

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

EDUCATION 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 Education 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



EDUCATION 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 – C1.0

Describe the structure of the education industry and its role in local, state, and global economies:

A P B L

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|--------------------------|--------------------------|--------------------------|--------------------------|------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C1.1 | Identify the effect of the education industry on state and local economies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C1.2 | Describe the basic structure of public education in California (e.g., prekindergarten through grade twelve, community college, the California State University, the University of California), as well as private institutions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C1.3 | Understand the legislative, economic, and social trends that affect the education industry. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C1.4 | Explain the differences in organizational structures at educational facilities, including relationships and interactions among personnel. |

ECDFS – C2.0

Name operational procedures and organizational policies at various levels in education:

A P B L

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|--------------------------|--------------------------|--------------------------|--------------------------|------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C2.1 | Identify the business procedures related to the acquisition of supplies and collection of fees. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C2.2 | Recognize the main workforce management strategies in education (e.g., shared responsibility and negotiation). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C2.3 | Implement appropriate procedures at the classroom level (e.g., attendance; observations; evaluations; illness, incident, accident, and injury reports). |

ECDFS – C3.0

State specific applications of government regulations in the education industry:

A P B L

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|--------------------------|--------------------------|--------------------------|--------------------------|------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C3.1 | Describe the critical health and safety procedures that are used at a school site. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C3.2 | Identify the indicators of child abuse and neglect and the role of the mandated reporter. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C3.3 | Locate and understand the credentialing requirements for teachers of students in prekindergarten through community college. |

ECDFS – C4.0

Practice critical emergency and disaster procedures at a school site:

A P B L

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|--------------------------|--------------------------|--------------------------|--------------------------|------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C4.1 | Identify the state and federal environmental and safety regulations and the use of Material Safety Data Sheets (MSDS) as they relate to the education industry. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C4.2 | Recognize the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C4.3 | Describe 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"/> | C4.4 | Demonstrate how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures. |

RATING SCALE

- | | |
|-----------------------|---|
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| 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 – C5.0

Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents:

A P B L

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|--------------------------|--------------------------|--------------------------|--------------------------|------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C5.1 | Identify how typical and common atypical developmental patterns affect the educational progress of children and adolescents. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C5.2 | Explain the role of family involvement in the physical, intellectual, emotional, and social development of children and adolescents. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C5.3 | Diagram factors in heredity, family, culture, diversity, economic, abilities, and environment that may influence the development of children and adolescents. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C5.4 | Assess and evaluate evidence-based educational practices for the inclusion of children and adolescents with special needs. |

ECDFS – C6.0

Use positive interaction, guidance, and discipline in the educational environment:

A P B L

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|--------------------------|--------------------------|--------------------------|--------------------------|------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C6.1 | List common behavior problems, possible causes, and develop potential solutions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C6.2 | Define the types of positive guidance techniques that are used in various ages and stages of a child's development. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C6.3 | Demonstrate how to support the development of a positive self-image and self-esteem as well as independence and respect for oneself and others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C6.4 | Practice strategies for building relationships and effective classroom management, including appropriate guidance and discipline. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C6.5 | Develop strategies for building relationships with all stakeholders. |

ECDFS – C7.0

Explain the role and purpose of standards-based instruction and assessment:

A P B L

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|--------------------------|--------------------------|--------------------------|--------------------------|------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C7.1 | Identify relevant curriculum standards and demonstrate their use in instruction. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C7.2 | Understand the processes, implementations, and educator responsibilities of individualized education programs (IEPs) and Section 504 plans of the Rehabilitation Act and the Americans with Disabilities Act. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C7.3 | Understand the types, important elements, and purposes of student assessments. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C7.4 | Explain the process of assessment for early identification of remedial needs or other interventions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C7.5 | Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds and abilities to write lesson plans. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C7.6 | Practice using teaching strategies that promote student learning, critical thinking, and problem solving. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C7.7 | Identify relevant curriculum standards, their significance to student success, and demonstrate their use in instruction. |

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EDUCATION CAREER PATHWAY STANDARDS (CONTINUED)

ECDFS – C8.0

Compare basic principles and practices of good nutrition and health and wellness for children:

A P B L

- C8.1 Describe crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.
- C8.2 Identify services available to at-risk students and how to link students to resources.
- C8.3 Apply appropriate sanitation, health, and hygiene procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.
- C8.4 Research the nutritional needs of children and the allergies commonly associated with food.

ECDFS – C9.0

Assess how to communicate and interact effectively with families and community groups:

A P B L

- C9.1 Recognize the factors that influence effective communication between the school and home and how to foster familial involvement.
- C9.2 Summarize the ways in which age, abilities, language, culture, economics, and educational backgrounds may affect communication within and among families and the school.
- C9.3 Explain issues of diversity and how to exhibit sensitivity to cultural differences.

ECDFS – C10.0

Integrate the process of developing quality teaching materials and resources for classroom instruction:

A P B L

- C10.1 Evaluate various types and sources of quality, developmentally appropriate materials and equipment.
- C10.2 Demonstrate the appropriate use of current and emerging technology to develop instructional materials and support learning.
- C10.3 Assess available materials and resources for quality, accuracy, relevance, and grade appropriateness.
- C10.4 Design grade-appropriate instructional materials and resources, including those that augment educational materials adopted by the State Board of Education.

ECDFS – C11.0

Evaluate the role of instructional staff in supporting the learning process:

A P B L

- C11.1 Name behavior standards expected of students in classrooms, libraries, and bathrooms on the school grounds and during educational and recreational trips.
- C11.2 Demonstrate techniques for providing positive feedback on student work, attendance, and classroom performance.
- C11.3 Explain how to help the teacher with student instruction, assessment, and confidentiality.
- C11.4 Analyze a variety of individual and group teaching strategies and learning theories that promote effective learning.
- C11.5 Research the common typical and atypical learning challenges for students in a variety of curricular areas.

ECDFS – C12.0

Formulate the components of effective after-school and recreational programs for individuals and groups:

A P B L

- C12.1 List the purposes of after-school and recreational activities.
- C12.2 Summarize the important components and typical age-appropriate or ability-appropriate activities of various after-school and recreational programs.
- C12.3 Assess the recreational interests and needs of individuals and groups and develop appropriate activities.

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 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

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RATING SCALE

A = Advanced	Demonstrates superior knowledge and skills; can work independently with no supervision.
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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