

FAMILY AND CONSUMER SCIENCES: EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES (ECDFS), INDUSTRY SECTOR

CHILD DEVELOPMENT CAREER PATHWAY COMPETENCY PROFILE

PERSONAL INFORMATION

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: _____

SECONDARY EDUCATION AND TRAINING

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

WORK SITE/ON-THE-JOB TRAINING/WORK EXPERIENCE

JOB TITLE	TRAINING STATION	DURATION OF TRAINING	COMPANY NAME	SUPERVISOR'S NAME	SUPERVISOR'S PHONE

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

 (Student Signature and Date)

 (Instructor Signature and Date)

 (HERO Advisory Committee Member Signature and Date)

POST-SECONDARY EDUCATION AND TRAINING

DATE	INSTITUTION	ATTENDING Y/N	COURSES ENROLLED IN

EMPLOYMENT STATUS

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



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

- A1.1 Describe the organizational structures in early childhood education, child care, and development facilities.
- A1.2 Explain the effect of the child care and development industry on state and local economies.
- 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.
- A1.4 Research the functions and roles of the various careers in the child care and development industry.
- A1.5 Identify the components of professionalism and how to practice professional behaviors.
- 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

- A2.1 Identify the operational procedures at various types of facilities and their importance to the success of the organization.
- 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).
- A2.3 Explain the importance of, and procedures for, keeping child and classroom records and documentation.
- A2.4 Summarize appropriate business systems that help with billing, ordering, budgeting, collecting fees, and reporting requirements.
- 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

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

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 – A4.0

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

A P B L

- 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.
- A4.2 Implement the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.
- A4.3 Demonstrate how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.
- 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

- A5.1 List the biological and environmental factors that influence the development of infants, toddlers, and children.
- A5.2 Describe the developmental stages of infants, toddlers, and children.
- A5.3 Summarize the ways in which diversity, family, and culture influence the development of children.
- A5.4 Understand the importance of including infants, toddlers and children with special needs.
- A5.5 Analyze the importance of observational assessment and how to link assessment findings to individualized child planning.
- A5.6 Evaluate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development.
- 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

- 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.
- A6.2 Use the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.
- A6.3 Diagram the elements of positive guidance and discipline techniques that are based on the stages of children's development.
- A6.4 Identify practical strategies for finding positive solutions to common behavioral problems.
- A6.5 Plan and demonstrate how the staff can adjust the environment to promote a child's independence and personal and social competence.

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ECDFS – A7.0

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

A P B L

- A7.1 Describe the components of an effective learning environment that reflects children's interests and developmental needs.
- A7.2 Identify the early childhood education classroom learning areas and the contribution of each to the development of children.
- 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.
- A7.4 Demonstrate appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, and cultural backgrounds.
- 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.
- 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

- 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.
- A8.2 Observe children and document the observations in a factual and anecdotal format tying observations to developmental milestones.
- A8.3 Integrate language acquisition strategies and support for English-language learners.
- 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

- A9.1 List the procedures used to clean a facility that follow a logical sequence and universal health precautions.
- A9.2 Practice the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens.
- A9.3 Use the appropriate sanitation and hygiene techniques for infants, toddlers, children, and staff.
- 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.
- 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

- A10.1 Name the benefits of establishing strong relationships with families and communities.
- 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.
- A10.3 Compare and contrast how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.
- A10.4 Devise ways to use opportunities throughout the daily routine to build trusting relationships and effective communication with families and others.
- 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

- A11.1 Select and develop age-appropriate and developmentally appropriate teaching materials and resources.
- A11.2 Use the appropriate and current instructional technology and equipment to develop program materials and support learning.
- 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

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

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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 multi-media 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

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. (California 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. (California FCCLA)**

A P B L