



CHILD DEVELOPMENT CAREER PATHWAY STANDARDS

DIRECTIONS

Use the rating scale to evaluate the student. Check the appropriate box to indicate the degree of competency. The A, P, B & L are not intended to represent the traditional school grading system. Ratings should reflect the student's achievement of the competencies rather than the grade given in the class.

ECDFS – A1.0

Recognize the essential aspects of the early childhood education, child care, and development industry and the industry's role in state and local economies:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A1.1 | Describe the organizational structures in early childhood education, child care, and development facilities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A1.2 | Explain the effect of the child care and development industry on state and local economies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A1.3 | Understand the interdependence of various career roles and how those roles contribute to the success of the child care and development program or work site. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A1.4 | Research the functions and roles of the various careers in the child care and development industry. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A1.5 | Identify the components of professionalism and how to practice professional behaviors. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A1.6 | Analyze the legislative, economic, educational, and social trends that affect the child care and development industry. |

ECDFS – A2.0

Identify and apply operational procedures and organizational policies at various early childhood education, child care, and development facilities:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A2.1 | Identify the operational procedures at various types of facilities and their importance to the success of the organization. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A2.2 | Understand the operational policies and procedures related to early education, child care, and development program components (e.g., adult-child and adult-guardian interaction, physical environment, health, safety, nutrition, curriculum, and assessment). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A2.3 | Explain the importance of, and procedures for, keeping child and classroom records and documentation. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A2.4 | Summarize appropriate business systems that help with billing, ordering, budgeting, collecting fees, and reporting requirements. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A2.5 | Illustrate the workforce management strategies that are effective for planning, making decisions, sharing responsibility, and negotiating. |

ECDFS – A3.0

Summarize child care and development standards, licensing, regulations, and codes, including California Code of Regulations Title 5 and Title 22:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A3.1 | Recognize the standards and licensing regulations for child care facilities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A3.2 | Identify the educational and industry-related requirements for child care facilities staff. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A3.3 | Understand how local, state, and federal laws and regulations for child care facilities are enforced by regulatory agencies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A3.4 | Adhere to the health, safety, regulatory, and procedural requirements for the work site. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A3.5 | Summarize the employer and employee responsibilities for complying with laws and regulations affecting the needs, interests, and rights of young children. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A3.6 | Detect the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters. |

ECDFS – A4.0

Apply critical safety, emergency, and disaster procedures at the work site:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A4.1 | Understand the state and federal environmental and safety regulations and the use of Material Safety Data Sheets (MSDS) as they relate to the child care and development industry. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A4.2 | Implement the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A4.3 | Demonstrate how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A4.4 | Predict the typical hazards at the work site and know procedures and practices that contribute to a safe and healthy environment. |

ECDFS – A5.0

Explain important elements of a child's physical, intellectual, emotional, and social growth and development:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A5.1 | List the biological and environmental factors that influence the development of infants, toddlers, and children. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A5.2 | Describe the developmental stages of infants, toddlers, and children. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A5.3 | Summarize the ways in which diversity, family, and culture influence the development of children. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A5.4 | Understand the importance of including infants, toddlers and children with special needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A5.5 | Analyze the importance of observational assessment and how to link assessment findings to individualized child planning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A5.6 | Evaluate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A5.7 | Defend the benefits of parental involvement to the development of a child's physical, intellectual, emotional, and social growth and development. |

ECDFS – A6.0

Employ the principles of positive interactions, guidance, and discipline in the workplace:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A6.1 | Describe how to help children develop a positive self-image and self-esteem and develop self-discipline and respect for oneself and others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A6.2 | Use the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A6.3 | Diagram the elements of positive guidance and discipline techniques that are based on the stages of children's development. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A6.4 | Identify practical strategies for finding positive solutions to common behavioral problems. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A6.5 | Plan and demonstrate how the staff can adjust the environment to promote a child's independence and personal and social competence. |

ECDFS – A7.0

Compare and apply the essential components of an effective learning environment for the early childhood classroom:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A7.1 | Describe the components of an effective learning environment that reflects children's interests and developmental needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A7.2 | Identify the early childhood education classroom learning areas and the contribution of each to the development of children. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A7.3 | Classify multiple ways of promoting children's learning at different developmental stages and ages by using the continuum of teaching behaviors from directive to nondirective. |

RATING SCALE

- | | |
|-----------------------|---|
| A = Advanced | Demonstrates superior knowledge and skills; can work independently with no supervision. |
| P = Proficient | Demonstrates proficient knowledge and skills; can work with limited supervision. |
| B = Basic | Demonstrates minimal knowledge and skills; requires instruction and close supervision. |
| L = Limited | Shows little or no knowledge or skill in this area. |

ECDFS – A7.0 (continued)

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A7.4 | Demonstrate appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, and cultural backgrounds. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A7.5 | Illustrate the ways in which classroom environments promote productive interaction among children and adults to create a positive atmosphere and sense of community. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A7.6 | Research and present the major learning theories and curriculum models and evaluate their application in early childhood education programs. |

ECDFS – A8.0

Select and apply developmentally appropriate practices for curriculum development:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A8.1 | Develop the components of a developmentally appropriate curriculum in each area of the balanced, daily routine: indoor/outdoor, quiet/active, individual and small group/large group, large muscle/small muscle, and child-initiated and staff-initiated activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A8.2 | Observe children and document the observations in a factual and anecdotal format tying observations to developmental milestones. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A8.3 | Integrate language acquisition strategies and support for English-language learners. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A8.4 | Plan and conduct activities that reinforce foundation skills, reflect an integrated and emergent curriculum, and support school readiness. |

ECDFS – A9.0

Practice the principles and practices of good nutrition, health, and safety for infants and children:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A9.1 | List the procedures used to clean a facility that follow a logical sequence and universal health precautions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A9.2 | Practice the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A9.3 | Use the appropriate sanitation and hygiene techniques for infants, toddlers, children, and staff. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A9.4 | Communicate the proper procedures to follow when preparing and serving nutritional snacks and meals, including those that foster independent eating practices and promote good nutrition and hygiene habits. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A9.5 | Recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children. |

ECDFS – A10.0

Communicate and interact effectively with families and communities:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|-------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.1 | Name the benefits of establishing strong relationships with families and communities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.2 | Interpret how positive family-staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.3 | Compare and contrast how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.4 | Devise ways to use opportunities throughout the daily routine to build trusting relationships and effective communication with families and others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10.5 | Advocate for high-quality programs and services for children and families. |

ECDFS – A11.0

Identify teaching materials and resources that enhance classroom instruction and indoor and outdoor learning in early childhood education, child care, and development programs:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|-------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A11.1 | Select and develop age-appropriate and developmentally appropriate teaching materials and resources. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A11.2 | Use the appropriate and current instructional technology and equipment to develop program materials and support learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A11.3 | Evaluate the various types and sources of quality, age-appropriate, and developmentally appropriate materials and equipment. |

ECDFS – A12.0

Illustrate how to support the learning process in an assisting role:

A P B L

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|-------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A12.1 | Define the strategies for supervising and maintaining a supportive learning environment for infants, toddlers, and children. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A12.2 | Understand the established standards and the standard operating procedures in classrooms, libraries, halls, and bathrooms and on the school grounds. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A12.3 | Classify the typical learning challenges that students encounter in curricular areas. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A12.4 | Implement planned activities to facilitate multidisciplinary learning and reinforce concepts. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A12.5 | Differentiate how to provide instructional assistance to small and large learning groups. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A12.6 | Identify and compile samples used for assessing a child and developing a portfolio. |

ECDFS ANCHOR STANDARDS

ANCHOR – 1.0 Academics

*Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Education, Child Development, and Family Services academic alignment matrix for identification of standards.**

A P B L

-

ANCHOR – 2.0 Communications

*Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)**

A P B L

-

ANCHOR – 3.0 Career Planning and Management

*Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)**

A P B L

-

DIRECTIONS

Use the rating scale to evaluate the student. Check the appropriate box to indicate the degree of competency. The A, P, B & L are not intended to represent the traditional school grading system. Ratings should reflect the student’s achievement of the competencies rather than the grade given in the class.

RATING SCALE

A = Advanced Demonstrates superior knowledge and skills; can work independently with no supervision.
P = Proficient Demonstrates proficient knowledge and skills; can work with limited supervision.
B = Basic Demonstrates minimal knowledge and skills; requires instruction and close supervision.
L = Limited Shows little or no knowledge or skill in this area.

ANCHOR – 4.0 Technology

*Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Education, Child Development, and Family Services sector workplace environment. (Direct alignment with WS 11-12.6)**

A P B L

ANCHOR – 5.0 Problem Solving and Critical Thinking

*Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)**

A P B L

ANCHOR – 6.0 Health and Safety

*Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Education, Child Development, and Family Services sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)**

A P B L

ANCHOR – 7.0 Responsibility and Flexibility

*Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development, and Family Services sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)**

A P B L

ANCHOR – 8.0 Ethics and Legal Responsibilities

*Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)**

A P B L

ANCHOR – 9.0 Leadership and Teamwork

*Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FHA-HERO: The California Affiliate of FCCLA). (Direct alignment with SLS 11-12.1b)**

A P B L

ANCHOR – 10.0 Technical Knowledge and Skills

*Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)**

A P B L

ANCHOR – 11.0 Demonstration and Application

*Demonstrate and apply the knowledge and skills contained in the Education, Child Development, and Family Services anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FHA-HERO: The California Affiliate of FCCLA).**

A P B L

Abbreviation Explanation: *C.C. = Community Classroom *C.V.E. = Cooperative Vocational Education *C/L-B-E. = Classroom/Laboratory-Based Education
Prepared by the Home Economics Careers and Technology Education Department of Education, in collaboration with the HECT Curriculum and Professional Development Project, CSU Fresno.

LABOR FORCE	NOT IN	UNEMPLOYED	Y/N	MILITARY STATUS	EMPLOYED	Y/N	EMPLOYER'S NAME	ADDRESS	SUPERVISOR'S NAME	JOB TITLE	RELATED TO TRAINING	SALARY
EMPLOYMENT STATUS												

DATE	INSTITUTION	ATTENDING Y/N	COURSES ENROLLED IN
POST-SECONDARY EDUCATION AND TRAINING			

_____ (Student Signature and Date) _____ (Instructor Signature and Date) _____ (HERO Advisory Committee Member Signature and Date)

_____ (Student Name) has successfully completed course work and competencies for the Child Development Career Pathway.

JOB TITLE	TRAINING STATION	DURATION OF TRAINING	COMPANY NAME	SUPERVISOR'S NAME	SUPERVISOR'S PHONE
WORK SITE/ON-THE-JOB TRAINING/WORK EXPERIENCE					

METHOD OF INSTRUCTION	*C.C., C.V.E., C/L-B-E.	INSTRUCTOR'S NAME	ENROLLMENT DATE	COMPLETION DATE	TOTAL CLASS HOURS	TOTAL LABORATORY HOURS	TOTAL ON-THE-JOB TRAINING HOURS	GRADE POINT AVERAGE
SECONDARY EDUCATION AND TRAINING								

Instructional Career Pathway Program: _____	Career Objective: _____
Name: _____	School/ROCP: _____ Today's Date: _____
Address: _____	School District: _____
City, State, Zip Code: _____	School/ROCP Phone: _____ School/ROCP Fax: _____

CHILD DEVELOPMENT CAREER PATHWAY COMPETENCY PROFILE

HOME ECONOMICS CAREERS & TECHNOLOGY: EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES (ECDFS) INDUSTRY SECTOR