



HIGH SCHOOL EARLY CHILDHOOD EDUCATION 1

ACADEMIC & PROFESSIONAL SKILLS STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by the Governing Board
June 27, 2023

STANDARDS FOR EARLY CHILDHOOD EDUCATION

EARLY CHILDHOOD EDUCATION 1

The Early Childhood Education 1 course explores topics such as nutrition, behavior, physical, social, emotional and intellectual development of children during prenatal, infancy, and preschool age. Students will examine professional, legal and ethical practices and regulations that promote healthy and safe childhood environments. Students will have the opportunity to observe in an early childhood learning center. The course will prepare students for the Food Handlers certification.

PRENATAL THROUGH ELEMENTARY DEVELOPMENT

- ECE1.1.1 Examine the foundational concepts and theoretical approaches of Early Childhood Education.
 - Describe influences on human development (e.g., environmental, psychological, cultural, genetic, and hereditary).
 - Compare child development theories and their implications (e.g., Piaget, Vygotsky, Gardner, and Erikson).
 - Compare approaches to early childhood education and their implications (e.g., Montessori, Reggio, and Head Start).
 - Give examples of the five developmental areas (domains).
 - Describe current brain development research and its applications.
 - Give examples of play-based approaches to learning (e.g., approaches and specific activities that spark curiosity, creativity, persistence, and problem-solving).
- ECE1.1.2 Examine the factors influencing prenatal development.
 - Describe the stages of prenatal development.
 - Distinguish between the stages of prenatal development.
 - Describe prenatal brain development (i.e., neural tube defects, critical periods of brain development).
 - Describe health and environmental factors influencing prenatal development (i.e., prenatal care, teratogens, medications, nutrition).
- ECE1.1.3 Examine infant development (birth to 12 months).
 - Describe social and emotional development in infants (i.e., attachment, milestones, routine, responsive care).
 - Describe language and communication (verbal and nonverbal) development in infants (i.e., order of language development).
 - Describe cognitive development in infants (i.e., order of cognitive development, object permanence).
 - Explain the general progression of physical and sensory development in infants (i.e., progression of physical development, gross and fine motor).
 - Select equipment that promotes the development of infants in all developmental areas (domains).
 - Describe and facilitate developmentally appropriate play for infants (i.e., sensory exploration, solitary play).
 - Describe the characteristics of atypical/typical development in infants.
- ECE1.1.4 Examine toddler development (12 to 36 months).
 - Describe social and emotional development in toddlers (e.g., tantrums, sharing).
 - Describe language and communication (verbal and nonverbal) development in toddlers (i.e., milestones, Order of Language Development).
 - Describe cognitive development in toddlers (i.e., milestones, Order of Cognitive Development).
 - Explain the general progression of physical and sensory development in toddlers (i.e., progression of physical development, fine/gross motor skills, self-help skills).
 - Select developmentally appropriate equipment that promotes the development of toddlers in all developmental areas (domains).
 - Describe and facilitate developmentally appropriate play for toddlers (i.e., parallel play, small group).
 - Describe the characteristics of atypical/typical development in toddlers (i.e., developmental delays).

- ECE1.1.5 Examine preschool development (3 to 5 years).
 - Describe social and emotional development in preschoolers (e.g., friendships, developing empathy).
 - Describe language and communication (verbal and nonverbal) development in preschoolers (i.e., Order of Language Development; e.g., following directions).
 - Describe cognitive development in preschoolers (i.e., approaches to learning, symbolic representation).
 - Explain the general progression of physical and sensory development in preschoolers, including gross/fine motor skills).
 - Select developmentally appropriate equipment and toys that promotes the development of preschoolers in all developmental areas (e.g., indoor/outdoor learning centers).
 - Describe and facilitate developmentally appropriate play for preschoolers (e.g., sensory-based, cooperative play, imaginative play).
 - Describe characteristics of atypical/typical development in preschoolers (i.e., developmental delays, Individualized Education Plan).
- ECE1.1.6 Examine early elementary child development (kindergarten through grade 3).
 - Describe social and emotional development in early elementary children (e.g., bullying, independence, choosing friends).
 - Describe language and communication (verbal and nonverbal) development in early elementary children (i.e., major language milestones; e.g., non-verbal option).
 - Describe cognitive development in early elementary children (e.g., reasoning skill, concept of time, concrete operation).
 - Explain the general progression of physical and sensory development in early elementary children (i.e., increase in fine motor development, sense of balance, hand-eye coordination).
 - Select equipment (e.g., sports, fine motor) that promotes the development of early elementary children in all developmental areas (domains).
 - Describe and facilitate developmentally appropriate play for early elementary children (i.e., games with rules, organized sports; e.g., recess structure).
 - Describe characteristics of atypical/typical development in early elementary children (e.g., gifted).

WORKING WITH CHILDREN

- ECE1.2.1 Describe strategies to build family and community relationships.
 - Describe the family/guardianship role in the child's education (i.e., parents' role as first teacher, partnership with caregiver).
 - Describe appropriate informal and formal communications with family members (i.e., various and appropriate methods, appropriate use of social media).
 - Describe ways to involve the family in the education of the child (e.g., volunteering, home/school connections, advisory boards).
 - Use a variety of strategies to welcome, include, and engage all families (e.g., greeting parents/guardians, open door policy).
 - Describe components of an effective family conference in an early elementary setting (i.e., documentation, collaboration, focus on strengths).
 - Describe components of effective family conversations in an early childhood setting for children birth to age 5 (i.e., appropriate topics, active listening).
- ECE1.2.2 Examine developmentally appropriate practices that support meaningful learning experiences.
 - Describe evidence-based developmentally appropriate practices (e.g., child centered, individual needs, hands-on, process oriented, play based, culturally responsive learning environment) based on current research.

- Ask questions that prompt children's thinking (e.g., open-ended questions).
- Describe book-handling skills for children at each developmental stage (e.g., dialogic reading, story-telling).
- ECE1.2.3 Examine developmentally appropriate learning environments/learning centers.
 - Describe a physical environment that will facilitate planned and spontaneous indoor and outdoor activities (e.g., learning centers, classroom arrangements, child's eye level, appropriate furniture and equipment, sensory integration).
 - Develop learning centers for infants (birth to 12 months) that include indoor and outdoor environments.
 - Develop learning centers for toddlers (12 to 36 months) that include indoor and outdoor environments.
 - Develop learning centers for preschoolers (3 to 5 years) that include indoor and outdoor environments.
 - Develop learning centers for elementary children (kindergarten through grade 3) that include indoor and outdoor environments.
- ECE1.2.4 Examine developmentally appropriate learning experiences.
 - Explain how the Arizona Infants and Toddler Development Guidelines may be used to guide the development of learning experiences and opportunities for young children birth to 36 months.
 - Explain how the Arizona Early Learning Standards may be used to guide the development of learning experiences and opportunities for preschoolers 3 to 5.
 - Explain how the Arizona Academic Standards may be used to guide the development of learning experiences and opportunities for early elementary children in kindergarten through grade 3.
 - Explain the opportunities or experiences that promote the social/emotional development of young children from birth to grade 3 (e.g., self-regulation, modeling appropriate behavior).
 - Develop learning opportunities or experiences that foster language and literacy development in young children from birth to grade 3 (e.g., stages of reading and writing development, authentic writing).
 - Design hands-on mathematical learning opportunities or experiences that nurture the natural drive to explore and experiment with numbers, shapes, measurements, and patterns for children from birth to grade 3 (e.g., hands-on, use of manipulatives story problems).
 - Create science-learning opportunities or experiences for young children from birth to grade 3 (e.g., exploration and discovery, inquiry-based, experiential).
 - Explore how to integrate social studies' concepts through everyday social and environmental interactions in young children birth to grade 3 (i.e., respect for all cultures and family dynamics).
 - Develop learning opportunities or experiences that promote physical development and personal health and safety in young children from birth to grade 3 (e.g., planned moving experiences, personal care skills).
 - Design creative fine arts' experiences that nurture creativity and self-expression including visual arts, creative movement, and dramatic play for young children from birth to grade 3 (e.g., process versus product, open-ended activities and materials).
 - Describe the basic components of a learning experience plan (e.g., learning objectives/goals, appropriate material, and evaluation/assessment).
 - Conduct a developmentally appropriate learning experience (including the teacher's role and the environment).
 - Conduct a reflective evaluation of a learning experience including the mastery of objectives based on evaluation and assessments results.
 - Explain how all the content areas are interconnected across the domains of learning.
- ECE1.2.5 Examine strategies that promote prosocial behavior in young children.
 - Describe techniques and strategies to encourage cooperation in play and learning including the respect for the rights and property of self and others (e.g., sharing, taking turns, activities that encourage cooperation).
 - Describe techniques to encourage children to identify, express, and regulate their emotions appropriately (e.g., I-messages, redirecting inappropriate behaviors).
 - Describe problem-solving and conflict-resolution strategies.

- Explain the importance of Incorporating transition techniques to maximize learning (e.g., songs, games, routines, active participation).
 - Explain how changes in a child's continuity of care, as well as changes in the physical and emotional environment may be reflected in a child's behavior.
 - Explain developmentally appropriate approaches to the positive guidance of young children (e.g., modeling, redirection, realistic expectations, established routines, role of environment, positive focus).
 - Describe activities that demonstrate respect for culture, language, and individuality and create a caring community of learners.
- ECE1.2.6 Examine observation and assessment strategies in early childhood settings.
 - Explain reasons for and methods of observing young children and their developmental growth.
 - Describe various forms of data that can be utilized in observation and assessment (e.g., family information cards, anecdotal notes, and photographs).
 - Describe various types of ongoing and progress monitoring tasks, charts, and assessments (e.g., Teaching Strategies Gold, work sampling – portfolios, checklists).
 - Distinguish between subjective and objective documentation/statements (e.g., facts/opinions, judgments, feelings, observations).
 - Compare ways to use data to inform instructional and guidance practices (e.g., lesson plans, individualized needs). Select observation forms/tools to collect data and record behavior and development (e.g., running records, anecdotal notes, checklists, rating scales, frequency counts).

HEALTH AND SAFETY

- ECE1.3.1 Describe procedures and regulations that promote health and safety in early childhood environments.
 - Describe and utilize appropriate clothing and shoes to ensure personal safety in the early childhood environment (child and teacher).
 - Determine potential safety hazards in and around indoor and outdoor childcare settings (i.e., conduct eye level inspection, daily checks, fall zones).
- ECE1.3.2 Examine health and nutrition in young children.
 - Describe and utilize proper handwashing procedures for children and adults.
 - Describe and perform personal care procedures for children (e.g., diapering and toileting, napping and resting, feeding and eating, and care routines).
 - Promote physical well-being for children (e.g., conduct daily health checks, recognize abuse indicators, document injury and illness, and administer and store medications).
 - Explain the purpose of food guides with respect to snack and meal requirements (e.g., MyPlate, Empower, Child and Adult Care Food Program [CACFP], meal patterns, portion size).
 - Explain the consequences of an unbalanced diet relating to childhood obesity and oral health.
 - Plan nutritious food experiences that appropriately involve the participation of children (e.g., family style, food guidelines).
 - Explain how mealtime can be used as a learning opportunity.
 - Describe special dietary needs of children (i.e., food allergies; e.g., small frequent meals).
 - Describe practices that promote safe food handling (i.e., Health department guidelines, cross-contamination, sanitation).

PROFESSIONAL SKILLS: PROFESSIONALISM & ORGANIZATIONAL CULTURE

- ECE1.4.1 Represent the school [organization] in a positive manner, demonstrating the school's [or organization's] mission and core values.
 - Communicate the mission and core values of the school [or organization].
 - Perform my work with a positive attitude.
- ECE1.4.2 Demonstrate professionalism in the workplace (being on time, proper dress, courteousness).
 - Follow protocol(s) related to behavior, appearance, and other expectations.
 - Explain the importance of "dress for success."
- ECE1.4.3 Demonstrate respect for personal and professional boundaries.
 - Distinguish between personal and work-related matters.
- ECE1.4.4 Interact respectfully with others (cross-cultural, intergenerational, individuals with disabilities); act with integrity.
 - Address challenges with sensitivity.
- ECE1.4.5 Produce high-quality work that reflects professional pride and organizational values, and contributes to organizational success.
 - Create work products in a timely manner that are high quality and positively represent the organization.
- ECE1.4.6 Take initiative to develop skills and improve work performance.
 - Identify and apply strategies to improve my performance.

PROFESSIONAL SKILLS: LEGAL AND ETHICAL PRACTICES

- ECE1.5.1 Describe current legal issues in the field of early childhood education.
 - Explain current legal issues in the field of early childhood education and their implications in the workplace.
- ECE1.5.2 Observe laws, rules, and ethical practices in the workplace.
 - Comply with required laws and regulations in the workplace, including employment laws and policies.
 - Apply policies and procedures of the organization based on organizational training(s).
 - Manage and use organizational resources prudently and responsibly.
 - Protect the organization's intellectual and physical property.
- ECE1.5.3 Follow industry safety standards in the classroom to maintain a safe work environment.
 - Demonstrate safety standards in the classroom.
 - Apply procedures for reporting unsafe and hazardous conditions in the workplace.

PROFESSIONAL SKILLS: COMPLEX COMMUNICATION (TRADITIONAL AND DIGITAL)

- ECE1.6.1 Communicate effectively in a diverse work environment (i.e., style, format, and medium appropriate to audience/culture/generation, purpose and context; accuracy; use of appropriate technical/industry language; to resolve conflicts; address intergenerational differences/challenges; persuade others).
 - Use appropriate verbal and nonverbal modes of communication.
 - Address communications in a style that is appropriate to the audience and situation.
 - Respond in a timely manner to communications.

- ECE1.6.2 Writes and speaks using language(s) required by the employer.
 - Present and deliver content accurately and confidently.
 - Proof and edit all communications based on [organizational] standards.
- ECE1.6.3 Use appropriate technologies and social media to enhance or clarify communication.
 - Use professional etiquette and follow applicable laws and regulations for web-, email-, and social media-based communications.
 - Verify the accuracy of information and authority of sources.
- ECE1.6.4 Use a variety of interpersonal skills, including tone of voice and appropriate physical gestures (e.g., eye contact, facing the speaker, active listening) during conversations and discussions to build positive rapport with others.
 - Demonstrate appropriate active listening skills.
- ECE1.6.5 Pose and respond to questions, building upon others' ideas in order to enhance the discussion; clarify, verify, or challenge ideas and conclusions with diplomacy.
 - Ask questions to obtain accurate information.

PROFESSIONAL SKILLS: INITIATIVE AND SELF-DIRECTION

- ECE1.7.1 Apply the skills and mindset of self-direction/self-regulation to accomplish a project.
 - Establish priorities and set challenging, achievable goals.
 - Create a plan with specific timelines for completion to achieve the goals.
 - Take initiative to select strategies, resources and/or learning opportunities to accomplish the task(s) in the plan.
 - Identify the success criteria/metrics to determine the effectiveness of the outcome for each goal.
- ECE1.7.2 Adapt to organizational changes and expectations while maintaining productive and cooperative relationships with colleagues.
 - Monitor my progress/productivity and self-correct during the learning process.
- ECE1.7.3 Select and use appropriate technologies to increase productivity.
 - Use appropriate technology tools and resources to create and deliver a product.
- ECE1.7.4 Employ leadership skills that build respectful relationships and advance the organization (e.g., recognize and engage individual strengths, plan for unanticipated changes, pursue solutions/improvements).
 - Reflect upon my learning (strengths and weaknesses) and use feedback to modify work or improve performance.
 - Persist when faced with obstacles or challenges.

PROFESSIONAL SKILLS: CRITICAL THINKING AND INNOVATION

- ECE1.8.1 Identify problems and use strategies and resources to innovate and/or devise plausible solutions.
 - Use relevant criteria to eliminate ineffective solutions or approaches and select those that are plausible; put selected alternatives through trials to determine their helpfulness or benefit.
- ECE1.8.2 Take action or make decisions supported by evidence and reasoning.
 - Evaluate sources of evidence, the accuracy and relevance of information, and the strengths of arguments.
 - Demonstrate ethical reasoning and judgment by clearly sharing multiple perspectives on why the proposed course of action is ethically the best decision.
 - Explain why a proposed course of action is ethically the best decision.

- ECE1.8.3 Transfer knowledge/skills from one situation/context to another.
 - Apply my knowledge and skills in new contexts.

PROFESSIONAL SKILLS: COLLABORATION

- ECE1.9.1 Take responsibility for any role on a team and accurately describe and perform the duties of each role, including leadership.
 - Assess project needs and work with a team in a positive manner to create a final project.
 - Build team relationships.
- ECE1.9.2 Integrate diverse ideas, opinions, and perspectives of the team and negotiate to reach workable solutions.
 - Contribute personal strengths to a project.
 - Respect the contributions of others.
 - Utilize technologies that promote collaboration and productivity, as appropriate or needed.
- ECE1.9.3 Prioritize and monitor individual and team progress toward goals, making sufficient corrections and adjustments when needed.
 - Proactively solicit feedback; accept and show appreciation for constructive feedback.
 - Act upon feedback to achieve team goals.
 - Develop a plan for improving individual participation and group productivity.
- ECE1.9.4 Submit high-quality products that meet the specifications for the assigned task.
 - Critique and reflect on individual and collaborative strengths and weaknesses.