

Curriculum Guide
Program Area: Early Childhood

STANDARD 1.0 – ANALYZE THE CONTINUUM OF PHYSICAL AND SENSORY DEVELOPMENT OF YOUNG CHILDREN					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
1.1	Analyze factors influencing prenatal development	Analyze factors influencing prenatal development	Identify negative effects of unborn child Taking non prescriptions meds What is a healthy style for a mother? exercise, drinking water, rest		X
		Environmental Influences Genetics/Hereditiy Birth defects Stages of fetal development	Environmental includes prenatal care, nutrition, medication, diseases, drugs and alcohol Genetics/Hereditiy include traits	Genetic Hereditiy Chromosome Dominant genes Recessive genes Birth defect Prenatal Fetal Trimester	
1.2	Explain the general progression of physical and sensory development in infants (birth to 12 months)	Development of physical milestones Development of sensory milestones	Physical development walking progression head, sitting crawl etc.	Newborn Milestones Sensory development	X

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			The progression of a birth to 12 months walking raising head, rolling over, sitting crawling, walking Infants learn best by exploring		
		Patterns of development Ages and Stages Reflexes	Exploring with the 5 senses Patterns of development head to foot, simple to complex, near to far	Reflex Rooting Moro Babinski Palmer Grasp Stepping	
1.3	Design activities that promote the physical and sensory development in infants (birth to 12 months)	Design both Fine motor vs. Gross Motor activities that promote age appropriate development	Discuss Tummy Time Activities that promote gross motor physical development	Tummy time Physical development Gross motor development Sensory development	x
			Use Reference to determine milestones http://www.CDC.gov/ncbddd/actearly/milestones/index.html		
1.4	Select equipment that promotes the physical and sensory development of infants (birth to 12 months)	Choose developmentally appropriate equipment for physical development of infants	Equipment for physical development for infants Physical equipment Activity mat	Activity mat	X

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		Choose developmentally appropriate equipment for sensory development of infants	Soft climbers Ball pit Soft blocks Push toys Sensory equipment Musical toys Textured materials such as balls, books Teething rings		
1.5	Explain the general progression of physical and sensory development in toddlers (12 months to 36 months)	Development of physical milestones Development of sensory milestones	Activity for fine motor skills? Grasp object in 1 hand, Scribbling 12 -36 months toddler	Toddler 12 to 36 months Progression Fine motor Gross motor	X
			Improved posture and proportion (head to body) Self Help Skills: dressing/undressing toilet training self-feeding/utensils	Sphincter muscle	
1.6	Design activities that promote the physical and sensory development in toddlers (12 months to 36 months)	Design both Fine motor and Gross Motor activities that promote age appropriate development	Activity gross motor/large skills? Throwing, jumping, kicks a ball,		X
			Fine Motor Skills Lacing blocks	Pipettes Tactile	

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			Pipettes Sensory table/tub play dough finger painting Gross Motor Skills Climbing stairs Hopping Climbing Crawling through tunnels Scooping Sensory Activities Finger painting Play-dough Sand and water play Tactile play		
1.7	Select equipment that promotes the physical and sensory development of toddlers (12 months to 36 months)	Choose developmentally appropriate equipment for physical development of toddlers Choose developmentally appropriate equipment for sensory development of toddlers	Toy promotes gross motor development? Tricycle, riding toys, walks down stairs (both feet on 1 step), catches a ball with two hands out		X
			Physical Balls Tunnels Riding Toys Puzzles	Nesting bowls	

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			Sensory Sand and water table/tub Sand Toys Scoops and Funnels Nesting bowls		
1.8	Explain the general progression of physical and sensory development in preschoolers (3 years to 5 years)	Development of physical milestones Development of sensory milestones	Preschoolers 3 to 5 years old		X
			Physical Improved balance and coordination Sensory Increased interest in sensory exploration		
1.9	Design activities that promote the physical and sensory development in preschoolers (3 years to 5 years)	Design both Fine motor and Gross Motor activities that promote age appropriate development	Activities that develop stages, sensory, language, emotional and social physical and sensory development Examples of activities that are developmentally inappropriate and appropriate Dressing skill to be completed by a preschooler put arms in something, pull up pants, shoes on but not tie		x

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			Inability to follow directions		
			Fine Motor Drawing/writing opportunities Dress up clothes Self-help skills Lacing, buttoning, zippers Play dough Gross Motor Block building Parachute games Music and Movement Climbing Balancing Sensory Music and Movement Sensory tub/table Play dough Art exploration		
1.10	Select equipment that promotes the physical and sensory development of preschoolers (3 years to 5 years)	Choose developmentally appropriate equipment for physical development of preschoolers Choose developmentally appropriate equipment for sensory development of preschoolers	Fine motor skills Art easel, large puzzles Gross motor Swing, parachute,		X
			Fine Motor Writing utensils Play dough	Manipulatives	

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			Lacing Puzzles Manipulatives Gross Tricycle Balls Sand Toys Balance Beam/Stones/Cubes Sensory Collage materials (rice, beans, noodles) Light table Listening center Ramps Ooblick		
1.11	Explain the general progression of physical and sensory development in school-age children (5 years to 8 years)	Development of physical milestones Development of sensory milestones	School age 5-8 Fine motor skills Typical writing, printing Physical and sensory development Obstacle course	Sensory tub	x

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			Designing an area that encourages physical movement activity? Large open spaces		
			Transition from baby teeth to permanent teeth Tie shoes Refine motor skills Improved hand-eye coordination		
1.12	Design activities that promote the physical and sensory development in school-age children (5 years to 8 years)	Design both Fine motor and Gross Motor activities that promote age appropriate development	Gross motor skills Jumping rope, obstacle course		x
			Organized sports Cooking Crafts, hobbies, sewing		
1.13	Select equipment that promotes the physical and sensory development of school-age children (5 years to 8 years)	Choose developmentally appropriate equipment for physical development of school agers Choose developmentally appropriate equipment for sensory development of school agers	Materials for a sensory tub Funnels, rice, sifter		x
			Gross motor Jump rope Basketball, soccer ball, kickball Swings Large open area/fields Fine motor		

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			Small Legos Kits, jewelry Musical instruments		
STANDARD 2.0 – SUPPORT THE CONTINUUM OF SOCIAL AND EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
2.1	Examine the importance of nurturance and attachment in children from birth to 8 years		Social and emotional development birth to 8 Importance of infant attachment to caregiver is to build trust Caregivers response to an infant immediate response builds trust		x
		Early bonding and attachment impacts brain development, self-concept, self-esteem, cognitive development, and relationships for life	Primary care Routine Responsive care Physical contact Failure to thrive	Nurture Bonding Attachment Primary caregiver	
2.2	Describe social and emotional development in infants (birth to 12 months)	Development of social milestones Development of emotional milestones Temperament	Examples of social and emotional behavior of a 3 month old Discussion how do 3 month olds develop social and emotional skills? Demonstrated by smiling	Social development Emotional development	x

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			Talking to infant		
			Reference chart	Solitary Play	
			Stranger anxiety	Temperament	
			Identifying different cries		
2.3	Describe social and emotional development in toddlers (12 months to 36 months)	Development of social milestones Development of emotional milestones Temperament	The importance of play Appropriate sharing , following rules, kind of appropriate play	Parallel play	x
			Tantrums Negativism Independence Redirection Positive Guidance Level of empathy Interaction with peers, family, teachers Imitative play	Tantrums Negativism Independence Redirection Guidance Empathy Imitative play	
2.4	Describe social and emotional development in preschoolers (3 years to 5 years)	Development of social milestones Development of emotional milestones Temperament	Preschoolers Cooperative play Independent behavior Influences on a child's self-concept treatment by caregivers	Cooperative play Independent behavior Self-Concept Self Esteem	x
			Dramatic/ role play Friendships Independent Cooperative Aware of gender Developing empathy		

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			Increasing desire to please others		
2.5	Describe social and emotional development in school-age children (5 years to 8 years)	Development of social milestones Development of emotional milestones	Games with rules 5 -8 yrs Choosing friends gender and same activities	Gender	x
			Bullying Peer pressure Independence from parents Chores responsibility		
STANDARD 3.0 – ANALYZE THE CONTINUUM OF COGNITIVE DEVELOPMENT IN YOUNG CHILDREN					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
3.1	Examine cognitive development in infants (birth to 12 months)	Cognitive milestones	Cognitive Sensory experiences relationship to cognitive development	Thinking skills Cognitive	x
			Piaget Sensory-motor Stage Object Permanence	Object Permanence	
3.2	Examine cognitive development in toddlers (12 months to 36 months)	Cognitive milestones	Providing options for toddlers, making choices Age for follow simple directions		x
			Points to body parts Imitate gestures	Egocentric Piaget Sensory-motor Stage	

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			Piaget Sensory-motor Stage Egocentric viewpoint		
3.3	Examine cognitive development in preschoolers (3 years to 5 years)	Cognitive milestones	Sequencing events in a story support cognitive development	Directed learning Trial and error Incidental learning Imitation Sequencing	x
			Follow more complex directions Counting Letter recognition Retell story Piaget Pre-Operational Stage Egocentric viewpoint	Egocentric Piaget Sensory- motor Stage	
3.4	Examine cognitive development in school-age children (5 years to 8 years)	Cognitive milestones	Visualize and draw a picture The best way to promote cognitive development in school-age children is through hands on activities		x
			Longer attention spans Beginning abstract thinking Better describe thoughts and feelings Piaget Concrete Operations Time concepts Increase reasoning skills/rationalize	Concrete Operations	

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3.5	Demonstrate knowledge of brain research and its application as it relates to child development from birth to 8 years		Stages for Brain connection birth to 12 months		x
		Factors contributing to healthy brain development	Factors include: nutrition, relationships, repetition, responsive care, established routines Basic brain anatomy		
STANDARD 4.0 – ANALYZE THE CONTINUUM OF LANGUAGE AND LITERACY DEVELOPMENT OF YOUNG CHILDREN					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
4.1	Demonstrate knowledge of verbal and nonverbal communication development in children (birth to 8 years)	Verbal language milestones Nonverbal language milestones	Infant 3 month old Stages of language development example cry Cry, babble, imitate and Preschool Typical communication of a preschooler 4-8 word sentence Toddler Non-verbal communication in children Frustration-throwing a toy	Verbal and non-verbal communication	x
			Infant	Telegraphic speech Motherese/	

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			<p>Coo, first words, waves “bye-bye” recognize name, responds to tone, facial expressions, motherese or parentese</p> <p>Toddler Several single words Telegraphic speech Shakes head no Points to what they want</p> <p>Preschool Beginning of oral fluency Basic grammar rules</p> <p>School-age Comprehension Collaboration</p>	parentese	
4.2	Compare and contrast the developmental stages of the pre-reading and reading processes	<p>Stages of pre-reading</p> <p>Stages of reading process</p>	<p>Activities that demonstrate pre-reading process recognizing the difference between print and pictures</p> <p>Authentic pre-read activity</p> <p>Putting toys away with words and pictures Scribbling Using tools to create drawings</p>	<p>Pre-read process</p> <p>Inventive writing</p>	x
			<p>Process</p> <p>Infant Toddler Begin to recognize symbols</p> <p>Preschool</p>		

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			<p>Identify signs, symbols and labels in the environment Letter sounds School Age Recognize spoken words are represented in written language by a specific sequence of letters</p>	
4.3	Identify the stages of writing development and how to support children (birth to 8 years) in moving through the continuum	Stages of writing	<p>Writing development examples of pre-writing skills Printing What's in a writing center</p>	x
			<p>Infant Toddler Develop small muscle control and coordination Preschool Uses a variety of writing tools, materials and surfaces to create drawings or symbols School Age With guidance and support from adults explore a variety of digital tools to produce a publish writing including in collaboration with peers Stages of writing</p>	<p>Dictation Authentic Writing Letter forms Letter strings Inventive spelling Conventional spelling</p>

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			<p>Drawing Scribbling Letter forms Letter strings Inventive spelling Conventional spelling</p> <p>Supports: Authentic Writing Dictation for journaling</p>		
4.4	Demonstrate book handling skills in small group, whole group, and individually	Story telling strategies, book care, and choosing age appropriate books.	<p>Discuss the best way to handle books through modeling</p> <p>Read with the child</p> <p>Whole group activities Reading a story, a speaker</p> <p>Identify story telling techniques (varying speech, visual aids)</p>		x
			<p>Dialogical Reading Prompt: The child says something about the book Evaluate: The child's response Expand: The child's response by rephrasing and adding information' Repeat: the prompt to make sure children have learned from the expansion</p>	Dialogical Reading	

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			<p>Story telling techniques Speech, speed, book holding, visual aids</p> <p>Book selections for audience (length, topic, bias, etc.)</p>		
4.5	Integrate environmental print and visual representations as instructional tools to support language and literacy development across all subject areas	Environmental print on early literacy development	<p>Examples of environmental print Cereal boxes, shopping bags, fast food advertisements</p> <p>How do you Integrate of environmental print in the classroom</p>	<p>Environmental print Phonetic awareness</p>	x
			<p>Integration of environmental print examples: Add real packaging to dramatic play</p> <p>Make books out of labels</p> <p>Cookbooks</p> <p>Magazines and catalogs to cut for collage</p> <p>Write mail</p> <p>Functional print: labeling of classroom environment</p>	Functional print	

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			Games, puzzles, sorting, memory game		
4.6	Compare and contrast phonemic awareness and phonics	Activities that promote phonemic awareness	Examples of teaching phonetic awareness finger plays Describe how preschoolers demonstrate phonemic awareness	Phonics Finger plays Phonemic Awareness	x
			Activities that promote Rhymes, riddles, songs		
STANDARD 5.0 – PRACTICE SAFE WORKPLACE PROCEDURES IN AN EARLY CHILDHOOD ENVIRONMENT					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
5.1	Explain the responsibilities of professionals to implement and maintain a safe early childhood work environment	Stay current on DHS (Department of Health Services) rules and regulations and Early Childhood (ECERS)/Early childhood and infant and toddler Environmental Rating Scale (ITERS)	Daily safety check What are they and the importance of them, complete them daily at the start of the day Teaching safety to children Modeling, explain what children can and cannot do Establish clear rules	Modeling	x
				DHS ITERS ECERS	

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5.2	Identify and wear appropriate clothing and shoes to ensure personal safety	Appropriate dress	Teacher dress when working with small children (Tennis, shoes, pants, polo shirts, apron, <u>no</u> flip flops, low cut shirts)		x
			Appropriate jewelry, appropriate graphics on shirts, exposed tatoos		
5.3	Explain the importance of compliance with the Arizona Department of Health Services Child Care Licensing Regulations and the OSHA (Occupational Safety and Health Administration) standards	Stay current on DHS (Department of Health Services)rules and regulations and Early Childhood (ECERS)/Early childhood and infant and toddler Environmental Rating Scale (ITERS)	Facility inspections Identify areas that are inspected Requirements of licensing a facility, ratio, storage of cleaning supplies, storage of snack foods, napping requirements, fire drill, medication distribution, procedures (put on gloves)	Department of Health Services (DHS) Occupational Safety and Health Administration (OSHA) Blood pathogen Ratio	x
5.4	Demonstrate proper storage of equipment, medication, supplies, and hazardous materials		Distribution of medications and storage, Location of first aid kit Accessible to adults not to children	Distribution Accessible	x
5.5	Implement a plan for emergency procedures	Implement a plan for emergency procedures	Fire drills Required every 30 days		x
			Consult school and district policy		

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			Lock Down Medical Emergency Sign in Sign out procedure Police emergency		
5.6	Demonstrate basic First Aid and CPR techniques	Demonstrate basic First Aid and CPR techniques	Determine First aid process Assess the situation, decide what to do based on seriousness call parents, call 911 Identify signs a child might be choking	Concussion	x
			Burns Sprains Scrapes Cuts Poisoning Bleeding Falls Head injuries		
5.7	Exhibit basic health practices and prevention procedures regarding childhood illness and communicable diseases	Basic Health Practices	Illness the importance of washing hands Prevents communicable diseases A child's diaper should be changed as soon as it is soiled	Communicable diseases Blood borne pathogens	x
			Coughing into elbow	Immunizations	

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			Symptoms of illness for isolation, diaper changing		
5.8	Describe water, sun, and heat safety and precautions	Describe water, sun, and heat safety and precautions	Caring for a sensory table before and after play Shade mandates as related to the playground		x
			Leave no standing water Water available to all children at all times Heat considerations for outside play Pool safety		
5.9	Identify possible safety hazards in and around the childcare setting	Identify possible safety hazards in and around the childcare setting	Determine the best way to check for safety hazards, Check from child eyelevel Extension cords, outlets, broken equipment Playground should have wood chips, sand or rubber padding in the impact fall zone		x
			Playground safety Fall zone Pool safety		

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			Teacher/Child Ratios		
5.10	Explain safe maintenance of toys, equipment, and materials	Explain safe maintenance of toys, equipment, and materials	How often check safety Daily		x
			Cleaning and sanitizing children's toys Checking for broken toys Laundry		
5.11	Clean and sanitize facility and equipment	Clean and sanitize facility and equipment	When to Sanitize toys After being in a child's mouth, outside, end of day Launder naptime bedding weekly	Sanitize	x
			Cots/mats and bedding Cleaning tables Diaper changing area Food prep areas		
5.12	Identify conditions and practices that promote safe food handling	Safe food Handling	Best practices for food safety Wear plastic gloves when serving food Bleach solution used to sanitize surfaces		x
			Food storage Danger zone, food rotation Food Handlers Card Sharing food Hand washing		

STANDARD 6.0 – ESTABLISH PRACTICES TO SUPPORT GOOD HEALTH AND NUTRITION IN YOUNG

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CHILDREN					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
6.1	Demonstrate proper hand washing procedures for adults and children	Demonstrate proper hand washing procedures for adults and children	<p>Proper hand washing Scrub hands for 20 seconds with soap in warm water rinse and dry with a paper towel</p> <p>When should children wash hands Before eating, after restroom</p>		x
			Hands should be washed after outside play, entering for the day, messy projects, after assisting with bodily fluids (sneezing, coughing)		
6.2	Explain the purpose of the food guide pyramid in identifying basic nutritional needs and the benefits of a balanced diet	Purpose of food regulations to ensure basic nutritional needs are met			
			<p>Explain the purpose of having federal food guidelines</p> <p>Refer to the Department of Health Services regarding nutritional guidelines</p> <p>Child and Adult Care Food Program</p>	<p>Nutrition</p> <p>Child and Adult Care Food Program</p> <p>USDA</p>	

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6.3	Explain the consequences of an unbalanced diet relating to childhood obesity and oral health	Causes of childhood obesity Importance of oral health in early childhood	Unbalanced diet Contributes to obesity	Obesity	x
			Infant tooth decay (bottle tooth decay) Daily physical movement		
6.4	Perform and document a daily health check	Perform and document a daily health check	Health issues to send a child home Fever, vomiting, oozing eyes Health checks for children are done at beginning of the day		x
			Symptoms to send children refer to Department of Health services Health checks should continue throughout the day		
6.5	Recognize indicators of physical abuse	Recognize indicators of abuse	Signs of physical abuse Unexplained injuries		x
			Identify the signs of child abuse: Physical Neglect Emotional Sexual	Shaken Baby Syndrome	
6.6	Complete injury and illness documentation	Complete injury and illness documentation	What information do you report to a child's family in the event of an injury		x

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			Name of child, date and time of injury, treatment completed Situations that require reporting, Ice pack, Band-Aid, any visible marking on the child		
			Documentation should include who treated the injury	Liability	
6.7	Plan nutritious food experiences that appropriately involve the participation of children	Consideration taken in to account for planning a food experience for children	Food experiences allow children To follow a recipe, measure ingredients make something		x
			Costs of supplies Sanitation Appropriate procedures Food allergies		
6.8	Explain how meal times can be used as learning opportunities	Meals as learning opportunities	Family style meal service purpose, More willing to try new foods A variety of shapes of foods encourages Math skills	Family-Style meal	x
			Social skills Manners Sanitation procedures Literacy/Environmental print Self-help skills Fine and Gross motor skills		

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6.9	Recognize special dietary needs of children	Dietary needs for infants and children	Toddlers should eat many small meals Symptoms of food allergies		x
			Food Allergies Frequent small meals are more appropriate for children than fewer large meals Infant dietary needs		
6.10	Identify foods that may cause choking in young children	Identify foods that may cause choking in young children	Know foods that are potential choking hazards Grapes, round hotdogs nuts, hard candies		x
			Raw Carrots are a hazard		
STANDARD 7.0 – ESTABLISH AND MAINTAIN AN ENVIRONMENT TO PROMOTE LEARNING AND DISCOVERY					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
7.1	Arrange the physical environment to facilitate planned and spontaneous activities both indoors and outdoors for children (birth to 8 years)	Floor plan/layout of classroom	Prepare the indoors physical environment Put things at eye level within the reach of the children		x
			A variety of developmentally appropriate materials accessible Centers	Traffic Flow SACERS	

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			<p>Quiet/loud Small/large group Wet/Dry</p> <p>Allows for unobstructed supervision</p> <p>Traffic Flow</p> <p>Inside vs. outside play</p> <p>Adequate storage</p> <p>Refer to ITERS/ECERS/SACERS (School age Care Environment Rating Scale)</p>		
7.2	Design a balanced daily schedule that meets the developmental needs of children , allows for teacher directed and child directed activities, and limits transitions	Design a balanced daily schedule based the age and developmental needs of the child	<p>What are child directed activities</p> <p>What is a balanced schedule</p>	<p>Child directed activities</p> <p>Teacher directed activities</p>	x
			<p>Indoor and outdoor</p> <p>Reference : Arizona Early Learning Standards Infant Toddler Guidelines</p>	Transition	

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7.3	Design developmentally appropriate learning centers for infants (birth to 12 months) that include both indoor and outdoor environments	Design developmentally appropriate areas that stimulate learning in infants. (Indoor/Outdoor)	Identify the contents of proper infant environment Climbing structures, board books, stroller for walks, soft blankets, soft blocks		x
			Quiet vs. loud areas Mobile vs. non-mobile children Sensory experience Teacher infant relationship Organized care areas Refer to ITERS		
7.4	Design developmentally appropriate learning centers for toddlers (12 months to 36 months) that include both indoor and outdoor environments	Design developmentally appropriate centers that stimulate learning in toddlers. (Indoor/Outdoor)	Toddler environment might include Shopping carts		x
			Duplicate toys Types of Centers Dramatic Play Blocks or building Reading/library Art Music and Movement Sand and Water	Centers	

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			<p>Nature and Science Fine motor Active Physical Play</p> <p>Size of furniture should match size of the child (feet of child should touch the floor when sitting in a chair)</p> <p>Refer to ITERS</p>		
7.5	Design developmentally appropriate learning centers for preschoolers (3 years to 5 years) that include both indoor and outdoor environments	Design developmentally appropriate centers that stimulate learning in preschoolers. (Indoor/Outdoor)	<p>What is in a well-planned preschool environment arrangement</p> <p>What centers should be next to each other</p>		x
			<p>Types of Centers Dramatic Play Blocks or building Language and Reasoning Art Music and Movement Sand and Water Nature and Science Fine motor/Writing Active Physical Play Math Numbers/Manipulatives</p> <p>Refer to ECERS</p>		

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7.6	Design developmentally appropriate learning centers for school-age children (5 years to 8 years) that include both indoor and outdoor environments	Design developmentally appropriate centers that stimulate learning in School Age. (Indoor/Outdoor)	Include small and large group areas for school age child		x
			<p>After school care vs. early elementary classrooms</p> <p>Types of Centers Quiet/homework area Arts/Crafts Music Movement Block and Construction Drama/Theatre Language reading activities Math and reasoning Science and nature Technology</p> <p>Refer to SACERS</p>		
7.7	Utilize developmentally appropriate materials and tools to support learning		<p>Preschool math materials manipulative</p> <p>DAP means developmentally appropriate practice and examples (choose and play in centers, appropriate activities for play centers)</p>	Developmentally Appropriate Practice (DAP)	x

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			4 areas of child development Physical, social cognitive and emotional		
			Developmentally Appropriate Practice (DAP) consider age, the individual child's abilities, and cultural background Inappropriate materials include flashcards, worksheets, extensive screen time based on age		
7.8	Evaluate appropriate use of technology and media resources to support learning	Evaluate appropriate use of technology and media resources to support learning	Create a technology center		x
			Appropriate technology can include Listening center Digital Cameras Tablets for assessment and documentation Video cameras Short video clips for an educational purpose		
STANDARD 8.0 – PROMOTE OPPORTUNITIES TO STIMULATE CREATIVITY IN YOUNG CHILDREN					
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8.1	Plan developmentally appropriate activities for visual art	Plan developmentally appropriate activities for visual art	Examples of appropriate art activities for a 2 year old Finger painting		x
			Open-ended, child-initiated Painting Collages Sculpture/playdough Chalk Reference AZ Infant/Toddler Standards and AZ Early Learning Standards Offer a variety of materials Allows for creativity and personal choices	Visual art Fine art includes visual arts, music and creative movement, drama	
8.2	Conduct creative movement and dramatic play using, music, rhythm, sound, language, space, and materials to promote creative expression	Select and conduct developmentally appropriate creative movement and dramatic play using, music, rhythm, sound, language, space, and materials to promote creative expression	Creative movement example creative expression A ribbon dance		x
			Allows for creativity and personal choices Variety of instruments Exposure to a variety of music genres Includes familiar songs, chants and rhymes Dramatic play to include a variety props Puppets	genres	

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8.3	Evaluate creative expression	Fine art activities allow for children to express their creativity	Promoting creativity in preschoolers Finger painting, play dough and white glue are all positive for creativity, coloring books, coloring sheets , work sheets do not	Creative expression	x
			Don't give examples or show finished art work Art should not all look the same		
8.4	Differentiate between process art and product art	The difference between process art and product art		Open ended art Process art	x
			Child-directed vs. teacher-directed Experimenting with senses through art activities vs. following directed activities Wide variety of materials/art media	Product art Art media	
STANDARD 9.0 – PROVIDE OPPORTUNITIES FOR THE DEVELOPMENT OF A POSITIVE SENSE OF SELF AND INDEPENDENCE IN YOUNG CHILDREN					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
9.1	Demonstrate respect for culture, language, and identity to establish a caring community of learners	Respect for culture and home language establishing a caring community of learners	Examples of modeling cultural diversity in a learning environment Foods from cultures, projects that allow	Cultural Diversity	x

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			for culture, sharing stories, bulletin boards, holidays and activities		
			Modeling behaviors that promote cultural acceptance and caring for others Such as: Avoiding bias and stereotypes, favoritism Exposure to various family cultures	Home language Bias Stereotype Favoritism	
9.2	Encourage children to identify, manage, and express their emotions in an appropriate manner	Encourage children to identify, manage, and express their emotions in an appropriate manner	Acknowledge children feelings		x
			Modeling appropriate behavior Redirecting behavior Active listening "I Messages" Teaching strategies for managing emotions such as through songs, books, fingerplays, etc.	"I Messages"	
9.3	Design the classroom environment to promote pride and independence in young children	Design the classroom environment to promote pride and independence in young children	A child hanging his/her hanging own art Allows for pride and independence		x
			At a Child's level Picture labels Family style meals		

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			Environment reflects culture of children		
9.4	Recognize developmentally appropriate practices that promote self-regulation	Developmentally appropriate practices that promote self-regulation	How do you choose self-regulation Provide a time choice		x
			Promote self-regulation by: Modeling appropriate behavior Provide hints and cues such as gestures and reflecting feelings Gradual withdrawal of adult support		
9.5	Provide opportunities for children to demonstrate care of self, others, and the natural environment	Provide opportunities for children to demonstrate care of self, others, and the natural environment	Care for the environment Planting a garden, reading nature books, cleaning up, walking in the park		x
			Practicing personal care skills such as brushing teeth, combing hair, dressing skills, feeding Create environment that allows children to independently care for self (stools for sink, equipment that is child-size, etc) Caring for class pets		
STANDARD 10.0 – PROVIDE GUIDANCE TO PROMOTE PROSOCIAL BEHAVIOR IN YOUNG CHILDREN					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
10.1	Encourage cooperation in play and learning activities that	Encourage cooperation in play and learning activities	Examples of cooperative play Case Studies	Case Studies	x

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	respects the rights and property of self and others	Respecting the rights and property of self and others	Parachute		
			Dramatic play experiences Block building Meal times Cubbies/personal spaces Sharing Taking care toys		
10.2	Demonstrate problem-solving and conflict resolution skills with children	Problem-solving and conflict resolution skills , steps, and/or strategies	Teacher response when a child takes something from another child Monitor and intervene if needed Two children want the same toy Explain to child and help decide	Monitor Intervene	x
			Encourage children to problem solve rather than give answers CONFLICT RESOLUTION STEPS Approach calmly, stopping any hurtful actions. Acknowledge children's feelings. Gather information. Restate the problem		

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			Ask for solutions and choose one together. Be prepared to give follow-up support.		
10.3	Explain how transitions may affect a child's behavior	How transitions may affect a child's behavior	Transition and how children feel Transition causes anxiety Why are warnings that things are transition is important It prepares the child for change	Anxiety Fear Disgust	x
10.4	Develop transition techniques to maximize learning	transition techniques to maximize learning	Examples of transition techniques Clean up song, pretend to be a train	Transitions	x
			Impacted by routines/balanced schedule Fun, engaging Minimize transitions		
10.5	Explain how changes in family issues may be reflected in a child's behavior	Common family issues that may impact child's behavior	Family stressors shows sudden change in behavior Identify what family stressors are Recognizing changes in a child's behavior	Stressor	x
			Common stressors or issues: Death in family Sibling born		

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			<p>Moving</p> <p>Health issues</p> <p>Divorce</p> <p>Loss of job</p> <p>Possible child reactive behavior</p> <p>Aggression</p> <p>Withdrawal</p> <p>Regress in developmental behavior (baby talk, bathroom accidents, etc.)</p> <p>Sudden fears</p>		
10.6	Practice positive guidance techniques	Positive guidance techniques	<p>Positive guidance technique that teachers may say to children</p> <p>Positive reinforcement examples: use your quiet voice, paper towels are placed in the trash can, criss cross apple sauce</p>	<p>Positive reinforcement</p> <p>Negative reinforcement</p> <p>Positive guidance technique</p>	x
			<p>Giving information</p> <p>Modeling</p> <p>Redirection</p> <p>Problem-solving/negotiation</p> <p>Acknowledge feelings</p> <p>Setting / restate limits</p> <p>Consistency</p> <p>Establish routines/predictability</p> <p>Establishing relationships/security and trust</p>		

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			Preventing or anticipating guidance issues or behaviors Realistic expectations Developmentally appropriate activities		
STANDARD 11.0 – DEMONSTRATE THE IMPORTANCE OF FAMILY ENGAGEMENT AND SUPPORT					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
11.1	Identify the family's role in the education of their child	Family's role in the education of their child	Who influences a child's learning the most Parents/ guardians, friends, teachers and siblings		x
			Parent is the child's first teacher family role: support education partner with caregivers, teachers prepare child to learn		
11.2	Demonstrate appropriate informal and written communication with family members	Appropriate informal and written communication with family members	What is included in a monthly family newsletter classroom standards, events, monthly themes Methods to communicate with families Posting notes on the board, phoning, weekly newsletter	Informal Communication Formal Communication Newsletter Standards	x

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			Use portfolios to communicate child's progress Social media Website Greet parents/family members Do NOT: Facebook friend Give out cell phones		
11.3	Identify ways the family can be involved in the education of their child	Identify ways the family can be involved in the education of their child	Involving families Ways to include families in educational process are home school connection activities Providing opportunities for parents to get involved		x
			Parent-teacher conferences Classroom volunteers Fieldtrips Guest speakers Reading to their children Open communication School or governing boards, PTA or PTO, site councils, advisory boards		
11.4	Use a variety of strategies to make all families feel welcome and engaged	Strategies to make all families feel welcome and engaged	What works and what doesn't work to make parents feel welcome		x

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			Sharing home culture, create an open door policy, meeting parents at the door		
			Greeting parents Returning emails or phone calls in timely manner Open house Accommodating conference times to meet parent's needs/schedule Environment: clean, comfortable, visually appealing		
STANDARD 12.0 – DEMONSTRATE EFFECTIVE CLASSROOM MANAGEMENT PRACTICES					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
12.1	Practice problem-solving processes for an early childhood environment	Problem-solving processes for early childhood	Consideration when creating routine for infants Individual needs of the children		x
			Needs of sharing Social/Emotional Skills Adequate and duplicate materials available Tips and techniques for guidance. How do you deal with a child		

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			Arrangement of classroom interest areas		
12.2	Implement standards of practice for assisting children with routine and transition activities	Implement standards of practice for assisting children with routine and transition activities	Method for appropriate transitions for preschoolers Sing a song Reason for transitions Helps them know what to expect		x
			Arrival/Departure transitions Transitions between activities Transition Ideas: - Songs - I Spy - Riddles - Opposites - Rhymes - Simon Says - Questions Importance of routines		
12.3	Demonstrate the ability to conduct learning activities in small and whole group settings	Conducting developmentally appropriate activities in small and whole group settings	Activities for a whole group setting Reading, guest speaker		x
			Small Group Activities - Story - Art - Water Table/Tub		

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			<ul style="list-style-type: none"> - Math - Science - Sensory - Blocks <p>Whole Group Activities</p> <ul style="list-style-type: none"> - Parachute - Story - Music and Movement - Circle Time -Outdoor Play - Content Specific Guest Speaker <p>Size of groups</p>		
12.4	Plan developmentally appropriate activities for children (birth to 8 years) for Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts	Planning developmentally appropriate activities	<p>Most important for planning activities for all children Developmentally appropriate</p> <p>Choosing themes appropriate</p> <p>Best learning experience for a child hands on activities</p>	<p>Developmentally appropriate practice (DAP)</p> <p>Scaffolding</p> <p>Objectives</p>	x
			<p>Refer to AZ Infant/Toddler Guidelines</p> <p>Refer to AZ Early Learning Standards</p> <p>Refer AZ College and Career Readiness Standards</p>		

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			Developmentally appropriate practice (DAP)		
12.5	Conduct developmentally appropriate activities for children (birth to 8 years) for Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts	Conducting developmentally appropriate activities	Teachers roles in painting activities is to provide Materials Value of open ended questions in a developmentally appropriate activity to encourage interaction	Open ended questions	x
			Child guided vs. teacher directed Relevance to the child Refer to AZ Infant/Toddler Guidelines Refer to AZ Early Learning Standards Refer AZ College and Career Readiness Standards Developmentally appropriate practice (DAP) Teacher role as facilitator	facilitator	

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12.6	Evaluate developmentally appropriate activities for children (birth to 8 years) from Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts	Evaluating developmentally appropriate activities	Effective method to evaluate mastery of a skill is By observing the child	Mastery Anecdotal Record	x
			Evaluation of activity Evaluation of self as the teacher Refer to AZ Infant/Toddler Guidelines Refer to AZ Early Learning Standards Refer AZ College and Career Readiness Standards Developmentally appropriate practice (DAP)	Specific task assessment	
12.7	Recognize the need to adapt instructional strategies to meet individual and group needs	Instructional strategies to meet individual and group needs	Provide examples modeling activities that can enhance a child's learning Modeling cutting	Modeling Instructional Strategies Anecdotal	x

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				Modifications Adaptations	
			Individual vs. small group vs. large group Learning Styles		
12.8	Record behavior and development using anecdotal notes	Completing an applicable documentation of a child	Example of an anecdotal note or anecdotal observation	Anecdotal Developmental Checklists Subjective vs. Objective	x
			Reason for anecdotal records: - Injury Report - Documentation of assessment - Documentation of behavior Different types of anecdotal records		
12.9	Scaffold a play sequence	Provide children meaningful and relevant learning opportunities	Scaffolding . transition techniques, cause and effect Scenarios provided Teachers provide:	Scaffolding . Transition techniques, Cause and effect	x

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			<ul style="list-style-type: none"> - A variety of materials and toys - Environmental Print - Story books - Pictures - Space for exploratory play - Real life materials <p>Gradual withdrawal of support</p>		
STANDARD 13.0 – DEMONSTRATE PROFESSIONALISM IN THE FIELD OF EARLY CHILDHOOD EDUCATION					
Measurement Criteria		Concepts	Implementation	Terminology	Testing Item
13.1	Demonstrate aptitude for working with children	Aptitude for working with young children	<p>Characteristic a preschool teacher should demonstrate</p> <p>Patience and understanding of child development</p> <p>Enjoys working with young children</p>	<p>Aptitude</p> <p>Ethical</p>	x
			<p>Skills and ability</p> <p>NAEYC Ethical Code of Conduct</p> <p>Initiative</p>	Initiative	
13.2	Demonstrate positive interpersonal behaviors with children, families, colleagues, and supervisors	Positive interpersonal behaviors with children, families, colleagues, and supervisors	A teachers should communicate with children At children’s eye level	<p>Interpersonal</p> <p>Confidentiality</p>	x

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			Importance of confidentiality Refer to ITERS Refer to ECERS Refer to SACERS NAEYC Code of Ethical Behaviors		
13.3	Participate in a variety of work-based experiences, paid or unpaid	Successful work based experience requires	Ability maintain confidentiality		
			Paid vs. unpaid On-site program vs. off-site program		
13.4	Examine child development theories and their implications for early childhood education practices	Imply the theories to your early childhood education practices	Identify the theories and applications of each person	Montessori Erickson Piaget Vygotsky	x
			Related strategies from each theory and how they transmit to real world applications		
13.5	Identify effective instructional strategies to meet educational needs of children birth to 8 years	Identify effective instructional strategies to meet educational needs of children birth to 8 years	Define instructional strategies and how to apply at various stages Take an example/ topic and explain a strategies for various aged children	Instructional strategies	x

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			<p>Instruction Strategies:</p> <ul style="list-style-type: none"> -Individual -Small Group -Large Group -Play Based -Hands- on -Meeting children at eye level -Modeling -Authentic Instruction -Spiral Instruction 		
13.6	Engage in self-reflective teaching practices	Engage in self-reflective teaching practices	<p>When should a teacher modify a lesson If children are bored</p> <p>A lesson is successful if the children</p> <p>Learn</p> <p>When evaluating a lesson Review materials, identify what went well what did not, consider materials used</p>	Self-reflection	x
			<p>When evaluating a lesson Review materials, identify what went well what did not, consider materials used</p>		
			Evaluation of activity		

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			Evaluation of self as the teacher Refer to AZ Infant/Toddler Guidelines Refer to AZ Early Learning Standards Refer AZ College and Career Readiness Standards Developmentally appropriate practice (DAP)		
13.7	Explain how the Arizona Early Learning Standards for preschoolers (3 years to 5 years) may be used to guide development of learning activities and opportunities	Should be able to utilize the Arizona Early Learning standards to guide activities and learning opportunities	What are they and why important Guidelines for learning activities	AZ Early Learning Standards	x
			Refer to AZ Early Learning Standards		
13.8	Explain how the Arizona Academic Standards for school-age children (5 years to 8 years) may be used to guide development of learning activities and opportunities	Should be able to utilize the AZ College and Career Readiness Standards to guide activities and learning opportunities	Arizona Academic Standards for school-age children Outline for curriculum and activities	Curriculum	x
			Refer to AZ College and Career Readiness Standards		
13.9	Identify reasons for observing young children	Describe characteristics of children with exceptionalities	Characteristic of children	Exceptionalities Exceptional Children	x

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				Gifted Special Education IEP 504 Plan English Language Learner (ELL) Accommodations Modification	
13.10	Identify reasons for observing young children	Reasons for observing young children	Observe children is important to Determine developmental levels, skills, and growth How to use observations for future planning of scaffolding and playing Guidelines and criteria for observing	Assessments Subjective vs. Objective Developmental Checklists	x

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13.11	Analyze characteristics of quality anecdotal notes	Characteristics of quality anecdotal notes	Quality anecdotal note Observable actions	Subjective vs. Objective	x
			Parts of an anecdotal note -Name -Date -Time -Behavior/Actions Reason for anecdotal records: - Injury Report - Documentation of assessment - Documentation of behavior Different types of anecdotal records	Interpretation	
13.12	Conduct formal/informal research on relevant Early Childhood Education topics	Research relevant Early Childhood Education topics	Identify the topic First Steps to researching educational topics Research can be found NAEYC	NAEYC	x
			Stay current with NAEYC, DHS, Quality First Early Childhood topics		
13.13	Explain state law in reporting suspected child abuse or neglect	Reporting suspected child abuse and neglect in compliance with state law	Identify those that are required to report suspected child abuse AZ State Reporting Law	Mandatory Reporting	x

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			Principals, teachers, custodial staff, school secretary		
			Abuse/Neglect Confidentiality Mandatory Reporting Purpose and Procedures State Agency for child protection		
13.14	Identify confidentiality issues and how to handle them effectively	Explain effective ways to handle confidentiality issues in Early Childhood Education	Confidentially regarding discipline Response to a parent who wants to know what happened to the other child involved in the incident not their own child.	Confidentiality Social Media	x
			Social Media -Facebook -Twitter -Snap Chat -Instagram Confidentiality on injury/accident reports Photographs Lunchroom conversations		

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13.15	Explain the role of the National Association for the Education of Young Children and other professional organizations to the work of an Early Childhood Education educator	Roles of professional organizations for an educator	NAEYC is to improve the quality of child care	NAEYC Professional Organization	x
			Refer to NAEYC website for Resources -Code of Conduct for Professionalism -DAP Articles -Message in a Backpack Professional development Influence public policies Advocate for children Set guidelines	Advocate	
13.16	Explain the role of the Quality First Initiative	Role of the Quality First Initiative	Quality First, why was It created and what is it To improve early childcare, provide staff development coaching and financial support	Quality First First Things First	x
			Refer to Quality First website for resources		
13.17	Identify ways to seek employment opportunities in Early Childhood Education	Identify ways to seek employment opportunities in Early Childhood Education	Methods to research job opportunities Internet Resume	Workplace Employability Skills	x

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			portfolio		
			Workplace Employability Skills		
			Industry specific requirements: -Professional development certificates -DHS requirements		
			List serves		

Terminology

504 Plan- 504 plans are developed by school teams and parents to support the educational needs of a K–12 student with a disability that “substantially limits one or more major life activity” such as: learning, speaking, listening, reading, writing, concentrating, caring for oneself, etc. Section 504 of the Rehabilitation Act of 1973

A

Accessible- able to be reached or approached, able to be used or obtained, easy to appreciate or understand

Accommodations-generally thought of as a change in the course, standard, test preparation, location, timing, scheduling, expectations, student response and/or other attribute which provides access for a student with a disability to participate in a course, standard or test, it does not fundamentally alter or lower the standard or expectation of the course/test

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Activity matt- a mat that features some sort of activity i.e. vibrant colors, allows infants to crawl and explore safely on floor.

Advocate-person who argues for or supports a cause or policy, a person who works for a cause or group

Anecdotal records/notes-an observer's reports of a child's actions, usually concentrating on a specific behavior or area of development

Anxiety-uncertainty or fear about an unspecified, but seemingly immediate threat

Aptitude-a natural ability to do something or to learn something

Authentic writing- recognize the relationship between spoken and written messages by engaging in writing, drawing, and related activities that have meaning and purpose for them. Children receive powerful messages about literacy's pleasures and rewards by observing others reading and writing. Children develop as writers when they are encouraged to write in an environment that has readily accessible writing materials.

Assessments- A process that involves observing, recording, and documenting children's individual capabilities over time

Attachment- The bond between two people, such as between a child and parent or other primary caregiver.

AZ Early Learning Standards-<http://www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf>

B

Babinski- when the soles of the foot are stroked, the toes will fan out and curl and the foot twists in

Balance daily schedule-Limit transitions. Offers a variety of DAP learning activities that are child-directed. Includes both indoor and outdoor time.

Bias- prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair

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Birth defect- an abnormality present at birth that affects the structure or function of the body

Blood borne pathogens- Infectious microorganisms in human blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV)

Bonding- Forming emotional ties, such as those between parents and their child.

Brain development/connections- How the brain develops in a baby's first year of life has profound effects on the baby's whole life, by first birthday, 75 percent of brain's wiring will be completed.

C

Case Studies- a process or record of research in which detailed consideration is given to the development of a particular person, group, or situation over a period of time

Cause and effect- Infants develop an understanding of cause and effect, the idea that one action results in another action or condition. Ex. sucking causes milk to flow. If the baby stops sucking, the milk stops

Child and Adult Care Food Program (CACFP)- is a type of United States Federal assistance provided by the United States Department of Agriculture (USDA) to states in order to provide a daily subsidized food service for children, elderly or mentally or physically impaired adults in non-residential, day-care settings.

Child directed activities- Children select and initiate their own activities from a variety of learning areas prepared by the teacher.

Chromosome- tiny, threadlike structures in the nucleus of every cell that carry hereditary information

Cognitive Development- Thinking skills, problem-solving, mental processes

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Communicable diseases- an infectious disease transmissible (as from person to person) by direct contact with an affected individual

Concussion- a traumatic brain injury that alters the way your brain functions. Effects are usually temporary but can include headaches and problems with concentration, memory, balance and coordination.

Concrete operations- children can think logically but still learn best through experience

Confidentiality- The keeping of private or sensitive personal information involving other people.

Conventional spelling- the child's generalizations about spelling and knowledge of exceptions are usually correct.

Cooperative play- Type of play in which two or more children interact with one another, at this stage socio-dramatic play begins, preschool play.

Creative expression- Participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama, engaging children's minds, bodies, and senses as well as inviting children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression.

Cultural diversity (home culture)- The National Association for the Education of Young Children's (NAEYC) recommendations emphasize the early childhood programs are responsible for creating a welcoming environment that respects diversity, supports children's ties to their families and community, and promotes both second language acquisition and preservation of children's home languages and cultural identities. Curriculum

D

DAP (Developmentally Appropriate Practice)- DAP is appropriate to children's age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live

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Developmental Checklists- a list of skills children should master or behaviors they should exhibit at a certain age

Directed learning- Learning that results from being taught formally or informally.

Dictation- process of writing down what a child has said. With young children, dictation offers a way for a parent or a teacher to record a child's thoughts or ideas when the writing demands surpass writing skills. Dictation provides a chance for an adult to model many writing behaviors including handwriting, matching sounds-to-letters to spell words, and sentence formation.

Disgust (feeling)- A strong feeling of dislike for something that has a very unpleasant appearance, taste, smell, etc.

Dialogical reading- is a process of incorporating conversation as an oral technique in teaching reading skills

Distribution (medication)- the act of giving or delivering something to people

Dominant genes- in a gene pair, this is the stronger gene and is the one more likely to be expressed as a physical trait

E

ECERS- Early Childhood Environment Rating Scale

Egocentric viewpoint- children view the world in terms of their own thoughts and feelings

Emotional Development- Identifying and expressing feelings/emotions

Empathy - The ability to understand the feelings of others.

English Language Learner (ELL)

Environmental print- The print found in a children's natural environment, one of the first sources of reading material for young children
Types - Commercially Produced Company and Product Logos, ex-McDonald's, Cheerios, Doritos, Legos, Road Signs and

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Institutional Labels, ex- Stop signs, US Post Office and Homemade, ex-Classroom Rules, Children's Names on Cubbies and Desks, Labeled Furniture

Erickson- Psychosocial development, 8 stages with social conflict or crisis

Evaluation- to judge the value or condition of (someone or something) in a careful and thoughtful way

Exceptionalities- Children with disabilities (mentally or physically disabled) and/or gifts and talents

F

Facilitator (teacher)- one that helps to bring about an outcome (as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision <the workshop's *facilitator* kept discussion flowing smoothly

Family Style meals- Serving foods in bowls or dishes of any kind on the table children are encourage to serve themselves with help from an adult. Caregivers eat the same food, promote health eating habits, and create a positive meal time environment. Enough food must be placed on the table to provide the full requi3ed portion size for all the children at the table.

Fear (feeling)- to be afraid of (something or someone), to expect or worry about (something bad or unpleasant)

Fetal- The Fetal Stage: Week 28 to 40 of pregnancy.

Fine/small motor- Using the small muscles of the hand, fingers, wrists

Finger plays- Songs or chants with accompanying hand motions.

Fire drills- Performed every 30 days

Flashcards and worksheets- NOT DAP materials.

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Formal Communication - Formal communication occurs through newsletters, notices, assemblies and in parent or group meetings

Functional print- defined as knowing the name of the object and knowing its purpose ex-calendar, grocery list, map, or letter in a literacy-related play setting

G

Gender - the state of being male or female

Genetic- refers to heredity of traits

Genres- Classes or categories of artistic endeavors having a particular form, content, technique, or the like.

Gifted- Gifted individuals are those who demonstrate outstanding levels of aptitude or competence in one or more domains.

Gross/large motor- Using the large muscles of body, such as arms, legs

Guidance- Direct and indirect actions used by an adult to help children develop socially acceptable behavior.

H

Heredity - the biological transfer of certain characteristics from earlier generations. Blood type, eye color, and hair color are just a few of the characteristics determined by heredity.

Home language- linked to the child's values, attitudes, and cultural traditions. It is critical to be respectful and supportive of the cultural heritage and home language of a child

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|
IEP- individualized education plan, a written strategy for learning designed to ensure that each child with special needs is education in the most appropriate manner for him or her

I message- a verbal statement that explains the effect of a child's behavior on others without placing blame

Imitation- The act of copying or imitating someone or something, something that is made or produced as a copy

Immunizations- shots of a small amount of a dead or wakened disease carrying germ given in order that the body may build resistance to the disease (vaccine)

Imitative play- Activity in which a child fantasizes and acts out various domestic and social roles and situations, such as rocking a doll, pretending to be a doctor or nurse, or teaching school. It is the predominant form of play among preschool children.

Independence- not influenced or controlled by others in matters of opinion, conduct, etc.; thinking or acting for oneself

Incidental learning- Learning experiences that happen during the course of the day.

Infants- 0-12 months

Informal Communication- Information communication can include face-to-face conversations, phone calls, email, communication book or a combination of these.

Initiative (work-based learning experiences)- Functions independently within the organizational structure. Independently performs necessary tasks, strives to improve personal delivery of services, continuously improves personal performance/ behaviors continuously

Instructional Strategies- a careful plan or method for achieving a particular goal usually over a long period of time, the skill of making or carrying out plans to achieve a goal

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Interpersonal behaviors- Behavior and actions that are present in relationships. Examples - communicate with children at children's eye level, maintain confidentiality, Refer to ITERS, Refer to ECERS, Refer to SACERS, NAEYC Code of Ethical Behaviors

Interpretation (anecdotal notes)- In observing children, the analysis an observer forms and expresses about what was observed.

Intervene- to become involved in something (such as a conflict) in order to have an influence on what happens

Inventive writing- the spelling of words from a beginning writer's first attempts to associate sounds with letters (kp ot = keep out)

ITERS- Infant Toddlers Environment Rating Scale

L

Learning Centers- Areas in an early childhood classroom designed for certain types of play and learning.

Learning center arrangement- Principles of room arrangement

Letter forms- are common writing strokes (e.g., horizontal and vertical lines, points, circles, spirals, zigzag lines, wavy lines) used to approximate letters.

Letter strings- Long strings of letters in random order

M

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Manipulative- Official definition of “manipulate” means “to treat or operate with or as if with the hands or by mechanical means especially in a skillful manner” (Merriam-Webster Online Dictionary). Educational math manipulatives are things the children can actually touch and pick up with their hands. They come in all shapes, colors and sizes. Manipulatives can give the student a three dimension hands-on picture of the concepts they are learning. Manipulatives are usually cubes, rods, tiles or cards with or without numbers on them.

Mastery- knowledge and skill that allows you to do, use, or understand something very well

Modeling- an example for imitation or emulation

Modification- a change in the course, standard, test preparation, location, timing, scheduling, expectations, student response and/or other attribute which provide access for a student with a disability to participate in a course, standard or test, which does fundamentally alter or lower the standard or expectation of the course, standard or test.

Monitor- Observe, watch closely or keep an eye on, keep under observation

Montessori- Independent learning, practical life experiences, self-selection, long blocks of time

Moro- occurs when a newborn is startled by a noise or sudden movement. Infant will react by flinging arms and legs outward.

Motherese or parentese- exaggerated, higher-pitched, slowed, sing-song speech allows the baby to see and hear language, connected to a specific event

N

NAEYC- National Association for the Education of Young Children: their purpose is to improve the quality of child care, Refer to NAEYC website for Resources, Code of Conduct for Professionalism, Professional development, Influence public policies, Advocate for children, See guidelines

Negative reinforcement- A response aimed at discouraging children from repeating an inappropriate or unacceptable behavior

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Negativism- Doing the opposite of what others want. This behavior is normal for toddlers.

Nesting bowls- a set of plastic **bowls of** different sizes that fit in one another when placed in order, nesting -center toys promote *order*, including reversing one's thinking

Newborn- birth to 6 weeks

Newsletter- a short written report that tells about the recent activities the classroom or childcare center/organization

Non- verbal communication- Nonverbal Communication is written or physical i.e. a look, folding arms, rolling eyes etc

Nutrition- The science of food and how the body uses foods taken in

O

Obesity- a condition characterized by the excessive accumulation and storage of fat in the body

Object permanence- This begins at 6-9 months. This is the understanding that objects continue to exist even if the infant cannot see them

Objective- using facts, not personal feelings and prejudices, to describe events or things

Occupational Safety and Health Administration (OSHA)- Occupational Safety and Health Administration. OSHA is the main federal agency charged with the enforcement of safety and health legislation.

Open ended art- Art that does not have a 'right way' or a 'wrong way', every child's piece original and unique, does not require a great deal of teacher preparation or assistance, emphasizes the process vs. end product, child express his/her own ideas and feelings, child directed and initiated.

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Open ended questions- Questions without a single right or wrong answer, inspires creativity, promote critical and divergent thinking (meaning that there is more than one correct answer and children can investigate for answers), meaningful to the child, provides opportunity for investigation, involves problem-solving

P

Palmer Grasp- when an infant's palms are touched, the hands will grip tightly

Parallel play- Playing near, but not actually with other children. This behavior is characteristic of toddlers

Phonetic awareness- is the ability to notice, think about, and work with the individual sounds in spoken words

Phonics- the association of letters with the speech sounds they represent, rather than visual recognition of the whole word as a unit

Phonemic awareness- is the ability to notice, think about, and work with the individual sounds in spoken words.

Physical Development- Increasing motor skills, physical body changes in a growing individual

Piaget- Stages of cognitive development, Sensorimotor-object permanence, learning through senses, birth-2, Preoperational- egocentric, symbolic representation, conservation, 2-7 Concrete operations-thinking logically,7-11, Formal operations-abstract thinking, 11-adult

Pipettes- plastic "eyedroppers," a mainstay of most science experiments, used to measure drops of solution or color

Positive guidance techniques- Giving information, Modeling, Redirection, Problem-solving/negotiation, Acknowledge feeling, Setting / restate limits, Consistency, Establish routines/predictability, Establishing relationships/security and trust, Preventing or anticipating guidance issues or behaviors, Realistic expectations, Developmentally appropriate activities

Positive reinforcement- A response that encourages a particular behavior

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Preoperational stage- children think in terms of their own activities and what they perceive at the moment

Prenatal development- The baby's development during a pregnancy

Pre-read process- Infant Toddler, Begin to recognize symbols, Preschool, Identify signs, symbols and labels in the environment, Letter sounds. School Age, Recognize spoken words are represented in written language by a specific sequence of letters

Preschoolers- 3-5 years

Primary Caregiver - Each child and their family are allocated a primary caregiver who works towards establishing a warm, secure relationship with the child and a partnership with the parents. The primary caregiver ensures each child's needs and routines are met, taking a key role in feeding, sleeping, changing, noticing, wondering and playing with each child. The primary caregiver has responsibility for communicating with each family, making links to home culture and contexts and documenting each child's learning

Print awareness- Book handling skills, Sounds & rhythms of spoken language, Letter knowledge

Process art- emphasizes the process vs. end product, art that does not have a 'right way' or a 'wrong way', every child's piece original and unique, does not require a great deal of teacher preparation or assistance, child express his/her own ideas and feelings, child directed and initiated, no dittos, patterns and cut out art, no models or examples for the children, or not drawing for the child

Professional organization- Organizations that offer a variety of membership benefits and resources through their professional journals, professional development conferences, provide research-based and professionally review materials to guide program practices.

Progression of development- Development, although different for every child, does follow a fairly predictable path or course of progression. For example, an infant learns to control his or her head before being able to gain control of extremities, and gross motor skills (e.g., sitting, jumping, climbing) tend to mature and become set before fine motor skills (e.g., writing, cutting, eye-hand) are refined. Includes: From head to toe (cephalo-caudal), From trunk to extremities (from the torso to the arms and legs), Gross motor to fine motor (proximo-distal)

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Q

Quality First Initiative- First Things First Signature Programs Quality First is Arizona's statewide quality improvement and rating system for providers of center- or home-based early care and education, ensuring that licensed centers and certified child carehomes are safe, engaging learning environments for kids.

R

Redirection- Diverting or turning a child's attention in a different direction.

Reflex- An automatic body response to a stimulus.

Recessive genes- in a gene pair, this is the weaker gene and the one less likely to be expressed in a person's physical traits. A person must inherit two recessive genes, one from each parent, for the same recessive trait in order for it to be expressed.

Rooting- causes infants to turn their heads toward anything that brushes their faces.

S

SACERS - School-Age Care Environment Rating Scale

Sanitize- refers to the reduction of microorganisms to levels considered safe from a public health viewpoint.

Scaffolding a play sequence- The process of structuring learning experiences (play) around existing knowledge and offering challenge that is just beyond the child's current level of understanding and ability

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Solitary Play - independent or alone, infant play

School age classroom environment- Classroom space arranged for cooperative learning/play (desks in groups rather than rows)

School-age children- 5-8 years

Self Esteem- Self-worth or the value people place on themselves

Self-concept- Perception that a child has himself or herself

Self-reflection- Ongoing process of looking and observing, recording one's own teaching practices and taking action to make positive changes in the classroom for young children

Sensory development- Stimulating the development of young child's senses: touch, smell, taste, sight and hearing. Sensory activities and sensory tables facilitate exploration and naturally encourage children to use scientific processes while they play, create, investigate and explore. Spending time stimulating their senses helps children develop cognitively, linguistically, socially and emotionally, physically and creatively.

Sensory motor stage- children learn through their senses and own actions

Sensory table- Table in the sensory area that gives children the opportunity to experience the sensations related to water and sand. Also known as a water or sand table

Shaken Baby Syndrome- injury to a baby caused by being shaken violently and repeatedly. Shaking can cause swelling of the brain, internal bleeding, detached retinas leading to blindness, mental retardation, and death.

Small group- 3-5 children

Social Development- Interacting with others

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Social Media- websites and applications that enable users to create and share content or to participate in social networking.

Solitary Play - independent or alone, infant play

Special Education- is the practice of educating students with special needs in a way that addresses their individual differences and needs

Specific task assessment- Giving children set activities to determine skill and/or needs

Sphincter muscle- muscles that help regulate eliminations from the bowels

Stages of play- Solitary Independent play-infants, Parallel Playing near others but not with -toddlers, Cooperative Play between two or more children-preschool

Stages of Writing- Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name Uses inventive and phonetic writing to form words to convey ideas or to tell a story.

Standards- A framework that provides an essential first step for designing and/or choosing an effective, high-quality curricula; Common, agreed upon goals and outcomes for teaching and learning

Stepping- when an infant is held so the feet are flat on a surface, the infant will lift one foot after another in a stepping motion

Stereotype- a widely held but fixed and oversimplified image or idea of a particular type of person or thing

Stressor (family)- Changes in family situations which cause stress on children

Subjective- relying on personal opinions and feelings, rather than facts, to judge events

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T

Tactile- connected with the sense of touch

Tantrums- Incidents in which children release anger or frustration by screaming, crying, kicking, pounding, or holding their breath.

Teacher/child Ratio- In child care centers, when children of different age groups are mixed, the ratios apply to the youngest child in the group. Infants cannot be mixed with older children unless there are less than six children in the center. Infants and one-year-old children may not be mixed with school-age children. Child care personnel are required to directly supervise children at all times.

STAFF TO CHILD RATIOS Child Care Centers

Infants 1:5, 2:11

One-Year-Olds 1:6, 2:13

Two-Year-Olds 1:8

Three-Year-Olds 1:13

Four-Year-Olds 1:15

Five-Year-Olds & School-Age 1:20

Teacher Directed activities- The teacher instructs the children how to accomplish a specific task.

Telegraphic speech- two worded phrases

Temperament- A person's unique nature, which determines how he or she reacts to others and to the world.

Toddler- 12 to 36 months

Toddler classroom environment - Toys are easily accessible to children, multiples of favorite toys

Transition techniques- Methods in which the teacher uses to change from one activity to another and/or moving from one place to another.

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Transitions- Periods in an early childhood classroom during which children move from one activity to the next. The number of transitions throughout the day should be minimal—the less transitions the better.

Trial and error- Learning that takes place when a child tries several solutions before finding one that works.

Trimester- Pregnancy has three **trimesters**, each of which is marked by specific fetal developments

Tummy time- During tummy time, infant lays on belly to play while supervised. Infants need to spend awake time on stomach to develop physically and mentally

U

USDA - United States Department of Agriculture

V

Verbal communication- Verbal communication is spoken

Visual Art- art forms that create works which are primarily visual in nature such as ceramics, drawing, painting, sculpture, printmaking, design, crafts

Vygotsky- Importance of social interaction, zone of proximal development, scaffolding

W

Whole group- The entire class of children

Workplace employability skills- <http://www.azed.gov/career-technical-education/workplace-employability-skills/>

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Resources

Development milestone chart

<http://www.CDC.gov/ncbddd/actearly/milestones/index.html>

Acronyms:

DAP (Developmentally Appropriate Practice)
ECE (Early Childhood Education)
CTE (Career and Technical Education)
CDA (Child Development Associate)
NAEYC (National Association for the Education of Young Children)
FCCLA (Family Career Community Leaders of America)
FEA (Future Educators Association)
ADHD (Attention deficit hyperactivity disorder)
ADHS (Arizona Department of Health Services)
OSHA (Occupational Safety and Health Administration)
FTF (First Things First)

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