services, and governance.
 - 04.07 Define the role of the library technical assistant.
 - 04.08 Explain the Library Bill of Rights.
 - 04.09 Identify relevant local, state, regional, and national associations.
 - 04.10 Review library related journals.
- 05.0 Demonstrate knowledge of basic reference materials. – The student will be able to:
- 05.01 Read a reference work technically to determine its scope, arrangement, and special features.
 - 05.02 Clarify and analyze a reference question to determine the patron's needs.
 - 05.03 Answer ready reference questions involving the use of tools such as almanacs, dictionaries, encyclopedias, biographical and geographical works, directories, etc., in both print and electronic formats.
 - 05.04 Determine when to direct questions to a reference librarian.
- 06.0 Demonstrate knowledge and skills relating to cataloging and classification. – The student will be able to:
- 06.01 Articulate the purpose of a classification system for library materials.
 - 06.02 Demonstrate a basic understanding of the DDC and LC classification systems.
 - 06.03 Apply AACR2R to describe an item.
 - 06.04 Assign a subject heading and call number for an item.
 - 06.05 Identify the gagged fields of MCRC record.
 - 06.06 Build a MARC record.
- 07.0 Demonstrate knowledge and skills relating to circulation and public services. – The student will be able to:
- 07.01 List the common functions of automated library systems.
 - 07.02 Deliver documents in keeping with copyright law.
 - 07.03 Explain the public services functions of a library.
 - 07.04 Demonstrate the concept of positive customer relations toward library clientele.
 - 07.05 Interpret the Library Bill of Rights and the Right to Read Statement.
 - 07.06 Maintain statistics regarding library usage.
- 08.0 Demonstrate knowledge and skills relating to media technologies for information services. – The student will be able to:
- 08.01 Identify media used by libraries.
 - 08.02 Demonstrate the operation of basic types of media equipment, e.g. LCD projector, scanner, digital camera, laser disc or DVD player.

- 08.03 Explain the care and maintenance of media equipment.
- 09.0 Demonstrate knowledge and skills relating to special reference collections; business, law and medical. – The student will be able to:
 - 09.01 Describe current methods of information retrieval for special libraries.
 - 09.02 Formulate search strategies using both basic and Boolean logic.
 - 09.03 Identify reference books, journals, and databases for special libraries.
 - 09.04 Conduct basic library research using sources appropriate to the subject.
 - 09.05 Retrieve and evaluate electronic information for special libraries.
- 10.0 Demonstrate knowledge and skills relating to technical services – acquisitions. – The student will be able to:
 - 10.01 List the main elements on a library materials selection policy.
 - 10.02 Use selection tools to choose a vendor.
 - 10.03 Verify titles, prepare orders, maintain order files, and receive various library materials.
 - 10.04 Prepare items for the bindery.
 - 10.05 Order library supplies.
 - 10.06 Perform simple accounting for funds expended.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Early Childhood Education Associate Degree
Career Cluster: Education and Training

AS	
CIP Number	1413121003
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and 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.

Program Structure

This program is a planned sequence of instruction consisting of 63 credit hours.

Laboratory Activities

Instruction and learning activities are provided in a laboratory setting to integrate theory and practice. Observation and supervised work experience with children in a school laboratory and/or a community laboratory setting are an integral part of this program. Developmentally appropriate activities will focus on such areas as: language development, social competency, physical development, problem solving, and guidance and management techniques for home, classroom, and center- based programs.

Special Notes

The program includes Core Outcomes and Outcomes in nine Areas of Specialization. The Areas of Specialization are: Early Intervention; Management; High Scope Curriculum, Montessori Curriculum; Infant/Toddler; Preschool; School Age; Family Day Care; Home Visitor, and Child Care Center Manager. 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 as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

The following PSAV programs have been approved by the Florida State Board of Education for statewide articulation credit into this degree program.

Early Childhood Education (PSAV #V200210; CIP #0419070910) 9 credits

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

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
- Child Care Center Management Specialization (0419070906) 12 credits
- High/Scope Preschool Approach Curriculum Specialization (0413030111) 12 credits
- Infant/Toddler Specialization (0419070907) 12 credits
- Montessori Preschool Curriculum Specialization (0413030112) 12 credits
- Preschool Specialization (0419070908) 12 credits
- School Age Specialization (0419070909) 12 credits

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

Standards

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

Core

- 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 an awareness of the importance of positive interactions with the family.
- 05.0 Demonstrate knowledge of state and local rules and regulations.
- 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 community needs and resources.
- 10.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 11.0 Demonstrate various observations and recording methods.
- 12.0 Demonstrate knowledge of disabling conditions.

Specializations

Child Development Early Intervention

- 13.0 Demonstrate knowledge of early childhood education.
- 14.0 Guide physical development.
- 15.0 Guide cognitive language and literacy development.
- 16.0 Guide creative development.
- 17.0 Guide social, self help and affective development.
- 18.0 Initiate and facilitate positive interaction with the child's family.
- 19.0 Identify and report child abuse and neglect in accordance with state regulations.
- 20.0 Demonstrate professionalism.
- 21.0 Demonstrate use of classroom media.

Child Care Center Management Specialization

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

High-Scope Preschool Approach Curriculum Specialization

- 28.0 Demonstrate knowledge of the High/Scope approach to early childhood education.
- 29.0 Demonstrate knowledge and skill of the High/Scope key developmental indicators in language, literacy and communication.
- 30.0 Examine mathematical and science key developmental indicators in number classification, seriation, space and time.
- 31.0 Use the elements of adult support and interaction skills to scaffold child learning, support social and emotional development and problem solving skills.
- 32.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five-year-old preschool children.
- 33.0 Guide the physical development of three, four, and five-year-old preschool children
- 34.0 Guide the cognitive, language, and literacy development of three-, four-, and five-year-old preschool children.
- 35.0 Guide the creative development of three, four, and five-year-old preschool children.
- 36.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 37.0 Initiate and facilitate positive interaction with the child's family.

Infant/Toddler Specialization

- 38.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for infants/toddlers.
- 39.0 Demonstrate knowledge of a developmentally appropriate infant/toddler environment.
- 40.0 Demonstrate knowledge of developmental profiles and characteristics of infants/toddlers.
- 41.0 Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler.

- 42.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Montessori Preschool Curriculum Specialization

- 43.0 Demonstrate knowledge of the Montessori philosophy and human development.
- 44.0 Demonstrate knowledge of classroom leadership.
- 45.0 Demonstrate knowledge of curriculum implementation.
- 46.0 Demonstrate knowledge of community involvement and partnership with families.
- 47.0 Guide the physical development of three, four, and five year old preschool children.
- 48.0 Guide the cognitive, language, and literacy development of three, four, and five year-old preschool children.
- 49.0 Guide the creative development of three, four, and five-year-old preschool children.
- 50.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 51.0 Initiate and facilitate positive interaction with the child's family.

Preschool Specialization

- 52.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.
- 53.0 Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.
- 54.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

School Age Specialization

- 55.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for school age children.
- 56.0 Demonstrate knowledge of school age care, philosophy, purpose and social/cultural context of after-school and other programs for school age youth.
- 57.0 Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies.
- 58.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.
- 59.0 Demonstrate an awareness and understanding of the growth and development of formal education in the United States.
- 60.0 Demonstrate knowledge of the various educational technologies available to child care providers for use in school age programs.

Family Day Care Specialization

- 61.0 Guide physical development.
- 62.0 Guide cognitive, language, and literacy development.
- 63.0 Guide creative development.
- 64.0 Guide social and affective development.
- 65.0 Demonstrate knowledge of appropriate methods of guidance and program management.
- 66.0 Initiate and facilitate positive interaction the family.
- 67.0 Demonstrate knowledge of early childhood education Family Day Care.

Home Visitor Specialization

- 68.0 Help family members provide a safe environment to prevent and reduce injuries.
- 69.0 Help family members promote good health and nutrition and provide an environment that contributes to the prevention of illness.
- 70.0 Help family members to construct an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.
- 71.0 Help family members promote the physical development of children.
- 72.0 Show family members how to encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.
- 73.0 Encourage family members to support children in understanding, acquiring, and using verbal and non-verbal means to communicate thoughts and feelings.
- 74.0 Help family members to encourage and guide exploratory activities.
- 75.0 Support family members in providing emotional security for each child.
- 76.0 To assist family members to provide an environment that encourages pro-social behavior.
- 77.0 To initiate and maintain an open, friendly, and cooperative relationship with each family.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Early Childhood Education Associate Degree
CIP Number: 1413121003
Program Length: 63 credit hours
SOC Code: 25-2011

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

Core

- 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, emotional, intellectual, creative, social, and language development.
 - 01.03 Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence development.
 - 01.04 Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding growth and development.
 - 01.05 Demonstrate the ability to identify and discuss developmental milestones.
- 02.0 Demonstrate knowledge of early childhood education: infants/toddlers. – The student will be able to:
- 02.01 Identify and evaluate contemporary models of infant/toddler education.
 - 02.02 Develop plans to meet short and long term goals.
 - 02.03 Identify appropriate teaching techniques to meet various learning styles and/or disability conditions.
 - 02.04 Identify developmentally appropriate supplies and teaching materials.
 - 02.05 Arrange learning centers for a variety of activities.
 - 02.06 Maintain records.
 - 02.07 Discuss the importance of play in development.
- 03.0 Demonstrate knowledge of early childhood education: preschool. – The student will be able to:
- 03.01 Identify and evaluate contemporary models of preschool education.
 - 03.02 Develop plans to meet long and short-term goals.
 - 03.03 Implement plans to meet short and long-term goals.
 - 03.04 Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.
 - 03.05 Identify developmentally appropriate supplies and teaching materials.
 - 03.06 Arrange learning centers for a variety of activities.
 - 03.07 Implement developmentally appropriate special events.
 - 03.08 Maintain children's records.
 - 03.09 Discuss the importance of play in children's development.

- 04.0 Demonstrate an awareness of the importance of positive interactions with the family. – The student will be able to:
- 04.01 Recognize the family as primarily responsible for the care and development of the child, and support family members in this endeavor.
 - 04.02 Recognize varying family structures.
 - 04.03 Describe the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and families.
 - 04.04 Describe family involvement activities.
 - 04.05 Recognize and use interpersonal skills.
 - 04.06 Describe positive and productive staff and family interactions.
- 05.0 Demonstrate knowledge of state and local rules and regulations. – The student will be able to:
- 05.01 Identify the major areas of child care standards in Florida.
 - 05.02 Identify child care facilities that require licensing.
 - 05.03 Identify the local licensing agency and list responsibilities of that agency.
 - 05.04 Identify local day care standards that govern child care.
 - 05.05 Identify state minimal standards for screening of owners, operators, staff, volunteers, and others.
- 06.0 Demonstrate knowledge of child abuse and neglect. – The student will be able to:
- 06.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
 - 06.02 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
 - 06.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
 - 06.04 Identify the impact and effects of child abuse and neglect on children, families, and society.
 - 06.05 Identify current legislation that deals with child abuse and neglect.
 - 06.06 Identify the requirements and protection of child care personnel in reporting suspected child abuse or neglect as described in Florida law.
 - 06.07 Identify state and local guidelines and procedures for reporting child abuse and neglect.
 - 06.08 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
 - 06.09 Identify local community resources that provide help for the abused and the abuser.
- 07.0 Demonstrate knowledge of safety, health, and nutrition. – The student will be able to:
- 07.01 Identify good health and safety habits and potential hazards in a child development facility.
 - 07.02 Identify sources of certification in First Aid and CPR.
 - 07.03 Identify accidents common to children and appropriate first aid techniques.
 - 07.04 Outline the steps to be taken in case of seizures, accidents, or injury to a child.
 - 07.05 Identify regulations and procedures for fire and other disasters.

- 07.06 Identify evacuation procedures.
 - 07.07 Construct a list of emergency phone numbers such as poison control, fire, police, and medical assistance.
 - 07.08 Identify specialized health care and environmental requirements.
 - 07.09 Identify developmentally appropriate positioning and handling strategies.
 - 07.10 Identify developmentally appropriate safety activities.
 - 07.11 Identify developmentally appropriate food preparation and nutrition education activities.
 - 07.12 Identify drug reactions and appropriate follow up action.
- 08.0 Demonstrate knowledge of the early childhood education profession. – The student will be able to:
- 08.01 Identify developmentally appropriate philosophies of early childhood education.
 - 08.02 Identify professional behavior.
 - 08.03 Recognize the value of self-evaluation.
 - 08.04 Construct a professional development plan.
 - 08.05 Identify professional organizations in the field and their purposes.
 - 08.06 Discuss the rationale for services to children and families.
 - 08.07 List the characteristics of a quality child development program.
 - 08.08 Identify the types of programs for children.
 - 08.09 Describe custodial, developmental, and comprehensive child care programs.
 - 08.10 Identify features of family education programs.
 - 08.11 Identify strategies for child advocacy.
 - 08.12 Discuss the historical, philosophical, psychological, and sociological foundations of early childhood education.
 - 08.13 Identify legislation which may provide funding for children.
 - 08.14 Participate as a positive and productive team member.
- 09.0 Demonstrate knowledge of community needs and resources. – The student will be able to:
- 09.01 Identify state organizations and agencies that serve children and families.
 - 09.02 Identify local community resources that serve children and families.
 - 09.03 Identify purposes and functions of local community resources.
 - 09.04 Identify organizations and agencies that provide services and assistance to children with disabling conditions and their families.
 - 09.05 Discuss ways to access community resources.
- 10.0 Demonstrate knowledge of appropriate methods of guidance and classroom management. – The student will be able to:
- 10.01 Identify developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
 - 10.02 Foster a child-centered environment based on nurturing guidance.
 - 10.03 List and discuss important variables in the background of children, birth through age eight, which might contribute to problem behavior, including but not limited to, physical, psychological, and behavioral factors.
 - 10.04 Identify and demonstrate positive guidance techniques that foster the development of self- control.

- 10.05 Demonstrate developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
- 11.0 Demonstrate various observation and recording methods. – The student will be able to:
 - 11.01 Identify and use appropriate methods for collecting information.
 - 11.02 Complete an observational record.
 - 11.03 Distinguish between collection and interpretation of data.
 - 11.04 Apply observational information.
- 12.0 Demonstrate knowledge of disabling conditions. – The student will be able to:
 - 12.01 Discuss factors that put a child at risk for developing disabling conditions.
 - 12.02 Discuss impaired functioning in: fine motor; gross motor; cognitive; social/emotional development, and self-help skills.
 - 12.03 Discuss behavioral characteristics of children who display mild, moderate, and profound disabling conditions.
 - 12.04 Identify interdisciplinary team approaches to the education, treatment, and developmental programming of children with disabling conditions.
 - 12.05 Identify specific conditions that require referral.

Child Development Early Intervention

- 13.0 Demonstrate knowledge of early childhood education. – The student will be able to:
 - 13.01 Describe the relationship of child development center philosophy and policy to program implementation.
 - 13.02 Identify contemporary models of early childhood programs.
 - 13.03 Demonstrate knowledge of appropriate scheduling and program planning.
 - 13.04 Identify appropriate teaching techniques to meet various learning styles, and/or disabling conditions.
 - 13.05 Design, construct, and/or adapt developmentally appropriate supplies and teaching materials.
 - 13.06 Arrange learning centers for a variety of activities.
 - 13.07 Implement developmentally appropriate special events.
 - 13.08 Maintain children's records.
 - 13.09 Demonstrate knowledge of the importance of play in children's development.
 - 13.10 Support and implement positive child/adult interaction.
- 14.0 Guide physical development. – The student will be able to:
 - 14.01 Demonstrate knowledge of physical development.
 - 14.02 Implement developmentally appropriate gross motor activities.
 - 14.03 Implement developmentally appropriate fine motor activities.
 - 14.04 Identify appropriate equipment, materials, and space for physical development.
 - 14.05 Under direction, utilize appropriate adaptive equipment and positioning techniques.
 - 14.06 Demonstrate observation techniques and collect data on physical development.
- 15.0 Guide cognitive language and literacy development. – The student will be able to:

- 15.01 Demonstrate knowledge of cognitive, language, and literacy development.
 - 15.02 Implement developmentally appropriate language, literacy, and sensory activities.
 - 15.03 Implement developmentally appropriate math activities.
 - 15.04 Implement developmentally appropriate science activities.
 - 15.05 Implement developmentally appropriate social science activities.
 - 15.06 Implement problem solving activities which foster critical thinking skills.
 - 15.07 Recognize and utilize alternative forms of communication when necessary.
 - 15.08 Demonstrate observation techniques and collect data on cognitive language, literacy, and sensory development.
- 16.0 Guide creative development. – The student will be able to:
- 16.01 Demonstrate knowledge of creative development.
 - 16.02 Implement developmentally appropriate music activities.
 - 16.03 Implement developmentally appropriate art activities.
 - 16.04 Implement developmentally appropriate creative movement activities.
 - 16.05 Demonstrate observation techniques and collect data on creative development.
- 17.0 Guide social, self-help and affective development. – The student will be able to:
- 17.01 Demonstrate knowledge of social and affective development.
 - 17.02 Implement activities which help children to develop interpersonal skills.
 - 17.03 Implement developmentally appropriate self-concept activities.
 - 17.04 Implement developmentally appropriate activities which promote multicultural understanding.
 - 17.05 Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
 - 17.06 Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
 - 17.07 Implement developmentally appropriate dramatic play activities.
 - 17.08 Implement developmentally appropriate group and individual activities.
 - 17.09 Demonstrate observation techniques and collect data on social and affective development.
- 18.0 Initiate and facilitate positive interaction with the child's family. – The student will be able to:
- 18.01 Recognize the family as the primary provider for 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.
 - 18.02 Recognize and be sensitive to varying family structures and families in transition.
 - 18.03 Demonstrate knowledge of the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and their families.
 - 18.04 Implement family involvement activities.
 - 18.05 Demonstrate interpersonal skills.
 - 18.06 Demonstrate positive and productive staff and family interactions.
- 19.0 Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:

- 19.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
 - 19.02 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
 - 19.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
 - 19.04 Identify the impact and effects of child abuse and neglect on children, families and society.
 - 19.05 Identify current legislation that deals with child abuse and neglect.
 - 19.06 Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
 - 19.07 Identify state and local guidelines and procedures for reporting child abuse and neglect.
 - 19.08 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
 - 19.09 Identify local community resources that provide help for the abused and the abuser.
 - 19.10 Demonstrate the appropriate procedures for reporting suspected child abuse and neglect.
- 20.0 Demonstrate professionalism. – The student will be able to:
- 20.01 Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices.
 - 20.02 Identify and demonstrate professional behavior including but not limited to ethics and confidentiality.
 - 20.03 Participate as a positive and productive team member and role model.
 - 20.04 Complete a self evaluation.
 - 20.05 Plan and implement a self-improvement plan related to professional development.
 - 20.06 Identify the professional organizations in the field and the goals and responsibilities of their members.
 - 20.07 Maintain personal physical and mental health.
 - 20.08 Participate as an advocate for issues related to children and families.
- 21.0 Demonstrate use of classroom media equipment. – The student will be able to:
- 21.01 Demonstrate successful operation of copy machines, a DVD/Blu-ray disc player, a computer/printer, a LCD projector.
 - 21.02 Demonstrate process of obtaining audio-visual materials, computer programs, and equipment.

Child Care Center Management Specialization

- 22.0 Demonstrate knowledge of early childhood education programming and management. – The student will be able to:
- 22.01 Define and describe the philosophy and policies of a child development center.
 - 22.02 Identify and evaluate contemporary models of early childhood programs.
 - 22.03 Develop plans to meet long and short-term goals.

- 22.04 Apply child growth and development theories and principles to quality programming for children.
 - 22.05 Identify developmentally appropriate supplies and teaching materials.
 - 22.06 Plan and implement developmentally appropriate special events such as field trips, holiday programs and use of resource people.
 - 22.07 Maintain individual children's records; use developmentally appropriate observation and assessment instruments to observe, record and assess children's behavior and respond to individual needs and strengths.
 - 22.08 Design/select and implement a culturally sensitive, non-discriminatory, unbiased and inclusive curriculum based on principles of child development and responsive to individual differences.
 - 22.09 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.
 - 22.10 Demonstrate knowledge of principles and practices in evaluating all aspects of children's programs, including social emotional, culturally appropriate environment, curriculum and staff.
- 23.0 Demonstrate skills in managing the financial and legal aspects of a child care center. – The student will be able to:
- 23.01 Identify and understand the costs to consider in establishing a childcare center.
 - 23.02 Identify income resources for a childcare center.
 - 23.03 Identify operating expenses for a childcare center.
 - 23.04 Develop and implement a marketing plan and effective publicity.
 - 23.05 Discuss the purpose of a budget and develop a sample budget suitable for a childcare center, with long and short term financial goals.
 - 23.06 Identify the expenses a childcare center owner might have that would reduce profits.
 - 23.07 Identify necessary financial records to be kept by the manager of a child care center.
 - 23.08 Define and understand relevant financial terminology.
 - 23.09 Develop and maintain sound practices related to legal obligations and responsibilities in child care management (to include Tax law, insurance and licensure compliance).
 - 23.10 Demonstrate an understanding of the requirement of Americans with Disabilities Act (ADA).
 - 23.11 Demonstrate familiarity with requirements of the Occupational Safety and Health Administration (OSHA).
 - 23.12 Display knowledge of legal requirements and professional standards in reporting child abuse and other domestic violence.
 - 23.13 Display knowledge of legal issues regarding personnel administration and supervision including: fair labor practices, equal opportunity guidelines and progressive discipline.
 - 23.14 Knowledge of social media and technology protocol.
- 24.0 Demonstrate leadership and organizational skills. – The student will be able to:
- 24.01 Identify procedures for obtaining and retaining state and local licenses.

- 24.02 Demonstrate knowledge of factors that determine the composition of the childcare center.
 - 24.03 Identify the duties of childcare center personnel and construct and implement job descriptions.
 - 24.04 Display knowledge of ethical conduct governing the childcare and education field by all center personnel including volunteers.
 - 24.05 Display knowledge of strategies that encourage and support involvement of staff in decision-making.
 - 24.06 Demonstrate an understanding of ways to foster self-esteem, professionalism, commitment and motivation among the staff.
 - 24.07 Plan and implement career paths and professional development for the staff.
 - 24.08 Describe procedures for the recruitment, selection, performance appraisal, evaluation, retention and/or termination of staff.
 - 24.09 Demonstrate knowledge of various types of performance appraisal evaluation procedures including self-evaluation, performance planning, observation and recording and narratives.
 - 24.10 Display knowledge of career development issues in the field of early childhood.
 - 24.11 Develop short and long term planning for the childcare center.
 - 24.12 Identify and implement developmentally appropriate program activities.
- 25.0 Demonstrate knowledge of appropriate methods of guidance and program management.
– The student will be able to:
- 25.01 Demonstrate developmentally appropriate program management strategies: routines, scheduling, transitions and room arrangement.
 - 25.02 Implement and foster a child-centered program based on nurturing guidance.
 - 25.03 Demonstrate knowledge of important background information, which may influence behavior.
 - 25.04 Demonstrate positive guidance techniques.
- 26.0 Develop and maintain systems for monitoring practices related to health, safety, and nutrition. – The student will be able to:
- 26.01 Demonstrate knowledge of professional standards and best practices related to health and safety including facilities, program, staff and children.
 - 26.02 Develop and implement health and safety policies and procedures for children's health.
 - 26.03 Plan for family/staff partnerships and professional development related to protecting children's health.
 - 26.04 Identify recommended daily nutritional requirements for children in the program.
 - 26.05 Plan nutrition education for staff, children and families.
 - 26.06 Plan for the preparation and serving of nutritious snacks and meals.
 - 26.07 Identify ways to encourage positive food choices and good eating habits.
 - 26.08 Demonstrate knowledge of laws and regulations regarding safety in buildings, grounds and equipment.
 - 26.09 Demonstrate knowledge of building and grounds maintenance to insure health and safety of children and staff.
- 27.0 Develop and implement policies that promote alliances with families and collaboration among programs, families and community resources. – The student will be able to:

- 27.01 Recognize the importance of family involvement in all aspects of child care and education programs.
- 27.02 Demonstrate awareness of the diverse roles of family members, staff and Administrators in the organization, planning and management of child care and education programs.
- 27.03 Plan, organize and implement family-center communication.
- 27.04 Develop and implement plans for supporting parents by keeping them informed about program activities, child development and good childrearing practices.
- 27.05 Describe ways that childcare personnel can be supportive of the family's efforts with the child.
- 27.06 Demonstrate an understanding of the effects of enrollment policies and procedures on relationships with families.
- 27.07 Design a program that supports families with children with disabilities who are included in the classroom.
- 27.08 Plan, organize and implement parent involvement activities.
- 27.09 Demonstrate knowledge of community support systems, including public and private resources for families and how to access them.

High-Scope Preschool Approach Curriculum Specialization

28.0 Demonstrate knowledge of the high/scope approach to early childhood education. – The student will be able to:

- 28.01 Identify the fundamentals of the High/Scope preschool approach, including the principles of effective learning environments.
- 28.02 Demonstrate the fundamentals of adult/child interaction.
- 28.03 Demonstrate the methodology of observation and anecdotal recordkeeping.
- 28.04 Identify the various components of the High/Scope daily routines.
- 28.05 Demonstrate the basic principles of the plan-do-review process.
- 28.06 Demonstrate the basic principles of small and large group times.
- 28.07 Identify and apply the basic principles of program assessment.
- 28.08 Identify the key developmental indicators in early childhood as defined in the High/Scope framework as well as the National Educational Goals Panel for school readiness
- 28.09 Identify and apply the components of the problem-solving approach to conflict resolution.
- 28.10 Identify and apply strategies for supporting children such as encouragement versus praise.
- 28.11 Implement the High/Scope Child Observation Record (COR).
- 28.12 Implement daily team planning.
- 28.13 Demonstrate an understanding of how to work effectively with parents.

29.0 Demonstrate knowledge of the high/scope key developmental indicators in language, literacy and communication. – The student will be able to:

- 29.01 Identify the integrated approach of language and literacy in the High/Scope approach.
- 29.02 Demonstrate an understanding of the research that promotes the acquisition of reading and writing and the complementary skills of speaking and listening.

- 29.03 Use the language and literacy key experiences to set up the classroom environment, plan activities, and support children's learning with a variety of pre-reading and prewriting instructional methods.
 - 29.04 Assess young children in the areas of listening, speaking, writing and pre-reading skills.
- 30.0 Examine mathematical and science key developmental indicators in number classification, seriation, space and time. – The student will be able to:
- 30.01 Demonstrate an understanding of how children begin to construct a working concept of numbers and plan appropriate experiences for the preschool level.
 - 30.02 Develop an understanding through observation of classification through the child's play of organizing the materials, people and events involved in their play.
 - 30.03 Develop an understanding of how children experience the process of seriation, ordering objects based on differences and gradual variation in their qualities within purposeful play experiences.
 - 30.04 Demonstrate an understanding of how young children experience space in the physical world of objects.
 - 30.05 Understand the fundamental capacities for developing the concept of time in young children.
 - 30.06 Use math and science key developmental indicators to set up the classroom environment, plan related activities and support children's learning with a variety of active participatory methods.
 - 30.07 Assess young children in the areas of math and science skills.
- 31.0 Examine the elements of adult support and interaction skills to scaffold learning, support social and emotional development and problem solving skills. – The student will be able to:
- 31.01 Demonstrate an understanding of the building blocks of human relationships according to the research and be able to integrate theory into adult/child interaction to support the healthy development of children.
 - 31.02 Understand the guidelines adults use to establish and maintain supportive climates in which children generate and construct their own understanding and learning.
 - 31.03 Use key experience and interaction strategies to extend higher level thinking and learning for children.
 - 31.04 Identify and implement teaching practices to support adult teamwork to meet individual developmental levels and interest of children.
 - 31.05 Assess the characteristics of preschoolers' actions and interest in the context of initiative and social relations key developmental indicators.
 - 31.06 Identify support strategies to encourage a child's self help and awareness skills, as well as, social relations and understanding of others.
 - 31.07 Utilize an observation-based assessment tool (COR) with a high degree of inter-reliability.
- 32.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five year old preschool children. – The student will be able to:
- 32.01 Demonstrate good health and safety habits and identify potential hazards in a child development facility.

- 32.02 Demonstrate developmentally appropriate positioning and handling strategies for children.
 - 32.03 Demonstrate developmentally appropriate safety activities.
 - 32.04 Demonstrate developmentally appropriate food preparation and nutrition education activities.
 - 32.05 Demonstrate developmentally appropriate health activities.
 - 32.06 Observe and collect data on safety, health, and nutrition.
- 33.0 Guide the physical development of three, four, and five year -old preschool children. – The student will be able to:
- 33.01 Demonstrate knowledge of physical development.
 - 33.02 Plan developmentally appropriate gross motor activities.
 - 33.03 Implement developmentally appropriate gross motor activities
 - 33.04 Plan developmentally appropriate fine motor activities.
 - 33.05 Implement developmentally appropriate fine motor activities.
 - 33.06 Select appropriate equipment and materials for physical development.
 - 33.07 Observe and collect data on physical development.
- 34.0 Guide the cognitive, language and literacy development of three, four and five year-old preschool children. – The student will be able to:
- 34.01 Demonstrate knowledge of cognitive, language, and literacy development.
 - 34.02 Implement developmentally appropriate language and literacy activities.
 - 34.03 Implement developmentally appropriate math activities.
 - 34.04 Implement developmentally appropriate science activities.
 - 34.05 Implement developmentally appropriate social science activities.
 - 34.06 Implement problem solving activities which foster critical thinking skills.
 - 34.07 Recognize and use alternative forms of communication.
 - 34.08 Observe and collect data on cognitive, language, and literacy development.
- 35.0 Guide the creative development of three, four, and five year-old preschool children. – The student will be able to:
- 35.01 Demonstrate knowledge of creative development.
 - 35.02 Implement developmentally appropriate music activities.
 - 35.03 Implement developmentally appropriate art activities.
 - 35.04 Implement developmentally appropriate creative movement activities.
 - 35.05 Observe and collect data on creative development.
- 36.0 Guide the social and affective development of three, four, and five- year old preschool children. – The student will be able to:
- 36.01 Demonstrate knowledge of social and affective development.
 - 36.02 Implement activities that help children to develop interpersonal skills.
 - 36.03 Implement developmentally appropriate self-concept activities.
 - 36.04 Implement developmentally appropriate activities that promote multicultural understanding.
 - 36.05 Implement activities that help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.

- 36.06 Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
- 36.07 Implement developmentally appropriate dramatic play activities.
- 36.08 Implement developmentally appropriate group activities.
- 36.09 Observe and collect data on social and affective development.

37.0 Initiate and facilitate positive interaction with the child's family. – The student will be able to:

- 37.01 Implement parent involvement activities.
- 37.02 Demonstrate positive and productive staff and parent interactions.
- 37.03 Share information about child development and developmentally appropriate practices.

Infant/Toddler Specialization

38.0 Plan for, establish and maintain a safe, clean and healthy learning environment for infants/toddlers. – The student will be able to:

- 38.01 Identify good health and safety habits and potential hazards in a child care facility.
- 38.02 Identify accidents common to children and appropriate first aid Techniques.
- 38.03 Outline the steps to be taken in case of seizures, accidents or injury to a child.
- 38.04 Outline the steps to be taken in case of a fire or other disaster and Identify evacuation procedures.
- 38.05 Demonstrate developmentally appropriate health activities.
- 38.06 Demonstrate developmentally appropriate safety activities.
- 38.07 Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
- 38.08 Observe and collect data on safety, health and nutrition.

39.0 Demonstrate knowledge of a developmentally appropriate infant/toddler environment. – The student will be able to:

- 39.01 Demonstrate knowledge and awareness of environmental considerations specific to infants and toddlers.
- 39.02 Identify key concepts for creating environments for infants and toddlers.
- 39.03 Plan an environment that meets the needs of different age groups through the division and definition of space.
- 39.04 Demonstrate knowledge of room arrangement and play yard arrangement for setting up specific areas in the indoor and outdoor environment using developmentally appropriate materials.

40.0 Demonstrate knowledge of developmental profiles and characteristics of Infants/toddlers. – The student will be able to:

- 40.01 Identify and record sequences of change in the physical, emotional, social, cognitive and language development of infants and toddlers from birth to three years of age.
- 40.02 Select materials age appropriate to that age-level child's development.

- 40.03 Plan and implement strategies appropriate to that age-level child's development to enhance development in the area of physical development, cognitive, learning skills/language development, literacy and sensory development.
 - 40.04 Guide the creative development of infants and toddlers by planning and implementing developmentally appropriate activities in the area of music, art and creative movement.
 - 40.05 Recognize the importance of spontaneity, flexibility and unstructured materials.
 - 40.06 Recognize the importance of representational play.
 - 40.07 Select developmentally appropriate equipment and materials that will promote child growth and development.
 - 40.08 Observe and collect data on physical, cognitive, creative and social/emotional development.
- 41.0 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:
- 41.01 Demonstrate knowledge and temperaments of infants and toddlers by implementing activities that match the pace and temperament.
 - 41.02 Demonstrate knowledge of emotional development in infants and toddlers.
 - 41.03 Demonstrate knowledge of and collect data on the caregiver's role in the child's development of self, imagination, creativity and curiosity.
 - 41.04 Demonstrate knowledge of and collect data on the caregiver's role in helping children distinguish between reality and fantasy.
 - 41.05 Demonstrate knowledge of and collect data on the caregiver's role in the child's development of impulse control.
 - 41.06 Implement developmentally appropriate activities that help children to develop interpersonal skills and learn to communicate.
 - 41.07 Implement developmentally appropriate activities that promote multicultural understanding and encourage feelings of empathy and mutual respect.
 - 41.08 Guide infants/toddlers through periods of stress, separation, transition and other crises through the use of appropriate comforting techniques.
 - 41.09 Demonstrate knowledge of bonding and attachment and its importance in social development.
- 42.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. – The student will be able to:
- 42.01 Initiate and facilitate positive interaction with the child's family or primary caregiver.
 - 42.02 Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
 - 42.03 Implement parent involvement activities.
 - 42.04 Share information about child development and developmentally appropriate practices.
 - 42.05 Demonstrate interpersonal skills.
 - 42.06 Demonstrate positive and productive staff and parent interactions.
 - 42.07 Identify methods for empowering families in their roles as advocates for their children.

Montessori Preschool Curriculum Specialization

- 43.0 Demonstrate knowledge of the Montessori philosophy and human development. – The student will be able to:
- 43.01 Demonstrate an understanding of and implements Montessori philosophy with a focus on the early childhood years;
 - 43.02 Comprehend and utilize an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 1/2) through six (6) years of age;
 - 43.03 Demonstrate evidence of personal growth through self-evaluation and introspection;
 - 43.04 Demonstrate knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.
- 44.0 Demonstrate knowledge of classroom leadership. – The student will be able to:
- 44.01 Demonstrate observation, documentation, and analytical skills necessary for planning and recording the progress of children.
 - 44.02 Utilize cultural sensitivity in support of the development of individual children;
 - 44.03 Demonstrate an ability to implement effective classroom strategies;
 - 44.04 Demonstrate leadership skills and an understanding of professional standards;
 - 44.05 Incorporate an understanding of administrative functions.
- 45.0 Demonstrate knowledge of curriculum implementation. – The student will be able to:
- 45.01 Demonstrate the principles of Montessori environmental and material design;
 - 45.02 Articulate the rationale and sequence of the Montessori curriculum;
 - 45.03 Demonstrate proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
 - 45.04 Design and maintain a developmentally appropriate Montessori environment in response to the needs of students;
 - 45.05 Utilize a variety of instructional strategies and assessment methods;
 - 45.06 Demonstrate an awareness and understanding of governmental regulations.
- 46.0 Demonstrate knowledge of community involvement and partnership with families. – The student will be able to:
- 46.01 Demonstrate cultural sensitivity in communications and work with families and children.
 - 46.02 Demonstrate an awareness of community resources for additional support of children and families.
 - 46.03 Identify and have an awareness of available professional associations.
- 47.0 Guide the physical development of three, four, and five year old preschool children. – The student will be able to:
- 47.01 Demonstrate knowledge of physical development.
 - 47.02 Plan developmentally appropriate gross motor activities.
 - 47.03 Implement developmentally appropriate gross motor activities

- 47.04 Plan developmentally appropriate fine motor activities.
 - 47.05 Implement developmentally appropriate fine motor activities.
 - 47.06 Select appropriate equipment and materials for physical development.
 - 47.07 Observe and collect data on physical development.
- 48.0 Guide the cognitive, language, and literacy development of three, four, and five-year-old preschool children. – The student will be able to:
- 48.01 Demonstrate knowledge of cognitive, language, and literacy development.
 - 48.02 Implement developmentally appropriate language and literacy activities.
 - 48.03 Implement developmentally appropriate math activities.
 - 48.04 Implement developmentally appropriate science activities.
 - 48.05 Implement developmentally appropriate social science activities.
 - 48.06 Implement problem solving activities which foster critical thinking skills.
 - 48.07 Recognize and use alternative forms of communication.
 - 48.08 Observe and collect data on cognitive, language, and literacy development.
- 49.0 Guide the creative development of three, four, and five-year-old preschool children. – The student will be able to:
- 49.01 Demonstrate knowledge of creative development.
 - 49.02 Implement developmentally appropriate music activities.
 - 49.03 Implement developmentally appropriate art activities.
 - 49.04 Implement developmentally appropriate creative movement activities.
 - 49.05 Observe and collect data on creative development.
- 50.0 Guide the social and affective development of three, four, and five-year-old preschool children. – The student will be able to:
- 50.01 Demonstrate knowledge of social and affective development.
 - 50.02 Implement activities that help children to develop interpersonal skills.
 - 50.03 Implement developmentally appropriate self-concept activities.
 - 50.04 Implement developmentally appropriate activities that promote multicultural understanding.
 - 50.05 Implement activities that help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
 - 50.06 Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
 - 50.07 Implement developmentally appropriate dramatic play activities.
 - 50.08 Implement developmentally appropriate group activities.
 - 50.09 Observe and collect data on social and affective development.
- 51.0 Initiate and facilitate positive interaction with the child's family. – The student will be able to:
- 51.01 Implement parent involvement activities.
 - 51.02 Demonstrate interpersonal skills.
 - 51.03 Demonstrate positive and productive staff and parent interactions.

Preschool Specialization

- 52.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four, and five-year-old preschool children. – The student will be able to:
- 52.01 Identify good health and safety habits and potential hazards in a child care facility.
 - 52.02 Identify accidents common to children and appropriate first aid techniques.
 - 52.03 Outline the steps to be taken in case of seizures, accidents or injury to a child.
 - 52.04 Outline the steps to be taken in case of a fire or other disaster and identify evacuation procedures.
 - 52.05 Demonstrate developmentally appropriate health activities.
 - 52.06 Demonstrate developmentally appropriate safety activities.
 - 52.07 Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
 - 52.08 Observe and collect data on safety, health and nutrition.
 - 52.09 Identify and outline procedures to deal with allergies.
- 53.0 Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child. – The student will be able to:
- 53.01 Demonstrate knowledge of the basic principles related to child growth and development.
 - 53.02 Identify various influences on the development of a child from three to five years.
 - 53.03 Guide the physical development of three, four and five-year-old Preschool children by planning and implementing developmentally appropriate activities that promote fine and gross motor development.
 - 53.04 Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and implementing developmentally appropriate activities in the areas of math, science, social science, language and literacy.
 - 53.05 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.
 - 53.06 Guide the social and affective development of three, four, and five-year-old preschool children by planning and implementing activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
 - 53.07 Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
 - 53.08 Select developmentally appropriate equipment and materials that will promote child growth and development.
 - 53.09 Observe and collect data on physical, cognitive, creative and social/emotional development.
 - 53.10 Demonstrate knowledge of an inclusive environment.
 - 53.11 Demonstrate knowledge of unbiased practices.
- 54.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. – The student will be able to:
- 54.01 Initiate and facilitate positive interaction with the child's family or primary caregiver.

- 54.02 Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
- 54.03 Implement parent involvement activities.
- 54.04 Demonstrate interpersonal skills.
- 54.05 Share information about child development and developmentally appropriate practices.
- 54.06 Demonstrate positive and productive staff and parent interactions.
- 54.07 Identify methods for empowering families in their roles as advocates for their children.

School Age Specialization

- 55.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for school age children. – The student will be able to:
 - 55.01 Demonstrate good health and safety practices and identify potential hazards in a school age program.
 - 55.02 Create a safe environment which includes traffic patterns, quiet and active play areas, and arrival and dismissal procedures.
 - 55.03 Develop lesson plans that teach children safety rules for indoor and outdoor activities including field trips.
 - 55.04 Create and carry out an emergency plan for accidents, injuries, illness, fire or other disaster.
 - 55.05 Demonstrate knowledge of Florida child care regulations that address health, sanitation and food handling practices.
 - 55.06 Provide and promote an environment that contributes to good health and nutrition.
 - 55.07 Create a list of resources on health, hygiene and nutrition.
- 56.0 Demonstrate knowledge of school age care, the philosophy, purpose and social/cultural context of after-school and other programs for school age youth. – The student will be able to:
 - 56.01 Create a systematic and responsive approach to developing a school age program.
 - 56.02 Create an enriching environment for school age children through the use of space, relationships, materials, and routines.
 - 56.03 Provide a rich and varied environment through the use of a variety of materials.
 - 56.04 Provide school age children with hands-on experiences and opportunities that encourage curiosity, exploration and problem solving.
 - 56.05 Provide communication opportunities and support for school age children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.
 - 56.06 Provide opportunities that stimulate school age children to play with sound.
 - 56.07 Guide social and affective development of school age children.
 - 56.08 Identify opportunities for continuing education in the area of school age care.
- 57.0 Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies. – The student will be able to:

- 57.01 Identify developmentally appropriate child guidance techniques through the use of various guidance models: behavior modification, including conflict resolution, human relations and social learning.
 - 57.02 Implement a child-centered environment based on nurturing guidance.
 - 57.03 Demonstrate knowledge of important background variables which may influence behavior.
 - 57.04 Provide opportunities for positive social interaction which helps children learn to communicate and get along with others through empathy and mutual respect.
 - 57.05 Provide opportunities and support for children to acquire, practice and receive feedback on communication and positive behaviors.
 - 57.06 Provide a support environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.
 - 57.07 Implement appropriate rules, routines and procedures for school age children.
 - 57.08 Encourage children to accept responsibility for their actions.
 - 57.09 Observe and collect data on physical, cognitive, language, literacy, creative and social/emotional development.
- 58.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. – The student will be able to:
- 58.01 Initiate and facilitate positive interaction with the child's family or primary caregiver.
 - 58.02 Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
 - 58.03 Identify and implement parent involvement activities.
 - 58.04 Support and reinforce assignments from the child's primary classroom.
 - 58.05 Develop a system of regular communication with parents and families that uses positive staff and parent interactions.
 - 58.06 Work constructively with parents/guardians to resolve behavior issues.
 - 58.07 Identify and provide families with program information, community resources and activities.
- 59.0 Demonstrate an awareness and understanding of the growth and development of formal education in the United States. – The student will be able to:
- 59.01 Understand the nature of a society and the concepts of education it might support.
 - 59.02 Demonstrate knowledge of the historical development of formal education in America.
 - 59.03 Demonstrate knowledge of the philosophical influences related to the development of formal education.
 - 59.04 Understand the organizational and administrative procedures in American schools.
 - 59.05 Demonstrate knowledge of the financial support of education in America.
 - 59.06 Identify the various programs of teacher preparation, certification and accreditation.
 - 59.07 Analyze the Florida school system in relationship to philosophical influences.
- 60.0 Demonstrate knowledge of the various educational technologies available to use in school age programs. – The student will be able to:

- 60.01 Understand the basis for the use of technology in education.
- 60.02 Demonstrate knowledge of the early use of technology in education.
- 60.03 Understand how to use technology and integrate it into the development of a school age program.
- 60.04 Develop a plan for future use of technology in the school age program.
- 60.05 Develop a personal plan of future courses on technology in education to take.

Family Day Care Specialization

61.0 Guide physical development. – The student will be able to:

- 61.01 Demonstrate knowledge of physical development.
- 61.02 Plan developmentally appropriate gross motor activities.
- 61.03 Implement developmentally appropriate gross motor activities.
- 61.04 Plan developmentally appropriate fine motor activities.
- 61.05 Implement developmentally appropriate fine motor activities.
- 61.06 Select appropriate equipment and materials for physical development.
- 61.07 Observe and collect data on physical development.

62.0 Guide cognitive, language, and literacy development. – The student will be able to:

- 62.01 Demonstrate knowledge of cognitive, language, and literacy development.
- 62.02 Implement developmentally appropriate language and literacy activities.
- 62.03 Implement developmentally appropriate math activities.
- 62.04 Implement developmentally appropriate science activities.
- 62.05 Implement developmentally appropriate social science activities.
- 62.06 Implement problem solving activities which foster critical thinking skills.
- 62.07 Recognize and use alternative forms of communication.
- 62.08 Observe and collect data on cognitive, language, and literacy development.

63.0 Guide creative development. – The student will be able to:

- 63.01 Demonstrate knowledge of creative development.
- 63.02 Implement developmentally appropriate music activities.
- 63.03 Implement developmentally appropriate art activities.
- 63.04 Implement developmentally appropriate creative movement activities.
- 63.05 Observe and collect data on creative development.

64.0 Guide social and affective development. – The student will be able to:

- 64.01 Demonstrate knowledge of social and affective development.
- 64.02 Implement activities that help children to develop interpersonal skills.
- 64.03 Implement developmentally appropriate self-concept activities.
- 64.04 Implement developmentally appropriate activities which promote multicultural understanding.
- 64.05 Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
- 64.06 Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
- 64.07 Implement developmentally appropriate dramatic play activities.
- 64.08 Implement developmentally appropriate group activities.

- 64.09 Observe and collect data on social and affective development.
- 65.0 Demonstrate knowledge of appropriate methods of guidance and classroom management. – The student will be able to:
- 65.01 Identify developmentally appropriate child guidance techniques.
 - 65.02 Use various guidance models: behavior modification, human relations, social learning.
 - 65.03 Implement a child-centered environment based on nurturing guidance.
 - 65.04 Demonstrate knowledge of important background variables that may influence behavior.
- 66.0 Initiate and facilitate positive interaction with the family. – The student will be able to:
- 66.01 Practice positive and productive interactions between the provider and the: (a) child and child's family, (b) staff on call, (c) provider's family
- 67.0 Demonstrate knowledge of early childhood education: family day care. – The student will be able to:
- 67.01 Identify contemporary models of family day care programs.
 - 67.02 Develop plans to meet long and short-term goals.
 - 67.03 Implement plans to meet short and long-term goals.
 - 67.04 Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.
 - 67.05 Identify developmentally appropriate supplies and teaching materials.
 - 67.06 Arrange learning centers for a variety of activities.
 - 67.07 Implement developmentally appropriate special events.
 - 67.08 Maintain children's records.
 - 67.09 Discuss the importance of play in children's development.

Home Visitor Specialization

- 68.0 Help family members provide a safe environment to prevent and reduce injuries. – The student will be able to assist the family by:
- 68.01 Identifying good safety habits and identifying potential hazards in the home.
 - 68.02 Identifying accidents common to children and sources of help
 - 68.03 Outlining the steps to be taken in case of accident and injury to a child.
- 69.0 Help family members promote good health and nutrition and provide an environment that contributes to the prevention of illness. – The student will be able to assist the family by:
- 69.01 Demonstrating good health habits.
 - 69.02 Sharing knowledge of basic nutritional needs with the family.
- 70.0 Help family members to construct an interesting, secure, and enjoyable environment that encourages play, exploration, and learning. – The student will be able to assist the family by:
- 70.01 Sharing information about the ways that children learn at different ages.

- 70.02 Identifying spontaneous opportunities for learning throughout the day.
- 70.03 Creating a protected place that promotes uninterrupted play.
- 70.04 Providing the family with information about community resources.
- 71.0 Help family members promote the physical development of children. – The student will be able to assist the family by:
 - 71.01 Sharing knowledge of physical development.
 - 71.02 Demonstrating developmentally appropriate gross motor activities.
 - 71.03 Demonstrating developmentally appropriate fine motor activities.
 - 71.04 Identifying appropriate equipment, materials, and space for physical development.
 - 71.05 Demonstrating the use of adaptive equipment and positioning techniques.
- 72.0 Show family members how to encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children. – The student will be able to assist the family by:
 - 72.01 Presenting problem solving activities that foster critical thinking skills.
 - 72.02 Helping them to understand their crucial role in their children's learning.
 - 72.03 Demonstrating the use of observation of children's play to assess readiness for new experiences.
- 73.0 Encourage family members to support children in understanding, acquiring, and using verbal and non-verbal means to communicate thoughts and feelings. – The student will be able to assist the family by:
 - 73.01 Sharing knowledge of cognitive, language, and literacy development.
 - 73.02 Implementing developmentally appropriate language and literacy activities.
- 74.0 Help family members to encourage and guide exploratory activities. – The student will be able to assist the family by:
 - 74.01 Sharing knowledge of creative development.
 - 74.02 Demonstrating developmentally appropriate music activities.
 - 74.03 Demonstrating developmentally appropriate art activities.
 - 74.04 Demonstrating developmentally appropriate creative movement activities.
- 75.0 Support family members in providing emotional security for each child. – The student will be able to assist the family by:
 - 75.01 Sharing knowledge of social and affective development.
 - 75.02 Demonstrating activities that help children to develop interpersonal skills.
 - 75.03 Demonstrating developmentally appropriate self-concept activities.
 - 75.04 Demonstrating developmentally appropriate activities that promote multicultural understanding.
 - 75.05 Demonstrating activities that help children to gain developmentally appropriate awareness of, and understanding of oppressive beliefs and behaviors.
 - 75.06 Demonstrating activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.

76.0 To assist family members to provide an environment that encourages pro-social behavior. – The student will be able to assist the family by:

- 76.01 Sharing information about a variety of positive guidance methods.
- 76.02 Demonstrating developmentally appropriate guidance methods.
- 76.03 Teaching them how to anticipate confrontations between children.
- 76.04 Helping them to address problem behavior rather than labeling the child.
- 76.05 Helping them relate guidance methods to the personality and developmental level of each child.

77.0 To initiate and maintain an open, friendly, and cooperative relationship with each family.
– The student will be able to assist the family by:

- 77.01 Implementing parent involvement activities.
- 77.02 Using good interpersonal skills.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Early Childhood Management
Career Cluster: Education and Training

AS	
CIP Number	1419070800
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	11-9031 – Education Administrators, Preschool and Childcare Center/Program
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and Training career cluster.

The content includes but is not limited to managing financial operations; selecting and/or developing facilities; selecting staff and staffing patterns; providing staff development opportunities; developing a total program for children and working parents, community agencies, organizations, and other individuals and groups concerned with children and child care services.

Program Structure

This program is a planned sequence of instruction consisting of 63 credit hours.

Laboratory Activities

Laboratory activities are an integral part of this program. Activities provide instruction in the use of manipulative toys, expandable art and woodworking supplies, science equipment, audiovisual equipment, housekeeping and dramatic play equipment, food preparation equipment, laundry

equipment. Observation and supervised work experience with young children in a school laboratory and/or an approved community laboratory situation is an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

Standards

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

- 01.0 Plan, establish and maintain activities that support children's safety.
- 02.0 Plan, establish and maintain activities that support children's health.
- 03.0 Plan, establish and maintain a learning environment for all children.
- 04.0 Supervise the guidance of physical development of young children.
- 05.0 Supervise the guidance of the intellectual development of young children.
- 06.0 Supervise the guidance of the social and emotional development of young children.
- 07.0 Demonstrate a commitment to professionalism.
- 08.0 Demonstrate employability skills

- 09.0 Manage and interpret classroom observation and recording methods.
- 10.0 Maintain professionalism.
- 11.0 Supervise the maintenance of a safe, clean and healthy environment for young children.
- 12.0 Establish positive communications with the family.
- 13.0 Identify and report child abuse and neglect in accordance with state regulations.
- 14.0 Describe the various types of child care programs.
- 15.0 Develop a food service program to meet the nutritional needs of children.
- 16.0 Carry out legal and professional responsibilities related to the total program.
- 17.0 Analyze state and local rules and regulations that govern child care.
- 18.0 Demonstrate skills in managing the financial affairs of a child care center.
- 19.0 Demonstrate leadership and organizational skills.
- 20.0 Describe all aspects of entrepreneurship.
- 21.0 Demonstrate networking skills.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Early Childhood Management
CIP Number: 1419070800
Program Length: 63 credit hours
SOC Code: 11-9031

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0 Plan, establish and maintain activities that support children's safety. – The student will be able to:

- 01.01 Plan, organize and guide safety awareness activities.
- 01.02 Identify unsafe equipment and make minor repairs.

02.0 Plan, establish and maintain activities that support children's health. – The student will be able to:

- 02.01 Plan, organize and guide cleanliness awareness (sanitation) activities.
- 02.02 Plan, organize and guide nutrition awareness activities.
- 02.03 Plan, organize and guide personal hygiene awareness activities.
- 02.04 Supervise bathroom routines.
- 02.05 Supervise naptime routines.
- 02.06 Identify recommended daily nutritional requirements for children between birth and twelve years of age.
- 02.07 Plan, organize and guide age-appropriate food preparation activities.
- 02.08 Identify and explain why certain types of food are included in an infant and toddler's diet.
- 02.09 Discuss the value of holding an infant while bottle feeding.
- 02.10 Discuss special concern connected with feeding infants.
- 02.11 Describe and demonstrate feeding infants.

03.0 Plan, establish and maintain a learning environment for all children. – The student will be able to:

- 03.01 Develop and implement an educational philosophy.
- 03.02 Identify appropriate and safe manipulative equipment for children.
- 03.03 Identify ways to involve children in housekeeping.
- 03.04 Demonstrate ways to create and maintain a responsive environment
- 03.05 Identify characteristics of and recognize children of varying exceptionalities.
- 03.06 Use the Individual Education Plan to plan, organize and guide appropriate activities to meet the needs of exceptional children.
- 03.07 Describe facility modifications and special equipment needs for varying exceptionalities.
- 03.08 Describe techniques for handling and positioning physically disabled children.
- 03.09 Plan a daily schedule for a child care center to accommodate children's changing needs and to provide a sense of orderly routine.

- 03.10 Plan and implement program lesson plans, unit plans and schedules.
- 03.11 Plan, organize and guide age-appropriate special events.
- 03.12 Utilize curriculum materials in planning activities.
- 03.13 Plan, organize and guide transition routines.
- 03.14 Identify materials and equipment needed to operate a child care center.

- 04.0 Supervise the guidance of physical development of young children. – The student will be able to:
 - 04.01 Identify the physical development of infants and children, ages one to twelve.
 - 04.02 Plan, organize and guide age-appropriate gross motor activities.
 - 04.03 Plan, organize and guide age-appropriate fine motor activities.
 - 04.04 Plan, organize and guide age-appropriate body stimulation activities.
 - 04.05 Plan, organize and guide age-appropriate outdoor activities.
 - 04.06 Plan, organize and guide age-appropriate body coordination activities.
 - 04.07 Plan, organize and guide age-appropriate group circle activities.

- 05.0 Supervise the guidance of the intellectual development of young children. – The student will be able to:
 - 05.01 Identify the intellectual development of infants and children, ages one to twelve.
 - 05.02 Plan, organize and guide age-appropriate language activities.
 - 05.03 Plan, organize and guide age-appropriate music activities.
 - 05.04 Plan, organize and guide age-appropriate art activities.
 - 05.05 Plan, organize and guide age-appropriate math activities.
 - 05.06 Plan, organize and guide age-appropriate science activities.
 - 05.07 Plan, organize and guide age-appropriate social studies.
 - 05.08 Plan, organize and guide age-appropriate creative activities.

- 06.0 Supervise the guidance of social and emotional development of young children. – The student will be able to:
 - 06.01 Identify the social and emotional development of infants and children, ages one to twelve.
 - 06.02 Plan, organize and guide age-appropriate dramatic play activities.
 - 06.03 Plan, organize and guide age-appropriate self-concept activities.
 - 06.04 Plan, organize and guide age-appropriate group awareness activities.
 - 06.05 Plan, organize and guide age-appropriate diverse cultural awareness activities.
 - 06.06 Identify and implement positive behavior guidance techniques.
 - 06.07 Identify and implement appropriate behavior guidance techniques.

- 07.0 Demonstrate a commitment to professionalism. – The student will be able to:
 - 07.01 Evaluate your commitment to child care as a profession.
 - 07.02 Pursue self-improvement activities.

- 08.0 Demonstrate employability skills. – The student will be able to:
 - 08.01 Conduct a job search.
 - 08.02 Secure information about a job.
 - 08.03 Identify documents that may be required when applying for a job.

- 08.04 Complete a job application form correctly.
 - 08.05 Demonstrate competencies in job interview techniques.
 - 08.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
 - 08.07 Identify acceptable work habits.
 - 08.08 Describe how to make job changes appropriately.
 - 08.09 Demonstrate acceptable employee health habits.
 - 08.10 Develop and write a resume.
 - 08.11 Identify personal characteristics desired for working with people.
- 09.0 Manage and interpret classroom observation and recording methods. – The student will be able to:
- 09.01 Describe the purposes for observing children.
 - 09.02 Identify types of observations and recording methods.
 - 09.03 Identify procedures used when observing children.
 - 09.04 Discuss the confidentiality of observation information.
 - 09.05 Complete observational checklists related to the physical, intellectual, social, and emotional development of children.
 - 09.06 Complete an anecdotal record of a child.
 - 09.07 Keep a diary-type record of a child over a given period of time.
 - 09.08 Design individual learning prescriptions..
 - 09.09 Write a child study using diary-type records.
- 10.0 Maintain professionalism. – The student will be able to:
- 10.01 Identify three factors that aid professional growth in a child care giver.
 - 10.02 Protect the privacy of the child and family.
 - 10.03 Maintain confidentiality of information obtained about children.
 - 10.04 Discuss the importance of never discussing the child in his or her presence.
 - 10.05 Identify organizations and agencies that provide services and assistance to exceptional children.
- 11.0 Supervise the maintenance of a safe, clean and healthy environment for young children.
– The student will be able to:
- 11.01 Identify potential safety hazards in a child care facility and describe practices to prevent accidents.
 - 11.02 Identify ways caregivers teach children the safe way to do things.
 - 11.03 Outline the steps to be taken in case of accident and injury to a child.
 - 11.04 Identify accidents common to children and perform appropriate first-aid techniques.
 - 11.05 Identify fire regulations and procedures.
 - 11.06 Develop and practice evacuation procedures.
 - 11.07 Recognize childhood illnesses.
 - 11.08 Identify and practice communicable disease control in group settings.
 - 11.09 Practice personal hygiene with children.
 - 11.10 List issues to consider when planning meals and snacks based on the established meal patterns for child care programs.
 - 11.11 Plan, prepare and service nutritious snacks and meals for children that contribute to meeting total daily nutritional intake.

- 11.12 Plan, prepare and service age-appropriate foods.
- 11.13 Plan, organize and guide mealtime routines.
- 11.14 Recommend ways for caregivers to manage mealtime situations.
- 11.15 Identify procedures for introducing new foods to children.
- 11.16 List ways to encourage positive food choices and good eating habits.
- 11.17 Identify adequate eating utensils during the self-feeding state of childhood.

12.0 Establish positive communications with the family. – The student will be able to:

- 12.01 Discuss the need for parent-teacher cooperation.
- 12.02 Describe ways for child care personnel to effectively communicate with parents.
- 12.03 Discuss the need for planned conferences and identify the child care manager's role in conducting an effective parent conference.
- 12.04 Plan for, organize and implement parent involvement activities.
- 12.05 Identify the kinds of activities, meetings and learning appropriate for parent involvement.
- 12.06 Develop a plan for keeping parents informed about center activities, child development, managing children, and good child-rearing practices.
- 12.07 Provide child progress reports to parents.
- 12.08 Devise methods for sharing center resources with parents.
- 12.09 Identify common problems involving parents in centers and discuss ways to make parents aware of and willing to help solve these problems.
- 12.10 Describe ways child care personnel can be supportive of the parents' efforts with the child.
- 12.11 Discuss occasions when center staff personnel will need to communicate with parents of children who attend the center program.
- 12.12 Identify components to be included in child center policies and develop a written child care policy which could be given to parents.
- 12.13 Accept and encourage the native language of the home.
- 12.14 Discuss information that should be available to parents and community members concerning child care programs.

13.0 Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:

- 13.01 Define physical abuse, physical neglect, sexual abuse and emotional maltreatment as defined by Florida Law.
- 13.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
- 13.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
- 13.04 Identify the factors, multiple forces and most common causes for child abuse and neglect.
- 13.05 Identify the characteristics of abusers.
- 13.06 Identify the impact and effects of child abuse and neglect.
- 13.07 Identify current legislation that deals with child abuse and neglect.
- 13.08 Identify local community resources that provide help for the abuse and the abuser.

14.0 Describe the various types of child care programs. – The student will be able to:

- 14.01 Discuss the need for child care services today.
 - 14.02 List characteristics of a good child care program.
 - 14.03 Describe advantages and disadvantages of custodial, developmental and comprehensive child care programs.
 - 14.04 Identify types of child care centers and describe characteristics of each type.
 - 14.05 Discuss the contributions the Head Start and subsidized care programs have made to early childhood education.
 - 14.06 Discuss emerging and expanding programs for child care in the United States.
 - 14.07 Identify and discuss the advantages and disadvantages of two basic early childhood program models.
 - 14.08 Identify criteria for evaluation of children's programs.
 - 14.09 Identify and evaluate classroom setup.
 - 14.10 Identify and evaluate daily schedules.
 - 14.11 Identify recommended materials and equipment.
 - 14.12 Identify and evaluate planned experiences and activities.
 - 14.13 Identify classroom management techniques.
 - 14.14 Identify and practice communication techniques.
- 15.0 Develop a food service program to meet the nutritional needs of children. – The student will be able to:
- 15.01 Establish a mealtime schedule for children with special dietary needs.
 - 15.02 Identify the types of food service available to a child care center and discuss advantages and disadvantages of each.
 - 15.03 Discuss planning meals according to patterns from the State of Florida Minimum Standards for Child Care Program.
 - 15.04 Post weekly menus.
 - 15.05 Supervise and evaluate food service personnel.
- 16.0 Carry out legal and professional responsibilities related to the total program. – The student will be able to
- 16.01 Maintain facilities.
 - 16.02 Develop a maintenance program for equipment, tools and supplies.
 - 16.03 List the need for immunizations
 - 16.04 Describe procedure for caring for the sick.
 - 16.05 Identify medical forms that must be filed in the center.
 - 16.06 Identify procedures for administering medications.
 - 16.07 Identify the most important tasks in operating a child care center.
 - 16.08 Identify how to obtain state licensing requirements and city or county regulations that affect a child care center and explain why these regulations are necessary.
 - 16.09 List the most important regulations affecting the well-being of children in a center.
 - 16.10 Describe the types of services provided by child care centers.
 - 16.11 Identify the types of information that persons must have in order to apply for a license to open and operate a child care center.
 - 16.12 Identify the city or county officials that inspect child care centers and explain the purpose of these inspections.
 - 16.13 Identify factors that determine the size and composition of the child care staff.
 - 16.14 Identify duties of child care personnel.
 - 16.15 Interview potential employees.

- 16.16 Identify possible in-service training programs for staff members and discuss their importance.
 - 16.17 Describe how supervision for quality staff performance is best achieved.
 - 16.18 Identify subjects covered in personnel policies and discuss the need for defined personnel policies.
 - 16.19 Develop a work schedule for all child care employees.
 - 16.20 Develop and implement personnel evaluation forms.
 - 16.21 Demonstrate supervision skills
 - 16.22 Identify age appropriate resource materials, equipment and supplies.
 - 16.23 Plan for an organized learning environment for maximum effectiveness.
 - 16.24 Discuss the importance of record keeping in a child care center.
 - 16.25 Identify the types of records required for licensing and the types that provide information that will be useful in operating the center.
 - 16.26 Design, implement and evaluate record keeping forms to be used in a child care center.
 - 16.27 Identify ways to solve the following center management problems: teacher absence, poor planning, dealing with a child's "separation anxiety", scheduling work hours, arranging community projects.
- 17.0 Analyze state and local rules and regulations which govern child care. – The student will be able to:
- 17.01 Identify the major areas of child day care standards in Florida.
 - 17.02 Identify laws that govern state and local licensing.
 - 17.03 Identify child care facilities that require licensing.
 - 17.04 Identify the local licensing agency and list responsibilities of this agency.
 - 17.05 Identify local day care standards that govern child care.
 - 17.06 Identify state minimal standards for screening of owners, operators, staff volunteers, and others.
 - 17.07 Describe current child care issues and proposed legislation which governs child care.
 - 17.08 Describe Florida Law as to the legal requirements and protection of child care workers in reporting suspected child abuse or neglect.
 - 17.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
 - 17.10 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
 - 17.11 Simulate reporting evidence of suspected child abuse and neglect.
- 18.0 Demonstrate skills in managing the financial affairs of a child care center. – The student will be able to:
- 18.01 Identify costs to consider in establishing a child care center.
 - 18.02 Identify factors to consider when determining fees for a child care center and discuss advantages and disadvantages of a base pay and a sliding scale fee charge.
 - 18.03 Identify operating expenses for a child care center.
 - 18.04 Discuss staff compensation and incremental incentives.
 - 18.05 Identify additional costs for maintaining a child care center.
 - 18.06 Discuss the purpose of a budget and develop a sample budget suitable for a child care center.

- 18.07 List the expenses a day care owner might have that would reduce profits.
 - 18.08 Identify ways to keep a child center successful.
 - 18.09 Discuss reasons why enrollments in a child care center may drop and discuss how this might affect profits.
 - 18.10 Identify ways to increase profits.
 - 18.11 Identify methods of advertising used by child care centers and discuss advantages and disadvantages of each.
 - 18.12 Develop a brochure designed to attract potential customers.
 - 18.13 Identify the types of financial records the owner of a child care center would have to keep.
 - 18.14 Describe a daily cash sheet and list information it contains.
 - 18.15 Complete a daily cash sheet using information from a case study.
 - 18.16 Discuss the need for customer billing forms and procedures.
 - 18.17 Develop a customer billing form.
 - 18.18 Define revenues, expenses, net profit, profit ratio, and expense ratio and describe how this information can be used in evaluating business success.
- 19.0 Demonstrate leadership and organizational skills. – The student will be able to:
- 19.01 Identify professional and youth organizations.
 - 19.02 Identify purposes and functions of professional and youth organizations.
 - 19.03 Identify roles and responsibilities of members.
 - 19.04 Work cooperatively as a group member to achieve organizational goals.
 - 19.05 Demonstrate confidence in leadership roles and organizational responsibilities.
 - 19.06 Demonstrate commitment to achieve organizational goals.
 - 19.07 Develop a personal growth project.
- 20.0 Describe all aspects of entrepreneurship. – The student will be able to:
- 20.01 Define entrepreneurship.
 - 20.02 Describe the importance of entrepreneurship to the American economy.
 - 20.03 List the advantages and disadvantages of business ownership.
 - 20.04 Identify the risks involved in ownership of a business.
 - 20.05 Identify the necessary personal characteristics of a successful entrepreneur.
 - 20.06 Identify the business skills needed to operate a small business efficiently and effectively.
 - 20.07 Describe the responsibility of the employer to support the business and industry.
- 21.0 Demonstrate networking skills. – The student will be able to:
- 21.01 Define networking and collaboration.
 - 21.02 List other agencies within the community which could impact a child care facility.
 - 21.03 List ways of collaborating with other agencies in the community that could impact a child care facility.
 - 21.04 Develop a scenario of networking between agencies.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Sign Language Interpretation
Career Cluster: Education and Training

AS	
CIP Number	1713100301
Program Type	College Credit
Standard Length	72 hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and training career cluster.

The content includes but is not limited to components of sign language, including formal and idiomatic signs, finger spelling, facial expression and body movement; orientation to the various manual systems of communication; principles of American Sign Language (ASL), such as the use of space and grammatical features including syntax; orientation to the cultural and psychosocial aspects of deafness; educational implications; rehabilitation implications; anatomy and physiology of the auditory and vocal mechanism; etiologies of deafness; organizations of and for deaf persons; legal and ethical considerations; and the interpreting process, including voice-to-sign (signing for the hearing person) and sign to voice (voicing for the deaf person). Employability skills are included.

Program Structure

This program is a planned sequence of instruction consisting of 72 credit hours.

Laboratory Activities

Laboratory activities are an integral part of this program. Laboratory experiences should be provided, utilizing a variety of instructional media for the purpose of developing expressive and receptive signing skills. Students should be assigned additional hours of contact with and observations of hearing impaired consumers in a variety of settings, e.g. social organizations, educational programs, and human service agencies. Practicum and internship activities in affiliated community agencies, organizations, and educational facilities will provide opportunities for interpreter trainees to develop interpreting skills, as well as knowledge of community and educational programs for the hearing impaired. Internship experience is required.

Special Notes

Program completers are required to take and pass one of the three evaluation systems:

- 1) The Quality Assurance (QA) Screening of the Florida Registry of Interpreters for the Deaf (FRID)
- 2) The Educational Interpreter Evaluation (EIE) of the FRID, or
- 3) The Certification System of the (national) Registry of Interpreters for the Deaf.

These evaluations are performance-based, testing both signing and voicing ability. In addition, knowledge of Code of Ethics and understanding of the interpreting process and the interpreter's role are assessed through interview and written examination. Each evaluation system has a series of certification levels that are awarded to participants based on their skill.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 72 credit hours according to Rule 6A-14.030, F.A.C.

Standards

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

- 01.0 Demonstrate knowledge of the components and principles of ASL.
- 02.0 Demonstrate knowledge of the various sign systems.
- 03.0 Demonstrate knowledge of the cultural and psychosocial aspects of deafness.
- 04.0 Demonstrate knowledge of the implications of hearing loss for education and habilitation.
- 05.0 Demonstrate an understanding of the ethical and legal aspects of interpreting.
- 06.0 Demonstrate the ability to convey a message using sign language or voice.
- 07.0 Demonstrate employability skills.
- 08.0 Describe all aspects of entrepreneurship.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Sign Language Interpretation
CIP Number: 1713100301
Program Length: 72 Credit hours
SOC Code: 27-3091

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

- 01.0 Demonstrate knowledge of the components and principles of American sign language. –
The student will be able to:
- 01.01 Identify the four parameters of ASL: handshape, placement, movement, and orientation.
 - 01.02 Recognize and demonstrate the use of ASL classifiers.
 - 01.03 Recognize and produce a minimum vocabulary of 2,000 standard signs.
 - 01.04 Recognize and produce a minimum of 50 American Sign Language idioms.
 - 01.05 Discuss and demonstrate the proper use of space in ASL.
 - 01.06 Discuss and demonstrate proper use of economy of movement (motion) in ASL.
 - 01.07 Identify patterns of sentence structure in ASL: a) Time indicators b) Visual topics c) Directional verbs d) Pronominal reference
 - 01.08 Demonstrate the ability to sequence working vocabulary into appropriate ASL forms.
 - 01.09 Demonstrate and explain the role of natural gestures, facial expressions, and body movement in ASL.
 - 01.10 Demonstrate the ability to choose conceptually accurate signs for production in ASL.
- 02.0 Demonstrate knowledge of the various sign systems. –The student will be able to:
- 02.01 Demonstrate knowledge of the history of invented sign systems e.g. LOVE, SEE I.
 - 02.02 Use and understand fingerspelling.
 - 02.03 Use and understand Pidgin Signed English.
 - 02.04 Use and understand manually-coded English e.g. SEE II.
- 03.0 Demonstrate knowledge of the cultural and psychosocial aspects of deafness. –The student will be able to:
- 03.01 Describe types and degrees of hearing loss and their implications for communication.
 - 03.02 Explain the social and emotional implications of deafness.
 - 03.03 Describe the role of American Sign Language in the Deaf community.
 - 03.04 Describe the social activities and organizations of the deaf community.
 - 03.05 Identify and explain the assistive devices available to hearing impaired persons and the implications of such devices.

04.0 Demonstrate knowledge of the implications of hearing loss for education and habilitation.
–The student will be able to:

- 04.01 Explain the role of the educational interpreter in the school setting.
- 04.02 Explain the code of ethics for educational interpreters.
- 04.03 Describe the educational characteristics and needs of the hearing impaired child.
- 04.04 Describe the various types of educational programs available to hearing impaired students including different communication methodologies (e.g. Oral, Verbal-tonal, cued speech, Total Communication) and placement options (e.g. mainstreamed settings, full and part-time day classes, residential programs).
- 04.05 Describe the function of the auditory and vocal mechanism and the etiologies of deafness.
- 04.06 Describe the types, use and function of amplification and other assistive devices.
- 04.07 Identify components of aural habilitation (e.g. speech, speech reading, and auditory training).
- 04.08 Identify habilitative agencies and the services offered e.g. Vocational Rehabilitation, Deaf Service Centers, and other Referral Agencies.

05.0 Demonstrate an understanding of the ethical and legal aspects of interpreting. –The student will be able to:

- 05.01 Explain the five principles of the Code of Ethics of the Registry of Interpreters of the Deaf.
- 05.02 Explain PL 94-142; Section 504 of Title V of the Rehabilitation Act of 1973 and its amendments, and Florida Statutes pertaining to hearing impaired individuals and interpreters and the implications of the laws and statutes.
- 05.03 Explain Florida's interpreter evaluation process and its implications for interpreters.
- 05.04 Explain the Florida Educational Interpreter's Code of Ethics and its' implications.

06.0 Demonstrate the ability to convey a message using sign language or voice. –The student will be able to:

- 06.01 Accurately interpret the message of a speaking person to a hearing impaired person(s) using the communication method (signed or voice) most readily understood by the hearing impaired person(s).
- 06.02 Accurately transliterate the message of a speaking person to a hearing impaired person(s) using the communication method (signed or voice) most readily understood by the hearing impaired person(s).
- 06.03 Accurately interpret the message of a signing person to a hearing impaired person(s) or hearing person(s) through use of voice.
- 06.04 Accurately transliterate the message of a signing person to a hearing impaired person(s) or a hearing person(s) through use of voice.

07.0 Demonstrate employability skills. –The student will be able to:

- 07.01 Conduct a job search.
- 07.02 Secure information about a job.
- 07.03 Identify documents that may be required when applying for a job.
- 07.04 Complete a job application.
- 07.05 Demonstrate competence in job interview techniques.

- 07.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
 - 07.07 Identify acceptable work habits.
 - 07.08 Demonstrate knowledge of how to make job changes appropriately.
 - 07.09 Demonstrate acceptable employee health habits.
- 08.0 Describe all aspects of entrepreneurship. –The student will be able to:
- 08.01 Define entrepreneurship.
 - 08.02 Describe the importance of entrepreneurship to the American economy.
 - 08.03 List the advantages and disadvantages of business ownership.
 - 08.04 Identify the risks involved in ownership of a business.
 - 08.05 Identify the necessary personal characteristics of a successful entrepreneur.
 - 08.06 Identify the business skills needed to operate a small business efficiently and effectively.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Translation-Interpretation Studies: English-Spanish Track
Career Cluster: Education and Training

AS	
CIP Number	1713100303
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and Training career cluster.

This program is designed to provide bilingual students with the knowledge and skills necessary to carry out the work associated with areas of written translation and oral interpretation (SOC 27-3091) in the workplace. Graduates are prepared for positions as court interpreters/translators, in-house translators/interpreters for the private sector including translation/interpretation agencies, translators for government agencies, hospital interpreters/translators, freelance translators/interpreters, and telephone interpreters. Graduates have the beginning foundation to establish their own translation/interpretation business.

The content includes but is not limited to knowledge and acquisition of a broad non-technical bilingual vocabulary including idioms, clichés, and figures of speech; bilingual legal/judicial, financial, court-related, and medical vocabulary/terminology; knowledge and performance of the three modes of interpretation (sight translation, consecutive and simultaneous interpretation); translation theory and translation strategy including the four steps to the translation process (text analysis, documentation, actual translation task, and revision); applied linguistic notions

and concepts including language and cultural awareness; and knowledge and use of translation software and hardware. Ethical considerations and professional organizations are also included.

Proficiency in reading, writing, and speech skills in both English and Spanish is attained through language-enhancing courses such as surveys of American and Latin American literature courses and advanced writing and composition courses.

Program Structure

This program is a planned sequence of instruction consisting of 63 credit hours.

Laboratory Activities

Laboratory activities are an integral part of this program. Laboratory experiences are provided employing a variety of instructional media for the purpose of developing adequate listening skills, parallel speaking and listening skills, and appropriate consecutive and simultaneous interpretation skills. Students should be assigned additional lab hours to practice and polish their vocabulary skills in the target language based on contextual information and anticipation of what the speaker may say through first-hand experience. Practicum and internship activities in local courts, translation agencies, and organizations such as the Florida Chapter of the American Translators Association will provide opportunities for interpreter/translator trainees to develop professionally by familiarizing themselves with running and operating a business, the job market, the particulars of court and medical interpreting, etc. Additionally, students should learn about industry standard technology and software that serve as important support tools for translation or interpretation.

Special Notes

Program completers may sit for existing Judicial Circuit Court Interpreting Exams, the American Translators Association's Accreditation Examination (English-Spanish), Florida's Court Interpreting Qualifications Examination (English-Spanish) or the Federal Court Interpreter Certification Examination (English-Spanish).

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course

Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

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:

- Interpretation Studies: English - Spanish (0713100304) – 30 credit hours
- Translation Studies: English - Spanish (0713100305) – 30 credit hours

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

Standards

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

- 01.0 Perform translation-related skills.
- 02.0 Perform interpretation-related skills.
- 03.0 Demonstrate linguistic-related knowledge and skills.
- 04.0 Demonstrate culture-related knowledge.
- 05.0 Demonstrate language proficiency in source and target language.
- 06.0 Demonstrate computer and technical skills related to translation/interpretation.
- 07.0 Demonstrate appropriate ethics.
- 08.0 Demonstrate time-management skills.
- 09.0 Demonstrate interpersonal communication skills.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Translation-Interpretation Studies: English-Spanish Track
CIP Number: 1713100303
Program Length: 63 credit hours
SOC Code: 27-3091

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0 Perform translation-related skills. – The student will be able to:

- 01.01 Demonstrate ability to translate non-technical and specialized texts derived from a variety of media accurately and efficiently.
- 01.02 Describe translation theory and strategies and the application of these to the translation process.
- 01.03 Demonstrate ability to analyze texts for adequate comprehension and rendition into the target language.
- 01.04 Demonstrate ability to assess the quality of his/her translation and the translation of others (published or unpublished).
- 01.05 Demonstrate adequate editing and proofreading skills.
- 01.06 Demonstrate efficient vocabulary research skills.
- 01.07 Exhibit efficient fact-finding skills.

02.0 Perform interpretation-related skills. – The student will be able to:

- 02.01 Demonstrate excellent listening skills.
- 02.02 Demonstrate adequate memory retention.
- 02.03 Demonstrate ability to understand the source language as a native or a near-native speaker.
- 02.04 Demonstrate ability to speak the target language as a native speaker.
- 02.05 Demonstrate ability to render orally into the target language the message of the source language without distortions, additions or omissions.
- 02.06 Demonstrate ability to transfer orally all elements of meaning into a target language that is idiomatically correct.
- 02.07 Demonstrate ability to sight translate while maintaining the style and register of the source text.
- 02.08 Demonstrate ability to transfer a message orally from a source language into a target language using the consecutive mode of interpretation.
- 02.09 Demonstrate ability to transfer a message orally from a source language into a target language using the simultaneous mode of interpretation.

03.0 Demonstrate linguistic-related knowledge and skills. – The student will be able to:

- 03.01 Demonstrate ability to apply knowledge of structural differences between the source and target language.
- 03.02 Demonstrate ability to apply linguistic notions/concepts to the translation process and the interpretation performance.

- 03.03 Demonstrate awareness of linguistic diversity.
- 04.0 Demonstrate culture-related knowledge. – The student will be able to:
 - 04.01 Demonstrate awareness of the critical link between language and culture.
 - 04.02 Demonstrate awareness of culture and linguistic sensitivity between source and target language.
 - 04.03 Demonstrate awareness of the diverse cultural factors that play a crucial role in language interpreting.
- 05.0 Demonstrate language proficiency in source and target language. – The student will be able to:
 - 05.01 Demonstrate college-level reading comprehension in the source and target language at different registers and regionalisms.
 - 05.02 Demonstrate college-level writing skills in the source and target language.
 - 05.03 Demonstrate the ability to write employing a variety of registers.
 - 05.04 Demonstrate adequate public-speaking skills
- 06.0 Demonstrate computer and technical skills related to translation/interpretation. – The student will be able to:
 - 06.01 Demonstrate ability to work with computer hardware and software as part of the translation/interpretation process.
 - 06.02 Demonstrate ability to carry out translation/interpretation related Internet research effectively.
 - 06.03 Demonstrate ability to translate web-based resources.
 - 06.04 Demonstrate ability to use the computer terminal to access databases for terminological and documentary information.
- 07.0 Demonstrate appropriate ethics. – The student will be able to:
 - 07.01 Demonstrate awareness of the ethical principles and responsibilities underlying the role of interpreter/translator.
- 08.0 Demonstrate time-management skills. – The student will be able to:
 - 08.01 Demonstrate ability to organize time effectively.
 - 08.02 Demonstrate ability to deliver services in a timely manner.
- 09.0 Demonstrate interpersonal communication skills. – The student will be able to:
 - 09.01 Demonstrate the ability to communicate well with others from diverse backgrounds.
 - 09.02 Demonstrate the ability to negotiate, mediate, compromise, and collaborate.
 - 09.03 Demonstrate appropriate client service skills.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Instructional Services Technology
Career Cluster: Education and Training

AS	
CIP Number	1713129901
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-9031 – Instructional Coordinators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fl DOE.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp

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 and 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 and Training career cluster.

This program prepares students for employment as educational paraprofessionals, instructional coordinators (SOC 25-9031), teacher aides, or to provide supplemental training for persons previously or currently employed in this occupation.

The content includes but is not limited to general education and philosophy; psychological and sociological aspects of teaching all children, including the disadvantaged, the English Language Learner, and the handicapped; education processes, theories of learning; school procedures; school resources; educational clerical processes, proofreading; test construction, interpretation, evaluation, and grading; technology proficiency, assistive technology; duplicating and photocopying equipment; employability skills; leadership and interpersonal skills; and health and safety.

Program Structure

This program is a planned sequence of instruction consisting of 63 credit hours.

Laboratory Activities

Both laboratory activities and clinical experiences are integral parts of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Planned and supervised occupational activities may be provided through directed laboratory experience or a practicum.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

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:

Educational Assisting (0713150100) – 15 credit hours
Library Technical Assistant (0725030101) – 30 credit hours

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

Standards

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

- 01.0 Demonstrate an understanding of education from an historical perspective.
- 02.0 Demonstrate an understanding of sociological trends and their influence on education.
- 03.0 Demonstrate mastery of the role of an education paraprofessional.
- 04.0 Demonstrate an understanding of human growth and development.
- 05.0 Demonstrate an understanding of interpersonal skills
- 06.0 Demonstrate proficiency in the basic skills.
- 07.0 Demonstrate an understanding of instructional techniques.
- 08.0 Demonstrate proficiency in clerical skills.
- 09.0 Demonstrate an understanding of educational media and educational technology.
- 10.0 Demonstrate employability skills.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Instructional Services Technology
CIP Number: 1713129901
Program Length: 63 credit hours
SOC Code: 25-9031

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

- 01.0 Demonstrate an understanding of education from an historical perspective. – The student will be able to:
- 01.01 Discuss the social, historical, and philosophical foundations of education.
 - 01.02 Trace the development of public schooling in Florida.
 - 01.03 Trace the development of the role of the paraprofessional in the American educational system.
- 02.0 Demonstrate an understanding of sociological trends and their influence on education. – The student will be able to:
- 02.01 Discuss public attitudes about instruction, curriculum, school management, and the role of educators.
 - 02.02 Discuss the role of the parent in the education of his child and identify the teacher's role in working with parents.
 - 02.03 Discuss the challenges of providing multilingual/multicultural education in Florida.
 - 02.04 Demonstrate an understanding of exceptional students and role of the State of Florida in providing for these students.
 - 02.05 Demonstrate knowledge of educational and civil rights reforms reflected in federal, state, district, and local policies that govern special education and English Language Learners programs.
 - 02.06 Explain the sociological aspects of poverty as they relate to education and the schools.
 - 02.07 Explain the sociological implications of substance abuse.
 - 02.08 List the symptoms and intervention techniques for suicide prevention.
 - 02.09 List indicators of child abuse and/or neglect and recognize the educational, legal, and ethical imperative to report it.
 - 02.10 Identify policy and procedures for reporting child abuse and/or neglect
 - 02.11 Demonstrate an understanding of forces and factors that affect change within the family.
 - 02.12 Identify and list the effects of the increase of single parent households on the schools, particularly K-12.
- 03.0 Demonstrate mastery of the role of an education paraprofessional. – The student will be able to:

- 03.01 Demonstrate knowledge of role expectations of the education paraprofessional position relative to teachers, administrators, learners, and parents.
 - 03.02 Discuss the role of the educational paraprofessional as part of a team serving the needs of the learner.
 - 03.03 Demonstrate appropriate responses to performance evaluation.
 - 03.04 Identify acceptable work habits.
 - 03.05 Demonstrate acceptable employee grooming and health habits.
 - 03.06 Implement values clarification techniques.
 - 03.07 List the stress producers in a classroom setting.
 - 03.08 Demonstrate mastery of stress-coping techniques and discuss those most appropriate.
 - 03.09 List and explain legal and ethical issues involved in the role of the education paraprofessional within the school setting.
 - 03.10 Demonstrate appropriate time management techniques.
 - 03.11 Recognize the importance of planning for each class period.
 - 03.12 Support the effective discipline and classroom management strategies established by the school and the classroom teacher.
 - 03.13 Identify resource staff and their roles.
- 04.0 Demonstrate an understanding of human growth and development. – The student will be able to:
- 04.01 Identify typical and atypical human development.
 - 04.02 Identify major environmental and genetic factors that impact prenatal development.
 - 04.03 Articulate major milestones in the following areas from birth to 36 months: motor development, language development, social development, intellectual development, emotional development.
 - 04.04 Identify examples of developmental delay.
 - 04.05 Demonstrate knowledge of the primary physical, social, and emotional characteristics of the child from three to six years (middle childhood).
 - 04.06 Identify the primary characteristics of Piaget's Stage of Pre-Operations.
 - 04.07 Identify examples of developmental delay during middle childhood.
 - 04.08 Demonstrate knowledge of the primary physical, social, and emotional characteristics of the child from six to twelve years (late childhood).
 - 04.09 Identify the primary characteristics of Piaget's Stage of Concrete Operations.
 - 04.10 Identify examples of developmental delay during late childhood.
 - 04.11 Identify the primary physical, cognitive, social, and emotional characteristics of adolescents.
 - 04.12 Identify the primary developmental tasks of adolescence.
 - 04.13 Identify the primary, physical, cognitive, and social characteristics of adults.
 - 04.14 Identify the primary developmental tasks of adulthood.
 - 04.15 Identify the stages of death and dying.
 - 04.16 Demonstrate, in individual and group settings, knowledge of human development in relation to age-and culture-appropriate settings and programs.
- 05.0 Demonstrate an understanding of interpersonal skills. – The student will be able to:
- 05.01 Value the dignity and worth of others.
 - 05.02 Facilitate positive interaction among peers.
 - 05.03 Facilitate positive interaction among learners.

- 05.04 Recognize the needs of exceptional students.
- 05.05 Apply conflict resolution and peer mediation techniques.
- 06.0 Demonstrate proficiency in the basic skills. – The student will be able to:
 - 06.01 Demonstrate proficiency in listening, speaking, reading and writing.
 - 06.02 Demonstrate proficiency in fundamental mathematical concepts and operations.
- 07.0 Demonstrate an understanding of instructional techniques. – The student will be able to:
 - 07.01 List the factors that contribute to teacher effectiveness in terms of learner's success.
 - 07.02 Identify the factors involved in classroom management.
 - 07.03 Determine the instructional level of educational materials.
 - 07.04 Demonstrate knowledge of the use of support materials, manipulative, and other resources including technology, to enhance instruction.
 - 07.05 Demonstrate effective teaching techniques including, but not limited to, questioning, practice, and feedback.
 - 07.06 Demonstrate an understanding of the scope and sequence of curriculum.
 - 07.07 List methods to increase student's communication and computation performance.
 - 07.08 Demonstrate the ability to assist the teacher in reinforcing the learner's reading comprehension, increasing the learner's vocabulary, and improving the learner's writing skills.
 - 07.09 Demonstrate the ability to assist the teacher in reinforcing the learner's math and problem solving skills.
 - 07.10 Identify methods of instruction appropriate to the paraprofessional level, including, but not limited to, discussion, one-on-one, cooperative grouping, and paired learning.
- 08.0 Demonstrate proficiency in clerical skills. – The student will be able to:
 - 08.01 Perform clerical skills appropriate for educational operations such as proofreading, filing, and word processing.
 - 08.02 Grade tests using answer key and/or rubrics.
 - 08.03 Demonstrate computer literacy skills.
 - 08.04 Demonstrate knowledge of a record keeping system to include student performance, attendance, referrals, parent conferences, and anecdotal information.
 - 08.05 Perform test item analysis.
- 09.0 Demonstrate an understanding of educational media and educational technology. – The student will be able to:
 - 09.01 Employ technology to support the teacher's instructional objectives.
 - 09.02 Develop and adopt technology-based curriculum materials.
 - 09.03 Maintain, store, and operate media equipment.
 - 09.04 Prepare educational materials including basic artwork or graphic material.
 - 09.05 Identify ethical issues related to the use of technology in the classroom
 - 09.06 Apply assistive technology in the classroom.

10.0 Demonstrate employability skills. – The student will be able to:

- 10.01 Conduct a job search.
- 10.02 Secure information about a job.
- 10.03 Identify documents that may be required when applying for a job.
- 10.04 Complete a job application.
- 10.05 Demonstrate competence in job interview techniques.
- 10.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
- 10.07 Identify acceptable work habits.
- 10.08 Demonstrate knowledge of how to make job changes appropriately.
- 10.09 Demonstrate acceptable employee health habits.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Parks and Leisure Services Technology
Career Cluster: Education and Training

AS	
CIP Number	1731010100
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	39-9032 – Recreation Workers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fl DOE.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp

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 and 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 and Training career cluster.

The purpose of this program is to prepare students for employment as entry level park and recreation facility supervisors, program coordinators, and activity directors (SOC 39-9032) in public and private, park and recreation settings and to provide supplemental training for persons previously or currently employed in these occupations.

The content includes but is not limited to philosophy, and scope of public and private sector parks and the recreation industry; techniques of community organization and the inter-relatedness of special agencies and institutions; park and recreation program planning, design, and implementation; general psychology; group dynamics; basic business and financial accounting skills; employability skills; leadership and human relations skills; and health and safety.

This program focuses on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, teambuilding, grounds and facilities, customer service, community issues and health, safety and environmental issues.

Program Structure

This program is a planned sequence of instruction consisting of 63 credit hours.

Laboratory Activities

Laboratory and field activities are essential for this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Access to specialized equipment (e.g., for sports and for parks maintenance) is required.

Special Notes

Planned and supervised occupational activities may be provided through directed laboratory experience; clinical practicum in several park and/or recreation areas, both indoor and outdoor; or cooperative experience as effective teaching/learning strategies.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

Standards

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

- 01.0 Describe the characteristics and unique demands of operating public, private, and not for profit parks and recreation programs.
- 02.0 Display an understanding of park and recreation program application to individuals and groups with special needs.
- 03.0 Describe outdoor and indoor park and recreation facility types and programs and appropriate equipment for each facility.
- 04.0 Program, implement, and evaluate age appropriate park (e.g. environmental education) and recreation (e.g. sports) activities and events.
- 05.0 Program, implement, and evaluate age appropriate park and recreation activities and events for individuals and groups with special needs.
- 06.0 Lead recreation and parks activities and events.
- 07.0 Describe the importance of public and interagency relations.
- 08.0 Demonstrate employability skills.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Parks and Leisure Services Technology
CIP Number: 1731010100
Program Length: 63 credit hours
SOC Code: 39-9032

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

- 01.0 Describe the characteristics and unique demands of operating public, private, and not for profit parks and recreation programs. – The student will be able to:
- 01.01 Summarize the history of the American parks and recreation industry.
 - 01.02 Outline of the characteristics and requirements of public parks and recreation facilities.
 - 01.03 List the characteristics and requirements of private and not for profit parks and recreation facilities.
 - 01.04 Describe parks and recreation programming as defined by the leisure industry.
- 02.0 Display an understanding of park and recreation program application to individuals and groups with special needs. – The student will be able to:
- 02.01 Describe the characteristics of the five most prevalent developmental, mental, and physical disability types and the limitations associated with each.
 - 02.02 Identify the social, recreational and physical adaptation needs of this group after visiting a facility for physically and developmentally delayed individuals.
 - 02.03 List the teaching modifications for each student after visiting a facility for disabled individuals.
 - 02.04 Research and report on the variety of organizations supporting the recreation needs of special populations.
- 03.0 Describe outdoor and indoor park and recreation facility types and programs and appropriate equipment for each facility. – The student will be able to:
- 03.01 List the types of outdoor park and recreation venues and their purposes.
 - 03.02 Describe the necessary equipment for a variety of outdoor park and recreation programs.
 - 03.03 Explain the requirements to maintain outdoor park and recreation venues in the local area (e.g. irrigation system compliance with applicable codes).
 - 03.04 List the types of indoor park and recreation venues and their purposes.
 - 03.05 Describe the necessary equipment for a variety of indoor park and recreation programs.
 - 03.06 Explain the requirements to maintain indoor park and recreation venues and equipment.
- 04.0 Program, implement, and evaluate age appropriate park (e.g. environmental education) and recreation (e.g. Sports) activities and events. – The student will be able to:

- 04.01 Describe the developmental stages of the lifespan.
 - 04.02 Assess leisure needs, interests, and desires of people in the different lifespan stages.
 - 04.03 Explain the implications for planning, organizing and delivering recreation for participants at various lifespan points.
 - 04.04 Program appropriate park (e.g. environmental education) and recreation (e.g. sports) activities for participants at varying points in their lifespan.
 - 04.05 Organize an age appropriate competition for participants at varying points in their lifespan.
 - 04.06 Research and report on the variety of organizations supporting the recreation needs of society.
- 05.0 Program, implement, and evaluate age appropriate park and recreation activities and events for individuals and groups with special needs. – The student will be able to:
- 05.01 Organize an age appropriate competition for physically challenged individuals.
 - 05.02 Organize an age appropriate fitness or aquatics program for mentally challenged or developmentally delayed individuals.
 - 05.03 Plan a Special Olympics meet for the disabled.
- 06.0 Lead recreation and parks activities and events. – The student will be able to:
- 06.01 Apply basic principles of leadership in role-play situations.
 - 06.02 Describe and role-play basic conflict resolution.
 - 06.03 Work with a team to complete recreation and parks tasks and projects.
 - 06.04 Describe the importance of maintaining appropriate documentation of maintenance, services, incidents, programs, and events, including financial records.
 - 06.05 Identify services that must be provided when hosting large municipal, county, or civic events in a park setting, including, but not limited to: crowd control, security, traffic, parking, lost/missing persons, first aid, and food and beverage services.
 - 06.06 Identify various public and/or private agencies with which park staff might interact to provide the services listed above.
- 07.0 Describe the importance of public and interagency relations. – The student will be able to:
- 07.01 Demonstrate methods of interagency communication and cooperation with law enforcement, fire and emergency medical services providers.
 - 07.02 Understand the importance of maintaining a good working relationship with the media.
 - 07.03 Produce basic promotional materials.
 - 07.04 Explain why it is important to maintain a positive relationship with local government(s) and the community.
 - 07.05 Identify effective ways to communicate with elders, juveniles, trespassers, and transients.
 - 07.06 Demonstrate crisis prevention and intervention techniques by deescalating conflict.
- 08.0 Demonstrate employability skills in the parks and recreation services industry. – The student will be able to:

- 08.01 Describe career skills, training and education needed for a career as a Parks and Recreation Program Specialist.
- 08.02 Conduct a job search and identify advanced-training opportunities and requirements in the parks industry.
- 08.03 Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, employee benefits, work conditions, risks, and opportunities for career advancement in the parks and recreation industry.
- 08.04 Secure information about a specific available job in the Parks and Recreation industry.
- 08.05 Identify documents that may be required when applying for a job.
- 08.06 Write a resume and modify it for different types of parks and recreation services jobs.
- 08.07 Write a letter of introduction to a prospective employer.
- 08.08 Obtain and complete sample application forms for employment as a parks employee.
- 08.09 Demonstrate appropriate demeanor and interview techniques with prospective employers.
- 08.10 Identify work habits of successful employees.
- 08.11 Describe methods of making job changes appropriately.
- 08.12 Demonstrate appropriate responses to performance evaluations from supervisors and others in the workplace.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Recreation Technology
Career Cluster: Education and Training

AS	
CIP Number	1731050700
Program Type	College Credit
Standard Length	64 credit hours
CTSO	N/A
SOC Codes (all applicable)	39-9032 – Recreation Workers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fl DOE.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp

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 and 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 and Training career cluster.

The purpose of this program is to prepare students for employment as recreation leaders (SOC 39-9032), recreation supervisors, group recreation workers, or recreation facility attendants or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes but is not limited to history, philosophy, and scope of recreation; techniques of community organization and the inter-relatedness of special agencies and institutions; team sports; social recreation and music recreation; indoor and outdoor sports; recreation organization, supervision, and planning; general psychology; group dynamics; employability skills; leadership and human relations skills; and health and safety.

This program focuses on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. Each institution teaching this program is encouraged to meet specific activity needs of their student population and subsequent demands of their regional workforce.

Program Structure

This program is a planned sequence of instruction consisting of 64 credit hours.

Laboratory Activities

Laboratory and field activities are an essential part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Access to sports facilities and equipment is required.

Special Notes

Planned and supervised occupational activities may be provided through directed laboratory experience; a clinical practicum in several recreation areas, both indoor and outdoor; or cooperative experience as effective teaching/learning strategies.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

Standards

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

- 01.0 Teach individuals and groups to participate in a variety of sports.
- 02.0 Organize large group activities for a variety of sports.
- 03.0 Lead group activities in a social setting.
- 04.0 Recognize broad needs of special populations and adapt, modify, or design special activities for them.
- 05.0 Describe all aspects of outdoor recreation conservation, organized camping, outdoor education, and camp craft skills.
- 06.0 Demonstrate employability skills.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Recreation Technology
CIP Number: 1731050700
Program Length: 64 credit hours
SOC Code: 39-9032

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

- 01.0 Teach individuals and groups to participate in a variety of sports. – The student will be able to:
- 01.01 Design programs, services, and strategies to educate the public for leisure.
 - 01.02 Use library resources for recreation and leisure information.
 - 01.03 Discuss the philosophical, social, and behavioral foundations of leisure.
 - 01.04 Display knowledge of rules of a variety of sports.
 - 01.05 Define and use the basic terminology of a variety of sports.
 - 01.06 Prepare a plan for a tournament for a variety of sports.
 - 01.07 Conduct classroom instruction to teach rules of each game to interested participants.
 - 01.08 Use standard teaching methods including demonstration, practice and observation.
 - 01.09 Teach safety precautions for all age groups.
 - 01.10 List publicity and public relations activities.
- 02.0 Organize large group activities for a variety of sports. – The student will be able to:
- 02.01 Organize, plan an itinerary, and implement a leisure/sports activity for a large group.
 - 02.02 Discuss "contingency" plans for transportation.
 - 02.03 Plan a track meet: select players and location.
 - 02.04 Discuss the history of team sports and trace components back to ancient Greece.
 - 02.05 Discuss the development of leisure activities and tell how these activities meet the needs of individuals in today's society.
 - 02.06 Explain the term "sports medicine" and list the major concepts.
- 03.0 Lead group activities in a social setting. – The student will be able to:
- 03.01 Define group dynamics theory and give examples of application of theory.
 - 03.02 Discuss the benefits of group activities.
 - 03.03 Decide upon appropriate games, nature hikes, or other amusement for the club members using member participation in the planning decisions.
 - 03.04 Prepare a national park recreation director's job description listing the group activities that must be planned for, organized and implemented, making certain to include all necessary safety precautions.

- 03.05 Design a dramatic sketch and role-play it.
- 03.06 Keep records and reports including participant evaluations.
- 04.0 Recognize broad needs of special populations and adapt, modify, or design special activities for them. – The student will be able to:
 - 04.01 Explain the implications for planning, organizing, and delivering leisure services for disabled individuals.
 - 04.02 Participate in the organization and implementation of a Special Olympics sporting event.
 - 04.03 Describe the aging process and explain the implications for planning, organizing and delivering leisure services for mature adults.
 - 04.04 Assess leisure needs, interests, and desires of the different age groups including the disabled.
 - 04.05 List the voluntary organizations which serve the recreational needs of society, including the handicapped and disabled.
- 05.0 Describe all aspects of outdoor recreation, conservation, organized camping, outdoor education, and camp craft skills. – The student will be able to:
 - 05.01 Select an appropriate campsite for a camping expedition for a broad variety of age groups and individuals of varying ability levels.
 - 05.02 List the outdoor recreations for the following age groups: pre-school, ages 6-12, teen ages, young adults, mature adults.
 - 05.03 List the hazards that are common to Florida outdoors.
 - 05.04 List the first aid equipment needed for each of the outdoor recreational activities listed in 05.03.
 - 05.05 List the conservation techniques appropriate to 05.03.
 - 05.06 List the activities for which the municipal recreation supervisor is responsible.
 - 05.07 Describe camp crafts, nature education and water sports and list the safety factors for each.
- 06.0 Demonstrate employability skills. – The student will be able to:
 - 06.01 Conduct a job search.
 - 06.02 Secure information about a job.
 - 06.03 Identify documents that may be required when applying for a job.
 - 06.04 Complete a job application.
 - 06.05 Demonstrate competence in job interview techniques.
 - 06.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
 - 06.07 Identify acceptable work habits.
 - 06.08 Describe how to make job changes appropriately.
 - 06.09 Demonstrate acceptable employee health habits.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Early Childhood Education NEW
Program Type: Career Preparatory
Career Cluster: Education and Training

NOTE: This program is for new students entering the ECE program in 2011-12 and after. Students who have been enrolled in ECE (8503210 or V200210) since 2010-11 should remain in that program until they have completed it.

	Secondary	PSAV
Program Number	8405100	E300100
CIP Number	0419070913	0419070913
Grade Level	9-12, 30, 31	30, 31
Standard Length	4 credits	600 clock hours
Teacher Certification	VOC HME EC @2@4 HOMEMAKING @2¢7 PRESCH ED A HME EC OCC ¢7 PRIMARY ED @B E CHILD ED @0 PK/PRIMARY H FAM CON SC 1	VOC HME EC @2@4 PRESCH ED A PRIMARY ED @B E CHILD ED @0 PK/PRIMARY H FAM CON SC 1 CH CARE TR 7G GEN HME EC @2 ***NOTE: THE CERTIFICATIONS HME EC OCC @7G ¢7 AND HOMEMAKING @7G @2 ¢7 ARE ACCEPTABLE FOR THE PSAV PROGRAM (V200210) ONLY IF THE INSTRUCTOR HAS A MINIMUM OF AN ASSOCIATE'S DEGREE AND MEETS ALL CURRENT DCF TRAINER REQUIREMENTS (SEE F.A.C. 65C-22.003 TRAINER QUALIFICATIONS).
CTSO	FCCLA	SkillsUSA
SOC Codes (all applicable)	39-9011 – Childcare Workers 25-2011 – Preschool Teachers, Except Special Education	
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)	
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm	
Perkins Technical Skill Attainment	http://www.fldoe.org/workforce/perkins/perkins_resources.asp	

Secondary		PSAV
Inventory		
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp	
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp	
Basic Skills Level	N/A	Mathematics: 9 Language: 9 Reading: 9

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 and 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 and Training career cluster.

The content includes but is not limited to competencies related to the following elements of the Early Childhood industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight.

Program Structure

This program is a planned sequence of instruction consisting of four credits/600 clock hours and four occupational completion points. The program is comprised of 120 hours of classroom instruction and 480 hours of direct work with children. Upon completion of this program **and** meeting all requirements, students are awarded the Early Childhood Professional Certificate (ECPC). **For additional information on the ECPC see document entitled “ECPC Program Guidelines” available in “ECE Related Support Documents” (see link for Support Documents on the webpage).**

When offered at the post secondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HEV0870	Child Care Worker 1	150 hours	39-9011
B	HEV0871	Child Care Worker 2	150 hours	39-9011
C	HEV0872	Teacher Aide (Preschool)	150 hours	25-2011
D	HEV0873	Preschool Teacher	150 hours	25-2011

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8405110	Early Childhood Education NEW 1	1 credit	39-9011	2
B	8405120	Early Childhood Education NEW 2	1 credit	39-9011	2
C	8405130	Early Childhood Education NEW 3	1 credit	25-2011	2
D	8405140	Early Childhood Education NEW 4	1 credit	25-2011	3

It is acceptable for a student to begin this program in high school and then continue/complete the program at a Technical Center.

Laboratory Activities

Laboratory activities are an integral part of this program. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment and materials appropriate to the program content and in accordance with high quality standards in the field. Activities provide instruction in the use of manipulative equipment; language development; creative art, music, science, dramatic play, developmentally appropriate practices, brain research, classroom management and established early childhood/child development competencies. Observation and **supervised** work experience with young children in a school laboratory or a community laboratory setting are a requirement of this program.

Special Notes

- This Early Childhood Education program includes the Department of Children and Families (DCF) Introductory Child Care Training.
 - To offer the DCF Introductory Child Care Training courses (5 courses, 30 hours) a program must be approved by the local DCF child care training coordinating agency. Instructors must meet with local Training Coordinating Agency (list of TCA's available at <https://training01-dcf.myflorida.gov/cclpolicy/Training/TCA.pdf>).
 - To teach the DCF Introductory Child Care Training courses the instructor must meet the trainer requirements established by the Department of Children and Families (Chapter 65C-22.003(5) F.A.C. <http://ccrain.fl-dcf.org/documents/2/470.pdf>).
 - Programs are required to use DCF materials and will be subject to monitoring by DCF/Training Coordinating Agencies.
 - **Part I** of the DCF Introductory Child Care Training includes the following:
 - State and Local Rules and Regulations – 6 hours
 - Health, Safety, and Nutrition – 8 hours
 - Identifying & Reporting Child Abuse & Neglect – 4 hours
 - Child Growth and Development – 6 hours
 - Behavioral Observation & Screening – 6 hours

- **Part II** of that coursework must be the 10-hour Preschool Appropriate Practices course.
 - Note: Instruction for the DCF courses should be **instructor-based**. It is recommended that the online DCF courses be used as a *supplement* to instructor-based instruction if needed.
 - Students must complete DCF Part I and Part II Introductory Child Care Training coursework by the end of the fourth course of this program. Students must pass the DCF Part I and Part II Introductory Child Care Training competency exams prior to being issued the ECPC certificate.
- Students must also complete five clock hours of literacy training. Students can meet this literacy requirement by successfully completing any of the DCF approved literacy courses (go to www.myflorida.com/childcare/training for more information).
 - ***NOTE: A student must successfully complete the *Emergent Literacy for VPK Instructors* course *to be eligible as a VPK instructor*, unless he/she has successfully completed a DCF approved literacy training course prior to November 28, 2005 (<http://www.fldoe.org/earlylearning>).
 - It is recommended that students obtain certification in infant/child CPR and first aid for initial employment.
 - Students are required to create and maintain a Professional Resource File for this program. The Professional Resource File should contain a minimum of the following:
 - Autobiography (minimum 300 words) about her/himself and he/she has made the decision to work with young children. A resume' of education and work should also be included.
 - Statements of Competence – 250 word minimum (each) related to the following goals:
 - To establish and maintain a safe and healthy learning environment.
 - To advance physical and intellectual competence.
 - To support social and emotional development and to provide positive guidance.
 - To establish positive and productive relationships with families.
 - To ensure a well-run, purposeful program responsive to participant needs.
 - To maintain a commitment to professionalism.
 - Resource Collection should include evidence of activities in each content area via curriculum activities and assignments. There are 17 specific items that must be included in this section of the Professional Resource File. (See ECPC Requirements Checklist for Students in Support Documents – link on webpage).
 - Optional: Additional Items (training certificates, transcripts, resume', picture identification, teaching goals, letters of recommendation, list of Early Childhood Education program standards mastered, copies of any certification/cards pertaining to child care eligibility, samples of student developed teaching materials, etc.) may be included in a separate section of the Professional Resource File or in a separate binder/portfolio (instructor discretion).

Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Early Childhood Education 1	^	^	^	2/53 4%	1/52 2%	6/56 11%	1/55 2%	2/58 3%	2/35 6%	4/42 10%	1/56 2%	1/53 2%
Early Childhood Education 2	^	^	^	#	#	#	#	#	#	#	#	#
Early Childhood Education 3	^	^	^	1/53 2%	2/52 4%	2/56 4%	2/55 4%	1/58 2%	2/35 6%	1/42 2%	2/56 4%	2/53 4%
Early Childhood Education 4	^	^	^	3/53 6%	1/52 2%	2/56 4%	1/55 2%	1/58 2%	1/35 3%	1/42 2%	1/56 2%	1/53 2%

^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course.

Career and Technical Student Organization (CTSO)

FCCLA (Family, Career and Community Leaders of America) and SkillsUSA are the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once.

Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

The PSAV component of this program currently has no statewide articulation agreement approved by the Florida State Board of Education. It is anticipated that a statewide articulation agreement (comparable to the existing agreement for the PSAV ECE program V200210) will be developed in the future. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fl DOE.org/articulation/CCD/default.asp>).

Standards

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

- 01.0 Identify rules and regulations governing child care.
- 02.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 03.0 Plan and implement food service and nutrition education.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age eight).
- 06.0 Implement developmentally appropriate practices for programs serving children from birth through age eight.
- 07.0 Identify and demonstrate communication skills related to child care.
- 08.0 Identify various observation and recording methods.
- 09.0 Recognize appropriate methods of guidance.
- 10.0 Plan, establish, and implement a developmentally appropriate emergent literacy program.
- 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition.

- 12.0 Demonstrate professionalism.
- 13.0 Identify community resources that provide services or assistance to children in the community.
- 14.0 Display interpersonal relationship skills.
- 15.0 Develop intercommunication with family.
- 16.0 Demonstrate observation and recording methods.
- 17.0 Demonstrate appropriate use of technology for the child care profession.
- 18.0 Create, implement and evaluate lesson plans.
- 19.0 Analyze theories of child development.
- 20.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child.
- 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers.
- 22.0 Plan and implement developmentally appropriate motor development activities for preschool children.
- 23.0 Guide the cognitive development and general knowledge of preschool children.
- 24.0 Guide the creative development of preschool children which reflects various approaches to learning.
- 25.0 Guide the social and emotional development of preschool children.
- 26.0 Describe the history of school-age child care and the development and diversity of school-age children.
- 27.0 Plan and provide for developmentally appropriate care-giving environments for students with special needs.
- 28.0 Plan and implement classroom management techniques for preschoolers.
- 29.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
- 30.0 Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum.
- 31.0 Implement an environment that is conducive to language use and acquisition.
- 32.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.
- 33.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.
- 34.0 Demonstrate the ability to provide for inclusion of children with special needs.
- 35.0 Demonstrate mentor skills for team building and collaboration.
- 36.0 Analyze recent trends/developments in brain research.
- 37.0 Research current trends and issues in early childhood education.
- 38.0 Demonstrate professionalism related to the field of early childhood education.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Early Childhood Education NEW
PSAV Number: E300100

Course Number: HEV0870
Occupational Completion Point: A
Child Care Worker 1 – 150 Hours – SOC Code 39-9011

01.0 Identify rules and regulations governing child care. – The student will be able to:

- 01.01 Identify the need for child care.
- 01.02 Identify child care facilities that require licensing.
- 01.03 Identify the major areas of child care standards.
- 01.04 Identify the local licensing agency and its responsibilities.
- 01.05 Identify local fire, safety, sanitation and health regulations.
- 01.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
- 01.07 Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
- 01.08 Identify information concerning child discipline in State Rule 65C-22.001-006.
- 01.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.

02.0 Plan, establish and maintain a safe, clean, and healthy learning environment. – The student will be able to:

- 02.01 Identify characteristics of, plan and establish a safe, sanitary, healthy child care environment.
- 02.02 Describe ways to assist children with personal hygiene routines.
- 02.03 Develop a checklist for evaluations, safety, and sanitation features.
- 02.04 Recognize potential safety and fire hazard problems and plan ways to prevent accidents.
- 02.05 Demonstrate evacuation procedures.
- 02.06 Identify characteristics of a healthy child.
- 02.07 Recognize symptoms of childhood illness.
- 02.08 Identify communicable diseases.
- 02.09 Identify the components and how to perform the “10 second health check” for children.
- 02.10 Identify procedures for administering medication.
- 02.11 Complete a medication permission form.
- 02.12 Describe ways in which the spread of disease in child care settings can be prevented.
- 02.13 Identify how to communicate with parents who continue to send children to child care when they are sick.
- 02.14 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.
- 02.15 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.

- 02.16 Identify proper procedures for transporting children.
 - 02.17 Demonstrate use of fire extinguishers.
 - 02.18 Practice universal precautions.
 - 02.19 Identify procedures for emergency scenarios in order to plan for emergency/disaster situations.
 - 02.20 Use appropriate telephone numbers in a simulated emergency situation.
 - 02.21 Identify the need and responsible use of equipment and supplies.
 - 02.22 Follow established procedures for reporting accidents/incidents.
 - 02.23 Discuss ways for children to develop positive attitudes and skills for daily routines.
 - 02.24 Discuss best practices within the center to conserve environmental resources.
 - 02.25 List ways to make a playground safe.
- 03.0 Plan and implement food service and nutrition education. – The student will be able to:
- 03.01 Identify the nutritional needs of children infants through school age (birth through age eight).
 - 03.02 Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children.
 - 03.03 Identify and practice safe and sanitary food service habits in assisting with mealtime routines.
 - 03.04 Identify foods that are potentially dangerous for young children’s consumption.
 - 03.05 Develop a plan to encourage positive food choices and good eating habits for toddlers through school age children.
 - 03.06 Recognize age appropriate nutrition education activities.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:
- 04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
 - 04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
 - 04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
 - 04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
 - 04.05 Identify the characteristics of abusers.
 - 04.06 Identify the impacts and effects of child abuse and neglect.
 - 04.07 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.
 - 04.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.
 - 04.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
 - 04.10 Identify local community resources that provide help for the abused and the abuser.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age eight). – The student will be able to:

- 05.01 Describe the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
 - 05.02 Describe the following characteristics of children ages birth to eight: physical development; approaches to learning; social emotional; language and communication; and cognitive development and general knowledge.
 - 05.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
- 06.0 Implement developmentally appropriate practices for programs serving children from birth through age eight. – The student will be able to:
- 06.01 Identify and demonstrate various methods of curriculum planning for young children.
 - 06.02 Define developmentally appropriate practices.
 - 06.03 Discuss the importance of learning through play.
 - 06.04 Describe learning centers used in developmentally appropriate environments.
 - 06.05 Identify the stages of play development.
 - 06.06 Define the concepts of active learning and active listening.
- 07.0 Identify and demonstrate communication skills related to child care. – The student will be able to:
- 07.01 Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.
 - 07.02 Describe ways to promote positive interaction between the family, child care center and community.
 - 07.03 Plan an environment that supports emergent reading and writing.
- 08.0 Identify various observation and recording methods. – The student will be able to:
- 08.01 Identify observation techniques and methods used in a child care setting.
 - 08.02 Discuss the importance of, and create a plan for the confidentiality of child/family records.
 - 08.03 Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.
 - 08.04 Discuss the importance of, and create a plan for including the family in the collection of information for observations.
- 09.0 Recognize appropriate methods of guidance. – The student will be able to:
- 09.01 Describe methods of direct and indirect guidance.
 - 09.02 Identify preventative measures of direct and indirect guidance.
 - 09.03 Identify methods of direct and indirect guidance to include routines, transitions, and room arrangements.
 - 09.04 Identify acceptable and unacceptable methods of guiding behavior.
- 10.0 Plan, establish, and implement a developmentally appropriate emergent literacy program. – The student will be able to:

- 10.01 Identify characteristics of a classroom environment that motivates children to read.
 - 10.02 Demonstrate appropriate phonological awareness teaching practices.
 - 10.03 Demonstrate appropriate teaching practices for alphabet knowledge.
 - 10.04 Demonstrate appropriate comprehension strategies.
 - 10.05 Identify characteristics of an environment that motivates children to use written expression.
 - 10.06 Identify and describe the characteristics of the emergent writing continuum.
 - 10.07 Identify an environment that supports age-appropriate letter writing.
 - 10.08 Model appropriate structure of written composition.
- 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition. – The student will be able to:
- 11.01 Use an appropriate vocabulary that increases in complexity and variety.
 - 11.02 Describe the importance of vocabulary development in young children.
 - 11.03 Use proper grammar when speaking to parents and/or children.
 - 11.04 Identify age-appropriate grammar.
 - 11.05 Model appropriate language and style for context.
 - 11.06 Provide a sample lesson plan and a child’s work product.

Course Number: HEV0871
Occupational Completion Point: B
Child Care Worker 2 – 150 Hours – SOC Code 39-9011

- 12.0 Demonstrate professionalism. – The student will be able to:
- 12.01 Identify the components of being a professional that aid professional growth in a child caregiver (i.e. professional development, follow a set of ethical standards, accreditation, professional organization membership/participation, self-reflection, etc.)
 - 12.02 Identify and use job-related child care terminology.
 - 12.03 Identify effective communication skills to use with personnel and parents/guardians of children.
 - 12.04 Assess one’s attitude and performance.
 - 12.05 Define and demonstrate professionalism. Identify the exemplary behavior and social skills needed as a role model for children.
 - 12.06 Describe legal issues and liability as they relate to a child care worker.
 - 12.07 Review the National Association for the Education of Young Children (NAEYC) Code of Ethics (www.naeyc.org). Using vignettes identify problems in how teachers handled situations and using the code of ethics how these problems should have been handled.
 - 12.08 Recognize the NAEYC guidelines for effective teaching practices.
 - 12.09 Demonstrate employability skills including a job search.
 - 12.10 Define the early childhood education profession.
 - 12.11 Identify early childhood education career opportunities.
 - 12.12 Compare roles and responsibilities of the child care center team members.
 - 12.13 Identify the important role child caregivers play in the development of each child in care.

- 13.0 Identify community resources that provide services or assistance to children in the community. – The student will be able to:
- 13.01 Identify state organizations and agencies that serve children and families.
 - 13.02 Identify local community resources that serve children and families.
 - 13.03 Identify organizations and agencies that provide services or assistance to children with special needs and their families.
 - 13.04 Organize and develop community resource information.
- 14.0 Display interpersonal relationship skills. – The student will be able to:
- 14.01 Maintain positive view of self.
 - 14.02 Exhibit responsibility toward achieving goals.
 - 14.03 Display sociability, empathy, understanding and caring.
 - 14.04 Display ability to manage personal resources to maintain goals.
 - 14.05 Display honesty and integrity in interacting with children and families, as well as, with co-workers.
 - 14.06 Describe the needs and strengths of the multi-ethnic work place.
- 15.0 Develop intercommunication with family. – The student will be able to:
- 15.01 Identify ways of communicating with the family.
 - 15.02 Explore and use ideas for establishing a healthy relationship with each child's family. Plan and implement parental involvement activities to meet the diverse needs of families.
 - 15.03 Identify intentional practices and strategies to become acquainted with the family; describe ways parents can be involved in the program; ways to share goals for the child with the family and teacher, the philosophy of the center, and curriculum objectives.
- 16.0 Demonstrate observation and recording methods. – The student will be able to:
- 16.01 Using various techniques observe, record, and report the behavior of children of various ages on an observation form.
 - 16.02 Interpret a child observation.
- 17.0 Demonstrate appropriate use of technology for the child care profession. – The student will be able to:
- 17.01 Demonstrate appropriate use of technology for the child care profession.
 - 17.02 Analyze appropriate uses of current technology in a child care setting.
 - 17.03 Demonstrate the ability to use computers for e-mail, recordkeeping, internet research, and utilization of resources such as websites and online training and transcripts.

Course Number: HEV0872

Occupational Completion Point: C

Teacher Aide - Preschool – 150 Hours – SOC Code 25-2011

- 18.0 Create, implement and evaluate lesson plans. – The student will be able to:

- 18.01 Research criteria for creating an age appropriate curriculum plan.
 - 18.02 Develop an age appropriate language lesson plan.
 - 18.03 Develop evaluation criteria for the lesson.
- 19.0 Analyze theories of child development. – The student will be able to:
- 19.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
 - 19.02 Describe how major theories of human development provide a basis for planning a program.
- 20.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child. – The student will be able to:
- 20.01 Discuss current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
 - 20.02 Discuss how a child's health status influences development.
 - 20.03 Describe the importance of physical fitness to health status and development.
- 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers. – The student will be able to:
- 21.01 Explain visual, auditory, olfactory, gustatory, and tactile stimulation activities.
 - 21.02 Describe activities that stimulate gross and fine motor development.
 - 21.03 Identify age-appropriate nutritional snacks and an activity related to nutrition
 - 21.04 Review appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.
 - 21.05 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.
- 22.0 Plan and implement developmentally appropriate motor development activities for preschool children. – The student will be able to:
- 22.01 Describe the stages of physical development.
 - 22.02 Plan, implement and evaluate developmentally appropriate gross motor activities.
 - 22.03 Plan, implement and evaluate developmentally appropriate fine motor activities.
 - 22.04 Select and use appropriate equipment and materials for physical development.
- 23.0 Guide the cognitive development and general knowledge of preschool children. – The student will be able to:
- 23.01 Explain the development of cognitive ability and general knowledge.
 - 23.02 Plan, implement and evaluate developmentally appropriate math activities.
 - 23.03 Plan, implement and evaluate developmentally appropriate scientific thinking activities.
 - 23.04 Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.
 - 23.05 Plan, implement, and evaluate developmentally appropriate art activities.

- 24.0 Guide the creative development of preschool children which reflects various approaches to learning. – The student will be able to:
- 24.01 Plan, implement and evaluate developmentally appropriate music activities.
 - 24.02 Plan, implement and evaluate developmentally appropriate art activities.
 - 24.03 Plan, implement and evaluate developmentally appropriate creative movement activities.
- 25.0 Guide the social and emotional development of preschool children. – The student will be able to:
- 25.01 Identify and explain the stages of social and emotional development.
 - 25.02 Demonstrate effective, positive guidance techniques for guiding behavior.
 - 25.03 Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations).
 - 25.04 Plan, implement and evaluate developmentally appropriate self-concept activities.
 - 25.05 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.
 - 25.06 Plan, implement and evaluate developmentally appropriate dramatic play activities.
 - 25.07 Plan and implement developmentally appropriate group play.
 - 25.08 Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.
 - 25.09 Demonstrate effective, positive guidance techniques for guiding behavior.
 - 25.10 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
- 26.0 Describe the history of school-age child care and the development and diversity of school-age children. – The student will be able to:
- 26.01 Describe the need for school-age child care and how it has evolved.
 - 26.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.
 - 26.03 Explain the personal and professional characteristics of a school-age caregiver.
 - 26.04 Describe how major theories of human development provide a basis for planning programs.
 - 26.05 Explain why and how individual children may overlap both younger and older chronological programs.
 - 26.06 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.
- 27.0 Plan and provide for developmentally appropriate care giving environments for students with special needs. – The student will be able to:
- 27.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
 - 27.02 Provide safe, healthy, and developmentally appropriate environments within the care giving setting.
 - 27.03 Demonstrate adaptations to include children with special needs in classroom activities.

- 27.04 Identify the steps or process for working with parents when a developmental delay is suspected.
 - 27.05 Demonstrate care giving skills related to Universal Infection Control System.
 - 27.06 Demonstrate appropriate techniques for seizure management and positioning techniques.
- 28.0 Plan and implement classroom management techniques for preschoolers. – The student will be able to:
- 28.01 Develop and implement a plan to meet short and long term goals.
 - 28.02 Identify appropriate teaching techniques to meet various learning styles.
 - 28.03 Identify developmentally appropriate supplies and teaching materials.
 - 28.04 Arrange learning centers for a variety of activities.
 - 28.05 Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.
 - 28.06 Maintain children’s records.
 - 28.07 Participants will evaluate and demonstrate how teacher intentionality promotes development and enhances learning for children birth-age 8.
- 29.0 Demonstrate how schedules, spaces, and experiences create environments that promote children’s total growth and development. – The student will be able to:
- 29.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
 - 29.02 Assist with planning and implementing schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.
 - 29.03 Assist with planning and implementing techniques for facilitating children’s successful participation in all aspects of a program.

Course Number: HEV0873
Occupational Completion Point: D
Preschool Teacher – 150 Hours – SOC Code 25-2011

- 30.0 Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum. – The student will be able to:
- 30.01 Demonstrate the ability to identify children’s needs, interests, and abilities.
 - 30.02 Explain ways to develop program philosophies, goals, and objectives.
 - 30.03 Assist with planning, preparing, and implementing daily activities and routines.
 - 30.04 Develop or analyze math, science, social studies, language, emergent reading and writing, storytelling, creative arts, current events, intergenerational concepts, multiculturalism, parental involvement, safety, physical fitness, and nutrition education activities, which are developmentally appropriate.
- 31.0 Implement an environment that is conducive to language use and acquisition. – The student will be able to:
- 31.01 Create opportunities for students to instigate and add comments to discussions and conversations.

- 31.02 Facilitate conversations between self and child or child-to-child.
 - 31.03 Provide occasions for children to follow two- or three-step directions.
 - 31.04 Identify developmental speech patterns.
 - 31.05 Create opportunities for children to gain meaning by listening.
 - 31.06 Facilitate children using increasingly complex sentences and phrases.
- 32.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff. – The student will be able to:
- 32.01 Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
 - 32.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
 - 32.03 Demonstrate techniques for actively listening to children.
 - 32.04 Explore use of open-ended questions.
 - 32.05 Evaluate the value of professionalism in relationships with children, parents, and staff.
 - 32.06 Demonstrate techniques for actively listening to other staff members.
 - 32.07 Complete a case study on one child.
- 33.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective. – The student will be able to:
- 33.01 Demonstrate techniques that show respect for the child’s family makeup, cultural background, and religious beliefs.
 - 33.02 Plan and implement methods to prevent and/or confront bias in the early childhood program as it relates to gender, race, ethnicity, and persons of varying abilities.
 - 33.03 Integrate activities that build children’s self-concept into daily, weekly, and monthly plans.
 - 33.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.
- 34.0 Demonstrate the ability to provide for inclusion of children with special needs. – The student will be able to:
- 34.01 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
 - 34.02 Develop methods and adaptations for inclusion of children with special needs.
 - 34.03 Plan individual and group activities for children with special needs.
 - 34.04 Demonstrate adaptations to include children with special needs in classroom activities.
 - 34.05 Demonstrate appropriate diapering, toileting, and feeding procedures.
 - 34.06 Demonstrate appropriate methods for disposal of bodily products.
- 35.0 Demonstrate mentor skills for team building and collaboration. – The student will be able to:
- 35.01 Identify roles and expectations of early childhood team members and mentors.
 - 35.02 Identify and model early childhood supervisory work practices.

- 35.03 Demonstrate developmentally appropriate conflict resolution strategies for children and adults.
 - 35.04 Utilize alternative communication skills.
 - 35.05 Plan and implement supervisory interventions appropriate to the role of a mentor.
 - 35.06 Describe a positive work environment (how inappropriate communication such as hearsay, gossip, and other negative communication hurt the child, family, child care worker, and program).
 - 35.07 Describe ways to deal with negative and destructive communication and replace them with appropriate conflict resolution strategies.
- 36.0 Analyze recent trends/developments in brain research. – The student will be able to:
- 36.01 Explain common terms and concepts related to brain development and the formation of neuronal connections.
 - 36.02 Use the Internet to prepare a list of recent resources pertaining to brain research.
 - 36.03 Relate the brain research findings to the care of children by parents and all other caregivers.
- 37.0 Research current trends and issues in early childhood education. – The student will be able to:
- 37.01 Identify current trends and issues in Early Childhood Education.
 - 37.02 Locate, collect, and organize current information on trends and issues in early childhood education.
 - 37.03 Summarize the impact of current trends and issues on the early childhood field.
- 38.0 Demonstrate professionalism related to the field of early childhood education. – The student will be able to:
- 38.01 Develop a personal philosophy of early childhood education teaching.
 - 38.02 Develop personal teaching goals.
 - 38.03 Develop criteria and evaluate student Professional Resource Files using national and student developed criteria.
 - 38.04 Explain what being a center that has an accreditation means and why it is important to the employee, center, and field of early childhood education.
 - 38.05 Identify several types of accreditation and how they differ.
 - 38.06 Describe how being a member of a professional early childhood organization helps promote professional growth, support the center, and the field of early childhood.
 - 38.07 Demonstrate and list communication and collaboration skills that prepare students to participate as a member of a team
 - 38.08 Develop a self-improvement activity related to professionalism.
 - 38.09 Identify opportunities for continuing education.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education NEW 1
Course Number: 8405110
Course Credit: 1

Course Description:

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	6/56 11%	Anatomy/Physiology Honors	2/53 4%	Astronomy Solar/Galactic Honors	1/52 2%
Algebra 2	^^	Chemistry 1	1/55 2%	Genetics	2/35 6%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	2/58 3%	Physical Science	1/56 2%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course.

01.0 Identify rules and regulations governing child care. – The student will be able to:

- 01.01 Identify the need for child care.
- 01.02 Identify child care facilities that require licensing.
- 01.03 Identify the major areas of child care standards.
- 01.04 Identify the local licensing agency and its responsibilities.
- 01.05 Identify local fire, safety, sanitation and health regulations.
- 01.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
- 01.07 Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
- 01.08 Identify information concerning child discipline in State Rule 65C-22.001-006.
- 01.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.

02.0 Plan, establish and maintain a safe, clean, and healthy learning environment. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
 [SC.912.E.7.6; SC.912.L.14.52; SC.912.L.14.6; SC.912.L.17.11; SC.912.N.1.1]

- 02.01 Identify characteristics of, plan and establish a safe, sanitary, healthy child care environment.

- 02.02 Describe ways to assist children with personal hygiene routines.
- 02.03 Develop a checklist for evaluations, safety, and sanitation features.
- 02.04 Recognize potential safety and fire hazard problems and plan ways to prevent accidents.
- 02.05 Demonstrate evacuation procedures.
- 02.06 Identify characteristics of a healthy child.
- 02.07 Recognize symptoms of childhood illness.
- 02.08 Identify communicable diseases.
- 02.09 Identify the components and how to perform the “10 second health check” for children.
- 02.10 Identify procedures for administering medication.
- 02.11 Complete a medication permission form.
- 02.12 Describe ways in which the spread of disease in child care settings can be prevented.
- 02.13 Identify how to communicate with parents who continue to send children to child care when they are sick.
- 02.14 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.
- 02.15 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
- 02.16 Identify proper procedures for transporting children.
- 02.17 Demonstrate use of fire extinguishers.
- 02.18 Practice universal precautions.
- 02.19 Identify procedures for emergency scenarios in order to plan for emergency/disaster situations.
- 02.20 Use appropriate telephone numbers in a simulated emergency situation.
- 02.21 Identify the need and responsible use of equipment and supplies.
- 02.22 Follow established procedures for reporting accidents/incidents.
- 02.23 Discuss ways for children to develop positive attitudes and skills for daily routines.
- 02.24 Discuss best practices within the center to conserve environmental resources.
- 02.25 List ways to make a playground safe.

03.0 Plan and implement food service and nutrition education. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
[SC.912.N.1.1]

- 03.01 Identify the nutritional needs of children infants through school age (birth through age eight).
- 03.02 Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children.
- 03.03 Identify and practice safe and sanitary food service habits in assisting with mealtime routines.
- 03.04 Identify foods that are potentially dangerous for young children’s consumption.
- 03.05 Develop a plan to encourage positive food choices and good eating habits for toddlers through school age children.
- 03.06 Recognize age appropriate nutrition education activities.

04.0 Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:

- 04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
 - 04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
 - 04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
 - 04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
 - 04.05 Identify the characteristics of abusers.
 - 04.06 Identify the impacts and effects of child abuse and neglect.
 - 04.07 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.
 - 04.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.
 - 04.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
 - 04.10 Identify local community resources that provide help for the abused and the abuser.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age eight). – The student will be able to:
- This standard supports the following Next Generation Sunshine State Standards:
[SC.912.L.14.26; SC.912.L.16.2; SC.912.L.14.52]
- 05.01 Describe the principles of development: development is similar for all; development is continuous; development proceeds at different rates; and development can be correlated.
 - 05.02 Describe the following characteristics of children ages birth to eight: physical development; approaches to learning; social emotional; language and communication; and cognitive development and general knowledge.
 - 05.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
- 06.0 Implement developmentally appropriate practices for programs serving children from birth through age eight. – The student will be able to:
- 06.01 Identify and demonstrate various methods of curriculum planning for young children.
 - 06.02 Define developmentally appropriate practices.
 - 06.03 Discuss the importance of learning through play.
 - 06.04 Describe learning centers used in developmentally appropriate environments.
 - 06.05 Identify the stages of play development.
 - 06.06 Define the concepts of active learning and active listening.
- 07.0 Identify and demonstrate communication skills related to child care. – The student will be able to:

- 07.01 Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.
 - 07.02 Describe ways to promote positive interaction between the family, child care center and community.
 - 07.03 Plan an environment that supports emergent reading and writing.
- 08.0 Identify various observation and recording methods. – The student will be able to:
- 08.01 Identify observation techniques and methods used in a child care setting.
 - 08.02 Discuss the importance of and create a plan for the confidentiality of child/family records.
 - 08.03 Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.
 - 08.04 Discuss the importance of and create a plan for including the family in the collection of information for observations.
- 09.0 Recognize appropriate methods of guidance. – The student will be able to:
- 09.01 Describe methods of direct and indirect guidance.
 - 09.02 Identify preventative measures of direct and indirect guidance.
 - 09.03 Identify methods of direct and indirect guidance to include routines, transitions, and room arrangements.
 - 09.04 Identify acceptable and unacceptable methods of guiding behavior.
- 10.0 Plan, establish, and implement a developmentally appropriate emergent literacy program. – The student will be able to:
- 10.01 Identify characteristics of a classroom environment that motivates children to read.
 - 10.02 Demonstrate appropriate phonological awareness teaching practices.
 - 10.03 Demonstrate appropriate teaching practices for alphabet knowledge.
 - 10.04 Demonstrate appropriate comprehension strategies.
 - 10.05 Identify characteristics of an environment that motivates children to use written expression.
 - 10.06 Identify and describe the characteristics of the emergent writing continuum.
 - 10.07 Identify an environment that supports age-appropriate letter writing.
 - 10.08 Model appropriate structure of written composition.
- 11.0 Identify the characteristics of an environment that is conducive to language use and acquisition. – The student will be able to:
- 11.01 Use an appropriate vocabulary that increases in complexity and variety.
 - 11.02 Describe the importance of vocabulary development in young children.
 - 11.03 Use proper grammar when speaking to parents and/or children.
 - 11.04 Identify age-appropriate grammar.
 - 11.05 Model appropriate language and style for context.
 - 11.06 Provide a sample lesson plan and a child's work product.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education NEW 2
Course Number: 8405120
Course Credit: 1

Course Description:

This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods.

12.0 Demonstrate professionalism. – The student will be able to:

- 12.01 Identify the components of being a professional that aid professional growth in a child caregiver (i.e. professional development, follow a set of ethical standards, accreditation, professional organization membership/participation, self-reflection, etc.)
- 12.02 Identify and use job-related child care terminology.
- 12.03 Identify effective communication skills to use with personnel and parents/guardians of children.
- 12.04 Assess one's attitude and performance.
- 12.05 Define and demonstrate professionalism. Identify the exemplary behavior and social skills needed as a role model for children.
- 12.06 Describe legal issues and liability as they relate to a child care worker.
- 12.07 Review the National Association for the Education of Young Children (NAEYC) Code of Ethics (www.naeyc.org). Using vignettes identify problems in how teachers handled situations and using the code of ethics how these problems should have been handled.
- 12.08 Recognize the NAEYC guidelines for effective teaching practices.
- 12.09 Demonstrate employability skills including a job search.
- 12.10 Define the early childhood education profession.
- 12.11 Identify early childhood education career opportunities.
- 12.12 Compare roles and responsibilities of the child care center team members.
- 12.13 Identify the important role child caregivers play in the development of each child in care.

13.0 Identify community resources that provide services or assistance to children in the community. – The student will be able to:

- 13.01 Identify state organizations and agencies that serve children and families.
- 13.02 Identify local community resources that serve children and families.
- 13.03 Identify organizations and agencies that provide services or assistance to children with special needs and their families.
- 13.04 Organize and develop community resource information.

14.0 Display interpersonal relationship skills. – The student will be able to:

- 14.01 Maintain positive view of self.

- 14.02 Exhibit responsibility toward achieving goals.
 - 14.03 Display sociability, empathy, understanding and caring.
 - 14.04 Display ability to manage personal resources to maintain goals.
 - 14.05 Display honesty and integrity in interacting with children and families, as well as, with co-workers.
 - 14.06 Describe the needs and strengths of the multi-ethnic work place.
- 15.0 Develop intercommunication with family. – The student will be able to:
- 15.01 Identify ways of communicating with the family.
 - 15.02 Explore and use ideas for establishing a healthy relationship with each child’s family. Plan and implement parental involvement activities to meet the diverse needs of families.
 - 15.03 Identify intentional practices and strategies to become acquainted with the family; describe ways parents can be involved in the program; ways to share goals for the child with the family and teacher, the philosophy of the center, and curriculum objectives.
- 16.0 Demonstrate observation and recording methods. – The student will be able to:
- 16.01 Using various techniques observe, record, and report the behavior of children of various ages on an observation form.
 - 16.02 Interpret a child observation.
- 17.0 Demonstrate appropriate use of technology for the child care profession. – The student will be able to:
- 17.01 Demonstrate appropriate use of technology for the child care profession.
 - 17.02 Analyze appropriate uses of current technology in a child care setting.
 - 17.03 Demonstrate the ability to use computers for e-mail, recordkeeping, internet research, and utilization of resources such as websites and online training and transcripts.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education NEW 3
Course Number: 8405130
Course Credit: 1

Course Description:

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	6/56 11	Anatomy/Physiology Honors	1/53 2%	Astronomy Solar/Galactic Honors	2/52 4%
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	2/35 6%	Marine Science 1 Honors	1/42 2%
Geometry	^^	Physics 1	2/53 4%	Earth-Space Science	1/58 2%	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course.

18.0 Create, implement and evaluate lesson plans. – The student will be able to:

- 18.01 Research criteria for creating an age appropriate curriculum plan.
- 18.02 Develop an age appropriate language lesson plan.
- 18.03 Develop evaluation criteria for the lesson.

19.0 Analyze theories of child development. – The student will be able to:

- 19.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
- 19.02 Describe how major theories of human development provide a basis for planning a program.

20.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child. – The student will be able to:

- 20.01 Discuss current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
- 20.02 Discuss how a child's health status influences development.
- 20.03 Describe the importance of physical fitness to health status and development.

21.0 Describe developmentally appropriate guidance and activities for infants and toddlers. – The student will be able to:

- 21.01 Explain visual, auditory, olfactory, gustatory, and tactile stimulation activities.
- 21.02 Describe activities that stimulate gross and fine motor development.
- 21.03 Identify age-appropriate nutritional snacks and an activity related to nutrition
- 21.04 Review appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.
- 21.05 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

22.0 Plan and implement developmentally appropriate motor development activities for preschool children. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
[SC.912.N.1.1]

- 22.01 Describe the stages of physical development.
- 22.02 Plan, implement and evaluate developmentally appropriate gross motor activities.
- 22.03 Plan, implement and evaluate developmentally appropriate fine motor activities.
- 22.04 Select and use appropriate equipment and materials for physical development.

23.0 Guide the cognitive development and general knowledge of preschool children. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
[SC.912.N.1.1]

- 23.01 Explain the development of cognitive ability and general knowledge.
- 23.02 Plan, implement and evaluate developmentally appropriate math activities.
- 23.03 Plan, implement and evaluate developmentally appropriate scientific thinking activities.
- 23.04 Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.
- 23.05 Plan, implement, and evaluate developmentally appropriate art activities.

24.0 Guide the creative development of preschool children which reflects various approaches to learning. – The student will be able to:

- 24.01 Plan, implement and evaluate developmentally appropriate music activities.
- 24.02 Plan, implement and evaluate developmentally appropriate art activities.
- 24.03 Plan, implement and evaluate developmentally appropriate creative movement activities.

25.0 Guide the social and emotional development of preschool children—The student will be able to:

- 25.01 Identify and explain the stages of social and emotional development.
- 25.02 Demonstrate effective, positive guidance techniques for guiding behavior.

- 25.03 Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations).
 - 25.04 Plan, implement and evaluate developmentally appropriate self-concept activities.
 - 25.05 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.
 - 25.06 Plan, implement and evaluate developmentally appropriate dramatic play activities.
 - 25.07 Plan and implement developmentally appropriate group play.
 - 25.08 Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.
 - 25.09 Demonstrate effective, positive guidance techniques for guiding behavior.
 - 25.10 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
- 26.0 Describe the history of school-age child care and the development and diversity of school-age children. – The student will be able to:
- 26.01 Describe the need for school-age child care and how it has evolved.
 - 26.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.
 - 26.03 Explain the personal and professional characteristics of a school-age caregiver.
 - 26.04 Describe how major theories of human development provide a basis for planning programs.
 - 26.05 Explain why and how individual children may overlap both younger and older chronological programs.
 - 26.06 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.
- 27.0 Plan and provide for developmentally appropriate care giving environments for students with special needs. – The student will be able to:
- 27.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
 - 27.02 Provide safe, healthy, and developmentally appropriate environments within the care giving setting.
 - 27.03 Demonstrate adaptations to include children with special needs in classroom activities.
 - 27.04 Identify the steps or process for working with parents when a developmental delay is suspected.
 - 27.05 Demonstrate care giving skills related to Universal Infection Control System.
 - 27.06 Demonstrate appropriate techniques for seizure management and positioning techniques.
- 28.0 Plan and implement classroom management techniques for preschoolers. – The student will be able to:
- 28.01 Develop and implement a plan to meet short and long term goals.
 - 28.02 Identify appropriate teaching techniques to meet various learning styles.
 - 28.03 Identify developmentally appropriate supplies and teaching materials.
 - 28.04 Arrange learning centers for a variety of activities.

- 28.05 Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.
 - 28.06 Maintain children's records.
 - 28.07 Participants will evaluate and demonstrate how teacher intentionality promotes development and enhances learning for children birth-age 8.
- 29.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development. – The student will be able to:
- 29.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
 - 29.02 Assist with planning and implementing schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.
 - 29.03 Assist with planning and implementing techniques for facilitating children's successful participation in all aspects of a program.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education NEW 4
Course Number: 8405140
Course Credit: 1

Course Description:

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	2/56 4%	Anatomy/Physiology Honors	3/53 6%	Astronomy Solar/Galactic Honors	1/52 2%
Algebra 2	^^	Chemistry 1	1/55 2%	Genetics	1/35 3%	Marine Science 1 Honors	1/42 2%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	1/58 2%	Physical Science	1/56 2%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course.

30.0 Apply knowledge of program elements needed to create a successful developmentally-appropriate curriculum. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
[SC.912.N.1.1]

- 30.01 Demonstrate the ability to identify children's needs, interests, and abilities.
- 30.02 Explain ways to develop program philosophies, goals, and objectives.
- 30.03 Assist with planning, preparing, and implementing daily activities and routines.
- 30.04 Develop or analyze math, science, social studies, language, emergent reading and writing, storytelling, creative arts, current events, intergenerational concepts, multiculturalism, parental involvement, safety, physical fitness, and nutrition education activities, which are developmentally appropriate.

31.0 Implement an environment that is conducive to language use and acquisition. – The student will be able to:

- 31.01 Create opportunities for students to instigate and add comments to discussions and conversations.
- 31.02 Facilitate conversations between self and child or child-to-child.

- 31.03 Provide occasions for children to follow two- or three-step directions.
 - 31.04 Identify developmental speech patterns.
 - 31.05 Create opportunities for children to gain meaning by listening.
 - 31.06 Facilitate children using increasingly complex sentences and phrases.
- 32.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff. – The student will be able to:
- 32.01 Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
 - 32.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
 - 32.03 Demonstrate techniques for actively listening to children.
 - 32.04 Explore use of open-ended questions.
 - 32.05 Evaluate the value of professionalism in relationships with children, parents, and staff.
 - 32.06 Demonstrate techniques for actively listening to other staff members.
 - 32.07 Complete a case study on one child.
- 33.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective. – The student will be able to:
- 33.01 Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.
 - 33.02 Plan and implement methods to prevent and/or confront bias in the early childhood program as it relates to gender, race, ethnicity, and persons of varying abilities.
 - 33.03 Integrate activities that build children's self-concept into daily, weekly, and monthly plans.
 - 33.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.
- 34.0 Demonstrate the ability to provide for inclusion of children with special needs. – The student will be able to:
- 34.01 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
 - 34.02 Develop methods and adaptations for inclusion of children with special needs.
 - 34.03 Plan individual and group activities for children with special needs.
 - 34.04 Demonstrate adaptations to include children with special needs in classroom activities.
 - 34.05 Demonstrate appropriate diapering, toileting, and feeding procedures.
 - 34.06 Demonstrate appropriate methods for disposal of bodily products.
- 35.0 Demonstrate mentor skills for team building and collaboration. – The student will be able to:
- 35.01 Identify roles and expectations of early childhood team members and mentors.
 - 35.02 Identify and model early childhood supervisory work practices.

- 35.03 Demonstrate developmentally appropriate conflict resolution strategies for children and adults.
- 35.04 Utilize alternative communication skills.
- 35.05 Plan and implement supervisory interventions appropriate to the role of a mentor.
- 35.06 Describe a positive work environment (how inappropriate communication such as hearsay, gossip, and other negative communication hurt the child, family, child care worker, and program).
- 35.07 Describe ways to deal with negative and destructive communication and replace them with appropriate conflict resolution strategies.

36.0 Analyze recent trends/developments in brain research. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
[SC.912.L.14.26; SC.912.L.14.27; SC.912.L.14.28]

- 36.01 Explain common terms and concepts related to brain development and the formation of neuronal connections.
- 36.02 Use the Internet to prepare a list of recent resources pertaining to brain research.
- 36.03 Relate the brain research findings to the care of children by parents and all other caregivers.

37.0 Research current trends and issues in early childhood education. – The student will be able to:

- 37.01 Identify current trends and issues in Early Childhood Education.
- 37.02 Locate, collect, and organize current information on trends and issues in early childhood education.
- 37.03 Summarize the impact of current trends and issues on the early childhood field.

38.0 Demonstrate professionalism related to the field of early childhood education. – The student will be able to:

- 38.01 Develop a personal philosophy of early childhood education teaching.
- 38.02 Develop personal teaching goals.
- 38.03 Develop criteria and evaluate student Professional Resource Files using national and student developed criteria.
- 38.04 Explain what being a center that has an accreditation means and why it is important to the employee, center, and field of early childhood education.
- 38.05 Identify several types of accreditation and how they differ.
- 38.06 Describe how being a member of a professional early childhood organization helps promote professional growth, support the center, and the field of early childhood.
- 38.07 Demonstrate and list communication and collaboration skills that prepare students to participate as a member of a team
- 38.08 Develop a self-improvement activity related to professionalism.
- 38.09 Identify opportunities for continuing education.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Course Title: Fundamentals of Careers in Education
Course Type: Orientation/Exploratory
Career Cluster: Education and Training

Secondary – Middle School	
Course Number	8409100
CIP Number	0713129905
Grade Level	6-8
Standard Length	Semester
Teacher Certification	VOC HME EC @4 FAM CON SC 1
CTSO	FCCLA
Facility Code	231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Education and Training career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the field of education; the importance of health and safety in the learning environment; children's nutritional needs; developmental stages of children and appropriate learning activities; observation of children; and the use of technology in education-related careers.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career and Technical Student Organization (CTSO)

FCCLA (Family, Career and Community Leaders of America) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students

as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan to meet individual needs and ensure equal access. 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.

In addition to accommodations, some secondary students with disabilities (students with an individual educational plan (IEP) served in exceptional student education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Standards

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

- 01.0 Demonstrate leadership skills.
- 02.0 Demonstrate employability skills as they relate to teaching.
- 03.0 Analyze careers in the field of education.
- 04.0 Practice health and safety in the learning environment.
- 05.0 Analyze the nutritional needs of children.
- 06.0 Analyze physical, emotional, intellectual and social development of children.
- 07.0 Exhibit best practices for learning environments.
- 08.0 Demonstrate effective communication skills.
- 09.0 Recognize age-appropriate learning activities.
- 10.0 Identify basic observation techniques.
- 11.0 Utilize technology as it relates to the field of education.
- 12.0 Demonstrate the skills involved in effective resource management.
- 13.0 Identify components of network systems.
- 14.0 Describe and use communication features of information technology.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Careers in Education
Course Number: 8409100
Course Length: Semester

Course Description:

This middle school course covers leadership, employability, communication, and resource management skills. Students will research careers in the field of education. Students will learn the importance of health and safety in the learning environment, all stages of the developing child, appropriate learning activities, and techniques for observing children.

01.0 Demonstrate leadership skills. – The student will be able to:

- 01.01 Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
- 01.02 Work cooperatively as a group member to achieve organizational goals.
- 01.03 Demonstrate leadership roles and organizational responsibilities.
- 01.04 Identify and utilize the planning process.

02.0 Demonstrate employability skills as they relate to teaching. – The student will be able to:

- 02.01 Identify personal talents and abilities that can contribute to positive self esteem and success in the work place.
- 02.02 Practice teamwork skills.
- 02.03 Practice positive work ethics and identify negative work ethics.
- 02.04 Apply math, reading, science, and critical thinking skills as they relate to the field of education.

03.0 Analyze careers in the field of education. – The student will be able to:

- 03.01 Describe available careers in education.
- 03.02 Classify careers from entry level to professional level.
- 03.03 Explore entrepreneurship opportunities in the field of education
- 03.04 Research and present information on careers in Education to include the roles and responsibilities, opportunities for employment, and requirements for training and certification.

04.0 Practice health and safety in the learning environment. – The student will be able to:

- 04.01 Describe the indicators of a healthy child.
- 04.02 Recognize the indicators of childhood illnesses, and their causes and preventive measures.
- 04.03 Identify common indicators of child abuse and neglect
- 04.04 Research laws that relate to reporting suspected child abuse.
- 04.05 List community agencies that provide help to abused children.
- 04.06 Identify safety guidelines to follow when caring for children.

- 04.07 Create a response plan for emergency situations.
- 04.08 Research available certifications for babysitters.
- 05.0 Analyze the nutritional needs of children. – The student will be able to:
 - 05.01 Identify nutritional needs of children.
 - 05.02 Research foods that may be harmful to children, i.e. food allergies.
 - 05.03 Research long term effects of childhood obesity and poor nutrition.
 - 05.04 Plan and prepare nutritious snacks for children using appropriate safety and sanitation procedures.
- 06.0 Analyze the physical, emotional, intellectual and social development of children. – The student will be able to:
 - 06.01 Describe common physical, emotional, intellectual and social milestones for children.
 - 06.02 Create and demonstrate an age appropriate activity to promote a child's growth and development.
 - 06.03 Research and demonstrate adaptations appropriate for a "special needs" child.
- 07.0 Exhibit best practices for learning environments. – The student will be able to:
 - 07.01 Arrange learning centers that provide for a child's exploration, discovery and development.
 - 07.02 Develop guidelines for establishing activities, routines and transitions for children.
- 08.0 Demonstrate effective communication skills. – The student will be able to:
 - 08.01 Describe why communication is the basis for all relationships.
 - 08.02 Distinguish between non-assertive, assertive, and aggressive communication.
 - 08.03 Demonstrate communication skills that promote positive relationships with children.
 - 08.04 Define and explain appropriate discipline and guidance procedures for children.
 - 08.05 Practice active listening skills.
 - 08.06 Utilize conflict resolution skills.
- 09.0 Recognize age-appropriate learning activities. – The student will be able to:
 - 09.01 Identify age-appropriate learning activities.
 - 09.02 Evaluate games, equipment, activities, books, and play materials for age appropriateness.
- 10.0 Identify basic observation techniques. – The student will be able to:
 - 10.01 Compare and contrast two children in a learning environment.
- 11.0 Utilize technology as it relates to the field of education. – The student will be able to:
 - 11.01 Identify technology utilized in the field of education.
 - 11.02 Analyze technology trends impacting education.
 - 11.03 Apply technology for efficient operation of the learning environment.

- 12.0 Demonstrate the skills involved in effective resource management. – The student will be able to:
- 12.01 Identify steps of the decision-making process.
 - 12.02 Distinguish between a need and a want.
 - 12.03 Explain how values and goals affect decisions.
 - 12.04 Develop a budget and savings plan.
- 13.0 Identify components of network systems. – The student will be able to:
- 13.01 Identify structure to access the Internet, including hardware and software components.
 - 13.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.
 - 13.03 Recognize essential database concepts.
 - 13.04 Define and use additional networking and internet services.
- 14.0 Describe and use communication features of information technology. – The student will be able to:
- 14.01 Define important internet communications protocols and their roles in delivering basic Internet services.
 - 14.02 Identify basic principles of the Domain Name System (DNS).
 - 14.03 Identify security issues related to Internet clients.
 - 14.04 Identify and use principles of Personal Information Management (PIM), including common applications.
 - 14.05 Efficiently transmit text and binary files using popular Internet services.
 - 14.06 Conduct a webcast and related services.
 - 14.07 Represent technical issues to a non technical audience.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Course Title: Fundamentals of Careers in Education and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Education and Training

Secondary - Middle School	
Course Number	8409200
CIP Number	0713129906
Grade Level	6-8
Standard Length	Semester
Teacher Certification	VOC HME EC @4 FAM CON SC 1
CTSO	FCCLA
Facility Code	231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Education and Training career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the field of education; the importance of health and safety in the learning environment; children's nutritional needs; developmental stages of children and appropriate learning activities; observation of children; and the use of technology in education-related careers.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career Planning

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student

advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

This course is the same as Fundamentals of Careers in Education (8409100) except that it has included the career and education planning competencies.

Career and Technical Student Organization (CTSO)

FCCLA (Family, Career and Community Leaders of America) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan to meet individual needs and ensure equal access. 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.

In addition to accommodations, some secondary students with disabilities (students with an individual educational plan (IEP) served in exceptional student education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Standards

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

- 01.0 Demonstrate leadership skills.
- 02.0 Demonstrate employability skills as they relate to teaching.
- 03.0 Analyze careers in the field of education.
- 04.0 Practice health and safety in the learning environment.
- 05.0 Analyze the nutritional needs of children.
- 06.0 Analyze physical, emotional, intellectual and social development of children.
- 07.0 Exhibit best practices for learning environments.
- 08.0 Demonstrate effective communication skills.
- 09.0 Recognize age-appropriate learning activities.
- 10.0 Identify basic observation techniques.
- 11.0 Utilize technology as it relates to the field of education.
- 12.0 Demonstrate the skills involved in effective resource management.
- 13.0 Identify components of network systems.
- 14.0 Describe and use communication features of information technology.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Careers in Education and Career Planning
Course Number: 8409200
Course Length: Semester

Course Description:

This middle school course covers leadership, employability, communication, and resource management skills. Students will research careers in the field of education. Students will learn the importance of health and safety in the learning environment, all stages of the developing child, appropriate learning activities, and techniques for observing children.

01.0 Demonstrate leadership skills. – The student will be able to:

- 01.01 Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
- 01.02 Work cooperatively as a group member to achieve organizational goals.
- 01.03 Demonstrate leadership roles and organizational responsibilities.
- 01.04 Identify and utilize the planning process.

02.0 Demonstrate employability skills as they relate to teaching. – The student will be able to:

- 02.01 Identify personal talents and abilities that can contribute to positive self esteem and success in the work place.
- 02.02 Practice teamwork skills.
- 02.03 Practice positive work ethics and identify negative work ethics.
- 02.04 Apply math, reading, science, and critical thinking skills as they relate to the field of education.

03.0 Analyze careers in the field of education. – The student will be able to:

- 03.01 Describe available careers in education.
- 03.02 Classify careers from entry level to professional level.
- 03.03 Explore entrepreneurship opportunities in the field of education
- 03.04 Research and present information on careers in Education to include the roles and responsibilities, opportunities for employment, and requirements for training and certification.

04.0 Practice health and safety in the learning environment. – The student will be able to:

- 04.01 Describe the indicators of a healthy child.
- 04.02 Recognize the indicators of childhood illnesses, and their causes and preventive measures.
- 04.03 Identify common indicators of child abuse and neglect
- 04.04 Research laws that relate to reporting suspected child abuse.
- 04.05 List community agencies that provide help to abused children.
- 04.06 Identify safety guidelines to follow when caring for children.

- 04.07 Create a response plan for emergency situations.
- 04.08 Research available certifications for babysitters.
- 05.0 Analyze the nutritional needs of children. – The student will be able to:
 - 05.01 Identify nutritional needs of children.
 - 05.02 Research foods that may be harmful to children, i.e. food allergies.
 - 05.03 Research long term effects of childhood obesity and poor nutrition.
 - 05.04 Plan and prepare nutritious snacks for children using appropriate safety and sanitation procedures.
- 06.0 Analyze the physical, emotional, intellectual and social development of children. – The student will be able to:
 - 06.01 Describe common physical, emotional, intellectual and social milestones for children.
 - 06.02 Create and demonstrate an age appropriate activity to promote a child's growth and development.
 - 06.03 Research and demonstrate adaptations appropriate for a "special needs" child.
- 07.0 Exhibit best practices for learning environments. – The student will be able to:
 - 07.01 Arrange learning centers that provide for a child's exploration, discovery and development.
 - 07.02 Develop guidelines for establishing activities, routines and transitions for children.
- 08.0 Demonstrate effective communication skills. – The student will be able to:
 - 08.01 Describe why communication is the basis for all relationships.
 - 08.02 Distinguish between non-assertive, assertive, and aggressive communication.
 - 08.03 Demonstrate communication skills that promote positive relationships with children.
 - 08.04 Define and explain appropriate discipline and guidance procedures for children.
 - 08.05 Practice active listening skills.
 - 08.06 Utilize conflict resolution skills.
- 09.0 Recognize age-appropriate learning activities. – The student will be able to:
 - 09.01 Identify age-appropriate learning activities.
 - 09.02 Evaluate games, equipment, activities, books, and play materials for age appropriateness.
- 10.0 Identify basic observation techniques. – The student will be able to:
 - 10.01 Compare and contrast two children in a learning environment.
- 11.0 Utilize technology as it relates to the field of education. – The student will be able to:
 - 11.01 Identify technology utilized in the field of education.
 - 11.02 Analyze technology trends impacting education.
 - 11.03 Apply technology for efficient operation of the learning environment.

- 12.0 Demonstrate the skills involved in effective resource management. – The student will be able to:
- 12.01 Identify steps of the decision-making process.
 - 12.02 Distinguish between a need and a want.
 - 12.03 Explain how values and goals affect decisions.
 - 12.04 Develop a budget and savings plan.
- 13.0 Identify components of network systems. – The student will be able to:
- 13.01 Identify structure to access internet, including hardware and software components.
 - 13.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.
 - 13.03 Recognize essential database concepts.
 - 13.04 Define and use additional networking and internet services.
- 14.0 Describe and use communication features of information technology. – The student will be able to:
- 14.01 Define important internet communications protocols and their roles in delivering basic Internet services.
 - 14.02 Identify basic principles of the Domain Name System (DNS).
 - 14.03 Identify security issues related to Internet clients.
 - 14.04 Identify and use principles of Personal Information Management (PIM), including common applications.
 - 14.05 Efficiently transmit text and binary files using popular Internet services.
 - 14.06 Conduct a webcast and related services.
 - 14.07 Represent technical issues to a non technical audience.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

The student will be able to:

- 15.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 16.0 Develop skills to locate, evaluate, and interpret career information.
- 17.0 Identify and demonstrate processes for making short and long term goals.
- 18.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills.
- 19.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 20.0 Identify a career cluster and related pathways that match career and education goals.
- 21.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 22.0 Demonstrate knowledge of technology and its application in career fields/clusters.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Course Title: Introduction to Education and Training
Course Type: Orientation/Exploratory
Career Cluster: Education and Training

Secondary - Middle School	
Program Number	8440350
CIP Number	148440350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	VOC HME EC @4 FAM CON SC 1 PK PRIMARY H PRESCH ED A PRIMARY ED @B E CHILD ED @0 ANY FIELD WHEN CERTIFICATION REFLECTS BACHELORS OR HIGHER
CTSO	FCCLA
Facility Code	231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Education and Training career cluster. The content includes but is not limited to planning, managing and providing educations and training services, and related learning support services. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Career and Technical Student Organization (CTSO)

Family, Career & Community Leadership of America, Inc. (FCCLA) is the appropriate Career and Technical Student Organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan to meet individual needs and ensure equal access. 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Standards

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

- 01.0 Demonstrate an understanding of the Administration and Administrative Support career pathway.
- 02.0 Demonstrate an understanding of the Professional Support Services career pathway.
- 03.0 Demonstrate an understanding of the Teaching/Training career pathway.
- 04.0 Apply leadership and communication skills.
- 05.0 Describe how information technology is used in the Education and Training career cluster.
- 06.0 Use information technology tools.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Education and Training
Course Number: 8440350
Course Length: Semester

Course Description:

Beginning with a broad overview of the Education and Training career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Education and Training career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

01.0 Demonstrate an understanding of the Administration and Administrative Support career pathway. – The student will be able to:

- 01.01 Define and use proper terminology associated with the Administration and Administrative Support career pathway.
- 01.02 Describe some of the careers available in the Administration and Administrative Support career pathway.
- 01.03 Identify common characteristics of the careers in the Administration and Administrative Support career pathway.
- 01.04 Research the history of the Administration and Administrative Support career pathway and describe how the associated careers have evolved and impacted society.
- 01.05 Identify skills required to successfully enter any career in the Administration and Administrative Support career pathway.
- 01.06 Describe technologies associated in careers within the Administration and Administrative Support career pathway.

02.0 Demonstrate an understanding of the Professional Support Services career pathway. – The student will be able to:

- 02.01 Define and use proper terminology associated with the Professional Support Services career pathway.
- 02.02 Describe some of the careers available in the Professional Support Services career pathway.
- 02.03 Identify common characteristics of the careers in the Professional Support Services career pathway.
- 02.04 Research the history of the Professional Support Services career pathway and describe how the careers have evolved and impacted society.
- 02.05 Identify skills required to successfully enter any career in the Professional Support Services career pathway.
- 02.06 Describe technologies associated in careers within the Professional Support Services career pathway.

03.0 Demonstrate an understanding of the Teaching/Training career pathway. – The student will be able to:

- 03.01 Define and use proper terminology associated with the Teaching/Training career pathway.
 - 03.02 Describe some of the careers available in the Teaching/Training career pathway.
 - 03.03 Identify common characteristics of the careers in the Professional Support Services career pathway.
 - 03.04 Research the history of the Teaching/Training career pathway and describe how the careers have evolved and impacted society.
 - 03.05 Identify skills required to successfully enter any career in the Teaching/Training career pathway.
 - 03.06 Describe technologies associated in careers within the Teaching/Training career pathway.
- 06.0 Apply leadership and communication skills. – The student will be able to:
- 06.01 Discuss the establishment and history of the FCCLA organization.
 - 06.02 Identify the characteristics and responsibilities of organizational leaders.
 - 06.03 Demonstrate parliamentary procedure skills during a meeting.
 - 06.04 Participate on a committee which has an assigned task and report to the class.
 - 06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
 - 06.06 Use a computer to assist in the completion of a project related to the Education and Training career cluster.
- 07.0 Describe how information technology is used in the Education and Training career cluster. – The student will be able to:
- 07.01 Identify information technology (IT) careers in the Education and Training career cluster, including the responsibilities, tasks and skills they require.
 - 07.02 Relate information technology project management concepts and terms to careers in the Education and Training career cluster.
 - 07.03 Manage information technology components typically used in professions of the Education and Training career cluster.
 - 07.04 Identify security-related ethical and legal IT issues faced by professionals in the Education and Training career cluster.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Education and Training career cluster.
 - 08.02 Use e-mail clients to send simple messages and files to other Internet users.
 - 08.03 Demonstrate ways to communicate effectively using Internet technology.
 - 08.04 Use different types of web search engines effectively to locate information relevant to the Education and Training career cluster.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Course Title: Introduction to Education and Training and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Education and Training

Secondary - Middle School	
Program Number	8440360
CIP Number	148440360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	VOC HME EC @4 FAM CON SC 1 PK PRIMARY H PRESCH ED A PRIMARY ED @B E CHILD ED @0 ANY FIELD WHEN CERTIFICATION REFLECTS BACHELORS OR HIGHER
CTSO	FCCLA
Facility Code	231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Education and Training career cluster. The content includes but is not limited to planning, managing and providing educations and training services, and related learning support services. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Career Planning

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Career and Technical Student Organization (CTSO)

Family, Career & Community Leadership of America, Inc. (FCCLA) is the appropriate Career and Technical Student Organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan to meet individual needs and ensure equal access. 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course.

Standards

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

- 01.0 Demonstrate an understanding of the Administration and Administrative Support career pathway.
- 02.0 Demonstrate an understanding of the Professional Support Services career pathway.
- 03.0 Demonstrate an understanding of the Teaching/Training career pathway.
- 04.0 Apply leadership and communication skills.
- 05.0 Describe how information technology is used in the Education and Training career cluster.
- 06.0 Use information technology tools.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Education and Training and Career Planning
Course Number: 8440360
Course Length: Semester

Course Description:

Beginning with a broad overview of the Education and Training career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Education and Training career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

01.0 Demonstrate an understanding of the Administration and Administrative Support career pathway. – The student will be able to:

- 01.01 Define and use proper terminology associated with the Administration and Administrative Support career pathway.
- 01.02 Describe some of the careers available in the Administration and Administrative Support career pathway.
- 01.03 Identify common characteristics of the careers in the Administration and Administrative Support career pathway.
- 01.04 Research the history of the Administration and Administrative Support career pathway and describe how the associated careers have evolved and impacted society.
- 01.05 Identify skills required to successfully enter any career in the Administration and Administrative Support career pathway.
- 01.06 Describe technologies associated in careers within the Administration and Administrative Support career pathway.

02.0 Demonstrate an understanding of the Professional Support Services career pathway. – The student will be able to:

- 02.01 Define and use proper terminology associated with the Professional Support Services career pathway.
- 02.02 Describe some of the careers available in the Professional Support Services career pathway.
- 02.03 Identify common characteristics of the careers in the Professional Support Services career pathway.
- 02.04 Research the history of the Professional Support Services career pathway and describe how the careers have evolved and impacted society.
- 02.05 Identify skills required to successfully enter any career in the Professional Support Services career pathway.
- 02.06 Describe technologies associated in careers within the Professional Support Services career pathway.

03.0 Demonstrate an understanding of the Teaching/Training career pathway. – The student will be able to:

- 03.01 Define and use proper terminology associated with the Teaching/Training career pathway.
 - 03.02 Describe some of the careers available in the Teaching/Training career pathway.
 - 03.03 Identify common characteristics of the careers in the Professional Support Services career pathway.
 - 03.04 Research the history of the Teaching/Training career pathway and describe how the careers have evolved and impacted society.
 - 03.05 Identify skills required to successfully enter any career in the Teaching/Training career pathway.
 - 03.06 Describe technologies associated in careers within the Teaching/Training career pathway.
- 06.0 Apply leadership and communication skills. – The student will be able to:
- 06.01 Discuss the establishment and history of the FCCLA organization.
 - 06.02 Identify the characteristics and responsibilities of organizational leaders.
 - 06.03 Demonstrate parliamentary procedure skills during a meeting.
 - 06.04 Participate on a committee which has an assigned task and report to the class.
 - 06.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
 - 06.06 Use a computer to assist in the completion of a project related to the Education and Training career cluster.
- 07.0 Describe how information technology is used in the Education and Training career cluster. – The student will be able to:
- 07.01 Identify information technology (IT) careers in the Education and Training career cluster, including the responsibilities, tasks and skills they require.
 - 07.02 Relate information technology project management concepts and terms to careers in the Education and Training career cluster.
 - 07.03 Manage information technology components typically used in professions of the Education and Training career cluster.
 - 07.04 Identify security-related ethical and legal IT issues faced by professionals in the Education and Training career cluster.
- 08.0 Use information technology tools. – The student will be able to:
- 08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Education and Training career cluster.
 - 08.02 Use e-mail clients to send simple messages and files to other Internet users.
 - 08.03 Demonstrate ways to communicate effectively using Internet technology.
 - 08.04 Use different types of web search engines effectively to locate information relevant to the Education and Training career cluster.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

The student will be able to:

- 09.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 10.0 Develop skills to locate, evaluate, and interpret career information.
- 11.0 Identify and demonstrate processes for making short and long term goals.
- 12.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills.
- 13.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 14.0 Identify a career cluster and related pathways that match career and education goals.
- 15.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 16.0 Demonstrate knowledge of technology and its application in career fields/clusters.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Course Title: Education and Training Directed Study
Career Cluster: Education and Training

Secondary – Career Preparatory	
Course Number	8500100
CIP Number	0420999901
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	Any Home Economics Ed G GEN HME EC @2 PK PRIMARY H PRIMARY ED @B VOC HME EC @4 PRESCH ED A FAM CON SC 1 E CHILD ED 2
CTSO	FCCLA SkillsUSA

Purpose

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Education and Training, Hospitality and Tourism, and Arts, AV, Technology and Communication clusters that will enhance opportunities for employment in the career field chosen by the student.

Course Structure

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.

The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

Laboratory Activities

A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom, in an industry setting, or a virtual learning environment.

Special Notes

Career and Technical Student Organization (CTSO)

FCCLA (Family, Career and Community Leaders of America) or Skills USA is the appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Standards

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

- 01.0 Demonstrate expertise in a specific occupation contained within the career cluster.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results.
- 03.0 Apply enhanced leadership and professional career skills.

04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Education and Training Directed Study
Course Number: 8500410
Course Credit: 1

- 01.0 Demonstrate expertise in a specific occupation contained within the career cluster.
- 01.01 The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual students assessed needs.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results—The student will be able to:
- 02.01 Select investigative study referencing prior research and knowledge.
02.02 Collect, organize and analyze data accurately and precisely.
02.03 Design procedures to test the research.
02.04 Report, display and defend the results of investigations to audiences that may include professionals and technical experts.
- 03.0 Apply enhanced leadership and professional career skills—The student will be able to:
- 03.01 Develop and present a professional presentation offering potential solutions to a current issue.
03.02 Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience.
03.03 Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations.
03.04 Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews.
- 04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study—The student will be able to:
- 04.01 Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.
04.02 Read and interpret information relative to the chosen occupation.
04.03 Locate and evaluate key elements of oral and written information.
04.04 Analyze and apply data and/or measurements to solve problems and interpret documents.
04.05 Construct charts/tables/graphs using functions and data.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Secondary School Age Certification Training
Program Type: Career Preparatory
Career Cluster: Education and Training

Secondary – Career Preparatory	
Program Number	8500160
CIP Number	0420010103
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	VOC HME EC @2@4 PRESCH ED A PRIMARY ED @B GEN HME EC @2 FAM CON SC 1 E CHILD ED @0 PK/PRIMARY H ***NOTE: THE CERTIFICATIONS HME EC OCC @7G 7 AND HOMEMAKING @7G @2 7 ARE ACCEPTABLE FOR THIS PROGRAM ONLY IF THE INSTRUCTOR HAS A MINIMUM OF AN ASSOCIATE'S DEGREE, MEETS ALL CURRENT DCF TRAINER REQUIREMENTS (SEE F.A.C. 65C-22.003 TRAINER QUALIFICATIONS), AND MEETS ALL DISTRICT REQUIREMENTS.
CTSO	FCCLA
SOC Codes (all applicable)	39-9011 – Childcare Workers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

In order to teach this program and in addition to the above certifications, teachers must meet and follow the requirements and guidelines established by the Department of Children and Families (DCF). Requirements and guidelines can be obtained through your local Training Coordinating Agency.

For more information, go to: www.myflorida.com/childcare/training.

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 and 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 and Training career cluster.

The content includes but is not limited to school age skills and understanding and demonstration of the following elements of the child care industry; professionalism, out of school environments, physical and intellectual competence, family involvement, developmentally appropriate practices for school age children and program management.

Program Structure

This program is a planned sequence of instruction consisting of four secondary courses.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8500170	Secondary School Age Certification Training 1	1 credit	39-9011	2
	8500175	Secondary School Age Certification Training 2	1 credit		2
	8500180	Secondary School Age Certification Training 3	1 credit		2
B	8500185	Secondary School Age Certification Training 4	1 credit	39-9011	2

Laboratory Activities

Laboratory activities are an integral part of this program. These activities provide instruction in the use of manipulative equipment; language development; creative art, music, science, dramatic play, developmentally appropriate practices, and brain research. Observation and **supervised** work experience with children in a school laboratory or a community laboratory setting are an integral part of this program. To meet School Age Professional Certificate (SAPC) status, a student must obtain 480 hours of direct work experience with school age children in a school laboratory or community laboratory setting **while they are enrolled in the program** as well as 120 hours of classroom instruction.

Special Notes

To offer the DCF mandated Introductory Child Care Courses as part of the Florida School Age Certification Training Program, approval must be obtained from the local DCF child care Training Coordinating Agency.

To teach the DCF, Introductory Child Care Courses the instructor must meet the trainer requirements established by DCF.

Programs offering the Introductory Child Care Courses will be required to use DCF materials and be subject to monitoring by the coordinating agencies.

The DCF mandated training (Introductory Child Care Courses - 30 hours) includes the following:

- State & Local Rules & Regulations – 6 hours**
- Health, Safety, & Nutrition – 8 hours**
- Identifying & Reporting Child Abuse & Neglect – 4 hours**
- Child Growth & Development – 6 hours**
- Behavioral Observation & Screening – 6 hours**

The Florida Department of Education SAPC is a **school-age** specialization. Thus, students should also take the **School Age Appropriate Practices course (10 hours).**

Instructors should be knowledgeable about Florida School Age Child Care Regulations, NSACA (National School Age Care Alliance; now NAA, National After School Association) standards and policies for school age services. (<http://www.naaweb.org/publications.htm>).

Recommended texts are “Caring for Children in School-Age Programs”, Volume I and II and “A Trainer’s Guide to Caring for Children in School-Age Programs”. These are available from Teaching Strategies, Inc., P.O. Box 42243, Washington, DC 20015, (800) 637-3652.

Students can be awarded the Florida Department of Education **SAPC** upon completion of this program and meeting all requirements. The Florida Department of Education SAPC is recognized by the DCF. Students who earn the SAPC are eligible for a DCF Staff Credential.

In order for SAPC recipients to receive their Staff Credential, their name must be entered into a database by the instructor, district supervisor, or designated personnel. The link for the database is https://app1.fldoe.org/ECPC_Certificate/default.aspx. Instructions for using the database are listed beside this document on the webpage.

NOTE: The Child Care Program Office will only issue a Staff Credential, CF-FSP Form 5206, through a student’s on-line training transcript. Students may print hard copies of their Staff Credential directly from their transcript. Hard copies will no longer be mailed out from the Program Office and/or the Child Care Training Information Center.

Career and Technical Student Organization (CTSO)

FCCLA (Family, Career and Community Leaders of America) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

Standards

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

- 01.0 Identify rules and regulations which govern child care.
- 02.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 03.0 Plan and implement food service and nutrition education.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age twelve).
- 06.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve.
- 07.0 Identify communication skills related to child care.
- 08.0 Identify various observation and recording methods.
- 09.0 Recognize appropriate methods of guidance.
- 10.0 Demonstrate professionalism.
- 11.0 Provide a safe environment.
- 12.0 Provide and promotes an environment that contributes to good health, physical fitness, and nutrition.
- 13.0 Use space, relationships, materials and routines as resources for constructing enriching environments.
- 14.0 Provide hands-on activities, experiences and opportunities that encourage curiosity, exploration, and problem solving.
- 15.0 Provide communication opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- 16.0 Provide opportunities that stimulate school age children to play with sound, rhythm, languages, materials, space, and ideas to express their creative abilities.
- 17.0 Provide physical and emotional security for each school-age child.
- 18.0 Provide opportunities for positive social interaction.
- 19.0 Provide a supportive environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.
- 20.0 Establish and maintain family involvement in school-age activities.
- 21.0 Create a systematic and responsive approach to create a school-age program.
- 22.0 Create a portfolio.
- 23.0 Prepare a Professional Resource File.
- 24.0 Demonstrate leadership and organizational skills.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Secondary School Age Certification Training 1
Course Number: 8500170
Course Credit: 1 credit

Course Description: This course covers child care rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, communication skills, principles of child nutrition, and methods of guidance.

01.0 Identify rules and regulations which govern child care. – The student will be able to:

- 01.01 Identify the need for child care.
- 01.02 Identify child care facilities that require licensing.
- 01.03 Identify the major areas of child care standards.
- 01.04 Identify the local licensing agency and its responsibilities.
- 01.05 Identify local fire, safety, sanitation and health regulations.
- 01.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
- 01.07 Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
- 01.08 Identify information concerning child discipline in State Rule 65C-22.001-006.
- 01.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.
- 01.10 Discuss professional ethics for the child and youth care field.

02.0 Plan, establish and maintain a safe, clean, and healthy learning environment. – The student will be able to:

- 02.01 Identify characteristics of, plan and establish a safe, sanitary, healthy child care environment.
- 02.02 Describe ways to assist children with personal hygiene routines.
- 02.03 Develop a checklist for evaluations, safety, and sanitation features.
- 02.04 Recognize potential safety and fire hazard problems and plan ways to prevent accidents.
- 02.05 Demonstrate evacuation procedures.
- 02.06 Identify characteristics of a healthy child.
- 02.07 Recognize symptoms of childhood illness.
- 02.08 Identify communicable diseases.
- 02.09 Identify procedures for administering and documenting medication.
- 02.10 Complete a medication permission form.
- 02.11 Describe ways in which the spread of disease in school age settings can be prevented.
- 02.12 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.
- 02.13 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
- 02.14 Identify proper procedures for transporting children.

- 02.15 Demonstrate use of fire extinguishers.
 - 02.16 Practice universal precautions.
 - 02.17 Visualize and plan for emergency/disaster situations.
 - 02.18 Use appropriate telephone numbers in a simulated emergency situation.
 - 02.19 Identify the need and responsible use of equipment and supplies.
 - 02.20 Follow established procedures for reporting and documenting accidents/incidents.
 - 02.21 Discuss ways for children to develop positive attitudes and skills for daily routines.
 - 02.22 Practice environmentally sound procedures within the facility.
 - 02.23 List ways to make a playground safe.
- 03.0 Plan and implement food service and nutrition education. – The student will be able to:
- 03.01 Identify the nutritional needs of children; infants through school age (birth through age twelve).
 - 03.02 Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children, with emphasis on K – 5th grade.
 - 03.03 Identify and practice safe and sanitary food service habits in assisting with mealtime routines.
 - 03.04 Identify foods that are potentially dangerous for young children’s consumption.
 - 03.05 Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children.
 - 03.06 Recognize age appropriate nutrition education activities.
 - 03.07 Recognize special food needs and/or food allergies.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:
- 04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
 - 04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
 - 04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
 - 04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
 - 04.05 Identify the characteristics of abusers.
 - 04.06 Identify the impacts and effects of child abuse and neglect.
 - 04.07 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.
 - 04.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.
 - 04.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
 - 04.10 Identify local community resources that provide help for the abused and the abuser.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age twelve). – The student will be able to:

- 05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
 - 05.02 Describe the physical, social-emotional, cognitive, and language characteristics of children from birth through age twelve, with emphasis on K – 5th grade.
 - 05.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
- 06.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve, with emphasis on K – 5th grade. – The student will be able to:
- 06.01 Identify and demonstrate various methods of curriculum planning for young children.
 - 06.02 Define developmentally appropriate practices.
 - 06.03 Discuss the importance of learning through play.
 - 06.04 Describe learning centers used in developmentally appropriate environments.
- 07.0 Identify communication skills related to school age programs. – The student will be able to:
- 07.01 Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.
 - 07.02 Describe ways to promote positive interaction between the family, child care center and community.
- 08.0 Identify various observation and recording methods. – The student will be able to:
- 08.01 Identify observation techniques and methods used in a child care setting.
 - 08.02 Interpret and evaluate a child observation form.
 - 08.03 Observe, record, and report the behavior of children of various ages on an observation form.
 - 08.04 Discuss the importance of, and create a plan for the confidentiality of child/family records.
 - 08.05 Differentiate between developmental screening, developmental assessment, developmental evaluation, and program evaluation.
- 09.0 Recognize developmentally appropriate methods of guidance. – The student will be able to:
- 09.01 Describe methods of direct and indirect guidance.
 - 09.02 Identify preventative measures of direct and indirect guidance.
 - 09.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
 - 09.04 Identify acceptable and unacceptable methods of guiding behavior.
 - 09.05 Demonstrate effective, positive guidance techniques for guiding behavior.
 - 09.06 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Secondary School Age Certification Training 2
Course Number: 8500175
Course Credit: 1 credit

Course Description: This course covers professionalism, healthy and enriching environments for children, and proper use of materials and equipment to develop a variety of activities for school age children.

- 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy. – The student will be able to:
- 10.01 Identify factors that aid professional growth of a school-age child care worker.
 - 10.02 Identify and use job-related school-age child care terminology.
 - 10.03 Identify and demonstrate effective communication skills to use with personnel and parents/guardians of school-age children.
 - 10.04 Identify opportunities for continuing education in the area of school-age care.
 - 10.05 Develop a plan for professional development.
 - 10.06 Assess one's attitude and performance in school-age care.
 - 10.07 Identify and demonstrate the exemplary behavior, and social skills needed as a role model for school-age children.
 - 10.08 Analyze legal issues and liability as they relate to a school-age child care worker.
 - 10.09 Demonstrate employability skills including a job search.
 - 10.10 Research professional organizations related to school age children care.
- 11.0 Provide a safe environment. – The student will be able to:
- 11.01 Follow Florida safety regulations designed to keep children safe.
 - 11.02 Conduct safety checks, in-door and out.
 - 11.03 Remove or repair unsafe items.
 - 11.04 Create a safe environment for school age program including traffic patterns, quiet and active play areas, sign-in areas.
 - 11.05 Create a daily schedule that provides time for active and quiet play.
 - 11.06 Conduct safety training with children including their input into rules.
 - 11.07 Recognize and ensure appropriate staff to child ratios and group sizes.
 - 11.08 Explain rules and procedures for sports and activities.
 - 11.09 Create and carry out an emergency plan for accidents, injuries, illness, fire and weather related acts.
 - 11.10 Create and carry out a plan for children's safety during field trips.
 - 11.11 Prepare and demonstrate the proper use of a first aid kit.
 - 11.12 Create an emergency phone list.
- 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition. – The student will be able to:

- 12.01 Follow Florida Child Care regulations that address health, sanitation, and food handling practices.
 - 12.02 Model and teach habits that promote good health, physical fitness, and nutrition.
 - 12.03 Create a supply list that helps children practice healthy habits.
 - 12.04 Act to detect and prevent maltreatment of children.
 - 12.05 Ensure high standard of cleanliness and sanitation of facility.
 - 12.06 Create plan to deal with medical emergencies or illness.
 - 12.07 Provide healthful, nutritious and pleasant snack food experiences for school age children.
 - 12.08 Create a list of resources on health and hygiene, such as magazines, books, and guest health professionals.
- 13.0 Use space, relationships, materials and routines as resources for constructing enriching environments. – The student will be able to:
- 13.01 Create a variety of well-equipped, inviting, and responsive interest areas.
 - 13.02 Separate interest areas so that simultaneous activities can occur.
 - 13.03 Plan interest areas and resources for quiet and noisy activities.
 - 13.04 Plan designated spaces for age appropriate activities.
 - 13.05 Gain children's input and ideas for arranging the environment.
 - 13.06 Adapt the environment to make appropriate for children with special needs.
 - 13.07 Plan for materials that reflect diversity, show no bias, meet a wide range of skills, build on interests of children and allow the children to be successful.
 - 13.08 Create transitions for children to move from one activity to another.
 - 13.09 Observe and interact with children to determine their interest.
 - 13.10 Create a systematic storage plan and area for all materials.
 - 13.11 Establish a plan which coordinates with other programs which share the school age program space.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Secondary School Age Certification Training 3
Course Number: 8500180
Course Credit: 1 credit

Course Description: This course covers how to coordinate activities and experiences that help school age children develop problem solving skills, communication skills, and provide opportunities to be creative. Also included are components on helping children with social interaction and acceptable behavior.

- 14.0 Provide hands-on activities, experiences and opportunities that encourage curiosity, exploration, and problem solving. – The student will be able to:
- 14.01 Create an environment where learning means fun.
 - 14.02 Encourage children to be in charge of their own learning.
 - 14.03 Encourage children to develop their inter-personal and intrapersonal intelligences.
 - 14.04 Encourage children to explore adult skills to make and produce items or talents.
 - 14.05 Incorporate literacy strategies into planned activities.
 - 14.06 Help students achieve balance between academic needs and other developmental needs.
 - 14.07 Expose children to experiences involving new information, ideas and concepts appropriate to school age children.
- 15.0 Provide communication opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings. – The student will be able to:
- 15.01 Model positive communication skills.
 - 15.02 Provide materials that encourage language development.
 - 15.03 Provide opportunities for children to develop and use communication skills into all program activities.
 - 15.04 Ask open-ended questions.
 - 15.05 Observe children's nonverbal cues to create communication with children.
 - 15.06 Introduce complex communication skills such as assertiveness, conflict resolution and refusal skills.
- 16.0 Provide opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas to express their creative abilities. – The student will be able to:
- 16.01 Model and offer enthusiastic leadership for creative thinking projects.
 - 16.02 Create an environment that encourages creativity.
 - 16.03 Provide daily schedule which allows children to make plans and carry them out.
 - 16.04 Introduce new, creative processes, ideas and activities to children.

17.0 Provide physical and emotional security for each school-age child. – The student will be able to:

17.01 Respect the individuality of children.

17.02 Provide opportunities for children to learn about and appreciate a variety of cultures and ethnic groups.

17.03 Provide opportunities for children to experience success and acknowledge their own progress.

17.04 Provide opportunities for children to solve their own problems.

17.05 Provide children with opportunities that help them learn positive social values.

18.0 Provide opportunities for positive social interaction and group experiences. – The student will be able to:

18.01 Model positive ways to interact with other people of all ages.

18.02 Employ observation skills to understand the social needs of each child.

18.03 Use strategies to help children develop and practice the skills to get along with others.

18.04 Use strategies to help children develop conflict management skills.

18.05 Help children build a sense of community among staff and children.

18.06 Plan activities that offer opportunities for children to be involved in their communities.

19.0 Provide a supportive environment for children to learn and practice appropriate and acceptable behavior in individual and group settings. – The student will be able to:

19.01 Create an environment of mutual respect.

19.02 Guide children's behavior in a positive manner using a variety of guidance methods.

19.03 Use problem solving and problem prevention methods.

19.04 Follow a daily schedule that allows children freedom within the structure.

19.05 Communicate discipline policies clearly.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Secondary School Age Certification Training 4
Course Number: 8500185
Course Credit: 1 credit

Course Description: This course covers how to maintain family involvement at school and how to develop a quality school age program. In addition to demonstrating leadership and organizational skills, students will be required to create a portfolio and prepare a resource file.

- 20.0 Establish and maintain family involvement in school – age activities. – The student will be able to:
- 20.01 Demonstrate respect for families and their input.
 - 20.02 Develop a system of regular communication with parents and families.
 - 20.03 Provide families with program information and activities.
 - 20.04 Provide families with developmentally appropriate activities for school-age children.
 - 20.05 Encourage parent/family involvement in care activities.
 - 20.06 Work constructively with parents to resolve behavior issues.
 - 20.07 Serve as a family resource.
- 21.0 Create a systematic and responsive approach to create a school-age program. – The student will be able to:
- 21.01 Engage parents and families in developing program.
 - 21.02 Work with staff to ensure program excellence.
 - 21.03 Develop a responsive high quality program.
 - 21.04 Explain program policies.
 - 21.05 Manage business operations.
 - 21.06 Work cooperatively and appropriately with volunteers and community partners.
- 22.0 Create a portfolio. – The student will be able to:
- 22.01 Write a 300-word autobiographical statement which describes you as a person (your past, reasons for choosing to work with school age children, interests, hobbies, future plans).
 - 22.02 Write a 300 word description of the school-age program (goals and philosophy of the program; description of children student is working with; weekly activity schedule).
 - 22.03 Prepare 3 written entries for each of the functional areas of professionalism, safety, health, out of school environments, physical competence, cognitive competence, communication, creativity, development of self, social development, guidance, productive relationships with families, and operational program management.
- 23.0 Prepare a Professional Resource File. – The student will be able to prepare a resource file which includes the following:

- 23.01 A copy of the Florida regulations appropriate for modality of care.
 - 23.02 A list of 3 outside agencies involved in improving the quality of care for school-age children.
 - 23.03 Brochures and membership information for a minimum of two professional associations.
 - 23.04 Name and contact information of community agencies that provide resources for children with disabling conditions.
 - 23.05 Description of a workshop you attended in the past year.
 - 23.06 Reporting procedures for suspected child abuse.
 - 23.07 Description of appropriate procedures for handling a child who receives a head injury after falling from a playground structure.
 - 23.08 Sample of a day's menu with nutrient analysis.
 - 23.09 Four songs - two from other cultures.
 - 23.10 Three art activities, listing all materials and how children are expected to use them.
 - 23.11 Two gross motor skill activities appropriate for 5-7, 8-10 and 10-12 year olds.
 - 23.12 Titles, Authors, publishers, copyright dates and brief synopsis of two books suitable for school-age children that support gender identity, deal with the reproductive process, and separation, divorce, remarriage or blended families.
 - 23.13 Copy of the facility's rules developed with input from children.
 - 23.14 List of five ways the school-age program helps children develop friendships and increase social skills.
 - 23.15 List of five ways parental support is provided within the program.
 - 23.16 List of five activities in which parents can participate.
 - 23.17 List of 5 places in the local area for field trips (include purpose of selecting location, contact person/information, transportation arrangements, how the trip enhances an activity plan, sample parental permission form, and 3-5 essential items needed on a field trip).
 - 23.18 List of and contact information for outreach agencies that support school-age programs.
 - 23.19 Observation tool for recording children's behavior information.
 - 23.20 Daily schedule including time blocks, activities and age groupings.
- 24.0 Demonstrate leadership and organizational skills. – The student will be able to:
- 24.01 Identify professional, labor, and student organizations as related to school and the child care industry.
 - 24.02 Identify purposes and functions of professional and student organizations.
 - 24.03 Identify roles and responsibilities of organization members.
 - 24.04 Identify ways to work cooperatively as a team member to achieve organizational goals.
 - 24.05 Demonstrate confidence in leadership roles and organizational responsibilities.
 - 24.06 Demonstrate commitment to achieve organizational goals.
 - 24.07 Develop a personal-growth project related to organizational skills.
 - 24.08 Demonstrate critical thinking and problem-solving skills

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Child Development
Program Type: Non Career Preparatory
Career Cluster: Education and Training

Secondary – Non Career Preparatory	
Program Number	8500310
CIP Number	09200102PA
Grade Level	9-12, 30, 31
Standard Length	.5 credit
Teacher Certification	VOC HME EC @4 E CHILD ED @0 PRESCH ED A PK PRIMARY H FAM CON SC 1 PRIMARY ED @B
CTSO	FCCLA
Facility Code	231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Education and Training.

The content includes but is not limited to understanding the nature of child development from conception to school age. This course emphasizes positive development and nurturing of the family at each stage of a child's growth.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Child Development	^^	^^	^^	6/53 11%	4/52 10%	12/56 21%	3/55 5%	1/58 2%	7/35 20%	5/42 12%	4/56 7%	2/53 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course.

Career and Technical Student Organization (CTSO)

FCCLA (Family, Career and Community Leaders of America) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

Standards

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

- 01.0 Identify principles of human growth and child development.
- 02.0 Consider family planning strategies.
- 03.0 Describe prenatal development, care and the birth process.
- 04.0 Determine developmental stages with appropriate activities and expectations from birth to school age.
- 05.0 Identify methods if observation used to recognize children with possible developmental delays and the steps to take with a special needs child.
- 06.0 Assess the family and society's role in protecting the rights of children.

- 07.0 Examine health and safety issues related to child development.
- 08.0 Relate current trends and the contribution of technology to child development.
- 09.0 Explore careers related to child development.
- 10.0 Demonstrate leadership and organizational skills.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Child Development
Course Number: 8500310
Course Credit: .5 credit

Course Description:

This course prepares students to understand the nature of child development from conception to school age. This course emphasizes positive development and nurturing of the family at each stage of a child's growth.

Standards included in this course of instruction have been aligned to the academic courses shown below. Data in the table shows the number of aligned CTE benchmarks, the total number of math and science benchmarks contained in the academic course, and the percentage of alignment to the CTE course.

Math		Science					
Algebra 1	^^	Biology 1	12/56 21%	Anatomy/Physiology Honors	6/53 11%	Astronomy Solar/Galactic Honors	4/52 10%
Algebra 2	^^	Chemistry 1	3/55 5%	Genetics	7/35 20%	Marine Science 1 Honors	5/42 12%
Geometry	^^	Physics 1	2/53 4%	Earth-Space Science	1/58 2%	Physical Science	4/56 7%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course.

01.0 Identify principles of human growth and child development. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: [SC.912.L.14.41; SC.912.L.14.6; SC.912.L.16.2; SC.912.L.16.3; SC.912.L.16.4; SC.912.L.16.13; SC.912.N.1.1; SC.912.N.2.2]

- 01.01 Distinguish between the characteristics of human development.
- 01.02 Analyze areas of development including physical, social, emotional, moral and intellectual development and how they are interrelated.
- 01.03 Predict the influence of heredity and environment on individual development.
- 01.04 Summarize major theorists of development including Maslow, Piaget and Erickson.
- 01.05 Explain the human reproductive system.

02.0 Consider family planning strategies. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: [SC.912.N.1.1; SC.912.L.16.10]

- 02.01 Weigh considerations before deciding to become a parent.

- 02.02 Determine disadvantages of teen pregnancy and the advantages of abstinence before marriage.
- 02.03 Evaluate family planning alternative, including advantages, disadvantages, health risks, and failure rates.
- 02.04 Explain medically assisted pregnancies including microsurgery, artificial insemination, in vitro fertilization, fertility counseling, etc.
- 02.05 Explain the symptoms and consequences of sexually transmitted diseases/infections.

03.0 Describe prenatal development, care and the birth process. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
[SC.912.L.14.41; SC.912.L.14.6; SC.912.L.16.13; SC.912.L.16.8]

- 03.01 Define the terminology associated with prenatal development, labor and birth.
- 03.02 Distinguish the stages of prenatal development.
- 03.03 Identify the symptoms, discomforts, complications, and physical and emotional changes during pregnancy.
- 03.04 Consider choices for prenatal medical care and testing.
- 03.05 Describe the relationship between the health and care of the expectant mother and the developing child.
- 03.06 Explain how the mother's nutrition influences the physical development of the unborn child.
- 03.07 Sequence the stages of labor and birth.
- 03.08 Specify health needs of the mother and infant during the postnatal period.
- 03.09 Recognize the significance of parent/child bonding and family adjustments to the newborn.
- 03.10 Consider labor choices and pain management options.

04.0 Determine developmental stages with appropriate activities and expectations from birth to school age. – The student will be able to:

[SC.912.L.14.26; SC.912.N.1.3; SC.912.N.1.4; SC.912.N.1.6]

- 04.01 Explain the concept of developmental tasks.
- 04.02 Observe and compare patterns of development and age appropriate activities, including current brain research.
- 04.03 Analyze factors which contribute to the child's physical, social, emotional, moral and intellectual development.
- 04.04 Determine the importance of play and the application of age appropriate activities.
- 04.05 Evaluate indoor and outdoor toys and play equipment for age appropriateness and safety.

05.0 Examine environmental and inherited birth defects. – The student will be able to:

- 05.01 Explain common types of special needs and birth defects in children.
- 05.02 Identify methods of observation used to recognize children with possible developmental delays.
- 05.03 Outline steps to assist children with special needs.
- 05.04 Identify community resources available to families of children with special needs.

06.0 Assess the family and society's role in protecting the rights of children. – The student will be able to:

- 06.01 Explain the importance of families and the roles and responsibilities of caregivers.
- 06.02 Identify children's rights that are protected by local, state and federal laws and regulations.
- 06.03 Differentiate between the types of child abuse and neglect.
- 06.04 State how the common physical and behavioral indicators of child abuse and neglect are detected and reported.
- 06.05 Locate community support for children and families.
- 06.06 Discuss parenting styles and compare the advantages and disadvantages.

07.0 Examine health and safety issues related to child development. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
[SC.912.L.14.52]

- 07.01 Determine the nutritional needs of children.
- 07.02 Explain the role immunizations and health check-ups play in the wellness of the child.
- 07.03 Identify childhood illnesses and appropriate treatment.
- 07.04 Assess safety hazards for children of different ages.
- 07.05 Recognize emergency situations and plan appropriate responses.

08.0 Relate current trends and the contribution of technology to child development. – The student will be able to:

- 08.01 Determine current trends in child care.
- 08.02 Identify technology as it relates to pregnancy, parenting, the home, health care, child care, and learning environment.

09.0 Explore careers related to child development. – The student will be able to:

- 09.01 Evaluate your personal interests and aptitudes in the area of child development.
- 09.02 Describe careers related to children.
- 09.03 Identify education and experience requirements for a career choice in the area of child development.

10.0 Demonstrate leadership and organizational skills. – The student will be able to:

- 10.01 Identify professional and youth organizations.
- 10.02 Identify purposes and functions of professional and youth organizations.
- 10.03 Identify roles and responsibilities of members of professional and youth organizations.
- 10.04 Work cooperatively as a group member to achieve organizational responsibilities.
- 10.05 Demonstrate confidence in leadership roles and organizational responsibilities.
- 10.06 Demonstrate commitment to achieve organizational goals.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Course Title: Education and Training Cooperative OJT
Course Type: Career Preparatory
Career Cluster: Education and Training

	Secondary	PSAV
Course Number	8500410	V209999
CIP Number	04209999CP	04209999CP
Grade Level	9-12, 30, 31	30, 31
Standard Length	Multiple credits	Multiple hours
Teacher Certification	HOMEMAKING @2¢7 GEN HME EC @2 VOC HME EC @4 HME EC OCC ¢7 PK PRIMARY H PRESCH ED A PRIMARY ED @B E CHILD ED @0 FAM CON SC 1 ANY HOME EC/TC COOP ED EG	HME EC OCC ¢7@7G VOC HME EC @4@2 HOMEMAKING ¢7@2@7G GEN HME EC @2 PK PRIMARY H PRESCH ED A PRIMARY ED @B E CHILD ED @0 FAM CON SC 1
CTSO	FCCLA SkillsUSA	SkillsUSA

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 and Training, Hospitality and Tourism and Arts, AV, Technology and Communication clusters; 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 **<List all applicable>** cluster(s).

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an

industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Education and Training Cooperative OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Special Notes

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

Career and Technical Student Organization (CTSO)

FCCLA and SkillsUSA are the appropriate career and technical student organization(s) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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 postsecondary service provider. 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once.

Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Standards

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

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Education and Training Cooperative OJT

Secondary Number: 8500410

PSAV Number: V209999

01.0 Perform designated job skills—The student will be able to:

- 01.01 Perform tasks as outlined in the training plan.
- 01.02 Demonstrate job performance skills.
- 01.03 Demonstrate safety procedures on the job.
- 01.04 Maintain appropriate records.
- 01.05 Attain an acceptable level of productivity.
- 01.06 Demonstrate appropriate dress and grooming habits.

02.0 Demonstrate work ethics—The student will be able to:

- 02.01 Follow directions.
- 02.02 Demonstrate good human relations skills on the job.
- 02.03 Demonstrate good work habits.
- 02.04 Demonstrate acceptable business ethics.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Early Childhood Education
Program Type: Career Preparatory
Career Cluster: Education and Training

NOTE: The 2013-2014 school year is the last year this program will be offered as this will conclude the teach-out for students who were enrolled in 2010-11 or earlier. Effective 2011-12, no new students should be enrolled in this program; new students should be enrolled in Early Childhood Education NEW (#8405100 or E300100). Curriculum framework for the newly revised program can be found on the Education and Training webpage.

	Secondary	PSAV
Program Number	8503210	V200210
CIP Number	0419070910	0419070910
Grade Level	9-12, 30, 31	30, 31
Standard Length	4 credits	600 clock hours
Teacher Certification	VOC HME EC @2@4 HOMEMAKING @2¢7 PRESCH ED A HME EC OCC ¢7 PRIMARY ED @B E CHILD ED @0 PK/PRIMARY H FAM CON SC 1	VOC HME EC @2@4 PRESCH ED A PRIMARY ED @B E CHILD ED @0 PK/PRIMARY H FAM CON SC 1 CH CARE TR 7G GEN HME EC @2 *** NOTE: THE CERTIFICATIONS HME EC OCC @7G ¢7 AND HOMEMAKING @7G @2 ¢7 ARE ACCEPTABLE FOR THE PSAV PROGRAM (V200210) ONLY IF THE INSTRUCTOR HAS A MINIMUM OF AN ASSOCIATE'S DEGREE AND MEETS ALL CURRENT DCF TRAINER REQUIREMENTS (SEE F.A.C. 65C-22.003 TRAINER QUALIFICATIONS).
CTSO	FCCLA	SkillsUSA
SOC Codes (all applicable)	39-9011 – Childcare Workers 25-2011 – Preschool Teachers, Except Special Education	
Facility Code	234 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)	
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm	

	Secondary	PSAV
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp	
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp	
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp	
Basic Skills Level	N/A	Mathematics: 9 Language: 9 Reading: 9

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 and 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 and Training career cluster.

The content includes but is not limited to understanding and demonstration of the following elements of the Early Childhood industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight.

Program Structure

This program consists of 600 hours (120 hours of classroom instruction and 480 hours of direct work with children) with four occupational completion points which results in the issuance of a Florida Department of Education Early Childhood Professional Certificate (ECPC). (The ECPC replaced the CDAE in April 2007). See ECPC Program Guidelines and ECPC Requirement Checklist for Student listed beside this document on web page for more information. It is acceptable for a student to begin this program in high school and then continue/complete the program at a Technical Center. Students must complete the mandated DCF (Department of Children and Families) child care training courses and pass the competency exams on those courses to be awarded the ECPC at program completion. The ECPC is accepted for the DCF Staff Credential.

In order for ECPC recipients to receive their Staff Credential their name must be entered into a database by the instructor, district supervisor, or designated personnel. The link for the database is https://app1.fldoe.org/ECPC_Certificate/default.aspx. Instructions for using the database are on the webpage listed under this document.

NOTE: The Child Care Program Office will only issue a Staff Credential, CF-FSP Form 5206, through a student's on-line training transcript. Students may print hard copies of

their Staff Credential directly from their transcript. Hard copies will no longer be mailed out from the Program Office and/or the Child Care Training Information Center.

When offered at the post secondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HEV0117	Child Care Worker-Preschool	45 hours	39-9011
B	HEV0101	Child Care Teacher Aide	105 hours	25-2011
C	HEV0156	Preschool Teacher	300 hours	25-2011
D	HEV0162	Child Care Development Specialist	150 hours	25-2011

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A & B	8503211	Early Childhood Education 1	1 credit	39-9011	2
	8503212	Early Childhood Education 2	1 credit	25-2011	2
C	8503213	Early Childhood Education 3	1 credit	25-2011	2
D	8503214	Early Childhood Education 4	1 credit	25-2011	3

Laboratory Activities

Laboratory activities are an integral part of this program. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment and materials appropriate to the program content and in accordance with high quality standards in the field. Activities provide instruction in the use of manipulative equipment; language development; creative art, music, science, dramatic play, developmentally appropriate practices, brain research, classroom management and established early childhood/child development competencies. Observation and **supervised** work experience with young children in a school laboratory or a community laboratory setting are an integral part of this program. To meet ECPC status, a student must obtain the 480 hours of direct work with children five years or younger in a laboratory or child care setting **while they are enrolled in the program.**

Special Notes

It is recommended that students obtain certification in infant/child CPR and first aid for initial employment.

The DCF mandated training (30 hours) which is a component of this program includes the following:

- **State and local rules and regulations – 6 hours**
- **Health, Safety, and Nutrition – 8 hours**
- **Identifying & Reporting Child Abuse & Neglect – 4 hours**
- **Child Growth and Development – 6 hours**
- **Behavioral Observation & Screening – 6 hours**

The Florida Department of Education Early Childhood Professional Certificate is a **preschool** specialization. Thus, students should also complete the **Preschool Appropriate Practices course (10 hours)**.

Instruction for the DCF courses should be **instructor-based**. It is recommended that the online DCF courses be used as a *supplement* to instructor-based instruction if needed. Students can meet the mandated literacy requirement by successfully completing any of the DCF approved literacy courses (go to www.myflorida.com/childcare/training for more information).

*****NOTE: A student must successfully complete the DOE VPK emergent literacy training course to be eligible as a VPK instructor, unless he/she has successfully completed a DCF approved literacy training course prior to November 28, 2005 (<http://www.fldoe.org/earlylearning>).**

Programs are required to use DCF materials and will be subject to monitoring by DCF/Training Coordinating Agencies.

To offer the Department of Children and Families (DCF) Introductory Child Care Courses (5 courses, 30 hours) a program must be approved by the local DCF child care training coordinating agency (see Program Guidelines document).

To teach the DCF, Introductory Child Care Course (30 hours) the instructor must meet the trainer requirements established by the Department of Children and Families (see ECPC Program Guidelines document).

The Florida Department of Education Early Childhood Professional Certificate (ECPC) is one of the acceptable minimum credentials for employment as a Voluntary PreKindergarten instructor. Additional requirements and information can be found at <http://www.fldoe.org/earlylearning>.

Students must create and maintain a Professional Resource File as a requirement of the program. The Professional Resource File should contain a minimum of the following:

- Autobiography (minimum 300 words) about her/himself and he/she has made the decision to work with young children. A resume' of education and work should also be included.

- Statements of Competence – 250 word minimum (each) related to the following goals:
 - *To establish and maintain a safe and healthy learning environment.
 - *To advance physical and intellectual competence.
 - *To support social and emotional development and to provide positive guidance.
 - *To establish positive and productive relationships with families.
 - *To ensure a well-run, purposeful program responsive to participant needs.
 - *To maintain a commitment to professionalism.

- Resource Collection should include evidence of activities in each content area via curriculum activities and assignments. There are 17 specific items that should be included in this section of the Professional Resource File.

See ECPC Professional Resource File Guidelines document on webpage for additional information.

Career and Technical Student Organization (CTSO)

FCCLA (Family, Career and Community Leaders of America) is the appropriate career and technical student organization for secondary programs and SkillsUSA is the appropriate career and technical student organization for postsecondary programs for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

The PSAV component of this program (V200210) has a statewide articulation agreement approved by the Florida State Board of Education:

Early Childhood Education Associate Degree (1413121003) – 9 credits

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

Standards

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

- 01.0 Identify rules and regulations which govern child care.
- 02.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 03.0 Plan and implement food service and nutrition education.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations.

- 05.0 Identify and apply principles of child development typical and atypical (birth through age twelve).
- 06.0 Demonstrate an understanding of and implement developmentally appropriate practices for programs serving children from birth through age twelve.
- 07.0 Identify communication skills related to child care.
- 08.0 Identify various observation and recording methods.
- 09.0 Recognize appropriate methods of guidance.
- 10.0 Plan, establish, and implement a developmentally appropriate emergent reading program.
- 11.0 Plan, establish, and implement an environment that supports emergent writing.
- 12.0 Identify the characteristics of and provide an environment that is conducive to language use and acquisition.
- 13.0 Plan, implement, and evaluate developmentally appropriate language and emergent literacy activities.
- 14.0 Demonstrate professionalism.
- 15.0 Identify knowledge of community needs and resources.
- 16.0 Identify career opportunities in the early childhood profession.
- 17.0 Display interpersonal relationship skills.
- 18.0 Develop intercommunication with family.
- 19.0 Demonstrate the roles of the child care center staff.
- 20.0 Demonstrate observation and recording methods.
- 21.0 Demonstrate basic curriculum development.
- 22.0 Analyze theories of child development.
- 23.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child.
- 24.0 Guide sensory integration activities of infants and toddlers.
- 25.0 Guide activities related to physical health of infants and toddlers.
- 26.0 Guide self-help activities of infants and toddlers.
- 27.0 Plan and implement developmentally appropriate motor development activities for preschool children.
- 28.0 Guide the cognitive development and general knowledge of preschool children.
- 29.0 Guide the creative development of preschool children which reflects various approaches to learning.
- 30.0 Guide the social and emotional development of preschool children.
- 31.0 Demonstrate a basic understanding of the history, development, and diversity of school-age children.
- 32.0 Demonstrate a basic knowledge of child growth and development as it relates to school-age children.
- 33.0 Plan and provide for developmentally appropriate care-giving environments for students with special needs.
- 34.0 Provide care-giving skills related to the universal infection control system specific to special needs children.
- 35.0 Plan and implement classroom management techniques for infants, toddlers, preschoolers, and school age children (birth through age twelve).
- 36.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
- 37.0 Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum.
- 38.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.
- 39.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.
- 40.0 Demonstrate the ability to provide for inclusion of children with special needs.

- 41.0 Demonstrate mentor skills for team building and collaboration.
- 42.0 Analyze recent trends/developments in brain research.
- 43.0 Research current trends and issues in early childhood education.
- 44.0 Demonstrate professional development.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

**Program Title: Early Childhood Education
PSAV Number: V200210**

**Course Number: HEV0117
Occupational Completion Point: A
Child Care Worker – 45 Hours – SOC Code 39-9011**

01.0 Identify rules and regulations which govern child care.--The student will be able to:

- 01.01 Identify the need for child care.
- 01.02 Identify child care facilities that require licensing.
- 01.03 Identify the major areas of child care standards.
- 01.04 Identify the local licensing agency and its responsibilities.
- 01.05 Identify local fire, safety, sanitation and health regulations.
- 01.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
- 01.07 Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
- 01.08 Identify information concerning child discipline in State Rule 65C-22.001-006.
- 01.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.

02.0 Plan, establish and maintain a safe, clean, and healthy learning environment.--The student will be able to:

- 02.01 Identify characteristics of, plan and establish a safe, sanitary, healthy child care environment.
- 02.02 Describe ways to assist children with personal hygiene routines.
- 02.03 Develop a checklist for evaluations, safety, and sanitation features.
- 02.04 Recognize potential safety and fire hazard problems and plan ways to prevent accidents.
- 02.05 Demonstrate evacuation procedures.
- 02.06 Identify characteristics of a healthy child.
- 02.07 Recognize symptoms of childhood illness.
- 02.08 Identify communicable diseases.
- 02.09 Identify the components and how to perform the “10 second health check” for children.
- 02.10 Identify procedures for administering medication.
- 02.11 Complete a medication permission form.
- 02.12 Describe ways in which the spread of disease in child care settings can be prevented.
- 02.13 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.
- 02.14 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
- 02.15 Identify proper procedures for transporting children.
- 02.16 Demonstrate use of fire extinguishers.

- 02.17 Practice universal precautions.
- 02.18 Visualize and plan for emergency/disaster situations.
- 02.19 Use appropriate telephone numbers in a simulated emergency situation.
- 02.20 Identify the need and responsible use of equipment and supplies.
- 02.21 Follow established procedures for reporting accidents/incidents.
- 02.22 Discuss ways for children to develop positive attitudes and skills for daily routines.
- 02.23 Practice environmentally sound procedures within the center.
- 02.24 List ways to make a playground safe.

03.0 Plan and implement food service and nutrition education.--The student will be able to:

- 03.01 Identify the nutritional needs of children; infants through school age (birth through age twelve).
- 03.02 Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children.
- 03.03 Identify and practice safe and sanitary food service habits in assisting with mealtime routines.
- 03.04 Identify foods that are potentially dangerous for young children's consumption.
- 03.05 Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children.
- 03.06 Recognize age appropriate nutrition education activities.

04.0 Identify and report child abuse and neglect in accordance with state regulations.--The student will be able to:

- 04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
- 04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
- 04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
- 04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
- 04.05 Identify the characteristics of abusers.
- 04.06 Identify the impacts and effects of child abuse and neglect.
- 04.07 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.
- 04.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.
- 04.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
- 04.10 Identify local community resources that provide help for the abused and the abuser.

05.0 Identify and apply principles of child development typical and atypical (birth through age twelve).--The student will be able to:

- 05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.

- 05.02 Describe the following characteristics of children ages birth to twelve: physical health, approaches to learning, social – emotional, language and communication, cognitive development and general knowledge, and motor development.
- 05.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
- 06.0 Demonstrate an understanding of and implement developmentally appropriate practices for programs serving children from birth through age twelve.--The student will be able to:
 - 06.01 Identify and demonstrate various methods of curriculum planning for young children.
 - 06.02 Define developmentally appropriate practices.
 - 06.03 Discuss the importance of learning through play.
 - 06.04 Describe learning centers used in developmentally appropriate environments.
- 07.0 Identify communication skills related to child care.--The student will be able to:
 - 07.01 Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.
 - 07.02 Describe ways to promote positive interaction between the family, child care center and community.
- 08.0 Identify various observation and recording methods.--The student will be able to:
 - 08.01 Identify observation techniques and methods used in a child care setting.
 - 08.02 Interpret and evaluate a child observation form.
 - 08.03 Observe, record, and report the behavior of children of various ages on an observation form.
 - 08.04 Discuss the importance of, and create a plan for the confidentiality of child/family records.
 - 08.05 Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.
- 09.0 Recognize appropriate methods of guidance.--The student will be able to:
 - 09.01 Describe methods of direct and indirect guidance.
 - 09.02 Identify preventative measures of direct and indirect guidance.
 - 09.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
 - 09.04 Identify acceptable and unacceptable methods of guiding behavior.
 - 09.05 Demonstrate effective, positive guidance techniques for guiding behavior.
 - 09.06 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
- 10.0 Plan, establish, and implement a developmentally appropriate emergent reading program.--The student will be able to:
 - 10.01 Identify characteristics of and establish a classroom environment that motivates children to read.

- 10.02 Demonstrate knowledge of appropriate phonological awareness teaching practices.
 - 10.03 Demonstrate knowledge of appropriate teaching practices for alphabet knowledge.
 - 10.04 Demonstrate knowledge of appropriate comprehension strategies.
- 11.0 Plan, establish, and implement an environment that supports emergent writing.--The student will be able to:
- 11.01 Identify characteristics of, and create an environment that motivates children to use written expression.
 - 11.02 Identify and describe the characteristics of the emergent writing continuum.
 - 11.03 Identify and create an environment that supports age-appropriate letter writing.
 - 11.04 Model appropriate structure of written composition.
- 12.0 Identify the characteristics of and provide an environment that is conducive to language use and acquisition.—The student will be able to:
- 12.01 Create opportunities for students to instigate and add comments to discussions and conversations.
 - 12.02 Facilitate conversations between self and child or child-to-child.
 - 12.03 Provide occasions for children to follow two- or three-step directions.
 - 12.04 Identify developmental speech patterns.
 - 12.05 Use an appropriate vocabulary that increases in complexity and variety.
 - 12.06 Describe the importance of vocabulary development in young children.
 - 12.07 Use proper grammar when speaking to parents and/or children.
 - 12.08 Identify age-appropriate grammar.
 - 12.09 Create opportunities for children to gain meaning by listening.
 - 12.10 Facilitate children using increasingly complex sentences and phrases.
 - 12.11 Model appropriate language and style for context.
- 13.0 Plan, implement, and evaluate developmentally appropriate language and emergent literacy activities.—The student will be able to:
- 13.01 Provide a sample lesson plan and a child’s work product for a Early Childhood Teaching Portfolio.

Course Number: HEV0101

Occupational Completion Point: B

Child Care Teacher Aide – 105 Hours – SOC Code 252011

- 14.0 Demonstrate professionalism.--The student will be able to:
- 14.01 Identify factors that aid professional growth in a child caregiver.
 - 14.02 Identify and use job-related child care terminology.
 - 14.03 Identify effective communication skills to use with personnel and parents/guardians of children.
 - 14.04 Develop a self-improvement activity related to professionalism.
 - 14.05 Identify opportunities for continuing education.
 - 14.06 Assess one’s attitude and performance.

- 14.07 Identify and demonstrate the exemplary behavior and social skills needed as a role model for children.
 - 14.08 Demonstrate knowledge of legal issues and liability as they relate to a child care worker.
 - 14.09 Review the National Child Development Associate (CDA) Code of Ethics and requirements for developing a Professional Resource file (www.cdacouncil.org). (Guidelines for Professional Resource File are on webpage).
 - 14.10 Demonstrate employability skills including a job search.
- 15.0 Identify knowledge of community needs and resources.--The student will be able to:
- 15.01 Identify state organizations and agencies that serve children and families.
 - 15.02 Identify local community resources that serve children and families.
 - 15.03 Identify organizations and agencies that provide services or assistance to children with special needs and their families.
 - 15.04 Organize and develop community resource information.
- 16.0 Identify career opportunities in the early childhood profession.--The student will be able to:
- 16.01 Define the early childhood education profession.
 - 16.02 Identify early childhood education career opportunities.
- 17.0 Display interpersonal relationship skills. – The student will be able to:
- 17.01 Maintain positive view of self.
 - 17.02 Exhibit responsibility toward achieving goals.
 - 17.03 Display sociability, empathy, understanding and caring.
 - 17.04 Display ability to manage personal resources to maintain goals.
 - 17.05 Display honesty and integrity in interacting with children and families, as well as, with co-workers.
 - 17.06 Respond to needs and strengths of the multi-ethnic work place.
- 18.0 Develop intercommunication with family. – The student will be able to:
- 18.01 Identify ways of communicating with the family.
 - 18.02 Plan and implement parental involvement activities and curriculum planning, providing samples as part of the Early Childhood Teaching Portfolio.
- 19.0 Demonstrate the roles of the child care center staff. – The student will be able to:
- 19.01 Compare roles and responsibilities of the child care center team members.
 - 19.02 Practice professionalism in the workplace.
 - 19.03 Identify the important role child caregivers play in the development of each child in care.
- 20.0 Demonstrate observation and recording methods. – The student will be able to:
- 20.01 Apply observation techniques and methods in a child care setting.
 - 20.02 Complete a case study on one child.
 - 20.03 Interpret and evaluate a child observation.

Course Number: HEV0156
Occupational Completion Point: C
Preschool Teacher – 300 Hours – SOC Code 252011

- 21.0 Demonstrate basic curriculum development. – The student will be able to:
- 21.01 Research criteria for creating an age appropriate curriculum plan.
 - 21.02 Develop an age appropriate language lesson plan.
 - 21.03 Develop evaluation criteria for the lesson.
- 22.0 Analyze theories of child development. – The student will be able to:
- 22.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
 - 22.02 Describe how major theories of human development provide a basis for planning a program.
- 23.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child. – The student will be able to:
- 23.01 Discuss current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
 - 23.02 Discuss how a child's health status influences development.
 - 23.03 Describe the importance of physical fitness to health status and development.
- 24.0 Guide sensory integration activities of infants and toddlers. – The student will be able to:
- 24.01 Plan, implement, and evaluate visual stimulation activities.
 - 24.02 Plan, implement, and evaluate auditory stimulation activities.
 - 24.03 Plan, implement, and evaluate tactile stimulation activities.
 - 24.04 Plan, implement, and evaluate activities that stimulate balance, coordination and movement.
 - 24.05 Plan, implement, and evaluate olfactory stimulation activities.
 - 24.06 Plan, implement, and evaluate gustatory stimulation activities.
- 25.0 Guide activities related to the physical health of infants and toddlers. – The student will be able to:
- 25.01 Plan, implement, and evaluate age-appropriate gross motor development activities.
 - 25.02 Plan, implement, and evaluate age-appropriate fine motor development activities.
- 26.0 Guide self-help activities of infants and toddlers. – The student will be able to:
- 26.01 Plan, implement and evaluate age-appropriate nutritional snacks and an activity related to nutrition; provide sample for Early Childhood Teaching Portfolio.
 - 26.02 Demonstrate feeding techniques.
 - 26.03 Demonstrate diapering techniques.
 - 26.04 Assist with toilet training of toddlers.
 - 26.05 Demonstrate dressing techniques.

- 26.06 Assist toddlers with grooming skills.
 - 26.07 Demonstrate bathing techniques.
 - 26.08 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.
- 27.0 Plan and implement developmentally appropriate motor development activities for preschool children. – The student will be able to:
- 27.01 Demonstrate knowledge of physical development.
 - 27.02 Plan, implement and evaluate developmentally appropriate gross motor activities and provide sample for Early Childhood Teaching Portfolio.
 - 27.03 Plan, implement and evaluate developmentally appropriate fine motor activities.
 - 27.04 Select and use appropriate equipment and materials for physical development.
- 28.0 Guide the cognitive development and general knowledge of preschool children. – The student will be able to:
- 28.01 Demonstrate knowledge of cognitive development and general knowledge.
 - 28.02 Plan, implement and evaluate developmentally appropriate math activities and provide sample for a Early Childhood Teaching Portfolio.
 - 28.03 Plan, implement and evaluate developmentally appropriate scientific thinking activities and provide sample for Early Childhood Teaching Portfolio.
 - 28.04 Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills; provide sample for Early Childhood Teaching Portfolio.
 - 28.05 Plan, implement, and evaluate developmentally appropriate art activities.
- 29.0 Guide the creative development of preschool children which reflects various approaches to learning. – The student will be able to:
- 29.01 Plan, implement and evaluate developmentally appropriate music activities and provide a sample for Early Childhood Teaching Portfolio.
 - 29.02 Plan, implement and evaluate developmentally appropriate art activities and provide a sample for Early Childhood Teaching Portfolio.
 - 29.03 Plan, implement and evaluate developmentally appropriate creative movement activities and provide a sample for Early Childhood Teaching Portfolio.
- 30.0 Guide the social and emotional development of preschool children. – The student will be able to:
- 30.01 Demonstrate knowledge of social and emotional development.
 - 30.02 Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations); provide sample for Early Childhood Teaching Portfolio.
 - 30.03 Plan, implement and evaluate developmentally appropriate self-concept activities.
 - 30.04 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness; provide sample for Early Childhood Teaching Portfolio.
 - 30.05 Plan, implement and evaluate developmentally appropriate dramatic play activities.

- 30.06 Plan and implement developmentally appropriate group play.
- 30.07 Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.
- 31.0 Demonstrate a basic understanding of the history, development, and diversity of school-age children. – The student will be able to:
 - 31.01 Describe the need for school-age child care and how it has evolved.
 - 31.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.
 - 31.03 Explain the personal and professional characteristics of a school-age caregiver.
- 32.0 Demonstrate a basic knowledge of child growth and development as it relates to school-age children. – The student will be able to:
 - 32.01 Describe how major theories of human development provide a basis for planning programs.
 - 32.02 Explain why and how individual children may overlap both younger and older chronological programs.
 - 32.03 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.
- 33.0 Plan and provide for developmentally appropriate care giving environments for students with special needs. – The student will be able to:
 - 33.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
 - 33.02 Provide safe, healthy, and developmentally appropriate environments within the care giving setting.
 - 33.03 Demonstrate adaptations to include children with special needs in classroom activities.
- 34.0 Provide care giving skills related to the Universal Infection Control System specific to special needs children. – The student will be able to:
 - 34.01 Implement appropriate diapering, toileting, and feeding procedures.
 - 34.02 Implement appropriate methods for disabling of bodily products.
 - 34.03 Demonstrate appropriate techniques for seizure management and positioning techniques.
- 35.0 Plan and implement classroom management techniques for infants, toddlers, preschoolers and school age children (birth through age twelve). – The student will be able to:
 - 35.01 Develop and implement a plan to meet short and long term goals.
 - 35.02 Identify appropriate teaching techniques to meet various learning styles.
 - 35.03 Identify developmentally appropriate supplies and teaching materials.
 - 35.04 Arrange learning centers for a variety of activities.
 - 35.05 Plan and implement developmentally appropriate special events such as field trips and holiday programs.
 - 35.06 Maintain children's records.

- 35.07 Plan, implement, and evaluate a developmentally appropriate classroom schedule and daily lesson plan.
 - 35.08 Plan and implement a developmentally appropriate program to meet the needs of the individual child and the group as well.
 - 35.09 Demonstrate the arrangement of an Early Childhood classroom so that children will become self-directed in their learning.
 - 35.10 Describe and set up activity centers within the learning environment, and identify ways that the center enhances the development of young children.
- 36.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development. – The student will be able to:
- 36.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
 - 36.02 Plan and implement schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.
 - 36.03 Plan and implement techniques for facilitating children's successful participation in all aspects of a program.
- 37.0 Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum. – The student will be able to:
- 37.01 Demonstrate the ability to identify children's needs, interests, and abilities.
 - 37.02 Assess ways to develop program philosophies, goals, and objectives.
 - 37.03 Plan, prepare, and implement daily activities and routines.
 - 37.04 Evaluate and critique all aspects of a program's growth.
 - 37.05 Develop a Early Childhood Teaching Portfolio that includes samples of math, science, social studies, language, emergent reading and writing, story telling, creative arts, current events, intergenerational concepts, multiculturalism, parental involvement, safety, physical fitness, and nutrition education activities.

Course Number: HEV0162

Occupational Completion Point: D

Child Care Development Specialist – 150 Hours – SOC Code 252011

- 38.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff. – The student will be able to:
- 38.01 Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
 - 38.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
 - 38.03 Demonstrate techniques for actively listening to children.
 - 38.04 Explore use of open-ended questions.
 - 38.05 Explore and use ideas for establishing a healthy relationship with each child's family.
 - 38.06 Demonstrate techniques for actively listening to other staff members.
 - 38.07 Evaluate the value of professionalism in relationships with children, parents, and staff.

- 39.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective--The student will be able to:
- 39.01 Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.
 - 39.02 Plan and implement methods to prevent and/or confront bias in the early childhood program as it relates to gender, race, ethnicity, and persons of varying abilities.
 - 39.03 Integrate activities that build children's self-concept into daily, weekly, and monthly plans.
 - 39.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.
- 40.0 Demonstrate the ability to provide for inclusion of children with special needs. – The student will be able to:
- 40.01 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
 - 40.02 Develop methods and adaptations for inclusion of children with special needs.
 - 40.03 Plan individual and group activities for children with special needs.
- 41.0 Demonstrate mentor skills for team building and collaboration. – The student will be able to:
- 41.01 Identify roles and expectations of early childhood team members and mentors.
 - 41.02 Identify and model early childhood supervisory work practices.
 - 41.03 Demonstrate knowledge of developmentally appropriate conflict resolution strategies for children and adults.
 - 41.04 Demonstrate knowledge of and utilization of alternative communication skills.
 - 41.05 Plan and implement supervisory interventions appropriate to the role of a mentor.
- 42.0 Analyze recent trends/developments in brain research. – The student will be able to:
- 42.01 Relate the brain research findings to the care of children by parents and all other caregivers.
 - 42.02 Give examples of activities that are age appropriate for children.
 - 42.03 Using the internet, research the latest findings on brain research.
 - 42.04 Prepare a list of resources pertaining to brain research.
- 43.0 Research current trends and issues in early childhood education. – The student will be able to:
- 43.01 Identify current trends and issues in Early Childhood Education.
 - 43.02 Locate, collect, and organize current information on trends and issues in early childhood education.
 - 43.03 Interpret the impact of current trends and issues on the early childhood field.
- 44.0 Demonstrate professional development. – The student will be able to:
- 44.01 Develop a personal philosophy of early childhood education teaching.

- 44.02 Develop personal teaching goals.
- 44.03 Develop a Professional Portfolio containing at least the following: student picture identification, resume, teaching goals, letter of recommendation, list of Early Childhood Education program standards mastered, copies of any certification/cards pertaining to child care eligibility, and samples of student developed teaching materials.
- 44.04 Develop a Professional Resource file.
- 44.05 Develop criteria and evaluate student portfolios using national and student developed criteria.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education 1
Course Number: 8503211
Course Credit: 1

Course Description:

This course covers the competencies in the 30 hours of DCF mandated training: State and Local Rules and Regulations; Health, Safety, and Nutrition; Identifying and Reporting Child Abuse and Neglect; Child Growth and Development; and Behavioral Observation and Screening. It also includes the 10 hour Preschool Appropriate Practices course and five hours of literacy training. Also included are components on communication, leadership, and relationship skills, methods of guidance, professionalism, career opportunities in the profession, community resources, and the development of an emergent reading and writing program including literacy activities.

01.0 Identify rules and regulations which govern child care. – The student will be able to:

- 01.01 Identify the need for child care.
- 01.02 Identify child care facilities that require licensing.
- 01.03 Identify the major areas of child care standards.
- 01.04 Identify the local licensing agency and its responsibilities.
- 01.05 Identify local fire, safety, sanitation and health regulations.
- 01.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
- 01.07 Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
- 01.08 Identify information concerning child discipline in State Rule 65C-22.001-006.
- 01.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.

02.0 Plan, establish and maintain a safe, clean, and healthy learning environment. – The student will be able to:

- 02.01 Identify characteristics of, plan and establish a safe, sanitary, healthy child care environment.
- 02.02 Describe ways to assist children with personal hygiene routines.
- 02.03 Develop a checklist for evaluations, safety, and sanitation features.
- 02.04 Recognize potential safety and fire hazard problems and plan ways to prevent accidents.
- 02.05 Demonstrate evacuation procedures.
- 02.06 Identify characteristics of a healthy child.
- 02.07 Recognize symptoms of childhood illness.
- 02.08 Identify communicable diseases.
- 02.09 Identify the components and how to perform the “10 second health check” for children.
- 02.10 Identify procedures for administering medication.

- 02.11 Complete a medication permission form.
 - 02.12 Describe ways in which the spread of disease in child care settings can be prevented.
 - 02.13 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.
 - 02.14 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
 - 02.15 Identify proper procedures for transporting children.
 - 02.16 Demonstrate use of fire extinguishers.
 - 02.17 Practice universal precautions.
 - 02.18 Visualize and plan for emergency/disaster situations.
 - 02.19 Use appropriate telephone numbers in a simulated emergency situation.
 - 02.20 Identify the need and responsible use of equipment and supplies.
 - 02.21 Follow established procedures for reporting accidents/incidents.
 - 02.22 Discuss ways for children to develop positive attitudes and skills for daily routines.
 - 02.23 Practice environmentally sound procedures within the center.
 - 02.24 List ways to make a playground safe.
- 03.0 Plan and implement food service and nutrition education. – The student will be able to:
- 03.01 Identify the nutritional needs of children; infants through school age (birth through age twelve).
 - 03.02 Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children.
 - 03.03 Identify and practice safe and sanitary food service habits in assisting with mealtime routines.
 - 03.04 Identify foods that are potentially dangerous for young children’s consumption.
 - 03.05 Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children.
 - 03.06 Recognize age appropriate nutrition education activities.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:
- 04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
 - 04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
 - 04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
 - 04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
 - 04.05 Identify the characteristics of abusers.
 - 04.06 Identify the impacts and effects of child abuse and neglect.
 - 04.07 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.
 - 04.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.
 - 04.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.

- 04.10 Identify local community resources that provide help for the abused and the abuser.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age twelve). – The student will be able to:
- 05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
 - 05.02 Describe the following characteristics of children ages birth to twelve: physical health, approaches to learning, social – emotional, language and communication, cognitive development and general knowledge, and motor development.
 - 05.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
- 06.0 Demonstrate an understanding of and implement developmentally appropriate practices for programs serving children from birth through age twelve. – The student will be able to:
- 06.01 Identify and demonstrate various methods of curriculum planning for young children.
 - 06.02 Define developmentally appropriate practices.
 - 06.03 Discuss the importance of learning through play.
 - 06.04 Describe learning centers used in developmentally appropriate environments.
- 07.0 Identify communication skills related to child care. – The student will be able to:
- 07.01 Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.
 - 07.02 Describe ways to promote positive interaction between the family, child care center and community.
- 08.0 Identify various observation and recording methods. – The student will be able to:
- 08.01 Identify observation techniques and methods used in a child care setting.
 - 08.02 Interpret and evaluate a child observation form.
 - 08.03 Observe, record, and report the behavior of children of various ages on an observation form.
 - 08.04 Discuss the importance of, and create a plan for the confidentiality of child/family records.
 - 08.05 Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.
- 09.0 Recognize appropriate methods of guidance. – The student will be able to:
- 09.01 Describe methods of direct and indirect guidance.
 - 09.02 Identify preventative measures of direct and indirect guidance.
 - 09.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
 - 09.04 Identify acceptable and unacceptable methods of guiding behavior.

- 09.05 Demonstrate effective, positive guidance techniques for guiding behavior.
- 09.06 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
- 10.0 Plan, establish, and implement a developmentally appropriate emergent reading program. – The student will be able to:
 - 10.01 Identify characteristics of and establish a classroom environment that motivates children to read.
 - 10.02 Demonstrate knowledge of appropriate phonological awareness teaching practices.
 - 10.03 Demonstrate knowledge of appropriate teaching practices for alphabet knowledge.
 - 10.04 Demonstrate knowledge of appropriate comprehension strategies.
- 11.0 Plan, establish, and implement an environment that supports emergent writing. – The student will be able to:
 - 11.01 Identify characteristics of, and create an environment that motivates children to use written expression.
 - 11.02 Identify and describe the characteristics of the emergent writing continuum.
 - 11.03 Identify and create an environment that supports age-appropriate letter writing.
 - 11.04 Model appropriate structure of written composition.
- 12.0 Identify the characteristics of and provide an environment that is conducive to language use and acquisition. – The student will be able to:
 - 12.01 Create opportunities for students to instigate and add comments to discussions and conversations.
 - 12.02 Facilitate conversations between self and child or child-to-child.
 - 12.03 Provide occasions for children to follow two- or three-step directions.
 - 12.04 Identify developmental speech patterns.
 - 12.05 Use an appropriate vocabulary that increases in complexity and variety.
 - 12.06 Describe the importance of vocabulary development in young children.
 - 12.07 Use proper grammar when speaking to parents and/or children.
 - 12.08 Identify age-appropriate grammar.
 - 12.09 Create opportunities for children to gain meaning by listening.
 - 12.10 Facilitate children using increasingly complex sentences and phrases.
 - 12.11 Model appropriate language and style for context.
- 13.0 Plan, implement, and evaluate developmentally appropriate language and emergent literacy activities. – The student will be able to:
 - 13.01 Provide a sample lesson plan and a child’s work product for a Early Childhood Teaching Portfolio.
- 14.0 Demonstrate professionalism. – The student will be able to:
 - 14.01 Identify factors that aid professional growth in a child caregiver.
 - 14.02 Identify and use job-related child care terminology.

- 14.03 Identify effective communication skills to use with personnel and parents/guardians of children.
 - 14.04 Develop a self-improvement activity related to professionalism.
 - 14.05 Identify opportunities for continuing education.
 - 14.06 Assess one's attitude and performance.
 - 14.07 Identify and demonstrate the exemplary behavior and social skills needed as a role model for children.
 - 14.08 Demonstrate knowledge of legal issues and liability as they relate to a child care worker.
 - 14.09 Review the National Child Development Associate (CDA) Code of Ethics and requirements for developing a Professional Resource file (www.cdacouncil.org). (Guidelines for Professional Resource File are on webpage).
 - 14.10 Demonstrate employability skills including a job search.
- 15.0 Identify knowledge of community needs and resources. – The student will be able to:
- 15.01 Identify state organizations and agencies that serve children and families.
 - 15.02 Identify local community resources that serve children and families.
 - 15.03 Identify organizations and agencies that provide services or assistance to children with special needs and their families.
 - 15.04 Organize and develop community resource information.
- 16.0 Identify career opportunities in the early childhood profession. – The student will be able to:
- 16.01 Define the early childhood education profession.
 - 16.02 Identify early childhood education career opportunities.
- 17.0 Display interpersonal relationship skills. – The student will be able to:
- 17.01 Maintain positive view of self.
 - 17.02 Exhibit responsibility toward achieving goals.
 - 17.03 Display sociability, empathy, understanding and caring.
 - 17.04 Display ability to manage personal resources to maintain goals.
 - 17.05 Display honesty and integrity in interacting with children and families, as well as, with co-workers.
 - 17.06 Respond to needs and strengths of the multi-ethnic work place.
- 18.0 Develop intercommunication with family. – The student will be able to:
- 18.01 Identify ways of communicating with the family.
 - 18.02 Plan and implement parental involvement activities and curriculum planning, providing samples as part of the Early Childhood Teaching Portfolio.
- 19.0 Demonstrate the roles of the child care center staff. – The student will be able to:
- 19.01 Compare roles and responsibilities of the child care center team members.
 - 19.02 Practice professionalism in the workplace.
 - 19.03 Identify the important role child caregivers play in the development of each child in care.

20.0 Demonstrate observation and recording methods. – The student will be able to:

20.01 Apply observation techniques and methods in a child care setting.

20.02 Complete a case study on one child.

20.03 Interpret and evaluate a child observation.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education 2
Course Number: 8503212
Course Credit: 1

Course Description:

This course covers initial competencies involved in becoming a preschool teacher. Students will acquire competence in basic curriculum development, child development theories, factors that influence development, and planning and implementing a variety of developmentally appropriate activities for infants, toddlers, and preschoolers.

21.0 Demonstrate basic curriculum development. – The student will be able to:

- 21.01 Research criteria for creating an age appropriate curriculum plan.
- 21.02 Develop an age appropriate language lesson plan.
- 21.03 Develop evaluation criteria for the lesson.

22.0 Analyze theories of child development. – The student will be able to:

- 22.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
- 22.02 Describe how major theories of human development provide a basis for planning a program.

23.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child. – The student will be able to:

- 23.01 Discuss current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
- 23.02 Discuss how a child's health status influences development.
- 23.03 Describe the importance of physical fitness to health status and development.

24.0 Guide sensory integration activities of infants and toddlers. – The student will be able to:

- 24.01 Plan, implement, and evaluate visual stimulation activities.
- 24.02 Plan, implement, and evaluate auditory stimulation activities.
- 24.03 Plan, implement, and evaluate tactile stimulation activities.
- 24.04 Plan, implement, and evaluate activities that stimulate balance, coordination and movement.
- 24.05 Plan, implement, and evaluate olfactory stimulation activities.
- 24.06 Plan, implement, and evaluate gustatory stimulation activities.

25.0 Guide activities related to the physical health of infants and toddlers. – The student will be able to:

- 25.01 Plan, implement, and evaluate age-appropriate gross motor development activities.
- 25.02 Plan, implement, and evaluate age-appropriate fine motor development activities.
- 26.0 Guide self-help activities of infants and toddlers. – The student will be able to:
 - 26.01 Plan, implement and evaluate age-appropriate nutritional snacks and an activity related to nutrition; provide sample for Early Childhood Teaching Portfolio.
 - 26.02 Demonstrate feeding techniques.
 - 26.03 Demonstrate diapering techniques.
 - 26.04 Assist with toilet training of toddlers.
 - 26.05 Demonstrate dressing techniques.
 - 26.06 Assist toddlers with grooming skills.
 - 26.07 Demonstrate bathing techniques.
 - 26.08 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.
- 27.0 Plan and implement developmentally appropriate motor development activities for preschool children. – The student will be able to:
 - 27.01 Demonstrate knowledge of physical development.
 - 27.02 Plan, implement and evaluate developmentally appropriate gross motor activities and provide sample for Early Childhood Teaching Portfolio.
 - 27.03 Plan, implement and evaluate developmentally appropriate fine motor activities.
 - 27.04 Select and use appropriate equipment and materials for physical development.
- 28.0 Guide the cognitive development and general knowledge of preschool children. – The student will be able to:
 - 28.01 Demonstrate knowledge of cognitive development and general knowledge.
 - 28.02 Plan, implement and evaluate developmentally appropriate math activities and provide sample for a Early Childhood Teaching Portfolio.
 - 28.03 Plan, implement and evaluate developmentally appropriate scientific thinking activities and provide sample for Early Childhood Teaching Portfolio.
 - 28.04 Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills; provide sample for Early Childhood Teaching Portfolio.
 - 28.05 Plan, implement, and evaluate developmentally appropriate art activities.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education 3
Course Number: 8503213
Course Credit: 1

Course Description:

This course covers the additional competencies involved in becoming a preschool teacher, a continuation of Early Childhood Education 2. Competencies covered include planning and implementing developmentally appropriate activities that focus on preschool children. Students will acquire competence in understanding school age children and children with special needs. Classroom management techniques, creating optimum environments for all children, and developing appropriate curriculum are also covered.

- 29.0 Guide the creative development of preschool children which reflects various approaches to learning. – The student will be able to:
- 29.01 Plan, implement and evaluate developmentally appropriate music activities and provide a sample for Early Childhood Teaching Portfolio.
 - 29.02 Plan, implement and evaluate developmentally appropriate art activities and provide a sample for Early Childhood Teaching Portfolio.
 - 29.03 Plan, implement and evaluate developmentally appropriate creative movement activities and provide a sample for Early Childhood Teaching Portfolio.
- 30.0 Guide the social and emotional development of preschool children. – The student will be able to:
- 30.01 Demonstrate knowledge of social and emotional development.
 - 30.02 Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations); provide sample for Early Childhood Teaching Portfolio.
 - 30.03 Plan, implement and evaluate developmentally appropriate self-concept activities.
 - 30.04 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness; provide sample for Early Childhood Teaching Portfolio.
 - 30.05 Plan, implement and evaluate developmentally appropriate dramatic play activities.
 - 30.06 Plan and implement developmentally appropriate group play.
 - 30.07 Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.
- 31.0 Demonstrate a basic understanding of the history, development, and diversity of school-age children. – The student will be able to:
- 31.01 Describe the need for school-age child care and how it has evolved.
 - 31.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.

- 31.03 Explain the personal and professional characteristics of a school-age caregiver.
- 32.0 Demonstrate a basic knowledge of child growth and development as it relates to school-age children. – The student will be able to:
- 32.01 Describe how major theories of human development provide a basis for planning programs.
 - 32.02 Explain why and how individual children may overlap both younger and older chronological programs.
 - 32.03 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.
- 33.0 Plan and provide for developmentally appropriate care giving environments for students with special needs. – The student will be able to:
- 33.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
 - 33.02 Provide safe, healthy, and developmentally appropriate environments within the care giving setting.
 - 33.03 Demonstrate adaptations to include children with special needs in classroom activities.
- 34.0 Provide care giving skills related to the Universal Infection Control System specific to special needs children. – The student will be able to:
- 34.01 Implement appropriate diapering, toileting, and feeding procedures.
 - 34.02 Implement appropriate methods for disposal of bodily products.
 - 34.03 Demonstrate appropriate techniques for seizure management and positioning techniques.
- 35.0 Plan and implement classroom management techniques for infants, toddlers, preschoolers and school age children (birth through age twelve). – The student will be able to:
- 35.01 Develop and implement a plan to meet short and long term goals.
 - 35.02 Identify appropriate teaching techniques to meet various learning styles.
 - 35.03 Identify developmentally appropriate supplies and teaching materials.
 - 35.04 Arrange learning centers for a variety of activities.
 - 35.05 Plan and implement developmentally appropriate special events such as field trips and holiday programs.
 - 35.06 Maintain children's records.
 - 35.07 Plan, implement, and evaluate a developmentally appropriate classroom schedule and daily lesson plan.
 - 35.08 Plan and implement a developmentally appropriate program to meet the needs of the individual child and the group as well.
 - 35.09 Demonstrate the arrangement of an Early Childhood classroom so that children will become self-directed in their learning.
 - 35.10 Describe and set up activity centers within the learning environment, and identify ways that the center enhances the development of young children.

- 36.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development. – The student will be able to:
- 36.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
 - 36.02 Plan and implement schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.
 - 36.03 Plan and implement techniques for facilitating children's successful participation in all aspects of a program.
- 37.0 Apply knowledge of program elements needed to create a successful developmentally appropriate curriculum. – The student will be able to:
- 37.01 Demonstrate the ability to identify children's needs, interests, and abilities.
 - 37.02 Assess ways to develop program philosophies, goals, and objectives.
 - 37.03 Plan, prepare, and implement daily activities and routines.
 - 37.04 Evaluate and critique all aspects of a program's growth.
 - 37.05 Develop an Early Childhood Teaching Portfolio that includes samples of math, science, social studies, language, emergent reading and writing, story-telling, creative arts, current events, intergenerational concepts, multiculturalism, parental involvement, safety, physical fitness, and nutrition education activities.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education 4
Course Number: 8503214
Course Credit: 1

Course Description:

This course prepares students to be a child development specialist. Students will acquire competence in the areas of mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, and including children with special needs. There is an emphasis on professional development including locating information on recent developments in brain research and current trends in Early Childhood Education.

- 38.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff. – The student will be able to:
- 38.01 Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
 - 38.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
 - 38.03 Demonstrate techniques for actively listening to children.
 - 38.04 Explore use of open-ended questions.
 - 38.05 Explore and use ideas for establishing a healthy relationship with each child's family.
 - 38.06 Demonstrate techniques for actively listening to other staff members.
 - 38.07 Evaluate the value of professionalism in relationships with children, parents, and staff.
- 39.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective. – The student will be able to:
- 39.01 Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.
 - 39.02 Plan and implement methods to prevent and/or confront bias in the early childhood program as it relates to gender, race, ethnicity, and persons of varying abilities.
 - 39.03 Integrate activities that build children's self-concept into daily, weekly, and monthly plans.
 - 39.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.
- 40.0 Demonstrate the ability to provide for inclusion of children with special needs. – The student will be able to:
- 40.01 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.

- 40.02 Develop methods and adaptations for inclusion of children with special needs.
- 40.03 Plan individual and group activities for children with special needs.
- 41.0 Demonstrate mentor skills for team building and collaboration. – The student will be able to:
 - 41.01 Identify roles and expectations of early childhood team members and mentors.
 - 41.02 Identify and model early childhood supervisory work practices.
 - 41.03 Demonstrate knowledge of developmentally appropriate conflict resolution strategies for children and adults.
 - 41.04 Demonstrate knowledge of and utilization of alternative communication skills.
 - 41.05 Plan and implement supervisory interventions appropriate to the role of a mentor.
- 42.0 Analyze recent trends/developments in brain research. – The student will be able to:
 - 42.01 Relate the brain research findings to the care of children by parents and all other caregivers.
 - 42.02 Give examples of activities that are age appropriate for children.
 - 42.03 Using the internet, research the latest findings on brain research.
 - 42.04 Prepare a list of resources pertaining to brain research.
- 43.0 Research current trends and issues in early childhood education. – The student will be able to:
 - 43.01 Identify current trends and issues in Early Childhood Education.
 - 43.02 Locate, collect, and organize current information on trends and issues in early childhood education.
 - 43.03 Interpret the impact of current trends and issues on the early childhood field.
- 44.0 Demonstrate professional development. – The student will be able to:
 - 44.01 Develop a personal philosophy of early childhood education teaching.
 - 44.02 Develop personal teaching goals.
 - 44.03 Develop a Professional Portfolio containing at least the following: student picture identification, resume, teaching goals, letter of recommendation, list of Early Childhood Education program standards mastered, copies of any certification/cards pertaining to child care eligibility, and samples of student developed teaching materials.
 - 44.04 Develop a Professional Resource file.
 - 44.05 Develop criteria and evaluate student portfolios using national and student developed criteria.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Teacher Assisting
Program Type: Career Preparatory
Career Cluster: Education and Training

	Secondary	PSAV
Program Number	8909000	P131299
CIP Number	0713129902	0713129902
Grade Level	9-12, 30, 31	30, 31
Standard Length	4 credits	600 hours
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER	ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER
CTSO	FPSA FFEA	FPSA FFEA
SOC Codes (all applicable)	25-9041 – Teacher Assistants	
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)	
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm	
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp	
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp	
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp	
Basic Skills Level	N/A	Mathematics: 10 Language: 10 Reading: 10

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 and 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 and Training career cluster.

The purpose of this program is to prepare students for employment as substitute teachers and teacher assistants (SOC 25-9041). This is a job-preparatory career and technical program. To be enrolled a student's status in school and schedule must allow sufficient time for the student to be able to complete the program. *The Teacher Assisting Program is designed to support **teaching activities for students in classroom settings**. It is not a program to provide clerical support to faculty or office/administrative personnel.*

The content includes but is not limited to competencies and skills needed to become a paraprofessional in the field of education. This includes an understanding of education in the United States, the ability to work effectively with all students, educational technology, classroom management, student assessment, communication skills, and other skills needed to support the learning activities of students.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	EDG0312	Substitute Teacher	150 hours	25-9041
B	EDG0317	Teacher Assisting	450 hours	25-9041

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8909010	Teacher Assisting 1	1 credit	25-9041	2
	8909020	Teacher Assisting 2	1 credit		2
	8909030	Teacher Assisting 3	1 credit		2
B	8909040	Teacher Assisting 4	1 credit	25-9041	2

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The secondary program should include the following components:

- 10 hours of field experience and/or observation during Teacher Assisting 1

- An additional 15 hours of field experience and/or observation during Teacher Assisting 2.
- Students will also successfully complete a Teacher Assisting practicum experience of 25 hours during Teacher Assisting 3
- An additional 50 hours during Teacher Assisting 4

The PSAV program should include the following components:

- 10 hours of field experience and/or observation during OCP A
- An additional 15 hours of field experience during the early part of OCP B
- Students will also successfully complete a Teacher Assisting practicum experience of 75 hours during the remainder of OCP B. This will involve direct student contact in a classroom at an elementary school, a middle school, or a high school. (These can be academic classrooms, CTE classrooms, ESE classrooms or an adult classroom – a variety of experiences will be beneficial to the student).
- In schools with block scheduling, it may be helpful to include Teacher Assisting 2 and 3 courses in the same year. This arrangement would support the time management required for students to incorporate the practicum experience into their program of studies.
- There must be at least one formal observation of the student during the latter part of the final 50 hours of the practicum, conducted by the instructor.

NOTE: Students in this program will be required to create a portfolio which should be developed on a continuous basis throughout all courses in this program and submitted to the instructor during the final semester of the program. The portfolio should include the following:

- Survey of professional educators and summary of findings
- Current event article summaries pertaining to education
- Research and evaluate teaching strategies observed during practicum
- Picture display of involvement during activities at practicum (*NOTE this should include research on legal ramifications of use of student pictures in displays, websites, etc.)
- Development and application of learning tool during practicum
- Journal entries reflecting on practicum experiences
- Personal accomplishments (awards, transcripts, talents, club memberships and office(s) held, letters of recommendation, community service involvement, etc.)
- Documentation of required hours of observation/field experience and practicum

Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
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Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

** Alignment pending

Alignment attempted, but no correlation to academic course.

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Teacher Assisting 1	^	^	^	2/53 4%	3/52 6%	2/56 4%	2/55 4%	2/58 3%	2/35 6%	4/42 10%	2/56 4%	2/53 4%
Teacher Assisting 2	^	^	^	#	#	#	#	#	#	#	#	#
Teacher Assisting 3	^	^	^	1/53 2%	1/52 2%	1/56 2	1/55 2%	1/58 2%	1/35 3%	1/42 2%	1/56 2%	1/53 2%
Teacher Assisting 4	^	^	^	#	#	#	#	#	#	#	#	#

^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

** Alignment pending review
Alignment attempted, but no correlation to academic course.

Career and Technical Student Organization (CTSO)

FPSA (Florida Public Service Association, Inc.) and FFEA (Florida Future Educators Association) are appropriate career and technical student organizations for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

The PSAV component of this program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

Standards

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

- 01.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.
- 02.0 Describe the role of education in the United States.
- 03.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or teacher assistant.
- 04.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 05.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.
- 06.0 Use information technology tools.
- 07.0 Operate instructional technology.
- 08.0 Arrange, organize, and perform educational support tasks.
- 09.0 Demonstrate mathematics knowledge and skills.
- 10.0 Demonstrate language arts knowledge and skills.
- 11.0 Demonstrate science knowledge and skills.
- 12.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 13.0 Supervise the safety and health of students.
- 14.0 Identify and report child abuse and drug abuse.
- 15.0 Support the learning activities of students.
- 16.0 Establish and maintain appropriate student behaviors.
- 17.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

- 18.0 Recognize leadership and Career and Technical Student Organization (CTSO) activities.
- 19.0 Describe key events and factors that influence education in the United States.
- 20.0 Demonstrate the methods for creating and interpreting assessments.
- 21.0 Describe the importance of professional ethics and legal responsibilities.
- 22.0 Identify the responsibilities involved when supervising students.
- 23.0 Analyze the effects of child abuse and drug abuse on student academic achievement and behavior.
- 24.0 Demonstrate methods of supporting the learning activities of students.
- 25.0 Demonstrate the ability to work effectively with exceptional students.
- 26.0 Demonstrate an awareness of diversity in education.
- 27.0 Define multiple intelligences
- 28.0 Recognize a balanced literacy classroom.
- 29.0 Demonstrate the methods for administering and grading assessments.
- 30.0 Solve problems using critical thinking skills, creativity and innovation.
- 31.0 Prepare visual aids.
- 32.0 Explain the importance of employability skills and entrepreneurship skills.
- 33.0 Demonstrate skills needed for employment in the field of education.
- 34.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 35.0 Support cooperative relationships between home and school.
- 36.0 Develop intrapersonal skills.
- 37.0 Demonstrate professionalism.
- 38.0 Demonstrate personal money management concepts, procedures, and strategies.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Program Title: Teacher Assisting
PSAV Number: P131299

Course Number: EDG0312
Occupational Completion Point: A
Substitute Teacher – 150 Hours – SOC Code 25-9041

- 01.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation. – The student will be able to:
- 01.01 Describe the code of ethics for the teaching profession and explain how it relates to the role of the substitute teacher/teacher assistant.
 - 01.02 Define the role and characteristics of an effective substitute teacher/teacher assistant.
 - 01.03 Describe the role of the substitute teacher/teacher assistant in relation to the roles of the teacher, school principal, counselor, and students.
 - 01.04 Describe the role and responsibility of a substitute teacher/teacher assistant in using public relations to build rapport and enhance the image of education.
 - 01.05 Describe tasks that a substitute teacher /teacher assistant will and will not perform to assist a teacher, the school principal, students, and other individuals in the school system.
 - 01.06 Identify and explain the provisions of existing local, state, and federal regulations governing the role of a substitute teacher.
 - 01.07 Describe the history of, emerging demand for, and career path of substitute teachers and teacher assistants.
 - 01.08 Identify the types of educational programs and agencies that employ substitute teachers and teacher assistants.
- 02.0 Describe the role of education in the United States. – The student will be able to:
- 02.01 Review the history of education in the United States.
 - 02.02 Identify key Supreme Court decisions affecting teachers and the current educational setting (i.e. Brown vs. Board of Education, Public Law 94-142, IDEA, and ADA)
 - 02.03 Identify legal provisions for education found in the Constitution (i.e. amendments #1, #10, and #14).
 - 02.04 Explain the rights of teacher's tenure legislation.
 - 02.05 Identify Florida Title XLVIII Statutes governing education.
 - 02.06 Describe the role of the Florida Department of Education in governing education at the state level and any recent changes in the Department affecting the future of education in Florida.
 - 02.07 Describe the role of the State Board of Education.
- 03.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant. – The student will be able to:

- 03.01 Interact in ethical, professional, courteous, and culturally respectful ways with teachers, principals, students, and other individuals and groups.
 - 03.02 Demonstrate responsible ways of dealing with criticism from supervisors, teachers, principals, students, and others in a school setting.
 - 03.03 Identify methods for conflict resolution between individuals and groups.
 - 03.04 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems (school protocol for fire drills, lock downs, etc.).
 - 03.05 Identify the work, health, and grooming habits that facilitate positive interactions with individuals and ongoing employment as a teacher.
 - 03.06 Demonstrate professional attire that is appropriate for the classroom.
 - 03.07 Demonstrate the ability and willingness to follow oral and written instructions.
- 04.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:
- 04.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
 - 04.02 Locate, organize and reference written information from various sources. CM 3.0
 - 04.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
 - 04.04 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
 - 04.05 Apply active listening skills to obtain and clarify information. CM 7.0
 - 04.06 Develop and interpret tables and charts to support written and oral communications. CM 8.0
 - 04.07 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0
- 05.0 Demonstrate the communication skills required to be an effective substitute teacher and/or a teacher assistant. – The student will be able to:
- 05.01 Demonstrate active listening skills for various situations.
 - 05.02 Recognize and interpret various types of nonverbal communication.
 - 05.03 Use oral and written communication for self-expression and for conveying and following instructions and professional correspondence.
 - 05.04 Differentiate personal opinion from observations, actual events, and facts.
 - 05.05 Report observations and information objectively.
 - 05.06 Follow protocols for the use of the telephone, internet, text messaging, etc. in order to communicate appropriately and courteously to others.
 - 05.07 Prepare and relay messages accurately and in a timely manner from one person to another.
 - 05.08 Demonstrate effective techniques when communicating with parents or adult students.
 - 05.09 Create a communiqué to parents using a language other than English.
- 06.0 Use information technology tools. – The student will be able to:
- 06.01 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
 - 06.02 Employ technological tools to expedite workflow including word processing, data bases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0

- 06.03 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
- 06.04 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 07.0 Operate instructional technology. – The student will be able to:
- 07.01 Identify different types of current instructional technology and research various reference websites on the Internet valuable to educators (thinking.org, Gale Reference Library, teachertube.com, etc.).
- 07.02 Identify the components of instructional technology by name, function, and method of operation.
- 07.03 Identify the safety measures required for operating instructional technology.
- 07.04 Obtain, operate, and return technology equipment according to equipment specifications and school/classroom protocols.
- 08.0 Arrange, organize, and perform educational support tasks. – The student will be able to:
- 08.01 Identify the formats, styles, and forms required for different types of correspondence, records, reports, and other documentation that support classroom activities.
- 08.02 Produce correspondence, reports, and other types of communication using the materials and directions provided by a teacher.
- 08.03 Utilize technology to create seating charts, record attendance and grades, maintain a classroom inventory, schedule appointments on an electronic calendar, create a power point presentation, create a Word document, and an excel file.
- 08.04 Demonstrate security and virus-protection procedures for computer systems.
- 08.05 Demonstrate the input of information and methods for saving, backing up, and printing files.
- 09.0 Demonstrate mathematics knowledge and skills. – The student will be able to:
- 09.01 Demonstrate knowledge of arithmetic operations. AF3.2
- 09.02 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 09.03 Construct charts/tables/graphs using functions and data. AF3.5
- 10.0 Demonstrate language arts knowledge and skills. – The student will be able to:
- 10.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.0
- 10.02 Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary. AF 2.5
- 10.03 Present information formally and informally for specific purposes and audiences. AF 2.9
- 11.0 Demonstrate science knowledge and skills. – The student will be able to:
- 11.01 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1

- 11.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3
- 12.0 Demonstrate the importance of health, safety, environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:
- 12.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
- 12.02 Explain emergency procedures to follow in response to workplace accidents.
- 12.03 Create a disaster and/or emergency response plan. SHE 2.0
- 13.0 Supervise the safety and health of students. – The student will be able to:
- 13.01 Apply basic first aid and follow health and safety procedures.
- 13.02 Explain cardiopulmonary resuscitation (CPR), airway obstruction, and the Heimlich maneuver.
- 13.03 Supervise the playground and recreational activities of students.
- 13.04 Understand the “Right to Know” law as stated in Department of Labor Regulations (Standards–29CFR)1910.1200.
http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=standards&p_id=10099)
- 14.0 Identify and report child abuse and substance abuse. – The student will be able to:
- 14.01 Explain the state laws governing the identification and reporting of child abuse.
- 14.02 Follow school protocol for providing information and referral for alcohol and other substance abuse.
- 15.0 Support the learning activities of students. – The student will be able to:
- 15.01 List the developmental stages of children and explain their relationship to learning.
- 15.02 Describe the different learning styles of students and how data should drive instruction.
- 15.03 Describe the function and components of a lesson plan.
- 15.04 Create and implement a lesson plan.
- 16.0 Establish and maintain appropriate student behaviors. – The student will be able to:
- 16.01 Identify appropriate and inappropriate student behaviors and factors that affect student behavior.
- 16.02 Describe the effects of school rules, regulations, and procedures on student behaviors.
- 16.03 Create and implement a classroom management plan (suggested resource: *The First Days of School* by Harry Wong).
- 16.04 Identify techniques, including attention, praise, and other positive approaches, for motivating and reinforcing appropriate behavior of individuals and groups.
- 16.05 Identify techniques for reducing or eliminating inappropriate behaviors.

- 17.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives--The student will be able to:
- 17.01 Employ leadership skills to accomplish organizational goals and objectives. LT 1.0
 - 17.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. LT 3.0
 - 17.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
 - 17.04 Employ mentoring skills to inspire and teach others. LT 5.0
- 18.0 Recognize leadership and career and technical student organization (CTSO) activities. – The student will be able to:
- 18.01 Describe the education and training CTSO events and activities available for students and schools.
 - 18.02 Identify the leadership opportunities available through CTSO events, competitions, and activities.
 - 18.03 Identify the benefits and awards provided through participation in CTSO activities.
 - 18.04 Identify additional student organizations that relate to education.
 - 18.05 Identify the various high school service clubs and CTE organizations and explain their role in enhancing education.

NOTE: Students should have completed 10 hours of field experience and/or observation at this point in the program. Students also should have begun creating their portfolio (see remarks in Special Notes section).

Course Number: EDG0317

Occupational Completion Point: B

Teacher Assistant – 450 Hours – SOC Code 25-9041

- 19.0 Describe key events and factors that have influenced education in the United States. – The student will be able to:
- 19.01 Identify key Supreme Court decisions affecting teachers and the current educational setting (i.e. Brown vs. Board of Education, Public Law 94-142, IDEA, and ADA)
 - 19.02 Identify legal provisions for education or provided for found in the Constitution (i.e. amendments #1, #10, and #14).
 - 19.03 Explain the rights of teacher's tenure legislation (i.e. Right to bargain collectively, etc.).
 - 19.04 Identify Title XLVIII Statutes governing education.
 - 19.05 Describe the role of the Florida Department of Education in governing education at the state level.
 - 19.06 Describe the role of the State Board of Education.
- 20.0 Demonstrate the methods for creating and interpreting assessments. – The student will be able to:

- 20.01 Describe the procedures required for the administration of standardized and other tests.
 - 20.02 Identify types of assessments.
 - 20.03 Develop criteria for various assessments and create a rubric.
 - 20.04 Calculate and record test results.
 - 20.05 Read and interpret assessment scores (percentile rank, scale scores, etc.).
- 21.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 21.01 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
 - 21.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR 1.1
 - 21.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR 1.2
 - 21.04 Interpret and explain written organizational policies and procedures. ELR 2.0
- 22.0 Identify the responsibilities involved when supervising students. – The student will be able to:
- 22.01 Supervise students in various situations (traditional classroom, playground, laboratories, computer labs, etc.)
 - 22.02 Identify issues of liability concerning the safety, health, and welfare of students.
 - 22.03 Describe FERPA (Family Educational Rights and Privacy Act) and the importance of confidentiality when dealing with student records.
- 23.0 Analyze the effects of child abuse and substance abuse and other barriers to learning on student achievement and behavior. – The student will be able to:
- 23.01 Identify the types, signs, symptoms, and prevalence of child abuse and the possible effects of abuse on student performance.
 - 23.02 Identify the types, signs, symptoms, and prevalence of alcohol and other drug abuse and the possible effects of alcohol and other drug abuse on student performance.

NOTE: Students should have completed an additional 15 hours of field experience and/or observation at approximately this point in the program. Students also should continue working on their portfolio (see remarks in Special Notes section).

- 24.0 Demonstrate methods of supporting the learning activities of students. – The student will be able to:
- 24.01 Demonstrate the methods for working individually with students who have special needs and exceptionalities.
 - 24.02 Assist absentees in completing missed or "makeup" assignments.
 - 24.03 Explain the importance of handwriting skills.
 - 24.04 Use reading formulas, provided by a teacher or reading specialist, to determine reading levels and make appropriate decisions about reading assignments for students.

- 24.05 Prepare developmentally appropriate educational games and puzzles.
 - 24.06 Define differentiated instruction and describe the importance of varying instructional materials.
- 25.0 Demonstrate the ability to work effectively with exceptional students.—The student will be able to:
- 25.01 Recognize the meanings of acronyms used to classify ESE students.
 - 25.02 Explain purpose of the IEP (Individualized Education Plan).
 - 25.03 Distinguish between a modification and accommodation and the related legal requirements of the educator.
 - 25.04 Identify characteristics of varying exceptionalities.
 - 25.05 Define the autism spectrum disorder and analyze the recent increase in autism diagnoses.
 - 25.06 Explain effective strategies for working with students.
- 26.0 Demonstrate an awareness of diversity in education. – The student will be able to:
- 26.01 Identify laws and regulations governing ESOL students.
 - 26.02 Identify various strategies and methods for teaching ESOL students and requirements for instructors.
 - 26.03 Identify key/famous Americans of various ethnic backgrounds who made an impact on education.
 - 26.04 Recognize and choose classroom literature promoting positive multicultural relationships.
 - 26.05 Discuss similarities and differences in educational philosophies among countries and cultural groups and discuss creative ways for other students to make school orientation simple and meaningful for new ESOL students.
- 27.0 Define multiple intelligences. – The student will be able to:
- 27.01 Identify the multiple intelligences and characteristics designated by Howard Gardner.
 - 27.02 Conduct a self analysis to determine the intelligences one possesses.
 - 27.03 Create a learning activity appropriate for each intelligence.
- 28.0 Recognize a balanced literacy classroom. – The student will be able to:
- 28.01 Define balanced literacy and identify components of a balanced literacy classroom.
 - 28.02 Explain the benefits of learning centers in a classroom.
 - 28.03 Identify developmentally age-appropriate literature genres.
 - 28.04 Describe the basic principles of research-based reading instruction.
- 29.0 Demonstrate the methods for administering and grading assessments. – The student will be able to:
- 29.01 Read and interpret assessment data on graphs, reports, charts, and tables and explain how to utilize data for class/student use.
 - 29.02 Generate percentages from test scores and other numbers.

- 30.0 Solve problems using critical thinking skills, creativity and innovation. – The student will be able to:
- 30.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS1.0
 - 30.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
 - 30.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
 - 30.04 Conduct technical research to gather information necessary for decision-making. PS 4.0
- 31.0 Prepare visual aids. – The student will be able to:
- 31.01 Identify principles for the visual design and layout of educational materials.
 - 31.02 Prepare posters and bulletin boards using lamination and other visual-preparation techniques.
 - 31.03 Prepare materials for projection on the LCD projector and other classroom technology and computer technology.
 - 31.04 Prepare exhibits and displays.
- 32.0 Explain the importance of employability skills and entrepreneurship skills. – The student will be able to:
- 32.01 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
 - 32.02 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
 - 32.03 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
 - 32.04 Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
 - 32.05 Evaluate and compare employment opportunities that match career goals. ECD 6.0
 - 32.06 Identify and exhibit traits for retaining employment. ECD 7.0
 - 32.07 Identify opportunities and research requirements for career advancement. ECD 8.0
 - 32.08 Research the benefits of ongoing professional development. ECD 9.0
 - 32.09 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 33.0 Demonstrate skills needed for employment in the field of education. – The student will be able to:
- 33.01 Identify advanced career options and training opportunities in the teaching profession.
 - 33.02 Conduct a job search and identify the training, experience, and certification requirements for different positions.
 - 33.03 Secure information about a job.
 - 33.04 Create a job resume with an educational focus.
 - 33.05 Complete a job application (online as well as paper/pencil format).
 - 33.06 Demonstrate effective job-interview techniques.
 - 33.07 Describe how to make job changes and pursue career advancement appropriately.
 - 33.08 Review the interpersonal skills, work habits, and ethics necessary for ongoing employment in a culturally diverse environment.
 - 33.09 Demonstrate professional attire appropriate for an interview and for the workplace.

- 34.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The student will be able to:
- 34.01 Describe the nature and types of business organizations. SY 1.0
 - 34.02 Explain the effect of key organizational systems on performance and quality.
 - 34.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
 - 34.04 Explain the impact of the global economy on business organizations.
- 35.0 Support cooperative relationships between home and school. – The student will be able to:
- 35.01 Describe how family background, cultural diversity, roles, and relationships influence student learning and behavior.
 - 35.02 Use communication strategies to develop effective relationships with parents and families.
- 36.0 Develop intrapersonal skills. – The student will be able to:
- 36.01 Identify motivational literature of a personal nature (i.e. Stephen Covey, etc.).
 - 36.02 Develop a personal plan for improving one or more areas of a personal weakness.
- 37.0 Demonstrate professionalism. – The student will be able to:
- 37.01 Participate in mentoring and/or community service activities related to education.
 - 37.02 Demonstrate the ability to collaborate with other teachers (team-teaching, co-teaching).
 - 37.03 Research paraprofessional organizations and professional teacher organizations.
 - 37.04 Create a professional portfolio.
- 38.0 Demonstrate personal money management concepts, procedures, and strategies. – The student will be able to:
- 38.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
 - 38.02 Describe the effect of money management on personal and career goals. FL 3.0
 - 38.03 Develop a personal budget and financial goals. FL3.1
 - 38.04 Complete financial instruments for making deposits and withdrawals. FL3.2
 - 38.05 Maintain financial records. FL3.3
 - 38.06 Read and reconcile financial statements. FL3.4
 - 38.07 Research, compare and contrast investment opportunities.

NOTE: Students must complete 75 hours of a practicum and portfolio should be complete by the end of OCP B.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Teacher Assisting 1
Course Number: 8909010
Course Credit: 1 credit

Course Description:

This course is designed to develop competencies related to the role, regulations, and career path of teacher assistants; the role of education; leadership and CTSO activities; instructional technology; academic skills; interpersonal and communication skills; maintaining appropriate student behavior; and educational support tasks. During this course students must participate in and document a minimum of 10 hours of field experience and/or observation and will begin creating their portfolio.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	2/56 4%	Anatomy/Physiology Honors	2/53 4%	Astronomy Solar/Galactic Honors	3/52 6%
Algebra 2	^^	Chemistry 1	2/55 4%	Genetics	2/35 6%	Marine Science 1 Honors	4/42 10%
Geometry	^^	Physics 1	2/53 4%	Earth-Space Science	2/58 3%	Physical Science	2/56 4%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

** Alignment pending review
 # Alignment attempted, but no correlation to academic course.

01.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation. – The student will be able to:

- 01.01 Describe the code of ethics for the teaching profession and explain how it relates to the role of the substitute teacher/teacher assistant.
- 01.02 Define the role and characteristics of an effective substitute teacher/teacher assistant.
- 01.03 Describe the role of the substitute teacher/teacher assistant in relation to the roles of the teacher, school principal, counselor, and students.
- 01.04 Describe the role and responsibility of a substitute teacher/teacher assistant in using public relations to build rapport and enhance the image of education.
- 01.05 Describe tasks that a substitute teacher /teacher assistant will and will not perform to assist a teacher, the school principal, students, and other individuals in the school system.
- 01.06 Identify and explain the provisions of existing local, state, and federal regulations governing the role of a substitute teacher.
- 01.07 Describe the history of, emerging demand for, and career path of substitute teachers and teacher assistants.

01.08 Identify the types of educational programs and agencies that employ substitute teachers and teacher assistants.

02.0 Describe the role of education in the United States. – The student will be able to:

- 02.01 Review the history of education in the United States.
- 02.02 Identify key Supreme Court decisions affecting teachers and the current educational setting (i.e. Brown vs. Board of Education, Public Law 94-142, IDEA, and ADA)
- 02.03 Identify legal provisions for education found in the Constitution (i.e. amendments #1, #10, and #14).
- 02.04 Explain the rights of teacher’s tenure legislation.
- 02.05 Identify Florida Title XLVIII Statutes governing education.
- 02.06 Describe the role of the Florida Department of Education in governing education at the state level and any recent changes in the Department affecting the future of education in Florida.
- 02.07 Describe the role of the State Board of Education.

03.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant. – The student will be able to:

- 03.01 Interact in ethical, professional, courteous, and culturally respectful ways with teachers, principals, students, and other individuals and groups.
- 03.02 Demonstrate responsible ways of dealing with criticism from supervisors, teachers, principals, students, and others in a school setting.
- 03.03 Identify methods for conflict resolution between individuals and groups.
- 03.04 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems (school protocol for fire drills, lock downs, etc.).
- 03.05 Identify the work, health, and grooming habits that facilitate positive interactions with individuals and ongoing employment as a teacher.
- 03.06 Demonstrate professional attire that is appropriate for the classroom.
- 03.07 Demonstrate the ability and willingness to follow oral and written instructions.

04.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The student will be able to:

This standard supports the following Common Core State Standard: MACC.912.S-IC.2.

- 04.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. CM 1.0
- 04.02 Locate, organize and reference written information from various sources. CM 3.0
- 04.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. CM 5.0
- 04.04 Interpret verbal and nonverbal cues/behaviors that enhance communication. CM 6.0
- 04.05 Apply active listening skills to obtain and clarify information. CM 7.0
- 04.06 Develop and interpret tables and charts to support written and oral communications. CM 8.0
- 04.07 Exhibit public relations skills that aid in achieving customer satisfaction. CM 10.0

- 05.0 Demonstrate the communication skills required to be an effective substitute teacher and/or a teacher assistant. – The student will be able to:
- 05.01 Demonstrate active listening skills for various situations.
 - 05.02 Recognize and interpret various types of nonverbal communication.
 - 05.03 Use oral and written communication for self-expression and for conveying and following instructions and professional correspondence.
 - 05.04 Differentiate personal opinion from observations, actual events, and facts.
 - 05.05 Report observations and information objectively.
 - 05.06 Follow protocols for the use of the telephone, internet, text messaging, etc. in order to communicate appropriately and courteously to others.
 - 05.07 Prepare and relay messages accurately and in a timely manner from one person to another.
 - 05.08 Demonstrate effective techniques when communicating with parents or adult students.
 - 05.09 Create a communiqué to parents using a language other than English.
- 06.0 Use information technology tools--The student will be able to:
- 06.01 Use personal information management (PIM) applications to increase workplace efficiency. IT 1.0
 - 06.02 Employ technological tools to expedite workflow including word processing, data bases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. IT 2.0
 - 06.03 Employ computer operations applications to access, create, manage, integrate, and store information. IT 3.0
 - 06.04 Employ collaborative/groupware applications to facilitate group work. IT 4.0
- 07.0 Operate instructional technology. – The student will be able to:
- 07.01 Identify different types of current instructional technology and research various reference websites on the Internet valuable to educators (thinking.org, Gale Reference Library, teachertube.com, etc.).
 - 07.02 Identify the components of instructional technology by name, function, and method of operation.
 - 07.03 Identify the safety measures required for operating instructional technology.
 - 07.04 Obtain, operate, and return technology equipment according to equipment specifications and school/classroom protocols.
- 08.0 Arrange, organize, and perform educational support tasks. – The student will be able to:
- 08.01 Identify the formats, styles, and forms required for different types of correspondence, records, reports, and other documentation that support classroom activities.
 - 08.02 Produce correspondence, reports, and other types of communication using the materials and directions provided by a teacher.
 - 08.03 Utilize technology to create seating charts, record attendance and grades, maintain a classroom inventory, schedule appointments on an electronic calendar, create a power point presentation, create a Word document, and an excel file.
 - 08.04 Demonstrate security and virus-protection procedures for computer systems.

08.05 Demonstrate the input of information and methods for saving, backing up, and printing files.

09.0 Demonstrate mathematics knowledge and skills. – The student will be able to:

This standard supports the following Common Core State Standards: MACC.912.S-IC.2

- 09.01 Demonstrate knowledge of arithmetic operations. AF3.2
- 09.02 Analyze and apply data and measurements to solve problems and interpret documents. AF3.4
- 09.03 Construct charts/tables/graphs using functions and data. AF3.5

10.0 Demonstrate language arts knowledge and skills. – The student will be able to:

- 10.01 Locate, comprehend and evaluate key elements of oral and written information. AF 2.0
- 10.02 Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary. AF 2.5
- 10.03 Present information formally and informally for specific purposes and audiences. AF 2.9

11.0 Demonstrate science knowledge and skills. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.N.1.1; SC.912.N.1.7

- 11.01 Discuss the role of creativity in constructing scientific questions, methods and explanations. AF4.1
- 11.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. AF4.3

12.0 Demonstrate the importance of health, safety, environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards: SC.912.E.7.6

- 12.01 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. SHE 1.0
- 12.02 Explain emergency procedures to follow in response to workplace accidents.
- 12.03 Create a disaster and/or emergency response plan. SHE 2.0

13.0 Supervise the safety and health of students--The student will be able to:

- 13.01 Apply basic first aid and follow health and safety procedures.
- 13.02 Explain cardiopulmonary resuscitation (CPR), airway obstruction, and the Heimlich maneuver.
- 13.03 Supervise the playground and recreational activities of students.
- 13.04 Understand the “Right to Know” law as stated in Department of Labor Regulations (Standards–29CFR) 1910.1200.

http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=standards&p_id=10099)

- 14.0 Identify and report child abuse and substance abuse.. – The student will be able to:
- 14.01 Explain the state laws governing the identification and reporting of child abuse.
 - 14.02 Follow school protocol for providing information and referral for alcohol and other substance abuse.
- 15.0 Support the learning activities of students. – The student will be able to:
- 15.01 List the developmental stages of children and explain their relationship to learning.
 - 15.02 Describe the different learning styles of students.
 - 15.03 Describe the function and components of a lesson plan.
 - 15.04 Create and implement a lesson plan.
- 16.0 Establish and maintain appropriate student behaviors. – The student will be able to:
- 16.01 Identify appropriate and inappropriate behaviors.
 - 16.02 Describe the effects of school rules, regulations, and procedures on student behaviors.
 - 16.03 Create and implement a classroom management plan (suggested resource: *The First Days of School* by Harry Wong).
 - 16.04 Identify techniques, including attention, praise, and other positive approaches, for motivating and reinforcing appropriate behavior of individuals and groups.
 - 16.05 Identify techniques for reducing or eliminating inappropriate behaviors.
- 17.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The student will be able to:
- 17.01 Employ leadership skills to accomplish organizational goals and objectives. LT1.0
 - 17.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. LT3.0
 - 17.03 Conduct and participate in meetings to accomplish work tasks. LT 4.0
 - 17.04 Employ mentoring skills to inspire and teach others. LT 5.0
- 18.0 Recognize leadership and career and technical student organization (CTSO) activities. – The student will be able to:
- 18.01 Describe the education and training CTSO events and activities available for students and schools.
 - 18.02 Identify the leadership opportunities available through CTSO events, competitions, and activities.
 - 18.03 Identify the benefits and awards provided through participation in CTSO activities.
 - 18.04 Identify additional student organizations that relate to education.
 - 18.05 Identify the various high school service clubs and CTE organizations and explain their role in enhancing education.

NOTE: Students should have completed 10 hours of field experience and/or observation at this point. Students also should have begun creating their portfolio (see Notes in Special Notes).

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Teacher Assisting 2
Course Number: 8909020
Course Credit: 1 credit

Course Description: This course is designed to develop competencies in the legal factors related to education; creating assessments; the supervision of student health and safety; the reporting of child abuse and drug abuse; working with exceptional students; diversity awareness; and strategies to support students' learning activities. During this course students must participate in and document a minimum of 15 hours of field experience and/or observation (this is in addition to the 10 hours completed during Teacher Assisting 1) and should continue developing their portfolio.

- 19.0 Describe key events and factors that have influenced education in the United States. – The student will be able to:
- 19.01 Identify key Supreme Court decisions affecting teachers and the current educational setting (i.e. Brown vs. Board of Education, Public Law 94-142, IDEA, and ADA)
 - 19.02 Identify legal provisions for education or provided for found in the Constitution (i.e. amendments #1, #10, and #14).
 - 19.03 Explain the rights of teacher's tenure legislation (i.e. Right to bargain collectively, etc.).
 - 19.04 Identify Title XLVIII Statutes governing education.
 - 19.05 Describe the role of the Florida Department of Education in governing education at the state level.
 - 19.06 Describe the role of the State Board of Education.
- 20.0 Demonstrate the methods for creating and interpreting assessments. – The student will be able to:
- 20.01 Describe the procedures required for the administration of standardized and other tests.
 - 20.02 Identify types of assessments.
 - 20.03 Develop criteria for various assessments and create a rubric.
 - 20.04 Calculate and record test results.
 - 20.05 Read and interpret assessment scores (percentile rank, scale scores, etc.).
- 21.0 Describe the importance of professional ethics and legal responsibilities. – The student will be able to:
- 21.01 Evaluate and justify decisions based on ethical reasoning. ELR 1.0
 - 21.02 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. ELR1.1
 - 21.03 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. ELR1.2

- 21.04 Interpret and explain written organizational policies and procedures. ELR 2.0
- 22.0 Identify the responsibilities involved when supervising students. – The student will be able to:
- 22.01 Supervise students in various situations (traditional classroom, playground, laboratories, computer labs, etc.)
 - 22.02 Identify issues of liability concerning the safety, health, and welfare of students.
 - 22.03 Describe FERPA (Family Educational Rights and Privacy Act) and the importance of confidentiality when dealing with student records.
- 23.0 Analyze the effects of child abuse and substance abuse and other barriers to learning on student achievement and behavior. – The student will be able to:
- 23.01 Identify the types, signs, symptoms, and prevalence of child abuse and the possible effects of abuse on student performance.
 - 23.02 Identify the types, signs, symptoms, and prevalence of alcohol and other drug abuse and the possible effects of alcohol and other drug abuse on student performance.
- 24.0 Demonstrate methods of supporting the learning activities of students. – The student will be able to:
- 24.01 Demonstrate various methods for working individually with students who have special needs and exceptionalities.
 - 24.02 Assist absentees in completing missed or "makeup" assignments.
 - 24.03 Explain the importance of handwriting skills.
 - 24.04 Use reading formulas, provided by a teacher or reading specialist, to determine reading levels and make appropriate decisions about reading assignments for students.
 - 24.05 Prepare developmentally appropriate educational games and puzzles.
 - 24.06 Define differentiated instruction and describe the importance of varying instructional materials.
- 25.0 Demonstrate the ability to work effectively with exceptional students. – The student will be able to:
- 25.01 Recognize the meanings of acronyms used to classify ESE students.
 - 25.02 Explain purpose of the IEP (Individualized Education Plan).
 - 25.03 Distinguish between a modification and accommodation and the related legal requirements of the educator.
 - 25.04 Identify characteristics of varying exceptionalities.
 - 25.05 Define the autism spectrum disorder and analyze the recent increase in autism diagnoses.
 - 25.06 Explain effective strategies for working with students.
- 26.0 Demonstrate an awareness of diversity in education. – The student will be able to:
- 26.01 Identify laws and regulations governing ESOL students.
 - 26.02 Identify strategies and methods for teaching ESOL students and requirements for instructors.

- 26.03 Identify key/famous Americans of various ethnic backgrounds who made an impact on education.
- 26.04 Recognize and choose classroom literature promoting positive multicultural relationships.
- 26.05 Discuss similarities and differences in educational philosophies among countries and cultural groups and discuss creative ways for other students to make school orientation simple and meaningful for new ESOL students.

NOTE: Students should have completed an additional 15 hours of field experience and/or observation at this point. Students also should also continue developing their portfolio (see Notes in Special Notes)).

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Teacher Assisting 3
Course Number: 8909030
Course Credit: 1 credit

Course Description: This course is designed to develop competencies related to supporting the learning activities of students that involve literacy and multiple intelligences; it includes job related math skills and the ability to prepare classroom materials. During this course students must participate in and document 25 hours of a practicum and continue developing their portfolio.

Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Math		Science					
Algebra 1	^^	Biology 1	1/56 2%	Anatomy/Physiology Honors	1/53 2%	Astronomy Solar/Galactic Honors	1/52 2%
Algebra 2	^^	Chemistry 1	1/55 2%	Genetics	1/35 3%	Marine Science 1 Honors	1/42 2%
Geometry	^^	Physics 1	1/53 2%	Earth-Space Science	1/58 2%	Physical Science	1/56 2%

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.

** Alignment pending review

Alignment attempted, but no correlation to academic course.

27.0 Define multiple intelligences. – The student will be able to:

- 27.01 Identify the multiple intelligences and characteristics designated by Howard Gardner.
- 27.02 Conduct a self analysis to determine the intelligences one possesses.
- 27.03 Create a learning activity appropriate for each intelligence.

28.0 Recognize a balanced literacy classroom. – The student will be able to:

- 28.01 Define balanced literacy and identify components of a balanced literacy classroom.
- 28.02 Explain the benefits of learning centers in a classroom.
- 28.03 Identify developmentally age-appropriate literature genres.
- 28.04 Describe the basic principles of research-based reading instruction.

29.0 Demonstrate the methods for administering and grading assessments. – The student will be able to:

- 29.01 Read and interpret assessment data on graphs, reports, charts, and tables and explain how to utilize data for class/student use.
- 29.02 Generate percentages from test scores and other numbers.

30.0 Solve problems using critical thinking skills, creativity and innovation. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:
SC.912.N.1.1.

- 30.01 Employ critical thinking skills independently and in teams to solve problems and make decisions. PS 1.0
- 30.02 Employ critical thinking and interpersonal skills to resolve conflicts. PS 2.0
- 30.03 Identify and document workplace performance goals and monitor progress toward those goals. PS 3.0
- 30.04 Conduct technical research to gather information necessary for decision-making. PS 4.0

31.0 Prepare visual aids. – The student will be able to:

- 31.01 Identify principles for the visual design and layout of educational materials.
- 31.02 Prepare posters and bulletin boards using lamination and other visual-preparation techniques.
- 31.03 Prepare materials for projection on the LCD projector and other classroom technology and computer technology.
- 31.04 Prepare exhibits and displays.

NOTE: Students should have completed a practicum experience of 25 hours at this point in the program. Development of portfolio should continue.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

Course Title: Teacher Assisting 4
Course Number: 8909040
Course Credit: 1 credit

Course Description: This course is designed to develop competencies related to employability skills; developing relationships between school and the home; intrapersonal skills and professionalism. During this course students must participate in and document a 50 hour practicum (this is in addition to the 25 hour practicum in Teacher Assisting 3). A formal observation of the student must be conducted by the instructor during the latter part of the practicum experience. The student must submit a completed portfolio to the instructor by the end of this course.

- 32.0 Explain the importance of employability skills and entrepreneurship skills. – The student will be able to:
- 32.01 Identify and demonstrate positive work behaviors needed to be employable. ECD 1.0
 - 32.02 Develop personal career plan that includes goals, objectives, and strategies. ECD 2.0
 - 32.03 Examine licensing, certification, and industry credentialing requirements. ECD 3.0
 - 32.04 Maintain a career portfolio to document knowledge, skills, and experience. ECD 5.0
 - 32.05 Evaluate and compare employment opportunities that match career goals. ECD 6.0
 - 32.06 Identify and exhibit traits for retaining employment. ECD 7.0
 - 32.07 Identify opportunities and research requirements for career advancement. ECD 8.0
 - 32.08 Research the benefits of ongoing professional development. ECD 9.0
 - 32.09 Examine and describe entrepreneurship opportunities as a career planning option. ECD 10.0
- 33.0 Demonstrate skills needed for employment in the field of education. – The student will be able to:
- 33.01 Identify advanced career options and training opportunities in the teaching profession.
 - 33.02 Conduct a job search and identify the training, experience, and certification requirements for different positions.
 - 33.03 Secure information about a job.
 - 33.04 Create a job resume with an educational focus.
 - 33.05 Complete a job application (online as well as paper/pencil format).
 - 33.06 Demonstrate effective in job-interview techniques.
 - 33.07 Describe how to make job changes and pursue career advancement appropriately.

- 33.08 Review the interpersonal skills, work habits, and ethics necessary for ongoing employment in a culturally diverse environment.
- 33.09 Demonstrate professional attire appropriate for an interview and for the workplace.
- 34.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The student will be able to:
- 34.01 Describe the nature and types of business organizations. SY 1.0
- 34.02 Explain the effect of key organizational systems on performance and quality.
- 34.03 List and describe quality control systems and/or practices common to the workplace. SY 2.0
- 34.04 Explain the impact of the global economy on business organizations.
- 35.0 Support cooperative relationships between home and school. – The student will be able to:
- 35.01 Describe how family background, cultural diversity, roles, and relationships influence student learning and behavior.
- 35.02 Use communication strategies to develop effective relationships with parents and families.
- 36.0 Develop intrapersonal skills. – The student will be able to:
- 36.01 Identify motivational literature of a personal nature (i.e. Stephen Covey, etc.).
- 36.02 Develop a personal plan for improving one or more areas of a personal weakness.
- 37.0 Demonstrate professionalism. – The student will be able to:
- 37.01 Participate in mentoring and/or community service activities related to education.
- 37.02 Demonstrate the ability to collaborate with other teachers (team-teaching, co-teaching).
- 37.03 Research paraprofessional organizations and professional teacher organizations.
- 37.04 Create a professional portfolio.
- 38.0 Demonstrate personal money management concepts, procedures, and strategies. – The student will be able to:

This standard supports the following Next Generation Sunshine State Standards:

- 38.01 Identify and describe the services and legal responsibilities of financial institutions. FL 2.0
- 38.02 Describe the effect of money management on personal and career goals. FL 3.0
- 38.03 Develop a personal budget and financial goals. FL3.1
- 38.04 Complete financial instruments for making deposits and withdrawals. FL3.2
- 38.05 Maintain financial records. FL3.3
- 38.06 Read and reconcile financial statements. FL3.4
- 38.07 Research, compare and contrast investment opportunities.

NOTE: Students should have completed a practicum experience of 50 hours during this course (this is in addition to the 25 hour practicum in Teacher Assisting 3). A formal observation of the student during the latter part of the practicum must be conducted by the instructor.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: Child Care Center Operations
Program Type: Career Preparatory
Career Cluster: Education and Training

PSAV	
Program Number	V200206
CIP Number	0419070802
Grade Level	30, 31
Standard Length	45 hours
Teacher Certification	VOC HME EC @2@4 E CHILD ED @0 HOMEMAKING @7@2 7G PK PRIMARY H HOME EC OCC @7 7G GEN HME EC @2 PRESCH ED A PRIMARY ED @B FAM CON SC 1 CH CARE TR 7G
CTSO	N/A
SOC Codes (all applicable)	11-9031 - Education Administrators, Preschool and Childcare Center/Program
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

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 and 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 and Training career cluster. The purpose of this program is to prepare students to become a Child Care Center Director/Administrator.

The content includes but is not limited to organizational leadership, financial management, legal obligations and responsibilities, educational programming, marketing strategies, assessment, monitoring practices, observations, referrals and collaboration of programs with families and community resources.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point. It includes competencies developed for the Florida Director Credential created by Florida Statute 402.305(2)(f).

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HEV0160	Child Care Center Director	45 hours	11-9031

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

For additional information on the Florida Director Credential go to <http://www.dcf.state.fl.us/programs/childcare/training.shtml>.

Florida Director Credential Core Requirements:

- Possess a High School diploma or GED.
- Complete the Department of Children and Families Part I Introductory Child Care Courses (5 courses, 30 hours).
- Complete the DCF *Special Needs Appropriate Practices* course or a minimum of 8 hours of in-service training on children with disabilities.
- Possess an active Staff Credential

In addition, the Director Credential, Level I requires:

- Completion of one DCF approved course in the curriculum content area *Overview of Child Care Management* (**this course meets that requirement**).

There are additional requirements for the Director Credential, Level II and the Advanced Level. Refer to the website above for additional information.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Analyze the leadership role of the program administrator in creating and sustaining an effective organizational structure in a child care and education setting.
- 02.0 Develop effective personnel policies and procedures.
- 03.0 Develop a system for staff recruitment, development, management, and evaluation.
- 04.0 Develop systems for financial planning, budgeting, accounting, compensation, purchasing and maintenance.
- 05.0 Develop effective publicity and marketing strategies.
- 06.0 Explain the legal obligations/responsibilities of a child care facility, including those related to tax laws, insurance, and licensure.
- 07.0 Apply knowledge of program elements needed to implement and sustain a culturally sensitive, non-discriminatory and inclusive environment based upon principles of child development and professional standards.
- 08.0 Maintain a system for ongoing assessment and documentation related to children within the child care center program.
- 09.0 Develop a system for monitoring child care facility practices related to health, safety, and nutrition.
- 10.0 Create policies that promote alliances with families and collaboration among programs, families, and community resources.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

**Program Title: Child Care Center Operations
PSAV Number: V200206**

**Course Number: HEV0160
Occupational Completion Point: A
Child Care Center Director – 45 Hours – SOC Code 119031**

- 01.0 Analyze the leadership role of the program administrator in creating and sustaining an effective organizational structure in a child care and education setting -- The student will be able to:
- 01.01 Develop a written philosophy and goals for a child care and education program.
 - 01.02 Explain the organizational structure of a child care center and its relationship to job responsibilities in the center.
 - 01.03 Explain the importance of adherence to ethical conduct governing the child care and education field by all center personnel (including volunteers).
 - 01.04 Create a plan to foster self concept, professionalism and motivation among staff.
 - 01.05 Identify a personal leadership style from the range of leadership styles
 - 01.06 Identify a professional organization to which you want to belong. Secure information on this organization including information on becoming a member, and list benefits to you as a director.
 - 01.07 Develop a written mission statement for your center or a center in your community.
 - 01.08 Identify a community, statewide or national organization concerned about children and/or families, and develop a plan to share information about the work of this group with teachers and/or parents in your center.
- 02.0 Develop effective personnel policies and procedures -- The student will be able to:
- 02.01 Formulate personnel policies and procedures according to basic principles and best practices for a child care center.
 - 02.02 Discuss legal issues regarding personnel administration and supervision, including: fair labor practices, equal opportunity guidelines, and progressive discipline.
 - 02.03 Plan staffing patterns for required and preferred ratios in a child care center.
 - 02.04 Describe effective techniques for building team spirit and resolving conflicts among staff members.
 - 02.05 Develop job descriptions for staff positions in a child care center.
- 03.0 Develop a system for staff recruitment -- The student will be able to:
- 03.01 Create a plan for professional development of staff members.
 - 03.02 Develop written procedures for recruiting and interviewing prospective employees.
 - 03.03 Compile a list of training materials and effective staff training strategies.
 - 03.04 Discuss and evaluate various types of evaluation procedures, including self-evaluation, performance planning, observation and recording, and narratives.

- 03.05 Identify factors that affect retention of staff and discuss possible scenarios.
- 04.0 Develop a system for financial planning, budgeting, accounting, compensation, purchasing and maintenance – The student will be able to:
 - 04.01 Develop an accounting system for a child care center.
 - 04.02 Evaluate three benefit packages for employees.
 - 04.03 List and explain the factors involved in the selection and maintenance of facilities and equipment in a child care center.
 - 04.04 Research sources for funding child care programs (i.e., tuition, subsidies, fundraising, grants, and loans).
- 05.0 Create effective publicity and marketing strategies –The student will be able to:
 - 05.01 Communicate the child care center's program philosophy and a definition of quality to the customer (i.e., families and community).
 - 05.02 Design an example of a marketing plan for a child care center.
- 06.0 Explain the legal obligations/responsibilities of a child care facility, including those related to tax laws, insurance, and licensure – The student will be able to:
 - 06.01 Research applicable federal, state and local law related to family law and child abuse.
 - 06.02 Research laws related to liability and insurance requirements.
 - 06.03 Research laws related to tax and licensure.
 - 06.04 Research religious exemption laws.
 - 06.05 Research requirements of the Occupational Safety and Health Administration (OSHA).
 - 06.06 Describe non-discriminatory practices including the Americans with Disabilities Act (ADA) and Equal Employment Opportunity Council (EEOC).
 - 06.07 Research and explain the regulations related to recruitment, hiring, and firing of personnel and wage and hour laws.
 - 06.08 Identify key local and state consultants that can provide technical assistance and support in meeting all local and state regulatory requirements.
- 07.0 Apply knowledge of program elements needed to implement and sustain a culturally sensitive, non-discriminatory and inclusive environment based upon principles of child development and professional standards – The student will be able to:
 - 07.01 Apply child growth and development theories and principles to provide quality programming for children within the child care setting.
 - 07.02 Establish a culturally sensitive, non-discriminatory and inclusive child care and education environment and curriculum within a child care setting.
 - 07.03 Apply professional guidelines such as those found in the National Association for the Education of Young Children (NAEYC) accreditation materials, the CDA observation form, subsidized child care monitoring tools, the Head Start Performance Standards, the Early Childhood Environmental Rating Scale (ECERS) and Infant Toddler Environmental Rating Scale (ITERS), and others to design programs and enhance program quality.

- 08.0 Maintain a system for ongoing assessment and documentation related to children within the child care center program – The student will be able to:
- 08.01 Describe assessment instruments and identify ways these instruments measure different aspects of a child's performance or behavior.
 - 08.02 List community resources available for screening, assessment, and referral of children.
 - 08.03 Collaborate with other programs and schools such as early intervention, and kindergarten, regarding transition of children into the program.
- 09.0 Develop a system for monitoring child care facility practices related to health, safety, and nutrition – The student will be able to:
- 09.01 Apply professional standards and best practices related to health and safety, including facilities, program, staff and children.
 - 09.02 Establish a plan for nutrition education and physical fitness for staff, children and families.
 - 09.03 Compile a list of low cost health insurance plans for children.
 - 09.04 Establish a plan for building and grounds maintenance to insure the health and safety of children and staff.
- 10.0 Create policies that promote alliances with families and collaboration among programs, families, and community resources – The student will be able to:
- 10.01 Create a plan for family involvement in all aspects of early care and education programs of the child.
 - 10.02 Discuss the diverse strengths and needs of families and understanding of families in cultural contexts.
 - 10.03 Identify community support systems, including public and private resources for families and develop a plan for family access to the support systems.
 - 10.04 Design a program that supports families experiencing the inclusion of children with disabilities into the classroom.

2013 – 2014

**Florida Department of Education
Curriculum Framework**

Program Title: School Age Certification Training
Program Type: Career Preparatory
Career Cluster: Education and Training

PSAV	
Program Number	V200310
CIP Number	0419070914
Grade Level	30, 31
Standard Length	120 hours
Teacher Certification	VOC HME EC @2@4 PRESCH ED A PRIMARY ED @B GEN HME EC @2 FAM CON SC 1 E CHILD ED @0 PK/PRIMARY H <p>***NOTE: THE CERTIFICATIONS HME EC OCC @7G 7 AND HOMEMAKING @7G @2 7 ARE ACCEPTABLE FOR THIS PROGRAM ONLY IF THE INSTRUCTOR HAS A MINIMUM OF AN ASSOCIATE'S DEGREE AND MEETS ALL CURRENT DCF TRAINER REQUIREMENTS (SEE F.A.C. 65C-22.003 TRAINER QUALIFICATIONS).</p>
CTSO	N/A
SOC Codes (all applicable)	39-9011 – Childcare Workers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

In order to teach this program and in addition to the above certifications, teachers must meet and follow the requirements and guidelines established by the Department of

Children and Families (DCF). Requirements and guidelines can be obtained through your local training coordinating agency. For more information go to:
www.myflorida.com/childcare/training

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 and 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 and Training career cluster.

The content includes but is not limited to school age skills and understanding and demonstration of the following elements of the child care industry; professionalism, out of school environments, physical and intellectual competence, family involvement, developmentally appropriate practices for school age children and program management.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HEV0112	Child Care Worker-School Age	40 hours	39-9011
B	HEV0190	School Age Care Professional	80 hours	39-9011

Laboratory Activities

Laboratory activities are an integral part of this program. Activities provide instruction in the use of manipulative equipment; language development; creative art, music, science, dramatic play, developmentally appropriate practices, and brain research. Observation and supervised work experience with school age children in a school laboratory or a community laboratory setting are an integral part of this program.

Special Notes

Students can be awarded the Florida Department of Education (DOE) School Age Professional Certificate (SAPC) upon completion of this program **and** submission of proof of 480 hours working with children in a school age child care setting in the past five (5) years. ****NOTE – 80 hours must be completed while enrolled in this program.** The Florida Department of Education SAPC is recognized by DCF. Students with a SAPC are eligible to apply for a DCF

Staff Credential. Please refer to related documents (SAPC Program Guidelines (PSAV)), SAPC Requirement Checklist for Students, Practical Experience Summary Documentation, and Application) on the website listed under these frameworks.

In order for SAPC recipients to receive their Staff Credential, their name must be entered into a database by the instructor, district supervisor, or designated personnel. The link for the database is https://app1.fldoe.org/ECPC_Certificate/default.aspx. Instructions for using the database are on the webpage listed under this document.

NOTE: The Child Care Program Office will only issue a Staff Credential, CF-FSP Form 5206, through a student's on-line training transcript. Students may print hard copies of their Staff Credential directly from their transcript. Hard copies will no longer be mailed out from the Program Office and/or the Child Care Training Information Center.

To offer the DCF mandated Introductory Child Care Courses as part of the Florida School-Age Certification Training Program approval must be obtained from the local DCF child care Training Coordinating Agency.

To teach the DCF, Introductory Child Care Courses the instructor must meet the trainer requirements established by DCF.

Programs offering the Introductory Child Care Courses will be required to use DCF materials and be subject to monitoring by the coordinating agencies.

The School Age Certification Training Program must ensure that students complete 40 hours of mandated training. There are two options that will meet that requirement.

Option 1

Department of Children and Families training courses which include:

- Child Care Facility Rules & Regulations – 6 hours**
- Health, Safety, & Nutrition – 8 hours**
- Identifying & Reporting Child Abuse & Neglect – 4 hours**
- Child Growth & Development – 6 hours**
- Behavioral Observation and Screening – 6 hours**
- School Age Appropriate Practices – 10 hours**

Option 2

Department of Children and Families training courses which include:

- Child Care Facility Rules & Regulations – 6 hours**
- Health, Safety, & Nutrition – 8 hours**
- Identifying & Reporting Child Abuse & Neglect – 4 hours**
- School Age Appropriate Practices – 10 hours**

AND

Remaining hours which must be met by successfully completing other Department of Children and Family Services' training identified in paragraphs 65C-22.003(2) (a) and (b), F.A.C. or by specialized school age training, provided by a national organization or its affiliates that requires demonstration of competencies through passage of examination(s) or completion and assessment of a Professional Resource File (portfolio of materials that demonstrate competency).

Instructors should be knowledgeable about Florida School Age Child Care Regulations, NSACA (National School Age Care Alliance; now NAA National After School Association) Standards and policies for school age services. (<http://www.naaweb.org/publications.htm>).

Recommended texts are “Caring for Children in School-Age Programs”, Volume I and II and “A Trainer’s Guide to Caring for Children in School-Age Programs”. These are available from Teaching Strategies, Inc., P.O. Box 42243, Washington, DC 20015, (800) 637-3652.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student’s IEP or 504 plan or postsecondary student’s accommodations plan 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 postsecondary service provider. 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.

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Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular occupational completion point (OCP) or a modified occupational completion point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP(s)/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district’s information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

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For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Identify rules and regulations which govern child care.
- 02.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 03.0 Plan and implement food service and nutrition education.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age twelve).
- 06.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve.
- 07.0 Identify communication skills related to child care.
- 08.0 Identify various observation and recording methods.
- 09.0 Recognize appropriate methods of guidance.
- 10.0 Demonstrate professionalism.
- 11.0 Provide a safe environment.
- 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition.
- 13.0 Use space, relationships, materials and routines as resources for constructing enriching environments.
- 14.0 Provide Hands-on activities, experiences and opportunities that encourage curiosity, exploration, and problem solving.
- 15.0 Provide communication opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- 16.0 Provide opportunities that stimulate school age children to play with sound, rhythm, languages, materials, space, and ideas to express their creative abilities.
- 17.0 Provide physical and emotional security for each school-age child.
- 18.0 Provide opportunities for positive social interaction.
- 19.0 Provide a supportive environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.
- 20.0 Establish and maintain family involvement in school-age activities.
- 21.0 Create a systematic and responsive approach to create a school-age program.
- 22.0 Create a portfolio.
- 23.0 Prepare a Professional Resource File.

2013 – 2014

**Florida Department of Education
Student Performance Standards**

**Program Title: School Age Certification Training
PSAV Number: V200310**

**Course Number: HEV0112
Occupational Completion Point: A
Child Care Worker – 40 Hours – SOC Code 39-9011**

01.0 Identify rules and regulations which govern child care. – The student will be able to:

- 01.01 Identify the need for child care.
- 01.02 Identify child care facilities that require licensing.
- 01.03 Identify the major areas of child care standards.
- 01.04 Identify the local licensing agency and its responsibilities.
- 01.05 Identify local fire, safety, sanitation and health regulations.
- 01.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
- 01.07 Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
- 01.08 Identify information concerning child discipline in State Rule 65C-22.001-006.
- 01.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.
- 01.10 Discuss professional ethics for the child and youth care field.

02.0 Plan, establish and maintain a safe, clean, and healthy learning environment. – The student will be able to:

- 02.01 Identify characteristics of, plan and establish a safe, sanitary, healthy child care environment.
- 02.02 Describe ways to assist children with personal hygiene routines.
- 02.03 Develop a checklist for evaluations, safety, and sanitation features.
- 02.04 Recognize potential safety and fire hazard problems and plan ways to prevent accidents.
- 02.05 Demonstrate evacuation procedures.
- 02.06 Identify characteristics of a healthy child.
- 02.07 Recognize symptoms of childhood illness.
- 02.08 Identify communicable diseases.
- 02.09 Identify procedures for administering and documenting medication.
- 02.10 Complete a medication permission form.
- 02.11 Describe ways in which the spread of disease in school age settings can be prevented.
- 02.12 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.
- 02.13 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
- 02.14 Identify proper procedures for transporting children.
- 02.15 Demonstrate use of fire extinguishers.

- 02.16 Practice universal precautions.
 - 02.17 Visualize and plan for emergency/disaster situations.
 - 02.18 Use appropriate telephone numbers in a simulated emergency situation.
 - 02.19 Identify the need and responsible use of equipment and supplies.
 - 02.20 Follow established procedures for reporting and documenting accidents/incidents.
 - 02.21 Discuss ways for children to develop positive attitudes and skills for daily routines.
 - 02.22 Practice environmentally sound procedures within the facility.
 - 02.23 List ways to make a playground safe.
- 03.0 Plan and implement food service and nutrition education. – The student will be able to:
- 03.01 Identify the nutritional needs of children; infants through school age (birth through age twelve).
 - 03.02 Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children, with emphasis on K – 5th grade.
 - 03.03 Identify and practice safe and sanitary food service habits in assisting with mealtime routines.
 - 03.04 Identify foods that are potentially dangerous for young children’s consumption.
 - 03.05 Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children.
 - 03.06 Recognize age appropriate nutrition education activities.
 - 03.07 Recognize special food needs and/or food allergies.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:
- 04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
 - 04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
 - 04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
 - 04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
 - 04.05 Identify the characteristics of abusers.
 - 04.06 Identify the impacts and effects of child abuse and neglect.
 - 04.07 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.
 - 04.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.
 - 04.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
 - 04.10 Identify local community resources that provide help for the abused and the abuser.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age twelve). – The student will be able to:

- 05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous; development proceeds at different rates; development can be correlated.
 - 05.02 Describe the physical, social-emotional, cognitive, and language characteristics of children from birth through age twelve.
 - 05.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
- 06.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve, with emphasis on K – 5th grade. – The student will be able to:
- 06.01 Identify and demonstrate various methods of curriculum planning for young children.
 - 06.02 Define developmentally appropriate practices.
 - 06.03 Discuss the importance of learning through play.
 - 06.04 Describe learning centers used in developmentally appropriate environments.
- 07.0 Identify communication skills related to school age programs. – The student will be able to:
- 07.01 Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.
 - 07.02 Describe ways to promote positive interaction between the family, the child care center and community.
- 08.0 Identify various observation and recording methods. – The student will be able to:
- 08.01 Identify observation techniques and methods used in a school age setting.
 - 08.02 Interpret and evaluate a child observation form.
 - 08.03 Observe, record, and report the behavior of children of various ages on an observation form.
 - 08.04 Discuss the importance of, and create a plan to maintain the confidentiality of child/family records.
 - 08.05 Differentiate between developmental screening, developmental assessment, developmental evaluation, and program evaluation.
- 09.0 Recognize developmentally appropriate methods of guidance. – The student will be able to:
- 09.01 Describe methods of direct and indirect guidance.
 - 09.02 Identify preventative measures of direct and indirect guidance.
 - 09.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
 - 09.04 Identify acceptable and unacceptable methods of guiding behavior.
 - 09.05 Demonstrate effective, positive guidance techniques for guiding behavior.
 - 09.06 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).

Course Number: HEV0190
Occupational Completion Point: B
School Age Care Professional – 80 Hours – SOC Code 39-9011

- 10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy. – The student will be able to:
- 10.01 Identify factors that aid professional growth of a school-age child care worker.
 - 10.02 Identify and use job-related school-age child care terminology.
 - 10.03 Identify and demonstrate effective communication skills to use with personnel and parents/guardians of school-age children.
 - 10.04 Identify opportunities for continuing education in the area of school-age care.
 - 10.05 Develop a plan for professional development.
 - 10.06 Assess one's attitude and performance in school-age care.
 - 10.07 Identify and demonstrate the exemplary behavior, and social skills needed as a role model for school-age children.
 - 10.08 Analyze legal issues and liability as they relate to a school-age child care worker.
 - 10.09 Demonstrate employability skills including a job search.
 - 10.10 Research professional organizations related to school age children care.
- 11.0 Provide a safe environment. – The student will be able to:
- 11.01 Follow Florida safety regulations designed to keep children safe.
 - 11.02 Conduct safety checks, in-door and out.
 - 11.03 Remove or repair unsafe items.
 - 11.04 Create a safe environment for school age program including traffic patterns, quiet and active play areas, sign-in areas.
 - 11.05 Create a daily schedule that provides time for active and quiet play.
 - 11.06 Conduct safety training with children including their input into rules.
 - 11.07 Recognize and ensure appropriate staff to child ratios and group sizes.
 - 11.08 Explain rules and procedures for sports and activities.
 - 11.09 Create and carry out an emergency plan for accidents, injuries, illness, fire and weather related acts.
 - 11.10 Create and carry out a plan for children's safety during field trips.
 - 11.11 Prepare and demonstrate the proper use of a first aid kit.
 - 11.12 Create an emergency phone list.
- 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition. – The student will be able to:
- 12.01 Follow Florida Child Care regulations that address health, sanitation, and food handling practices.
 - 12.02 Model and teach habits that promote good health, physical fitness, and nutrition.
 - 12.03 Create a supply list that helps children practice healthy habits.
 - 12.04 Act to detect and prevent maltreatment of children.
 - 12.05 Ensure high standard of cleanliness and sanitation of facility.
 - 12.06 Create plan to deal with medical emergencies or illness.
 - 12.07 Provide healthful, nutritious and pleasant snack food experiences for school age children.

- 12.08 Create a list of resources on health and hygiene, such as magazines, books, pamphlets and guest health professionals.
- 13.0 Use space, relationships, materials and routines as resources for constructing enriching environments. – The student will be able to:
- 13.01 Create a variety of well-equipped, inviting, and responsive interest areas.
 - 13.02 Separate interest areas so that simultaneous activities can occur.
 - 13.03 Plan interest areas and resources for quiet and noisy activities.
 - 13.04 Plan designated spaces for age appropriate activities.
 - 13.05 Gain children's input and ideas for arranging the environment.
 - 13.06 Adapt the environment to support children and youth with special needs.
 - 13.07 Plan for materials that reflect diversity, show no bias, meet a wide range of skills, build on interests of children and allow the children to be successful.
 - 13.08 Create transitions for children to move from one activity to another.
 - 13.09 Observe and interact with children to determine their interest.
 - 13.10 Establish a plan which coordinates with other programs which share the school age program space.
- 14.0 Provide hands-on activities, experiences and opportunities that encourage curiosity, exploration, and problem solving. – The student will be able to:
- 14.01 Create an environment where learning means fun.
 - 14.02 Encourage children to be in charge of their own learning.
 - 14.03 Encourage children to develop their inter-personal and intra-personal intelligences.
 - 14.04 Encourage children to explore adult skills to make and produce items or talents.
 - 14.05 Incorporate literacy strategies into planned activities.
 - 14.06 Help students achieve balance between academic needs and other developmental needs.
 - 14.07 Expose children to experiences involving new information, ideas and concepts appropriate to school age children.
- 15.0 Provide communication opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings. – The student will be able to:
- 15.01 Model positive communication skills.
 - 15.02 Provide materials that encourage language development.
 - 15.03 Provide opportunities for children to develop and use communication skills in all program activities.
 - 15.04 Ask open-ended questions.
 - 15.05 Observe children's nonverbal cues to create communication with children.
 - 15.06 Introduce complex communication skills such as assertiveness, conflict resolution and refusal skills.
- 16.0 Provide opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas to express their creative abilities. – The student will be able to:
- 16.01 Model and offer enthusiastic leadership for creative thinking projects.

- 16.02 Create an environment that encourages creativity.
 - 16.03 Provide daily schedule which allows children to make plans and carry them out.
 - 16.04 Introduce new, creative processes, ideas and activities to children.
- 17.0 Provide physical and emotional security for each school-age child. – The student will be able to:
- 17.01 Respect the individuality of children.
 - 17.02 Provide opportunities for children to learn about and appreciate a variety of cultures and ethnic groups.
 - 17.03 Provide opportunities for children to experience success and acknowledge their own progress.
 - 17.04 Provide opportunities for children to solve their own problems.
 - 17.05 Provide children with opportunities that help them learn positive social values.
- 18.0 Provide opportunities for positive social interaction and group experiences. – The student will be able to:
- 18.01 Model positive ways to interact with other people of all ages.
 - 18.02 Employ observation skills to understand the social needs of each child.
 - 18.03 Use strategies to help children develop and practice the skills to get along with others.
 - 18.04 Use strategies to help children develop conflict management skills.
 - 18.05 Help children build a sense of community among staff and children
 - 18.06 Plan activities that offer opportunities for children to be involved in their communities.
- 19.0 Provide a supportive environment for children to learn and practice appropriate and acceptable behavior in individual and group settings. – The student will be able to:
- 19.01 Create an environment of mutual respect.
 - 19.02 Guide children's behavior in a positive manner using a variety of guidance methods.
 - 19.03 Use problem solving and problem prevention methods.
 - 19.04 Follow a daily schedule that allows children freedom within the structure.
 - 19.05 Communicate discipline policies clearly.
- 20.0 Establish and maintain family involvement in school-age activities. – The student will be able to:
- 20.01 Demonstrate respect for families and their input.
 - 20.02 Develop a system of regular communication with parents and families.
 - 20.03 Provide families with program information and activities.
 - 20.04 Provide families with developmentally appropriate activities for school-age children.
 - 20.05 Encourage parent/family involvement in care activities.
 - 20.06 Work constructively with parents to resolve behavior issues.
 - 20.07 Serve as a family resource.
- 21.0 Create a systematic and responsive approach to create a school-age program. – The student will be able to:

- 21.01 Engage parents and families in developing program.
 - 21.02 Work with staff to ensure program excellence.
 - 21.03 Develop a responsive high quality program.
 - 21.04 Explain program policies.
 - 21.05 Manage business operations.
 - 21.06 Work cooperatively and appropriately with volunteers and community partners.
- 22.0 Create a portfolio. – The student will be able to:
- 22.01 Write a 300-word autobiographical statement which describes you as a person (your past, reasons for choosing to work with school age children, interests, hobbies, future plans)
 - 22.02 Write a 300 word description of the school-age program (goals and philosophy of the program; description of children student is working with; weekly activity schedule).
 - 22.03 Prepare 3 written entries for each of the functional areas - professionalism, safety, health, out of school environments, physical competence, cognitive competence, communication, creativity, development of self, social development, guidance, productive relationships with families, and operational program management.
- 23.0 Prepare a Professional Resource File. – The student will be able to prepare a resource file which includes the following:
- 23.01 A copy of the Florida regulations appropriate for modality of care.
 - 23.02 A list of 3 outside agencies involved in improving the quality of care for school-age children.
 - 23.03 Brochures and membership information for a minimum of two professional associations.
 - 23.04 Name and contact information of community agencies that provide resources for children with disabling conditions.
 - 23.05 Description of a workshop you attended in the past year.
 - 23.06 Reporting procedures for suspected child abuse.
 - 23.07 Description of appropriate procedures for handling a child who receives a head injury after falling from a playground structure.
 - 23.08 Sample of a day's menu with nutrient analysis.
 - 23.09 Four songs - two from other cultures.
 - 23.10 Three art activities, listing all materials and how children are expected to use them.
 - 23.11 Two gross motor skill activities appropriate for 5-7, 8-10 and 10-12 year olds.
 - 23.12 Titles, Authors, publishers, copyright dates and brief synopsis of two books suitable for school-age children that support gender identity, deal with the reproductive process, and separation, divorce, remarriage or blended families.
 - 23.13 Copy of the facility's rules developed with input from children.
 - 23.14 List of five ways the school-age program helps children develop friendships and increase social skills.
 - 23.15 List of five ways parental support is provided within the program.
 - 23.16 List of five activities in which parents can participate.
 - 23.17 List of 5 places in the local area for field trips (include purpose of selecting location, contact person/information, transportation arrangements, how the trip

enhances an activity plan, sample parental permission form, and 3-5 essential items needed on a field trip).

- 23.18 List of and contact information for outreach agencies that support school-age programs.
- 23.19 Observation tool for recording children's behavior information.
- 23.20 Daily schedule including time blocks, activities and age groupings.

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**Florida Department of Education
Curriculum Framework**

Program Title: Family Child Care Training
Program Type: Career Preparatory
Career Cluster: Education and Training

PSAV	
Program Number	V200410
CIP Number	0419070905
Grade Level	30, 31
Standard Length	30 clock hours
Teacher Certification	VOC HME EC @2@4 HOMEMAKING 7@2 @7G PRESCH ED A HME EC OCC 7@7G PRIMARY ED @B PK/PRIMARY H E CHILD ED @0 GEN HME EC @2 FAM CON SC 1 CH CARE TR 7G
CTSO	N/A
SOC Codes (all applicable)	39-9011
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

In order to teach this program and in addition to the above certifications, teachers must meet and follow the requirements and guidelines established by the Department of Children and Families. Requirements and Guidelines can be obtained through your local training coordinating agency.

For more information go to: www.myflorida.com/childcare/training

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 and 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 and Training career cluster.

The content includes but is not limited to skills necessary to help prospective new family child care home providers anticipate the crucial decisions they will have to make while starting their business. It stresses models of best practices that have been adopted by veteran home care providers. The content teaches the knowledge and skills that new providers will need in order to meet the local child care licensing requirements.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point. Florida Statute 402.313(4) states that operators of family day care homes shall take the approved 30-clock hours (five courses) in child care. This course meets those requirements.

The content should include six hours in Child Growth and Development; six hours in Behavioral Observation & Screening; eight hours in Health, Safety, & Nutrition; four hours in Identifying & Reporting Child Abuse & Neglect; and six hours in Family Child Care Home Rules and Regulations.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

The following table illustrates the program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	HEV0119	Family Child Care Provider	30 hours	39-9011

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

To teach Family Child Care Training the instructor must meet the trainer requirements established by the Department of Children and Families (DCF).

Programs offering the Family Child Care Training course will be required to use DCF materials and be subject to monitoring by the training coordinating agencies.

The course will adhere to specifications outlined in Chapter 65C-20.009(3) of the Florida Administrative Code.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan 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.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

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

- 01.0 Demonstrate the processes of setting up a family child care home business.
- 02.0 Demonstrate basic knowledge of principles and concepts of child development.
- 03.0 Describe basic knowledge of the domains of child development.
- 04.0 Demonstrate how to observe children.
- 05.0 Identify signs of and reporting procedures for possible child abuse and neglect.
- 06.0 Document and maintain required records for a family child care home.
- 07.0 Demonstrate hygiene and sanitation procedures for the family child care home.
- 08.0 Explain the importance of health and safety in a family child care home
- 09.0 Determine ways to prevent health and safety hazards with in a family child care home
- 10.0 Determine child care practices in the areas of nutrition, physical fitness, and kitchen safety for a family child care home.

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**Florida Department of Education
Student Performance Standards**

**Program Title: Family Child Care Training
PSAV Number: V200410**

**Course Number: HEV0119
Occupational Completion Point: A
Child Care Worker (Family Home) – 30 Hours – SOC Code 39-9011**

- 01.0 Demonstrate the processes of setting up a Family Child Care home business. – The student will be able to:
- 01.01 Summarize the key business considerations of particular concern to owners of family child care homes.
 - 01.02 Identify other sources of information and assistance when needed.
 - 01.03 List what is needed to prepare a home to operate as a family child care business.
 - 01.04 Prepare a parent handbook that includes the policies and procedures of a family child care home.
 - 01.05 Prepare a contract for parents, which includes hours/days of operation, fees, meals, field trips/other transportation, emergency information/contacts, termination procedures, illness policy, discipline policy, and parent signatures.
 - 01.06 Prepare a marketing plan for a family child care home business.
 - 01.07 Locate available resources for tax preparation.
 - 01.08 Set up business records for a family child care home.
 - 01.09 Explain how to obtain liability insurance for a home based business.
 - 01.10 Create a professional development plan.
 - 01.11 List the steps for acquiring accreditation.
 - 01.12 List the requirements of the Americans with Disabilities Act (ADA) for child care providers.
- 02.0 Demonstrate basic knowledge of principles and concepts of child development. – The student will be able to:
- 02.01 Describe the basic principles of child development.
 - 02.02 Identify specific examples of children's behavior by describing which domain each represents.
 - 02.03 Describe the general age categories used to talk about young children.
 - 02.04 Recognize common milestones in the physical/motor domain of child development.
- 03.0 Demonstrate basic knowledge of the domains of child development. – The student will be able to:
- 03.01 Describe language development and communication skills in infants, toddlers and preschoolers.
 - 03.02 Describe the emergent literacy skills of infants, toddlers, preschoolers and school age children.
 - 03.03 Describe cognitive development and general knowledge milestones and practices of infants, toddlers, preschoolers and school age children.

- 03.04 Describe social/emotional development milestones and practices of infants, toddlers, preschoolers and school age children.
 - 03.05 Describe caretaker techniques that can support the social/emotional development of infants, toddlers, preschoolers and school age children across all domains of development.
 - 03.06 Describe physical development skills of infants, toddlers, preschoolers, and school age children.
- 04.0 Demonstrate how to observe children. – The student will be able to:
- 04.01 Demonstrate key principles of observing children.
 - 04.02 Observe a child's behavior and decide if it represents typical developmental progress for the child's age.
 - 04.03 Use a behavior/developmental checklist and determine which skills you observed.
 - 04.04 Discuss 7 items the caregiver can do when talking to parents about developmental concerns.
 - 04.05 Determine the difference between guidance and discipline verses punishment.
 - 04.06 Explain how to use direct and indirect positive guidance and control with children.
 - 04.07 List the key benefits of conducting "developmental screening" in a family child care setting.
 - 04.08 List ways caregivers can use a child's developmental information.
- 05.0 Identify signs of and follow reporting procedures for possible child abuse and neglect. – The student will be able to:
- 05.01 Identify signs of possible child abuse and neglect.
 - 05.02 Summarize what the statutes require of child care professionals with knowledge of abuse and neglect.
 - 05.03 Describe proper procedures to follow when reporting suspicions of abuse.
 - 05.04 State the difference between "reasonable suspicion" and "proof" as it regards to child abuse and neglect.
 - 05.05 Define good faith report and neglect.
 - 05.06 Describe the difference between legal corporal punishment and abuse.
 - 05.07 Describe shaken baby syndrome.
 - 05.08 List and describe what a licensing counselor looks for when they inspect a home that is applying to operate as a family child care home.
- 06.0 Document and maintain required records for a family child care home. – The student will be able to:
- 06.01 Differentiate between a licensed and a registered family child care home.
 - 06.02 List and prepare documents used in a family child care home that are required by law.
 - 06.03 Understand the role of the Child Care Licensing Counselor (CCL) and the role of the Department of Children and Families (DCF).
 - 06.04 Discuss personnel issues, staff training, supervision, access and ratios, health records and understand their implications for a family child care home.
 - 06.05 Discuss the importance of Florida Statute 402.319 regarding penalties for misrepresentation and fraudulent actions in family child care homes.
 - 06.06 Conduct a self-inspection using a home day care inspection list.

- 07.0 Demonstrate hygiene and sanitation procedures for the family child care home. – The student will be able to:
- 07.01 Explain the importance of hand washing.
 - 07.02 Demonstrate proper hand washing techniques.
 - 07.03 Discuss the use of individualized towels and washcloths.
 - 07.04 Demonstrate the proper use of a diaper-changing table.
 - 07.05 Discuss how to properly handle soiled items.
 - 07.06 Demonstrate proper cleaning and sanitizing procedures for potty-chairs.
 - 07.07 Explain the Universal Precautions.
 - 07.08 Explain the difference between hygiene and sanitation.
 - 07.09 Discuss the implications of Administrative Code 65C-20.010 Health and Safety Related Requirements.
- 08.0 Explain the importance of health and safety in a family child care home. – The student will be able to:
- 08.01 Describe the signs of good health and ill health.
 - 08.02 Recognize common signs of communicable diseases that warrant isolation and complete the requirements of Administrative Code 65C-20.010(4)(a) & (b).
 - 08.03 Demonstrate procedures for establishing and using an isolation area and handling linens, towels and bedding.
 - 08.04 Determine the severity of a child's physical condition after an accident or onset of illness.
 - 08.05 Follow procedures for administering and storing medication.
 - 08.06 Locate a first-aid kit and know procedures for keeping it well stocked.
 - 08.07 Post emergency numbers and follow emergency response procedures.
 - 08.08 Follow fire safety codes.
 - 08.09 Conduct required number of fire drills.
- 09.0 Recognize methods of prevention for health and safety hazards. – The student will be able to:
- 09.01 Locate potential hazards and safety equipment for a family child care home.
 - 09.02 Explain procedures for storing toxic and hazardous materials.
 - 09.03 Describe and implement methods for minimizing common home safety pitfalls.
 - 09.04 Describe and identify areas of indoor and outdoor safety.
 - 09.05 Conduct a pre-inspection based upon the requirements of the family home child care guide to inspections.
 - 09.06 List ways to prevent Sudden Infant Death Syndrome.
- 10.0 Determine child care practices in the areas of nutrition and kitchen safety for a family child care home. – The student will be able to:
- 10.01 Decide if specific nutritional child care practices are acceptable or not.
 - 10.02 Use the United States Department of Agriculture (USDA) MyPlate food guide (www.choosemyplate.gov) as a tool for planning nutritious meals.
 - 10.03 Define the following concepts: individual feeding, age-appropriate feeding, common feeding problems, quantity, quality, variety and balance.

- 10.04 Use recommended techniques regarding meal patterns, menu variety, changing food tastes and feeding abilities
- 10.05 Identify the main food groups and what they include.
- 10.06 Identify appropriate quantity and nutritional quality in the foods served at a family child care home.
- 10.07 Use a checklist to evaluate and troubleshoot a family child care home menu.
- 10.08 Define potable and its place in the menu planning process.
- 10.09 List and documentation needed for children with special dietary needs.
- 10.10 Give three examples of sanitary food preparation techniques.
- 10.11 Explain reasons for using sanitary kitchen cleaning techniques.
- 10.12 Explain proper hand washing techniques to children.