

Florida Department of Education  
Curriculum Framework

**Program Title:** Early Childhood Education  
**Program Type:** Career Preparatory  
**Career Cluster:** Education & Training

**Note:** This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.003. The regulatory requirements that must be met to offer and teach this program are included in the Early Childhood Professional Certificate (ECPC) Program Guidelines.

**Secondary – Career Preparatory**

Program Number	8405100
CIP Number	0419070913
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	FCCLA
SOC Codes (all applicable)	39-9011 – Childcare Workers 25-2011 – Preschool Teachers, Except Special Education

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to competencies related to the following elements of the early childhood education industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Program Structure

This program is a planned sequence of instruction consisting of four secondary courses.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8405110	Early Childhood Education 1	FAM CON SC 1	1 credit	39-9011	2	
B	8405120	Early Childhood Education 2	PK PRIMARY H	1 credit	39-9011	2	
C	8405130	Early Childhood Education 3	PRESCH ED L	1 credit	25-2011	3	PA
D	8405140	Early Childhood Education 4	PRIMARY ED @B E CHILD ED @0 HME EC OCC 7	1 credit	25-2011	3	

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

**Note:** This program requires students to obtain **480 hours of direct work experience with children 5 years old or younger** while enrolled in the program to be awarded the Early Childhood Professional Certificate (ECPC). See the Early Childhood Professional Certificate (ECPC) Program Guidelines more information.

**Note:** Upon completion of all DCF 40-hour Introductory Child Care Training Coursework, students can begin earning direct work experience hours with children five (5) years old or younger. To offer and teach the 40-hour Introductory Child Care Training, schools must be obtain approval from the local DCF Child Care Training Coordinators Agency and the instructor must meet the trainer requirements established by DCF. All regulatory requirements for the program are included in the Early Childhood Professional Certificate (ECPC) Program Guidelines.

## Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8405110	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **
8405120	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **

8405130	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **
8405140	0/87 **	0/80 **	0/83 **	0/69 **	0/67 **	0/70 **	0/69 **	0/82 **	0/66 **	0/74 **	0/72 **

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8405110	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **
8405120	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **
8405130	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **
8405140	0/67 **	0/75 **	0/54 **	0/46 **	0/45 **	0/45 **	0/45 **

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

### **Florida Standards for Technical Subjects**

*Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. The FS for Mathematical Practices are designed for grades K-12 and describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.*

**Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program.**

### **Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

## **Regulated Programs**

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.003. Students who complete all courses in this program and meet additional requirements, including the 480-hour work experience requirement, can be awarded the Florida Department of Education (DOE), Early Childhood Professional Certificate (ECPC) and will be eligible for a DCF Staff Credential. **\*\*\*The regulatory requirements that must be met to offer and teach this program are included in the Early Childhood Professional Certificate (ECPC) Program Guidelines.**

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Define the early childhood education profession.
- 02.0 Identify rules and regulations governing child care.
- 03.0 Plan a safe, clean, and healthy learning environment.
- 04.0 Plan food service and nutrition education.
- 05.0 Identify and describe the procedures for reporting child abuse and neglect in accordance with state regulations.
- 06.0 Identify principles of typical and atypical development (birth through age eight).
- 07.0 Identify various observation and recording methods.
- 08.0 Recognize appropriate methods of guidance.
- 09.0 Identify how nutrition, environment, heredity, and health status influence the development of the child.
- 10.0 Demonstrate appropriate use of technology for the child care profession.
- 11.0 Define and demonstrate professionalism.
- 12.0 Demonstrate observation and recording methods.
- 13.0 Discuss the history of school-age child care and the development and diversity of school-age children.
- 14.0 Describe developmentally appropriate guidance and activities for infants and toddlers.
- 15.0 Identify and demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
- 16.0 Identify the characteristics of an environment that is conducive to language use and acquisition.
- 17.0 Identify developmentally appropriate practices for programs serving children from birth through age eight.
- 18.0 Display professional relationship skills.
- 19.0 Analyze recent trends/developments in brain research.
- 20.0 Identify communication skills related to child care.
- 21.0 Create, implement and evaluate lesson plans.
- 22.0 Plan and implement developmentally appropriate guidance and activities for infants and toddlers.
- 23.0 Plan, implement and evaluate developmentally appropriate physical development activities for preschool children.
- 24.0 Plan, implement and evaluate cognitive development and general knowledge activities for preschool children.
- 25.0 Plan, implement and evaluate creative expression through the arts with developmentally appropriate activities for preschool children.
- 26.0 Guide the social and emotional development of preschool children.
- 27.0 Identify developmentally appropriate care giving environments for students with special needs.
- 28.0 Implement food service and nutrition education.
- 29.0 Plan, establish, and implement a developmentally appropriate emergent literacy program.
- 30.0 Develop intercommunication with family and child-care personnel.
- 31.0 Demonstrate the ability to motivate children.
- 32.0 Obtain certifications in Pediatric/Adult First Aid and CPR AED Training.
- 33.0 Apply knowledge of program elements needed to create a developmentally appropriate curriculum.
- 34.0 Create an environment that is conducive to language use and acquisition.
- 35.0 Demonstrate the ability to interact professionally with families and staff.
- 36.0 Demonstrate mentoring skills for workplace collaboration.

- 37.0 Demonstrate the ability to maintain a commitment to professionalism.
- 38.0 Compile a Professional Portfolio using state and/or national criteria.
- 39.0 Plan and implement preschool classroom management techniques.
- 40.0 Demonstrate employability skills.
- 41.0 Create, analyze and interpret a child study.
- 42.0 Demonstrate activities that are anti-bias, non-violent and from a multi-cultural perspective.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Early Childhood Education 1  
**Course Number:** 8405110  
**Course Credit:** 1

**Course Description:**

This course includes the following content: child care rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, and communication skills, principles of child nutrition and technology use; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
01.0 Define the early childhood education profession. The student will be able to:			
01.01 Identify early childhood education career opportunities.			
01.02 Compare roles and responsibilities of the child care center team members.			
01.03 Identify the important role child caregivers play in the development of each child in care.			
02.0 Identify rules and regulations governing child care. The student will be able to:			
02.01 Identify the need for child care.			
02.02 Identify the different types of child care facilities and those that require licensing.			
02.03 Identify the components of the Florida Statutes as they relate to areas of child care standards.			
02.04 Identify local and state licensing agencies and their responsibilities.			
02.05 Identify local and state fire, safety, sanitation and health regulations.			



CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
02.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.			
02.07 Identify and discuss current child care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.			
02.08 Identify information concerning child discipline in State Rule 65C-22.001-008.			
02.09 Identify methods of compliance with rules and regulations governing child caregivers.			
03.0 Plan a safe, clean, and healthy learning environment. The student will be able to:			
03.01 Identify and describe characteristics of a safe, sanitary, healthy child care environment.			
03.02 Describe ways to assist children with personal hygiene routines.			
03.03 Complete a checklist to evaluate safety and sanitation procedures/routines.			
03.04 Recognize potential safety and fire hazards and develop a procedure to prevent accidents.			
03.05 Identify characteristics of a healthy child.			
03.06 Identify and describe symptoms of childhood illness and communicable diseases.			
03.07 Identify the components of and perform a "10 second health check" for children.			
03.08 Describe the procedures for administering medication and demonstrate in a simulation.			
03.09 Complete a medication permission form.			
03.10 Describe ways in which the spread of disease in child care settings can be prevented.			
03.11 Demonstrate how to communicate with parents who continue to send children to child care when they are sick.			
03.12 Identify and describe regulations for transporting children.			
03.13 Outline the steps for proper use of fire extinguishers.			
03.14 Identify and practice universal precautions.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
03.15 Describe and practice procedures for the different types of emergency situations.			
03.16 Use appropriate telephone numbers in a simulated emergency situation.			
03.17 Follow and understand how to complete an accident/incident form using established procedures.			
03.18 Discuss methods to promote positive attitudes and skills for daily routines for children.			
03.19 Summarize best practices within the center to conserve environmental resources.			
03.20 Identify and describe components of a playground safety checklist.			
03.21 Identify appropriate seizure management and positioning techniques.			
04.0 Plan food service and nutrition education. The student will be able to:			
04.01 Identify the nutritional needs of children infants through school age (birth through age eight).			
04.02 Identify and plan nutritious snacks and meals for infants through school age children.			
04.03 Describe safe and sanitary food service habits in assisting with mealtime routines.			
04.04 Identify foods that are potentially dangerous for young children's consumption.			
04.05 Describe how to encourage positive food choices and good eating habits for toddlers through school age children.			
04.06 Use United States Department of Agriculture (USDA) current guidelines as a tool for planning nutritious meals.			
04.07 Identify guidelines for purchasing, receiving, storing, and safety of foods as defined in Department of Children and Families administrative rule, 65C-22.			
04.08 Recognize age appropriate nutrition education activities.			
05.0 Identify and describe the procedures for reporting child abuse and neglect in accordance with state regulations. The student will be able to:			
05.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.			
05.02 Discuss the data regarding statistics as they pertain to child			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
maltreatment at state and national levels.			
05.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.			
05.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.			
05.05 Identify the characteristics of abusers.			
05.06 Identify the impacts and effects of child abuse and neglect.			
05.07 Describe the legal requirement and protection provided to child care workers in reporting suspected child abuse and neglect according to Florida law.			
05.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.			
05.09 Identify the necessary information for completing a mock report of child abuse and neglect and how to submit the report.			
05.10 Identify local community resources that provide help for the abused and the abuser.			
06.0 Identify principles of typical and atypical development (birth through age eight). The student will be able to:			
06.01 Describe the principles of development.			
06.02 Describe the following characteristics of children ages birth to eight: physical development; approaches to learning; social emotional; language and communication; and cognitive development and general knowledge.			
06.03 Discuss circumstances and factors that put a child at risk for developmental delays.			
06.04 Identify and describe theories of human development including cognitive psychosocial, socio-cultural, psychoanalytical, and behaviorist.			
07.0 Identify various observation and recording methods. The student will be able to:			
07.01 Identify observation techniques and methods used in a child care setting.			
07.02 Discuss the importance of confidentiality of child/family records.			
07.03 Discuss the differences between observations, screenings, developmental assessments, and developmental evaluations.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
07.04 Discuss the importance of including the family in the collection of information for observations.			
07.05 Identify the steps for conferring with parents when a developmental delay is suspected.			
08.0 Recognize appropriate methods of guidance. The student will be able to:			
08.01 Differentiate methods of direct and indirect guidance (including concepts of room arrangements, transitions and routines).			
08.02 Distinguish between acceptable and unacceptable methods of guiding behavior.			
09.0 Identify how nutrition, environment, heredity, and health status influence the development of the child. The student will be able to:			
09.01 Investigate current information on child nutrition, the environment, heredity and discuss their effect upon the development of a child.			
09.02 Discuss how a child's health status influences development.			
09.03 Describe the importance of physical fitness to health status and development.			
10.0 Demonstrate appropriate use of technology for the child care profession. The student will be able to:			
10.01 Demonstrate appropriate use of technology for child care personnel.			
10.02 Analyze appropriate uses of current technology in a child care setting.			
10.03 Identify and demonstrate proper use of Florida child care training website.			

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Early Childhood Education 2  
**Course Number:** 8405120  
**Course Credit:** 1

**Course Description:**

This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children’s families, history of school-age child care, infant-toddler developmentally appropriate guidance activities, and observing and recording methods; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework. Students will continue working directly with children 5 years of age or younger to complete the ECPC work experience requirement.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
11.0 Define and demonstrate professionalism. The student will be able to:			
11.01 Explain the importance of professional development, ethical standards, accreditation, confidentiality, credentialing, professional organization membership/participation, and self-reflection for a child care giver.			
11.02 Identify and use job-related child care terminology.			
11.03 Participate in regular self-assessment including attitude and performance.			
11.04 Identify the exemplary behavior and social skills needed as a role model for children.			
11.05 Distinguish between professional and unprofessional behavior when serving as a role model for children.			
11.06 Describe legal issues and liability as they relate to a child care worker.			
11.07 Identify and review resources on the National Association for the Education of Young Children.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
11.08 Observe teaching situations depicting ethical problems and use the NAEYC Code of Ethics to propose potential solutions.			
11.09 Identify and describe various teaching methods, practices and learning styles for effective teaching practices.			
12.0 Demonstrate observation and recording methods. The student will be able to:			
19.01 Observe, record, and report the behavior of children using various observation tools.			
13.0 Discuss the history of school-age child care and the development and diversity of school-age children. The student will be able to:			
13.01 Describe the need for school-age child care and how it has evolved.			
13.02 Describe different types of programs available for children before and after school; during summer; and on school holidays.			
13.03 Explain the personal and professional characteristics of a school-age caregiver.			
13.04 Explain why and how individual children may overlap both younger and older chronological programs.			
13.05 Examine how a caregiver can plan to meet the social, emotional, physical and cognitive needs of school-age children.			
14.0 Describe developmentally appropriate care and activities for infants and toddlers. The student will be able to:			
14.01 Explain visual, auditory, olfactory, gustatory and tactile stimulation activities.			
14.02 Describe and plan activities that stimulate gross and fine motor development.			
14.03 Identify age-appropriate nutritional snacks.			
14.04 Review appropriate feeding, diapering, and toilet training, bathing, dressing and grooming techniques.			
14.05 Demonstrate sanitary procedures in feeding, changing diapers, toileting and maintaining the environment for infants and toddlers.			
15.0 Identify and demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development. The student will be able to:			
15.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
15.02 Assist with planning and implementing schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.			
15.03 Implement techniques for facilitating children’s successful participation in all aspects of a program.			
15.04 Describe how major theories of human development provide a basis for planning a program.			
16.0 Identify the characteristics of an environment that is conducive to language use and acquisition. The student will be able to:			
16.01 Use an appropriate vocabulary that increases in complexity and variety.			
16.02 Describe the importance of vocabulary development in young children.			
16.03 Use proper grammar when speaking to parents and/or children.			
16.04 Identify the stages of language acquisition.			
16.05 Model and reinforce correct grammar.			
16.06 Create a lesson or activity which promotes appropriate language acquisition.			
16.07 Create a lesson or an activity which promotes vocabulary development			
17.0 Identify developmentally appropriate practices for programs serving children from birth through age eight. The student will be able to:			
17.01 Identify and summarize various methods of curriculum for young children.			
17.02 Define developmentally appropriate practices.			
17.03 Discuss the importance of learning through play.			
17.04 Describe learning centers used in developmentally appropriate environments.			
17.05 Identify the stages of play development.			
17.06 Define and model the concepts of active learning and active listening.			
18.0 Display professional relationship skills. The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
18.01 Identify traits of positive self-image, self-esteem and self-growth.			
18.02 Create intrapersonal goals and exhibit responsibility toward achieving goals.			
18.03 Describe and display ways to show sociability, empathy, understanding and caring.			
18.04 Display honesty and integrity in interacting with children and families, and co-workers.			
18.05 Describe the needs and strengths of the multi-ethnic work place.			
19.0 Analyze recent trends/developments in brain research. The student will be able to:			
19.01 Explain common terms and concepts related to brain development and the formation of neuronal connections.			
19.02 Use the Internet to prepare a list of recent resources pertaining to brain research.			
19.03 Relate the brain research findings to the care of children provided by parents and all other caregivers.			
20.0 Identify communication skills related to child care. The student will be able to:			
20.01 Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and teachable moments.			
20.02 Identify ways to promote positive interaction between the family, child care center and community.			



**Florida Department of Education  
Student Performance Standards**

**Course Title:** Early Childhood Education 3  
**Course Number:** 8405130  
**Course Credit:** 1

**Course Description:**

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, language use & acquisition, emergent literacy, creative expression, classroom management techniques, observation data, and creating optimum environments for all children; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework. Students will continue working directly with school-aged children to complete the ECPC work experience requirement.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
21.0 Create, implement and evaluate lesson plans. The student will be able to:			
21.01 Research criteria for creating an age appropriate lesson plan.			
21.02 Research or develop evaluation criteria for the lesson.			
22.0 Plan and implement developmentally appropriate activities for infants and toddlers. The student will be able to:			
22.01 Plan, implement and evaluate sensory experiences for infants and toddlers.			
22.02 Plan, implement and evaluate activities that promote gross and fine motor development.			
22.03 Create activities which promote exploration and discovery for infants.			
23.0 Plan, implement and evaluate developmentally appropriate physical development activities for preschool children. The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
23.01 Describe the stages of physical development.			
23.02 Plan, implement and evaluate developmentally appropriate gross motor activities.			
23.03 Plan, implement and evaluate developmentally appropriate fine motor activities.			
23.04 Select and use appropriate equipment and materials which promote physical development.			
23.05 Plan and implement activities which promote self-help.			
23.06 Plan and implement activities which promote health and wellness			
24.0 Plan, implement and evaluate cognitive development and general knowledge activities for preschool children. The student will be able to:			
24.01 Analyze the role language and communication plays in cognitive development in young children.			
24.02 Plan, implement and evaluate developmentally appropriate mathematical thinking activities.			
24.03 Plan, implement and evaluate developmentally appropriate scientific inquiry activities.			
24.04 Plan, implement and evaluate developmentally appropriate social studies activities.			
24.05 Research and create developmentally appropriate activities related to use of technology.			
25.0 Plan, implement and evaluate creative expression through the arts with developmentally appropriate activities for preschool children. The student will be able to:			
25.01 Plan, implement and evaluate developmentally appropriate music activities.			
25.02 Plan, implement and evaluate developmentally appropriate creative movement activities.			
25.03 Plan, implement, and evaluate developmentally appropriate art activities.			
25.04 Plan, implement and evaluate developmentally appropriate dramatic play and theatre activities.			
26.0 Guide the social and emotional development of preschool children.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
The student will be able to:			
26.01 Demonstrate effective, positive guidance techniques for guiding behavior.			
26.02 Plan, implement and evaluate developmentally appropriate self-concept activities.			
26.03 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.			
26.04 Plan, implement, and evaluate activities which model and promote the concept of self-control/self-regulation and social problem-solving.			
26.05 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).			
26.06 Plan and implement developmentally appropriate character building activities.			
26.07 Plan and implement developmentally appropriate activities which model and promote positive relationships with self, peers and adults.			
27.0 Identify developmentally appropriate care giving environments for students with special needs. The student will be able to:			
27.01 Identify accommodations which would be appropriate for children with special needs in a variety of learning situations.			
27.02 Identify the process for conferring with parents when a developmental delay is suspected.			
27.03 Identify adaptations to include children with special needs in classroom activities.			
27.04 Demonstrate care giving skills related to Universal Precautions.			
27.05 Simulate appropriate techniques for seizure management and positioning techniques.			
27.06 Explain physical, intellectual and behavioral developmental delays and their impact on growth and development.			
27.07 Research strategies and accommodations for inclusion of children with special needs in classroom activities.			
28.0 Implement food service and nutrition education. The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
28.01 Plan and/or prepare nutritious snacks and meals for infants through school age children.			
28.02 Practice safe and sanitary food service habits in the preparation of snacks and meals.			
28.03 Implement age appropriate nutrition education activities.			
29.0 Plan, establish, and implement a developmentally appropriate emergent literacy program. The student will be able to:			
29.01 Identify characteristics of a classroom environment that promotes emergent literacy.			
29.02 Demonstrate appropriate phonological awareness teaching practices.			
29.03 Demonstrate appropriate teaching practices for alphabet knowledge.			
29.04 Demonstrate appropriate comprehension strategies.			
29.05 Illustrate and explain the stages of emergent writing.			
29.06 Identify an environment that supports age-appropriate letter writing.			
29.07 Model appropriate manuscript writing and structure of written composition.			
29.08 Create activities which promote phonological and phonemic awareness.			
29.09 Create activities which promote understanding of letter names and sounds.			
29.10 Create activities which promote comprehension strategies.			
29.11 Create activities that support age-appropriate early writing.			
29.12 Research, plan and implement activities which promote language and communication.			
29.13 Plan an environment that supports emergent reading and writing.			
30.0 Develop intercommunication with family and child-care personnel. The student will be able to:			
30.01 Identify ways of communicating with family.			
30.02 Explore and use ideas for establishing a healthy relationship			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
with each child's family.			
30.03 Plan and implement family involvement activities to meet the diverse needs of families.			
30.04 Identify intentional practices and strategies to become acquainted with the family; describe ways parents can be involved in the program; ways to share goals for the child with the family and teacher, the philosophy of the center, and curriculum objectives.			
30.05 Model and implement effective communication skills to use with personnel and parents/guardians of children.			
31.0 Demonstrate the ability to motivate children. The student will be able to:			
31.01 Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate.			
31.02 Create activities which promote active listening skills in children.			
31.03 Implement the use of open-ended questions when communicating with children.			

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Early Childhood Education 4  
**Course Number:** 8405140  
**Course Credit:** 1

**Course Description:**

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing recognizing cultural differences when planning activities, community resources, classroom management, pediatric first aid, including children with special needs, recent trends and issues in early childhood education, and professionalism; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework. Students will have completed the ECPC 480-hour work experience requirement by the end of this course.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
32.0 Obtain certifications in Pediatric/Adult First Aid and CPR AED Training. The student will be able to:			
32.01 Demonstrate techniques used for First Aid.			
32.02 Demonstrate appropriate CPR AED techniques for infant/child.			
32.03 Demonstrate appropriate CPR AED techniques for adults.			
33.0 Apply knowledge of program elements needed to create a developmentally appropriate curriculum. The student will be able to:			
33.01 Demonstrate the ability to identify children’s needs, interests, and abilities.			
33.02 Develop a program philosophy, including goals and objectives.			
33.03 Assist with planning, preparing, and implementing daily activities and routines.			
34.0 Create an environment that is conducive to language use and acquisition. The student will be able to:			
34.01 Create opportunities for students to initiate and add comments to conversations.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
34.02 Facilitate conversations between child and/or child-to-child, and encourage increasingly complex sentences and phrases.			
34.03 Provide occasions for children to follow two- or three-step directions.			
34.04 Create opportunities for children to gain meaning by listening and answering open-ended questions.			
35.0 Demonstrate the ability to interact professionally with families and staff. The student will be able to:			
35.01 Establish and demonstrate positive and productive relationships with families and staff.			
35.02 Demonstrate techniques to be a competent communicator and co-worker.			
36.0 Demonstrate mentoring skills for workplace collaboration. The student will be able to:			
36.01 Model the roles and expectations of early childhood team members and mentors.			
36.02 Identify and model early childhood supervisory work practices.			
36.03 Demonstrate appropriate conflict resolution skills in the workplace.			
36.04 Utilize a variety of communications skills to ensure understanding.			
36.05 Describe factors that contribute to or detract from a positive work environment.			
36.06 Utilize alternative communication skills.			
37.0 Demonstrate the ability to maintain a commitment to professionalism. The student will be able to:			
37.01 Research current trends and issues in Early Childhood Education.			
37.02 Develop professional goals.			
37.03 Identify various types of accreditation standards and their importance in the field of early childhood education.			
37.04 Identify opportunities for continuing education and professional development.			
38.0 Compile a Professional Portfolio using state and/or national criteria. The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
38.01 Create an autobiography.			
38.02 Develop a professional philosophy as an early childhood education teacher.			
38.03 Develop Six Reflective Statements of Competence according to State and National Guidelines.			
38.04 Compile a resource collection according to State and National Guidelines.			
39.0 Plan and implement preschool classroom management techniques. The student will be able to:			
39.01 Develop and implement a plan to meet short and long term goals.			
39.02 Identify appropriate teaching techniques to meet various learning styles.			
39.03 Identify developmentally appropriate supplies and teaching materials.			
39.04 Arrange learning centers for a variety of activities.			
39.05 Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.			
39.06 Maintain children's records.			
40.0 Demonstrate employability skills. The student will be able to:			
40.01 Create a professional cover letter and resume.			
40.02 Conduct a job search and complete an application.			
40.03 Identify and demonstrate positive work behaviors needed to be employable.			
40.04 Develop a personal career plan that includes goals, objectives, and strategies.			



CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
40.05 Examine licensing, certification, and industry credentialing requirements.			
40.06 Identify opportunities and research requirements for career advancement and ongoing professional development.			
40.07 Practice employability skills using online resources to prepare for interviews.			
40.08 Understand the impact and importance of your digital footprint as it relates to employment.			
40.09 Identify career appropriate attire.			
41.0 Create, analyze and interpret a child study. The student will be able to:			
41.01 Collect data using multiple sources (i.e.: observations, developmental checklist, assessment tools, writing samples, etc.).			
41.02 Analyze multiples sources and interpret results to develop a child study plan.			
41.03 Conduct a mock child/parent conference sharing results.			
42.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective. – The student will be able to:			
42.01 Demonstrate techniques that show respect for the child’s family makeup, cultural background, and religious beliefs.	LAFS.1112.SL.2.4		
42.02 Plan and implement methods to prevent and/or confront bias in the early childhood program as it relates to gender, race, ethnicity, and persons of varying abilities.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4		
42.03 Integrate activities that build children’s self-concept into daily, weekly, and monthly plans.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
42.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		

**Additional Information**

## **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory activities provide instruction in the use of manipulative equipment; language development; creative art, music, science, dramatic play, developmentally appropriate practices, brain research, classroom management and established early childhood/child development competencies. Observation and **supervised** work experience with young children in a school laboratory or a community laboratory setting are an integral part of this program.

## **Special Notes**

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.003. The regulatory requirements that must be met to offer and teach this program are included in the Early Childhood Professional Certificate (ECPC) Program Guidelines.

## **Career and Technical Student Organization (CTSO)**

Family, Career and Community Leaders of America (FCCLA) is the intercurricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

## **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Course Title:** Education & Training Directed Study  
**Career Cluster:** Education & Training

**Secondary – Career Preparatory**

Course Number	8500100
CIP Number	0420999901
Grade Level	9-12
Standard Length	1 credit – Multiple credits
Teacher Certification	Refer to the <b><u>Course Structure</u></b> section.
CTSO	FCCLA

**Purpose**

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Education & Training cluster that will enhance opportunities for employment in the career field chosen by the student.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Course Structure**

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.

The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8500100	Education & Training Directed Study	FAM CON SC 1 PK PRIMARY H PRESCH ED L E CHILD ED @0 PRIMARY ED @B ANY HOME ECONOMICS ED G	1 credit – Multiple credits	2	

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

Additional Teacher Certification for Principles of Teaching only: ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER

**Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate expertise in a specific occupation contained within the career cluster.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results.
- 03.0 Apply enhanced leadership and professional career skills.
- 04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Education & Training Directed Study  
**Course Number:** 8500100  
**Course Credit:** 1

<b>CTE Standards and Benchmarks</b>	
01.0	Demonstrate expertise in a specific occupation within the career cluster. The student will be able to:
01.01	The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual students assessed needs.
02.0	Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results. The student will be able to:
02.01	Select investigative study referencing prior research and knowledge.
02.02	Collect, organize and analyze data accurately and precisely.
02.03	Design procedures to test the research.
02.04	Report, display and defend the results of investigations to audiences that may include professionals and technical experts.
03.0	Apply enhanced leadership and professional career skills. The student will be able to:
03.01	Develop and present a professional presentation offering potential solutions to a current issue.
03.02	Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience.
03.03	Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations.
03.04	Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews.
04.0	Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study. The student will be able to:
04.01	Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.
04.02	Read and interpret information relative to the chosen occupation.
04.03	Locate and evaluate key elements of oral and written information.



04.04 Analyze and apply data and/or measurements to solve problems and interpret documents.

04.05 Construct charts/tables/graphs using functions and data.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Career and Technical Student Organization (CTSO)**

Family, Career and Community Leaders of America (FCCLA) is the intercurricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Program Title:** Child Development  
**Program Type:** Non Career Preparatory  
**Career Cluster:** Education & Training

**Secondary – Non Career Preparatory**

Program Number	8500310
CIP Number	09200102PA
Grade Level	9-12
Standard Length	.5 credit
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	FCCLA

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to understanding the nature of child development from conception to school age. This course emphasizes positive development and nurturing of the family at each stage of a child’s growth.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8500310	Child Development	FAM CON SC 1 PRESCH ED L PK PRIMARY H PRIMARY ED @B E CHILD ED @0	.5 credit	2	

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

### **Academic Alignment Tables**

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8500310	6/87 7%	6/80 8%	33/83 40%	4/69 6%	23/67 34%	7/70 10%	6/69 9%	24/82 29%	7/66 11%	25/74 34%	4/72 6%

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8500310	18/67 27%	9/75 12%	15/54 28%	16/49 35%	16/48 36%	#	#

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

### **Florida Standards for Technical Subjects**

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. The FS for Mathematical Practices are designed for grades K-12 and describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

**Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program.**

**Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

**National Standards (NS)**

This program has been aligned to the National Standards for Family and Consumer Sciences Education developed by the National Association of State Administrators of Family and Consumer Science (NASAFACS). The NASAFACS is an affiliate of the Family and Consumer Science division of the Association for Career and Technical Education (ACTE). The NASAFACS and ACTE are members of the American Association of Family & Consumer Science's (AAFCS) FCS Alliance.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify principles of human growth and child development.
- 02.0 Consider family planning strategies.
- 03.0 Describe prenatal development, care and the birth process.
- 04.0 Determine developmental stages with appropriate activities and expectations from birth to school age.
- 05.0 Examine environmental and inherited birth defects.
- 06.0 Assess the family and society's role in protecting the rights of children.
- 07.0 Examine health and safety issues related to child development.
- 08.0 Relate current trends and the contribution of technology to child development.
- 09.0 Explore careers related to child development.
- 13.0 Demonstrate teamwork and leadership skills in the family, workplace, and community.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Child Development  
**Course Number:** 8500310  
**Course Credit:** .5

**Course Description:**

This course prepares students to understand the nature of child development from conception to school age. This course emphasizes positive development and nurturing of the family at each stage of a child’s growth.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
 NGSSS-Sci = Next Generation Sunshine State Standards for Science  
 NS = National FCS Standards

<b>CTE Standards and Benchmarks</b>	<b>FS-M/LA</b>	<b>NGSSS-Sci</b>	<b>NS</b>
01.0 Identify principles of human growth and child development. The student will be able to:			
01.01 Distinguish between the characteristics of human development.	LAFS.910.L.3.4		
01.02 Analyze areas of development including physical, social, emotional, moral and intellectual development and how they are interrelated.	LAFS.910.RI.3.7; LAFS.910.RI.3.8	SC.912.L.14.41; SC.912.N.1.1	4.2.1; 12.1.1; 12.1.2
01.03 Analyze the influence of heredity and environment on individual development.	LAFS.910.W.3.8	SC.912.L.14.6; SC.912.L.16.2; SC.912.L.16.4	4.2.1; 12.2.1
01.04 Summarize major theorists of development including Maslow, Piaget and Erickson.	LAFS.910.W.1.3; LAFS.910.W.2.5	SC.912.N.3.4	4.2.1
01.05 Explain the human reproductive system.	LAFS.910.W.1.2	SC.912.L.14.33; SC.912.L.16.13; SC.912.L.16.3	
02.0 Consider family planning strategies. The student will be able to:			
02.01 Weigh considerations before deciding to become a parent.	LAFS.910.RI.1.1; LAFS.910.RI.3.8; LAFS.910.W.3.9		2.5.1; 2.5.2
02.02 Determine disadvantages of teen pregnancy and the advantages of abstinence before marriage.	LAFS.910.W.1.1		



<b>CTE Standards and Benchmarks</b>		<b>FS-M/LA</b>	<b>NGSSS-Sci</b>	<b>NS</b>
02.03	Evaluate family planning alternative, including advantages, disadvantages, health risks, and failure rates.	LAFS.910.W.1.2; LAFS.910.W.3.8	SC.912.N.1.1;	
02.04	Explain medically assisted pregnancies including microsurgery, artificial insemination, in vitro fertilization, fertility counseling, etc.	LAFS.910.W.1.2	SC.912.L.16.10	
02.05	Explain the symptoms and consequences of sexually transmitted diseases/infections.	LAFS.910.W.1.2	SC.912.L.14.6	
03.0	Describe prenatal development, care and the birth process. The student will be able to:			
03.01	Define the terminology associated with prenatal development, labor and birth.	LAFS.910.L.3.6	SC.912.L.16.13; SC.912.L.16.8	
03.02	Distinguish the stages of prenatal development.	LAFS.910.L.3.4	SC.912.L.14.41; SC.912.L.16.13	
03.03	Identify the symptoms, discomforts, complications, and physical and emotional changes during pregnancy.	LAFS.910.L.3.6		
03.04	Consider choices for prenatal medical care and testing.	LAFS.910.RI.3.7; LAFS.910.W.3.7		
03.05	Describe the relationship between the health and care of the expectant mother and the developing child.	LAFS.910.W.1.2	SC.912.L.14.6	
03.06	Explain how the mother's nutrition influences the physical development of the unborn child.	LAFS.910.W.1.2	SC.912.L.16.13	12.3.1
03.07	Sequence the stages of labor and birth.	LAFS.910.W.1.3		
03.08	Specify health needs of the mother and infant during the postnatal period.	LAFS.910.W.1.3		
03.09	Recognize the significance of parent/child bonding and family adjustments to the newborn.	LAFS.910.SL.1.1		
03.10	Consider labor choices, pain management options and delivery site options.	LAFS.910.W.3.7; LAFS.910.W.3.9		
04.0	Determine developmental stages with appropriate activities and expectations from birth to school age. The student will be able to:			
04.01	Explain the concept of developmental tasks.	LAFS.910.W.1.2	SC.912.N.1.4	12.1.1
04.02	Observe and compare patterns of development and age appropriate activities, including current brain research.	LAFS.910.W.1.3, LAFS.910.RI.1.1	SC.912.L.14.26; SC.912.N.2.4 SC.912.N.1.6	4.2.3; 4.3.2
04.03	Analyze factors which contribute to the child's physical, social, emotional, moral and intellectual development.	LAFS.910.RI.3.7; LAFS.910.RI.3.8	SC.912.N.1.3	4.2.2; 4.2.4; 4.2.5; 4.3.5; 12.1.1

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
04.04	Determine the importance of play and the application of age appropriate activities.	LAFS.910.W.1.3		
04.05	Evaluate indoor and outdoor toys and play equipment for age appropriateness and safety.	LAFS.910.W.1.1, LAFS.910.W.3.8		
05.0	Examine environmental and inherited birth defects. The student will be able to:			
05.01	Explain common types of special needs and birth defects in children.	LAFS.910.RI.1.1; LAFS.910.W.1.1	SC.912.L.16.8	
05.02	Identify methods of observation used to recognize children with possible developmental delays.	LAFS.910.W.3.7; LAFS.910.W.4.10		
05.03	Outline steps to assist children with special needs.	LAFS.910.W.1.3		
05.04	Identify community resources available to families of children with special needs.	LAFS.910.SL.1.1; LAFS.910.W.1.2		2.5.1
06.0	Assess the family and society's role in protecting the rights of children. The student will be able to:			
06.01	Explain the importance of families and the roles and responsibilities of caregivers.	LAFS.910.W.1.2		
06.02	Identify children's rights that are protected by local, state and federal laws and regulations.	LAFS.910.RI.3.8		
06.03	Differentiate between the types of child abuse and neglect.	LAFS.910.RI.1.1; LAFS.910.SL.1.1		
06.04	State how the common physical and behavioral indicators of child abuse and neglect are detected and reported.	LAFS.910.SL.1.1;		
06.05	Locate community support for children and families.	LAFS.910.W.3.7		12.3.3
06.06	Discuss parenting styles and compare the advantages and disadvantages in child rearing.	LAFS.910.SL.1.1		15.1.3
07.0	Examine health and safety issues related to child development. The student will be able to:			
07.01	Determine the nutritional needs of children.	LAFS.910.W.3.8		2.1.3; 14.2.2
07.02	Explain the role immunizations and health check-ups play in the wellness of the child.	LAFS.910.W.1.2	SC.912.L.14.52	
07.03	Identify childhood illnesses and appropriate treatment.	LAFS.910.W.2.6; LAFS.910.W.3.7	SC.912.L.14.6	
07.04	Assess safety hazards for children of different ages.	LAFS.910.W.3.7		4.4.3

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	NS
07.05 Recognize emergency situations and plan appropriate responses.	LAFS.910.SL.1.1; LAFS.910.W.1.3		
08.0 Relate current trends and the contribution of technology to child development. The student will be able to:			
08.01 Determine current trends in child care.	MAFS.912.A-CED.1.1; MAFS.912.A-REI.2.3; MAFS.912.A-REI.4.10  LAFS.910.RI.1.1; LAFS.910.W.3.8		
08.02 Identify technology as it relates to pregnancy, parenting, the home, health care, child care, and learning environment.	LAFS.910.L.3.6	SC.912.L.16.10	2.4.1; 2.4.2; 2.4.3
09.0 Explore careers related to child development. The student will be able to:			
09.01 Evaluate your personal interests and aptitudes in the area of child development.	LAFS.910.W.1.3		
09.02 Describe careers related to children.	LAFS.910.W.1.2; LAFS.910.W.2.6		
09.03 Identify education and experience requirements for a career choice in the area of child development.	LAFS.910.W.1.2; LAFS.910.W.2.6		
10.0 Demonstrate teamwork and leadership skills in the family, workplace, and community. The student will be able to:			
10.01 Identify purposes, function, roles and responsibilities of members of professional and youth organizations, including Career and Technical Student Organizations.	LAFS.910.L.3.4 LAFS.910.W.1.3; LAFS.910.W.2.6		
10.02 Work cooperatively as a group member to demonstrate leadership in achieving organizational goals.	LAFS.910.SL.1.1; LAFS.9.10.W.4.10		
10.03 Demonstrate leadership roles and organizational responsibilities.	LAFS.910.SL.1.1; LAFS.910.W.4.10		4.1.6
10.04 Identify and utilize the FCCLA planning process.	LAFS.910.SL.1.1		
10.05 Discuss the establishment and history of the FCCLA organization.			

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Career and Technical Student Organization (CTSO)**

Family, Career and Community Leaders of America (FCCLA) is the inter-curricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Course Title:** Education & Training Cooperative Education - OJT  
**Course Type:** Career Preparatory  
**Career Cluster:** Education & Training

Secondary – Cooperative Education - OJT	
Course Number	8500410
CIP Number	04209999CP
Grade Level	9-12
Standard Length	Multiple credits
Teacher Certification	Refer to the <b>Course Structure</b> section
CTSO	FCCLA SkillsUSA

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training cluster.

**Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.**

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Education & Training Cooperative Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Course Structure**

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

Course Number	Course Title	Teacher Certification	Length	Level	Graduation Requirement
8500410	Education & Training Cooperative Education - OJT	ANY HOME EC/TC COOP ED E G FAM CON SC 1 PRESCH ED L PK PRIMARY H PRIMARY ED @B E CHILD ED @0 HME EC OCC ¢7	Multiple Credits	2	

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

**Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.



## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**Florida Department of Education  
Student Performance Standards**

**Program Title: Education and Training Cooperative Education - OJT**  
**Secondary Number: 8500410**

<b>Standards and Benchmarks</b>	
01.0	Perform designated job skills. The student will be able to:
01.01	Perform tasks as outlined in the training plan.
01.02	Demonstrate job performance skills.
01.03	Demonstrate safety procedures on the job.
01.04	Maintain appropriate records.
01.05	Attain an acceptable level of productivity.
01.06	Demonstrate appropriate dress and grooming habits.
02.0	Demonstrate work ethics. The student will be able to:
02.01	Follow directions.
02.02	Demonstrate good human relations skills on the job.
02.03	Demonstrate good work habits.
02.04	Demonstrate acceptable business ethics.

## **Additional Information**

### **Special Notes**

The **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE Website.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Career and Technical Student Organization (CTSO)**

Family, Career and Community Leaders of America (FCCLA) and SkillsUSA are the intercurricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities may need additional time (beyond the regular school year) to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students.

Florida Department of Education  
Curriculum Framework

**Program Title:** Principles of Teaching  
**Program Type:** Career Preparatory  
**Career Cluster:** Education & Training

**Secondary – Career Preparatory**

Program Number	8909000
CIP Number	0713129902
Grade Level	9-12
Standard Length	4 credits
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	FFEA FPSA
SOC Codes (all applicable)	25-9041 – Teacher Assistants

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to competencies and skills needed to become a professional in the field of education. This includes an understanding of education in the United States, the ability to work effectively with all students, educational technology, classroom management, student assessment, communication skills, and other skills needed to support the learning activities of students.

To be enrolled a student's status in school and schedule must allow sufficient time for the student to be able to complete the program. The Teacher Assisting / Principles of Teaching program is designed to support **teaching activities for students in classroom settings**. It is **not** a program to provide clerical support to faculty or office/administrative personnel.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points. To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code	Level	Graduation Requirement
A	8909010	Introduction to the Teaching Profession	ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER	1 credit	25-9041	2	
B	8909020	Human Growth and Development		1 credit	25-9041	2	
	8909030	Foundations of Curriculum and Instruction		1 credit		3	
	8909040	Principles of Teaching Internship		1 credit		2	

*(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)*

**Observation and Field Experience Hours:**

Student must acquire 200 hours of documented field experience and guided observations in grades PK - 12 in an educational setting while enrolled in the Principles of Teaching program. Field experience hours can be earned in a variety of settings, such as academic classrooms, CTE classrooms, ESE classrooms or an adult classroom.

**Portfolio Requirement:**

Students in this program are also required to create a portfolio, which should be developed on a continuous basis throughout all courses in this program and submitted to the instructor during the final semester of the program. The portfolio should include the following:

- Survey of professional educators and summary of findings
- Current event article summaries pertaining to education
- Research and evaluation of teaching strategies observed during field experiences
- Picture display of involvement during activities at field experiences/ internship (this should include research on legal ramifications of use of student pictures in displays, websites, etc.)
- Journal entries reflecting on field experiences/internship
- Personal accomplishments (awards, transcripts, talents, club memberships and office(s) held, letters of recommendation, community service involvement, etc.)
- Documentation of required hours of observation/field experience and internship
- At least three (3) lesson plans addressing three (3) different content areas or concepts

## Academic Alignment Tables

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8909010	**	**	19/83 23%	**	19/67 28%	**	**	19/82 23%	**	19/74 26%	**
8909020	**	**	19/83 23%	**	19/67 28%	**	**	19/82 23%	**	19/74 26%	**
8909030	19/87 22%	19/80 24%	**	19/69 28%	**	19/70 27%	19/69 28%	**	14/66 21%	**	19/72 26%
8909040	19/87 22%	19/80 24%	**	19/69 28%	**	19/70 27%	19/69 28%	**	14/66 21%	**	19/72 26%

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8909010	14/67 21%	8/75 11%	14/54 26%	**	**	**	**
8909020	14/67 21%	8/75 11%	14/54 26%	**	**	**	**
8909030	8/67 12%	14/75 19%	8/54 15%	**	**	**	**
8909040	8/67 12%	14/75 19%	8/54 15%	**	**	**	**

\*\* Alignment pending review

# Alignment attempted, but no correlation to academic course

## Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. The FS for Mathematical Practices are designed for grades K-12 and describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

**Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program.**

**Florida Standards for English Language Development (ELD)**

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.



## Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Utilize career planning skills to explore career opportunities in education and training.
- 02.0 Demonstrate professionalism in an education and training setting.
- 03.0 Explain the various components of diversity.
- 04.0 Adhere to a professional code of conduct.
- 05.0 Describe the purpose of education historically and currently for individuals, groups and society.
- 06.0 Describe the organizational structure of education and training systems.
- 07.0 Identify effective relationships with internal and external stakeholders.
- 08.0 Describe accountability systems education and training organizations use to manage and improve performance.
- 09.0 Explain employment practices.
- 10.0 Demonstrate the ability to lead and work on a team.
- 11.0 Recognize leadership and career and technical student organization (CTSO) activities.
- 12.0 Articulate the fundamental principles of child growth and development.
- 13.0 Explain how students learn and the developmental characteristics of age groups.
- 14.0 Explain the developmental characteristics and intervention strategies for exceptional children and youth across education and community settings.
- 15.0 Apply the fundamental principles of the human development process in childhood.
- 16.0 Analyze instructional methods and develop appropriate activities to foster growth and development.
- 17.0 Analyze and evaluate classroom management strategies.
- 18.0 Analyze and develop methods to monitor and provide support to reduce the effects of child abuse and substance abuse and other barriers to learning on student achievement and behavior.
- 19.0 Identify practices that contribute to healthy environments.
- 20.0 Apply basic theories of educational psychology to enhance student learning.
- 21.0 Assess sociological factors that impact learning.
- 22.0 Employ critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems.
- 23.0 Demonstrate basic technology competencies through effective use of multiple software applications.
- 24.0 Use existing and emerging technology to accomplish educational goals.
- 25.0 Explain the laws and regulations governing information gathering, software and educational use.
- 26.0 Align curricular goals and instructional objectives with the capabilities of the electronic media.
- 27.0 Demonstrate excellence in the content/subject area to be taught.
- 28.0 Use content-specific instructional strategies to teach the central concepts and skills of the discipline.
- 29.0 Describe school and district priorities and Florida's academic and technical content standards.
- 30.0 Explain the relationship of knowledge within a content area to other content areas.
- 31.0 Connect content to relevant life experiences and career opportunities.
- 32.0 Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters.
- 33.0 Align instructional goals and activities with school and district priorities and Florida's academic and technical content standards.
- 34.0 Plan and deliver instruction that illustrates sound teaching practices.
- 35.0 Communicate clear learning goals and link learning activities to those defined goals.

- 36.0 Apply knowledge of how students think and learn to instructional design and delivery.
- 37.0 Differentiate instruction to support the learning needs of all students.
- 38.0 Select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 39.0 Use resources effectively to enhance student learning.
- 40.0 Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy.
- 41.0 Supervise the safety and health of students.
- 42.0 Explain emergency response plans.
- 43.0 Assess the impact of stress on health.
- 44.0 Identify ways to continue to grow professionally.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Introduction to the Teaching Profession  
**Course Number:** 8909010  
**Course Credit:** 1

**Course Description:**

This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in a minimum of 20 hours of guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

*Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.*

<b>CTE Standards and Benchmarks</b>		<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
01.0	Utilize career planning skills to explore career opportunities in education and training. The student will be able to:		
01.01	Describe education and training career options (e.g. pre-school, infant toddler, elementary/middle/high school, exceptional student education, career and technical education, non-school opportunities).		
01.02	Research current demographic information affecting education and training (e.g., employment opportunities, salaries, student and family populations).		
01.03	Explain the differences of educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, exceptional student education, and career-technical education).		
01.04	Identify the state and national professional standards which guide the practice of teaching in today's society.		
01.05	Research the licensure, endorsement requirements and respective education necessary to qualify for various teaching positions.		

01.06	Discuss traits, personal qualities and dispositions congruent with work in the education and training profession.		
01.07	Develop personal career goals and plan activities to meet those goals.		
01.08	Research post –secondary institutions offering credentials and/or degrees in education.		
02.0	Demonstrate professionalism in an education and training setting. The student will be able to:		
02.01	Explain what it means to be a professional educator and member of the education and training profession.		
02.02	Demonstrate positive work behaviors and personal qualities needed to work in the education and training profession (i.e. language, punctuality, body language, electronic devices, etc.).		
02.03	Demonstrate respect for cultural and generational values.		
02.04	Understand importance of membership in professional organizations for educators (e.g., National Education Association (NEA), Florida Association for the Education of Young Children (FLAEYC), Association for Career and Technical Education (ACTE), etc.)		
02.05	Recognize and demonstrate appropriate, professional dress.		
02.06	Recognize the impact social media has on your career.		
03.0	Explain the various components of diversity. The student will be able to:		
03.01	Define diversity as it relates to various educational settings.		
03.02	Recognize, discuss and be responsive to diversity.		
03.03	Describe how diversity of students and families influence teacher expectations and student achievement.		
03.04	Explain how diversity is related to a dynamic global society.		
03.05	Describe the impact of non-English speakers in an education and training setting (e.g. ESOL, ELL, etc.).		
04.0	Adhere to a professional code of conduct. The student will be able to:		
04.01	Differentiate legal and ethical issues.		
04.02	Perform duties according to laws, regulations, policies and contract provisions.		

04.03	Explain the implications of an individual's past or present legal history on teaching credentials.		
04.04	Discuss the implications of ethical/unethical behavior.		
04.05	Demonstrate ethical behavior as it applies to educational field experience and observation.		
05.0	Describe the purpose of education historically and currently for individuals, groups and society. The student will be able to:		
05.01	Research the development of modern education and training and its impact on society.		
05.02	Describe various environments in which education and training are delivered (e.g. virtual, home-school, communities, Montessori, charter, magnet, private, etc.).		
05.03	Explain the impact of economic, social and technological changes on education and training.		
05.04	Discuss the role of government in education.		
06.0	Describe the organizational structure of education and training systems. The student will be able to:		
06.01	Identify the hierarchy within various educational and training systems.		
06.02	Differentiate between administration, management, leadership and supervisory positions.		
06.03	Identify external stakeholders and their value to the learning environment.		
06.04	Identify funding sources for education and training (e.g. grants, title, State, Federal, County, PTO, etc.).		
07.0	Identify effective relationships with external stakeholders and their needs.		
07.01	Describe the importance of communicating with families, communities, agencies and political advocates.		
07.02	Discuss the importance of open communication in maintaining stakeholder relationships.		
07.03	Participate in communication with internal and external stakeholders to ensure services meet expectations.		
08.0	Describe accountability systems education and training organizations use to manage and improve performance. The student will be able to:		
08.01	Describe the accreditation/licensure requirements education and training organizations must meet.		
08.02	Discuss the safety, health and environmental compliances for education and training organizations.		
08.03	Describe the methods education and training organizations use to evaluate and improve teaching and learning effectiveness.		

08.04	Discuss the financial accountability measures an education and training organization must meet (e.g. grants, industry certifications, school grades, etc.).		
08.05	Describe the importance of professional development as it relates to teaching effectiveness.		
09.0	Explain employment practices. The student will be able to:		
09.01	Describe human resource functions and strategies (e.g., recruiting, training, continued professional development, and evaluating).		
09.02	Discuss legal implications concerning discrimination, harassment, discipline and termination.		
09.03	Describe how to access information about employee benefits and policies.		
09.04	Describe the role of organized labor (local/state/national unions, etc.).		
10.0	Demonstrate the ability to lead and work on a team. The student will be able to:		
10.01	Recognize the importance of teamwork and its impact on operations.		
10.02	Explain the roles and responsibilities of the individual as part of the team.		
10.03	Describe the interpersonal skills that contribute to leadership and teamwork.		
10.04	Explain the importance of the culture and climate of an organization.		
10.05	Assist team members to meet their individual and team goals.		
10.06	Utilize conflict-resolution and dispute-management skills.		
11.0	Recognize leadership and career and technical student organization (CTSO) activities. The student will be able to:		
11.01	Describe and emphasize the importance of CTSO events and activities available for students and schools.		
11.02	Identify the leadership opportunities available through CTSO involvement (local, district, state and national levels).		
11.03	Identify the benefits and awards provided through participation in CTSO activities.		
11.04	Identify additional student organizations that relate to education.		
11.05	Identify the various high school service clubs and CTE organizations and explain their role in enhancing education.		

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Human Growth and Development  
**Course Number:** 8909020  
**Course Credit:** 1

**Course Description:**

This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students’ development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in a minimum of 30 hours of planned, guided observations of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will continue to develop the components of his or her working portfolio to be assembled upon completion of the program.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

*Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.*

<b>CTE Standards and Benchmarks</b>		<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
12.0	Articulate the fundamental principles of child growth and development. The student will be able to:		
12.01	Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive).		
12.02	Demonstrate the understanding of developmental sequences, stages and milestones.		
12.03	Examine the varying rates of development in individual students.		
12.04	Describe how interactions between the student and the student’s early relationships and experiences, which include family, language, culture and environment impact their development.		
12.05	Examine the cumulative effects of early experiences and their potential for both positive and negative effects on student growth and development (e.g. attachment, trauma, neglect, fostering, etc.).		

12.06	Define self-regulation and explain how it affects all areas of development and behavior.		
12.07	Describe the importance of effective language and communication for healthy growth and development.		
12.08	Explain how modeling positive behavior impacts social and emotional development.		
12.09	Differentiate strategies for responding to developmental needs of students.		
12.10	Explain that the teaching profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.		
13.0	Articulate how students learn and the developmental characteristics of age groups. The student will be able to:		
13.01	Describe research on human development, learning theories and the brain.		
13.02	Explain how student development (e.g., physical, social, emotional, cognitive) influences learning.		
13.03	Examine differences and exceptionalities in the way students learn.		
13.04	Articulate the role of language in learning and the cultural influences on the development of language.		
13.05	Discuss major theories and concepts on motivation and their relationship to classroom instruction.		
13.06	Identify factors in students' school, home, community and culture that may influence development, learning and motivation.		
13.07	Differentiate instructional strategies that meet learner and group needs at an appropriate level of development.		
13.08	Describe the principles of assessment as they apply to variances in human development and learning (e.g. learning goals, teaching strategies, assessment criteria).		
13.09	Compare learning styles of students and how they impact classroom instructional delivery.		
14.0	Explain developmental characteristics and intervention strategies for exceptional students across education and community settings. The student will be able to:		
14.01	Articulate current and historic foundations, legal issues and mandates, theories and philosophies of exceptional student education.		
14.02	Define specific exceptionalities and their characteristics (ADHD, Down Syndrome, Autism, Gifted, etc.).		



14.03	Identify and understand importance of record-keeping/documentation strategies related to exceptional student education.		
14.04	Discuss the continuum of placement options and service delivery models for students with exceptionalities (e.g. least restrictive environment, inclusion, resource room, etc.).		
14.05	Compare and contrast cognitive, physical, cultural, social and emotional needs among students with exceptionalities.		
14.06	Explain the effects exceptional conditions may have on an individual's life (e.g. secondary, post-secondary and independent living).		
14.07	Articulate strategies for differentiating instruction, assessment and classroom learning environments.		
15.0	Understand fundamental principles of the human development process in childhood. The student will be able to:		
15.01	Recognize and respect individual differences in student growth, development and learning and adjust practices and expectations accordingly.		
15.02	Explain developmental levels in relation to age appropriate norms as it applies to instruction.		
15.03	Recognize how family, community and culture influence the development of students.		
15.04	Articulate instructional methods and strategies used to address behaviors that stem from environmental and developmental causes.		
15.05	Modify environment, activities and expectations to improve behavioral outcomes.		
15.06	Identify experiences that enhance development, behavior and learning outcomes for all students.		
16.0	Explore instructional methods to develop appropriate activities that foster growth and development. The student will be able to:		
16.01	Explain a variety of effective teaching strategies.		
16.02	Describe the functions and components of a lesson plan.		

16.03	Create and implement a lesson plan.		
17.0	Analyze and evaluate developmentally appropriate classroom management strategies. The student will be able to:		
17.01	Develop a plan to minimize challenging behaviors.		
17.02	Establish classroom rules and procedures that will enhance the learning environment.		
17.03	Describe classroom management strategies.		
18.0	Recognize the effects of child abuse, substance abuse and risk factors on learning. The student will be able to:		
18.01	Identify the types, signs, symptoms and statistics related to child abuse and possible effects on student performance.		
18.02	Identify the types, signs, symptoms and statistics related to substance abuse and possible effects on student performance.		
18.03	Develop strategies to reduce the effect of abuse on student achievement and behavior.		
19.0	Identify practices that contribute to healthy learning environments. The student will be able to:		
19.01	Describe strategies to reduce exposure to health-threatening environments (e.g., chemicals, communicable diseases, blood-borne pathogens).		
19.02	Identify strategies for age appropriate supervision, indoors and outdoors, to anticipate and prevent dangerous situations and accidents.		
19.03	Recognize signs of abuse and follow procedures for documentation and reporting of injuries, incidents and suspected abuse (e.g. accident report, mandated reporter).		

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Foundations of Curriculum and Instruction  
**Course Number:** 8909030  
**Course Credit:** 1

**Course Description:**

This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student learning. Students will participate in a minimum of 50 hours of guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

*Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.*

<b>CTE Standards and Benchmarks</b>		<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
20.0	Explore basic theories of educational psychology to enhance student learning. The student will be able to:		
20.01	Compare and contrast the various theories of learning.		
20.02	Discuss multiple cultural, ethnic and racial belief systems that relate to student learning.		
20.03	Apply various theories of learning when appropriate.		
21.0	Assess sociological factors that impact learning. The student will be able to:		
21.01	Analyze multiple social factors that impact learning.		
21.02	Critique the social interaction of individuals can become a predictor of individual and group behavior.		

21.03	Distinguish behaviors related to bullying and the impact it has on learning.		
22.0	Understand critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems. The student will be able to:		
22.01	Employ problem-solving methods used in education and training organizations.		
22.02	Combine critical thinking and team-building skills to address problems.		
22.03	Formulate group decisions within the bounds of ethical, safety and legal boundaries.		
22.04	Adjust plans/schedules to respond to unexpected events and conditions.		
22.05	Solve problems arising from conflicting constraints between resources, requirements and timeline (e.g. Shipwreck survival).		
22.06	Evaluate unintended consequences of problem-solving methods.		
23.0	Demonstrate basic technology competencies through effective use of multiple software applications. The student will be able to:		
23.01	Create resources using technology (e.g., spreadsheets, databases, graphics, publications, newsletters).		
23.02	Access and complete research on the internet using reliable sources.		
23.03	Employ electronic applications to assist with curriculum design, instruction, assessment and classroom organizational tools.		
24.0	Use existing and emerging technology to accomplish educational goals. The student will be able to:		
24.01	Describe the range of options and role of technology in the instructional process.		
24.02	Utilize a variety of educational technology tools to support and enhance instructional activities.		
24.03	Describe applications of educational technology to support classroom management strategies (e.g., Class Dojo, etc.).		
24.04	Demonstrate an understanding of various productivity software applications related to education (e.g., Zipgrade, lesson plan templates, Google/Microsoft Classroom, etc.).		
25.0	Explain the laws and regulations governing information gathering, software and educational use. The student will be able to:		
25.01	Recognize copyright laws designed to protect publications, performances, intellectual properties and artistic creations (e.g. ClipArt, movie clips, music streaming, etc.).		

25.02	Explore requirements for access and use of copyrighted materials, and the consequences if formal permission is not secured.		
25.03	Describe the safety and health issues related to technology.		
25.04	Explain social, legal, ethical and cultural issues related to technology (e.g. cyber-bullying, libel, browser history, etc.).		
25.05	Examine policies for the use of technology in schools.		
26.0	Align curricular goals and instructional objectives with the capabilities of the electronic media. The student will be able to:		
26.01	Identify electronic resources suitable for specific content learning and teaching.		
26.02	Plan learning environments and experiences that are supported by technology.		
26.03	Develop students' abilities to access, evaluate and use technology.		
27.0	Demonstrate competence in the content/subject area to be taught. The student will be able to:		
27.01	Identify relevant research, principles, theories and perspectives significant to the content.		
27.02	Utilize knowledge of the content area, assumptions and skills in planning and instruction.		
27.03	Identify the developmental sequence of learning in content, linking current instruction to students' prior knowledge.		
27.04	Integrate different viewpoints, theories and processes of inquiry to guide thinking and instructional planning.		
28.0	Use content-specific instructional strategies. The student will be able to:		
28.01	Engage students in generating knowledge and testing hypotheses according to the methods of inquiry.		
28.02	Anticipate and adjust learning experiences to address common misconceptions of the subject matter.		
28.03	Incorporate content specific learning strategies to enable students to analyze, build and adapt new understandings.		
29.0	Describe school and district priorities and Florida's academic and technical content standards. The student will be able to:		

29.01	Understand the importance and development of the District and School Improvement Plans.		
29.02	Extend and enrich curriculum by integrating school and district curriculum priorities with Florida's academic, technical and national content standards.		
30.0	Explain the relationship of knowledge within a content area to other content areas. The student will be able to:		
30.01	Make relevant content connections between disciplines.		
30.02	Prepare opportunities for students to apply learning from different content areas to solve problems.		
30.03	Collaborate to construct interdisciplinary learning strategies that make connections between content areas.		
31.0	Connect content to relevant life experiences and career opportunities. – The student will be able to:		
31.01	Facilitate learning experiences that connect to real-life situations and careers.		
31.02	Utilize a variety of resources to enable students to experience, connect and practice real-life and career applications.		
32.0	Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters. The student will be able to:		
32.01	Define reading and writing skills as essential for life-long learning.		
32.02	Support the process of reading and writing skill development in learners.		
33.0	Align instructional goals and activities with school and district priorities and Florida's academic and technical content standards. The student will be able to:		
33.01	Follow district curriculum priorities.		
33.02	Select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic and technical content standards.		
33.03	Utilize school or district developed curriculum resources.		

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Principles of Teaching Internship  
**Course Number:** 8909040  
**Course Credit:** 1

**Course Description:**

The course is designed for students to apply their knowledge in real world education settings. Students must complete a minimum of 150 hours of internship in an approved setting based on students’ area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and provide the students the opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district’s approved formal observation process during the internship. The student will submit a completed portfolio by the end of the course for feedback.

**Abbreviations:**

FS-M/LA = Florida Standards for Math/Language Arts  
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

*Note: This course is pending alignment in the following categories: FS-M/LA and NGSSS-Sci.*

<b>CTE Standards and Benchmarks</b>		<b>FS-M/LA</b>	<b>NGSSS-Sci</b>
34.0	Plan and deliver instruction that illustrates best teaching practices. The student will be able to:		
34.01	Prepare clear short- and long-term educational goals and objectives for learners.		
34.02	Develop short- and long-term instructional plans.		
34.03	Adjust instruction based on differentiated student learning.		
34.04	Recognize how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan accordingly.		
34.05	Align goals, objectives, instructional plans and assessments.		
35.0	Communicate clear learning goals and link learning activities to those defined goals. The student will be able to:		

35.01	Establish and communicate rigorous individual learning goals based on the needs of each student.		
35.02	Communicate the connection between learning activities and goals.		
35.03	Create instructional environments where students actively and independently set, articulate and internalize learning goals.		
36.0	Apply knowledge of how students think and learn to instructional design and delivery. The student will be able to:		
36.01	Analyze the cognitive processes associated with learning.		
36.02	Demonstrate through instruction how to stimulate cognitive processes.		
36.03	Use research-based instructional strategies.		
36.04	Implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.		
36.05	Articulate a logical and appropriate rationale for the sequence of learning activities.		
36.06	Link the content of each learning activity to the content of previous and future learning experiences.		
36.07	Prepare learning activities that allow for content review, student reflection and different pathways, depending on student needs.		
37.0	Differentiate instruction to support the learning needs of all students. The student will be able to:		
37.01	Understand the importance of gathering and using student data to choose appropriate instructional strategies for individuals and groups of students.		
37.02	Use appropriate and flexible grouping during instruction to support the learning needs of all students.		
37.03	Recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.		
37.04	Adapt instructional materials and activities and differentiate instruction to meet individual student's learning needs.		
37.05	Provide varied options for how students demonstrate mastery.		
38.0	Prepare activities that are designed to help students develop as independent learners and complex problem-solvers. The student will be able to:		
38.01	Choose learning activities that support the development of students' cognitive abilities.		



38.02	Employ effective, purposeful questioning techniques during instruction that encourages critical thinking about disciplinary content.		
38.03	Produce complex, creative, open-ended learning opportunities for students.		
39.0	Use resources effectively to enhance student learning. The student will be able to:		
39.01	Select materials and resources that support instructional goals and meet students' needs.		
39.02	Select technology that is appropriate to the discipline.		
39.03	Develop students' abilities to access, evaluate and use technology.		
39.04	Develop awareness of adaptive technologies to enhance student learning (e.g., microphones, braille text, auditory resources, etc.).		
40.0	Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy. The student will be able to:		
40.01	Check and correct potential safety hazards.		
40.02	Maintain work areas in accordance with standards for cleanliness and safety.		
40.03	Understand when to wear personal protective equipment (PPE) as appropriate.		
40.04	Describe current medication administration policies and procedures according to local, state or national regulations.		
40.05	Model use of simple safety precautions and safe use of learning materials and instruct students to do the same.		
41.0	Supervise the safety and health of students. The student will be able to:		
41.01	Understand the importance of basic first aid and follow health and safety procedures.		
41.02	Explain cardiopulmonary resuscitation (CPR), airway obstruction, and the abdominal thrust.		
41.03	Supervise the playground and recreational activities of students.		
42.0	Explain emergency response plans. The student will be able to:		
42.01	Explain and discuss procedures to address an emergency (e.g., natural disaster, under the influence, drills, etc.).		

42.02	Describe personal protective equipment (PPE) and response equipment/materials needed for emergency response.		
42.03	Demonstrate universal precautions to protect against infection and communicable diseases.		
43.0	Recognize the impact of stress on health. The student will be able to:		
43.01	Differentiate between stress and stressors.		
43.02	Summarize the physical, emotional, behavioral and cognitive consequences of unmanaged stress.		
43.03	Research the purpose of employee assistance programs (e.g., smoking cessation, weight loss, fitness, mental health, etc.).		
43.04	Model effective strategies for managing stress.		
44.0	Identify ways to continue to grow professionally. The student will be able to:		
44.01	Identify professional development resources available to educators.		
44.02	Explain professional collaboration.		
44.03	Define a personal objective and design a professional development plan.		
44.04	Reflect on the impact of personal biases during teaching/learning experiences.		
44.05	Adapt instructional planning and strategies based on written reflections of teaching experiences.		

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

To be enrolled a student's status in school and schedule must allow sufficient time for the student to be able to complete the program. The Principles of Teaching program is designed to support **teaching activities for students in classroom settings**. It is **not** a program to provide clerical support to faculty or office/administrative personnel.

### **Career and Technical Student Organization (CTSO)**

Florida Future Educators Association (FFEA) and Florida Public Service Association, Inc. (FPSA) are the intercurricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

Florida Department of Education  
Curriculum Framework

**Program Title:** High/Scope Preschool Approach Curriculum Specialization  
**Career Cluster:** Education & Training

**Note:** This course is daggered for deletion due to enrollment, with 2019-2020 being the last year to enroll students.

CCC	
CIP Number	0413030111
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-9031 – Instructional Coordinators

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a High/Scope specialization or to provide supplementary training for persons previously or currently employed as child development center teachers, early intervention associates, child development center curriculum coordinators, infant/toddler teachers, preschool teachers, providers of care in school age programs, providers of care for children with disabling conditions, family day care providers, home visitors, child development center managers, or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to an overview of the High/Scope approach; adult/child interaction; key developmental indicators; methodology of observation; learning environments; problem solving and guidance techniques; professional responsibilities; and employability skills. Programs prepare individuals to assume major care giving and educational responsibilities within home or center-based programs (SOC 25-9031, Instructional Coordinator).

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of the High/Scope approach to early childhood education.
- 02.0 Demonstrate knowledge and skill of the High/Scope key developmental indicators in language, literacy and communication.
- 03.0 Examine mathematical and science key developmental indicators in number classification, seriation, space and time.
- 04.0 Use the elements of adult support and interaction skills to scaffold child learning, support social and emotional development and problem solving skills.
- 05.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five-year-old preschool children.
- 06.0 Guide the physical development of three, four, and five-year-old preschool children
- 07.0 Guide the cognitive, language, and literacy development of three-, four-, and five-year-old preschool children.
- 08.0 Guide the creative development of three, four, and five-year-old preschool children.
- 09.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 10.0 Initiate and facilitate positive interaction with the child's family.

**Florida Department of Education  
Student Performance Standards**

**Program Title:** High/Scope Preschool Approach Curriculum  
**CIP Number:** 0413030111  
**Program Length:** 12 credit hours  
**SOC Code:** 25-9031

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of the high/scope approach to early childhood education. The student will be able to:
01.01	Identify the fundamentals of the High/Scope preschool approach, including the principles of effective learning environments.
01.02	Demonstrate the fundamentals of adult/child interaction.
01.03	Demonstrate the methodology of observation and anecdotal recordkeeping.
01.04	Identify the various components of the High/Scope daily routines.
01.05	Demonstrate the basic principles of the plan-do-review process.
01.06	Demonstrate the basic principles of small and large group times.
01.07	Identify and apply the basic principles of program assessment.
01.08	Identify the key developmental indicators in early childhood as defined in the High/Scope framework as well as the National Educational Goals Panel for school readiness
01.09	Identify and apply the components of the problem-solving approach to conflict resolution.
01.10	Identify and apply strategies for supporting children such as encouragement versus praise.
01.11	Implement the High/Scope Child Observation Record (COR).
01.12	Implement daily team planning.
01.13	Demonstrate an understanding of how to work effectively with parents.
02.0	Demonstrate knowledge of the high/scope key developmental indicators in language, literacy and communication. The student will be able to:
02.01	Identify the integrated approach of language and literacy in the High/Scope approach.
02.02	Demonstrate an understanding of the research that promotes the acquisition of reading and writing and the complementary skills of speaking and listening.



02.03	Use the language and literacy key experiences to set up the classroom environment, plan activities, and support children’s learning with a variety of pre-reading and prewriting instructional methods.
02.04	Assess young children in the areas of listening, speaking, writing and pre-reading skills.
03.0	Examine mathematical and science key developmental indicators in number classification, seriation, space and time. – The student will be able to:
03.01	Demonstrate an understanding of how children begin to construct a working concept of numbers and plan appropriate experiences for the preschool level.
03.02	Develop an understanding through observation of classification through the child’s play of organizing the materials, people and events involved in their play.
03.03	Develop an understanding of how children experience the process of seriation, ordering objects based on differences and gradual variation in their qualities within purposeful play experiences.
03.04	Demonstrate an understanding of how young children experience space in the physical world of objects.
03.05	Understand the fundamental capacities for developing the concept of time in young children.
03.06	Use math and science key developmental indicators to set up the classroom environment, plan related activities and support children’s learning with a variety of active participatory methods.
03.07	Assess young children in the areas of math and science skills.
04.0	Examine the elements of adult support and interaction skills to scaffold learning, support social and emotional development and problem solving skills. The student will be able to:
04.01	Demonstrate an understanding of the building blocks of human relationships according to the research and be able to integrate theory into adult/child interaction to support the healthy development of children.
04.02	Understand the guidelines adults use to establish and maintain supportive climates in which children generate and construct their own understanding and learning.
04.03	Use key experience and interaction strategies to extend higher level thinking and learning for children.
04.04	Identify and implement teaching practices to support adult teamwork to meet individual developmental levels and interest of children.
04.05	Assess the characteristics of preschoolers’ actions and interest in the context of initiative and social relations key developmental indicators.
04.06	Identify support strategies to encourage a child’s self-help and awareness skills, as well as, social relations and understanding of others.
04.07	Utilize an observation-based assessment tool (COR) with a high degree of inter-reliability.
05.0	Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five year old preschool children. The student will be able to:

05.01	Demonstrate good health and safety habits and identify potential hazards in a child development facility.
05.02	Demonstrate developmentally appropriate positioning and handling strategies for children.
05.03	Demonstrate developmentally appropriate safety activities.
05.04	Demonstrate developmentally appropriate food preparation and nutrition education activities.
05.05	Demonstrate developmentally appropriate health activities.
05.06	Observe and collect data on safety, health, and nutrition.
06.0	Guide the physical development of three, four, and five year -old preschool children. The student will be able to:
06.01	Demonstrate knowledge of physical development.
06.02	Plan developmentally appropriate gross motor activities.
06.03	Implement developmentally appropriate gross motor activities
06.04	Plan developmentally appropriate fine motor activities.
06.05	Implement developmentally appropriate fine motor activities.
06.06	Select appropriate equipment and materials for physical development.
06.07	Observe and collect data on physical development.
07.0	Guide the cognitive, language and literacy development of three, four and five year old preschool children. The student will be able to:
07.01	Demonstrate knowledge of cognitive, language, and literacy development.
07.02	Implement developmentally appropriate language and literacy activities.
07.03	Implement developmentally appropriate math activities.
07.04	Implement developmentally appropriate science activities.
07.05	Implement developmentally appropriate social science activities.
07.06	Implement problem solving activities which foster critical thinking skills.
07.07	Recognize and use alternative forms of communication.
07.08	Observe and collect data on cognitive, language, and literacy development.
08.0	Guide the creative development of three, four, and five year-old preschool children. The student will be able to:

08.01	Demonstrate knowledge of creative development.
08.02	Implement developmentally appropriate music activities.
08.03	Implement developmentally appropriate art activities.
08.04	Implement developmentally appropriate creative movement activities.
08.05	Observe and collect data on creative development.
09.0	Guide the social and affective development of three, four, and five- year old preschool children. The student will be able to:
09.01	Demonstrate knowledge of social and affective development.
09.02	Implement activities that help children to develop interpersonal skills.
09.03	Implement developmentally appropriate self-concept activities.
09.04	Implement developmentally appropriate activities that promote multicultural understanding.
09.05	Implement activities that help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
09.06	Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
09.07	Implement developmentally appropriate dramatic play activities.
09.08	Implement developmentally appropriate group activities.
09.09	Observe and collect data on social and affective development.
10.0	Initiate and facilitate positive interaction with the child's family. The student will be able to:
10.01	Implement parent involvement activities.
10.02	Demonstrate positive and productive staff and parent interactions.
10.03	Share information about child development and developmentally appropriate practices.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Montessori Preschool Curriculum Specialization  
**Career Cluster:** Education & Training

**Note:** This course is daggered for deletion due to enrollment, with 2019-2020 being the last year to enroll students.

CCC	
CIP Number	0413030112
Program Type	College Credit Certificate (CCC)
Program Length	29 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-9031 – Instructional Coordinators

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a Montessori specialization or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to Montessori philosophy and method, child growth and development theories, Montessori stages of development, educational philosophies, learning environment; guidance techniques and classroom management; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major care giving and educational responsibilities within Montessori center-based programs (SOC 25-9031 Instructional Coordinator).

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of the Montessori philosophy and human development.
- 02.0 Demonstrate knowledge of classroom leadership.
- 03.0 Demonstrate knowledge of curriculum implementation.
- 04.0 Demonstrate knowledge of community involvement and partnership with families.
- 05.0 Guide the physical development of three, four, and five year old preschool children.
- 06.0 Guide the cognitive, language, and literacy development of three, four, and five year-old preschool children.
- 07.0 Guide the creative development of three, four, and five-year-old preschool children.
- 08.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 09.0 Initiate and facilitate positive interaction with the child's family.

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Montessori Preschool Curriculum Specialization  
**CIP Number:** 0413030112  
**Program Length:** 29 credit hours  
**SOC Code(s):** 25-9031

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of the Montessori philosophy and human development. The student will be able to:
01.01	Demonstrate an understanding of and implements Montessori philosophy with a focus on the early childhood years;
01.02	Comprehend and utilize an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 1/2) through six (6) years of age;
01.03	Demonstrate evidence of personal growth through self-evaluation and introspection;
01.04	Demonstrate knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.
09.0	Demonstrate knowledge of classroom leadership. The student will be able to:
09.01	Demonstrate observation, documentation, and analytical skills necessary for planning and recording the progress of children.
09.02	Utilize cultural sensitivity in support of the development of individual children;
09.03	Demonstrate an ability to implement effective classroom strategies;
09.04	Demonstrate leadership skills and an understanding of professional standards;
09.05	Incorporate an understanding of administrative functions.
10.0	Demonstrate knowledge of curriculum implementation. The student will be able to:
10.01	Demonstrate the principles of Montessori environmental and material design;
10.02	Articulate the rationale and sequence of the Montessori curriculum;
10.03	Demonstrate proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
10.04	Design and maintain a developmentally appropriate Montessori environment in response to the needs of students;
10.05	Utilize a variety of instructional strategies and assessment methods;

10.06	Demonstrate an awareness and understanding of governmental regulations.
11.0	Demonstrate knowledge of community involvement and partnership with families. The student will be able to:
11.01	Demonstrate cultural sensitivity in communications and work with families and children.
11.02	Demonstrate an awareness of community resources for additional support of children and families.
11.03	Identify and have an awareness of available professional associations.
12.0	Guide the physical development of three, four, and five year old preschool children. The student will be able to:
12.01	Demonstrate knowledge of physical development.
12.02	Plan developmentally appropriate gross motor activities.
12.03	Implement developmentally appropriate gross motor activities
12.04	Plan developmentally appropriate fine motor activities.
12.05	Implement developmentally appropriate fine motor activities.
12.06	Select appropriate equipment and materials for physical development.
12.07	Observe and collect data on physical development.
13.0	Guide the cognitive, language, and literacy development of three, four, and five-year-old preschool children. The student will be able to:
13.01	Demonstrate knowledge of cognitive, language, and literacy development.
13.02	Implement developmentally appropriate language and literacy activities.
13.03	Implement developmentally appropriate math activities.
13.04	Implement developmentally appropriate science activities.
13.05	Implement developmentally appropriate social science activities.
13.06	Implement problem solving activities which foster critical thinking skills.
13.07	Recognize and use alternative forms of communication.
13.08	Observe and collect data on cognitive, language, and literacy development.
14.0	Guide the creative development of three, four, and five-year-old preschool children. The student will be able to:
14.01	Demonstrate knowledge of creative development.



14.02	Implement developmentally appropriate music activities.
14.03	Implement developmentally appropriate art activities.
14.04	Implement developmentally appropriate creative movement activities.
14.05	Observe and collect data on creative development.
15.0	Guide the social and affective development of three, four, and five-year-old preschool children. The student will be able to:
15.01	Demonstrate knowledge of social and affective development.
15.02	Implement activities that help children to develop interpersonal skills.
15.03	Implement developmentally appropriate self-concept activities.
15.04	Implement developmentally appropriate activities that promote multicultural understanding.
15.05	Implement activities that help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
15.06	Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
15.07	Implement developmentally appropriate dramatic play activities.
15.08	Implement developmentally appropriate group activities.
15.09	Observe and collect data on social and affective development.
16.0	Initiate and facilitate positive interaction with the child's family. The student will be able to:
16.01	Implement parent involvement activities.
16.02	Demonstrate interpersonal skills.
16.03	Demonstrate positive and productive staff and parent interactions.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program includes field placements (Practicum I & II) in an approved Montessori early childhood classroom under the supervision of approved instructors. The student must successfully complete the required courses in this area of specialization. Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Florida Department of Education  
Curriculum Framework

**Program Title:** Early Childhood Inclusion Specialization  
**Career Cluster:** Education & Training

CCC	
CIP Number	0413121000
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2051 - Special Education Teachers, Preschool

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to child development early childhood education; establishing and maintaining a safe, clean, healthy learning environment, guidance techniques and classroom management; communication; identification and reporting of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities, and employability skills. Programs prepare individuals to assume major care giving, educational, and maintenance responsibilities within home or center-based programs under the supervision of a lead teacher or supervisor.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of early childhood education practices.
- 02.0 Demonstrate knowledge of early intervention and inclusion strategies.
- 03.0 Demonstrate knowledge of observing and assessing young children.
- 04.0 Demonstrate knowledge of the learning environment for young children.

Florida Department of Education  
Student Performance Standards

Program Title: Early Childhood Inclusion  
 CIP Number: 0413121000  
 Program Length: 12 credit hours  
 SOC Code: 25-2051

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of early childhood education practices. The student will be able to:
01.01	Explain typical and atypical development.
01.02	Characterize the principles and patterns of child development.
01.03	Demonstrate an understanding of the signs of trauma, abuse and neglect.
01.04	Identify agencies in the community that screen and evaluate for intervention services to support children and their families.
01.05	Demonstrate an understanding of the science of early brain development.
01.06	Demonstrate an understanding of the foundations and fundamentals of autism spectrum disorders (ASD) and developmental delays (including causes and indicators, prevalence, effects on learning and effects on life).
01.07	Demonstrate an understanding of the foundations and fundamentals of giftedness.
02.0	Demonstrate knowledge of early intervention and inclusion strategies. The student will be able to:
02.01	Demonstrate an understanding of social and emotional competence in children.
02.02	Identify strategies that will improve executive functioning skills in young children.
02.03	Demonstrate an understanding of developmentally appropriate approaches (i.e.: conscious discipline techniques, positive behavior support, etc.)
02.04	Identify appropriate strategies that support and empower diverse families through respectful, reciprocal relationships.
03.0	Demonstrate knowledge of observing and assessing young children. The student will be able to:
03.01	Demonstrate an understanding of the difference between screening and assessment.
03.02	Explain the importance of observation and assessment.
03.03	Identify the tools and processes for documenting and collecting information.

03.04	Demonstrate an understanding of how observation and assessment data are used to monitor student growth and development.
03.05	Demonstrate an understanding of how data from observations and assessments are utilized to identify children in need of intervention strategies.
03.06	Develop strategies for reporting observation and assessment results to families and staff members.
03.07	Demonstrate an understanding of how data from observation and assessments assist in the development of individual educational plans (IEP) and/or individual family service plans (IFSP).
04.0	Demonstrate knowledge of the learning environment for young children. The student will be able to:
04.01	Assess the learning environment to increase accessibility and support inclusion.
04.02	Demonstrate an understanding of developmentally and functionally appropriate materials and equipment.
04.03	Identify methods of differentiating instruction to meet the needs of all children.
04.04	Utilize best practices in educational neuroscience research to plan activities.
04.05	Explain the importance and role of assistive technology in teaching.
04.06	Identify the guiding principles, laws, and funding options for assistive technology.
04.07	Identify types of assistive technology options for young children.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida, National Association for the Education of Young Children and The Council for Exceptional Children.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Florida Department of Education  
Curriculum Framework

**Program Title:** Child Development Early Intervention/Early Childhood Development  
**Career Cluster:** Education & Training

CCC	
CIP Number	0419070904
Program Type	College Credit Certificate (CCC)
Program Length	36 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to child development early childhood education; establishing and maintaining a safe, clean, healthy learning environment, guidance techniques and classroom management; communication; identification and reporting of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities, and employability skills. Programs prepare individuals to assume major care giving, educational, and maintenance responsibilities within home or center-based programs under the supervision of a lead teacher or supervisor.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.



## **Standards**

After successfully completing this program, the student will be able to perform the following:

### ***Child Development Early Intervention/Early Childhood Development***

- 01.0 Demonstrate knowledge of early childhood education.
- 02.0 Guide physical development.
- 03.0 Guide cognitive language and literacy development.
- 04.0 Guide creative development.
- 05.0 Guide social and emotional development.
- 06.0 Demonstrate knowledge of how to positively interact with families.
- 07.0 Identify and report child abuse and neglect in accordance with state regulations.
- 08.0 Demonstrate professionalism.
- 09.0 Demonstrate use of technology.

Florida Department of Education  
Student Performance Standards

Program Title: Child Development Early Intervention  
 CIP Number: 0419070904  
 Program Length: 36 credit hours  
 SOC Code: 25-2011

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of early childhood education. The student will be able to:
01.01	Describe the relationship of child development center philosophy and policy to program implementation.
01.02	Identify contemporary models of early childhood education (i.e. Montessori, Reggio Emilia, etc.)
01.03	Demonstrate knowledge of appropriate scheduling and program planning.
01.04	Identify developmentally appropriate teaching techniques to meet various approaches to learning and atypical development.
01.05	Design, construct, adapt, and use developmentally appropriate supplies and teaching materials.
01.06	Arrange learning centers for a variety of activities.
01.07	Recognize the importance of documenting and maintaining children’s records.
01.08	Demonstrate knowledge of the importance of play in children’s development.
01.09	Support and implement positive child/adult interaction.
02.0	Guide physical development. The student will be able to:
02.01	Demonstrate knowledge of physical development.
02.02	Identify and plan developmentally appropriate gross motor activities.
02.03	Identify and plan developmentally appropriate fine motor activities.
02.04	Identify appropriate equipment, materials, and space for physical development.
02.05	Demonstrate knowledge of the use of appropriate adaptive equipment and positioning techniques.
02.06	Demonstrate observation techniques related to physical development (i.e. running records, observation tools, checklists, etc.).
03.0	Guide cognitive language and literacy development. The student will be able to:

03.01	Demonstrate knowledge of cognitive, language, and literacy development.
03.02	Identify and plan developmentally appropriate language, literacy, and sensory activities.
03.03	Identify and plan developmentally appropriate math, science and social science activities.
03.04	Identify and plan problem solving activities which foster critical thinking skills.
03.05	Recognize and utilize alternative forms of communication when necessary (non-verbal cues, body language, etc.)
03.06	Demonstrate observation techniques related to cognitive language, literacy, and sensory development.
04.0	Guide creative development. The student will be able to:
04.01	Demonstrate knowledge of creative development.
04.02	Identify and plan developmentally appropriate music, art and creative movement activities.
04.03	Demonstrate observation techniques related to creative development.
05.0	Guide social and emotional development. The student will be able to:
05.01	Demonstrate knowledge of social and emotional development.
05.02	Identify and plan activities which help children to develop interpersonal skills.
05.03	Identify and plan developmentally appropriate self-concept activities.
05.04	Identify and plan developmentally appropriate activities which promote multicultural understanding.
05.05	Identify and plan activities which help children to gain developmentally appropriate awareness and understanding of unacceptable behaviors, promoting empathy (i.e. bullying, cultural bias, etc.).
05.06	Identify and plan developmentally appropriate dramatic play activities.
05.07	Demonstrate observation techniques related to social and emotional development.
06.0	Demonstrate knowledge of how to positively interact with families. The student will be able to:
06.01	Recognize the family as the primary educator of the child having the ultimate approval of and primary responsibility for the care and development of the child, and support family members in the endeavor.
06.02	Recognize and be sensitive to varying family structures and families in transition.
06.03	Demonstrate knowledge of the forces that have influenced the lives of children and families.
06.04	Identify and plan diverse family involvement activities.
06.05	Demonstrate interpersonal skills.

06.06	Demonstrate positive and productive staff and family interactions.
07.0	Identify and report child abuse and neglect in accordance with state regulations. The student will be able to:
07.01	Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
07.02	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
07.03	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
07.04	Identify the impact and effects of child abuse, neglect and trauma on children and their families.
07.05	Identify current legislation that deals with child abuse and neglect.
07.06	Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
07.07	Identify state and local guidelines and procedures for reporting child abuse and neglect as mandatory reporters.
07.08	Identify local community resources that provide help for the abused and the abuser.
08.0	Demonstrate professionalism. The student will be able to:
08.01	Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices.
08.02	Identify and demonstrate professional behavior including but not limited to ethics and confidentiality.
08.03	Participate as a positive and productive team member and role model.
08.04	Complete a self-evaluation.
08.05	Plan and implement and plan a self-improvement plan related to professional development.
08.06	Identify professional organizations in the field and the goals and responsibilities of their members.
08.07	Identify resources to assist with personal, physical and mental health issues.
08.08	Participate as an advocate for issues related to children and families.
09.0	Demonstrate use of technology. The student will be able to:
09.01	Demonstrate knowledge of current technological advances in education.
09.02	Demonstrate process of obtaining audio-visual materials, computer programs, and equipment.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida, National Association for the Education of Young Children and The Council for Exceptional Children.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Florida Department of Education  
Curriculum Framework

**Program Title:** Child Care Center Management Specialization  
**Career Cluster:** Education & Training

CCC	
CIP Number	0419070906
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	11-9031 – Education Administrators, Preschool and Childcare Center/Program

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The purpose of this program is to prepare students as child care administrators with the knowledge and skills to effectively manage a quality childcare program or to provide supplementary training for persons previously or currently employed in these occupations.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of early childhood education programming and management.
- 02.0 Demonstrate skills in managing the financial and legal aspects of a child care center.
- 03.0 Demonstrate leadership and organizational skills.
- 04.0 Demonstrate knowledge of appropriate methods of guidance and program management.
- 05.0 Develop and maintain systems for monitoring practices related to health, safety, and nutrition.
- 06.0 Develop and examine policies that promote alliances with families and collaboration among programs and community resources.

Florida Department of Education  
Student Performance Standards

Program Title: Child Care Center Management Specialization  
 CIP Number: 0419070906  
 Program Length: 12 Credit hours  
 SOC Code: 11-9031

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of early childhood education programming and management. The student will be able to:
01.01	Define and describe the philosophy and policies of a child development center.
01.02	Identify and evaluate models of early childhood programs.
01.03	Develop plans to meet long and short-term goals for early childhood programs.
01.04	Apply child growth and development theories and principles to quality programming for children.
01.05	Identify developmentally appropriate supplies and materials for the center learning environment.
01.06	Plan and implement developmentally appropriate events (i.e.; field trips, programs, resources, etc.).
01.07	Demonstrate an understanding of maintaining systems for ongoing assessment and documentation related to individual children in the program.
01.08	Recognize a culturally sensitive, unbiased and inclusive curriculum based on principles of child development.
01.09	Demonstrate knowledge of principles and practices in evaluating all aspects of early childhood programs (i.e. social emotional, culturally appropriate environment, curriculum and staff).
01.10	Describe state and national standards, policies, and their position statements for the use of technology and interactive media with young children.
01.11	Identify the challenges and opportunities regarding the integration of technology and interactive media in the early childhood curriculum.
02.0	Demonstrate skills in managing the financial and legal aspects of a child care center. The student will be able to:
02.01	Identify and understand the revenues and costs in opening and maintaining a childcare center (i.e.: grants, public subsidies, etc.).
02.02	Identify income resources for a child care center including grant writing opportunities and fundraising.
02.03	Identify operating expenses for a childcare center.



02.04	Demonstrate an understanding of a marketing plan (including target marketing, market size competition, etc.).
02.05	Identify marketing strategies appropriate for childcare centers (including social media and technology)
02.06	Demonstrate an understanding of effective business practices related to budgeting, financing, and reporting.
02.07	Demonstrate knowledge of bookkeeping practices for childcare centers
02.08	Define and understand financial terminology.
02.09	Explain effective business practices related to legal obligations and regulatory responsibilities in child care management to include federal, state, and local laws related to tax law, insurance, risk management and licensure compliance.
02.10	Demonstrate an understanding of the requirement of Americans with Disabilities Act (ADA) and application to childcare centers.
02.11	Demonstrate familiarity with requirements of the Occupational Safety and Health Administration (OSHA) and application to childcare centers.
02.12	Demonstrate an understanding of the requirements of the Equal Employment Opportunity Commission (EEOC) and its application to childcare centers.
02.13	Demonstrate an understanding of the requirements of the National Health and Safety Performance Standards and application to childcare centers.
02.14	Demonstrate an understanding of legal, ethical and professional requirements for reporting child abuse, neglect and domestic violence.
02.15	Explain personnel law, compensation, and employee benefits related to childcare centers. (Including the Family Educational Rights and Privacy Act (FERPA).
02.16	Demonstrate an understanding of the Family Educational Rights and Privacy Act (FERPA).
02.17	Knowledge of social media and technology protocol.
03.0	Demonstrate leadership and organizational skills. The student will be able to:
03.01	Identify procedures for obtaining and retaining state and local licenses.
03.02	Describe an early childhood center's organizational structure.
03.03	Create written job descriptions that include specific duties and responsibilities for all childcare center personnel.
03.04	Identify strategies for educating center staff and volunteers on ethical responsibilities and professionalism when working with children, families, colleagues, and in the community.
03.05	Display knowledge of strategies that encourage and support staff involvement in decision-making.
03.06	Demonstrate an understanding of ways to foster self-esteem, professionalism, commitment and motivation among the staff.
03.07	Demonstrate knowledge of how to create a professional development plan for staff.
03.08	Describe procedures for the recruitment, selection, performance appraisal, evaluation, retention and/or termination of staff.

03.09	Demonstrate knowledge of various types of performance appraisal evaluation procedures including self-evaluation, performance planning, observation and recording and narratives.
03.10	Display knowledge of career development issues in the field of early childhood.
03.11	Develop short and long term planning for the childcare center.
03.12	Identify and implement developmentally appropriate program activities.
03.13	Demonstrate knowledge of professional ethics and standards, nationally recognized accreditation criteria and evaluation tools for the design and implementation of developmentally appropriate quality programs for children and families.
04.0	Demonstrate knowledge of appropriate methods of guidance and program management. The student will be able to:
04.01	Demonstrate developmentally appropriate program management strategies (i.e., routines, scheduling, transitions and room arrangement, etc.).
04.02	Foster a child-centered program based on nurturing guidance.
04.03	Demonstrate knowledge of important background information, which may influence behavior.
04.04	Demonstrate positive guidance techniques.
04.05	Compare, and contrast developmentally appropriate technology for use with young children.
04.06	Examine legal and ethical practices related to use of technology in the early childhood setting.
05.0	Develop and maintain systems for monitoring practices related to health, safety, and nutrition. The student will be able to:
05.01	Demonstrate knowledge of professional standards and best practices related to health and safety including facilities, program, staff and children.
05.02	Develop a health and safety policy and procedure for children's health.
05.03	Plan for culturally appropriate family/staff partnerships and professional development related to protecting children's health.
05.04	Identify recommended daily nutritional requirements for children in the program.
05.05	Plan nutrition education for staff, children and families.
05.06	Plan for the preparation and serving of nutritious snacks and meals.
05.07	Identify ways to encourage positive food choices and good eating habits.
05.08	Demonstrate knowledge of laws and regulations regarding safety in buildings, grounds and equipment.
05.09	Demonstrate knowledge of building and grounds maintenance to insure health and safety of children and staff.
06.0	Develop and examine policies that promote alliances with families and collaboration among programs and community resources. The student will be able to:

06.01	Recognize the importance and challenges of family involvement in all aspects of child care and education programs.
06.02	Demonstrate awareness of the diverse roles of family members, staff and administrators in the organization, planning and management of child care and education programs.
06.03	Plan, organize and implement family-center communication.
06.04	Develop plans for supporting parents by keeping them informed about program activities and child development.
06.05	Describe ways that childcare personnel can be supportive of the family's efforts with the child.
06.06	Demonstrate an understanding of the effects of enrollment policies and procedures on relationships with families.
06.07	Design a program that supports families with children with varying abilities.
06.08	Plan, organize and implement culturally appropriate parent involvement activities.
06.09	Demonstrate knowledge of community support systems, including public and private resources for families and how to access them.
06.10	Identify technological tools that maintain ongoing communication with parents and families.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The student must successfully complete the four required courses in this area of specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAAF), National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Florida Department of Education  
Curriculum Framework

**Program Title:** Infant/Toddler Specialization  
**Career Cluster:** Education & Training

CCC	
CIP Number	0419070907
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with an infant/toddler specialization or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development, early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major care giving and educational responsibilities within home or center-based programs for infant/toddlers.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of health, safety and nutrition relative to infants and toddlers.
- 02.0 Demonstrate knowledge of a developmentally appropriate infant/toddler environment.
- 03.0 Demonstrate knowledge of developmental characteristics of infants/toddlers.
- 04.0 Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler.
- 05.0 Demonstrate the importance of positive interactions with the family and communities

Florida Department of Education  
Student Performance Standards

Program Title: Infant/Toddler Specialization  
 CIP Number: 0419070907  
 Program Length: 12 credit hours  
 SOC Code: 25-2011

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of health, safety and nutrition relative to infants and toddlers. The student will be able to:
01.01	Identify healthy and safe habits and potential hazards in a child development facility.
01.02	Identify resources for certification in Pediatric First Aid and CPR.
01.03	Identify accidents common to children and appropriate first aid techniques.
01.04	Indicate major components in a safety plan (i.e. evacuation, fire and lockdown procedures, etc.).
01.05	Identify developmentally appropriate safety activities (e.g. sleeping procedures, transporting, eating, etc.).
01.06	Recognize appropriate food preparation and nutrition education activities.
01.07	Identify medication and allergic reactions and appropriate follow up.
02.0	Demonstrate knowledge of a developmentally appropriate infant/toddler environment. The student will be able to:
02.01	Identify and plan key components for creating developmentally appropriate environments for infants and toddlers.
03.0	Demonstrate knowledge of developmental characteristics of infants/toddlers. The student will be able to:
03.01	Identify and describe the principles of evidence-based models of infant/toddler education.
03.02	Develop plans to meet short and long term developmental goals.
03.03	Identify and use developmentally appropriate teaching techniques to support various learning preferences, temperament and abilities.
03.04	Arrange learning environments for a variety of activities using developmentally appropriate materials across the curriculum.
03.05	Discuss the importance of play in development.

03.06	Identify and implement responsive teacher-child interactions.
03.07	Recognize the importance of spontaneity, flexibility and open-ended materials.
03.08	Recognize the importance of representational play.
03.09	Collect, analyze and use data to inform practice.
04.0	Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler. The student will be able to:
04.01	Understand characteristics of infants and toddlers temperaments.
04.02	Explain emotional development in infants and toddlers.
04.03	Engage in developmentally appropriate and culturally responsive interactions that support the development of communication skills.
04.04	Identify strategies to support infants/toddlers through periods of stress, separation, transition, trauma, etc. through the use of appropriate comforting techniques.
04.05	Demonstrate knowledge of attachment strategies and its importance in social and emotional development.
05.0	Demonstrate the importance of positive interactions with the family and communities. The student will be able to:
05.01	Recognize the value of positive interaction with the child's family or primary caregiver.
05.02	Describe the forces which have an impact on the lives of children and families (e.g. social-emotional, economic, environment, linguistic, etc.).
05.03	Model respect for diverse family structures and their communities through culturally responsive practices.
05.04	Identify culturally appropriate methods for empowering families in their roles as advocates for their children.



## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Observation and supervised work experience with children in a school laboratory and/or a community laboratory setting are an integral part of this program. Developmentally appropriate activities will focus on such areas as: physical development, social/emotional development, cognitive development, and learning skills/language development in home, classroom, and center-based programs.

### **Special Notes**

The student must successfully complete the four required courses in this area of specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAAF), National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Florida Department of Education  
Curriculum Framework

**Program Title:**        **Preschool Specialization**  
**Career Cluster:**     **Education & Training**

CCC	
CIP Number	0419070908
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a preschool specialization or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development, early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major care giving and educational responsibilities within home or center-based programs for preschool children.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate knowledge of health, safety and nutrition relative to preschoolers.
- 02.0 Demonstrate knowledge of a developmentally appropriate preschool environment.
- 03.0 Demonstrate content knowledge in early childhood education for preschoolers.
- 04.0 Demonstrate knowledge and understanding of child growth and development of the preschool age child.
- 05.0 Demonstrate the importance of positive interactions with the family and community.
- 06.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Florida Department of Education  
Student Performance Standards

Program Title:       Preschool Specialization  
CIP Number:        0419070908  
Program Length:    12 credit hours  
SOC Code:           25-2011

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:**

01.0	Demonstrate knowledge of health, safety and nutrition relative to preschoolers. The student will be able to:
01.01	Identify healthy and safe habits and potential hazards in a child development facility.
01.02	Identify resources for certification in Pediatric First Aid and CPR.
01.03	Identify accidents common to children and appropriate first aid techniques.
01.04	Indicate major components in a safety plan (i.e. evacuation, fire and lockdown procedures, etc.).
01.05	Identify developmentally appropriate safety activities (i.e., sleeping, transporting, eating, etc.).
01.06	Recognize appropriate food preparation and nutrition education activities.
01.07	Identify medication and allergic reactions and appropriate follow up.
02.0	Demonstrate knowledge of a developmentally appropriate preschool environment. The student will be able to:
02.01	Identify and plan key components for creating developmentally appropriate environments for preschoolers.
03.0	Demonstrate content knowledge in early childhood education for preschoolers. The student will be able to:
03.01	Identify and describe the principles of evidence-based models of preschool education.
03.02	Develop plans to meet short and long term developmental goals.
03.03	Identify and use developmentally appropriate and inclusive teaching techniques to support various learning preferences, temperament and abilities.
03.04	Arrange learning environments for a variety of activities using developmentally appropriate materials across the curriculum.
03.05	Discuss the importance of play in learning and development.

03.06	Identify and implement responsive teacher-child interactions.
03.07	Recognize the importance of spontaneity, flexibility and open-ended materials.
03.08	Recognize the importance of representational play.
03.09	Collect, analyze and use data to inform practice.
04.0	Demonstrate knowledge and understanding of child growth and development of the preschool age child. The student will be able to:
04.01	Engage in developmentally appropriate and culturally responsive interactions that support the development of communication skills.
04.02	Identify strategies to support preschoolers through periods of stress, separation, transition, trauma, etc. through the use of appropriate comforting techniques.
04.03	Demonstrate knowledge of attachment strategies and its importance in social and emotional development.
04.04	Demonstrate knowledge of the basic principles related to child growth and development for preschoolers.
04.05	Plan developmentally appropriate activities that promote physical development for preschoolers.
04.06	Plan developmentally appropriate activities that promote cognitive development through math, science, social science and arts for preschoolers.
04.07	Plan developmentally appropriate activities that promote creativity through music, movement, dramatic play and art for preschoolers.
04.08	Plan developmentally appropriate activities that promote language and literacy development through for preschoolers.
04.09	Identify and demonstrate developmentally appropriate classroom management strategies (e.g.: predictable routines, scheduling, transitions, and learning environment, etc.).
04.10	Identify and demonstrate evidence based techniques (i.e.: positive guidance) that foster the development of age-appropriate self-regulation.
05.0	Demonstrate the importance of positive interactions with the family and community. The student will be able to:
05.01	Recognize the value of positive interaction with the child's family or primary caregiver.
05.02	Describe the forces which have an impact on the lives of children and families (e.g. social-emotional, economic, environment, linguistic, etc.).
05.03	Model respect for diverse family structures and their communities through culturally responsive practices.
05.04	Identify culturally responsive methods for empowering families in their roles as advocates for their children.
05.05	Demonstrate knowledge of the basic principles related to child growth and development.
05.06	Identify various influences on the development of a child from three to five years.

05.07	Guide the physical development of three, four and five-year-old Preschool children by planning and implanting developmentally appropriate activities that promote fine and gross motor development.
05.08	Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and Identify and planning developmentally appropriate activities in the areas of math, science, social science, language and literacy.
05.09	Guide the creative development of three, four, and five-year-old Preschool children by planning and implementing developmentally appropriate activities in the areas of music, art, dramatic play and creative movement.
05.10	Guide the social and affective development of three, four, and five-year-old preschool children by planning and implanting activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
05.11	Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
05.12	Select developmentally appropriate equipment and materials that will promote child growth and development.
05.13	Observe and collect data on physical, cognitive, creative and social/emotional development.
05.14	Demonstrate knowledge of an inclusive environment.
05.15	Demonstrate knowledge of unbiased practices.
06.0	Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. The student will be able to:
06.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
06.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
06.03	Identify and plan parent involvement activities.
06.04	Demonstrate interpersonal skills.
06.05	Share information about child development and developmentally appropriate practices.
06.06	Demonstrate positive and productive staff and parent interactions.
06.07	Identify methods for empowering families in their roles as advocates for their children.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The student must successfully complete the four required courses in this area of specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAAF), National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** School Age Specialization  
**Career Cluster:** Education & Training

**Note:** This course is daggered for deletion due to enrollment, with 2019-2020 being the last year to enroll students.

<b>CCC</b>	
CIP Number	0419070909
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education

**Purpose**

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The purpose of this program is to prepare students as early childhood education caregivers with a school age specialization or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development, early childhood education; establishing and maintaining a safe, clean, healthy learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major care giving and educational responsibilities within home or center-based programs for school age children.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.



## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for school age children.
- 02.0 Demonstrate knowledge of school age care, philosophy, purpose and social/cultural context of after-school and other programs for school age youth.
- 03.0 Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies.
- 04.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.
- 05.0 Demonstrate an awareness and understanding of the growth and development of formal education in the United States.
- 06.0 Demonstrate knowledge of the various educational technologies available to child care providers for use in school age programs.

Florida Department of Education  
Student Performance Standards

Program Title: School Age Specialization  
 CIP Number: 0419070909  
 Program Length: 12 credit hours  
 SOC Code: 25-2011

**This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121004). At the completion of this program, the student will be able to:**

01.0	Plan for, establish and maintain a safe, clean and healthy learning environment for school age children. The student will be able to:
01.01	Demonstrate good health and safety practices and identify potential hazards in a school age program.
01.02	Create a safe environment which includes traffic patterns, quiet and active play areas, and arrival and dismissal procedures.
01.03	Develop lesson plans that teach children safety rules for indoor and outdoor activities including field trips.
01.04	Create and carry out an emergency plan for accidents, injuries, illness, fire or other disaster.
01.05	Demonstrate knowledge of Florida child care regulations that address health, sanitation and food handling practices.
01.06	Provide and promote an environment that contributes to good health and nutrition.
01.07	Create a list of resources on health, hygiene and nutrition.
02.0	Demonstrate knowledge of school age care, the philosophy, purpose and social/cultural context of after-school and other programs for school age youth. The student will be able to:
02.01	Create a systematic and responsive approach to developing a school age program.
02.02	Create an enriching environment for school age children through the use of space, relationships, materials, and routines.
02.03	Provide a rich and varied environment through the use of a variety of materials.
02.04	Provide school age children with hands-on experiences and opportunities that encourage curiosity, exploration and problem solving.
02.05	Provide communication opportunities and support for school age children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.
02.06	Provide opportunities that stimulate school age children to play with sound.
02.07	Guide social and affective development of school age children.

	02.08 Identify opportunities for continuing education in the area of school age care.
03.0	Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies. The student will be able to:
	03.01 Identify developmentally appropriate child guidance techniques through the use of various guidance models: behavior modification, including conflict resolution, human relations and social learning.
	03.02 Implement a child-centered environment based on nurturing guidance.
	03.03 Demonstrate knowledge of important background variables which may influence behavior.
	03.04 Provide opportunities for positive social interaction which helps children learn to communicate and get along with others through empathy and mutual respect.
	03.05 Provide opportunities and support for children to acquire, practice and receive feedback on communication and positive behaviors.
	03.06 Provide a support environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.
	03.07 Implement appropriate rules, routines and procedures for school age children.
	03.08 Encourage children to accept responsibility for their actions.
	03.09 Observe and collect data on physical, cognitive, language, literacy, creative and social/emotional development.
04.0	Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. The student will be able to:
	04.01 Initiate and facilitate positive interaction with the child's family or primary caregiver.
	04.02 Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
	04.03 Identify and implement parent involvement activities.
	04.04 Support and reinforce assignments from the child's primary classroom.
	04.05 Develop a system of regular communication with parents and families that uses positive staff and parent interactions.
	04.06 Work constructively with parents/guardians to resolve behavior issues.
	04.07 Identify and provide families with program information, community resources and activities.
05.0	Demonstrate an awareness and understanding of the growth and development of formal education in the United States. The student will be able to:
	05.01 Understand the nature of a society and the concepts of education it might support.
	05.02 Demonstrate knowledge of the historical development of formal education in America.

05.03	Demonstrate knowledge of the philosophical influences related to the development of formal education.
05.04	Understand the organizational and administrative procedures in American schools.
05.05	Demonstrate knowledge of the financial support of education in America.
05.06	Identify the various programs of teacher preparation, certification and accreditation.
05.07	Analyze the Florida school system in relationship to philosophical influences.
06.0	Demonstrate knowledge of the various educational technologies available to use in school age programs. The student will be able to:
06.01	Understand the basis for the use of technology in education.
06.02	Demonstrate knowledge of the early use of technology in education.
06.03	Understand how to use technology and integrate it into the development of a school age program.
06.04	Develop a plan for future use of technology in the school age program.
06.05	Develop a personal plan of future courses on technology in education to take.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Observation and supervised work experience with children in a school laboratory and/or a community laboratory setting are an integral part of this program. Developmentally appropriate activities will focus on such areas as: physical development, cognitive, language and literacy development, social/emotional development, creative development and appropriate methods of guidance and classroom management in home, classroom, and center-based programs.

### **Special Notes**

The student must successfully complete the four required courses in this area of specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAAF), National Association for the Education of Young Children (NAEYC), Council for Exceptional Children (CEC), and the National School-Age Care Alliance (NSACA).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Interpretation Studies: English-Spanish  
**Career Cluster:** Education & Training

**Note: This course is daggered for deletion, students should be taught out at the discretion of institution. Replacement program is Translation and Interpretation, CIP 0713100306.**

<b>CCC</b>	
CIP Number	0713100304
Program Type	College Credit Certificate (CCC)
Program Length	30 credit hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators

**Purpose**

This certificate program is part of the Translation-Interpretation Studies: English - Spanish AS degree program 1713100304

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

This program is designed to provide bilingual students with the knowledge and skills necessary to carry out the work associated with areas oral interpretation (SOC 27-3091) in the workplace. Graduates are prepared for positions as court interpreters, in-house interpreters for the private sector including interpretation agencies, hospital interpreters, freelance interpreters, and telephone interpreters.

The content includes but is not limited to knowledge and acquisition of a broad non-technical bilingual vocabulary including idioms, clichés, and figures of speech; bilingual legal/judicial and medical vocabulary/terminology, knowledge and performance of the three modes of interpretation (sight translation, consecutive and simultaneous interpretation); and applied linguistic concepts including language and cultural awareness. Speech, advanced reading and composition courses, in the source and target language, as well as ethical considerations and professional organizations, are also included.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.  
**Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform interpretation-related skills.
- 02.0 Demonstrate linguistic-related knowledge and skills.
- 03.0 Demonstrate culture-related knowledge.
- 04.0 Demonstrate language proficiency in source and target language.
- 05.0 Demonstrate appropriate ethics.
- 06.0 Demonstrate time-management skills.
- 07.0 Demonstrate interpersonal communication skills.

Florida Department of Education  
Student Performance Standards

Program Title: Interpretation Studies: English-Spanish  
CIP Number: 0713100304  
Program Length: 30 credit hours  
SOC Code: 27-3091

**This certificate program is part of the Translation-Interpretation Studies AS degree program 1713100304. At the completion of this program, the student will be able to:**

01.0	Perform interpretation-related skills. The student will be able to:
01.01	Demonstrate excellent listening skills.
01.02	Demonstrate adequate memory retention.
01.03	Demonstrate ability to understand the source language as a native or a near-native speaker.
01.04	Demonstrate ability to speak the target language as a native speaker.
01.05	Demonstrate ability to render orally into the target language the message of the source language without distortions, additions or omissions.
01.06	Demonstrate ability to transfer orally all elements of meaning into a target language that is idiomatically correct.
01.07	Demonstrate ability to sight translate while maintaining the style and register of the source text.
01.08	Demonstrate ability to transfer a message orally from a source language into a target language using the consecutive mode of interpretation.
01.09	Demonstrate ability to transfer a message orally from a source language into a target language using the simultaneous mode of interpretation.
02.0	Demonstrate linguistic-related knowledge and skills. The student will be able to:
02.01	Demonstrate ability to apply knowledge of structural differences between the source and target language.
02.02	Demonstrate ability to apply linguistic notions/concepts to the translation process and the interpretation performance.
02.03	Demonstrate awareness of linguistic diversity.
03.0	Demonstrate culture-related knowledge. The student will be able to:
03.01	Demonstrate awareness of the critical link between language and culture.
03.02	Demonstrate awareness of culture and linguistic sensitivity between source and target language.



03.03	Demonstrate awareness of the diverse cultural factors that play a crucial role in language interpreting.
04.0	Demonstrate language proficiency in source and target language. The student will be able to:
04.01	Demonstrate college-level reading comprehension in the source and target language at different registers and regionalisms.
04.02	Demonstrate adequate note-taking skills.
04.03	Demonstrate adequate public-speaking skills
05.0	Demonstrate appropriate ethics. The student will be able to:
05.01	Demonstrate awareness of the ethical principles and responsibilities underlying the role of interpreter.
06.0	Demonstrate time-management skills. The student will be able to:
06.01	Demonstrate ability to organize time effectively.
06.02	Demonstrate ability to deliver services in a timely manner.
07.0	Demonstrate interpersonal communication skills. The student will be able to:
07.01	Demonstrate the ability to communicate well with others from diverse backgrounds.
07.02	Demonstrate the ability to negotiate, mediate, compromise, and collaborate.
07.03	Demonstrate appropriate client service skills.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory experiences are provided employing a variety of instructional media for the purpose of developing adequate listening skills, parallel speaking and listening skills, and appropriate consecutive and simultaneous interpretation skills. Students should be assigned additional lab hours to practice and polish their vocabulary skills in the target language based on contextual information and anticipation of what the speaker may say through first-hand experience.

### **Special Notes**

Practicum and internship activities in local courts, hospitals, and private interpretation agencies should provide opportunities for interpreter trainees to develop professionally by familiarizing themselves with the ins and outs of interpreting in a court or hospital setting as well as the running of an interpretation business.

Local and national organizations such as the Florida Chapter of the American Translators Association and the National Association of Judiciary Interpreters and Translators also furnish students with learning experiences by networking with similar trainees and colleagues.

Program completers may sit for any of Florida's Judicial Circuit Court Interpreting Exams, Florida's Court Interpreting Qualifications Examination (English-Spanish) or the Federal Court Interpreter Certification Examination (English-Spanish).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Translation Studies: English-Spanish  
**Career Cluster:** Education & Training

**Note: This course is daggered for deletion, students should be taught out at the discretion of institution. Replacement program is Translation and Interpretation, CIP 0713100306.**

<b>CCC</b>	
CIP Number	0713100305
Program Type	College Credit Certificate (CCC)
Program Length	30 credit hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators

**Purpose**

This certificate program is part of the Translation-Interpretation Studies: English - Spanish AS degree 1713100304.

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Education & Training career cluster.

This program is designed to provide bilingual students with the knowledge and skills necessary to carry out the work associated with areas of written translation (SOC 27-3091) in the workplace. Graduates are prepared for positions as in-house translators for the private sector including translation agencies, translators for government agencies, hospital translators, and freelance translators

The content includes but is not limited to knowledge and acquisition of a broad non-technical bilingual vocabulary; bilingual legal, financial, and medical terminology; translation theory and translation strategy including the four steps to the translation process (text analysis, documentation, actual translation task, and revision); and applied linguistic notions and concepts including language and cultural awareness. Ethical considerations and professional organizations are also included.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform translation-related skills.
- 02.0 Demonstrate linguistic-related knowledge and skills.
- 03.0 Demonstrate culture-related knowledge.
- 04.0 Demonstrate language proficiency in source and target language.
- 05.0 Demonstrate computer and technical skills related to translation.
- 06.0 Demonstrate appropriate ethics.
- 07.0 Demonstrate time-management skills.
- 08.0 Demonstrate interpersonal communication skills.

Florida Department of Education  
Student Performance Standards

Program Title: Translation Studies: English-Spanish  
 CIP Number: 0713100305  
 Program Length: 30 credit hours  
 SOC Code: 27-3091

**This certificate program is part of the Translation-Interpretation Studies: English – Spanish Track AS degree program 1713100304. At the completion of this program, the student will be able to:**

01.0	Perform translation-related skills. The student will be able to:
01.01	Demonstrate ability to translate non-technical and specialized texts derived from a variety of media accurately and efficiently.
01.02	Describe translation theory and strategies and the application of these to the translation process.
01.03	Demonstrate ability to analyze texts for adequate comprehension and rendition into the target language.
01.04	Demonstrate ability to assess the quality of his/her translation and the translation of others (published or unpublished).
01.05	Demonstrate adequate editing and proofreading skills.
01.06	Demonstrate efficient vocabulary research skills.
01.07	Exhibit efficient fact-finding skills.
02.0	Demonstrate linguistic-related knowledge and skills. The student will be able to:
02.01	Demonstrate ability to apply knowledge of structural differences between the source and target language.
02.02	Demonstrate ability to apply linguistic notions/concepts to the translation process and the interpretation performance.
02.03	Demonstrate awareness of linguistic diversity.
03.0	Demonstrate culture-related knowledge. The student will be able to:
03.01	Demonstrate awareness of the critical link between language and culture.
03.02	Demonstrate awareness of culture and linguistic sensitivity between source and target language.
03.03	Demonstrate awareness of the diverse cultural factors that play a crucial role in language interpreting.
04.0	Demonstrate language proficiency in source and target language. The student will be able to:

04.01	Demonstrate college-level reading comprehension in the source and target language at different registers and regionalisms.
04.02	Demonstrate college-level writing skills in the source and target language.
04.03	Demonstrate the ability to write employing a variety of registers.
04.04	Demonstrate adequate public-speaking skills
05.0	Demonstrate computer and technical skills related to translation/interpretation. The student will be able to:
05.01	Demonstrate ability to work with computer hardware and software as part of the translation/interpretation process.
05.02	Demonstrate ability to carry out translation/interpretation related Internet research effectively.
05.03	Demonstrate ability to translate web-based resources.
05.04	Demonstrate ability to use the computer terminal to access databases for terminological and documentary information.
06.0	Demonstrate appropriate ethics. The student will be able to:
06.01	Demonstrate awareness of the ethical principles and responsibilities underlying the role of interpreter/translator.
07.0	Demonstrate time-management skills. The student will be able to:
07.01	Demonstrate ability to organize time effectively.
07.02	Demonstrate ability to deliver services in a timely manner.
08.0	Demonstrate interpersonal communication skills. The student will be able to:
08.01	Demonstrate the ability to communicate well with others from diverse backgrounds.
08.02	Demonstrate the ability to negotiate, mediate, compromise, and collaborate.
08.03	Demonstrate appropriate client service skills.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory experiences are provided employing a variety of instructional media for the purpose of developing adequate listening skills, parallel speaking and listening skills, and appropriate consecutive and simultaneous interpretation skills. Students should be assigned additional lab hours to practice and polish their vocabulary skills in the target language based on contextual information and anticipation of what the speaker may say through first-hand experience. Practicum and internship activities in local courts, translation agencies, and organizations such as the Florida Chapter of the American Translators Association will provide opportunities for interpreter/translator trainees to develop professionally by familiarizing themselves with running and operating a business, the job market, the particulars of court and medical interpreting, and so on.

### **Special Notes**

Practicum and internship activities in local translation agencies and organizations such as the Florida Chapter of the American Translators Association (FLATA) should provide opportunities for translator trainees to develop professionally by networking with similar trainees and colleagues. In addition, further training in small business management courses may prepare graduates to setup their own translation studies.

Program completers may sit for the American Translators Association's Accreditation Examination (English-Spanish).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Florida Department of Education  
Curriculum Framework

**Program Title:** Translation and Interpretation  
**Career Cluster:** Education & Training

CCC	
CIP Number	0713100306
Program Type	College Credit Certificate (CCC)
Program Length	18 credit hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators

**Purpose**

This certificate program is part of the Translation-Interpretation Studies: English - Spanish (60) AS degree 1713100304.

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Education & Training career cluster.

This program is designed to provide bilingual students with the knowledge and skills necessary to carry out the work associated with areas of written translation (SOC 27-3091) in the workplace. Graduates are prepared for positions as in-house translators for the private sector including translation agencies, translators for government agencies, hospital translators, and freelance translators

The content includes but is not limited to knowledge and acquisition of a broad non-technical bilingual vocabulary; bilingual legal, financial, and medical terminology; translation theory and translation strategy including the four steps to the translation process (text analysis, documentation, actual translation task, and revision); and applied linguistic notions and concepts including language and cultural awareness. Ethical considerations and professional organizations are also included.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.



## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform translation-related skills.
- 02.0 Demonstrate linguistic-related knowledge and skills.
- 03.0 Demonstrate culture-related knowledge.
- 04.0 Demonstrate language proficiency in source and target language.
- 05.0 Demonstrate appropriate ethics.
- 06.0 Demonstrate time-management skills.
- 07.0 Demonstrate interpersonal communication skills.

Florida Department of Education  
Student Performance Standards

**Program Title:** Translation and Interpretation  
**CIP Number:** 0713100306  
**Program Length:** 18 credit hours  
**SOC Code:** 27-3091

**This certificate program is part of the Translation-Interpretation Studies: English – Spanish Track AS degree program 1713100304. At the completion of this program, the student will be able to:**

01.0	Perform translation-related skills. The student will be able to:
01.01	Demonstrate ability to translate non-technical and specialized texts derived from a variety of media accurately and efficiently.
01.02	Describe translation theory and strategies and the application of these to the translation process.
01.03	Demonstrate ability to analyze texts for adequate comprehension and rendition into the target language.
01.04	Demonstrate ability to assess the quality of his/her translation and the translation of others (published or unpublished).
01.05	Demonstrate adequate editing and proofreading skills.
01.06	Demonstrate efficient vocabulary research skills.
01.07	Exhibit efficient fact-finding skills.
02.0	Demonstrate linguistic-related knowledge and skills. The student will be able to:
02.01	Demonstrate ability to apply knowledge of structural differences between the source and target language.
02.02	Demonstrate ability to apply linguistic notions/concepts to the translation process and the interpretation performance.
02.03	Demonstrate awareness of linguistic diversity.
03.0	Demonstrate culture-related knowledge. The student will be able to:
03.01	Demonstrate awareness of the critical link between language and culture.
03.02	Demonstrate awareness of culture and linguistic sensitivity between source and target language.
03.03	Demonstrate awareness of the diverse cultural factors that play a crucial role in language interpreting.
04.0	Demonstrate language proficiency in source and target language. The student will be able to:

04.01	Demonstrate college-level reading comprehension in the source and target language at different registers and regionalisms.
04.02	Demonstrate college-level writing skills in the source and target language.
04.03	Demonstrate the ability to write employing a variety of registers.
04.04	Demonstrate adequate public-speaking skills
05.0	Demonstrate appropriate ethics. The student will be able to:
05.01	Demonstrate awareness of the ethical principles and responsibilities underlying the role of interpreter/translator.
06.0	Demonstrate interpersonal communication skills. The student will be able to:
06.01	Demonstrate the ability to communicate well with others from diverse backgrounds.
06.02	Demonstrate the ability to negotiate, mediate, compromise, and collaborate.
06.03	Demonstrate appropriate client service skills.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory experiences are provided employing a variety of instructional media for the purpose of developing adequate listening skills, parallel speaking and listening skills, and appropriate consecutive and simultaneous interpretation skills. Students should be assigned additional lab hours to practice and polish their vocabulary skills in the target language based on contextual information and anticipation of what the speaker may say through first-hand experience. Practicum and internship activities in local courts, translation agencies, and organizations such as the Florida Chapter of the American Translators Association will provide opportunities for interpreter/translator trainees to develop professionally by familiarizing themselves with running and operating a business, the job market, the particulars of court and medical interpreting, and so on.

### **Special Notes**

Practicum and internship activities in local translation agencies and organizations such as the Florida Chapter of the American Translators Association (FLATA) should provide opportunities for translator trainees to develop professionally by networking with similar trainees and colleagues. In addition, further training in small business management courses may prepare graduates to setup their own translation studies.

Program completers may sit for the American Translators Association's Accreditation Examination (English-Spanish).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Educational Assisting  
**Career Cluster:** Education & Training

CCC	
CIP Number	0713150100
Program Type	College Credit Certificate (CCC)
Program Length	15 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-9031 – Instructional Coordinators

**Purpose**

This certificate program is part of the Instructional Services Technology AS degree program (1713129902).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The purpose of this program is to prepare students for employment as educational paraprofessionals, instructional coordinators (SOC 25-9031), substitute teachers, and other positions that provide educational assistance in an instructional setting, or to provide supplemental training for persons currently employed in this occupation.

The content includes but is not limited to general education and philosophy; child growth and development theories; psychological and sociological aspects of teaching all children including the disadvantaged, the English Language Learner, and the handicapped; concepts and values of diversity in the classroom; behavior analysis; education processes and theories of learning; school procedures; school resources; educational clerical processes; technology proficiency; assistive technology; instructional delivery utilizing updated technology resources; leadership and human relations skills; and health and safety.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of education from a historical perspective.
- 02.0 Demonstrate an understanding of the sociological trends and their influence on education.
- 03.0 Demonstrate an understanding of human growth and development.
- 04.0 Demonstrate an understanding of behavior management in the classroom.
- 05.0 Demonstrate an understanding of educational media and educational technology.
- 06.0 Demonstrate an understanding of diverse populations in the classroom.

**Florida Department of Education  
Student Performance Standards**

**Program Title:** Educational Assisting  
**CIP Number:** 0713150100  
**Program Length:** 15 credit hours  
**SOC Code:** 25-9031

**This certificate program is part of the Instructional Services Technology AS degree program (1713129902). At the completion of this program, the student will be able to:**

01.0	Demonstrate an understanding of education from a historical perspective. The student will be able to:
01.01	Discuss the social, historical, and philosophical foundations of education.
01.02	Discuss major theories of development and the theorists who proposed them.
02.0	Demonstrate an understanding of sociological trends and their influence on education. The student will be able to:
02.01	Discuss the role of the parent in the education of his child and identify the teacher’s role in working with families.
02.02	Discuss the challenges and opportunities providing multilingual/multicultural education in Florida.
02.03	Discuss the importance of high quality early education (age birth to eight) and evaluation.
02.04	Demonstrate an understanding of students with special needs and role of the State of Florida in providing for these students.
02.05	Demonstrate knowledge of educational and civil rights reforms reflected in federal, state, district, and local policies that govern special education and English Language Learners programs.
02.06	Explain the impact poverty has on students, their education, and schools.
02.07	List indicators of child abuse and recognize the educational, legal and the ethical imperative to report it.
03.0	Demonstrate an understanding of human growth and development. The student will be able to:
03.01	Identify typical and atypical human development in age birth through eight.
03.02	Demonstrate, in individual and group settings, knowledge of human development in relation to age-and culture-appropriate settings and programs.
04.0	Demonstrate an understanding of behavior management in the classroom. The student will be able to:
04.01	Demonstrate mastery in using positive reinforcement as a method of improving student behavior and academic performance.
04.02	Prepare and evaluate a lesson plan aligned with the Florida Learning Standards complete with written objectives.

05.0	Demonstrate an understanding of educational media and educational technology. The student will be able to:
05.01	Employ technology to support the teacher's instructional objectives.
05.02	In collaboration with classroom teacher, develop and adopt technology-based curriculum materials.
05.03	Maintain, store, and operate media equipment.
05.04	Identify ethical issues related to the use of technology in the classroom.
05.05	Prepare appropriate technology as instructional resources to meet all student needs.
05.06	Prepare appropriate audio visual aids as instructional resources for all students.
05.07	Demonstrate proficiency of computer knowledge when working with students.
06.0	Demonstrate an understanding of diverse populations in the classroom. The student will be able to:
06.01	Demonstrate the understanding in the value of diverse cultures in the classroom.
06.02	Discuss attitudes toward racial, ethnic, language, gender, exceptionality, religious, occupational, socio-economical ageism and cultural diversity, demonstrating understanding of how positive regards for differences can translate into a better climate in the school, workplace, and society itself.
06.03	Demonstrate an appreciation of diversity and its positive impact on school, workplace, and society itself.
06.04	Demonstrate proficiency in providing small group tutoring and instructional assistance to a diverse student body with the use of various educational materials.



## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program focuses on planning, management, technical and production skills, underlying principles of classroom technology, reading and learning strategies and methods, and other educational issues.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Florida Department of Education  
Curriculum Framework

**Program Title:** Early Childhood Education  
**Career Cluster:** Education & Training

**AS**

CIP Number	1413121004
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The purpose of this program is to prepare students for employment as child development center teachers, early intervention associates, child development center curriculum coordinators, infant/toddler teachers, preschool teachers, providers of care in school age programs, providers of care for children with disabling conditions, family day care providers, home visitors, child development center managers, or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes but is not limited to growth and development; early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major caregiving and educational and/or managerial responsibilities in programs for infants, toddlers, and children.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## **Program Structure**

This program is a planned sequence of instruction consisting of 60 credit hours.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

### **Core (Standards 1-11)**

- 01.0 Demonstrate knowledge of child growth and development.
- 02.0 Demonstrate knowledge of early childhood education: infants/toddlers.
- 03.0 Demonstrate knowledge of early childhood education: preschool.
- 04.0 Demonstrate the importance of positive interactions with the family and communities.
- 05.0 Demonstrate knowledge of rules and regulations governing early childhood programs.
- 06.0 Demonstrate knowledge of child abuse and neglect.
- 07.0 Demonstrate knowledge of safety, health, and nutrition.
- 08.0 Demonstrate knowledge of the early childhood education profession.
- 09.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 10.0 Demonstrate knowledge of various observation, screening, assessment and documentation methods.
- 11.0 Demonstrate knowledge of children with special needs.

### **Specializations**

#### ***Child Development Early Intervention/Early Childhood Development (Standards 12-20)***

- 12.0 Demonstrate knowledge of early childhood education.
- 13.0 Guide physical development.
- 14.0 Guide cognitive language and literacy development.
- 15.0 Guide creative development.
- 16.0 Guide social and emotional development.
- 17.0 Demonstrate knowledge of how to positively interact with families.
- 18.0 Identify and report child abuse and neglect in accordance with state regulations.
- 19.0 Demonstrate professionalism.
- 20.0 Demonstrate use of technology.

#### ***Early Childhood Inclusion (Standards 21-24)***

- 21.0 Demonstrate knowledge of early childhood education practices.
- 22.0 Demonstrate knowledge of early intervention and inclusion strategies.
- 23.0 Demonstrate knowledge of observing and assessing young children.
- 24.0 Demonstrate knowledge of the learning environment for young children.

***Child Care Center Management (Standards 25-30)***

- 25.0 Demonstrate knowledge of early childhood education programming and management.
- 26.0 Demonstrate skills in managing the financial and legal aspects of a child care center.
- 27.0 Demonstrate leadership and organizational skills.
- 28.0 Demonstrate knowledge of appropriate methods of guidance and program management.
- 29.0 Develop and maintain systems for monitoring practices related to health, safety, and nutrition.
- 30.0 Develop and examine policies that promote alliances with families and collaboration among programs and community resources.

***Infant Toddler (Standards 31-35)***

- 31.0 Demonstrate knowledge of health, safety and nutrition relative to infants and toddlers.
- 32.0 Demonstrate knowledge of a developmentally appropriate infant/toddler environment.
- 33.0 Demonstrate knowledge of developmental characteristics of infants/toddlers.
- 34.0 Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler.
- 35.0 Demonstrate the importance of positive interactions with the family and communities

***Preschool (Standards 36-41)***

- 36.0 Demonstrate knowledge of health, safety and nutrition relative to preschoolers.
- 37.0 Demonstrate knowledge of a developmentally appropriate preschool environment.
- 38.0 Demonstrate content knowledge in early childhood education for preschoolers.
- 39.0 Demonstrate knowledge and understanding of child growth and development of the preschool age child.
- 40.0 Demonstrate the importance of positive interactions with the family and community.
- 41.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Florida Department of Education  
Student Performance Standards

Program Title: Early Childhood Education Associate Degree  
 CIP Number: 1314121004  
 Program Length: 60 credit hours  
 SOC Code: 25-2011

**Refer to Rule 6A-14.030 (4) F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:**

<u>Core</u>	
01.0	Demonstrate knowledge of child growth and development. The student will be able to:
01.01	Describe the principles of growth and development.
01.02	Describe physical, social-emotional, cognitive, creative, and language development.
01.03	Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence development.
01.04	Identify and discuss the major theories of development and the use of that knowledge in understanding growth and development.
01.05	Identify and discuss developmental milestones.
01.06	Examine how brain development affects learning across all domains.
01.07	Discuss the importance of play in development.
02.0	Demonstrate knowledge of early childhood education: infants/toddlers. The student will be able to:
02.01	Identify and describe the principles of evidence-based models of infant/toddler education.
02.02	Develop plans to meet short and long term developmental goals.
02.03	Identify and use developmentally appropriate teaching techniques to support various learning preferences, temperament and abilities.
02.04	Arrange learning environments for a variety of activities using developmentally appropriate materials.
02.05	Identify and implement responsive teacher-child interactions.
03.0	Demonstrate knowledge of early childhood education: preschool. The student will be able to:
03.01	Identify evidence-based models of preschool education.

03.02	Develop and implement plans to meet long and short-term goals.
03.03	Identify and use developmentally appropriate teaching techniques to support various learning preferences, temperament and abilities.
03.04	Arrange learning environments for a variety of activities using developmentally appropriate materials.
03.05	Identify and implement responsive teacher-child interactions.
04.0	Demonstrate the importance of positive interactions with the family and communities. The student will be able to:
04.01	Recognize that the family is the child's first teacher and support the home-school partnership.
04.02	Model respect for diverse family structures and their communities through culturally responsive practices.
04.03	Describe the forces which have an impact on the lives of children and families (e.g. social-emotional, economic, environment, linguistic, etc.).
05.0	Demonstrate knowledge of rules and regulations governing early childhood programs. The student will be able to:
05.01	Identify local oversight agencies and their responsibilities as related to early childhood programs.
05.02	Identify standards that govern early childhood programs.
06.0	Demonstrate knowledge of child abuse and neglect. The student will be able to:
06.01	Define abuse, abandonment and neglect as defined by Florida law.
06.02	Identify indicators and causes of abuse, abandonment and neglect.
06.03	Identify the impact and effects of child abuse, abandonment and neglect on children, families, and society.
06.04	Identify the requirements and protection of child care personnel in reporting suspected child abuse, abandonment and/or neglect as described in Florida law.
06.05	Identify local community resources that provide help for the victim.
07.0	Demonstrate knowledge of safety, health, and nutrition. The student will be able to:
07.01	Identify healthy and safe habits and potential hazards in a child development facility.
07.02	Identify resources for certification in Pediatric First Aid and CPR.
07.03	Identify accidents common to children and appropriate first aid techniques.
07.04	Indicate major components in a safety plan (i.e. evacuation, fire and lockdown procedures, etc.).
07.05	Identify developmentally appropriate safety activities (e.g. sleeping procedures, transporting, eating, etc.).

07.06	Recognize appropriate food preparation and nutrition education activities.
07.07	Identify medication and allergic reactions and appropriate follow up.
08.0	Demonstrate knowledge of the early childhood education profession. The student will be able to:
08.01	Identify educational models of early childhood education (Montessori, Bank Street, Waldorf, etc.).
08.02	Describe and discuss the components of the NAEYC Code of Ethical Conduct.
08.03	Recognize the value of self-reflective practices.
08.04	Explore professional development career pathways and evaluate according to personal goals and objectives.
08.05	Identify professional organizations in the field and their purposes.
08.06	Examine the characteristics of high-quality early childhood education programs.
08.07	Identify strategies for child and professional advocacy (i.e. funding, high-quality programs, equity, etc.).
09.0	Demonstrate knowledge of appropriate methods of guidance and classroom management. The student will be able to:
09.01	Identify and demonstrate developmentally appropriate classroom management strategies (i.e. predictable routines, scheduling, transitions, and learning environment).
09.02	Foster a child-centered environment based on nurturing guidance.
09.03	Describe variables in a child's background that may impact behavior.
09.04	Investigate how culture and language are important variables that influence the expectations and behaviors of teachers, children and families.
09.05	Explore their own culturally influenced beliefs, behaviors, and biases, and reflect on how these factors impact classroom guidance practices.
09.06	Identify and demonstrate evidence based techniques (i.e.: positive guidance) that foster the development of age appropriate self-regulation.
10.0	Demonstrate knowledge of various observation, screening, assessment and documentation methods. The student will be able to:
10.01	Identify and use appropriate methods for collecting data.
10.02	Analyze data to inform practice.
10.03	Understand and model ethical practices of information sharing.
10.04	Document and maintain records.
11.0	Demonstrate knowledge of children with special needs. The student will be able to:

11.01	Discuss factors that place a child at risk for developmental delays and/or disability.
11.02	Compare typical and atypical development in all domains.
11.03	Identify interdisciplinary team approaches to assessment, intervention and education of children with atypical development.
11.04	Identify the referral process for agencies that provide services for children with special needs and their families.
11.05	Recognize evidence based inclusive teaching strategies.
<b><i>Child Development Early Intervention/Early Childhood Development Specialization</i></b>	
12.0	Demonstrate knowledge of early childhood education. The student will be able to:
12.01	Describe the relationship of child development center philosophy and policy to program implementation.
12.02	Identify contemporary models of early childhood education (i.e. Montessori, Reggio Emilia, etc.)
12.03	Demonstrate knowledge of appropriate scheduling and program planning.
12.04	Identify developmentally appropriate teaching techniques to meet various approaches to learning and atypical development.
12.05	Design, construct, adapt, and use developmentally appropriate supplies and teaching materials.
12.06	Arrange learning centers for a variety of activities.
12.07	Recognize the importance of documenting and maintaining children's records.
12.08	Demonstrate knowledge of the importance of play in children's development.
12.09	Support and implement positive child/adult interaction.
13.0	Guide physical development. The student will be able to:
13.01	Demonstrate knowledge of physical development.
13.02	Identify and plan developmentally appropriate gross motor activities.
13.03	Identify and plan developmentally appropriate fine motor activities.
13.04	Identify appropriate equipment, materials, and space for physical development.
13.05	Demonstrate knowledge of the use of appropriate adaptive equipment and positioning techniques.
13.06	Demonstrate observation techniques related to physical development (i.e. running records, observation tools, checklists, etc.).



14.0	Guide cognitive language and literacy development. The student will be able to:
14.01	Demonstrate knowledge of cognitive, language, and literacy development.
14.02	Identify and plan developmentally appropriate language, literacy, and sensory activities.
14.03	Identify and plan developmentally appropriate math, science and social science activities.
14.04	Identify and plan problem solving activities which foster critical thinking skills.
14.05	Recognize and utilize alternative forms of communication when necessary (non-verbal cues, body language, etc.)
14.06	Demonstrate observation techniques related to cognitive language, literacy, and sensory development.
15.0	Guide creative development. The student will be able to:
15.01	Demonstrate knowledge of creative development.
15.02	Identify and plan developmentally appropriate music, art and creative movement activities.
15.03	Demonstrate observation techniques related to creative development.
16.0	Guide social and emotional development. The student will be able to:
16.01	Demonstrate knowledge of social and emotional development.
16.02	Identify and plan activities which help children to develop interpersonal skills.
16.03	Identify and plan developmentally appropriate self-concept activities.
16.04	Identify and plan developmentally appropriate activities which promote multicultural understanding.
16.05	Identify and plan activities which help children to gain developmentally appropriate awareness and understanding of unacceptable behaviors, promoting empathy (i.e. bullying, cultural bias, etc.).
16.06	Identify and plan developmentally appropriate dramatic play activities.
16.07	Demonstrate observation techniques related to social and emotional development.
17.0	Demonstrate knowledge of how to positively interact with families. The student will be able to:
17.01	Recognize the family as the primary educator of the child having the ultimate approval of and primary responsibility for the care and development of the child, and support family members in the endeavor.
17.02	Recognize and be sensitive to varying family structures and families in transition.
17.03	Demonstrate knowledge of the forces that have influenced the lives of children and families.

17.04	Identify and plan diverse family involvement activities.
17.05	Demonstrate interpersonal skills.
17.06	Demonstrate positive and productive staff and family interactions.
18.0	Identify and report child abuse and neglect in accordance with state regulations. The student will be able to:
18.01	Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
18.02	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
18.03	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
18.04	Identify the impact and effects of child abuse, neglect and trauma on children and their families.
18.05	Identify current legislation that deals with child abuse and neglect.
18.06	Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
18.07	Identify state and local guidelines and procedures for reporting child abuse and neglect as mandatory reporters.
18.08	Identify local community resources that provide help for the abused and the abuser.
19.0	Demonstrate professionalism. The student will be able to:
19.01	Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices.
19.02	Identify and demonstrate professional behavior including but not limited to ethics and confidentiality.
19.03	Participate as a positive and productive team member and role model.
19.04	Complete a self-evaluation.
19.05	Plan and implement and plan a self-improvement plan related to professional development.
19.06	Identify professional organizations in the field and the goals and responsibilities of their members.
19.07	Identify resources to assist with personal, physical and mental health issues.
19.08	Participate as an advocate for issues related to children and families.
20.0	Demonstrate use of technology. The student will be able to:
20.01	Demonstrate knowledge of current technological advances in education.

20.02	Demonstrate process of obtaining audio-visual materials, computer programs, and equipment.
<b>Early Childhood Inclusion Specialization</b>	
21.0	Demonstrate knowledge of early childhood education practices. The student will be able to:
21.01	Explain typical and atypical development.
21.02	Characterize the principles and patterns of child development.
21.03	Demonstrate an understanding of the signs of trauma, abuse and neglect.
21.04	Identify agencies in the community that screen and evaluate for intervention services to support children and their families.
21.05	Demonstrate an understanding of the science of early brain development.
21.06	Demonstrate an understanding of the foundations and fundamentals of autism spectrum disorders (ASD) and developmental delays (including causes and indicators, prevalence, effects on learning and effects on life).
21.07	Demonstrate an understanding of the foundations and fundamentals of giftedness.
22.0	Demonstrate knowledge of early intervention and inclusion strategies. The student will be able to:
22.01	Demonstrate an understanding of social and emotional competence in children.
22.02	Identify strategies that will improve executive functioning skills in young children.
22.03	Demonstrate an understanding of developmentally appropriate approaches (i.e.: conscious discipline techniques, positive behavior support, etc.)
22.04	Identify appropriate strategies that support and empower diverse families through respectful, reciprocal relationships.
23.0	Demonstrate knowledge of observing and assessing young children. The student will be able to:
23.01	Demonstrate an understanding of the difference between screening and assessment.
23.02	Explain the importance of observation and assessment.
23.03	Identify the tools and processes for documenting and collecting information.
23.04	Demonstrate an understanding of how observation and assessment data are used to monitor student growth and development.
23.05	Demonstrate an understanding of how data from observations and assessments are utilized to identify children in need of intervention strategies.
23.06	Develop strategies for reporting observation and assessment results to families and staff members.
23.07	Demonstrate an understanding of how data from observation and assessments assist in the development of individual educational plans (IEP) and/or individual family service plans (IFSP).

24.0	Demonstrate knowledge of the learning environment for young children. The student will be able to:
24.01	Assess the learning environment to increase accessibility and support inclusion.
24.02	Demonstrate an understanding of developmentally and functionally appropriate materials and equipment.
24.03	Identify methods of differentiating instruction to meet the needs of all children.
24.04	Utilize best practices in educational neuroscience research to plan activities.
24.05	Explain the importance and role of assistive technology in teaching.
24.06	Identify the guiding principles, laws, and funding options for assistive technology.
24.07	Identify types of assistive technology options for young children.
<b><i>Child Care Center Management Specialization</i></b>	
25.0	Demonstrate knowledge of early childhood education programming and management. The student will be able to:
25.01	Define and describe the philosophy and policies of a child development center.
25.02	Identify and evaluate models of early childhood programs.
25.03	Develop plans to meet long and short-term goals for early childhood programs.
25.04	Apply child growth and development theories and principles to quality programming for children.
25.05	Identify developmentally appropriate supplies and materials for the center learning environment.
25.06	Plan and implement developmentally appropriate events (i.e.; field trips, programs, resources, etc.).
25.07	Demonstrate an understanding of maintaining systems for ongoing assessment and documentation related to individual children in the program.
25.08	Recognize a culturally sensitive, unbiased and inclusive curriculum based on principles of child development.
25.09	Demonstrate knowledge of principles and practices in evaluating all aspects of early childhood programs (i.e. social emotional, culturally appropriate environment, curriculum and staff).
25.10	Describe state and national standards, policies, and their position statements for the use of technology and interactive media with young children.
25.11	Identify the challenges and opportunities regarding the integration of technology and interactive media in the early childhood curriculum.
26.0	Demonstrate skills in managing the financial and legal aspects of a child care center. The student will be able to:
26.01	Identify and understand the revenues and costs in opening and maintaining a childcare center (i.e.: grants, public subsidies, etc.).

26.02	Identify income resources for a child care center including grant writing opportunities and fundraising.
26.03	Identify operating expenses for a childcare center.
26.04	Demonstrate an understanding of a marketing plan (including target marketing, market size competition, etc.).
26.05	Identify marketing strategies appropriate for childcare centers (including social media and technology)
26.06	Demonstrate an understanding of effective business practices related to budgeting, financing, and reporting.
26.07	Demonstrate knowledge of bookkeeping practices for childcare centers
26.08	Define and understand financial terminology.
26.09	Explain effective business practices related to legal obligations and regulatory responsibilities in child care management to include federal, state, and local laws related to tax law, insurance, risk management and licensure compliance.
26.10	Demonstrate an understanding of the requirement of Americans with Disabilities Act (ADA) and application to childcare centers.
26.11	Demonstrate familiarity with requirements of the Occupational Safety and Health Administration (OSHA) and application to childcare centers.
26.12	Demonstrate an understanding of the requirements of the Equal Employment Opportunity Commission (EEOC) and its application to childcare centers.
26.13	Demonstrate an understanding of the requirements of the National Health and Safety Performance Standards and application to childcare centers.
26.14	Demonstrate an understanding of legal, ethical and professional requirements for reporting child abuse, neglect and domestic violence.
26.15	Explain personnel law, compensation, and employee benefits related to childcare centers. (Including the Family Educational Rights and Privacy Act (FERPA).
26.16	Demonstrate an understanding of the Family Educational Rights and Privacy Act (FERPA).
26.17	Knowledge of social media and technology protocol.
27.0	Demonstrate leadership and organizational skills. The student will be able to:
27.01	Identify procedures for obtaining and retaining state and local licenses.
27.02	Describe an early childhood center's organizational structure.
27.03	Create written job descriptions that include specific duties and responsibilities for all childcare center personnel.
27.04	Identify strategies for educating center staff and volunteers on ethical responsibilities and professionalism when working with children, families, colleagues, and in the community.
27.05	Display knowledge of strategies that encourage and support staff involvement in decision-making.

27.06	Demonstrate an understanding of ways to foster self-esteem, professionalism, commitment and motivation among the staff.
27.07	Demonstrate knowledge of how to create a professional development plan for staff.
27.08	Describe procedures for the recruitment, selection, performance appraisal, evaluation, retention and/or termination of staff.
27.09	Demonstrate knowledge of various types of performance appraisal evaluation procedures including self-evaluation, performance planning, observation and recording and narratives.
27.10	Display knowledge of career development issues in the field of early childhood.
27.11	Develop short and long term planning for the childcare center.
27.12	Identify and implement developmentally appropriate program activities.
27.13	Demonstrate knowledge of professional ethics and standards, nationally recognized accreditation criteria and evaluation tools for the design and implementation of developmentally appropriate quality programs for children and families.
28.0	Demonstrate knowledge of appropriate methods of guidance and program management. The student will be able to:
28.01	Demonstrate developmentally appropriate program management strategies (i.e., routines, scheduling, transitions and room arrangement, etc.).
28.02	Foster a child-centered program based on nurturing guidance.
28.03	Demonstrate knowledge of important background information, which may influence behavior.
28.04	Demonstrate positive guidance techniques.
28.05	Compare, and contrast developmentally appropriate technology for use with young children.
28.06	Examine legal and ethical practices related to use of technology in the early childhood setting.
29.0	Develop and maintain systems for monitoring practices related to health, safety, and nutrition. The student will be able to:
29.01	Demonstrate knowledge of professional standards and best practices related to health and safety including facilities, program, staff and children.
29.02	Develop a health and safety policy and procedure for children's health.
29.03	Plan for culturally appropriate family/staff partnerships and professional development related to protecting children's health.
29.04	Identify recommended daily nutritional requirements for children in the program.
29.05	Plan nutrition education for staff, children and families.
29.06	Plan for the preparation and serving of nutritious snacks and meals.
29.07	Identify ways to encourage positive food choices and good eating habits.

29.08	Demonstrate knowledge of laws and regulations regarding safety in buildings, grounds and equipment.
29.09	Demonstrate knowledge of building and grounds maintenance to insure health and safety of children and staff.
30.0	Develop and examine policies that promote alliances with families and collaboration among programs and community resources. The student will be able to:
30.01	Recognize the importance and challenges of family involvement in all aspects of child care and education programs.
30.02	Demonstrate awareness of the diverse roles of family members, staff and administrators in the organization, planning and management of child care and education programs.
30.03	Plan, organize and implement family-center communication.
30.04	Develop plans for supporting parents by keeping them informed about program activities and child development.
30.05	Describe ways that childcare personnel can be supportive of the family's efforts with the child.
30.06	Demonstrate an understanding of the effects of enrollment policies and procedures on relationships with families.
30.07	Design a program that supports families with children with varying abilities.
30.08	Plan, organize and implement culturally appropriate parent involvement activities.
30.09	Demonstrate knowledge of community support systems, including public and private resources for families and how to access them.
30.10	Identify technological tools that maintain ongoing communication with parents and families.
<b><i>Infant/Toddler Specialization</i></b>	
31.0	Demonstrate knowledge of health, safety and nutrition relative to infants and toddlers. The student will be able to:
31.01	Identify healthy and safe habits and potential hazards in a child development facility.
31.02	Identify resources for certification in Pediatric First Aid and CPR.
31.03	Identify accidents common to children and appropriate first aid techniques.
31.04	Indicate major components in a safety plan (i.e. evacuation, fire and lockdown procedures, etc.).
31.05	Identify developmentally appropriate safety activities (e.g. sleeping procedures, transporting, eating, etc.).
31.06	Recognize appropriate food preparation and nutrition education activities.
31.07	Identify medication and allergic reactions and appropriate follow up.
32.0	Demonstrate knowledge of a developmentally appropriate infant/toddler environment. The student will be able to:

32.01	Identify and plan key components for creating developmentally appropriate environments for infants and toddlers.
33.0	Demonstrate knowledge of developmental characteristics of infants/toddlers. The student will be able to:
33.01	Identify and describe the principles of evidence-based models of infant/toddler education.
33.02	Develop plans to meet short and long term developmental goals.
33.03	Identify and use developmentally appropriate teaching techniques to support various learning preferences, temperament and abilities.
33.04	Arrange learning environments for a variety of activities using developmentally appropriate materials across the curriculum.
33.05	Discuss the importance of play in development.
33.06	Identify and implement responsive teacher-child interactions.
33.07	Recognize the importance of spontaneity, flexibility and open-ended materials.
33.08	Recognize the importance of representational play.
33.09	Collect, analyze and use data to inform practice.
34.0	Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler. The student will be able to:
34.01	Understand characteristics of infants and toddlers temperaments.
34.02	Explain emotional development in infants and toddlers.
34.03	Engage in developmentally appropriate and culturally responsive interactions that support the development of communication skills.
34.04	Identify strategies to support infants/toddlers through periods of stress, separation, transition, trauma, etc. through the use of appropriate comforting techniques.
34.05	Demonstrate knowledge of attachment strategies and its importance in social and emotional development.
35.0	Demonstrate the importance of positive interactions with the family and communities. The student will be able to:
35.01	Recognize the value of positive interaction with the child's family or primary caregiver.
35.02	Describe the forces which have an impact on the lives of children and families (e.g. social-emotional, economic, environment, linguistic, etc.).
35.03	Model respect for diverse family structures and their communities through culturally responsive practices.
35.04	Identify culturally appropriate methods for empowering families in their roles as advocates for their children.



<b><i>Preschool Specialization</i></b>	
36.0	Demonstrate knowledge of health, safety and nutrition relative to preschoolers. The student will be able to:
36.01	Identify healthy and safe habits and potential hazards in a child development facility.
36.02	Identify resources for certification in Pediatric First Aid and CPR.
36.03	Identify accidents common to children and appropriate first aid techniques.
36.04	Indicate major components in a safety plan (i.e. evacuation, fire and lockdown procedures, etc.).
36.05	Identify developmentally appropriate safety activities (i.e., sleeping, transporting, eating, etc.).
36.06	Recognize appropriate food preparation and nutrition education activities.
36.07	Identify medication and allergic reactions and appropriate follow up.
37.0	Demonstrate knowledge of a developmentally appropriate preschool environment. The student will be able to:
37.01	Identify and plan key components for creating developmentally appropriate environments for preschoolers.
38.0	Demonstrate content knowledge in early childhood education for preschoolers. The student will be able to:
38.01	Identify and describe the principles of evidence-based models of preschool education.
38.02	Develop plans to meet short and long term developmental goals.
38.03	Identify and use developmentally appropriate and inclusive teaching techniques to support various learning preferences, temperament and abilities.
38.04	Arrange learning environments for a variety of activities using developmentally appropriate materials across the curriculum.
38.05	Discuss the importance of play in learning and development.
38.06	Identify and implement responsive teacher-child interactions.
38.07	Recognize the importance of spontaneity, flexibility and open-ended materials.
38.08	Recognize the importance of representational play.
38.09	Collect, analyze and use data to inform practice.
39.0	Demonstrate knowledge and understanding of child growth and development of the preschool age child. The student will be able to:
39.01	Engage in developmentally appropriate and culturally responsive interactions that support the development of communication skills.

39.02	Identify strategies to support preschoolers through periods of stress, separation, transition, trauma, etc. through the use of appropriate comforting techniques.
39.03	Demonstrate knowledge of attachment strategies and its importance in social and emotional development.
39.04	Demonstrate knowledge of the basic principles related to child growth and development for preschoolers.
39.05	Plan developmentally appropriate activities that promote physical development for preschoolers.
39.06	Plan developmentally appropriate activities that promote cognitive development through math, science, social science and arts for preschoolers.
39.07	Plan developmentally appropriate activities that promote creativity through music, movement, dramatic play and art for preschoolers.
39.08	Plan developmentally appropriate activities that promote language and literacy development through for preschoolers.
39.09	Identify and demonstrate developmentally appropriate classroom management strategies (e.g.: predictable routines, scheduling, transitions, and learning environment, etc.).
39.10	Identify and demonstrate evidence based techniques (i.e.: positive guidance) that foster the development of age-appropriate self-regulation.
40.0	Demonstrate the importance of positive interactions with the family and community. The student will be able to:
40.01	Recognize the value of positive interaction with the child's family or primary caregiver.
40.02	Describe the forces which have an impact on the lives of children and families (e.g. social-emotional, economic, environment, linguistic, etc.).
40.03	Model respect for diverse family structures and their communities through culturally responsive practices.
40.04	Identify culturally responsive methods for empowering families in their roles as advocates for their children.
40.05	Demonstrate knowledge of the basic principles related to child growth and development.
40.06	Identify various influences on the development of a child from three to five years.
40.07	Guide the physical development of three, four and five-year-old Preschool children by planning and implanting developmentally appropriate activities that promote fine and gross motor development.
40.08	Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and Identify and planning developmentally appropriate activities in the areas of math, science, social science, language and literacy.
40.09	Guide the creative development of three, four, and five-year-old Preschool children by planning and implementing developmentally appropriate activities in the areas of music, art, dramatic play and creative movement.
40.10	Guide the social and affective development of three, four, and five-year-old preschool children by planning and implanting activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
40.11	Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
40.12	Select developmentally appropriate equipment and materials that will promote child growth and development.

40.13	Observe and collect data on physical, cognitive, creative and social/emotional development.
40.14	Demonstrate knowledge of an inclusive environment.
40.15	Demonstrate knowledge of unbiased practices.
41.0	Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. The student will be able to:
41.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
41.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
41.03	Identify and plan parent involvement activities.
41.04	Demonstrate interpersonal skills.
41.05	Share information about child development and developmentally appropriate practices.
41.06	Demonstrate positive and productive staff and parent interactions.
41.07	Identify methods for empowering families in their roles as advocates for their children.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The program includes core outcomes and outcomes in five areas of Specialization. The areas of specialization are: Early Childhood Development; Early Childhood Inclusion; Child Care Center Management; Infant/Toddler; Preschool. The student must successfully complete required courses in the core and in one area of specialization. Field placements will reflect a student's area of specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAAF), National Association for the Education of Young Children (NAEYC), and Council for Exceptional Children (CEC).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

- Early Childhood Development Specialization/Child Development Early Intervention (0419070904 – 36 credits
- Early Childhood Inclusion Specialization (0413121000) – 12 credits
- Child Care Center Management Specialization (0419070906) – 12 credits
- Infant/Toddler Specialization (0419070907) – 12 credits
- Preschool Specialization (0419070908) – 12 credits

Standards for the above certificate programs are contained in separate curriculum frameworks.

Florida Department of Education  
Curriculum Framework

**Program Title:** Early Childhood Management  
**Career Cluster:** Education & Training

AS	
CIP Number	1419070802
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	11-9031 – Education Administrators, Preschool and Childcare Center/Program

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to managing financial operations; selecting and/or developing facilities; selecting staff and staffing patterns; providing staff development opportunities; developing a total program for children and working parents, community agencies, organizations, and other individuals and groups concerned with children and child care services.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of 60 credit hours.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Plan, establish and organize activities that support children's safety.
- 02.0 Plan, establish and organize activities that support children's health.
- 03.0 Plan, establish and maintain a learning environment for all children.
- 04.0 Supervise the guidance of physical development of young children.
- 05.0 Supervise the guidance of the intellectual development of young children.
- 06.0 Supervise the guidance of the social and emotional development of young children.
- 07.0 Demonstrate a commitment to professionalism.
- 08.0 Demonstrate employability skills
- 09.0 Manage and interpret classroom observation and recording methods.
- 10.0 Maintain professionalism.
- 11.0 Supervise the maintenance of a safe, clean and healthy environment for young children.
- 12.0 Establish positive communications with the family.
- 13.0 Identify and report child abuse and neglect in accordance with state regulations.
- 14.0 Describe the various types of child care programs.
- 15.0 Develop a food service program to meet the nutritional needs of children.
- 16.0 Carry out legal and professional responsibilities related to the total program.
- 17.0 Analyze state and local rules and regulations that govern child care.
- 18.0 Demonstrate skills in managing the financial affairs of a child care center.
- 19.0 Demonstrate leadership and organizational skills.
- 20.0 Describe all aspects of entrepreneurship.
- 21.0 Demonstrate networking skills.
- 22.0 Plan, establish and maintain culturally responsive and equitable early learning programs.

Florida Department of Education  
Student Performance Standards

Program Title: Early Childhood Management  
 CIP Number: 1419070802  
 Program Length: 60 credit hours  
 SOC Code: 11-9031

**Refer to Rule 6A-14.030 (4) F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:**

01.0	Plan, establish and organize activities that support children’s safety. The student will be able to:
01.01	Identify characteristics of safe indoor and outdoor environments. NEW
01.02	Model safe behavior. NEW
01.03	Identify unsafe equipment and methods to report or make/suggest repairs.
02.0	Plan, establish and organize activities that support children’s health. The student will be able to:
02.01	Identify characteristics of healthy indoor and outdoor environments.
02.02	Prepare and guide learning activities about sanitary practices in indoor and outdoor environments.
02.03	Prepare and guide learning activities about healthy nutrition and food-safety guidelines.
02.04	Prepare and guide learning activities related to personal hygiene.
02.05	Identify and support healthy bathroom routines.
02.06	Identify and guide healthy naptime routines.
02.07	Identify recommended daily nutritional requirements for children between birth and age eight.
02.08	Prepare and guide developmentally appropriate food preparation activities.
02.09	Identify nutritional requirements of infants and toddlers.
02.10	Discuss the value of holding an infant while bottle feeding.
02.11	Identify and demonstrate recommended practices in feeding infants.
02.12	Describe feeding infants.

03.0	Plan, establish and maintain a learning environment for all children. The student will be able to:
03.01	Develop and implement an educational philosophy.
03.02	Identify developmentally appropriate and safe manipulatives.
03.03	Identify and demonstrate ways to engage children in housekeeping activities.
03.04	Identify and demonstrate ways to create and maintain a responsive learning environment.
03.05	Identify and demonstrate ways to engage all children in learning activities.
03.06	Use the Individual Education Plan to plan, organize and guide appropriate activities to meet the needs of children with special needs.
03.07	Describe environmental modifications to support children with special needs.
03.08	Describe accommodations and adaptations to address the physical needs of children with disabilities.
03.09	Plan a daily schedule to support children's needs and provide a predictable and safe learning environment.
03.10	Plan and organize program lesson plans, unit plans and schedules.
03.11	Plan and guide developmentally appropriate activities.
03.12	Utilize curriculum materials in planning activities.
03.13	Plan and guide developmentally appropriate transitions.
03.14	Identify materials and equipment needed to operate a child care center.
04.0	Supervise the guidance of physical development of young children. The student will be able to:
04.01	Identify developmental milestones of infants and children (birth through age eight) in the physical domain.
04.02	Plan, organize and guide developmentally appropriate gross motor activities and learning experiences.
04.03	Plan, organize and guide developmentally appropriate fine motor activities and learning experiences.
04.04	Plan, organize and guide developmentally appropriate sensory activities and learning experiences.
04.05	Plan, organize and guide developmentally appropriate outdoor activities and learning experiences.
04.06	Plan, organize and guide developmentally appropriate balance and coordination activities and learning experiences.
04.07	Plan, organize and guide developmentally appropriate group activities and learning experiences.



05.0	Supervise the guidance of the intellectual development of young children. The student will be able to:
05.01	Identify developmental milestones of infants and children (infant through age eight) in the cognitive domain.
05.02	Plan, organize and guide developmentally appropriate language activities and learning experiences.
05.03	Plan, organize and guide developmentally appropriate music activities and learning experiences.
05.04	Plan, organize and guide developmentally appropriate art activities and learning experiences.
05.05	Plan, organize and guide developmentally appropriate math activities and learning experiences.
05.06	Plan, organize and guide developmentally appropriate science activities and learning experiences.
05.07	Plan, organize and guide developmentally appropriate social studies and learning experiences.
05.08	Plan, organize and guide developmentally appropriate creative activities and learning experiences.
06.0	Supervise the guidance of social and emotional development of young children. The student will be able to:
06.01	Identify developmental milestones of infants and children (infant through age eight) in the social emotional domain.
06.02	Plan, organize and guide developmentally appropriate dramatic play activities.
06.03	Plan, organize and guide developmentally appropriate self-concept activities.
06.04	Plan, organize and guide developmentally appropriate group awareness activities.
06.05	Plan, organize and guide developmentally appropriate diverse cultural awareness activities.
06.06	Identify and implement appropriate behavior guidance techniques.
07.0	Demonstrate a commitment to professionalism. The student will be able to:
07.01	Describe your commitment to the child care profession.
07.02	Prepare a personal and professional development plan.
08.0	Demonstrate employability skills. The student will be able to:
08.01	Conduct a job search.
08.02	Research information about a job.
08.03	Identify documents that may be required when applying for a job.

08.04	Complete a job application form correctly.
08.05	Demonstrate competencies in job interview techniques.
08.06	Identify appropriate responses to employer/supervisor/peer feedback.
08.07	Identify productive work habits and routines.
08.08	Identify ways to positively transition from one employer to the next.
08.09	Demonstrate acceptable employee health habits.
08.10	Develop and write a resume.
08.11	Identify personal characteristics desired for working with people.
09.0	Manage and interpret classroom observation and recording methods. The student will be able to:
09.01	Describe the purposes for observing children.
09.02	Identify types of observations and recording methods.
09.03	Identify procedures used when observing children.
09.04	Discuss the confidentiality of observation information.
09.05	Complete observational checklists related to the physical, intellectual, social, and emotional development of children.
09.06	Complete an anecdotal record of a child.
09.07	Keep a record of a child's developmental progression.
09.08	Plan and guide individual learning activities.
10.0	Maintain professionalism. The student will be able to:
10.01	Identify three factors that enhance an early childhood educator's professional growth.
10.02	Protect the privacy of and maintain the confidentiality of the child and family.
10.03	Maintain confidentiality of information obtained about children.
10.04	Discuss the importance of never discussing the child in his or her presence.
10.05	Identify organizations that provide services for children with special needs and their families.

11.0	Supervise the maintenance of a safe, clean and healthy environment for young children. The student will be able to:
11.01	Identify potential safety hazards in a child care facility and describe practices to prevent accidents.
11.02	Identify ways caregivers teach children the safe way to do things.
11.03	Identify reporting requirements for incidents and accidents.
11.04	Identify accidents common to children and demonstrate certified first aid techniques.
11.05	Identify fire regulations and procedures.
11.06	Identify and practice evacuation procedures based on state and local regulations.
11.07	Recognize childhood illnesses.
11.08	Identify state and local practices related to communicable disease.
11.09	Plan, prepare and serve nutritionally appropriate menus for infants, toddlers and preschoolers.
11.10	Plan, organize and guide mealtime routines.
11.11	Recommend strategies to manage challenges during mealtime.
11.12	Identify procedures for introducing new foods to children.
11.13	List ways to encourage positive food choices and good eating habits.
11.14	Identify adequate eating utensils during the self-feeding state of childhood.
12.0	Establish positive communications with the family. The student will be able to:
12.01	Discuss the need for parent-teacher cooperation.
12.02	Describe ways for child care personnel to effectively communicate with parents.
12.03	Discuss the need for planned conferences and identify the child care manager's role in conducting an effective parent conference.
12.04	Plan for, organize and participate in parent involvement activities.
12.05	Identify ways to enhance parent engagement and parent involvement.
12.06	Develop a plan for keeping parents informed about center activities, child development, positive guidance and effective child rearing practices.
12.07	Provide child progress reports to parents.

12.08	Devise methods for sharing center resources with parents.
12.09	Identify common problems involving parents in centers and discuss ways to make parents aware of and willing to help solve these problems.
12.10	Describe ways child care personnel can be supportive of the parents' efforts with the child.
12.11	Discuss occasions when center staff personnel will need to communicate with parents of children who attend the center program.
12.12	Identify key components of a center policy and procedure handbook.
12.13	Accept and encourage the native language of the home.
12.14	Discuss information that should be available to parents and community members concerning child care programs.
13.0	Identify and report child abuse and neglect in accordance with state regulations. The student will be able to:
13.01	Define physical abuse, physical neglect, sexual abuse and emotional maltreatment as defined by Florida Law.
13.02	Identify the extent of the incidence of child maltreatment in the state and the nation.
13.03	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
13.04	Identify the factors, multiple forces and most common causes for child abuse and neglect.
13.05	Identify the characteristics of abusers.
13.06	Identify the impact and effects of child abuse and neglect.
13.07	Identify current legislation that deals with child abuse and neglect.
13.08	Identify local community resources that provide help for the abused and the abuser.
14.0	Describe the various types of child care programs. The student will be able to:
14.01	Discuss the need for child care services today.
14.02	List characteristics of high quality child care programs.
14.03	Describe advantages and disadvantages of custodial, developmental and comprehensive child care programs.
14.04	Identify types of child care centers and describe characteristics of each type.
14.05	Discuss the contributions the Head Start and subsidized care programs have made to early childhood education.
14.06	Discuss emerging and expanding programs for child care in the United States.

14.07	Discuss the advantages and disadvantages of two basic early childhood program models.
14.08	Identify criteria for evaluation of children's programs.
14.09	Identify and evaluate classroom setup.
14.10	Identify and evaluate daily schedules.
14.11	Identify recommended materials and equipment.
14.12	Identify and evaluate planned experiences and activities.
14.13	Identify classroom management techniques.
14.14	Identify and practice communication techniques.
15.0	Develop a food service program to meet the nutritional needs of children. The student will be able to:
15.01	Establish a mealtime schedule for children with special dietary needs.
15.02	Identify the types of food service available to a child care center and discuss advantages and disadvantages of each.
15.03	Discuss planning meals according to patterns from the State of Florida Minimum Standards for Child Care Program.
15.04	Post weekly menus.
15.05	Observe and evaluate food service personnel.
16.0	Carry out legal and professional responsibilities related to the total program. The student will be able to
16.01	Maintain facilities in accordance with licensing and accreditation requirements.
16.02	Develop a maintenance program for equipment, tools and supplies.
16.03	List the need for immunizations
16.04	Describe procedure for caring for the sick.
16.05	Identify medical forms that must be filed in the center.
16.06	Identify procedures for administering medications.
16.07	Identify how to obtain state licensing requirements, identify city or county regulations that affect child care centers and explain why these regulations are necessary.
16.08	Identify commonalities and differences between licensing and accreditation.

16.09	Identify early childhood accreditation agencies.
16.10	List the most important regulations affecting the well-being of children in a center.
16.11	Describe the types of services provided by child care centers.
16.12	Identify the types of information that persons must have in order to apply for a license to open and operate a child care center.
16.13	Identify the city or county officials that inspect child care centers and explain the purpose of these inspections.
16.14	Identify factors that determine the size and composition of the child care staff.
16.15	Identify duties of child care personnel.
16.16	Create interview questions for potential employees.
16.17	Identify possible in-service training programs for staff members and discuss their importance.
16.18	Describe how supervision for quality staff performance is best achieved.
16.19	Identify subjects covered in personnel policies and discuss the need for defined personnel policies.
16.20	Develop a work schedule for all child care employees.
16.21	Develop personnel evaluation forms.
16.22	Identify skills needed for supervisory positions.
16.23	Identify developmentally appropriate resource materials, equipment and supplies.
16.24	Design effective learning environments to meet developmental goals.
16.25	Discuss the importance of record keeping in a child care center.
16.26	Identify the types of records required for licensing and the types that provide information that will be useful in operating the center.
16.27	Design, implement and evaluate record keeping forms to be used in a child care center.
16.28	Identify ways to address the following center management problems: teacher absence, poor planning, supporting a child experiencing separation anxiety, scheduling work hours, arranging community projects.
17.0	Analyze state and local rules and regulations which govern child care. The student will be able to:
17.01	Identify the major areas of child care standards in Florida.
17.02	Identify laws that govern state and local licensing.

17.03	Identify child care facilities that require licensing.
17.04	Identify the local child care licensing agency and list major indicators of licensing compliance.
17.05	Identify local child care standards that govern child care.
17.06	Identify state minimal standards for screening of owners, operators, staff volunteers, and others.
17.07	Describe current child care issues and proposed legislation which governs child care.
17.08	Describe Florida Law as to the legal requirements and protection of child care workers in reporting suspected child abuse or neglect.
17.09	Identify state and local guidelines and procedures for reporting child abuse and neglect.
17.10	Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
17.11	Simulate reporting evidence of suspected child abuse and neglect.
18.0	Demonstrate skills in managing the financial affairs of a child care center. The student will be able to:
18.01	Identify costs to consider in establishing a child care center.
18.02	Identify factors to consider when determining fees for a child care center and discuss advantages and disadvantages of a base pay and a sliding scale fee charge.
18.03	Identify operating expenses for a child care center.
18.04	Discuss staff compensation and incremental incentives.
18.05	Identify additional costs for maintaining a child care center.
18.06	Discuss the purpose of a budget and develop a sample budget suitable for a child care center.
18.07	List the expenses a child care owner might have that would reduce profits.
18.08	Identify ways to maintain the profitability of a center.
18.09	Discuss reasons why enrollments in a child care center may drop and discuss how this might affect profits.
18.10	Identify ways to increase profits.
18.11	Identify methods of advertising used by child care centers and discuss advantages and disadvantages of each.
18.12	Develop a brochure designed to attract potential customers.
18.13	Identify the types of financial records the owner of a child care center would have to keep.

18.14	Discuss the need for customer billing forms and procedures.
18.15	Develop a customer billing form.
18.16	Define revenues, expenses, net profit, profit ratio, and expense ratio and describe how this information can be used in evaluating business success.
18.17	Discuss the benefits of small business financial software.
19.0	Demonstrate leadership and organizational skills. The student will be able to:
19.01	Identify early childhood professional organizations.
19.02	Identify purposes and functions of professional and youth organizations.
19.03	Identify the roles and responsibilities of membership.
19.04	Work cooperatively as a group member to achieve organizational goals.
19.05	Demonstrate confidence in leadership roles and organizational responsibilities.
19.06	Demonstrate commitment to achieve organizational goals.
19.07	Develop a personal and professional development plan.
20.0	Describe all aspects of entrepreneurship. The student will be able to:
20.01	Define entrepreneurship.
20.02	Describe the importance of entrepreneurship to the American economy.
20.03	List the advantages and disadvantages of business ownership.
20.04	Identify the risks involved in ownership of a business.
20.05	Identify the necessary personal characteristics of a successful entrepreneur.
20.06	Identify the business skills needed to operate a small business efficiently and effectively.
20.07	Describe the responsibility of the employer to support the business and industry.
21.0	Demonstrate networking skills. The student will be able to:
21.01	Define networking and collaboration.
21.02	List other agencies within the community which could impact a child care facility.



21.03	List ways of collaborating with other agencies in the community that could impact a child care facility.
21.04	Develop a scenario of networking between agencies.
22.0	Plan, establish and maintain culturally responsive and equitable early learning programs. The student will be able to:
22.01	Plan inclusive and culturally responsive learning activities.
22.02	Collaborate with family and community members to develop culturally responsive activities.
22.03	Identify multiple strategies to enhance cultural competency.
22.04	Identify ways to support linguistic and cultural diversity within the classroom and while interacting with family members.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Translation-Interpretation Studies: English-Spanish Track  
**Career Cluster:** Education & Training

AS	
CIP Number	1713100304
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to knowledge and acquisition of a broad non-technical bilingual vocabulary including idioms, clichés, and figures of speech; bilingual legal/judicial, financial, court-related, and medical vocabulary/terminology; knowledge and performance of the three modes of interpretation (sight translation, consecutive and simultaneous interpretation); translation theory and translation strategy including the four steps to the translation process (text analysis, documentation, actual translation task, and revision); applied linguistic notions and concepts including language and cultural awareness; and knowledge and use of translation software and hardware. Ethical considerations and professional organizations are also included.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of 60 credit hours.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Perform translation-related skills.
- 02.0 Perform interpretation-related skills.
- 03.0 Demonstrate linguistic-related knowledge and skills.
- 04.0 Demonstrate culture-related knowledge.
- 05.0 Demonstrate language proficiency in source and target language.
- 06.0 Demonstrate computer and technical skills related to translation/interpretation.
- 07.0 Demonstrate appropriate ethics.
- 08.0 Demonstrate time-management skills.
- 09.0 Demonstrate interpersonal communication skills.

Florida Department of Education  
Student Performance Standards

**Program Title:** Translation-Interpretation Studies: English-Spanish Track  
**CIP Number:** 1713100304  
**Program Length:** 60 credit hours  
**SOC Code:** 27-3091

**Refer to Rule 6A-14.030 (4) F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:**

01.0	Perform translation-related skills. The student will be able to:
01.01	Demonstrate ability to translate non-technical and specialized texts derived from a variety of media accurately and efficiently.
01.02	Describe translation theory and strategies and the application of these to the translation process.
01.03	Demonstrate ability to analyze texts for adequate comprehension and rendition into the target language.
01.04	Demonstrate ability to assess the quality of his/her translation and the translation of others (published or unpublished).
01.05	Demonstrate adequate editing and proofreading skills.
01.06	Demonstrate efficient vocabulary research skills.
01.07	Exhibit efficient fact-finding skills.
02.0	Perform interpretation-related skills. The student will be able to:
02.01	Demonstrate excellent listening skills.
02.02	Demonstrate adequate memory retention.
02.03	Demonstrate ability to understand the source language as a native or a near-native speaker.
02.04	Demonstrate ability to speak the target language as a native speaker.
02.05	Demonstrate ability to render orally into the target language the message of the source language without distortions, additions or omissions.
02.06	Demonstrate ability to transfer orally all elements of meaning into a target language that is idiomatically correct.
02.07	Demonstrate ability to sight translate while maintaining the style and register of the source text.

02.08	Demonstrate ability to transfer a message orally from a source language into a target language using the consecutive mode of interpretation.
02.09	Demonstrate ability to transfer a message orally from a source language into a target language using the simultaneous mode of interpretation.
03.0	Demonstrate linguistic-related knowledge and skills. The student will be able to:
03.01	Demonstrate ability to apply knowledge of structural differences between the source and target language.
03.02	Demonstrate ability to apply linguistic notions/concepts to the translation process and the interpretation performance.
03.03	Demonstrate awareness of linguistic diversity.
04.0	Demonstrate culture-related knowledge. The student will be able to:
04.01	Demonstrate awareness of the critical link between language and culture.
04.02	Demonstrate awareness of culture and linguistic sensitivity between source and target language.
04.03	Demonstrate awareness of the diverse cultural factors that play a crucial role in language interpreting.
05.0	Demonstrate language proficiency in source and target language. The student will be able to:
05.01	Demonstrate college-level reading comprehension in the source and target language at different registers and regionalisms.
05.02	Demonstrate college-level writing skills in the source and target language.
05.03	Demonstrate the ability to write employing a variety of registers.
05.04	Demonstrate adequate public-speaking skills
06.0	Demonstrate computer and technical skills related to translation/interpretation. The student will be able to:
06.01	Demonstrate ability to work with computer hardware and software as part of the translation/interpretation process.
06.02	Demonstrate ability to carry out translation/interpretation related Internet research effectively.
06.03	Demonstrate ability to translate web-based resources.
06.04	Demonstrate ability to use the computer terminal to access databases for terminological and documentary information.
07.0	Demonstrate appropriate ethics. The student will be able to:
07.01	Demonstrate awareness of the ethical principles and responsibilities underlying the role of interpreter/translator.
08.0	Demonstrate time-management skills. The student will be able to:

08.01	Demonstrate ability to organize time effectively.
08.02	Demonstrate ability to deliver services in a timely manner.
09.0	Demonstrate interpersonal communication skills. The student will be able to:
09.01	Demonstrate the ability to communicate well with others from diverse backgrounds.
09.02	Demonstrate the ability to negotiate, mediate, compromise, and collaborate.
09.03	Demonstrate appropriate client service skills.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Laboratory experiences are provided employing a variety of instructional media for the purpose of developing adequate listening skills, parallel speaking and listening skills, and appropriate consecutive and simultaneous interpretation skills. Students should be assigned additional lab hours to practice and polish their vocabulary skills in the target language based on contextual information and anticipation of what the speaker may say through first-hand experience. Practicum and internship activities in local courts, translation agencies, and organizations such as the Florida Chapter of the American Translators Association will provide opportunities for interpreter/translator trainees to develop professionally by familiarizing themselves with running and operating a business, the job market, the particulars of court and medical interpreting, etc. Additionally, students should learn about industry standard technology and software that serve as important support tools for translation or interpretation.

### **Special Notes**

This program is designed to provide bilingual students with the knowledge and skills necessary to carry out the work associated with areas of written translation and oral interpretation (SOC 27-3091) in the workplace. Graduates are prepared for positions as court interpreters/translators, in-house translators/interpreters for the private sector including translation/interpretation agencies, translators for government agencies, hospital interpreters/translators, freelance translators/interpreters, and telephone interpreters. Graduates have the beginning foundation to establish their own translation/interpretation business.

Proficiency in reading, writing, and speech skills in both English and Spanish is attained through language-enhancing courses such as surveys of American and Latin American literature courses and advanced writing and composition courses.

Program completers may sit for existing Judicial Circuit Court Interpreting Exams, the American Translators Association's Accreditation Examination (English-Spanish), Florida's Court Interpreting Qualifications Examination (English-Spanish) or the Federal Court Interpreter Certification Examination (English-Spanish).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.



## **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Translation and Interpretation (0713100306) – 18 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.

Florida Department of Education  
Curriculum Framework

**Program Title:** ASL – English Interpreting  
**Career Cluster:** Education & Training

Note: New 66 hour program designed and intended to replace ASL-English Interpreting AS Degree Program (17133100301), 72 credit hour program.

AS	
CIP Number	1713100305
Program Type	College Credit
Standard Length	66 credit hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to proficiency in American Sign Language (ASL), cultural competence regarding the Deaf community, knowledge and application of the legal and ethical considerations of the interpreting profession, and technical knowledge and skills of interpreting.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of 66 credit hours.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrates knowledge and advanced proficiency of American Sign Language and English.
- 02.0 Demonstrates knowledge of American Deaf Culture.
- 03.0 Demonstrate knowledge of interpreting history, theories and knowledge.
- 04.0 Demonstrates knowledge in human relations as it relates to ASL/English interpreting.
- 05.0 Demonstrates knowledge of multicultural and diverse populations as it relates to ASL/English interpreting.
- 06.0 Demonstrate knowledge and proficiency in ASL/English interpreting, (including languages/modes other than ASL or English).
- 07.0 Demonstrate knowledge and application of professional ethics in the ASL/English interpreting profession.

Florida Department of Education  
Student Performance Standards

Program Title: ASL – English Interpreting  
 CIP Number: 1713100305  
 Program Length: 66 credit hours  
 SOC Code: 27-3091

**Refer to Rule 6A-14.030 (4) F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:**

01.0	Demonstrates knowledge and advanced proficiency of American Sign Language and English. The student will be able to:
01.01	Engage in conversations and correspondence in ASL to provide and obtain information, express feelings and emotions, and exchange opinions.
01.02	Engage in conversations and correspondence in English to provide and obtain information, express feelings and emotions, and exchange opinions.
01.03	Comprehend live and recorded ASL on a variety of topics.
01.04	Comprehend live, recorded and printed English on a variety of topics.
01.05	Use ASL for personal enjoyment and enrichment.
01.06	Ability to recognize and negotiate cultural behaviors, values, norms, and discourse features and styles for effective communication in ASL.
01.07	Ability to recognize and negotiate cultural behaviors, values, norms, and discourse features and styles for effective communication in English.
01.08	Present information, concepts, and ideas in ASL to an audience of viewers on a variety of topics.
01.09	Present information, concepts, and ideas in English to an audience of viewers on a variety of topics.
01.10	Use ASL to acquire information and recognize distinctive viewpoints available only through ASL and Deaf culture.
01.11	Adeptness and flexibility in working across a range of registers, genres, and variations of ASL, English, and/or other spoken/signed languages.
01.12	Demonstrate advanced proficiency and flexibility in ASL and English at advanced levels with accuracy, fluency, clarity, and poise.
02.0	Demonstrates knowledge of American Deaf Culture. The student will be able to:

02.01	Examine the cultural value of cooperation used to meet the needs of Deaf community members through local and national organizations established for, and run by, Deaf leaders.
02.02	Explore perceptions of various Deaf sub-groups related to their cultural and self-identification, stages of acculturation, and their contributions to Deaf culture at large.
02.03	Analyze changes in the Deaf community and the impact of technology and telecommunication on the practices of Deaf people, and their influences on perceptions and beliefs.
02.04	Examine major elements of Deaf culture such as concepts of time, personal space, and exchanging personal information, and analyze how people from other cultures perceive them.
02.05	Analyze contemporary issues in the Deaf World, such as education, employment, audism, linguicism, community traditions, clubs and sports organizations, and technology, and examine their impact on Deaf culture.
02.06	Demonstrate understanding of the “unwritten rules” of Deaf cultural behaviors.
02.07	Study and participate appropriately in discussions with native signers about literary, social, economic, and political topics.
02.08	Analyze themes of oppression and empowerment in products of Deaf culture such as stories, poetry, art, and literature and how they reflect the experiences and perspectives of Deaf people.
02.09	Analyze patterns of ASL use and linguistic expressions used by Deaf people and analyze the context and historical usage of some of these expressions to identify Deaf people’s thoughts and perspectives.
02.10	Recognize the social, political, and cultural issues discussed at various Deaf related forums, internet sites, chat rooms, vlogs, and blogs.
02.11	Identify and discuss the impact of the major historical eras, events and figures in the D/deaf Community and the resulting implications on American Deaf culture.
03.0	Demonstrate knowledge of interpreting history, theories and knowledge. The student will be able to:
03.01	Discuss world knowledge of current and historical events in regional, national, and international contexts.
03.02	Identify the impact of the major historical eras, events and figures in the D/deaf Community on D/deaf and hard of hearing people, and discuss the implications for interpreting.
03.03	Identify and discuss the historical foundations of the sign language interpreting profession.
03.04	Illustrate the role, function and responsibilities of a sign language interpreter in various settings and situations.
03.05	Identify and discuss the scope and authority of state and federal laws impacting interpreters and consumers of interpreting services.

03.06	Demonstrate knowledge of linguistics, cross-cultural, interpretation and translation theories.
03.07	Apply linguistic, cross-cultural and interpretation theories by analyzing interpreting samples.
03.08	Demonstrate knowledge of the roles and responsibilities of generalist interpreting vs. interpreting in specialized setting.
03.09	Compare and contrast linguistic characteristics in a variety of signed language interpretations.
03.10	Identify and develop strategies for personal and professional demands that occur during interpreting.
03.11	Discuss professional and ethical decision-making in a manner consistent with theoretical models and standard professional practice.
03.12	Demonstrate critical analysis of current literature in the interpreting discipline through the development of a written and signed research project.
04.0	Demonstrates knowledge in human relations as it relates to sign language interpreting. The student will be able to:
04.01	Demonstrate collegiality by showing respect and courtesy to colleagues, consumers and employers, and taking responsibility for one's work.
04.02	Advocate for conditions of employment that safeguard the rights and welfare of consumers and interpreters.
04.03	Collaborate with participants and team members in a manner that reflects appropriate cultural norms and professional standards.
04.04	Demonstrate an understanding of professional boundaries by following generally accepted practices as defined by the codes of ethical conduct in the interpreting profession.
05.0	Demonstrates knowledge of multicultural and diverse populations as it relates to ASL/English interpreting. The student will be able to:
05.01	Identify the linguistic and cultural differences of the multicultural and diverse populations within the Deaf community
05.02	Compare and contrast majority and minority cultures in American society.
05.03	Discuss the influence of power and privilege within multicultural and diverse populations.
05.04	Demonstrate respect for ASL, English and contact varieties of ASL by using cultural norms appropriate to each language while conversing and interpreting.
05.05	Respect for individual self-identification, language and/or communication choices.
05.06	Recognize and respect cultural differences among individuals by demonstrating appropriate behavioral and communicative strategies, while conversing and interpreting.
06.0	Demonstrate knowledge and proficiency in ASL/English interpreting, (including languages/modes other than ASL or English). The student will be able to:

06.01	Demonstrate the ability to negotiate meaning in the source language and target language while interpreting, confirming with the linguistic, cultural and professional norms of the consumers.
06.02	Apply appropriate linguistic, cultural and interpreting theories and knowledge to a variety of settings and situations.
06.03	Integrate academic and world knowledge during simultaneous and consecutive interpretations in a manner that results in accurate reliable interpretations in both ASL and English.
06.04	Demonstrate flexibility to transliterate or interpret by observing the language use of D/deaf or hard of hearing consumers and/or make adjustments based on consumer feedback.
06.05	Demonstrate the ability to effectively team interpret during consecutive and simultaneous low-risk interactional assignments.
06.06	Apply contemporary theories of performance assessment and peer review to analyze the effectiveness of interpreting performance.
06.07	Demonstrate the ability to identify and use technology and equipment specific to ASL/English interpreting.
07.0	Demonstrate knowledge and application of professional ethics in the ASL/English interpreting profession. The student will be able to:
07.01	Demonstrate planning skills in preparing for assignments and flexibility in adapting to changes that arise during assignments.
07.02	Demonstrate self-awareness and discretion by monitoring and managing personal and professional behaviors and applying professional conflict resolution strategies when appropriate.
07.03	Demonstrate professional integrity by avoiding conflicts of interest, adhering to the code of ethical conduct, and applying standard professional business practices.
07.04	Apply state and federal laws impacting interpreters and consumers of interpreting services.
07.05	Demonstrate awareness of community resources by identifying organizations and agencies that could or do serve D/deaf people.
07.06	Demonstrate commitment to the D/deaf Community by supporting and contributing D/deaf-related organizations and activities.
07.07	Demonstrate commitment to the interpreting profession by becoming a member of and participating in professional organizations and activities.
07.08	Discuss state and national interpreter certification and/or licensure and the implications of these systems on the employment of interpreters.
07.09	Compile a digital portfolio of ASL/English interpreting skills.
07.10	Demonstrate competence in job interview techniques.
07.11	Demonstrate a commitment to career-long learning and critical self-assessment by creating an on-going professional development plan.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

Hearing individuals who wish to obtain certification as an ASL-English interpreter by the Registry of Interpreters for the Deaf (RID) must complete a minimum of a bachelor degree (any major) or an approved updated/2012 Alternative Pathway to Eligibility application before testing for any RID performance-based exam. Effective June 30, 2016, Deaf individuals will have to meet this same requirement.

The EIPA (Educational Interpreter Performance Assessment) is another available credential. It does not have a degree requirement, but it is limited to those individuals who wish to interpret in the K–12 setting only.

The standards and benchmarks in this program are based on the following: *Learning Outcomes for American Sign Language Skills Level 1-4*, by Ph.D, Kurz, Kim & Ph.D. Taylor, Marty (2008); *Standards for Learning American Sign Language*, by the American Sign Language Teachers Association (2012); *CCIE Accreditation Standards 2014*, by the Commission on Collegiate Interpreter Education (2014); and *Toward Competent Practice: Conversations with Stakeholders*, by Witter-Merithew, Anna & Johnson, Leilani (2005).

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.



Florida Department of Education  
Curriculum Framework

**Program Title:** Instructional Services Technology  
**Career Cluster:** Education & Training

**Note:** New 60 hour program designed and intended to replace Instructional Services Technology AS Degree (1713129901) 63 credit hour program.

AS	
CIP Number	1713129902
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-9031 – Instructional Coordinators

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to general education and philosophy; psychological and sociological aspects of teaching all children, including the disadvantaged, the English Language Learner, and the handicapped; education processes, theories of learning; school procedures; school resources; educational clerical processes, proofreading; test construction, interpretation, evaluation, and grading; technology proficiency, assistive technology; duplicating and photocopying equipment; employability skills; leadership and interpersonal skills; and health and safety.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of 60 credit hours.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate an understanding of education from an historical perspective.
- 02.0 Demonstrate an understanding of sociological trends and their influence on education.
- 03.0 Demonstrate mastery of the role of an education paraprofessional.
- 04.0 Demonstrate an understanding of human growth and development.
- 05.0 Demonstrate an understanding of interpersonal skills
- 06.0 Demonstrate proficiency in the basic skills.
- 07.0 Demonstrate an understanding of instructional techniques.
- 08.0 Demonstrate proficiency in clerical skills.
- 09.0 Demonstrate an understanding of educational media and educational technology.
- 10.0 Demonstrate employability skills.
- 11.0 Demonstrate an understanding and ability to use effective behavior management skills in the classroom.
- 12.0 Demonstrate an understanding of diverse populations in the classroom.

Florida Department of Education  
Student Performance Standards

**Program Title:** Instructional Services Technology  
**CIP Number:** 1713129902  
**Program Length:** 60 credit hours  
**SOC Code:** 25-9031

**Refer to Rule 6A-14.030 (4) F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:**

01.0	Demonstrate an understanding of education from an historical perspective. The student will be able to:
01.01	Discuss the social, historical, and philosophical foundations of education.
01.02	Trace the development of public schooling in Florida.
01.03	Trace the development of the role of the paraprofessional in the American educational system.
01.04	Discuss major theories of development and the theorists who proposed them.
02.0	Demonstrate an understanding of sociological trends and their influence on education. The student will be able to:
02.01	Discuss public attitudes about instruction, curriculum, school management, and the role of educators.
02.02	Discuss the role of the parent in the education of his child and identify the teacher's role in working with parents and families.
02.03	Discuss the challenges and opportunities of providing multilingual/multicultural education in Florida.
02.04	Demonstrate an understanding of students with special needs and the role of the State of Florida in providing for these students.
02.05	Demonstrate knowledge of educational and civil rights reforms reflected in federal, state, district, and local policies that govern special education and English Language Learners programs.
02.06	Explain the sociological, mental, physical and emotional aspects of poverty as they relate to education and the schools.
02.07	Explain the sociological implications of substance abuse.
02.08	List the symptoms and intervention techniques for suicide prevention.
02.09	List indicators of child abuse and/or neglect and recognize the educational, legal, and ethical imperative to report it.
02.10	Identify policy and procedures for reporting child abuse and/or neglect

02.11	Demonstrate an understanding of forces and factors that affect change within the family.
02.12	Identify and list the effects of the increase of single parent households on the schools, particularly K-12.
02.13	Discuss the importance of high quality early education (age birth to eight) and evaluation.
02.14	Demonstrate knowledge of educational and civil rights reforms reflected in federal, state, district, and local.
03.0	Demonstrate mastery of the role of an education paraprofessional. The student will be able to:
03.01	Identify the role expectations of the education paraprofessional position relative to teachers, administrators, learners and parents.
03.02	Discuss the role of the educational paraprofessional as part of a team that includes teachers, administrators, learners and parents who serve the needs of the learner.
03.03	Identify professional work habits, demeanor and attire.
03.04	Define values clarification and its effective use in a classroom.
03.05	List the stress producers for teachers, students, families in a classroom setting.
03.06	Demonstrate mastery of stress-coping techniques and discuss those most appropriate.
03.07	List and explain legal and ethical issues involved in the role of the education paraprofessional within the school setting.
03.08	Demonstrate appropriate time management techniques that enable the paraprofessional to serve the classroom community.
03.09	Recognize the importance of planning cooperatively with the classroom teacher for each class period.
03.10	Support the effective discipline and classroom management strategies established by the school and the classroom teacher.
03.11	Identify resource staff and their roles in order to determine how they can assist the paraprofessional in the classroom.
04.0	Demonstrate an understanding of human growth and development. The student will be able to:
04.01	Identify typical and atypical human development in age birth through eight.
04.02	Identify major environmental and genetic factors that impact prenatal development.
04.03	Demonstrate knowledge of the primary physical, social, and emotional characteristics of the child from three to six years (early childhood).
04.04	Identify the primary physical, cognitive, social, and emotional characteristics of adolescents.
04.05	List the primary developmental tasks of adolescence.
04.06	Demonstrate, in individual and group settings, knowledge of human development in relation to age-and culture-appropriate settings and programs.

04.07	Connect developmental stages to the work of the paraprofessional.
05.0	Demonstrate an understanding of interpersonal skills. The student will be able to:
05.01	Facilitate positive interaction among peers, learners, teachers, parents and school community.
05.02	Identify the varying exceptionalities and academic needs of learners.
05.03	Identify and apply self-regulation techniques to support student's self-control.
05.04	Analyze and resolve bullying by: <ul style="list-style-type: none"> <li>a. Defining bullying as a form of abuse.</li> <li>b. Differentiating the many forms of bullying including cyberbullying.</li> <li>c. Identifying the traits of the bully and the victim.</li> <li>d. Developing and designing bullying prevention management plans for the student, classroom, and school.</li> </ul>
06.0	Demonstrate proficiency in the basic skills. The student will be able to:
06.01	Demonstrate proficiency in listening, speaking, reading and writing.
06.02	Demonstrate proficiency in fundamental mathematical concepts and operations.
06.03	Identify the factors involved in classroom management.
07.0	Demonstrate an understanding of instructional techniques. The student will be able to:
07.01	List the factors that contribute to teacher's positive impact on student learning.
07.02	Assist the teacher in reinforcing the learner's reading comprehension, increasing the learner's vocabulary, and improving the learner's writing skills.
07.03	Assist the teacher in reinforcing the learner's math and problem solving skills.
07.04	In cooperation with classroom teacher, identify methods of instruction appropriate to the paraprofessional level, including, but not limited to, discussion, one-on-one, cooperative grouping, and paired learning.
08.0	Demonstrate proficiency in clerical skills. The student will be able to:
08.01	Perform clerical skills appropriate for educational operations such as proofreading, filing, and word processing.
08.02	Grade tests using answer key and/or rubrics.
08.03	Demonstrate computer literacy skills.
08.04	Demonstrate knowledge of a record keeping system to include student performance, attendance, referrals, parent conferences, and anecdotal information.
08.05	In cooperation with classroom teacher, perform test item analysis.

09.0	Demonstrate an understanding of educational media and educational technology. The student will be able to:
09.01	Employ technology to support the teacher's instructional objectives.
09.02	Prepare educational materials including basic artwork or graphic material.
09.03	Identify ethical issues related to the use of technology in the classroom
09.04	Apply assistive technology in the classroom.
09.05	Prepare appropriate audio visual aids as instructional resources for all students.
09.06	Demonstrate proficiency of computer knowledge when working with students.
09.07	Apply knowledge of assistive technology that can be used to extend the learning capabilities of students with special needs by: <ul style="list-style-type: none"> <li>a. Identifying a variety of no technology, low technology, and high technology hardware and software for students based on their individuals needs and abilities.</li> <li>b. Demonstrating familiarity with the range of assistive technology devices and services.</li> <li>c. With the classroom teacher, selecting, designing, and utilizing current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.</li> <li>d. Identifying augmentative and assistive communication strategies which utilize technology in the home, school, and community environment.</li> <li>e. Planning instruction in the use of alternative and augmentative communication systems which utilize technology.</li> <li>f. Identifying placement of devices and positioning of the individual to optimize the use of assistive technology.</li> <li>g. Selecting appropriate instructional procedures and technology for teaching adaptive life skills based on observation, ecological assessments, family interviews, and other student information.</li> <li>h. Identifying skills and technology necessary for students with disabilities to engage in self-determination and self-advocacy.</li> </ul>
09.08	In collaboration with classroom teacher, develop and adopt technology-based curriculum materials.
09.09	Maintain, store and operate media equipment.
10.0	Demonstrate employability skills. The student will be able to:
10.01	Conduct a job search.
10.02	Secure information about a job.
10.03	Identify documents that may be required when applying for a job.
10.04	Complete a job application.
10.05	Demonstrate competence in job interview techniques.
10.06	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.

10.07	Demonstrate knowledge of how to make job changes appropriately.
11.0	Demonstrate an understanding and ability to use effective behavior management skills in the classroom. The student will be able to:
11.01	Demonstrate mastery in using positive reinforcement as a method of improving student behavior and academic performance.
11.02	Identify conflict resolution strategies and peer mediation techniques (e.g. self-regulation techniques, bullying, cyber-bullying).
11.03	Identify factors involved in classroom management.
11.04	Prepare and evaluate a lesson plan aligned with Florida Learning Standards and with written objectives.
12.0	Demonstrate an understanding of diverse populations in the classroom. The student will be able to:
12.01	Demonstrate the understanding in the value of diversity (cultures, socioeconomic levels, sexual orientations religions, etc.) in the classroom.
12.02	Discuss attitudes toward racial, ethnic, language, gender, exceptionality, religious, occupational, socio-economical ageism and cultural diversity.
12.03	Demonstrate an understanding of how an appreciation for diversity can positively impact school and workplace climate as well as society.
12.04	Identify and discuss successful instructional practices for the diverse student populations.
12.05	Demonstrate proficiency in providing small group tutoring and instructional assistance to a diverse student body with the use of various educational materials.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program prepares students for employment as educational paraprofessionals, instructional coordinators (SOC 25-9031), teacher aides, or to provide supplemental training for persons previously or currently employed in this occupation.

Planned and supervised occupational activities may be provided through directed laboratory experience or a practicum.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

### **Certificate Programs**

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Educational Assisting (0713150100) – 15 credit hours

Standards for the above certificate programs are contained in separate curriculum frameworks.



**Florida Department of Education  
Curriculum Framework**

**Program Title:** Sport, Fitness, and Recreation Management  
**Career Cluster:** Education & Training

AS	
CIP Number	1731050701
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	39-9032 – Recreation Workers

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to history, philosophy, and scope of recreation; techniques of community organization and the inter-relatedness of special agencies and institutions; team sports; social recreation and music recreation; indoor and outdoor sports; recreation organization, supervision, and planning; general psychology; group dynamics; employability skills; leadership and human relations skills; and health and safety.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of 60 credit hours.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Prepare individuals and groups to participate in a variety of sports.
- 02.0 Demonstrate the ability to officiate various sport activities.
- 03.0 Organize large group activities for a variety of sports.
- 04.0 Lead group activities in a social setting.
- 05.0 Recognize diverse needs of special populations.
- 06.0 Describe various aspects of outdoor recreation, education and conservation.
- 07.0 Demonstrate employability skills.
- 08.0 Provide care for and demonstrate prevention of athletic injuries.
- 09.0 Understand foundations of exercise physiology.

Florida Department of Education  
Student Performance Standards

**Program Title:** Sport, Fitness, and Recreation Management  
**CIP Number:** 1731050701  
**Program Length:** 60 credit hours  
**SOC Code:** 39-9032

**Refer to Rule 6A-14.030 (4) F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:**

01.0	Prepare individuals and groups to participate in a variety of sports. The student will be able to:
01.01	Design programs, services, and strategies to educate the public for leisure, fitness and recreation.
01.02	Utilize Internet and web resources to acquire recreation, sport, fitness and leisure information.
01.03	Discuss the philosophical, social, and behavioral foundations of leisure, sport and fitness.
01.04	Demonstrate knowledge of rules of a variety of sports.
01.05	Define and use the terminology for a variety of sports.
01.06	Prepare a plan for a tournament
01.07	Conduct classroom instruction to teach general rules for a variety of sports.
01.08	Use standard teaching methods including demonstration, practice and observation.
01.09	Teach safety precautions for all age groups.
01.10	List publicity and public relations activities.
02.0	Demonstrate the ability to officiate various sport activities. The student will be able to:
02.01	Demonstrate knowledge of and apply officiating rules and regulations in a variety of sporting events.
03.0	Organize large group activities for a variety of sports. The student will be able to:
03.01	Organize, plan an itinerary, and implement a leisure, fitness and/or sport activity for a large group.
03.02	Discuss plans for transportation.
03.03	Plan an event, including logistics of scheduling and competition sites.

03.04	Discuss the history of recreation, leisure and sport.
03.05	Explain how sport and leisure activities meet the needs of all populations in today's society.
03.06	Explain the term "sports medicine" and list the major concepts.
04.0	Lead group activities in a social setting. The student will be able to:
04.01	Discuss group dynamics theory.
04.02	Discuss the benefits of group activities.
04.03	Maintain records and reports including participant evaluations.
05.0	Recognize diverse needs of special populations. The student will be able to:
05.01	Explain the implications for planning, organizing, and delivering leisure, sport and fitness services for disabled individuals.
05.02	Adapt, modify, or design special activities for all populations.
05.03	Research Special Olympics organization service opportunities.
05.04	Describe the factors included in planning, organizing and delivering leisure, sport and fitness activities for various age groups.
05.05	Identify volunteer organizations which serve the recreational needs of society, including the handicapped and disabled.
06.0	Describe various aspects of outdoor recreation, education and conservation. The student will be able to:
06.01	Select an appropriate campsite for a camping expedition for a broad variety of age groups and individuals of varying ability levels.
06.02	Schedule appropriate outdoor activities with participants.
06.03	Select outdoor recreational activities and related conservation techniques for all age groups.
06.04	List the hazards that are common to Florida outdoors.
06.05	Identify basic, necessary first aid supplies procedures.
06.06	Identify basic conservation techniques appropriate to outdoor recreation.
06.07	Describe safety factors for outdoor activities.
06.08	Demonstrate basic first aid, CPR and AED training.
07.0	Demonstrate employability skills. The student will be able to:

07.01	Utilize internet to conduct a job search.
07.02	Identify documents that may be required when applying for a job.
07.03	Complete a job application.
07.04	Review job interview techniques.
07.05	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
07.06	Identify acceptable work habits and understand job expectations.
07.07	Describe how to make job changes appropriately.
07.08	Demonstrate acceptable employee behavior and habits.
08.0	Provide care for and demonstrate prevention of athletic injuries. The student will be able to:
08.01	Explain common injuries to the head, upper extremities, and lower extremities.
08.02	Describe the different types of joints and injuries.
08.03	Understand basic taping skills.
09.0	Understand foundations of sport fitness and exercise physiology. The student will be able to:
09.01	Identify health and fitness concerns that affect morbidity, mortality and quality of life.
09.02	Demonstrate knowledge of the structure and function of the human systems most affected by exercise.
09.03	Demonstrate knowledge of major muscle groups and their function.
09.04	Demonstrate knowledge of cardiovascular, flexibility and muscular training.
09.05	Understand the objectives of exercise and physical fitness training.
09.06	Understand the various methods of assessing fitness.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Access to sports facilities and equipment is required.

### **Special Notes**

The purpose of this program is to prepare students for employment as recreation leaders (SOC 39-9032), recreation supervisors, group recreation workers, or recreation facility attendants or to provide supplemental training for persons previously or currently employed in these occupations.

This program focuses on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. Each institution teaching this program is encouraged to meet specific activity needs of their student population and subsequent demands of their regional workforce.

Planned and supervised occupational activities may be provided through directed laboratory experience; a clinical practicum in several recreation areas, both indoor and outdoor; or cooperative experience as effective teaching/learning strategies.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Early Childhood Education  
**Program Type:** Career Preparatory  
**Career Cluster:** Education & Training

**Note:** This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.003. The regulatory requirements that must be met to offer and teach this program are included in the Early Childhood Professional Certificate (ECPC) Program Guidelines.

<b>Career Certificate</b>	
Program Number	E300100
CIP Number	0419070913
Grade Level	30, 31
Standard Length	600 clock hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	SkillsUSA
SOC Codes (all applicable)	39-9011 – Childcare Workers 25-2011 – Preschool Teachers, Except Special Education
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to competencies related to the following elements of the early childhood education industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for children birth through age eight.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Program Structure

This program is a planned sequence of instruction consisting of 600 clock hours and four occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	HEV0870	Child Care Worker 1	FAM CON SC 1	150 hours	39-9011
B	HEV0871	Child Care Worker 2	CH CARE TR 7 G	150 hours	39-9011
C	HEV0872	Teacher Aide (Preschool)	PK PRIMARY H	150 hours	25-2011
D	HEV0873	Preschool Teacher	PRESCH ED L PRIMARY ED @B E CHILD ED @0	150 hours	25-2011

**Note:** This program requires students to obtain 480 hours of direct work experience with children 5 years old or younger while enrolled in the program to be awarded the Early Childhood Professional Certificate (ECPC). See the Early Childhood Professional Certificate (ECPC) Program Guidelines for more information.

## Regulated Programs

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, 65C-22.003. Students who complete all courses in this program and meet all requirements, including the 480-hour work experience requirement, can be awarded the Florida Department of Education (DOE), Early Childhood Professional Certificate (ECPC) and will be eligible for a DCF Staff Credential. The regulatory requirements that must be met to offer and teach this program are included in the Early Childhood Professional Certificate (ECPC) Program Guidelines.

## Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.



2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Define the early childhood education profession.
- 02.0 Identify rules and regulations governing child care.
- 03.0 Plan a safe, clean, and healthy learning environment.
- 04.0 Plan food service and nutrition education.
- 05.0 Identify and describe the procedures for reporting child abuse and neglect in accordance with state regulations.
- 06.0 Identify principles of typical and atypical development (birth through age eight).
- 07.0 Identify various observation and recording methods.
- 08.0 Recognize appropriate methods of guidance.
- 09.0 Identify how nutrition, environment, heredity, and health status influence the development of the child.
- 10.0 Demonstrate appropriate use of technology for the child care profession.
- 11.0 Define and demonstrate professionalism.
- 12.0 Demonstrate observation and recording methods.
- 13.0 Discuss the history of school-age child care and the development and diversity of school-age children.
- 14.0 Describe developmentally appropriate care and activities for infants and toddlers.
- 15.0 Identify and demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
- 16.0 Identify the characteristics of an environment that is conducive to language use and acquisition.
- 17.0 Identify developmentally appropriate practices for programs serving children from birth through age eight.
- 18.0 Display professional relationship skills.
- 19.0 Analyze recent trends/developments in brain research.
- 20.0 Identify communication skills related to child care.
- 21.0 Create, implement and evaluate lesson plans.
- 22.0 Plan and implement developmentally appropriate activities for infants and toddlers.
- 23.0 Plan, implement and evaluate developmentally appropriate physical development activities for preschool children.
- 24.0 Plan, implement and evaluate cognitive development and general knowledge activities for preschool children.
- 25.0 Plan, implement and evaluate creative expression through the arts with developmentally appropriate activities for preschool children.
- 26.0 Guide the social and emotional development of preschool children.
- 27.0 Identify developmentally appropriate care giving environments for students with special needs.
- 28.0 Implement food service and nutrition education.
- 29.0 Plan, establish, and implement a developmentally appropriate emergent literacy program.
- 30.0 Develop intercommunication with family and child-care personnel.
- 31.0 Demonstrate the ability to motivate children.
- 32.0 Obtain certifications in Pediatric/Adult First Aid and CPR AED Training.
- 33.0 Apply knowledge of program elements needed to create a developmentally appropriate curriculum.
- 34.0 Create an environment that is conducive to language use and acquisition.
- 35.0 Demonstrate the ability to interact professionally with families and staff.
- 36.0 Demonstrate mentoring skills for workplace collaboration.

- 37.0 Demonstrate the ability to maintain a commitment to professionalism.
- 38.0 Compile a Professional Portfolio using state and/or national criteria.
- 39.0 Plan and implement preschool classroom management techniques.
- 40.0 Demonstrate employability skills.
- 41.0 Create, analyze and interpret a child study.
- 42.0 Demonstrate activities that are anti-bias, non-violent and from a multi-cultural perspective.

Florida Department of Education  
Student Performance Standards

Program Title: Early Childhood Education  
Career Certificate Program Number: E300100

<b>Course Number: HEV0870</b>	
<b>Occupational Completion Point: A</b>	
<b>Child Care Worker 1 – 150 Hours – SOC Code 39-9011</b>	
01.0	Define the early childhood education profession. The student will be able to:
01.01	Identify early childhood education career opportunities.
01.02	Compare roles and responsibilities of the child care center team members.
01.03	Identify the important role child caregivers play in the development of each child in care.
02.0	Identify rules and regulations governing child care. The student will be able to:
02.01	Identify the need for child care.
02.02	Identify the different types of child care facilities and those that require licensing.
02.03	Identify the components of the Florida Statutes as they relate to areas of child care standards.
02.04	Identify local and state licensing agencies and their responsibilities.
02.05	Identify local and state fire, safety, sanitation and health regulations.
02.06	Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
02.07	Identify and discuss current child care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
02.08	Identify information concerning child discipline in State Rule 65C-22.001-008.
02.09	Identify methods of compliance with rules and regulations governing child caregivers.
03.0	Plan a safe, clean, and healthy learning environment. The student will be able to:
03.01	Identify and describe characteristics of a safe, sanitary, healthy child care environment.
03.02	Describe ways to assist children with personal hygiene routines.

03.03	Complete a checklist to evaluate safety and sanitation procedures/routines.
03.04	Recognize potential safety and fire hazards and develop a procedure to prevent accidents.
03.05	Identify characteristics of a healthy child.
03.06	Identify and describe symptoms of childhood illness and communicable diseases.
03.07	Identify the components of and perform a “10 second health check” for children.
03.08	Describe the procedures for administering medication and demonstrate in a simulation.
03.09	Complete a medication permission form.
03.10	Describe ways in which the spread of disease in child care settings can be prevented.
03.11	Demonstrate how to communicate with parents who continue to send children to child care when they are sick.
03.12	Identify and describe regulations for transporting children.
03.13	Outline the steps for proper use of fire extinguishers.
03.14	Identify and practice universal precautions.
03.15	Describe and practice procedures for the different types of emergency situations.
03.16	Use appropriate telephone numbers in a simulated emergency situation.
03.17	Follow and understand how to complete an accident/incident form using established procedures.
03.18	Discuss methods to promote positive attitudes and skills for daily routines for children.
03.19	Summarize best practices within the center to conserve environmental resources.
03.20	Identify and describe components of a playground safety checklist.
03.21	Identify appropriate seizure management and positioning techniques.
04.0	Plan food service and nutrition education. The student will be able to:
04.01	Identify the nutritional needs of children infants through school age (birth through age eight).
04.02	Identify and plan nutritious snacks and meals for infants through school age children.
04.03	Describe safe and sanitary food service habits in assisting with mealtime routines.

04.04	Identify foods that are potentially dangerous for young children’s consumption.
04.05	Describe how to encourage positive food choices and good eating habits for toddlers through school age children.
04.06	Use United States Department of Agriculture (USDA) current guidelines as a tool for planning nutritious meals.
04.07	Identify guidelines for purchasing, receiving, storing, and safety of foods as defined in Department of Children and Families administrative rule, 65C-22.
04.08	Recognize age appropriate nutrition education activities.
05.0	Identify and describe the procedures for reporting child abuse and neglect in accordance with state regulations. The student will be able to:
05.01	Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
05.02	Discuss the data regarding statistics as they pertain to child maltreatment at state and national levels.
05.03	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
05.04	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
05.05	Identify the characteristics of abusers.
05.06	Identify the impacts and effects of child abuse and neglect.
05.07	Describe the legal requirement and protection provided to child care workers in reporting suspected child abuse and neglect according to Florida law.
05.08	Identify state and local guidelines and procedures for reporting child abuse and neglect.
05.09	Identify the necessary information for completing a mock report of child abuse and neglect and how to submit the report.
05.10	Identify local community resources that provide help for the abused and the abuser.
06.0	Identify principles of typical and atypical development (birth through age eight). The student will be able to:
06.01	Describe the principles of development.
06.02	Describe the following characteristics of children ages birth to eight: physical development; approaches to learning; social emotional; language and communication; and cognitive development and general knowledge.
06.03	Discuss circumstances and factors that put a child at risk for developmental delays.
06.04	Identify and describe theories of human development including cognitive psychosocial, socio-cultural, psychoanalytical, and behaviorist.
07.0	Identify various observation and recording methods. The student will be able to:
07.01	Identify observation techniques and methods used in a child care setting.

07.02	Discuss the importance of confidentiality of child/family records.
07.03	Discuss the differences between observations, screenings, developmental assessments, and developmental evaluations.
07.04	Discuss the importance of including the family in the collection of information for observations.
07.05	Identify the steps for conferring with parents when a developmental delay is suspected.
08.0	Recognize appropriate methods of guidance. The student will be able to:
08.01	Differentiate methods of direct and indirect guidance (including concepts of room arrangements, transitions and routines).
08.02	Distinguish between acceptable and unacceptable methods of guiding behavior.
09.0	Identify how nutrition, environment, heredity, and health status influence the development of the child. The student will be able to:
09.01	Investigate current information on child nutrition, the environment, heredity and discuss their effect upon the development of a child.
09.02	Discuss how a child's health status influences development.
09.03	Describe the importance of physical fitness to health status and development.
10.0	Demonstrate appropriate use of technology for the child care profession. The student will be able to:
10.01	Demonstrate appropriate use of technology for child care personnel.
10.02	Analyze appropriate uses of current technology in a child care setting.
10.03	Identify and demonstrate proper use of Florida child care training website.
10.04	Describe learning centers used in developmentally appropriate environments.
10.05	Identify the stages of play development.
10.06	Define and model the concepts of active learning and active listening.

**Course Number: HEV0871**  
**Occupational Completion Point: B**  
**Child Care Worker 2 – 150 Hours – SOC Code 39-9011**

11.0	Define and demonstrate professionalism. The student will be able to:
11.01	Explain the importance of professional development, ethical standards, accreditation, confidentiality, credentialing, professional organization membership/participation, and self-reflection for a child care giver.
11.02	Identify and use job-related child care terminology.

11.03	Participate in regular self-assessment including attitude and performance.
11.04	Identify the exemplary behavior and social skills needed as a role model for children.
11.05	Distinguish between professional and unprofessional behavior when serving as a role model for children.
11.06	Describe legal issues and liability as they relate to a child care worker.
11.07	Identify and review resources on the National Association for the Education of Young Children.
11.08	Observe teaching situations depicting ethical problems and use the NAEYC Code of Ethics to propose potential solutions.
11.09	Identify and describe various teaching methods, practices and learning styles for effective teaching practices.
12.0	Demonstrate observation and recording methods. The student will be able to:
12.01	Observe, record, and report the behavior of children using various observation tools.
13.0	Discuss the history of school-age child care and the development and diversity of school-age children. The student will be able to:
13.01	Describe the need for school-age child care and how it has evolved.
13.02	Describe different types of programs available for children before and after school; during summer; and on school holidays.
13.03	Explain the personal and professional characteristics of a school-age caregiver.
13.04	Explain why and how individual children may overlap both younger and older chronological programs.
13.05	Examine how a caregiver can plan to meet the social, emotional, physical and cognitive needs of school-age children.
14.0	Describe developmentally appropriate care and activities for infants and toddlers. The student will be able to:
14.01	Explain visual, auditory, olfactory, gustatory and tactile stimulation activities.
14.02	Describe and plan activities that stimulate gross and fine motor development.
14.03	Identify age-appropriate nutritional snacks.
14.04	Review appropriate feeding, diapering, and toilet training, bathing, dressing and grooming techniques.
14.05	Demonstrate sanitary procedures in feeding, changing diapers, toileting and maintaining the environment for infants and toddlers.
15.0	Identify and demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development. The student will be able to:
15.01	Evaluate all aspects of an environment that provides opportunities for children to learn through their play.



15.02	Assist with planning and implementing schedules that include active and quiet times, individual, small, and large group experiences, as well as, child and adult initiated activities.
15.03	Implement techniques for facilitating children's successful participation in all aspects of a program.
15.04	Describe how major theories of human development provide a basis for planning a program.
16.0	Identify the characteristics of an environment that is conducive to language use and acquisition. The student will be able to:
16.01	Use an appropriate vocabulary that increases in complexity and variety.
16.02	Describe the importance of vocabulary development in young children.
16.03	Use proper grammar when speaking to parents and/or children.
16.04	Identify the stages of language acquisition.
16.05	Model and reinforce correct grammar.
16.06	Create a lesson or activity which promotes appropriate language acquisition.
16.07	Create a lesson or an activity which promotes vocabulary development
17.0	Identify developmentally appropriate practices for programs serving children from birth through age eight. The student will be able to:
17.01	Identify and summarize various methods of curriculum for young children.
17.02	Define developmentally appropriate practices.
17.03	Discuss the importance of learning through play.
17.04	Describe learning centers used in developmentally appropriate environments.
17.05	Identify the stages of play development.
17.06	Define and model the concepts of active learning and active listening.
18.0	Display professional relationship skills. The student will be able to:
18.01	Identify traits of positive self-image, self-esteem and self-growth.
18.02	Create intrapersonal goals and exhibit responsibility toward achieving goals.
18.03	Describe and display ways to show sociability, empathy, understanding and caring.
18.04	Display honesty and integrity in interacting with children and families, and co-workers.

18.05	Describe the needs and strengths of the multi-ethnic work place.
19.0	Analyze recent trends/developments in brain research. The student will be able to:
19.01	Explain common terms and concepts related to brain development and the formation of neuronal connections.
19.02	Use the Internet to prepare a list of recent resources pertaining to brain research.
19.03	Relate the brain research findings to the care of children provided by parents and all other caregivers.
20.0	Identify communication skills related to child care. The student will be able to:
20.01	Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and teachable moments.
20.02	Identify ways to promote positive interaction between the family, child care center and community.

<b>Course Number: HEV0872</b>	
<b>Occupational Completion Point: C</b>	
<b>Teacher Aide - Preschool – 150 Hours – SOC Code 25-2011</b>	
21.0	Create, implement and evaluate lesson plans. The student will be able to:
21.01	Research criteria for creating an age appropriate lesson plan.
21.02	Research or develop evaluation criteria for the lesson.
22.0	Plan and implement developmentally appropriate activities for infants and toddlers. The student will be able to:
22.01	Plan, implement and evaluate sensory experiences for infants and toddlers.
22.02	Plan, implement and evaluate activities that promote gross and fine motor development.
22.03	Create activities which promote exploration and discovery for infants.
23.0	Plan, implement and evaluate developmentally appropriate physical development activities for preschool children. The student will be able to:
23.01	Describe the stages of physical development.
23.02	Plan, implement and evaluate developmentally appropriate gross motor activities.
23.03	Plan, implement and evaluate developmentally appropriate fine motor activities.
23.04	Select and use appropriate equipment and materials which promote physical development.
23.05	Plan and implement activities which promote self-help.

23.06	Plan and implement activities which promote health and wellness
24.0	Plan, implement and evaluate cognitive development and general knowledge activities for preschool children. The student will be able to:
24.01	Analyze the role language and communication plays in cognitive development in young children.
24.02	Plan, implement and evaluate developmentally appropriate mathematical thinking activities.
24.03	Plan, implement and evaluate developmentally appropriate scientific inquiry activities.
24.04	Plan, implement and evaluate developmentally appropriate social studies activities.
24.05	Research and create developmentally appropriate activities related to use of technology.
25.0	Plan, implement and evaluate creative expression through the arts with developmentally appropriate activities for preschool children. The student will be able to:
25.01	Plan, implement and evaluate developmentally appropriate music activities.
25.02	Plan, implement and evaluate developmentally appropriate creative movement activities.
25.03	Plan, implement, and evaluate developmentally appropriate art activities.
25.04	Plan, implement and evaluate developmentally appropriate dramatic play and theatre activities.
25.05	Research and create developmentally appropriate activities related to use of technology.
26.0	Guide the social and emotional development of preschool children. The student will be able to:
26.01	Demonstrate effective, positive guidance techniques for guiding behavior.
26.02	Plan, implement and evaluate developmentally appropriate self-concept activities.
26.03	Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.
26.04	Plan, implement, and evaluate activities which model and promote the concept of self-control/self-regulation and social problem-solving.
26.05	Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
26.06	Plan and implement developmentally appropriate character building activities.
26.07	Plan and implement developmentally appropriate activities which model and promote positive relationships with self, peers and adults.
27.0	Identify developmentally appropriate care giving environments for students with special needs. The student will be able to:
27.01	Identify accommodations which would be appropriate for children with special needs in a variety of learning situations.

27.02	Identify the process for conferring with parents when a developmental delay is suspected.
27.03	Identify adaptations to include children with special needs in classroom activities.
27.04	Demonstrate care giving skills related to Universal Precautions.
27.05	Simulate appropriate techniques for seizure management and positioning techniques.
27.06	Explain physical, intellectual and behavioral developmental delays and their impact on growth and development.
27.07	Research strategies and accommodations for inclusion of children with special needs in classroom activities.
28.0	Implement food service and nutrition education. The student will be able to:
28.01	Plan and/or prepare nutritious snacks and meals for infants through school age children.
28.02	Practice safe and sanitary food service habits in the preparation of snacks and meals.
28.03	Implement age appropriate nutrition education activities.
29.0	Plan, establish, and implement a developmentally appropriate emergent literacy program. The student will be able to:
29.01	Identify characteristics of a classroom environment that promotes emergent literacy.
29.02	Demonstrate appropriate phonological awareness teaching practices.
29.03	Demonstrate appropriate teaching practices for alphabet knowledge.
29.04	Demonstrate appropriate comprehension strategies.
29.05	Illustrate and explain the stages of emergent writing.
29.06	Identify an environment that supports age-appropriate letter writing.
29.07	Model appropriate manuscript writing and structure of written composition.
29.08	Create activities which promote phonological and phonemic awareness.
29.09	Create activities which promote understanding of letter names and sounds.
29.10	Create activities which promote comprehension strategies.
29.11	Create activities that support age-appropriate early writing.
29.12	Research, plan and implement activities which promote language and communication.

29.13	Plan an environment that supports emergent reading and writing.
30.0	Develop intercommunication with family and child-care personnel. The student will be able to:
30.01	Identify ways of communicating with family.
30.02	Explore and use ideas for establishing a healthy relationship with each child's family.
30.03	Plan and implement family involvement activities to meet the diverse needs of families.
30.04	Identify intentional practices and strategies to become acquainted with the family; describe ways parents can be involved in the program; ways to share goals for the child with the family and teacher, the philosophy of the center, and curriculum objectives.
30.05	Model and implement effective communication skills to use with personnel and parents/guardians of children.
31.0	Demonstrate the ability to motivate children. The student will be able to:
31.01	Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate.
31.02	Create activities which promote active listening skills in children.
31.03	Implement the use of open-ended questions when communicating with children.

<b>Course Number: HEV0873</b>	
<b>Occupational Completion Point: D</b>	
<b>Preschool Teacher – 150 Hours – SOC Code 25-2011</b>	
32.0	Obtain certifications in Pediatric/Adult First Aid and CPR AED Training. The student will be able to:
32.01	Demonstrate techniques used for First Aid.
32.02	Demonstrate appropriate CPR AED techniques for infant/child.
32.03	Demonstrate appropriate CPR AED techniques for adults.
33.0	Apply knowledge of program elements needed to create a developmentally appropriate curriculum. The student will be able to:
33.01	Demonstrate the ability to identify children's needs, interests, and abilities.
33.02	Develop a program philosophy, including goals and objectives.
33.03	Assist with planning, preparing, and implementing daily activities and routines.
34.0	Create an environment that is conducive to language use and acquisition. The student will be able to:

34.01	Create opportunities for students to initiate and add comments to conversations.
34.02	Facilitate conversations between child and/or child-to-child, and encourage increasingly complex sentences and phrases.
34.03	Provide occasions for children to follow two- or three-step directions.
34.04	Create opportunities for children to gain meaning by listening and answering open-ended questions.
35.0	Demonstrate the ability to interact professionally with families and staff. The student will be able to:
35.01	Establish and demonstrate positive and productive relationships with families and staff.
35.02	Demonstrate techniques to be a competent communicator and co-worker.
36.0	Demonstrate mentoring skills for workplace collaboration. The student will be able to:
36.01	Model the roles and expectations of early childhood team members and mentors.
36.02	Identify and model early childhood supervisory work practices.
36.03	Demonstrate appropriate conflict resolution skills in the workplace.
36.04	Utilize a variety of communications skills to ensure understanding.
36.05	Describe factors that contribute to or detract from a positive work environment.
36.06	Utilize alternative communication skills.
37.0	Demonstrate the ability to maintain a commitment to professionalism. The student will be able to:
37.01	Research current trends and issues in Early Childhood Education.
37.02	Develop professional goals.
37.03	Identify various types of accreditation standards and their importance in the field of early childhood education.
37.04	Identify opportunities for continuing education and professional development.
38.0	Compile a Professional Portfolio using state and/or national criteria. The student will be able to:
38.01	Create an autobiography.
38.02	Develop a professional philosophy as an early childhood education teacher.
38.03	Develop Six Reflective Statements of Competence according to State and National Guidelines.

38.04	Compile a resource collection according to State and National Guidelines.
39.0	Plan and implement preschool classroom management techniques. The student will be able to:
39.01	Develop and implement a plan to meet short and long term goals.
39.02	Identify appropriate teaching techniques to meet various learning styles.
39.03	Identify developmentally appropriate supplies and teaching materials.
39.04	Arrange learning centers for a variety of activities.
39.05	Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.
39.06	Maintain children's records.
40.0	Demonstrate employability skills. The student will be able to:
40.01	Create a professional cover letter and resume.
40.02	Conduct a job search and complete an application.
40.03	Identify and demonstrate positive work behaviors needed to be employable.
40.04	Develop a personal career plan that includes goals, objectives, and strategies.
40.05	Examine licensing, certification, and industry credentialing requirements.
40.06	Identify opportunities and research requirements for career advancement and ongoing professional development.
40.07	Practice employability skills using online resources to prepare for interviews.
40.08	Understand the impact and importance of your digital footprint as it relates to employment.
40.09	Identify career appropriate attire.
41.0	Create, analyze and interpret a child study. The student will be able to:
41.01	Collect data using multiple sources (i.e.: observations, developmental checklist, assessment tools, writing samples, etc.).
41.02	Analyze multiples sources and interpret results to develop a child study plan.
41.03	Conduct a mock child/parent conference sharing results.
42.0	Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective. The student will be able to:

42.01	Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.
42.02	Plan and implement methods to prevent and/or confront bias in the early childhood program as it relates to gender, race, ethnicity, and persons of varying abilities.
42.03	Integrate activities that build children's self-concept into daily, weekly, and monthly plans.
42.04	Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.



## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/preschool teachers, 65C-22.003. The regulatory requirements that must be met to offer and teach this program are included in the Early Childhood Professional Certificate (ECPC) Program Guidelines.

### **Career and Technical Student Organization (CTSO)**

SkillsUSA is the intercurricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills**

In Career Certificate programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9, Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education  
Curriculum Framework

**Program Title:** Principles of Teaching  
**Program Type:** Career Preparatory  
**Career Cluster:** Education & Training

Career Certificate	
Program Number	P131299
CIP Number	0713129902
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	FFEA FPSA
SOC Codes (all applicable)	25-9041 – Teacher Assistants
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

### **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to competencies and skills needed to become a professional in the field of education. This includes an understanding of education in the United States, the ability to work effectively with all students, educational technology, classroom management, student assessment, communication skills, and other skills needed to support the learning activities of students.

To be enrolled a student's status in school and schedule must allow sufficient time for the student to be able to complete the program. The Principles of Teaching program is designed to support **teaching activities for students in classroom settings**. It is **not** a program to provide clerical support to faculty or office/administrative personnel.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

### **Program Structure**

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	EDG0312	Substitute Teacher	ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER	150 hours	25-9041
B	EDG0317	Teacher Assisting		450 hours	25-9041

### **Observation and Field Experience Hours:**

Student must acquire 200 hours of documented field experience and guided observations in grades PK - 12 in an educational setting while enrolled in the Principles of Teaching program. Field experience hours can be earned in a variety of settings, such as academic classrooms, CTE classrooms, ESE classrooms or an adult classroom.

### **Portfolio Requirement:**

Students in this program are also **required to create a portfolio**, which should be developed on a continuous basis throughout all courses in this program and submitted to the instructor during the final semester of the program. The portfolio should include the following:

- Survey of professional educators and summary of findings
- Current event article summaries pertaining to education
- Research and evaluation of teaching strategies observed during field experiences
- Picture display of involvement during activities at field experiences/ internship (\*NOTE this should include research on legal ramifications of use of student pictures in displays, websites, etc.)
- Journal entries reflecting on field experiences/internship
- Personal accomplishments (awards, transcripts, talents, club memberships and office(s) held, letters of recommendation, community service involvement, etc.)
- Documentation of required hours of observation/field experience and internship
- At least three (3) lesson plans addressing three (3) different content areas or concepts



## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Utilize career planning skills to explore career opportunities in education and training.
- 02.0 Demonstrate professionalism in an education and training setting.
- 03.0 Explain the various components of diversity.
- 04.0 Adhere to a professional code of conduct.
- 05.0 Describe the purpose of education historically and currently for individuals, groups and society.
- 06.0 Describe the organizational structure of education and training systems.
- 07.0 Identify effective relationships with internal and external stakeholders.
- 08.0 Describe accountability systems education and training organizations use to manage and improve performance.
- 09.0 Explain employment practices.
- 10.0 Demonstrate the ability to lead and work on a team.
- 11.0 Recognize leadership and career and technical student organization (CTSO) activities.
- 12.0 Articulate the fundamental principles of child growth and development.
- 13.0 Explain how students learn and the developmental characteristics of age groups.
- 14.0 Explain the developmental characteristics and intervention strategies for exceptional children and youth across education and community settings.
- 15.0 Apply the fundamental principles of the human development process in childhood.
- 16.0 Analyze instructional methods and develop appropriate activities to foster growth and development.
- 17.0 Analyze and evaluate classroom management strategies.
- 18.0 Analyze and develop methods to monitor and provide support to reduce the effects of child abuse and substance abuse and other barriers to learning on student achievement and behavior.
- 19.0 Identify practices that contribute to healthy environments.
- 20.0 Apply basic theories of educational psychology to enhance student learning.
- 21.0 Assess sociological factors that impact learning.
- 22.0 Employ critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems.
- 23.0 Demonstrate basic technology competencies through effective use of multiple software applications.
- 24.0 Use existing and emerging technology to accomplish educational goals.
- 25.0 Explain the laws and regulations governing information gathering, software and educational use.
- 26.0 Align curricular goals and instructional objectives with the capabilities of the electronic media.
- 27.0 Demonstrate excellence in the content/subject area to be taught.
- 28.0 Use content-specific instructional strategies to teach the central concepts and skills of the discipline.
- 29.0 Describe school and district priorities and Florida's academic and technical content standards.
- 30.0 Explain the relationship of knowledge within a content area to other content areas.
- 31.0 Connect content to relevant life experiences and career opportunities.
- 32.0 Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters.
- 33.0 Align instructional goals and activities with school and district priorities and Florida's academic and technical content standards.
- 34.0 Plan and deliver instruction that illustrates sound teaching practices.
- 35.0 Communicate clear learning goals and link learning activities to those defined goals.

- 36.0 Apply knowledge of how students think and learn to instructional design and delivery.
- 37.0 Differentiate instruction to support the learning needs of all students.
- 38.0 Select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 39.0 Use resources effectively to enhance student learning.
- 40.0 Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy.
- 41.0 Supervise the safety and health of students.
- 42.0 Explain emergency response plans.
- 43.0 Assess the impact of stress on health.
- 44.0 Identify ways to continue to grow professionally.



Florida Department of Education  
 Student Performance Standards

Program Title: **Teacher Assisting**  
 Career Certificate Program Number: **P131299**

**Course Number: EDG0312**  
**Occupational Completion Point: A**  
**Substitute Teacher – 150 Hours – SOC Code 25-9041**

01.0	Utilize career planning skills to explore career opportunities in education and training. The student will be able to:
01.01	Describe education and training career options (e.g. pre-school, infant toddler, elementary/middle/high school, exceptional student education, career and technical education, non-school opportunities).
01.02	Research current demographic information affecting education and training (e.g., employment opportunities, salaries, student and family populations).
01.03	Explain the differences of educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, exceptional student education, and career-technical education).
01.04	Identify the state and national professional standards which guide the practice of teaching in today’s society.
01.05	Research the licensure, endorsement requirements and respective education necessary to qualify for various teaching positions.
01.06	Discuss traits, personal qualities and dispositions congruent with work in the education and training profession.
01.07	Develop personal career goals and plan activities to meet those goals.
01.08	Research post –secondary institutions offering credentials and/or degrees in education.
02.0	Demonstrate professionalism in an education and training setting. The student will be able to:
02.01	Explain what it means to be a professional educator and member of the education and training profession.
02.02	Demonstrate positive work behaviors and personal qualities needed to work in the education and training profession (i.e. language, punctuality, body language, electronic devices, etc.).
02.03	Demonstrate respect for cultural and generational values.
02.04	Understand importance of membership in professional organizations for educators (e.g., National Education Association (NEA), Florida Association for the Education of Young Children (FLAEYC), Association for Career and Technical Education (ACTE), etc.)

02.05	Recognize and demonstrate appropriate, professional dress.
02.06	Recognize the impact social media has on your career.
03.0	Explain the various components of diversity. The student will be able to:
03.01	Define diversity as it relates to various educational settings.
03.02	Recognize, discuss and be responsive to diversity.
03.03	Describe how diversity of students and families influence teacher expectations and student achievement.
03.04	Explain how diversity is related to a dynamic global society.
03.05	Describe the impact of non-English speakers in an education and training setting (e.g. ESOL, ELL, etc.).
04.0	Adhere to a professional code of conduct. The student will be able to:
04.01	Differentiate legal and ethical issues.
04.02	Perform duties according to laws, regulations, policies and contract provisions.
04.03	Explain the implications of an individual's past or present legal history on teaching credentials.
04.04	Discuss the implications of ethical/unethical behavior.
04.05	Demonstrate ethical behavior as it applies to educational field experience and observation.
05.0	Describe the purpose of education historically and currently for individuals, groups and society. The student will be able to:
05.01	Research the development of modern education and training and its impact on society.
05.02	Describe various environments in which education and training are delivered (e.g. virtual, home-school, communities, Montessori, charter, magnet, private, etc.).
05.03	Explain the impact of economic, social and technological changes on education and training.
05.04	Discuss the role of government in education.
06.0	Describe the organizational structure of education and training systems. The student will be able to:
06.01	Identify the hierarchy within various educational and training systems.
06.02	Differentiate between administration, management, leadership and supervisory positions.

06.03	Identify external stakeholders their value to the learning environment.
06.04	Identify funding sources for education and training (e.g. grants, title, State, Federal, County, PTO, etc.).
06.05	Identify effective relationships with external stakeholders and their needs.
06.06	Describe the importance of communicating with families, communities, agencies and political advocates.
06.07	Discuss the importance of open communication in maintaining stakeholder relationships.
06.08	Participate in communication with internal and external stakeholders to ensure services meet expectations.
07.0	Describe accountability systems education and training organizations use to manage and improve performance. The student will be able to:
07.01	Describe the accreditation/licensure requirements education and training organizations must meet.
07.02	Discuss the safety, health and environmental compliances for education and training organizations.
07.03	Describe the methods education and training organizations use to evaluate and improve teaching and learning effectiveness.
07.04	Discuss the financial accountability measures an education and training organization must meet (e.g. grants, industry certifications, school grades, etc.).
07.05	Describe the importance of professional development as it relates to teaching effectiveness.
08.0	Explain employment practices. The student will be able to:
08.01	Describe human resource functions and strategies (e.g., recruiting, training, continued professional development, and evaluating).
08.02	Discuss legal implications concerning discrimination, harassment, discipline and termination.
08.03	Describe how to access information about employee benefits and policies.
08.04	Describe the role of organized labor (local/state/national unions, etc.).
09.0	Demonstrate the ability to lead and work on a team. The student will be able to:
09.01	Recognize the importance of teamwork and its impact on operations.
09.02	Explain the roles and responsibilities of the individual as part of the team.
09.03	Describe the interpersonal skills that contribute to leadership and teamwork.
09.04	Explain the importance of the culture and climate of an organization.

09.05	Assist team members to meet their individual and team goals.
09.06	Utilize conflict-resolution and dispute-management skills.
10.0	Recognize leadership and career and technical student organization (CTSO) activities. The student will be able to:
10.01	Describe and emphasize the importance of CTSO events and activities available for students and schools.
10.02	Identify the leadership opportunities available through CTSO involvement (local, district, state and national levels).
10.03	Identify the benefits and awards provided through participation in CTSO activities.
10.04	Identify additional student organizations that relate to education.
10.05	Identify the various high school service clubs and CTE organizations and explain their role in enhancing education.

<b>Course Number: EDG0317</b>	
<b>Occupational Completion Point: B</b>	
<b>Teacher Assistant – 450 Hours – SOC Code 25-9041</b>	
11.0	Articulate the fundamental principles of child growth and development. The student will be able to:
11.01	Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive).
11.02	Demonstrate the understanding of developmental sequences, stages and milestones.
11.03	Examine the varying rates of development in individual students.
11.04	Describe how interactions between the student and the student's early relationships and experiences, which include family, language, culture and environment impact their development.
11.05	Examine the cumulative effects of early experiences and their potential for both positive and negative effects on student growth and development (e.g. attachment, trauma, neglect, fostering, etc.).
11.06	Define self-regulation and explain how it affects all areas of development and behavior.
11.07	Describe the importance of effective language and communication for healthy growth and development.
11.08	Explain how modeling positive behavior impacts social and emotional development.
11.09	Differentiate strategies for responding to developmental needs of students.

11.10	Explain that the teaching profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.
12.0	Articulate how students learn and the developmental characteristics of age groups. The student will be able to:
12.01	Describe research on human development, learning theories and the brain.
12.02	Explain how student development (e.g., physical, social, emotional, cognitive) influences learning.
12.03	Examine differences and exceptionalities in the way students learn.
12.04	Articulate the role of language in learning and the cultural influences on the development of language.
12.05	Discuss major theories and concepts on motivation and their relationship to classroom instruction.
12.06	Identify factors in students' school, home, community and culture that may influence development, learning and motivation.
12.07	Differentiate instructional strategies that meet learner and group needs at an appropriate level of development.
12.08	Describe the principles of assessment as they apply to variances in human development and learning (e.g. learning goals, teaching strategies, assessment criteria).
12.09	Compare learning styles of students and how they impact classroom instructional delivery.
13.0	Explain developmental characteristics and intervention strategies for exceptional students across education and community settings. The student will be able to:
13.01	Articulate current and historic foundations, legal issues and mandates, theories and philosophies of exceptional student education.
13.02	Define specific exceptionalities and their characteristics (ADHD, Down Syndrome, Autism, Gifted, etc.).
13.03	Identify and understand importance of record-keeping/documentation strategies related to exceptional student education.
13.04	Discuss the continuum of placement options and service delivery models for students with exceptionalities (e.g. least restrictive environment, inclusion, resource room, etc.).
13.05	Compare and contrast cognitive, physical, cultural, social and emotional needs among students with exceptionalities.
13.06	Explain the effects exceptional conditions may have on an individual's life (e.g. secondary, post-secondary and independent living).
13.07	Articulate strategies for differentiating instruction, assessment and classroom learning environments.
14.0	Understand fundamental principles of the human development process in childhood. The student will be able to:

14.01	Recognize and respect individual differences in student growth, development and learning and adjust practices and expectations accordingly.
14.02	Explain developmental levels in relation to age appropriate norms as it applies to instruction.
14.03	Recognize how family, community and culture influence the development of students.
14.04	Articulate instructional methods and strategies used to address behaviors that stem from environmental and developmental causes.
14.05	Modify environment, activities and expectations to improve behavioral outcomes.
14.06	Identify experiences that enhance development, behavior and learning outcomes for all students.
15.0	Explore instructional methods to develop appropriate activities that foster growth and development. The student will be able to:
15.01	Explain a variety of effective teaching strategies.
15.02	Describe the functions and components of a lesson plan.
15.03	Create and implement a lesson plan.
16.0	Analyze and evaluate developmentally appropriate classroom management strategies. The student will be able to:
16.01	Develop a plan to minimize challenging behaviors.
16.02	Establish classroom rules and procedures that will enhance the learning environment.
16.03	Describe classroom management strategies.
17.0	Recognize the effects of child abuse, substance abuse and risk factors on learning. The student will be able to:
17.01	Identify the types, signs, symptoms and statistics related to child abuse and possible effects on student performance.
17.02	Identify the types, signs, symptoms and statistics related to substance abuse and possible effects on student performance.
17.03	Develop strategies to reduce the effect of abuse on student achievement and behavior.
18.0	Identify practices that contribute to healthy learning environments. The student will be able to:

18.01	Describe strategies to reduce exposure to health-threatening environments (e.g., chemicals, communicable diseases, blood-borne pathogens).
18.02	Identify strategies for age appropriate supervision, indoors and outdoors, to anticipate and prevent dangerous situations and accidents.
18.03	Recognize signs of abuse and follow procedures for documentation and reporting of injuries, incidents and suspected abuse (e.g. accident report, mandated reporter).
19.0	Explore basic theories of educational psychology to enhance student learning. The student will be able to:
19.01	Compare and contrast the various theories of learning.
19.02	Discuss multiple cultural, ethnic and racial belief systems that relate to student learning.
19.03	Apply various theories of learning when appropriate.
20.0	Assess sociological factors that impact learning. The student will be able to:
20.01	Analyze multiple social factors that impact learning.
20.02	Critique the social interaction of individuals can become a predictor of individual and group behavior.
20.03	Distinguish behaviors related to bullying and the impact it has on learning.
21.0	Understand critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems. The student will be able to:
21.01	Employ problem-solving methods used in education and training organizations.
21.02	Combine critical thinking and team-building skills to address problems.
21.03	Formulate group decisions within the bounds of ethical, safety and legal boundaries.
21.04	Adjust plans/schedules to respond to unexpected events and conditions.
21.05	Solve problems arising from conflicting constraints between resources, requirements and timeline (e.g. Shipwreck survival).
21.06	Evaluate unintended consequences of problem-solving methods.
22.0	Demonstrate basic technology competencies through effective use of multiple software applications. The student will be able to:
22.01	Create resources using technology (e.g., spreadsheets, databases, graphics, publications, newsletters).
22.02	Access and complete research on the internet using reliable sources.
22.03	Employ electronic applications to assist with curriculum design, instruction, assessment and classroom organizational tools.

23.0	Use existing and emerging technology to accomplish educational goals. The student will be able to:
23.01	Describe the range of options and role of technology in the instructional process.
23.02	Utilize a variety of educational technology tools to support and enhance instructional activities.
23.03	Describe applications of educational technology to support classroom management strategies (e.g., Class Dojo, etc.).
23.04	Demonstrate an understanding of various productivity software applications related to education (e.g., Zipgrade, lesson plan templates, Google/Microsoft Classroom, etc.).
24.0	Explain the laws and regulations governing information gathering, software and educational use. The student will be able to:
24.01	Recognize copyright laws designed to protect publications, performances, intellectual properties and artistic creations (e.g. ClipArt, movie clips, music streaming, etc.).
24.02	Explore requirements for access and use of copyrighted materials, and the consequences if formal permission is not secured.
24.03	Describe the safety and health issues related to technology.
24.04	Explain social, legal, ethical and cultural issues related to technology (e.g. cyber-bullying, libel, browser history, etc.).
24.05	Examine policies for the use of technology in schools.
25.0	Align curricular goals and instructional objectives with the capabilities of the electronic media. The student will be able to:
25.01	Identify electronic resources suitable for specific content learning and teaching.
25.02	Plan learning environments and experiences that are supported by technology.
25.03	Develop students' abilities to access, evaluate and use technology.
26.0	Demonstrate competence in the content/subject area to be taught. The student will be able to:
26.01	Identify relevant research, principles, theories and perspectives significant to the content.
26.02	Utilize knowledge of the content area, assumptions and skills in planning and instruction.
26.03	Identify the developmental sequence of learning in content, linking current instruction to students' prior knowledge.
26.04	Integrate different viewpoints, theories and processes of inquiry to guide thinking and instructional planning.
27.0	Use content-specific instructional strategies. The student will be able to:
27.01	Engage students in generating knowledge and testing hypotheses according to the methods of inquiry.



27.02	Anticipate and adjust learning experiences to address common misconceptions of the subject matter.
27.03	Incorporate content specific learning strategies to enable students to analyze, build and adapt new understandings.
28.0	Describe school and district priorities and Florida's academic and technical content standards. The student will be able to:
28.01	Understand the importance and development of the District and School Improvement Plans.
28.02	Extend and enrich curriculum by integrating school and district curriculum priorities with Florida's academic, technical and national content standards.
29.0	Explain the relationship of knowledge within a content area to other content areas. The student will be able to:
29.01	Make relevant content connections between disciplines.
29.02	Prepare opportunities for students to apply learning from different content areas to solve problems.
29.03	Collaborate to construct interdisciplinary learning strategies that make connections between content areas.
30.0	Connect content to relevant life experiences and career opportunities. – The student will be able to:
30.01	Facilitate learning experiences that connect to real-life situations and careers.
30.02	Utilize a variety of resources to enable students to experience, connect and practice real-life and career applications.
31.0	Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters. The student will be able to:
31.01	Define reading and writing skills as essential for life-long learning.
31.02	Support the process of reading and writing skill development in learners.
32.0	Align instructional goals and activities with school and district priorities and Florida's academic and technical content standards. The student will be able to:
32.01	Follow district curriculum priorities.
32.02	Select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic and technical content standards.
32.03	Utilize school or district developed curriculum resources.
32.04	Utilize a variety of resources to enable students to experience, connect and practice real-life and career applications.

33.0	Plan and deliver instruction that illustrates best teaching practices. The student will be able to:
33.01	Prepare clear short- and long-term educational goals and objectives for learners.
33.02	Develop short- and long-term instructional plans.
33.03	Adjust instruction based on differentiated student learning.
33.04	Recognize how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan accordingly.
33.05	Align goals, objectives, instructional plans and assessments.
34.0	Communicate clear learning goals and link learning activities to those defined goals. The student will be able to:
34.01	Establish and communicate rigorous individual learning goals based on the needs of each student.
34.02	Communicate the connection between learning activities and goals.
34.03	Create instructional environments where students actively and independently set, articulate and internalize learning goals.
35.0	Apply knowledge of how students think and learn to instructional design and delivery. The student will be able to:
35.01	Analyze the cognitive processes associated with learning.
35.02	Demonstrate through instruction how to stimulate cognitive processes.
35.03	Use research-based instructional strategies.
35.04	Implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.
35.05	Articulate a logical and appropriate rationale for the sequence of learning activities.
35.06	Link the content of each learning activity to the content of previous and future learning experiences.
35.07	Prepare learning activities that allow for content review, student reflection and different pathways, depending on student needs.
36.0	Differentiate instruction to support the learning needs of all students. The student will be able to:

36.01	Understand the importance of gathering and using student data to choose appropriate instructional strategies for individuals and groups of students.
36.02	Use appropriate and flexible grouping during instruction to support the learning needs of all students.
36.03	Recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.
36.04	Adapt instructional materials and activities and differentiate instruction to meet individual student's learning needs.
36.05	Provide varied options for how students demonstrate mastery.
37.0	Prepare activities that are designed to help students develop as independent learners and complex problem-solvers. The student will be able to:
37.01	Choose learning activities that support the development of students' cognitive abilities.
37.02	Employ effective, purposeful questioning techniques during instruction that encourages critical thinking about disciplinary content.
37.03	Produce complex, creative, open-ended learning opportunities for students.
38.0	Use resources effectively to enhance student learning. The student will be able to:
38.01	Select materials and resources that support instructional goals and meet students' needs.
38.02	Select technology that is appropriate to the discipline.
38.03	Develop students' abilities to access, evaluate and use technology.
38.04	Develop awareness of adaptive technologies to enhance student learning (e.g., microphones, braille text, auditory resources, etc.).
39.0	Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy. The student will be able to:
39.01	Check and correct potential safety hazards.
39.02	Maintain work areas in accordance with standards for cleanliness and safety.
39.03	Understand when to wear personal protective equipment (PPE) as appropriate.
39.04	Describe current medication administration policies and procedures according to local, state or national regulations.
39.05	Model use of simple safety precautions and safe use of learning materials and instruct students to do the same.
40.0	Supervise the safety and health of students. The student will be able to:

40.01	Understand the importance of basic first aid and follow health and safety procedures.
40.02	Explain cardiopulmonary resuscitation (CPR), airway obstruction, and the abdominal thrust.
40.03	Supervise the playground and recreational activities of students.
41.0	Explain emergency response plans. The student will be able to:
41.01	Explain and discuss procedures to address an emergency (e.g., natural disaster, under the influence, drills, etc.).
41.02	Describe personal protective equipment (PPE) and response equipment/materials needed for emergency response.
41.03	Demonstrate universal precautions to protect against infection and communicable diseases.
42.0	Recognize the impact of stress on health. The student will be able to:
42.01	Differentiate between stress and stressors.
42.02	Summarize the physical, emotional, behavioral and cognitive consequences of unmanaged stress.
42.03	Research the purpose of employee assistance programs (e.g., smoking cessation, weight loss, fitness, mental health, etc.).
42.04	Model effective strategies for managing stress.
43.0	Identify ways to continue to grow professionally. The student will be able to:
43.01	Identify professional development resources available to educators.
43.02	Explain professional collaboration.
43.03	Define a personal objective and design a professional development plan.
43.04	Reflect on the impact of personal biases during teaching/learning experiences.
43.05	Adapt instructional planning and strategies based on written reflections of teaching experiences.
43.06	Summarize the physical, emotional, behavioral and cognitive consequences of unmanaged stress.
43.07	Recognize the function of employee assistance programs.
43.08	Describe effective strategies for managing stress.



## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

To be enrolled a student's status in school and schedule must allow sufficient time for the student to be able to complete the program. The Principles of Teaching program is designed to support **teaching activities for students in classroom settings**. It is **not** a program to provide clerical support to faculty or office/administrative personnel.

This program has been daggered for a name change to “Principles of Teaching” and now includes a minimum of 250 observation and field experience hours to be completed by the end of the program. These changes will be effective for the 2015-16 school year. Newly enrolled students should complete hours as provided in this curriculum framework. Students enrolled in this program prior to the 2015-16 school year may follow the minimum field experience requirements included in the curriculum framework of the year he/she enrolled in the program.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Career and Technical Student Organization (CTSO)**

Florida Future Educators Association (FFEA) and Florida Public Service Association, Inc. (FPSA) are the intercurricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

## **Basic Skills**

In Career Certificate programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 10, Language 10, and Reading 10. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Child Care Center Operations  
**Program Type:** Career Preparatory  
**Career Cluster:** Education & Training

**Note:** This program is approved by the Florida Department of Children and Families (DCF) as meeting the course requirement for child care center directors, 65C-22.003. Students who complete the program, and meet additional requirements, are eligible for the Florida Child Care Director Credential.

<b>Career Certificate</b>	
Program Number	V200206
CIP Number	0419070802
Grade Level	30, 31
Standard Length	45 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	11-9031 - Education Administrators, Preschool and Childcare Center/Program
Basic Skills Level	N/A

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to organizational leadership, financial management, legal obligations and responsibilities, educational programming, marketing strategies, assessment, monitoring practices, observations, referrals and collaboration of programs with families and community resources.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.



## Program Structure

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	HEV0160	Child Care Center Director	FAM CON SCI CH CARE TR 7 G PRESCH ED L PK PRIMARY H PRIMARY ED @B E CHILD ED @0 HOME EC OCC 7 %7 %G	45 hours	11-9031

## Regulated Programs

This program is approved by the Florida Department of Children and Families (DCF) as meeting the course requirement for child care center directors, 65C-22.003. Students who complete the program, and meet other requirements, are eligible for the Florida Child Care Director Credential. A description of those requirements is provided below.

### Florida Director Credential Core Requirements:

- Possess a High School diploma or GED.
- Complete the Department of Children and Families Part I Introductory Child Care Courses (5 courses, 30 hours).
- Complete the DCF *Special Needs Appropriate Practices* course or a minimum of 8 hours of in-service training on children with disabilities.
- Possess an active Staff Credential

### In addition, the Director Credential, Level I requires:

- Completion of one DCF approved course in the curriculum content area *Overview of Child Care Management (this course meets that requirement)*.
- Student must complete required Director Credential paperwork and submit to the Florida Department of Children and Families (DCF) accordingly.

There are additional requirements for the Director Credential, Level II and the Advanced Level. Refer to the website above for additional information.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Analyze the leadership role of the program administrator in creating and sustaining an effective organizational structure in a child care and education setting.
- 02.0 Develop effective personnel policies and procedures.
- 03.0 Develop a system for staff recruitment.
- 04.0 Develop systems for financial planning, budgeting, accounting, compensation, purchasing and maintenance.
- 05.0 Develop effective publicity and marketing strategies.
- 06.0 Explain the legal obligations/responsibilities of a child care facility, including those related to tax laws, insurance, and licensure.
- 07.0 Apply knowledge of program elements needed to implement and sustain a culturally sensitive, non-discriminatory and inclusive environment based upon principles of child development and professional standards.
- 08.0 Maintain a system for ongoing assessment and documentation related to children within the child care center program.
- 09.0 Develop a system for monitoring child care facility practices related to health, safety, and nutrition.
- 10.0 Create policies that promote alliances with families and collaboration among programs, families, and community resources.
- 11.0 Demonstrate the ability to communicate and use interpersonal skills effectively.

**Florida Department of Education  
Student Performance Standards**

**Program Title: Child Care Center Operations**  
**Career Certificate Program Number: V200206**

**Course Number: HEV0160**  
**Occupational Completion Point: A**  
**Child Care Center Director – 45 Hours – SOC Code 119031**

01.0	Analyze the leadership role of the program administrator in creating and sustaining an effective organizational structure in a child care and education setting. The student will be able to:
01.01	Develop a written philosophy and goals for a child care and education program.
01.02	Explain the organizational structure of a child care center and its relationship to job responsibilities in the center.
01.03	Explain the importance of adherence to ethical conduct governing the child care and education field by all center personnel (including volunteers).
01.04	Create a plan to foster self-concept, professionalism and motivation among staff.
01.05	Identify a personal leadership style from the range of leadership styles.
01.06	Identify a professional organization to which you want to belong; and secure information on this organization.
01.07	Identify a community, statewide or national organization concerned about children and/or families.
02.0	Develop effective personnel policies and procedures. The student will be able to:
02.01	Formulate personnel policies and procedures according to basic principles and best practices for a child care center.
02.02	Discuss legal issues (including Mandatory Reporting Information) regarding personnel administration and supervision, including: fair labor practices, equal opportunity guidelines, progressive discipline and use of social media.
02.03	Plan staffing patterns for required and preferred ratios in a child care center.
02.04	Describe effective techniques for building team spirit and resolving conflicts among staff members.
02.05	Develop job descriptions for staff positions in a child care center.
03.0	Develop a system for staff recruitment. The student will be able to:
03.01	Create a plan for professional development of staff members.
03.02	Develop written procedures for recruiting and interviewing prospective employees.

03.03	Compile a list of training materials and effective staff training strategies.
03.04	Discuss and evaluate various types of evaluation procedures, including self-evaluation, performance planning, observation and recording, and narratives.
03.05	Identify factors that affect retention of staff and discuss possible scenarios.
03.06	Recognize appropriate interview questions for legal implications.
04.0	Develop a system for financial planning, budgeting, accounting, compensation, purchasing and maintenance. The student will be able to:
04.01	Develop a budget for operating a child care center.
04.02	Evaluate three benefit packages for employees.
04.03	List and explain the factors involved in the selection and maintenance of facilities and equipment in a child care center.
04.04	Research sources for funding child care programs (i.e., tuition, subsidies, fundraising, grants, and loans).
05.0	Create effective publicity and marketing strategies. The student will be able to:
05.01	Communicate the child care center's program philosophy and a definition of quality to all stakeholders.
05.02	Present options utilizing current technology to develop a marketing plan for child care centers.
06.0	Explain the legal obligations/responsibilities of a child care facility, including those related to tax laws, insurance, and licensure. The student will be able to:
06.01	Research applicable federal, state and local law related to family law and child abuse.
06.02	Research laws related to liability and insurance requirements.
06.03	Research laws related to tax and licensure.
06.04	Research religious exemption laws.
06.05	Research requirements of the Occupational Safety and Health Administration (OSHA).
06.06	Describe non-discriminatory practices including the Americans with Disabilities Act (ADA) and Equal Employment Opportunity Council (EEOC).
06.07	Research and explain the regulations related to recruitment, hiring, and firing of personnel and wage and hour laws.
06.08	Identify key local and state consultants that can provide technical assistance and support in meeting all local and state regulatory requirements.
06.09	Research and explain child care training requirements for employees in a child care center.
06.10	Understand the importance of the Family Educational Rights and Privacy Act of 1974 (FERPA) as it applies to child care center funding; discussions of student performance; posting of written information (i.e. grades, student records, etc.); parent rights; and

	accessibility of education records.
	06.11 Identify standards of the Health insurance Portability and Accountability Act (HIPAA).
07.0	Apply knowledge of program elements needed to implement and sustain a culturally sensitive, non-discriminatory and inclusive environment based upon principles of child development and professional standards. The student will be able to:
07.01	Research and apply child growth and development theories and principles to provide quality programming for children within the child care setting.
07.02	Establish guidelines for a culturally sensitive, non-discriminatory and inclusive child care and education environment and curriculum within a child care setting.
07.03	Explain professional guidelines such as those found in the National Association for the Education of Young Children (NAEYC), and other accreditation materials, subsidized child care monitoring tools, the Head Start Performance Standards, the Early Childhood Environmental Rating Scale (ECERS) and Infant Toddler Environmental Rating Scale (ITERS) to design programs and enhance program quality.
08.0	Maintain a system for ongoing assessment and documentation related to children within the child care center program. The student will be able to:
08.01	Describe assessment instruments and identify ways these instruments measure different aspects of a child's performance or behavior.
08.02	List community resources available for screening, assessment, and referral of children.
08.03	Develop a plan for successful transitions of children within their center and with other programs and schools (i.e. such as early intervention, and kindergarten).
09.0	Develop a system for monitoring child care facility practices related to health, safety, and nutrition. The student will be able to:
09.01	Explain professional standards and best practices related to health and safety, including facilities, program, staff and children.
09.02	Establish a plan for nutrition education and physical fitness for staff, children and families.
09.03	Compile a list of low cost health insurance plans for children.
09.04	Establish a plan for building and grounds maintenance to insure the health and safety of children and staff.
09.05	Create an emergency preparedness plan in accordance to child care regulations.
10.0	Create policies that promote alliances with families and collaboration among programs, families, and community resources. The student will be able to:
10.01	Create a plan for family involvement in all aspects of early care and education programs of the child.
10.02	Discuss the diverse strengths and needs of families and understanding of families in cultural and societal contexts.
10.03	Identify community support systems, including public and private resources for families.
10.04	Establish a plan for a program that supports families experiencing the inclusion of children with disabilities into the classroom.

11.0	Demonstrate the ability to communicate and use interpersonal skills effectively. The student will be able to:
11.01	Develop basic communication and active listening skills.
11.02	Develop basic observational skills and related documentation strategies in written and oral form.
11.03	Identify and demonstrate fundamentals of customer service and addressing difficult situations with customers.
11.04	Apply appropriate customer service techniques for various interactions, including verbal and non-verbal communication (i.e. telephone etiquette, written correspondence, etc.).
11.05	Maintain hygiene, professional appearance, and a positive attitude.

### **Additional Information**

#### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

#### **Special Notes**

This program is approved by the Florida Department of Children and Families (DCF) as meeting the course requirement for child care center directors, 65C-22.003. Students who complete the program, and meet additional requirements, are eligible for the Florida Child Care Director Credential.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.



**Florida Department of Education  
Curriculum Framework**

**Program Title:** School Age Professional Certificate  
**Program Type:** Career Preparatory  
**Career Cluster:** Education & Training

**Note:** This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for school-age child care personnel, 65C-22.008. The regulatory requirements that must be met to offer this program are included in the School Age Professional Certificate (SAPC) Program Guidelines - PSAV.

<b>Career Certificate</b>	
Program Number	V200310
CIP Number	0419070914
Grade Level	30, 31
Standard Length	120 hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	39-9011 – Childcare Workers
Basic Skills Level	N/A

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to school age skills and understanding and demonstration of the following elements of the child care industry; professionalism, out of school environments, physical and intellectual competence, family involvement, developmentally appropriate practices for school age children and program management.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

## Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	HEV0112	Child Care Worker-School Age*	FAM CON SC 1	40 hours*	39-9011
B	HEV0190	School Age Care Professional	PRESCH ED L PK PRIMARY H PRIMARY ED @B E CHILD ED @0	80 hours	39-9011

**\* The 40-hour training module may differ per institution and pre-requisites may apply. Please check with your LEA to ensure students are registering in correct courses and have met all local and DCF requirements.**

**Additional Teacher Certifications** The certifications HME EC OCC and HOMEMAKING – issued prior to the 2014-15 school year – are acceptable for this program only if the instructor has a minimum of an Associate’s Degree, meets all current DCF trainer requirements and meets all district requirements (see F.A.C. 65C-22.003, trainer qualifications).

**Note:** This program requires students to obtain 480 hours of direct work experience with school-age children, of which 80 hours must be earned while enrolled in the program to be awarded the School Age Professional Certificate (SAPC). See the School Age Professional Certificate (SAPC) Program Guidelines - PSAV for more information.

## Regulated Programs

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for school-age child care personnel, 65C-22.008. Students who complete all courses in this program and meet all requirements, including the 480-hour work experience requirement, can be awarded the Florida Department of Education (DOE), School Age Professional Certificate (SAPC) and will be eligible for a DCF Staff Credential. The regulatory requirements that must be met to offer and teach this program are included in the School Age Professional Certificate (SAPC) Program Guidelines - PSAV.

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

### **OCP A\*:**

- 01.0 Identify rules and regulations which govern child care.
- 02.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 03.0 Plan and implement food service and nutrition education.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations.
- 05.0 Recognize developmentally appropriate methods of guidance.
- 06.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve, with emphasis on K – 5th grade.
- 07.0 Identify communication skills related to school age programs.
- 08.0 Identify and apply principles of child development typical and atypical (birth through age twelve).
- 09.0 Identify various observation and recording methods.

\* The 40-hour training program may differ per institution and pre-requisites may apply. Please check with your LEA to ensure students are registering in correct courses and have met all local and DCF requirements.

### **OCP B:**

- 10.0 Demonstrate professionalism.
- 11.0 Provide a safe environment.
- 12.0 Provide and promote an environment that contributes to good health, physical fitness, and nutrition.
- 13.0 Use space, relationships, materials and routines as resources for constructing enriching environments.
- 14.0 Provide hands-on activities, experiences and opportunities that encourage curiosity, exploration, and problem solving.
- 15.0 Provide communication opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- 16.0 Provide opportunities that stimulate school age children to play with sound, rhythm, languages, materials, space, and ideas to express their creative abilities.
- 17.0 Provide physical and emotional security for each school-age child.
- 18.0 Provide opportunities for positive social interaction.
- 19.0 Provide a supportive environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.
- 20.0 Establish and maintain family involvement in school-age activities.
- 21.0 Create a systematic and responsive approach to create a school-age program.
- 22.0 Create a portfolio.
- 23.0 Prepare a professional resource file.

Florida Department of Education  
Student Performance Standards

**Program Title: School Age Professional Certificate**  
**Career Certificate Program Number: V200310**

The first course of this program covers the DCF 40-hour Introductory Child Care Training coursework. **This 40-hour training program may have pre-requisites and differ per institution. Please check with your LEA and program director to ensure students are registering in correct courses and have met all local and DCF requirements/pre-requisites.** To offer and teach the 40-hour Introductory Child Care Training, approval must be obtained from the local DCF Child Care Training Coordinators Agency and the instructor must meet the trainer requirements established by DCF. Additionally, students must obtain 480 hours of direct work experience with school-age children, of which 80 hours must be earned while enrolled in this program to be awarded the School Age Professional Certificate (SAPC). **More information regarding the requirements for this program are included in the School Age Professional Certificate (SAPC) Program Guidelines - PSAV**

<b>Course Number: HEV0112</b>	
<b>Occupational Completion Point: A</b>	
<b>Child Care Worker – 40 Hours – SOC Code 39-9011</b>	
01.0	Identify rules and regulations which govern child care. The student will be able to:
01.01	Identify child care facilities that require licensing.
01.02	Identify the major areas of child care standards.
01.03	Identify the local licensing agency and its responsibilities.
01.04	Identify local fire, safety, sanitation and health regulations.
01.05	Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
01.06	Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
01.07	Identify information concerning child discipline in State Rule 65C-22.001-008.
01.08	Demonstrate methods of compliance with rules and regulations governing child caregivers.
01.09	Discuss professional ethics for the child and youth care field.
02.0	Plan, establish and maintain a safe, clean, and healthy learning environment. The student will be able to:
02.01	Identify characteristics of, plan and establish a safe, sanitary, healthy child care environment.
02.02	Describe ways to assist children with personal hygiene routines.

02.03	Develop a checklist for evaluations, safety, and sanitation features.
02.04	Recognize potential safety and fire hazard problems and plan ways to prevent accidents.
02.05	Demonstrate evacuation procedures.
02.06	Identify characteristics of a healthy child.
02.07	Recognize symptoms of childhood illness.
02.08	Identify communicable diseases.
02.09	Identify procedures for administering and documenting medication.
02.10	Complete a medication permission form.
02.11	Describe ways in which the spread of disease in school age settings can be prevented.
02.12	Demonstrate responsibility for maintaining and organizing a safe and healthy facility.
02.13	Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
02.14	Identify proper procedures for transporting children.
02.15	Demonstrate use of fire extinguishers.
02.16	Practice universal precautions.
02.17	Visualize and plan for emergency/disaster situations.
02.18	Use appropriate telephone numbers in a simulated emergency situation.
02.19	Identify the need and responsible use of equipment and supplies.
02.20	Follow established procedures for reporting and documenting accidents/incidents.
02.21	Discuss ways for children to develop positive attitudes and skills for daily routines.
02.22	Practice environmentally sound procedures within the facility.
02.23	List ways to make a playground safe.
03.0	Plan and implement food service and nutrition education. The student will be able to:
03.01	Identify the nutritional needs of children; infants through school age (birth through age twelve).
03.02	Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children, with

emphasis on K – 5 <sup>th</sup> grade.	
03.03	Identify and practice safe and sanitary food service habits in assisting with mealtime routines.
03.04	Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children and youth.
03.05	Recognize age appropriate nutrition education activities.
03.06	Recognize special food needs and/or food allergies.
03.07	Use United States Department of Agriculture (USDA) most recent dietary guidelines for planning nutritious meals.
04.0	Identify and report child abuse and neglect in accordance with state regulations. The student will be able to:
04.01	Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
04.02	Identify the extent of the incidence of child maltreatment in the state and the nation.
04.03	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
04.04	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
04.05	Identify the characteristics of abusers.
04.06	Identify the impacts and effects of child abuse and neglect.
04.07	Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.
04.08	Identify state and local guidelines and procedures for reporting child abuse and neglect.
04.09	Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
04.10	Identify local community resources that provide help for the abused and the abuser.
05.0	Recognize developmentally appropriate methods of guidance. The student will be able to:
05.01	Describe methods of direct and indirect guidance.
05.02	Identify preventative measures of direct and indirect guidance.
05.03	Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
05.04	Identify acceptable and unacceptable methods of guiding behavior.
05.05	Demonstrate effective, positive guidance techniques for guiding behavior.

05.06	Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
06.0	Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve, with emphasis on K – 5 <sup>th</sup> grade. The student will be able to:
06.01	Identify and demonstrate various methods of curriculum planning for young children.
06.02	Define developmentally appropriate practices.
06.03	Discuss the importance of learning through play.
06.04	Describe learning centers used in developmentally appropriate environments.
07.0	Identify communication skills related to school age programs. The student will be able to:
07.01	Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.
07.02	Describe ways to promote positive interaction between the family, the child care center and community.
08.0	Identify and apply principles of child development typical and atypical (birth through age twelve). The student will be able to:
08.01	Describe and exhibit the principles of development: development is similar for all, development is continuous; development proceeds at different rates; development can be correlated.
08.02	Describe the physical, social-emotional, cognitive, and language characteristics of children from birth through age twelve.
08.03	Discuss circumstances and factors that put a child at risk for developing disabling conditions.
09.0	Identify various observation and recording methods. The student will be able to:
09.01	Identify observation techniques and methods used in a school age setting.
09.02	Interpret and evaluate a child observation form.
09.03	Observe, record, and report the behavior of children of various ages on an observation form.
09.04	Discuss the importance of, and create a plan to maintain the confidentiality of child/family records.
09.05	Differentiate between developmental screening, developmental assessment, developmental evaluation, and program evaluation.

**Course Number: HEV0190**  
**Occupational Completion Point: B**  
**School Age Care Professional – 80 Hours – SOC Code 39-9011**

10.0 Demonstrate professionalism, ongoing professional growth, leadership and advocacy. The student will be able to:



10.01	Identify factors that aid professional growth of a school-age child care worker.
10.02	Identify and use job-related school-age child care terminology.
10.03	Identify and demonstrate effective communication skills to use with personnel and parents/guardians of school-age children.
10.04	Identify opportunities for continuing education in the area of school-age care and develop a plan for professional development.
10.05	Assess one's attitude and performance in school-age care.
10.06	Identify and demonstrate the exemplary behavior, and social skills needed as a role model for school-age children.
10.07	Analyze legal issues and liability as they relate to a school-age child care worker.
10.08	Demonstrate employability skills including a job search.
10.09	Research professional organizations related to school age children care.
11.0	Provide a safe environment. The student will be able to:
11.01	Follow Florida safety regulations designed to keep school age children and youth safe.
11.02	Conduct safety checks, in-door and out.
11.03	Remove or repair unsafe items.
11.04	Create a safe environment for school age program including traffic patterns, quiet and active play areas, sign-in areas.
11.05	Create a daily schedule that provides time for active and quiet play.
11.06	Conduct safety training with children including their input into rules.
11.07	Recognize and ensure appropriate staff to child ratios and group sizes.
11.08	Explain rules and procedures for sports and activities.
11.09	Create and carry out an emergency plan for accidents, injuries, illness, fire and weather related acts.
11.10	Create and carry out a plan for children's safety during field trips.
11.11	Prepare and demonstrate the proper use of a first aid kit.
11.12	Create an emergency phone list.
12.0	Provide and promote an environment that contributes to good health, physical fitness, and nutrition. The student will be able to:

12.01	Follow Florida Child Care regulations that address health, sanitation, and food handling practices.
12.02	Model and teach habits that promote good health, physical fitness, and nutrition.
12.03	Create a supply list that helps children practice healthy habits.
12.04	Act to detect and prevent maltreatment of children.
12.05	Ensure high standard of cleanliness and sanitation of facility.
12.06	Create plan to deal with medical emergencies or illness.
12.07	Provide healthful, nutritious and pleasant snack food experiences for school age children.
12.08	Create a list of resources on health and hygiene, such as magazines, books, pamphlets, internet sites, and guest health professionals.
13.0	Use space, relationships, materials and routines as resources for constructing enriching environments. The student will be able to:
13.01	Create a variety of well-equipped, inviting, and responsive interest areas.
13.02	Separate interest areas so that simultaneous activities can occur.
13.03	Plan interest areas and resources for quiet and noisy activities.
13.04	Plan designated spaces for age appropriate activities.
13.05	Gain children's input and ideas for arranging the environment.
13.06	Adapt the environment to support children and youth with special needs.
13.07	Plan for materials that reflect diversity, show no bias, meet a wide range of skills, build on interests of children and allow the children to be successful.
13.08	Create transitions for children to move from one activity to another.
13.09	Observe and interact with children to determine their interest.
13.10	Establish a plan which coordinates with other programs that share the school age program space.
14.0	Provide hands-on activities, experiences and opportunities that encourage curiosity, exploration, and problem solving. The student will be able to:
14.01	Create an environment where learning means fun.
14.02	Encourage children to be in charge of their own learning.
14.03	Encourage children to develop their inter-personal and intra-personal intelligences.

14.04	Encourage children to explore adult skills to make and produce items or talents.
14.05	Incorporate literacy strategies into planned activities.
14.06	Help students achieve balance between academic needs and other developmental needs.
14.07	Expose children to experiences involving new information, ideas and concepts appropriate to school age children.
15.0	Provide communication opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings. The student will be able to:
15.01	Model positive communication skills.
15.02	Provide materials that encourage language development.
15.03	Provide opportunities for children to develop and use communication skills in all program activities.
15.04	Ask open-ended questions.
15.05	Observe children's nonverbal cues to create communication with children.
15.06	Introduce complex communication skills such as assertiveness, conflict resolution and refusal skills.
16.0	Provide opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas to express their creative abilities. The student will be able to:
16.01	Model and offer enthusiastic leadership for creative thinking projects.
16.02	Create an environment that encourages creativity.
16.03	Provide daily schedule which allows children to make plans and carry them out.
16.04	Introduce new, creative processes, ideas and activities to children.
17.0	Provide physical and emotional security for each school-age child. The student will be able to:
17.01	Respect the individuality of children.
17.02	Provide opportunities for children to learn about and appreciate a variety of cultures and ethnic groups.
17.03	Provide opportunities for children to experience success and acknowledge their own progress.
17.04	Provide opportunities for children to solve their own problems.
17.05	Provide children with opportunities that help them learn positive social values.
18.0	Provide opportunities for positive social interaction and group experiences. The student will be able to:

18.01	Model positive ways to interact with other people of all ages.
18.02	Use strategies to help children develop and practice the skills to get along with others.
18.03	Use strategies to help children develop conflict management skills.
18.04	Help children build a sense of community among staff and children
18.05	Plan activities that offer opportunities for children to be involved in their communities.
19.0	Provide a supportive environment for children to learn and practice appropriate and acceptable behavior in individual and group settings. The student will be able to:
19.01	Create an environment of mutual respect.
19.02	Guide children's behavior in a positive manner using a variety of guidance methods.
19.03	Use problem solving and problem prevention methods.
19.04	Follow a daily schedule that allows children freedom within the structure.
19.05	Communicate discipline policies clearly.
20.0	Establish and maintain family involvement in school-age activities. The student will be able to:
20.01	Demonstrate respect for families and their input.
20.02	Develop a system of regular communication with parents and families.
20.03	Provide families with program information and activities.
20.04	Provide families with developmentally appropriate activities for school-age children.
20.05	Encourage parent/family involvement in care activities.
20.06	Work constructively with parents to resolve behavior issues.
20.07	Serve as a family resource.
21.0	Create a systematic and responsive approach to create a school-age program. The student will be able to:
21.01	Engage parents and families in developing program.
21.02	Work with staff to ensure program excellence.
21.03	Develop a responsive high quality program.

21.04	Explain program policies.
21.05	Manage business operations.
21.06	Work cooperatively and appropriately with volunteers and community partners.
22.0	Create a portfolio. The student will be able to:
22.01	Write a 300-word autobiographical statement which describes you as a person (your past, reasons for choosing to work with school age children, interests, hobbies, future plans)
22.02	Write a 300 word description of the school-age program (goals and philosophy of the program; description of children student is working with; weekly activity schedule).
22.03	Prepare 3 written entries for each of the functional areas: professionalism, safety, health, out of school environments, physical competence, cognitive competence, communication, creativity, development of self, social development, guidance, productive relationships with families, and operational program management.
23.0	Prepare a Professional Resource File. The student will be able to prepare a resource file which includes the following:
23.01	A copy of the Florida regulations appropriate for modality of care.
23.02	A list of 3 outside agencies involved in improving the quality of care for school-age children.
23.03	Brochures and membership information for a minimum of two professional associations.
23.04	Name and contact information of community agencies that provide resources for children with disabling conditions.
23.05	Description of a workshop you attended in the past year.
23.06	Reporting procedures for suspected child abuse.
23.07	Description of appropriate procedures for handling a child who receives a head injury after falling from a playground structure.
23.08	Sample of a day's menu with nutrient analysis.
23.09	Four songs - two from other cultures.
23.10	Three art activities, listing all materials and how children are expected to use them.
23.11	Two gross motor skill activities appropriate for 5-7, 8-10 and 10-12 year olds.
23.12	Titles, Authors, publishers, copyright dates and brief synopsis of two books suitable for school-age children that support gender identity, deal with the reproductive process, and separation, divorce, remarriage or blended families.
23.13	Copy of the facility's rules developed with input from children.

23.14	List of five ways the school-age program helps children develop friendships and increase social skills.
23.15	List of five ways parental support is provided within the program.
23.16	List of five activities in which parents can participate.
23.17	List of 5 places in the local area for field trips (include purpose of selecting location, contact person/information, transportation arrangements, how the trip enhances an activity plan, sample parental permission form, and 3-5 essential items needed on a field trip).
23.18	List of contact information for outreach agencies that support school-age programs.
23.19	Daily schedule including time blocks, activities and age groupings.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for school-age child care personnel, 65C-22.008. The regulatory requirements that must be met to offer this program are included in the School Age Professional Certificate (SAPC) Program Guidelines - PSAV.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education  
Curriculum Framework**

**Program Title:** Family Child Care Training  
**Program Type:** Career Preparatory  
**Career Cluster:** Education & Training

**Note:** This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for family child care home personnel, 65C-20, F.A.C. To offer and teach this program, approval must be obtained from the local DCF Child Care Training Coordinators Agency and the instructor must meet the trainer requirements established by DCF.

<b>Career Certificate</b>	
Program Number	V200410
CIP Number	0419070905
Grade Level	30, 31
Standard Length	30 clock hours
Teacher Certification	Refer to the <b><u>Program Structure</u></b> section.
CTSO	N/A
SOC Codes (all applicable)	39-9011 – Childcare Workers
Basic Skills Level	N/A

**Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

The content includes but is not limited to the following components of the DCF 40-hour, Introductory Child Care Training: six hours in Child Growth and Development; six hours in Behavioral Observation & Screening; eight hours in Health, Safety, & Nutrition; four hours in Identifying & Reporting Child Abuse & Neglect; and six hours in Family Child Care Home Rules and Regulations. Prospective/ new family child care home providers will obtain the skills necessary to help anticipate the crucial decisions they will have to make while starting their business. It stresses models of best practices that have been adopted by veteran home care providers. The content teaches the knowledge and skills that new providers will need in order to meet the local child care licensing requirements.



**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of one occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	HEV0119	Family Child Care Provider	FAM CON SC 1 PRESCH ED L PK PRIMARY H CH CARE TR 7 G PRIMARY ED @B E CHILD ED @0 HME EC OCC 7 %7 %G	30 hours	39-9011

**Regulated Programs**

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for family child care home personnel, 65C-20, F.A.C. **\*\*\* To offer and teach this program, approval must be obtained** from the local DCF Child Care Training Coordinators Agency and the instructor must meet the trainer requirements established by DCF. **Programs offering the Family Child Care Training course will be required to use DCF materials and be subject to monitoring by the training coordinating agencies.**

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

- 01.0 Demonstrate the processes of setting up a family child care home business.
- 02.0 Demonstrate basic knowledge of principles and concepts of child development.
- 03.0 Describe basic knowledge of the domains of child development.
- 04.0 Demonstrate how to observe children.
- 05.0 Identify signs of and reporting procedures for possible child abuse and neglect.
- 06.0 Document and maintain required records for a family child care home.
- 07.0 Demonstrate hygiene and sanitation procedures for the family child care home.
- 08.0 Explain the importance of health and safety in a family child care home
- 09.0 Determine ways to prevent health and safety hazards with in a family child care home
- 10.0 Determine child care practices in the areas of nutrition, physical fitness, and kitchen safety for a family child care home.

**Florida Department of Education  
Student Performance Standards**

**Program Title: Family Child Care Training**  
**Career Certificate Program Number: V200410**

This program covers components of the DCF 40-hour Introductory Child Care Training coursework. To offer and teach this training, approval must be obtained from the local DCF Child Care Training Coordinators Agency and the instructor must meet the trainer requirements established by DCF.

<b>Course Number: HEV0119</b>	
<b>Occupational Completion Point: A</b>	
<b>Child Care Workers (Family Home) – 30 Hours – SOC Code 39-9011</b>	
01.0	Demonstrate the processes of setting up a Family Child Care home business. The student will be able to:
01.01	Summarize the key business considerations of particular concern to owners of family child care homes.
01.02	Identify other sources of information and assistance when needed.
01.03	List what is needed to prepare a home to operate as a family child care business.
01.04	Prepare a parent handbook that includes the policies and procedures of a family child care home.
01.05	Prepare a contract for parents, which includes hours/days of operation, fees, meals, field trips/other transportation, emergency information/contacts, termination procedures, illness policy, discipline policy, and parent signatures.
01.06	Prepare a marketing plan for a family child care home business.
01.07	Locate available resources for tax preparation.
01.08	Set up business records for a family child care home.
01.09	Explain how to obtain liability insurance for a home based business.
01.10	Create a professional development plan.
01.11	List the steps for acquiring accreditation.
01.12	List the requirements of the Americans with Disabilities Act (ADA) for child care providers.
02.0	Demonstrate basic knowledge of principles and concepts of child development. The student will be able to:
02.01	Describe the basic principles of child development.

02.02	Identify specific examples of children's behavior by describing which domain each represents.
02.03	Describe the general age categories used to talk about young children.
02.04	Recognize common milestones in the physical/motor domain of child development.
02.05	Demonstrate an understanding of basic child growth and development principles offered in learning environments for typically and atypically developing children that illustrates these principles in children's learning.
03.0	Demonstrate basic knowledge of the domains of child development. The student will be able to:
03.01	Describe language development and communication skills in infants, toddlers and preschoolers.
03.02	Describe the emergent literacy skills of infants, toddlers, preschoolers and school age children.
03.03	Describe cognitive development and general knowledge milestones and practices of infants, toddlers, preschoolers and school age children.
03.04	Describe social/emotional development milestones and practices of infants, toddlers, preschoolers and school age children.
03.05	Describe caretaker techniques that can support the social/emotional development of infants, toddlers, preschoolers and school age children across all domains of development.
03.06	Describe physical development skills of infants, toddlers, preschoolers, and school age children.
04.0	Demonstrate how to observe children. The student will be able to:
04.01	Demonstrate key principles of observing children.
04.02	Observe a child's behavior and decide if it represents typical developmental progress for the child's age.
04.03	Use a behavior/developmental checklist and determine which skills you observed.
04.04	Discuss 7 items the caregiver can do when talking to parents about developmental concerns.
04.05	Determine the difference between guidance and discipline verses punishment.
04.06	List the key benefits of conducting a developmental screening in a family child care setting.
04.07	List ways caregivers can use a child's developmental information.
04.08	Demonstrate the ability to understand and describe the childcare professional's role in the observing and screening process of children in a childcare environment.
04.09	Describe best practices used by skilled Family Childcare Providers to obtain valid and usable results.
05.0	Identify signs of and follow reporting procedures for possible child abuse and neglect. The student will be able to:
05.01	Recognize and distinguish between the various signs, symptoms and indicators of child abuse and neglect that might be observed by a childcare professional.

05.02	Summarize what the statutes require of child care professionals with knowledge of abuse and neglect.
05.03	Describe proper procedures to follow when reporting suspicions of abuse.
05.04	State the difference between "reasonable suspicion" and "proof" as it regards to child abuse and neglect.
05.05	Define good faith report and neglect.
05.06	Describe the difference between legal corporal punishment and abuse.
05.07	Describe shaken baby syndrome.
05.08	Explain Causes and Risk Factors of Child Abuse and Neglect.
06.0	Document and maintain required records for a family child care home. The student will be able to:
06.01	Differentiate between a licensed and a registered family child care home.
06.02	List and prepare documents used in a family child care home that are required by law.
06.03	Understand the role of the Child Care Licensing Counselor (CCL) and the role of the Department of Children and Families (DCF).
06.04	Discuss personnel issues, staff training, supervision, access and ratios, health records and understand their implications for a family child care home.
06.05	Discuss the importance of Florida Statute 402.319 regarding penalties for misrepresentation and fraudulent actions in family child care homes.
06.06	Conduct a self-inspection using a home day care inspection list.
07.0	Demonstrate hygiene and sanitation procedures for the family child care home. The student will be able to:
07.01	Explain the importance of hand washing.
07.02	Demonstrate proper hand washing techniques.
07.03	Discuss the use of individualized towels and washcloths.
07.04	Demonstrate the proper use of a diaper-changing table.
07.05	Discuss how to properly handle soiled items.
07.06	Demonstrate proper cleaning and sanitizing procedures for potty-chairs.
07.07	Explain the Universal Precautions.
07.08	Explain the difference between hygiene and sanitation.

07.09	Discuss the implications of Administrative Code 65C-20.010 Health and Safety Related Requirements.
08.0	Explain the importance of health and safety in a family child care home. The student will be able to:
08.01	Describe the signs of good health and ill health.
08.02	Recognize common signs of communicable diseases that warrant isolation and complete the requirements of Administrative Code 65C-20.010(4)(a) & (b).
08.03	Demonstrate procedures for establishing and using an isolation area and handling linens, towels and bedding.
08.04	Determine the severity of a child's physical condition after an accident or onset of illness.
08.05	Follow procedures for administering and storing medication.
08.06	Describe what a fully stocked first aid kit must have and know the procedures for keeping it stocked.
08.07	Post emergency numbers and follow emergency response procedures.
08.08	Follow fire safety codes.
08.09	Conduct required number of fire drills.
09.0	Determine ways to prevent health and safety hazards with in a family child care home. The student will be able to:
09.01	Locate potential hazards and safety equipment for a family child care home.
09.02	Explain procedures for storing toxic and hazardous materials.
09.03	Describe and implement methods for minimizing common home safety pitfalls.
09.04	Describe and identify areas of indoor and outdoor safety.
09.05	Conduct a pre-inspection based upon the requirements of the family home child care guide to inspections.
09.06	List ways to prevent Sudden Infant Death Syndrome.
10.0	Determine child care practices in the areas of nutrition and kitchen safety for a family child care home. The student will be able to:
10.01	Decide if specific nutritional child care practices are acceptable or not.
10.02	Use the United States Department of Agriculture (USDA) current dietary guidelines as a tool for planning nutritious meals.
10.03	Define the following concepts: individual feeding, age-appropriate feeding, common feeding problems, quantity, quality, variety and balance.
10.04	Use recommended techniques regarding meal patterns, menu variety, changing food tastes and feeding abilities

10.05	Identify the main food groups and what they include.
10.06	Identify appropriate quantity and nutritional quality in the foods served at a family child care home.
10.07	Use a checklist to evaluate and troubleshoot a family child care home menu.
10.08	Define potable and its place in the menu planning process.
10.09	List and documentation needed for children with special dietary needs.
10.10	Give three examples of sanitary food preparation techniques.
10.11	Explain reasons for using sanitary kitchen cleaning techniques.
10.12	Explain proper hand washing techniques to children.



## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

**Note:** This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for family child care home personnel, 65C-20, F.A.C. \*\*\* **To offer and teach this program, approval must be obtained** from the local DCF Child Care Training Coordinators Agency and the instructor must meet the trainer requirements established by DCF.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.