

**Florida Department of Education
Curriculum Framework**

Program Title: Professional Dive Instructor
Career Cluster: Hospitality and Tourism

CCC	
CIP Number	0249030403
Program Type	College Credit Certificate (CCC)
Program Length	11 credit hours
CTSO	N/A
SOC Codes (all applicable)	49-9092 – Commercial Divers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400).

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 Hospitality and Tourism 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 Hospitality and Tourism career cluster.

The content includes but is not limited to coursework that will prepare students for career employment in the business of recreational scuba diving and work diving technology. Students will be qualified to develop, operate and manage recreational diving businesses such as those which proliferate Florida and other resort areas. In addition to direct vocational qualification, courses taken in this certificate are applicable to an AAS in Diving Business and Technology. **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 scuba diving skills and knowledge at an exemplary level.
- 02.0 Demonstrate the skills and knowledge required to supervise recreational and working divers.
- 03.0 Demonstrate the ability to effectively teach recreational scuba diving.
- 04.0 Demonstrate a working knowledge of the business aspects of recreational diving.

**Florida Department of Education
Student Performance Standards**

Program Title: Professional Dive Instructor
CIP Number: 0249030403
Program Length: 11 credit hours
SOC Code: 49-9092

This certificate program is part of the Diving Business and Technology AAS degree program (0249030400). At the completion of this program, the student will be able to:

01.0	<u>Demonstrate scuba diving skills and knowledge at an exemplary level.</u> – The student will be able to:
01.01	Demonstrate the proper selection, care and use of basic scuba equipment including mask, fins, snorkel, buoyancy compensator, tank, regulator, instrumentation, protective clothing and weighting system; as well as auxiliary equipment such as knife, light and compass.
01.02	Demonstrate effective pressure equalization during descent and ascent through the water column.
01.03	Demonstrate effective methods for entry and exit from the water.
01.04	Demonstrate effective underwater buoyancy control.
01.05	Demonstrate effective surface control.
01.06	Demonstrate effective underwater propulsion and navigation.
01.07	Demonstrate effective surface and underwater communication.
01.08	Demonstrate effective use of the repetitive dive and decompression tables.
01.09	Demonstrate effective use of the diver buddy system.
01.10	Effectively demonstrate multiple emergency out-of-air procedures.
01.11	Identify and describe how to prevent and manage diving medical emergencies.
01.12	Define and explain the diver's environment as it relates to both diver safety and environmental preservation.
02.0	<u>Demonstrate the skills and knowledge required to supervise recreational and working divers.</u> – The student will be able to:
02.01	Demonstrate the ability to work with students in training at various levels as an instructional assistant.

02.02	Identify the various elements of management and control of a diving operation and demonstrate effective utilization of these elements.
02.03	Demonstrate the ability to prepare a group dive plan, to include briefing, dive profiles, safety considerations, contingency and emergency plans.
02.04	Demonstrate the ability to effectively manage a dive from the surface in the local environment, which includes boat diving.
02.05	Demonstrate the ability to effectively manage a dive using in-water supervision.
02.06	Identify the various programs a divemaster may conduct in the recreational industry and demonstrate the ability to conduct selected programs.
02.07	Identify the OSHA requirement for conducting a working dive.
03.0	<u>Demonstrate the ability to effectively teach recreational scuba diving.</u> – The student will be able to:
03.01	Identify the elements of teaching theory.
03.02	Identify the elements of Instructional techniques.
03.03	Identify the domains of Bloom's taxonomy.
03.04	Define Learning.
03.05	Define Teaching.
03.06	Identify the elements of testing and evaluation.
03.07	Identify the laws of learning.
03.08	Identify factors that enhance learning.
03.09	Identify the elements of oral communication.
03.10	Describe the application of training aids.
03.11	Define empathy, goals and motivation, reinforcement, pacing, continuity, relaxation and performance, physical awareness and sensitivity, physical surroundings, anxiety and fear.
03.12	Identify the elements of class planning.
03.13	Explain and apply the acronym TOM I PASTA.
03.14	Identify the elements of a lesson plan for a classroom session.
03.15	Identify the elements of a confined water lesson plan.
03.16	Identify the elements of an open water lesson plan.

03.17	Prepare a classroom lesson plan.
03.18	Conduct a classroom lesson.
03.19	Prepare a confined water lesson plan.
03.20	Conduct a confined water lesson.
03.21	Prepare an open water lesson plan.
03.22	Conduct an open water lesson.
04.0	<u>Demonstrate a working knowledge of the business aspects of recreational diving.</u> – The student will be able to:
04.01	Outline the components of a good business plan.
04.02	State the requirements for a good dive facility location.
04.03	Compare rent vs. purchase benefits when considering facility location.
04.04	Describe the optimum layout for a dive facility.
04.05	Estimate the standard reoccurring overhead costs for a dive facility.
04.06	Determine the legal and insurance requirements for a dive facility.
04.07	Identify the components for an employee policy and procedure manual.
04.08	State the requirements of local, state and federal laws as they apply to the employees of the dive facility.
04.09	Describe the job description, salary and benefits for each position of the dive facility.
04.10	Determine the product composition for the retail portion of the dive store.
04.11	Describe the training requirements for a good sales force.
04.12	Utilize the DEMA directory to identify dive store suppliers.
04.13	List the techniques that may be used to merchandise the retail stock in the dive shop.
04.14	State the methods of inventory control and their application in the dive store.
04.15	Define margin, profit and cost per square foot as it applies to retail sales.
04.16	Establish a price strategy after considering total fixed and variable costs.

04.17	Describe the legal compliance requirements for a charter dive boat for hire.
04.18	Select the optimum dive boat for various types of diving by comparing hull types, power plants, capacity, operating costs and special features.
04.19	State the common items that are necessary for all boats that charter dive trips.
04.20	Determine fixed and variable costs associated with the boat.
04.21	Compare lease/independent contractor vs. purchase in the dive boat operation.
04.22	Identify equipment repair facility requirements for tools, workspace, repair costs and technician qualifications.
04.23	List all costs and operating requirements for a clean air fill station.
04.24	Describe the factors to consider for the rental program of a dive facility.
04.25	Estimate the depreciation costs for the service operation of the dive facility.
04.26	Identify the physical requirements for the dive instruction program.
04.27	Determine the requirements for the dive instruction staff.
04.28	Create a dive instruction program based on various customer categories.
04.29	Compare the different training agencies and their features.
04.30	Establish a competitive pricing program for dive instruction based on total facility costs and profit expectations.
04.31	Develop an advertising and marketing plan for a hypothetical dive facility.
04.32	Demonstrate how PC based automation can improve the efficiency of a dive facility.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Laboratory activities for this program encompass a wide variety of both physical and natural environments including classrooms, a pool and an open water facility for student teaching; computer stations; equipment repair, storage and distribution areas (dive locker); actual and simulated underwater work stations in open water both inland and offshore; and diver delivery stations on docks, beaches and boats. Cooperative arrangements with local businesses allow advanced students to interact with real customers in the actual working environment. Laboratory activities range from basic motor skill development through the performance of complex underwater tasks, as well as diving supervision and teaching. Students participate in actual underwater work projects and serve as teaching assistants in actual courses. The primary laboratory, an on-campus, open water, all weather underwater training area (UTA), contains abundant marine life, archeological artifacts (timbers from an actual treasure galleon) a sunken boat, submerged vehicles including a school bus, a large aeration system, and several work diving simulators.

Special Notes

The State of Florida is the world's leading employer in the business of recreational diving. Many of these businesses, along with other employers of underwater workers, are represented on the A.A.S. Degree Advisory Committee for Diving Business and Technology. Classes involving diving sometimes are conducted at the site of these businesses, which represent a regular source of employment of students, often even before completion of their degree. Interaction with special classes conducted regularly for diving employees of such agencies as the Florida Department of Transportation, South Florida Water Management District, public safety agencies, and Federal agencies such as the U.S. Army Corps of Engineers provide degree-seeking students with an opportunity for first-hand experience with careers in diving technology.

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. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

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

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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 and 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 and 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 child growth and development.
- 02.0 Demonstrate knowledge of early childhood education: preschool.
- 03.0 Demonstrate an awareness of the importance of positive interactions with the family.
- 04.0 Demonstrate knowledge of the early childhood education profession.
- 05.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 06.0 Demonstrate various observations and recording methods.
- 07.0 Demonstrate knowledge of the High/Scope approach to early childhood education.
- 08.0 Demonstrate knowledge and skill of the High/Scope key developmental indicators in language, literacy and communication.
- 09.0 Examine mathematical and science key developmental indicators in number classification, seriation, space and time.
- 10.0 Use the elements of adult support and interaction skills to scaffold child learning, support social and emotional development and problem solving skills.
- 11.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five-year-old preschool children.
- 12.0 Guide the physical development of three, four, and five-year-old preschool children
- 13.0 Guide the cognitive, language, and literacy development of three-, four-, and five-year-old preschool children.
- 14.0 Guide the creative development of three, four, and five-year-old preschool children.
- 15.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 16.0 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 (1413121003). At the completion of this program, the student will be able to:

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, emotional, intellectual, creative, social, and language development.

01.03 Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding growth and development.

01.04 Demonstrate the ability to identify and discuss developmental milestones.

02.0 Demonstrate knowledge of early childhood education: preschool. – The student will be able to:

02.01 Identify and evaluate contemporary models of preschool education.

02.02 Develop plans to meet long and short-term goals.

02.03 Implement plans to meet short and long-term goals.

02.04 Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.

02.05 Identify developmentally appropriate supplies and teaching materials.

02.06 Arrange learning centers for a variety of activities.

02.07 Implement developmentally appropriate special events.

02.08 Maintain children's records.

02.09 Discuss the importance of play in children's development.

03.0 Demonstrate an awareness of the importance of positive interactions with the family. – The student will be able to:

03.01	Recognize the family as primarily responsible for the care and development of the child, and support family members in this endeavor.
03.02	Recognize varying family structures.
03.03	Describe the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and families.
03.04	Describe family involvement activities.
03.05	Recognize and use interpersonal skills.
03.06	Describe positive and productive staff and family interactions.
04.0	<u>Demonstrate knowledge of the early childhood education profession.</u> – The student will be able to:
04.01	Identify developmentally appropriate philosophies of early childhood education.
04.02	Identify professional behavior.
04.03	Recognize the value of self-evaluation.
04.04	List the characteristics of a quality child development program.
04.05	Identify the types of programs for children.
04.06	Participate as a positive and productive team member.
05.0	<u>Demonstrate knowledge of appropriate methods of guidance and classroom management.</u> – The student will be able to:
05.01	Identify developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
05.02	Foster a child-centered environment based on nurturing guidance.
05.03	List and discuss important variables in the background of children, birth through age eight, which might contribute to problem behavior, including but not limited to, physical, psychological, and behavioral factors.
05.04	Identify and demonstrate positive guidance techniques that foster the development of self- control.
05.05	Demonstrate developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
06.0	<u>Demonstrate various observation and recording methods.</u> – The student will be able to:
06.01	Identify and use appropriate methods for collecting information.
06.02	Complete an observational record.
06.03	Distinguish between collection and interpretation of data.

	06.04 Apply observational information.
07.0	<u>Demonstrate knowledge of the high/scope approach to early childhood education.</u> – The student will be able to:
07.01	Identify the fundamentals of the High/Scope preschool approach, including the principles of effective learning environments.
07.02	Demonstrate the fundamentals of adult/child interaction.
07.03	Demonstrate the methodology of observation and anecdotal recordkeeping.
07.04	Identify the various components of the High/Scope daily routines.
07.05	Demonstrate the basic principles of the plan-do-review process.
07.06	Demonstrate the basic principles of small and large group times.
07.07	Identify and apply the basic principles of program assessment.
07.08	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
07.09	Identify and apply the components of the problem-solving approach to conflict resolution.
07.10	Identify and apply strategies for supporting children such as encouragement versus praise.
07.11	Implement the High/Scope Child Observation Record (COR).
07.12	Implement daily team planning.
07.13	Demonstrate an understanding of how to work effectively with parents.
08.0	<u>Demonstrate knowledge of the high/scope key developmental indicators in language, literacy and communication.</u> – The student will be able to:
08.01	Identify the integrated approach of language and literacy in the High/Scope approach.
08.02	Demonstrate an understanding of the research that promotes the acquisition of reading and writing and the complementary skills of speaking and listening.
08.03	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.
08.04	Assess young children in the areas of listening, speaking, writing and pre-reading skills.
09.0	<u>Examine mathematical and science key developmental indicators in number classification, seriation, space and time.</u> – The student will be able to:
09.01	Demonstrate an understanding of how children begin to construct a working concept of numbers and plan appropriate experiences for the preschool level.

09.02	Develop an understanding through observation of classification through the child's play of organizing the materials, people and events involved in their play.
09.03	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.
09.04	Demonstrate an understanding of how young children experience space in the physical world of objects.
09.05	Understand the fundamental capacities for developing the concept of time in young children.
09.06	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.
09.07	Assess young children in the areas of math and science skills.
10.0	<u>Examine the elements of adult support and interaction skills to scaffold learning, support social and emotional development and problem solving skills.</u> – The student will be able to:
10.01	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.
10.02	Understand the guidelines adults use to establish and maintain supportive climates in which children generate and construct their own understanding and learning.
10.03	Use key experience and interaction strategies to extend higher level thinking and learning for children.
10.04	Identify and implement teaching practices to support adult teamwork to meet individual developmental levels and interest of children.
10.05	Assess the characteristics of preschoolers' actions and interest in the context of initiative and social relations key developmental indicators.
10.06	Identify support strategies to encourage a child's self-help and awareness skills, as well as, social relations and understanding of others.
10.07	Utilize an observation-based assessment tool (COR) with a high degree of inter-reliability.
11.0	<u>Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five year old preschool children.</u> – The student will be able to:
11.01	Demonstrate good health and safety habits and identify potential hazards in a child development facility.
11.02	Demonstrate developmentally appropriate positioning and handling strategies for children.
11.03	Demonstrate developmentally appropriate safety activities.
11.04	Demonstrate developmentally appropriate food preparation and nutrition education activities.
11.05	Demonstrate developmentally appropriate health activities.
11.06	Observe and collect data on safety, health, and nutrition.
12.0	<u>Guide the physical development of three, four, and five year -old preschool children.</u> – 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	<u>Guide the cognitive, language and literacy development of</u>
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	<u>Guide the creative development of three, four, and five year-old preschool children.</u> – 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	<u>Guide the social and affective development of three, four, and five- year old preschool children.</u> – 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	<u>Initiate and facilitate positive interaction with the child's family.</u> – The student will be able to:
16.01	Implement parent involvement activities.
16.02	Demonstrate positive and productive staff and parent interactions.
16.03	Share information about child development and developmentally appropriate practices.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Career and Technical Student Organization (CTSO)

----- is the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Montessori Preschool Curriculum Specialization
Career Cluster: Education and Training

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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 and 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 and 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 child growth and development.
- 02.0 Demonstrate knowledge of early childhood education: preschool.
- 03.0 Demonstrate knowledge of state and local rules and regulations.
- 04.0 Demonstrate knowledge of the early childhood education profession
- 05.0 Demonstrate knowledge of community needs and resources.
- 06.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 07.0 Demonstrate various observations and recording methods.
- 08.0 Demonstrate knowledge of the Montessori philosophy and human development.
- 09.0 Demonstrate knowledge of classroom leadership.
- 10.0 Demonstrate knowledge of curriculum implementation.
- 11.0 Demonstrate knowledge of community involvement and partnership with families.
- 12.0 Guide the physical development of three, four, and five year old preschool children.
- 13.0 Guide the cognitive, language, and literacy development of three, four, and five year-old preschool children.
- 14.0 Guide the creative development of three, four, and five-year-old preschool children.
- 15.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 16.0 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 or AAS degree program (1413121003). At the completion of this program, the student will be able to:

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, emotional, intellectual, creative, social, and language development.

01.03 Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding growth and development.

02.0 Demonstrate knowledge of early childhood education: preschool. – The student will be able to:

02.01 Develop plans to meet long and short-term goals.

02.02 Implement plans to meet short and long-term goals.

02.03 Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.

02.04 Identify developmentally appropriate supplies and teaching materials.

02.05 Arrange learning centers for a variety of activities.

02.06 Implement developmentally appropriate special events.

02.07 Maintain children's records.

02.08 Discuss the importance of play in children's development.

03.0 Demonstrate knowledge of state and local rules and regulations. – The student will be able to:

03.01 Identify the major areas of child care standards in Florida.

03.02 Identify child care facilities that require licensing.

03.03	Identify the local licensing agency and list responsibilities of that agency.
03.04	Identify local day care standards that govern child care.
03.05	Identify state minimal standards for screening of owners, operators, staff, volunteers, and others.
04.0	<u>Demonstrate knowledge of the early childhood education profession.</u> – The student will be able to:
04.01	Identify developmentally appropriate philosophies of early childhood education.
04.02	Identify professional behavior.
04.03	Recognize the value of self-evaluation.
04.04	Identify professional organizations in the field and their purposes.
04.05	Discuss the rationale for services to children and families.
04.06	List the characteristics of a quality child development program.
04.07	Discuss the historical, philosophical, psychological, and sociological foundations of early childhood education.
05.0	<u>Demonstrate knowledge of community needs and resources.</u> – The student will be able to:
05.01	Identify state organizations and agencies that serve children and families.
05.02	Identify local community resources that serve children and families.
05.03	Identify purposes and functions of local community resources.
05.04	Identify organizations and agencies that provide services and assistance to children with disabling conditions and their families.
05.05	Discuss ways to access community resources.
06.0	<u>Demonstrate knowledge of appropriate methods of guidance and classroom management.</u> – The student will be able to:
06.01	Identify developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
06.02	Foster a child-centered environment based on nurturing guidance.
06.03	List and discuss important variables in the background of children, birth through age eight, which might contribute to problem behavior, including but not limited to, physical, psychological, and behavioral factors.
06.04	Identify and demonstrate positive guidance techniques that foster the development of self- control.
06.05	Demonstrate developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.

07.0	<u>Demonstrate various observation and recording methods.</u> – The student will be able to:
07.01	Identify and use appropriate methods for collecting information.
07.02	Complete an observational record.
07.03	Distinguish between collection and interpretation of data.
07.04	Apply observational information.
08.0	<u>Demonstrate knowledge of the Montessori philosophy and human development.</u> – The student will be able to:
08.01	Demonstrate an understanding of and implements Montessori philosophy with a focus on the early childhood years;
08.02	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;
08.03	Demonstrate evidence of personal growth through self-evaluation and introspection;
08.04	Demonstrate knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.
09.0	<u>Demonstrate knowledge of classroom leadership.</u> – 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	<u>Demonstrate knowledge of curriculum implementation.</u> – 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	<u>Demonstrate knowledge of community involvement and partnership with families.</u> – 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	<u>Guide the physical development of three, four, and five year old preschool children.</u> – 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	<u>Guide the cognitive, language, and literacy development of three, four, and five-year-old preschool children.</u> – 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	<u>Guide the creative development of three, four, and five-year-old preschool children.</u> – 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	<u>Guide the social and affective development of three, four, and five-year-old preschool children.</u> – 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	<u>Initiate and facilitate positive interaction with the child's family.</u> – 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 activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Child Development Early Intervention
Career Cluster: Education and 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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 and 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 and 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 child growth and development.
- 02.0 Demonstrate knowledge of disabling conditions.
- 03.0 Demonstrate knowledge of early childhood education.
- 04.0 Guide physical development.
- 05.0 Guide cognitive language and literacy development.
- 06.0 Guide creative development.
- 07.0 Guide social, self-help and affective development.
- 08.0 Demonstrate knowledge of state and local rules and regulations.
- 09.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 10.0 Initiate and facilitate positive interaction with the child's family.
- 11.0 Demonstrate knowledge of safety, health and nutrition.
- 12.0 Identify and report child abuse and neglect in accordance with state regulations.
- 13.0 Demonstrate knowledge of community needs and resources.
- 14.0 Demonstrate professionalism.
- 15.0 Demonstrate various observation and recording methods.
- 16.0 Demonstrate use of classroom media.

**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 or AAS degree program (1413121003). At the completion of this program, the student will be able to:

01.0 Demonstrate knowledge of child growth and development. – The student will be able to:

01.01 Describe the principles of child growth and development.

01.02 Describe the physical, emotional, intellectual, and social development of children from birth through age eight.

01.03 Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence the development of the child.

01.04 Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding child growth and development.

01.05 Demonstrate the ability to list and discuss the developmental milestones.

02.0 Demonstrate knowledge of disabling conditions. – The student will be able to:

02.01 Discuss factors that put a child at risk for developing disabling conditions.

02.02 Discuss impaired functioning in: fine motor; gross motor; cognitive; social/emotional; and self-help skills.

02.03 Discuss behavioral characteristics of children who display mild, moderate and profound disabling conditions.

02.04 Identify interdisciplinary team approaches to the education, treatment, and developmental programming of children with disabling conditions.

02.05 Identify specific conditions that require referral.

03.0 Demonstrate knowledge of early childhood education. – The student will be able to:

03.01 Describe the relationship of child development center philosophy and policy to program implementation.

03.02 Identify contemporary models of early childhood programs.

03.03	Demonstrate knowledge of appropriate scheduling and program planning.
03.04	Identify appropriate teaching techniques to meet various learning styles, and/or disabling conditions.
03.05	Design, construct, and/or adapt developmentally appropriate supplies and teaching materials.
03.06	Arrange learning centers for a variety of activities.
03.07	Implement developmentally appropriate special events.
03.08	Maintain children's records.
03.09	Demonstrate knowledge of the importance of play in children's development.
03.10	Support and implement positive child/adult interaction.
04.0	<u>Guide physical development.</u> – The student will be able to:
04.01	Demonstrate knowledge of physical development.
04.02	Implement developmentally appropriate gross motor activities.
04.03	Implement developmentally appropriate fine motor activities.
04.04	Identify appropriate equipment, materials, and space for physical development.
04.05	Under direction, utilize appropriate adaptive equipment and positioning techniques.
04.06	Demonstrate observation techniques and collect data on physical development.
05.0	<u>Guide cognitive language and literacy development.</u> – The student will be able to:
05.01	Demonstrate knowledge of cognitive, language, and literacy development.
05.02	Implement developmentally appropriate language, literacy, and sensory activities.
05.03	Implement developmentally appropriate math activities.
05.04	Implement developmentally appropriate science activities.
05.05	Implement developmentally appropriate social science activities.
05.06	Implement problem solving activities which foster critical thinking skills.
05.07	Recognize and utilize alternative forms of communication when necessary.

05.08	Demonstrate observation techniques and collect data on cognitive language, literacy, and sensory development.
06.0	<u>Guide creative development.</u> – The student will be able to:
06.01	Demonstrate knowledge of creative development.
06.02	Implement developmentally appropriate music activities.
06.03	Implement developmentally appropriate art activities.
06.04	Implement developmentally appropriate creative movement activities.
06.05	Demonstrate observation techniques and collect data on creative development.
07.0	<u>Guide social, self-help and affective development.</u> – The student will be able to:
07.01	Demonstrate knowledge of social and affective development.
07.02	Implement activities which help children to develop interpersonal skills.
07.03	Implement developmentally appropriate self-concept activities.
07.04	Implement developmentally appropriate activities which promote multicultural understanding.
07.05	Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
07.06	Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
07.07	Implement developmentally appropriate dramatic play activities.
07.08	Implement developmentally appropriate group and individual activities.
07.09	Demonstrate observation techniques and collect data on social and affective development.
08.0	<u>Demonstrate knowledge of state and local rules and regulations.</u> – The student will be able to:
08.01	Identify the major areas of child care standards in Florida.
08.02	Identify child care facilities that require licensing.
08.03	Identify local day care standards that govern child care.
08.04	Identify the local licensing agency and list responsibilities of this agency.
08.05	Identify state minimal standards for screening of owners, operators, staff volunteers, and others.

09.0	<u>Demonstrate knowledge of appropriate methods of guidance and classroom management.</u> – The student will be able to:
09.01	Identify developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
09.02	Foster a child-centered classroom based on nurturing and guidance.
09.03	List and discuss important variables in the background of children, birth through age eight, which might contribute to problem behavior, including but not limited to, physical, psychological, and behavioral factors.
09.04	Identify and demonstrate positive guidance techniques that foster the development of self-control.
10.0	<u>Initiate and facilitate positive interaction with the child's family.</u> – The student will be able to:
10.01	Recognize the family as the primary provider for 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.
10.02	Recognize and be sensitive to varying family structures and families in transition.
10.03	Demonstrate knowledge of the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and their families.
10.04	Implement family involvement activities.
10.05	Demonstrate interpersonal skills.
10.06	Demonstrate positive and productive staff and family interactions.
11.0	<u>Demonstrate knowledge of safety, health and nutrition.</u> – The student will be able to:
11.01	Demonstrate good health and safety habits and identify potential hazards in a child development facility.
11.02	Identify sources of certification in Infant/Child First Aid and Pediatric CPR.
11.03	Identify accidents common to children and perform appropriate first aid techniques.
11.04	Outline the steps to be taken in case of seizures, accidents or injury to a child.
11.05	Identify regulation and procedures for fire and other disasters.
11.06	Identify evacuation procedures.
11.07	Construct a list of emergency phone numbers for such as poison control, fire and police, and medical assistance.
11.08	Demonstrate knowledge of specialized health care and environmental requirements.
11.09	Identify developmentally appropriate positioning and handling strategies for children with disabling conditions.
11.10	Identify developmentally appropriate safety activities.

11.11	Identify developmentally appropriate food preparation and nutrition education activities.
11.12	Identify drug reactions and take appropriate follow up action.
12.0	<u>Identify and report child abuse and neglect in accordance with state regulations.</u> – The student will be able to:
12.01	Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
12.02	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
12.03	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
12.04	Identify the impact and effects of child abuse and neglect on children, families and society.
12.05	Identify current legislation that deals with child abuse and neglect.
12.06	Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
12.07	Identify state and local guidelines and procedures for reporting child abuse and neglect.
12.08	Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
12.09	Identify local community resources that provide help for the abused and the abuser.
12.10	Demonstrate the appropriate procedures for reporting suspected child abuse and neglect.
13.0	<u>Demonstrate knowledge of community needs and resources.</u> – The student will be able to:
13.01	Identify state organizations and agencies that serve children and families.
13.02	Identify local community resources that serve children and families.
13.03	Identify purposes and functions of local community resources.
13.04	Identify organizations and agencies that provide services and assistance to children with disabling conditions and their families.
13.05	Discuss ways to access community resources.
14.0	<u>Demonstrate professionalism.</u> – The student will be able to:
14.01	Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices.
14.02	Identify and demonstrate professional behavior including but not limited to ethics and confidentiality.
14.03	Participate as a positive and productive team member and role model.

14.04	Complete a self-evaluation.
14.05	Plan and implement a self-improvement plan related to professional development.
14.06	Identify the professional organizations in the field and the goals and responsibilities of their members.
14.07	Maintain personal physical and mental health.
14.08	Participate as an advocate for issues related to children and families.
15.0	<u>Demonstrate various observation and recording methods.</u> – The student will be able to:
15.01	Identify and use appropriate methods for collecting information.
15.02	Complete an observational record.
15.03	Distinguish between collection and interpretation of data.
15.04	Apply observational information.
16.0	<u>Demonstrate use of classroom media equipment.</u> – The student will be able to:
16.01	Demonstrate successful operation of copy machines, a DVD/Blu-ray disc player, a computer/printer, a LCD projector.
16.02	Demonstrate process of obtaining audio-visual materials, computer programs, and equipment.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Child Care Center Management Specialization
Career Cluster: Education and 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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 and 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 and 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 aspects of a child care facility.
- 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 implement policies that promote alliances with families and collaboration among programs, families, 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 (1413121003). At the completion of this program, the student will be able to:

01.0	<u>Demonstrate knowledge of early childhood education programming and management.</u> – 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 contemporary models of early childhood programs.
01.03	Develop plans to meet long and short-term goals.
01.04	Apply child growth and development theories and principles to quality programming for children.
01.05	Identify developmentally appropriate supplies and teaching materials.
01.06	Plan and implement developmentally appropriate special events such as field trips, holiday programs and use of resource people.
01.07	Maintain individual children’s records; use developmentally appropriate observation and assessment instruments to observe, record and assess children’s behavior and respond to individual needs and strengths.
01.08	Design/select and implement a culturally sensitive, non-discriminatory, unbiased and inclusive curriculum based on principles of child development and responsive to individual differences.
01.09	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.
01.10	Demonstrate knowledge of principles and practices in evaluating all aspects of children’s programs, including social emotional, culturally appropriate environment, curriculum and staff.
02.0	<u>Demonstrate skills in managing the financial and legal aspects of a child care center.</u> – The student will be able to:
02.01	Identify and understand the costs to consider in establishing a childcare center.
02.02	Identify income resources for a childcare center.
02.03	Identify operating expenses for a childcare center.
02.04	Develop and implement a marketing plan and effective publicity.

02.05	Discuss the purpose of a budget and develop a sample budget suitable for a childcare center, with long and short term financial goals.
02.06	Identify the expenses a childcare center owner might have that would reduce profits.
02.07	Identify necessary financial records to be kept by the manager of a child care center.
02.08	Define and understand relevant financial terminology.
02.09	Develop and maintain sound practices related to legal obligations and responsibilities in child care management (to include Tax law, insurance and licensure compliance).
02.10	Demonstrate an understanding of the requirement of Americans with Disabilities Act (ADA).
02.11	Demonstrate familiarity with requirements of the Occupational Safety and Health Administration (OSHA).
02.12	Display knowledge of legal requirements and professional standards in reporting child abuse and other domestic violence.
02.13	Display knowledge of legal issues regarding personnel administration and supervision including: fair labor practices, equal opportunity guidelines and progressive discipline.
02.14	Knowledge of social media and technology protocol.
03.0	<u>Demonstrate leadership and organizational skills.</u> – The student will be able to:
03.01	Identify procedures for obtaining and retaining state and local licenses.
03.02	Demonstrate knowledge of factors that determine the composition of the childcare center.
03.03	Identify the duties of childcare center personnel and construct and implement job descriptions.
03.04	Display knowledge of ethical conduct governing the childcare and education field by all center personnel including volunteers.
03.05	Display knowledge of strategies that encourage and support involvement of staff in decision-making.
03.06	Demonstrate an understanding of ways to foster self-esteem, professionalism, commitment and motivation among the staff.
03.07	Plan and implement career paths and professional development for the 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.

04.0	<u>Demonstrate knowledge of appropriate methods of guidance and program management.</u> – The student will be able to:
04.01	Demonstrate developmentally appropriate program management strategies: routines, scheduling, transitions and room arrangement.
04.02	Implement and 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.
05.0	<u>Develop and maintain systems for monitoring practices related to health, safety, and nutrition.</u> – 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 and implement health and safety policies and procedures for children’s health.
05.03	Plan for 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	<u>Develop and implement policies that promote alliances with families and collaboration among programs, families and community resources.</u> – The student will be able to:
06.01	Recognize the importance 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 and implement plans for supporting parents by keeping them informed about program activities, child development and good childrearing practices.
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 disabilities who are included in the classroom.

06.08 Plan, organize and implement parent involvement activities.

06.09 Demonstrate knowledge of community support systems, including public and private resources for families and how to access them.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Infant/Toddler Specialization
Career Cluster: Education and 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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 and 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 and 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 state and local rules and regulations.
- 02.0 Demonstrate knowledge of child abuse and neglect.
- 03.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for infants/toddlers.
- 04.0 Demonstrate knowledge of a developmentally appropriate infant/toddler environment.
- 05.0 Demonstrate knowledge of developmental profiles and characteristics of infants/toddlers.
- 06.0 Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler.
- 07.0 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: 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 (1413121003). At the completion of this program, the student will be able to:

01.0 Demonstrate knowledge of state and local rules and regulations. – The student will be able to:

01.01 Identify the major areas of child care standards in Florida.

01.02 Identify child care facilities that require licensing.

01.03 Identify the local licensing agency and list responsibilities of this agency.

01.04 Identify local child care standards that govern child care.

01.05 Identify state minimal standards for screening of owners, operators, staff, volunteers and others.

02.0 Demonstrate knowledge of child abuse and neglect. – The student will be able to:

02.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.

02.02 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.

02.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.

02.04 Identify current legislation that deals with child abuse and neglect.

02.05 Identify state and local guidelines and procedures for reporting child abuse and neglect.

02.06 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.

02.07 Identify local community resources that provide help for the abused and the abuser.

03.0 Plan for, establish and maintain a safe, clean and healthy learning environment for infants/toddlers. – The student will be able to:

03.01 Identify good health and safety habits and potential hazards in a child care facility.

03.02 Identify accidents common to children and appropriate first aid Techniques.

03.03	Outline the steps to be taken in case of seizures, accidents or injury to a child.
03.04	Outline the steps to be taken in case of a fire or other disaster and Identify evacuation procedures.
03.05	Demonstrate developmentally appropriate health activities.
03.06	Demonstrate developmentally appropriate safety activities.
03.07	Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
03.08	Observe and collect data on safety, health and nutrition.
04.0	<u>Demonstrate knowledge of a developmentally appropriate infant/toddler environment.</u> – The student will be able to:
04.01	Demonstrate knowledge and awareness of environmental considerations specific to infants and toddlers.
04.02	Identify key concepts for creating environments for infants and toddlers.
04.03	Plan an environment that meets the needs of different age groups through the division and definition of space.
04.04	Demonstrate knowledge of room arrangement and play yard arrangement for setting up specific areas in the indoor and outdoor environment using developmentally appropriate materials.
05.0	<u>Demonstrate knowledge of developmental profiles and characteristics of Infants/toddlers.</u> – The student will be able to:
05.01	Identify and record sequences of change in the physical, emotional, social, cognitive and language development of infants and toddlers from birth to three years of age.
05.02	Select materials age appropriate to that age-level child's development.
05.03	Plan and implement strategies appropriate to that age-level child's development to enhance development in the area of physical development, cognitive, learning skills/language development, literacy and sensory development.
05.04	Guide the creative development of infants and toddlers by planning and implementing developmentally appropriate activities in the area of music, art and creative movement.
05.05	Recognize the importance of spontaneity, flexibility and unstructured materials.
05.06	Recognize the importance of representational play.
05.07	Select developmentally appropriate equipment and materials that will promote child growth and development.
05.08	Observe and collect data on physical, cognitive, creative and social/emotional development.
06.0	<u>Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler.</u> – The student will be able to:
06.01	Demonstrate knowledge and temperaments of infants and toddlers by implementing activities that match the pace and temperament.

06.02	Demonstrate knowledge of emotional development in infants and toddlers.
06.03	Demonstrate knowledge of and collect data on the caregiver's role in the child's development of self, imagination, creativity and curiosity.
06.04	Demonstrate knowledge of and collect data on the caregiver's role in helping children distinguish between reality and fantasy.
06.05	Demonstrate knowledge of and collect data on the caregiver's role in the child's development of impulse control.
06.06	Implement developmentally appropriate activities that help children to develop interpersonal skills and learn to communicate.
06.07	Implement developmentally appropriate activities that promote multicultural understanding and encourage feelings of empathy and mutual respect.
06.08	Guide infants/toddlers through periods of stress, separation, transition and other crises through the use of appropriate comforting techniques.
06.09	Demonstrate knowledge of bonding and attachment and its importance in social development.
07.0	<u>Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.</u> – The student will be able to:
07.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
07.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
07.03	Implement parent involvement activities.
07.04	Share information about child development and developmentally appropriate practices.
07.05	Demonstrate interpersonal skills.
07.06	Demonstrate positive and productive staff and parent interactions.
07.07	Identify methods for empowering families in their roles as advocates for their children.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: **Preschool Specialization**
Career Cluster: **Education and 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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 and 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 and 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 state and local rules and regulations.
- 02.0 Demonstrate knowledge of child abuse and neglect.
- 03.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.
- 04.0 Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.
- 05.0 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 (1413121003). At the completion of this program, the student will be able to:

01.0 Demonstrate knowledge of state and local rules and regulations. – The student will be able to:

01.01 Identify the major areas of child care standards in Florida.

01.02 Identify child care facilities that require licensing.

01.03 Identify the local licensing agency and list responsibilities of this agency.

01.04 Identify local child care standards that govern child care.

01.05 Identify state minimal standards for screening of owners, operators, staff, volunteers and others.

02.0 Demonstrate knowledge of child abuse and neglect. – The student will be able to:

02.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.

02.02 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.

02.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.

02.04 Identify current legislation that deals with child abuse and neglect.

02.05 Identify state and local guidelines and procedures for reporting child abuse and neglect.

02.06 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.

02.07 Identify local community resources that provide help for the abused and the abuser.

03.0 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:

03.01 Identify good health and safety habits and potential hazards in a child care facility.

03.02	Identify accidents common to children and appropriate first aid techniques.
03.03	Outline the steps to be taken in case of seizures, accidents or injury to a child.
03.04	Outline the steps to be taken in case of a fire or other disaster and identify evacuation procedures.
03.05	Demonstrate developmentally appropriate health activities.
03.06	Demonstrate developmentally appropriate safety activities.
03.07	Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
03.08	Observe and collect data on safety, health and nutrition.
03.09	Identify and outline procedures to deal with allergies.
04.0	<u>Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child.</u> – The student will be able to:
04.01	Demonstrate knowledge of the basic principles related to child growth and development.
04.02	Identify various influences on the development of a child from three to five years.
04.03	Guide the physical development of three, four and five-year-old Preschool children by planning and implementing developmentally appropriate activities that promote fine and gross motor development.
04.04	Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and implementing developmentally appropriate activities in the areas of math, science, social science, language and literacy.
04.05	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.
04.06	Guide the social and affective development of three, four, and five-year-old preschool children by planning and implementing activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
04.07	Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
04.08	Select developmentally appropriate equipment and materials that will promote child growth and development.
04.09	Observe and collect data on physical, cognitive, creative and social/emotional development.
04.10	Demonstrate knowledge of an inclusive environment.
04.11	Demonstrate knowledge of unbiased practices.
05.0	<u>Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.</u> – The student will be able to:
05.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.

05.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
05.03	Implement parent involvement activities.
05.04	Demonstrate interpersonal skills.
05.05	Share information about child development and developmentally appropriate practices.
05.06	Demonstrate positive and productive staff and parent interactions.
05.07	Identify methods for empowering families in their roles as advocates for their children.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: School Age Specialization
Career Cluster: Education and Training

CCC	
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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Early Childhood Education Associate Degree AS degree program (1413121003).

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 and 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 and 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 Demonstrate knowledge of state and local rules and regulations.
- 02.0 Demonstrate knowledge of child abuse and neglect.
- 03.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for school age children.
- 04.0 Demonstrate knowledge of school age care, philosophy, purpose and social/cultural context of after-school and other programs for school age youth.
- 05.0 Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies.
- 06.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.
- 07.0 Demonstrate an awareness and understanding of the growth and development of formal education in the United States.
- 08.0 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 (1413121003). At the completion of this program, the student will be able to:

01.0 Demonstrate knowledge of state and local rules and regulations. – The student will be able to:

01.01 Identify the major areas of child care standards in Florida.

01.02 Identify child care facilities that require licensing.

01.03 Identify the local licensing agency and list responsibilities of this agency.

01.04 Identify local child care standards that govern child care.

01.05 Identify state minimal standards for screening of owners, operators, staff, volunteers and others.

02.0 Demonstrate knowledge of child abuse and neglect. – The student will be able to:

02.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law..

02.02 Identify the most common physical and behavioral indicators of physical abuse.

02.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.

02.04 Identify current legislation that deals with child abuse and neglect.

02.05 Identify state and local guidelines and procedures for reporting child abuse and neglect.

02.06 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.

02.07 Identify local community resources that provide help for the abused and the abuser.

03.0 Plan for, establish and maintain a safe, clean and healthy learning environment for school age children. –The student will be able to:

03.01 Demonstrate good health and safety practices and identify potential hazards in a school age program.

03.02	Create a safe environment which includes traffic patterns, quiet and active play areas, and arrival and dismissal procedures.
03.03	Develop lesson plans that teach children safety rules for indoor and outdoor activities including field trips.
03.04	Create and carry out an emergency plan for accidents, injuries, illness, fire or other disaster.
03.05	Demonstrate knowledge of Florida child care regulations that address health, sanitation and food handling practices.
03.06	Provide and promote an environment that contributes to good health and nutrition.
03.07	Create a list of resources on health, hygiene and nutrition.
04.0	<u>Demonstrate knowledge of school age care, the philosophy, purpose and social/cultural context of after-school and other programs for school age youth.</u> – The student will be able to:
04.01	Create a systematic and responsive approach to developing a school age program.
04.02	Create an enriching environment for school age children through the use of space, relationships, materials, and routines.
04.03	Provide a rich and varied environment through the use of a variety of materials.
04.04	Provide school age children with hands-on experiences and opportunities that encourage curiosity, exploration and problem solving.
04.05	Provide communication opportunities and support for school age children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.
04.06	Provide opportunities that stimulate school age children to play with sound.
04.07	Guide social and affective development of school age children.
04.08	Identify opportunities for continuing education in the area of school age care.
05.0	<u>Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies.</u> – The student will be able to:
05.01	Identify developmentally appropriate child guidance techniques through the use of various guidance models: behavior modification, including conflict resolution, human relations and social learning.
05.02	Implement a child-centered environment based on nurturing guidance.
05.03	Demonstrate knowledge of important background variables which may influence behavior.
05.04	Provide opportunities for positive social interaction which helps children learn to communicate and get along with others through empathy and mutual respect.
05.05	Provide opportunities and support for children to acquire, practice and receive feedback on communication and positive behaviors.
05.06	Provide a support environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.

05.07	Implement appropriate rules, routines and procedures for school age children.
05.08	Encourage children to accept responsibility for their actions.
05.09	Observe and collect data on physical, cognitive, language, literacy, creative and social/emotional development.
06.0	<u>Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.</u> – 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 implement parent involvement activities.
06.04	Support and reinforce assignments from the child's primary classroom.
06.05	Develop a system of regular communication with parents and families that uses positive staff and parent interactions.
06.06	Work constructively with parents/guardians to resolve behavior issues.
06.07	Identify and provide families with program information, community resources and activities.
07.0	<u>Demonstrate an awareness and understanding of the growth and development of formal education in the United States.</u> – The student will be able to:
07.01	Understand the nature of a society and the concepts of education it might support.
07.02	Demonstrate knowledge of the historical development of formal education in America.
07.03	Demonstrate knowledge of the philosophical influences related to the development of formal education.
07.04	Understand the organizational and administrative procedures in American schools.
07.05	Demonstrate knowledge of the financial support of education in America.
07.06	Identify the various programs of teacher preparation, certification and accreditation.
07.07	Analyze the Florida school system in relationship to philosophical influences.
08.0	<u>Demonstrate knowledge of the various educational technologies available to use in school age programs.</u> – The student will be able to:
08.01	Understand the basis for the use of technology in education.
08.02	Demonstrate knowledge of the early use of technology in education.
08.03	Understand how to use technology and integrate it into the development of a school age program.

08.04 Develop a plan for future use of technology in the school age program.

08.05 Develop a personal plan of future courses on technology in education to take.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

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

CCC	
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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Translation-Interpretation Studies: English - Spanish AS degree program (1713100303).

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 and 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 and 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 (1713100303). At the completion of this program, the student will be able to:

01.0	<u>Perform interpretation-related skills.</u> – 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	<u>Demonstrate linguistic-related knowledge and skills.</u> – 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	<u>Demonstrate culture-related knowledge.</u> – 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	<u>Demonstrate language proficiency in source and target language.</u> – 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	<u>Demonstrate appropriate ethics.</u> – The student will be able to:
05.01	Demonstrate awareness of the ethical principles and responsibilities underlying the role of interpreter.
06.0	<u>Demonstrate time-management skills.</u> – 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	<u>Demonstrate interpersonal communication skills.</u> – 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 activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

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

CCC	
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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Translation-Interpretation Studies: English – Spanish Track AS degree program (1713100303).

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 and 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 and 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 (1713100303). 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	<u>Demonstrate computer and technical skills related to translation/interpretation.</u> – 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	<u>Demonstrate appropriate ethics.</u> – The student will be able to:
06.01	Demonstrate awareness of the ethical principles and responsibilities underlying the role of interpreter/translator.
07.0	<u>Demonstrate time-management skills.</u> – 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	<u>Demonstrate interpersonal communication skills.</u> – 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 activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Educational Assisting
Career Cluster: Education and 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
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

Purpose

This certificate program is part of the Instructional Services Technology AS degree program (1713129901).

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 and 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 and 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; test construction, interpretation, evaluation, and grading; 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 an 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 (1713129901). 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 Discuss important current and historical issues that changed the development of the educational system.

01.03 Trace the development of public schooling in Florida.

01.04 Discuss the legal and financial elements of education.

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.

02.03 Discuss the challenges and rewards of providing multilingual/multicultural education in Florida.

02.04 Discuss the importance of early education and evaluation.

02.05 Demonstrate an understanding of exceptional students and role of the State of Florida in providing for these students.

02.06 Discuss the values of diversity in the classroom.

02.07 Explain the sociological aspects of poverty, substance abuse and suicide as they relate to education and the schools.

02.08 List the symptoms and intervention techniques for suicide prevention.

02.09 List indicators of child abuse and recognize the educational, legal and the ethical imperative to report it.

02.10 Demonstrate an understanding of forces and factors that effect change within the family.

02.11 Identify and list the effects of the increase of one-parent households on the schools, particularly K-12.

03.0	<u>Demonstrate an understanding of human growth and development.</u> – The student will be able to:
03.01	Identify characteristics of typical and non-typical human development.
03.02	Discuss normative physical, cognitive, psychological development of the child from birth to adolescence, citing significant factors on development at each level.
03.03	Discuss major theories of development and the theorists who proposed them.
03.04	Demonstrate proficiency in utilizing appropriate vocabulary in instruction.
03.05	Demonstrate, in individual and group settings, knowledge of human development in relation to age and culture appropriate settings and programs.
04.0	<u>Demonstrate an understanding of behavior management in the classroom.</u> – The student will be able to:
04.01	Identify and define the components of the four theoretical models of behavior management.
04.02	Identify, define synthesize and apply the techniques of basic behavior and cognitive behavioral models.
04.03	Demonstrate appropriate behavior management techniques in and outside of the classroom environment.
04.04	List the stress producers in a classroom setting.
04.05	Demonstrate mastery of classroom behavior management techniques and discuss those most appropriate.
04.06	Identify, define and synthesize the causes of dysfunctional behavior.
04.07	List and explain legal responsibilities within the profession.
04.08	Demonstrate appropriate time management techniques.
04.09	Demonstrate mastery in using positive reinforcement as a method of improving student behavior and academic performance.
04.10	Recognize the importance of planning for each class period.
04.11	Prepare a lesson plan with written objectives.
05.0	<u>Demonstrate an understanding of educational media and educational technology.</u> – The student will be able to:
05.01	Discuss the development and delivery of improved instruction with the use of technology, to a diverse student population.
05.02	Prepare appropriate audio visual aids as instructional resources for all students.
05.03	Demonstrate proficiency in maintaining, operating, and storing media equipment.
05.04	Prepare educational or graphic material using media equipment.

05.05	Discuss and demonstrate a proficiency in the use of computer based instruction in a variety of subjects, settings and grade levels.
05.06	Demonstrate proficiency of computer knowledge when working with students.
06.0	<u>Demonstrate an understanding of diverse populations in the classroom.</u> – The student will be able to:
06.01	Demonstrate the understanding in the value of diverse cultures in the classroom.
06.02	Discuss the manifestation of diversity in the United States and the response of the educational system.
06.03	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.
06.04	Identify and discuss successful instructional practices for the diverse student populations.
06.05	Demonstrate proficiency in using appropriate teaching techniques, including but not limited to questioning, practice and feedback.
06.06	Demonstrate proficiency in providing small group tutoring and instructional assistance to a diverse student body with the use of various educational materials.
06.07	Demonstrate proficiency in using anti-bias strategies when working with students of diverse populations.
06.08	Identify the cultural factors involved in classroom management.
06.09	Discuss and identify instructional modifications used when working with students with diverse abilities, learning characteristics and motivational styles.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Early Childhood Education Associate Degree
Career Cluster: Education and Training

AS	
CIP Number	1413121003
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and 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.

Program Structure

This program is a planned sequence of instruction consisting of 63 credit hours.

Standards

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

Core

- 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 an awareness of the importance of positive interactions with the family.
- 05.0 Demonstrate knowledge of state and local rules and regulations.
- 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 community needs and resources.
- 10.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
- 11.0 Demonstrate various observations and recording methods.
- 12.0 Demonstrate knowledge of disabling conditions.

Specializations***Child Development Early Intervention***

- 13.0 Demonstrate knowledge of early childhood education.
- 14.0 Guide physical development.
- 15.0 Guide cognitive language and literacy development.
- 16.0 Guide creative development.
- 17.0 Guide social, self-help and affective development.
- 18.0 Initiate and facilitate positive interaction with the child's family.
- 19.0 Identify and report child abuse and neglect in accordance with state regulations.
- 20.0 Demonstrate professionalism.
- 21.0 Demonstrate use of classroom media.

Child Care Center Management Specialization

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

High-Scope Preschool Approach Curriculum Specialization

- 28.0 Demonstrate knowledge of the High/Scope approach to early childhood education.
- 29.0 Demonstrate knowledge and skill of the High/Scope key developmental indicators in language, literacy and communication.
- 30.0 Examine mathematical and science key developmental indicators in number classification, seriation, space and time.
- 31.0 Use the elements of adult support and interaction skills to scaffold child learning, support social and emotional development and problem solving skills.
- 32.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five-year-old preschool children.
- 33.0 Guide the physical development of three, four, and five-year-old preschool children
- 34.0 Guide the cognitive, language, and literacy development of three-, four-, and five-year-old preschool children.
- 35.0 Guide the creative development of three, four, and five-year-old preschool children.
- 36.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 37.0 Initiate and facilitate positive interaction with the child's family.

Infant/Toddler Specialization

- 38.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for infants/toddlers.
- 39.0 Demonstrate knowledge of a developmentally appropriate infant/toddler environment.
- 40.0 Demonstrate knowledge of developmental profiles and characteristics of infants/toddlers.
- 41.0 Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler.
- 42.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

Montessori Preschool Curriculum Specialization

- 43.0 Demonstrate knowledge of the Montessori philosophy and human development.
- 44.0 Demonstrate knowledge of classroom leadership.
- 45.0 Demonstrate knowledge of curriculum implementation.
- 46.0 Demonstrate knowledge of community involvement and partnership with families.
- 47.0 Guide the physical development of three, four, and five year old preschool children.
- 48.0 Guide the cognitive, language, and literacy development of three, four, and five year-old preschool children.
- 49.0 Guide the creative development of three, four, and five-year-old preschool children.
- 50.0 Guide the social and affective development of three, four, and five-year-old preschool children.
- 51.0 Initiate and facilitate positive interaction with the child's family.

Preschool Specialization

- 52.0 Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four and five-year-old preschool children.
- 53.0 Demonstrate a knowledge of child growth and development of a three, four and five-year-old child.
- 54.0 Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.

School Age Specialization

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

Family Day Care Specialization

- 61.0 Guide physical development.
- 62.0 Guide cognitive, language, and literacy development.
- 63.0 Guide creative development.
- 64.0 Guide social and affective development.
- 65.0 Demonstrate knowledge of appropriate methods of guidance and program management.
- 66.0 Initiate and facilitate positive interaction the family.
- 67.0 Demonstrate knowledge of early childhood education Family Day Care.

Home Visitor Specialization

- 68.0 Help family members provide a safe environment to prevent and reduce injuries.
- 69.0 Help family members promote good health and nutrition and provide an environment that contributes to the prevention of illness.
- 70.0 Help family members to construct an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.
- 71.0 Help family members promote the physical development of children.
- 72.0 Show family members how to encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.
- 73.0 Encourage family members to support children in understanding, acquiring, and using verbal and non-verbal means to communicate thoughts and feelings.
- 74.0 Help family members to encourage and guide exploratory activities.
- 75.0 Support family members in providing emotional security for each child.
- 76.0 To assist family members to provide an environment that encourages pro-social behavior.
- 77.0 To initiate and maintain an open, friendly, and cooperative relationship with each family.

**Florida Department of Education
Student Performance Standards**

Program Title: Early Childhood Education Associate Degree
CIP Number: 1413121003
Program Length: 63 credit hours
SOC Code: 25-2011

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

<u>Core</u>	
01.0	<u>Demonstrate knowledge of child growth and development.</u> – The student will be able to:
01.01	Describe the principles of growth and development.
01.02	Describe physical, emotional, intellectual, creative, social, and language development.
01.03	Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence development.
01.04	Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding growth and development.
01.05	Demonstrate the ability to identify and discuss developmental milestones.
02.0	<u>Demonstrate knowledge of early childhood education: infants/toddlers.</u> – The student will be able to:
02.01	Identify and evaluate contemporary models of infant/toddler education.
02.02	Develop plans to meet short and long term goals.
02.03	Identify appropriate teaching techniques to meet various learning styles and/or disability conditions.
02.04	Identify developmentally appropriate supplies and teaching materials.
02.05	Arrange learning centers for a variety of activities.
02.06	Maintain records.
02.07	Discuss the importance of play in development.
03.0	<u>Demonstrate knowledge of early childhood education: preschool.</u> – The student will be able to:

03.01	Identify and evaluate contemporary models of preschool education.
03.02	Develop plans to meet long and short-term goals.
03.03	Implement plans to meet short and long-term goals.
03.04	Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.
03.05	Identify developmentally appropriate supplies and teaching materials.
03.06	Arrange learning centers for a variety of activities.
03.07	Implement developmentally appropriate special events.
03.08	Maintain children's records.
03.09	Discuss the importance of play in children's development.
04.0	<u>Demonstrate an awareness of the importance of positive interactions with the family.</u> – The student will be able to:
04.01	Recognize the family as primarily responsible for the care and development of the child, and support family members in this endeavor.
04.02	Recognize varying family structures.
04.03	Describe the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and families.
04.04	Describe family involvement activities.
04.05	Recognize and use interpersonal skills.
04.06	Describe positive and productive staff and family interactions.
05.0	<u>Demonstrate knowledge of state and local rules and regulations.</u> – The student will be able to:
05.01	Identify the major areas of child care standards in Florida.
05.02	Identify child care facilities that require licensing.
05.03	Identify the local licensing agency and list responsibilities of that agency.
05.04	Identify local day care standards that govern child care.
05.05	Identify state minimal standards for screening of owners, operators, staff, volunteers, and others.
06.0	<u>Demonstrate knowledge of child abuse and neglect.</u> – The student will be able to:

06.01	Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
06.02	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
06.03	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
06.04	Identify the impact and effects of child abuse and neglect on children, families, and society.
06.05	Identify current legislation that deals with child abuse and neglect.
06.06	Identify the requirements and protection of child care personnel in reporting suspected child abuse or neglect as described in Florida law.
06.07	Identify state and local guidelines and procedures for reporting child abuse and neglect.
06.08	Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
06.09	Identify local community resources that provide help for the abused and the abuser.
07.0	<u>Demonstrate knowledge of safety, health, and nutrition.</u> – The student will be able to:
07.01	Identify good health and safety habits and potential hazards in a child development facility.
07.02	Identify sources of certification in First Aid and CPR.
07.03	Identify accidents common to children and appropriate first aid techniques.
07.04	Outline the steps to be taken in case of seizures, accidents, or injury to a child.
07.05	Identify regulations and procedures for fire and other disasters.
07.06	Identify evacuation procedures.
07.07	Construct a list of emergency phone numbers such as poison control, fire, police, and medical assistance.
07.08	Identify specialized health care and environmental requirements.
07.09	Identify developmentally appropriate positioning and handling strategies.
07.10	Identify developmentally appropriate safety activities.
07.11	Identify developmentally appropriate food preparation and nutrition education activities.
07.12	Identify drug reactions and appropriate follow up action.
08.0	<u>Demonstrate knowledge of the early childhood education profession.</u> – The student will be able to:

08.01	Identify developmentally appropriate philosophies of early childhood education.
08.02	Identify professional behavior.
08.03	Recognize the value of self-evaluation.
08.04	Construct a professional development plan.
08.05	Identify professional organizations in the field and their purposes.
08.06	Discuss the rationale for services to children and families.
08.07	List the characteristics of a quality child development program.
08.08	Identify the types of programs for children.
08.09	Describe custodial, developmental, and comprehensive child care programs.
08.10	Identify features of family education programs.
08.11	Identify strategies for child advocacy.
08.12	Discuss the historical, philosophical, psychological, and sociological foundations of early childhood education.
08.13	Identify legislation which may provide funding for children.
08.14	Participate as a positive and productive team member.
09.0	<u>Demonstrate knowledge of community needs and resources.</u> – The student will be able to:
09.01	Identify state organizations and agencies that serve children and families.
09.02	Identify local community resources that serve children and families.
09.03	Identify purposes and functions of local community resources.
09.04	Identify organizations and agencies that provide services and assistance to children with disabling conditions and their families.
09.05	Discuss ways to access community resources.
10.0	<u>Demonstrate knowledge of appropriate methods of guidance and classroom management.</u> – The student will be able to:
10.01	Identify developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.

10.02	Foster a child-centered environment based on nurturing guidance.
10.03	List and discuss important variables in the background of children, birth through age eight, which might contribute to problem behavior, including but not limited to, physical, psychological, and behavioral factors.
10.04	Identify and demonstrate positive guidance techniques that foster the development of self- control.
10.05	Demonstrate developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
11.0	<u>Demonstrate various observation and recording methods.</u> – The student will be able to:
11.01	Identify and use appropriate methods for collecting information.
11.02	Complete an observational record.
11.03	Distinguish between collection and interpretation of data.
11.04	Apply observational information.
12.0	<u>Demonstrate knowledge of disabling conditions.</u> – The student will be able to:
12.01	Discuss factors that put a child at risk for developing disabling conditions.
12.02	Discuss impaired functioning in: fine motor; gross motor; cognitive; social/emotional development, and self-help skills.
12.03	Discuss behavioral characteristics of children who display mild, moderate, and profound disabling conditions.
12.04	Identify interdisciplinary team approaches to the education, treatment, and developmental programming of children with disabling conditions.
12.05	Identify specific conditions that require referral.
<i>Child Development Early Intervention</i>	
13.0	<u>Demonstrate knowledge of early childhood education.</u> – The student will be able to:
13.01	Describe the relationship of child development center philosophy and policy to program implementation.
13.02	Identify contemporary models of early childhood programs.
13.03	Demonstrate knowledge of appropriate scheduling and program planning.
13.04	Identify appropriate teaching techniques to meet various learning styles, and/or disabling conditions.
13.05	Design, construct, and/or adapt developmentally appropriate supplies and teaching materials.
13.06	Arrange learning centers for a variety of activities.

13.07	Implement developmentally appropriate special events.
13.08	Maintain children's records.
13.09	Demonstrate knowledge of the importance of play in children's development.
13.10	Support and implement positive child/adult interaction.
14.0	<u>Guide physical development.</u> – The student will be able to:
14.01	Demonstrate knowledge of physical development.
14.02	Implement developmentally appropriate gross motor activities.
14.03	Implement developmentally appropriate fine motor activities.
14.04	Identify appropriate equipment, materials, and space for physical development.
14.05	Under direction, utilize appropriate adaptive equipment and positioning techniques.
14.06	Demonstrate observation techniques and collect data on physical development.
15.0	<u>Guide cognitive language and literacy development.</u> – The student will be able to:
15.01	Demonstrate knowledge of cognitive, language, and literacy development.
15.02	Implement developmentally appropriate language, literacy, and sensory activities.
15.03	Implement developmentally appropriate math activities.
15.04	Implement developmentally appropriate science activities.
15.05	Implement developmentally appropriate social science activities.
15.06	Implement problem solving activities which foster critical thinking skills.
15.07	Recognize and utilize alternative forms of communication when necessary.
15.08	Demonstrate observation techniques and collect data on cognitive language, literacy, and sensory development.
16.0	<u>Guide creative development.</u> – The student will be able to:
16.01	Demonstrate knowledge of creative development.
16.02	Implement developmentally appropriate music activities.

16.03	Implement developmentally appropriate art activities.
16.04	Implement developmentally appropriate creative movement activities.
16.05	Demonstrate observation techniques and collect data on creative development.
17.0	<u>Guide social, self-help and affective development.</u> – The student will be able to:
17.01	Demonstrate knowledge of social and affective development.
17.02	Implement activities which help children to develop interpersonal skills.
17.03	Implement developmentally appropriate self-concept activities.
17.04	Implement developmentally appropriate activities which promote multicultural understanding.
17.05	Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
17.06	Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
17.07	Implement developmentally appropriate dramatic play activities.
17.08	Implement developmentally appropriate group and individual activities.
17.09	Demonstrate observation techniques and collect data on social and affective development.
18.0	<u>Initiate and facilitate positive interaction with the child's family.</u> – The student will be able to:
18.01	Recognize the family as the primary provider for 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.
18.02	Recognize and be sensitive to varying family structures and families in transition.
18.03	Demonstrate knowledge of the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and their families.
18.04	Implement family involvement activities.
18.05	Demonstrate interpersonal skills.
18.06	Demonstrate positive and productive staff and family interactions.
19.0	<u>Identify and report child abuse and neglect in accordance with state regulations.</u> – The student will be able to:
19.01	Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
19.02	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.

19.03	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
19.04	Identify the impact and effects of child abuse and neglect on children, families and society.
19.05	Identify current legislation that deals with child abuse and neglect.
19.06	Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
19.07	Identify state and local guidelines and procedures for reporting child abuse and neglect.
19.08	Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
19.09	Identify local community resources that provide help for the abused and the abuser.
19.10	Demonstrate the appropriate procedures for reporting suspected child abuse and neglect.
20.0	<u>Demonstrate professionalism.</u> – The student will be able to:
20.01	Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices.
20.02	Identify and demonstrate professional behavior including but not limited to ethics and confidentiality.
20.03	Participate as a positive and productive team member and role model.
20.04	Complete a self-evaluation.
20.05	Plan and implement a self-improvement plan related to professional development.
20.06	Identify the professional organizations in the field and the goals and responsibilities of their members.
20.07	Maintain personal physical and mental health.
20.08	Participate as an advocate for issues related to children and families.
21.0	<u>Demonstrate use of classroom media equipment.</u> – The student will be able to:
21.01	Demonstrate successful operation of copy machines, a DVD/Blu-ray disc player, a computer/printer, a LCD projector.
21.02	Demonstrate process of obtaining audio-visual materials, computer programs, and equipment.
<i>Child Care Center Management Specialization</i>	
22.0	<u>Demonstrate knowledge of early childhood education programming and management.</u> – The student will be able to:
22.01	Define and describe the philosophy and policies of a child development center.

22.02	Identify and evaluate contemporary models of early childhood programs.
22.03	Develop plans to meet long and short-term goals.
22.04	Apply child growth and development theories and principles to quality programming for children.
22.05	Identify developmentally appropriate supplies and teaching materials.
22.06	Plan and implement developmentally appropriate special events such as field trips, holiday programs and use of resource people.
22.07	Maintain individual children's records; use developmentally appropriate observation and assessment instruments to observe, record and assess children's behavior and respond to individual needs and strengths.
22.08	Design/select and implement a culturally sensitive, non-discriminatory, unbiased and inclusive curriculum based on principles of child development and responsive to individual differences.
22.09	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.
22.10	Demonstrate knowledge of principles and practices in evaluating all aspects of children's programs, including social emotional, culturally appropriate environment, curriculum and staff.
23.0	<u>Demonstrate skills in managing the financial and legal aspects of a child care center.</u> – The student will be able to:
23.01	Identify and understand the costs to consider in establishing a childcare center.
23.02	Identify income resources for a childcare center.
23.03	Identify operating expenses for a childcare center.
23.04	Develop and implement a marketing plan and effective publicity.
23.05	Discuss the purpose of a budget and develop a sample budget suitable for a childcare center, with long and short term financial goals.
23.06	Identify the expenses a childcare center owner might have that would reduce profits.
23.07	Identify necessary financial records to be kept by the manager of a child care center.
23.08	Define and understand relevant financial terminology.
23.09	Develop and maintain sound practices related to legal obligations and responsibilities in child care management (to include Tax law, insurance and licensure compliance).
23.10	Demonstrate an understanding of the requirement of Americans with Disabilities Act (ADA).
23.11	Demonstrate familiarity with requirements of the Occupational Safety and Health Administration (OSHA).
23.12	Display knowledge of legal requirements and professional standards in reporting child abuse and other domestic violence.

23.13	Display knowledge of legal issues regarding personnel administration and supervision including: fair labor practices, equal opportunity guidelines and progressive discipline.
23.14	Knowledge of social media and technology protocol.
24.0	<u>Demonstrate leadership and organizational skills.</u> – The student will be able to:
24.01	Identify procedures for obtaining and retaining state and local licenses.
24.02	Demonstrate knowledge of factors that determine the composition of the childcare center.
24.03	Identify the duties of childcare center personnel and construct and implement job descriptions.
24.04	Display knowledge of ethical conduct governing the childcare and education field by all center personnel including volunteers.
24.05	Display knowledge of strategies that encourage and support involvement of staff in decision-making.
24.06	Demonstrate an understanding of ways to foster self-esteem, professionalism, commitment and motivation among the staff.
24.07	Plan and implement career paths and professional development for the staff.
24.08	Describe procedures for the recruitment, selection, performance appraisal, evaluation, retention and/or termination of staff.
24.09	Demonstrate knowledge of various types of performance appraisal evaluation procedures including self-evaluation, performance planning, observation and recording and narratives.
24.10	Display knowledge of career development issues in the field of early childhood.
24.11	Develop short and long term planning for the childcare center.
24.12	Identify and implement developmentally appropriate program activities.
25.0	<u>Demonstrate knowledge of appropriate methods of guidance and program management.</u> – The student will be able to:
25.01	Demonstrate developmentally appropriate program management strategies: routines, scheduling, transitions and room arrangement.
25.02	Implement and foster a child-centered program based on nurturing guidance.
25.03	Demonstrate knowledge of important background information, which may influence behavior.
25.04	Demonstrate positive guidance techniques.
26.0	<u>Develop and maintain systems for monitoring practices related to health, safety, and nutrition.</u> – The student will be able to:
26.01	Demonstrate knowledge of professional standards and best practices related to health and safety including facilities, program, staff and children.
26.02	Develop and implement health and safety policies and procedures for children's health.

26.03	Plan for family/staff partnerships and professional development related to protecting children's health.
26.04	Identify recommended daily nutritional requirements for children in the program.
26.05	Plan nutrition education for staff, children and families.
26.06	Plan for the preparation and serving of nutritious snacks and meals.
26.07	Identify ways to encourage positive food choices and good eating habits.
26.08	Demonstrate knowledge of laws and regulations regarding safety in buildings, grounds and equipment.
26.09	Demonstrate knowledge of building and grounds maintenance to insure health and safety of children and staff.
27.0	<u>Develop and implement policies that promote alliances with families and collaboration among programs, families and community resources.</u> – The student will be able to:
27.01	Recognize the importance of family involvement in all aspects of child care and education programs.
27.02	Demonstrate awareness of the diverse roles of family members, staff and Administrators in the organization, planning and management of child care and education programs.
27.03	Plan, organize and implement family-center communication.
27.04	Develop and implement plans for supporting parents by keeping them informed about program activities, child development and good childrearing practices.
27.05	Describe ways that childcare personnel can be supportive of the family's efforts with the child.
27.06	Demonstrate an understanding of the effects of enrollment policies and procedures on relationships with families.
27.07	Design a program that supports families with children with disabilities who are included in the classroom.
27.08	Plan, organize and implement parent involvement activities.
27.09	Demonstrate knowledge of community support systems, including public and private resources for families and how to access them.
<i>High-Scope Preschool Approach Curriculum Specialization</i>	
28.0	<u>Demonstrate knowledge of the high/scope approach to early childhood education.</u> – The student will be able to:
28.01	Identify the fundamentals of the High/Scope preschool approach, including the principles of effective learning environments.
28.02	Demonstrate the fundamentals of adult/child interaction.
28.03	Demonstrate the methodology of observation and anecdotal recordkeeping.
28.04	Identify the various components of the High/Scope daily routines.

28.05	Demonstrate the basic principles of the plan-do-review process.
28.06	Demonstrate the basic principles of small and large group times.
28.07	Identify and apply the basic principles of program assessment.
28.08	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
28.09	Identify and apply the components of the problem-solving approach to conflict resolution.
28.10	Identify and apply strategies for supporting children such as encouragement versus praise.
28.11	Implement the High/Scope Child Observation Record (COR).
28.12	Implement daily team planning.
28.13	Demonstrate an understanding of how to work effectively with parents.
29.0	<u>Demonstrate knowledge of the high/scope key developmental indicators in language, literacy and communication.</u> – The student will be able to:
29.01	Identify the integrated approach of language and literacy in the High/Scope approach.
29.02	Demonstrate an understanding of the research that promotes the acquisition of reading and writing and the complementary skills of speaking and listening.
29.03	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.
29.04	Assess young children in the areas of listening, speaking, writing and pre-reading skills.
30.0	<u>Examine mathematical and science key developmental indicators in number classification, seriation, space and time.</u> – The student will be able to:
30.01	Demonstrate an understanding of how children begin to construct a working concept of numbers and plan appropriate experiences for the preschool level.
30.02	Develop an understanding through observation of classification through the child’s play of organizing the materials, people and events involved in their play.
30.03	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.
30.04	Demonstrate an understanding of how young children experience space in the physical world of objects.
30.05	Understand the fundamental capacities for developing the concept of time in young children.
30.06	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.
30.07	Assess young children in the areas of math and science skills.

31.0	<u>Examine the elements of adult support and interaction skills to scaffold learning, support social and emotional development and problem solving skills.</u> – The student will be able to:
31.01	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.
31.02	Understand the guidelines adults use to establish and maintain supportive climates in which children generate and construct their own understanding and learning.
31.03	Use key experience and interaction strategies to extend higher level thinking and learning for children.
31.04	Identify and implement teaching practices to support adult teamwork to meet individual developmental levels and interest of children.
31.05	Assess the characteristics of preschoolers' actions and interest in the context of initiative and social relations key developmental indicators.
31.06	Identify support strategies to encourage a child's self help and awareness skills, as well as, social relations and understanding of others.
31.07	Utilize an observation-based assessment tool (COR) with a high degree of inter-reliability.
32.0	<u>Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five year old preschool children.</u> – The student will be able to:
32.01	Demonstrate good health and safety habits and identify potential hazards in a child development facility.
32.02	Demonstrate developmentally appropriate positioning and handling strategies for children.
32.03	Demonstrate developmentally appropriate safety activities.
32.04	Demonstrate developmentally appropriate food preparation and nutrition education activities.
32.05	Demonstrate developmentally appropriate health activities.
32.06	Observe and collect data on safety, health, and nutrition.
33.0	<u>Guide the physical development of three, four, and five year -old preschool children.</u> – The student will be able to:
33.01	Demonstrate knowledge of physical development.
33.02	Plan developmentally appropriate gross motor activities.
33.03	Implement developmentally appropriate gross motor activities
33.04	Plan developmentally appropriate fine motor activities.
33.05	Implement developmentally appropriate fine motor activities.
33.06	Select appropriate equipment and materials for physical development.

33.07	Observe and collect data on physical development.
34.0	<u>Guide the cognitive, language and literacy development of</u>
34.01	Demonstrate knowledge of cognitive, language, and literacy development.
34.02	Implement developmentally appropriate language and literacy activities.
34.03	Implement developmentally appropriate math activities.
34.04	Implement developmentally appropriate science activities.
34.05	Implement developmentally appropriate social science activities.
34.06	Implement problem solving activities which foster critical thinking skills.
34.07	Recognize and use alternative forms of communication.
34.08	Observe and collect data on cognitive, language, and literacy development.
35.0	<u>Guide the creative development of three, four, and five year-old preschool children.</u> – The student will be able to:
35.01	Demonstrate knowledge of creative development.
35.02	Implement developmentally appropriate music activities.
35.03	Implement developmentally appropriate art activities.
35.04	Implement developmentally appropriate creative movement activities.
35.05	Observe and collect data on creative development.
36.0	<u>Guide the social and affective development of three, four, and five- year old preschool children.</u> – The student will be able to:
36.01	Demonstrate knowledge of social and affective development.
36.02	Implement activities that help children to develop interpersonal skills.
36.03	Implement developmentally appropriate self-concept activities.
36.04	Implement developmentally appropriate activities that promote multicultural understanding.
36.05	Implement activities that help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
36.06	Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.

36.07	Implement developmentally appropriate dramatic play activities.
36.08	Implement developmentally appropriate group activities.
36.09	Observe and collect data on social and affective development.
37.0	<u>Initiate and facilitate positive interaction with the child's family.</u> – The student will be able to:
37.01	Implement parent involvement activities.
37.02	Demonstrate positive and productive staff and parent interactions.
37.03	Share information about child development and developmentally appropriate practices.
<i>Infant/Toddler Specialization</i>	
38.0	<u>Plan for, establish and maintain a safe, clean and healthy learning environment for infants/toddlers.</u> – The student will be able to:
38.01	Identify good health and safety habits and potential hazards in a child care facility.
38.02	Identify accidents common to children and appropriate first aid Techniques.
38.03	Outline the steps to be taken in case of seizures, accidents or injury to a child.
38.04	Outline the steps to be taken in case of a fire or other disaster and Identify evacuation procedures.
38.05	Demonstrate developmentally appropriate health activities.
38.06	Demonstrate developmentally appropriate safety activities.
38.07	Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
38.08	Observe and collect data on safety, health and nutrition.
39.0	<u>Demonstrate knowledge of a developmentally appropriate infant/toddler environment.</u> – The student will be able to:
39.01	Demonstrate knowledge and awareness of environmental considerations specific to infants and toddlers.
39.02	Identify key concepts for creating environments for infants and toddlers.
39.03	Plan an environment that meets the needs of different age groups through the division and definition of space.
39.04	Demonstrate knowledge of room arrangement and play yard arrangement for setting up specific areas in the indoor and outdoor environment using developmentally appropriate materials.

40.0	<u>Demonstrate knowledge of developmental profiles and characteristics of Infants/toddlers.</u> – The student will be able to:
40.01	Identify and record sequences of change in the physical, emotional, social, cognitive and language development of infants and toddlers from birth to three years of age.
40.02	Select materials age appropriate to that age-level child's development.
40.03	Plan and implement strategies appropriate to that age-level child's development to enhance development in the area of physical development, cognitive, learning skills/language development, literacy and sensory development.
40.04	Guide the creative development of infants and toddlers by planning and implementing developmentally appropriate activities in the area of music, art and creative movement.
40.05	Recognize the importance of spontaneity, flexibility and unstructured materials.
40.06	Recognize the importance of representational play.
40.07	Select developmentally appropriate equipment and materials that will promote child growth and development.
40.08	Observe and collect data on physical, cognitive, creative and social/emotional development.
41.0	<u>Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler.</u> – The student will be able to:
41.01	Demonstrate knowledge and temperaments of infants and toddlers by implementing activities that match the pace and temperament.
41.02	Demonstrate knowledge of emotional development in infants and toddlers.
41.03	Demonstrate knowledge of and collect data on the caregiver's role in the child's development of self, imagination, creativity and curiosity.
41.04	Demonstrate knowledge of and collect data on the caregiver's role in helping children distinguish between reality and fantasy.
41.05	Demonstrate knowledge of and collect data on the caregiver's role in the child's development of impulse control.
41.06	Implement developmentally appropriate activities that help children to develop interpersonal skills and learn to communicate.
41.07	Implement developmentally appropriate activities that promote multicultural understanding and encourage feelings of empathy and mutual respect.
41.08	Guide infants/toddlers through periods of stress, separation, transition and other crises through the use of appropriate comforting techniques.
41.09	Demonstrate knowledge of bonding and attachment and its importance in social development.
42.0	<u>Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.</u> – The student will be able to:
42.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.

42.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
42.03	Implement parent involvement activities.
42.04	Share information about child development and developmentally appropriate practices.
42.05	Demonstrate interpersonal skills.
42.06	Demonstrate positive and productive staff and parent interactions.
42.07	Identify methods for empowering families in their roles as advocates for their children.
<i>Montessori Preschool Curriculum Specialization</i>	
43.0	<u>Demonstrate knowledge of the Montessori philosophy and human development.</u> – The student will be able to:
43.01	Demonstrate an understanding of and implements Montessori philosophy with a focus on the early childhood years;
43.02	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;
43.03	Demonstrate evidence of personal growth through self-evaluation and introspection;
43.04	Demonstrate knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.
44.0	<u>Demonstrate knowledge of classroom leadership.</u> – The student will be able to:
44.01	Demonstrate observation, documentation, and analytical skills necessary for planning and recording the progress of children.
44.02	Utilize cultural sensitivity in support of the development of individual children;
44.03	Demonstrate an ability to implement effective classroom strategies;
44.04	Demonstrate leadership skills and an understanding of professional standards;
44.05	Incorporate an understanding of administrative functions.
45.0	<u>Demonstrate knowledge of curriculum implementation.</u> – The student will be able to:
45.01	Demonstrate the principles of Montessori environmental and material design;
45.02	Articulate the rationale and sequence of the Montessori curriculum;
45.03	Demonstrate proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
45.04	Design and maintain a developmentally appropriate Montessori environment in response to the needs of students;

45.05	Utilize a variety of instructional strategies and assessment methods;
45.06	Demonstrate an awareness and understanding of governmental regulations.
46.0	<u>Demonstrate knowledge of community involvement and partnership with families.</u> – The student will be able to:
46.01	Demonstrate cultural sensitivity in communications and work with families and children.
46.02	Demonstrate an awareness of community resources for additional support of children and families.
46.03	Identify and have an awareness of available professional associations.
47.0	<u>Guide the physical development of three, four, and five year old preschool children.</u> – The student will be able to:
47.01	Demonstrate knowledge of physical development.
47.02	Plan developmentally appropriate gross motor activities.
47.03	Implement developmentally appropriate gross motor activities
47.04	Plan developmentally appropriate fine motor activities.
47.05	Implement developmentally appropriate fine motor activities.
47.06	Select appropriate equipment and materials for physical development.
47.07	Observe and collect data on physical development.
48.0	<u>Guide the cognitive, language, and literacy development of three, four, and five-year-old preschool children.</u> – The student will be able to:
48.01	Demonstrate knowledge of cognitive, language, and literacy development.
48.02	Implement developmentally appropriate language and literacy activities.
48.03	Implement developmentally appropriate math activities.
48.04	Implement developmentally appropriate science activities.
48.05	Implement developmentally appropriate social science activities.
48.06	Implement problem solving activities which foster critical thinking skills.
48.07	Recognize and use alternative forms of communication.
48.08	Observe and collect data on cognitive, language, and literacy development.

49.0	<u>Guide the creative development of three, four, and five-year-old preschool children.</u> – The student will be able to:
49.01	Demonstrate knowledge of creative development.
49.02	Implement developmentally appropriate music activities.
49.03	Implement developmentally appropriate art activities.
49.04	Implement developmentally appropriate creative movement activities.
49.05	Observe and collect data on creative development.
50.0	<u>Guide the social and affective development of three, four, and five-year-old preschool children.</u> – The student will be able to:
50.01	Demonstrate knowledge of social and affective development.
50.02	Implement activities that help children to develop interpersonal skills.
50.03	Implement developmentally appropriate self-concept activities.
50.04	Implement developmentally appropriate activities that promote multicultural understanding.
50.05	Implement activities that help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
50.06	Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
50.07	Implement developmentally appropriate dramatic play activities.
50.08	Implement developmentally appropriate group activities.
50.09	Observe and collect data on social and affective development.
51.0	<u>Initiate and facilitate positive interaction with the child's family.</u> – The student will be able to:
51.01	Implement parent involvement activities.
51.02	Demonstrate interpersonal skills.
51.03	Demonstrate positive and productive staff and parent interactions.
<i>Preschool Specialization</i>	
52.0	<u>Plan for, establish, and maintain a safe, clean and healthy learning environment for three, four, and five-year-old preschool children.</u> – The student will be able to:

52.01	Identify good health and safety habits and potential hazards in a child care facility.
52.02	Identify accidents common to children and appropriate first aid techniques.
52.03	Outline the steps to be taken in case of seizures, accidents or injury to a child.
52.04	Outline the steps to be taken in case of a fire or other disaster and identify evacuation procedures.
52.05	Demonstrate developmentally appropriate health activities.
52.06	Demonstrate developmentally appropriate safety activities.
52.07	Identify a food program to meet the nutritional needs of children and demonstrate developmentally appropriate nutrition education activities.
52.08	Observe and collect data on safety, health and nutrition.
52.09	Identify and outline procedures to deal with allergies.
53.0	<u>Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child.</u> – The student will be able to:
53.01	Demonstrate knowledge of the basic principles related to child growth and development.
53.02	Identify various influences on the development of a child from three to five years.
53.03	Guide the physical development of three, four and five-year-old Preschool children by planning and implementing developmentally appropriate activities that promote fine and gross motor development.
53.04	Guide the cognitive, language and literacy development of three, four, and five-year-old preschool children by planning and implementing developmentally appropriate activities in the areas of math, science, social science, language and literacy.
53.05	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.
53.06	Guide the social and affective development of three, four, and five-year-old preschool children by planning and implementing activities that help develop interpersonal skills, positive self-esteem and promote multicultural understanding.
53.07	Demonstrate age appropriate methods of guiding behavior in three, four and five-year-old preschool children.
53.08	Select developmentally appropriate equipment and materials that will promote child growth and development.
53.09	Observe and collect data on physical, cognitive, creative and social/emotional development.
53.10	Demonstrate knowledge of an inclusive environment.
53.11	Demonstrate knowledge of unbiased practices.
54.0	<u>Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.</u> – The student will be able to:

54.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
54.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
54.03	Implement parent involvement activities.
54.04	Demonstrate interpersonal skills.
54.05	Share information about child development and developmentally appropriate practices.
54.06	Demonstrate positive and productive staff and parent interactions.
54.07	Identify methods for empowering families in their roles as advocates for their children.
<i>School Age Specialization</i>	
55.0	<u>Plan for, establish, and maintain a safe, clean, and healthy learning environment for school age children.</u> – The student will be able to:
55.01	Demonstrate good health and safety practices and identify potential hazards in a school age program.
55.02	Create a safe environment which includes traffic patterns, quiet and active play areas, and arrival and dismissal procedures.
55.03	Develop lesson plans that teach children safety rules for indoor and outdoor activities including field trips.
55.04	Create and carry out an emergency plan for accidents, injuries, illness, fire or other disaster.
55.05	Demonstrate knowledge of Florida child care regulations that address health, sanitation and food handling practices.
55.06	Provide and promote an environment that contributes to good health and nutrition.
55.07	Create a list of resources on health, hygiene and nutrition.
56.0	<u>Demonstrate knowledge of school age care, the philosophy, purpose and social/cultural context of after-school and other programs for school age youth.</u> – The student will be able to:
56.01	Create a systematic and responsive approach to developing a school age program.
56.02	Create an enriching environment for school age children through the use of space, relationships, materials, and routines.
56.03	Provide a rich and varied environment through the use of a variety of materials.
56.04	Provide school age children with hands-on experiences and opportunities that encourage curiosity, exploration and problem solving.
56.05	Provide communication opportunities and support for school age children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.
56.06	Provide opportunities that stimulate school age children to play with sound.

56.07	Guide social and affective development of school age children.
56.08	Identify opportunities for continuing education in the area of school age care.
57.0	<u>Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies.</u> – The student will be able to:
57.01	Identify developmentally appropriate child guidance techniques through the use of various guidance models: behavior modification, including conflict resolution, human relations and social learning.
57.02	Implement a child-centered environment based on nurturing guidance.
57.03	Demonstrate knowledge of important background variables which may influence behavior.
57.04	Provide opportunities for positive social interaction which helps children learn to communicate and get along with others through empathy and mutual respect.
57.05	Provide opportunities and support for children to acquire, practice and receive feedback on communication and positive behaviors.
57.06	Provide a support environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.
57.07	Implement appropriate rules, routines and procedures for school age children.
57.08	Encourage children to accept responsibility for their actions.
57.09	Observe and collect data on physical, cognitive, language, literacy, creative and social/emotional development.
58.0	<u>Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver.</u> – The student will be able to:
58.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
58.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
58.03	Identify and implement parent involvement activities.
58.04	Support and reinforce assignments from the child's primary classroom.
58.05	Develop a system of regular communication with parents and families that uses positive staff and parent interactions.
58.06	Work constructively with parents/guardians to resolve behavior issues.
58.07	Identify and provide families with program information, community resources and activities.
59.0	<u>Demonstrate an awareness and understanding of the growth and development of formal education in the United States.</u> – The student will be able to:
59.01	Understand the nature of a society and the concepts of education it might support.

59.02	Demonstrate knowledge of the historical development of formal education in America.
59.03	Demonstrate knowledge of the philosophical influences related to the development of formal education.
59.04	Understand the organizational and administrative procedures in American schools.
59.05	Demonstrate knowledge of the financial support of education in America.
59.06	Identify the various programs of teacher preparation, certification and accreditation.
59.07	Analyze the Florida school system in relationship to philosophical influences.
60.0	<u>Demonstrate knowledge of the various educational technologies available to use in school age programs.</u> – The student will be able to:
60.01	Understand the basis for the use of technology in education.
60.02	Demonstrate knowledge of the early use of technology in education.
60.03	Understand how to use technology and integrate it into the development of a school age program.
60.04	Develop a plan for future use of technology in the school age program.
60.05	Develop a personal plan of future courses on technology in education to take.
<i>Family Day Care Specialization</i>	
61.0	<u>Guide physical development.</u> – The student will be able to:
61.01	Demonstrate knowledge of physical development.
61.02	Plan developmentally appropriate gross motor activities.
61.03	Implement developmentally appropriate gross motor activities.
61.04	Plan developmentally appropriate fine motor activities.
61.05	Implement developmentally appropriate fine motor activities.
61.06	Select appropriate equipment and materials for physical development.
61.07	Observe and collect data on physical development.
62.0	<u>Guide cognitive, language, and literacy development.</u> – The student will be able to:

62.01	Demonstrate knowledge of cognitive, language, and literacy development.
62.02	Implement developmentally appropriate language and literacy activities.
62.03	Implement developmentally appropriate math activities.
62.04	Implement developmentally appropriate science activities.
62.05	Implement developmentally appropriate social science activities.
62.06	Implement problem solving activities which foster critical thinking skills.
62.07	Recognize and use alternative forms of communication.
62.08	Observe and collect data on cognitive, language, and literacy development.
63.0	<u>Guide creative development.</u> – The student will be able to:
63.01	Demonstrate knowledge of creative development.
63.02	Implement developmentally appropriate music activities.
63.03	Implement developmentally appropriate art activities.
63.04	Implement developmentally appropriate creative movement activities.
63.05	Observe and collect data on creative development.
64.0	<u>Guide social and affective development.</u> – The student will be able to:
64.01	Demonstrate knowledge of social and affective development.
64.02	Implement activities that help children to develop interpersonal skills.
64.03	Implement developmentally appropriate self-concept activities.
64.04	Implement developmentally appropriate activities which promote multicultural understanding.
64.05	Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
64.06	Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
64.07	Implement developmentally appropriate dramatic play activities.
64.08	Implement developmentally appropriate group activities.

64.09	Observe and collect data on social and affective development.
65.0	<u>Demonstrate knowledge of appropriate methods of guidance and classroom management.</u> – The student will be able to:
65.01	Identify developmentally appropriate child guidance techniques.
65.02	Use various guidance models: behavior modification, human relations, social learning.
65.03	Implement a child-centered environment based on nurturing guidance.
65.04	Demonstrate knowledge of important background variables that may influence behavior.
66.0	<u>Initiate and facilitate positive interaction with the family.</u> – The student will be able to:
66.01	Practice positive and productive interactions between the provider and the: (a) child and child's family, (b) staff on call, (c) provider's family
67.0	<u>Demonstrate knowledge of early childhood education: family day care.</u> – The student will be able to:
67.01	Identify contemporary models of family day care programs.
67.02	Develop plans to meet long and short-term goals.
67.03	Implement plans to meet short and long-term goals.
67.04	Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.
67.05	Identify developmentally appropriate supplies and teaching materials.
67.06	Arrange learning centers for a variety of activities.
67.07	Implement developmentally appropriate special events.
67.08	Maintain children's records.
67.09	Discuss the importance of play in children's development.
<i>Home Visitor Specialization</i>	
68.0	<u>Help family members provide a safe environment to prevent and reduce injuries.</u> – The student will be able to assist the family by:
68.01	Identifying good safety habits and identifying potential hazards in the home.
68.02	Identifying accidents common to children and sources of help
68.03	Outlining the steps to be taken in case of accident and injury to a child.

69.0	<u>Help family members promote good health and nutrition and provide an environment that contributes to the prevention of illness.</u> – The student will be able to assist the family by:
69.01	Demonstrating good health habits.
69.02	Sharing knowledge of basic nutritional needs with the family.
70.0	<u>Help family members to construct an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.</u> – The student will be able to assist the family by:
70.01	Sharing information about the ways that children learn at different ages.
70.02	Identifying spontaneous opportunities for learning throughout the day.
70.03	Creating a protected place that promotes uninterrupted play.
70.04	Providing the family with information about community resources.
71.0	<u>Help family members promote the physical development of children.</u> – The student will be able to assist the family by:
71.01	Sharing knowledge of physical development.
71.02	Demonstrating developmentally appropriate gross motor activities.
71.03	Demonstrating developmentally appropriate fine motor activities.
71.04	Identifying appropriate equipment, materials, and space for physical development.
71.05	Demonstrating the use of adaptive equipment and positioning techniques.
72.0	<u>Show family members how to encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.</u> – The student will be able to assist the family by:
72.01	Presenting problem solving activities that foster critical thinking skills.
72.02	Helping them to understand their crucial role in their children's learning.
72.03	Demonstrating the use of observation of children's play to assess readiness for new experiences.
73.0	<u>Encourage family members to support children in understanding, acquiring, and using verbal and non-verbal means to communicate thoughts and feelings.</u> – The student will be able to assist the family by:
73.01	Sharing knowledge of cognitive, language, and literacy development.
73.02	Implementing developmentally appropriate language and literacy activities.
74.0	<u>Help family members to encourage and guide exploratory activities.</u> – The student will be able to assist the family by:
74.01	Sharing knowledge of creative development.

74.02	Demonstrating developmentally appropriate music activities.
74.03	Demonstrating developmentally appropriate art activities.
74.04	Demonstrating developmentally appropriate creative movement activities.
75.0	<u>Support family members in providing emotional security for each child.</u> – The student will be able to assist the family by:
75.01	Sharing knowledge of social and affective development.
75.02	Demonstrating activities that help children to develop interpersonal skills.
75.03	Demonstrating developmentally appropriate self-concept activities.
75.04	Demonstrating developmentally appropriate activities that promote multicultural understanding.
75.05	Demonstrating activities that help children to gain developmentally appropriate awareness of, and understanding of oppressive beliefs and behaviors.
75.06	Demonstrating activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
76.0	<u>To assist family members to provide an environment that encourages pro-social behavior.</u> – The student will be able to assist the family by:
76.01	Sharing information about a variety of positive guidance methods.
76.02	Demonstrating developmentally appropriate guidance methods.
76.03	Teaching them how to anticipate confrontations between children.
76.04	Helping them to address problem behavior rather than labeling the child.
76.05	Helping them relate guidance methods to the personality and developmental level of each child.
77.0	<u>To initiate and maintain an open, friendly, and cooperative relationship with each family.</u> – The student will be able to assist the family by:
77.01	Implementing parent involvement activities.
77.02	Using good interpersonal skills.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The program includes Core Outcomes and Outcomes in nine Areas of Specialization. The Areas of Specialization are: Early Intervention; Management; High Scope Curriculum, Montessori Curriculum; Infant/Toddler; Preschool; School Age; Family Day Care; Home Visitor, and Child Care Center Manager. 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 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. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

The following PSAV programs have been approved by the Florida State Board of Education for statewide articulation credit into this degree program.

Early Childhood Education (PSAV #V200210; CIP #0419070910) 9 credits

The following industry certifications have been approved by the Florida State Board of Education for statewide articulation credit into this degree program.

Child Development Associate (CPREC001) – 9 credits

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

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:

- Child Development Early Intervention (0419070904) – 36 credits
- Child Care Center Management Specialization (0419070906) – 12 credits
- High/Scope Preschool Approach Curriculum Specialization (0413030111) – 12 credits
- Infant/Toddler Specialization (0419070907) – 12 credits
- Montessori Preschool Curriculum Specialization (0413030112) – 12 credits
- Preschool Specialization (0419070908) – 12 credits
- School Age Specialization (0419070909) – 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 and Training

AS	
CIP Number	1419070800
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	11-9031 – Education Administrators, Preschool and Childcare Center/Program
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and 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 63 credit hours.

Standards

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

- 01.0 Plan, establish and maintain activities that support children's safety.
- 02.0 Plan, establish and maintain 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.

**Florida Department of Education
Student Performance Standards**

Program Title: Early Childhood Management
CIP Number: 1419070800
Program Length: 63 credit hours
SOC Code: 11-9031

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0 Plan, establish and maintain activities that support children's safety. – The student will be able to:

01.01 Plan, organize and guide safety awareness activities.

01.02 Identify unsafe equipment and make minor repairs.

02.0 Plan, establish and maintain activities that support children's health. – The student will be able to:

02.01 Plan, organize and guide cleanliness awareness (sanitation) activities.

02.02 Plan, organize and guide nutrition awareness activities.

02.03 Plan, organize and guide personal hygiene awareness activities.

02.04 Supervise bathroom routines.

02.05 Supervise naptime routines.

02.06 Identify recommended daily nutritional requirements for children between birth and twelve years of age.

02.07 Plan, organize and guide age-appropriate food preparation activities.

02.08 Identify and explain why certain types of food are included in an infant and toddler's diet.

02.09 Discuss the value of holding an infant while bottle feeding.

02.10 Discuss special concern connected with feeding infants.

02.11 Describe and demonstrate 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 appropriate and safe manipulative equipment for children.
03.03	Identify ways to involve children in housekeeping.
03.04	Demonstrate ways to create and maintain a responsive environment
03.05	Identify characteristics of and recognize children of varying exceptionalities.
03.06	Use the Individual Education Plan to plan, organize and guide appropriate activities to meet the needs of exceptional children.
03.07	Describe facility modifications and special equipment needs for varying exceptionalities.
03.08	Describe techniques for handling and positioning physically disabled children.
03.09	Plan a daily schedule for a child care center to accommodate children's changing needs and to provide a sense of orderly routine.
03.10	Plan and implement program lesson plans, unit plans and schedules.
03.11	Plan, organize and guide age-appropriate special events.
03.12	Utilize curriculum materials in planning activities.
03.13	Plan, organize and guide transition routines.
03.14	Identify materials and equipment needed to operate a child care center.
04.0	<u>Supervise the guidance of physical development of young children.</u> – The student will be able to:
04.01	Identify the physical development of infants and children, ages one to twelve.
04.02	Plan, organize and guide age-appropriate gross motor activities.
04.03	Plan, organize and guide age-appropriate fine motor activities.
04.04	Plan, organize and guide age-appropriate body stimulation activities.
04.05	Plan, organize and guide age-appropriate outdoor activities.
04.06	Plan, organize and guide age-appropriate body coordination activities.
04.07	Plan, organize and guide age-appropriate group circle activities.
05.0	<u>Supervise the guidance of the intellectual development of young children.</u> – The student will be able to:
05.01	Identify the intellectual development of infants and children, ages one to twelve.

05.02	Plan, organize and guide age-appropriate language activities.
05.03	Plan, organize and guide age-appropriate music activities.
05.04	Plan, organize and guide age-appropriate art activities.
05.05	Plan, organize and guide age-appropriate math activities.
05.06	Plan, organize and guide age-appropriate science activities.
05.07	Plan, organize and guide age-appropriate social studies.
05.08	Plan, organize and guide age-appropriate creative activities.
06.0	<u>Supervise the guidance of social and emotional development of young children.</u> – The student will be able to:
06.01	Identify the social and emotional development of infants and children, ages one to twelve.
06.02	Plan, organize and guide age-appropriate dramatic play activities.
06.03	Plan, organize and guide age-appropriate self-concept activities.
06.04	Plan, organize and guide age-appropriate group awareness activities.
06.05	Plan, organize and guide age-appropriate diverse cultural awareness activities.
06.06	Identify and implement positive behavior guidance techniques.
06.07	Identify and implement appropriate behavior guidance techniques.
07.0	<u>Demonstrate a commitment to professionalism.</u> – The student will be able to:
07.01	Evaluate your commitment to child care as a profession.
07.02	Pursue self-improvement activities.
08.0	<u>Demonstrate employability skills.</u> – The student will be able to:
08.01	Conduct a job search.
08.02	Secure 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 or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
08.07	Identify acceptable work habits.
08.08	Describe how to make job changes appropriately.
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	<u>Manage and interpret classroom observation and recording methods.</u> – 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 diary-type record of a child over a given period of time.
09.08	Design individual learning prescriptions..
09.09	Write a child study using diary-type records.
10.0	<u>Maintain professionalism.</u> – The student will be able to:
10.01	Identify three factors that aid professional growth in a child care giver.
10.02	Protect the privacy 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 and agencies that provide services and assistance to exceptional children.

11.0	<u>Supervise the maintenance of a safe, clean and healthy environment for young children.</u> – 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	Outline the steps to be taken in case of accident and injury to a child.
11.04	Identify accidents common to children and perform appropriate first-aid techniques.
11.05	Identify fire regulations and procedures.
11.06	Develop and practice evacuation procedures.
11.07	Recognize childhood illnesses.
11.08	Identify and practice communicable disease control in group settings.
11.09	Practice personal hygiene with children.
11.10	List issues to consider when planning meals and snacks based on the established meal patterns for child care programs.
11.11	Plan, prepare and service nutritious snacks and meals for children that contribute to meeting total daily nutritional intake.
11.12	Plan, prepare and service age-appropriate foods.
11.13	Plan, organize and guide mealtime routines.
11.14	Recommend ways for caregivers to manage mealtime situations.
11.15	Identify procedures for introducing new foods to children.
11.16	List ways to encourage positive food choices and good eating habits.
11.17	Identify adequate eating utensils during the self-feeding state of childhood.
12.0	<u>Establish positive communications with the family.</u> – 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 implement parent involvement activities.

12.05	Identify the kinds of activities, meetings and learning appropriate for parent involvement.
12.06	Develop a plan for keeping parents informed about center activities, child development, managing children, and good 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 components to be included in child center policies and develop a written child care policy which could be given to parents.
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	<u>Identify and report child abuse and neglect in accordance with state regulations.</u> – 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 abuse and the abuser.
14.0	<u>Describe the various types of child care programs.</u> – The student will be able to:
14.01	Discuss the need for child care services today.
14.02	List characteristics of a good child care program.
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	Identify and 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	<u>Develop a food service program to meet the nutritional needs of children.</u> – 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	Supervise and evaluate food service personnel.
16.0	<u>Carry out legal and professional responsibilities related to the total program.</u> – The student will be able to
16.01	Maintain facilities.
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 the most important tasks in operating a child care center.
16.08	Identify how to obtain state licensing requirements and city or county regulations that affect a child care center and explain why these regulations are necessary.
16.09	List the most important regulations affecting the well-being of children in a center.
16.10	Describe the types of services provided by child care centers.
16.11	Identify the types of information that persons must have in order to apply for a license to open and operate a child care center.
16.12	Identify the city or county officials that inspect child care centers and explain the purpose of these inspections.
16.13	Identify factors that determine the size and composition of the child care staff.
16.14	Identify duties of child care personnel.
16.15	Interview potential employees.
16.16	Identify possible in-service training programs for staff members and discuss their importance.
16.17	Describe how supervision for quality staff performance is best achieved.
16.18	Identify subjects covered in personnel policies and discuss the need for defined personnel policies.
16.19	Develop a work schedule for all child care employees.
16.20	Develop and implement personnel evaluation forms.
16.21	Demonstrate supervision skills
16.22	Identify age appropriate resource materials, equipment and supplies.
16.23	Plan for an organized learning environment for maximum effectiveness.
16.24	Discuss the importance of record keeping in a child care center.
16.25	Identify the types of records required for licensing and the types that provide information that will be useful in operating the center.
16.26	Design, implement and evaluate record keeping forms to be used in a child care center.
16.27	Identify ways to solve the following center management problems: teacher absence, poor planning, dealing with a child's "separation anxiety", scheduling work hours, arranging community projects.
17.0	<u>Analyze state and local rules and regulations which govern child care.</u> – The student will be able to:

17.01	Identify the major areas of child day 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 licensing agency and list responsibilities of this agency.
17.05	Identify local day 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	<u>Demonstrate skills in managing the financial affairs of a child care center.</u> – 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 day care owner might have that would reduce profits.
18.08	Identify ways to keep a child center successful.
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	Describe a daily cash sheet and list information it contains.
18.15	Complete a daily cash sheet using information from a case study.
18.16	Discuss the need for customer billing forms and procedures.
18.17	Develop a customer billing form.
18.18	Define revenues, expenses, net profit, profit ratio, and expense ratio and describe how this information can be used in evaluating business success.
19.0	<u>Demonstrate leadership and organizational skills.</u> – The student will be able to:
19.01	Identify professional and youth organizations.
19.02	Identify purposes and functions of professional and youth organizations.
19.03	Identify roles and responsibilities of members.
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 growth project.
20.0	<u>Describe all aspects of entrepreneurship.</u> – 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.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

**Florida Department of Education
Curriculum Framework**

Program Title: Sign Language Interpretation
Career Cluster: Education and Training

AS

CIP Number	1713100301
Program Type	College Credit
Standard Length	72 hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and Training career cluster.

The content includes but is not limited to components of sign language, including formal and idiomatic signs, finger spelling, facial expression and body movement; orientation to the various manual systems of communication; principles of American Sign Language (ASL), such as the use of space and grammatical features including syntax; orientation to the cultural and psychosocial aspects of deafness; educational implications; rehabilitation implications; anatomy and physiology of the auditory and vocal mechanism; etiologies of deafness; organizations of and for deaf persons; legal and ethical considerations; and the interpreting process, including voice-to-sign (signing for the hearing person) and sign to voice (voicing for the deaf person). Employability skills are 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 72 credit hours.

Standards

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

- 01.0 Demonstrate knowledge of the components and principles of ASL.
- 02.0 Demonstrate knowledge of the various sign systems.
- 03.0 Demonstrate knowledge of the cultural and psychosocial aspects of deafness.
- 04.0 Demonstrate knowledge of the implications of hearing loss for education and habilitation.
- 05.0 Demonstrate an understanding of the ethical and legal aspects of interpreting.
- 06.0 Demonstrate the ability to convey a message using sign language or voice.
- 07.0 Demonstrate employability skills.
- 08.0 Describe all aspects of entrepreneurship.

**Florida Department of Education
Student Performance Standards**

Program Title: Sign Language Interpretation
CIP Number: 1713100301
Program Length: 72 Credit hours
SOC Code: 27-3091

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0	<u>Demonstrate knowledge of the components and principles of American sign language.</u> – The student will be able to:
01.01	Identify the four parameters of ASL: hand shape, placement, movement, and orientation.
01.02	Recognize and demonstrate the use of ASL classifiers.
01.03	Recognize and produce a minimum vocabulary of 2,000 standard signs.
01.04	Recognize and produce a minimum of 50 American Sign Language idioms.
01.05	Discuss and demonstrate the proper use of space in ASL.
01.06	Discuss and demonstrate proper use of economy of movement (motion) in ASL.
01.07	Identify patterns of sentence structure in ASL: a) Time indicators b) Visual topics c) Directional verbs d) Pronominal reference
01.08	Demonstrate the ability to sequence working vocabulary into appropriate ASL forms.
01.09	Demonstrate and explain the role of natural gestures, facial expressions, and body movement in ASL.
01.10	Demonstrate the ability to choose conceptually accurate signs for production in ASL.
02.0	<u>Demonstrate knowledge of the various sign systems.</u> –The student will be able to:
02.01	Demonstrate knowledge of the history of invented sign systems e.g. LOVE, SEE I.
02.02	Use and understand fingerspelling.
02.03	Use and understand Pidgin Signed English.
02.04	Use and understand manually-coded English e.g. SEE II.
03.0	<u>Demonstrate knowledge of the cultural and psychosocial aspects of deafness.</u> –The student will be able to:

03.01	Describe types and degrees of hearing loss and their implications for communication.
03.02	Explain the social and emotional implications of deafness.
03.03	Describe the role of American Sign Language in the Deaf community.
03.04	Describe the social activities and organizations of the deaf community.
03.05	Identify and explain the assistive devices available to hearing impaired persons and the implications of such devices.
04.0	<u>Demonstrate knowledge of the implications of hearing loss for education and habilitation.</u> –The student will be able to:
04.01	Explain the role of the educational interpreter in the school setting.
04.02	Explain the code of ethics for educational interpreters.
04.03	Describe the educational characteristics and needs of the hearing impaired child.
04.04	Describe the various types of educational programs available to hearing impaired students including different communication methodologies (e.g. Oral, Verbal-tonal, cued speech, Total Communication) and placement options (e.g. mainstreamed settings, full and part-time day classes, residential programs).
04.05	Describe the function of the auditory and vocal mechanism and the etiologies of deafness.
04.06	Describe the types, use and function of amplification and other assistive devices.
04.07	Identify components of aural habilitation (e.g. speech, speech reading, and auditory training).
04.08	Identify habilitative agencies and the services offered e.g. Vocational Rehabilitation, Deaf Service Centers, and other Referral Agencies.
05.0	<u>Demonstrate an understanding of the ethical and legal aspects of interpreting.</u> –The student will be able to:
05.01	Explain the five principles of the Code of Ethics of the Registry of Interpreters of the Deaf.
05.02	Explain PL 94-142; Section 504 of Title V of the Rehabilitation Act of 1973 and its amendments, and Florida Statutes pertaining to hearing impaired individuals and interpreters and the implications of the laws and statutes.
05.03	Explain Florida's interpreter evaluation process and its implications for interpreters.
05.04	Explain the Florida Educational Interpreter's Code of Ethics and its' implications.
06.0	<u>Demonstrate the ability to convey a message using sign language or voice.</u> –The student will be able to:
06.01	Accurately interpret the message of a speaking person to a hearing impaired person(s) using the communication method (signed or voice) most readily understood by the hearing impaired person(s).
06.02	Accurately transliterate the message of a speaking person to a hearing impaired person(s) using the communication method (signed or voice) most readily understood by the hearing impaired person(s).

06.03	Accurately interpret the message of a signing person to a hearing impaired person(s) or hearing person(s) through use of voice.
06.04	Accurately transliterate the message of a signing person to a hearing impaired person(s) or a hearing person(s) through use of voice.
07.0	<u>Demonstrate employability skills.</u> –The student will be able to:
07.01	Conduct a job search.
07.02	Secure information about a job.
07.03	Identify documents that may be required when applying for a job.
07.04	Complete a job application.
07.05	Demonstrate competence in job interview techniques.
07.06	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
07.07	Identify acceptable work habits.
07.08	Demonstrate knowledge of how to make job changes appropriately.
07.09	Demonstrate acceptable employee health habits.
08.0	<u>Describe all aspects of entrepreneurship.</u> –The student will be able to:
08.01	Define entrepreneurship.
08.02	Describe the importance of entrepreneurship to the American economy.
08.03	List the advantages and disadvantages of business ownership.
08.04	Identify the risks involved in ownership of a business.
08.05	Identify the necessary personal characteristics of a successful entrepreneur.
08.06	Identify the business skills needed to operate a small business efficiently and effectively.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 72 credit hours according to Rule 6A-14.030, F.A.C.

**Florida Department of Education
Curriculum Framework**

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

AS	
CIP Number	1713100303
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and 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 63 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: 1713100303
Program Length: 63 credit hours
SOC Code: 27-3091

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. 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	<u>Demonstrate linguistic-related knowledge and skills.</u> – 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	<u>Demonstrate culture-related knowledge.</u> – 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	<u>Demonstrate language proficiency in source and target language.</u> – 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	<u>Demonstrate computer and technical skills related to translation/interpretation.</u> – 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	<u>Demonstrate appropriate ethics.</u> – The student will be able to:
07.01	Demonstrate awareness of the ethical principles and responsibilities underlying the role of interpreter/translator.
08.0	<u>Demonstrate time-management skills.</u> – 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 activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a “transfer value” assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fl DOE.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

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:

Interpretation Studies: English - Spanish (0713100304) – 30 credit hours

Translation Studies: English - Spanish (0713100305) – 30 credit hours

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

**Florida Department of Education
Curriculum Framework**

Program Title: Instructional Services Technology
Career Cluster: Education and Training

AS	
CIP Number	1713129901
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-9031 – Instructional Coordinators
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and 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 63 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.

**Florida Department of Education
Student Performance Standards**

Program Title: Instructional Services Technology
CIP Number: 1713129901
Program Length: 63 credit hours
SOC Code: 25-9031

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. 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.

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.

02.03 Discuss the challenges of providing multilingual/multicultural education in Florida.

02.04 Demonstrate an understanding of exceptional students 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 sociological 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.
03.0	<u>Demonstrate mastery of the role of an education paraprofessional.</u> – The student will be able to:
03.01	Demonstrate knowledge of 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 serving the needs of the learner.
03.03	Demonstrate appropriate responses to performance evaluation.
03.04	Identify acceptable work habits.
03.05	Demonstrate acceptable employee grooming and health habits.
03.06	Implement values clarification techniques.
03.07	List the stress producers in a classroom setting.
03.08	Demonstrate mastery of stress-coping techniques and discuss those most appropriate.
03.09	List and explain legal and ethical issues involved in the role of the education paraprofessional within the school setting.
03.10	Demonstrate appropriate time management techniques.
03.11	Recognize the importance of planning for each class period.
03.12	Support the effective discipline and classroom management strategies established by the school and the classroom teacher.
03.13	Identify resource staff and their roles.
04.0	<u>Demonstrate an understanding of human growth and development.</u> – The student will be able to:
04.01	Identify typical and atypical human development.
04.02	Identify major environmental and genetic factors that impact prenatal development.
04.03	Articulate major milestones in the following areas from birth to 36 months: motor development, language development, social development, intellectual development, emotional development.
04.04	Identify examples of developmental delay.
04.05	Demonstrate knowledge of the primary physical, social, and emotional characteristics of the child from three to six years (middle childhood).
04.06	Identify the primary characteristics of Piaget's Stage of Pre-Operations.
04.07	Identify examples of developmental delay during middle childhood.

04.08	Demonstrate knowledge of the primary physical, social, and emotional characteristics of the child from six to twelve years (late childhood).
04.09	Identify the primary characteristics of Piaget's Stage of Concrete Operations.
04.10	Identify examples of developmental delay during late childhood.
04.11	Identify the primary physical, cognitive, social, and emotional characteristics of adolescents.
04.12	Identify the primary developmental tasks of adolescence.
04.13	Identify the primary, physical, cognitive, and social characteristics of adults.
04.14	Identify the primary developmental tasks of adulthood.
04.15	Identify the stages of death and dying.
04.16	Demonstrate, in individual and group settings, knowledge of human development in relation to age-and culture-appropriate settings and programs.
05.0	<u>Demonstrate an understanding of interpersonal skills.</u> – The student will be able to:
05.01	Value the dignity and worth of others.
05.02	Facilitate positive interaction among peers.
05.03	Facilitate positive interaction among learners.
05.04	Recognize the needs of exceptional students.
05.05	Apply conflict resolution and peer mediation techniques.
06.0	<u>Demonstrate proficiency in the basic skills.</u> – 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.
07.0	<u>Demonstrate an understanding of instructional techniques.</u> – The student will be able to:
07.01	List the factors that contribute to teacher effectiveness in terms of learner's success.
07.02	Identify the factors involved in classroom management.
07.03	Determine the instructional level of educational materials.
07.04	Demonstrate knowledge of the use of support materials, manipulative, and other resources including technology, to enhance instruction.

07.05	Demonstrate effective teaching techniques including, but not limited to, questioning, practice, and feedback.
07.06	Demonstrate an understanding of the scope and sequence of curriculum.
07.07	List methods to increase student's communication and computation performance.
07.08	Demonstrate the ability to assist the teacher in reinforcing the learner's reading comprehension, increasing the learner's vocabulary, and improving the learner's writing skills.
07.09	Demonstrate the ability to assist the teacher in reinforcing the learner's math and problem solving skills.
07.10	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	<u>Demonstrate proficiency in clerical skills.</u> – 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	Perform test item analysis.
09.0	<u>Demonstrate an understanding of educational media and educational technology.</u> – The student will be able to:
09.01	Employ technology to support the teacher's instructional objectives.
09.02	Develop and adopt technology-based curriculum materials.
09.03	Maintain, store, and operate media equipment.
09.04	Prepare educational materials including basic artwork or graphic material.
09.05	Identify ethical issues related to the use of technology in the classroom
09.06	Apply assistive technology in the classroom.
10.0	<u>Demonstrate employability skills.</u> – 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 Identify acceptable work habits.
10.08 Demonstrate knowledge of how to make job changes appropriately.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

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: Parks and Leisure Services Technology
Career Cluster: Education and Training

AS	
CIP Number	1731010100
Program Type	College Credit
Standard Length	63 credit hours
CTSO	N/A
SOC Codes (all applicable)	39-9032 – Recreation Workers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and Training career cluster.

The content includes but is not limited to philosophy, and scope of public and private sector parks and the recreation industry; techniques of community organization and the inter-relatedness of special agencies and institutions; park and recreation program planning, design, and implementation; general psychology; group dynamics; basic business and financial accounting skills; 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 63 credit hours.

Standards

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

- 01.0 Describe the characteristics and unique demands of operating public, private, and not for profit parks and recreation programs.
- 02.0 Display an understanding of park and recreation program application to individuals and groups with special needs.
- 03.0 Describe outdoor and indoor park and recreation facility types and programs and appropriate equipment for each facility.
- 04.0 Program, implement, and evaluate age appropriate park (e.g. environmental education) and recreation (e.g. sports) activities and events.
- 05.0 Program, implement, and evaluate age appropriate park and recreation activities and events for individuals and groups with special needs.
- 06.0 Lead recreation and parks activities and events.
- 07.0 Describe the importance of public and interagency relations.
- 08.0 Demonstrate employability skills.

**Florida Department of Education
Student Performance Standards**

Program Title: Parks and Leisure Services Technology
CIP Number: 1731010100
Program Length: 63 credit hours
SOC Code: 39-9032

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0	<u>Describe the characteristics and unique demands of operating public, private, and not for profit parks and recreation programs.</u> – The student will be able to:
	01.01 Summarize the history of the American parks and recreation industry.
	01.02 Outline of the characteristics and requirements of public parks and recreation facilities.
	01.03 List the characteristics and requirements of private and not for profit parks and recreation facilities.
	01.04 Describe parks and recreation programming as defined by the leisure industry.
02.0	<u>Display an understanding of park and recreation program application to individuals and groups with special needs.</u> – The student will be able to:
	02.01 Describe the characteristics of the five most prevalent developmental, mental, and physical disability types and the limitations associated with each.
	02.02 Identify the social, recreational and physical adaptation needs of this group after visiting a facility for physically and developmentally delayed individuals.
	02.03 List the teaching modifications for each student after visiting a facility for disabled individuals.
	02.04 Research and report on the variety of organizations supporting the recreation needs of special populations.
03.0	<u>Describe outdoor and indoor park and recreation facility types and programs and appropriate equipment for each facility.</u> – The student will be able to:
	03.01 List the types of outdoor park and recreation venues and their purposes.
	03.02 Describe the necessary equipment for a variety of outdoor park and recreation programs.
	03.03 Explain the requirements to maintain outdoor park and recreation venues in the local area (e.g. irrigation system compliance with applicable codes).

03.04	List the types of indoor park and recreation venues and their purposes.
03.05	Describe the necessary equipment for a variety of indoor park and recreation programs.
03.06	Explain the requirements to maintain indoor park and recreation venues and equipment.
04.0	<u>Program, implement, and evaluate age appropriate park (e.g. environmental education) and recreation (e.g. Sports) activities and events.</u> – The student will be able to:
04.01	Describe the developmental stages of the lifespan.
04.02	Assess leisure needs, interests, and desires of people in the different lifespan stages.
04.03	Explain the implications for planning, organizing and delivering recreation for participants at various lifespan points.
04.04	Program appropriate park (e.g. environmental education) and recreation (e.g. sports) activities for participants at varying points in their lifespan.
04.05	Organize an age appropriate competition for participants at varying points in their lifespan.
04.06	Research and report on the variety of organizations supporting the recreation needs of society.
05.0	<u>Program, implement, and evaluate age appropriate park and recreation activities and events for individuals and groups with special needs.</u> – The student will be able to:
05.01	Organize an age appropriate competition for physically challenged individuals.
05.02	Organize an age appropriate fitness or aquatics program for mentally challenged or developmentally delayed individuals.
05.03	Plan a Special Olympics meet for the disabled.
06.0	<u>Lead recreation and parks activities and events.</u> – The student will be able to:
06.01	Apply basic principles of leadership in role-play situations.
06.02	Describe and role-play basic conflict resolution.
06.03	Work with a team to complete recreation and parks tasks and projects.
06.04	Describe the importance of maintaining appropriate documentation of maintenance, services, incidents, programs, and events, including financial records.
06.05	Identify services that must be provided when hosting large municipal, county, or civic events in a park setting, including, but not limited to: crowd control, security, traffic, parking, lost/missing persons, first aid, and food and beverage services.
06.06	Identify various public and/or private agencies with which park staff might interact to provide the services listed above.
07.0	<u>Describe the importance of public and interagency relations.</u> – The student will be able to:

07.01	Demonstrate methods of interagency communication and cooperation with law enforcement, fire and emergency medical services providers.
07.02	Understand the importance of maintaining a good working relationship with the media.
07.03	Produce basic promotional materials.
07.04	Explain why it is important to maintain a positive relationship with local government(s) and the community.
07.05	Identify effective ways to communicate with elders, juveniles, trespassers, and transients.
07.06	Demonstrate crisis prevention and intervention techniques by deescalating conflict.
08.0	<u>Demonstrate employability skills in the parks and recreation services industry.</u> – The student will be able to:
08.01	Describe career skills, training and education needed for a career as a Parks and Recreation Program Specialist.
08.02	Conduct a job search and identify advanced-training opportunities and requirements in the parks industry.
08.03	Obtain information on different job titles, licensing requirements, job responsibilities, rates of pay, employee benefits, work conditions, risks, and opportunities for career advancement in the parks and recreation industry.
08.04	Secure information about a specific available job in the Parks and Recreation industry.
08.05	Identify documents that may be required when applying for a job.
08.06	Write a resume and modify it for different types of parks and recreation services jobs.
08.07	Write a letter of introduction to a prospective employer.
08.08	Obtain and complete sample application forms for employment as a parks employee.
08.09	Demonstrate appropriate demeanor and interview techniques with prospective employers.
08.10	Identify work habits of successful employees.
08.11	Describe methods of making job changes appropriately.
08.12	Demonstrate appropriate responses to performance evaluations from supervisors and others in the workplace.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. Access to specialized equipment (e.g., for sports and for parks maintenance) is required.

Special Notes

The purpose of this program is to prepare students for employment as entry level park and recreation facility supervisors, program coordinators, and activity directors (SOC 39-9032) in public and private, park and recreation settings and 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, teambuilding, grounds and facilities, customer service, community issues and health, safety and environmental issues.

Planned and supervised occupational activities may be provided through directed laboratory experience; clinical practicum in several park and/or 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 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. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 63 credit hours according to Rule 6A-14.030, F.A.C.

**Florida Department of Education
Curriculum Framework**

Program Title: Sports, Fitness, and Recreation Management
Career Cluster: Education and Training

AS	
CIP Number	1731050700
Program Type	College Credit
Standard Length	64 credit hours
CTSO	N/A
SOC Codes (all applicable)	39-9032 – Recreation Workers
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and 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 64 credit hours.

Standards

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

- 01.0 Teach individuals and groups to participate in a variety of sports.
- 02.0 Organize large group activities for a variety of sports.
- 03.0 Lead group activities in a social setting.
- 04.0 Recognize broad needs of special populations and adapt, modify, or design special activities for them.
- 05.0 Describe all aspects of outdoor recreation conservation, organized camping, outdoor education, and camp craft skills.
- 06.0 Demonstrate employability skills.

**Florida Department of Education
Student Performance Standards**

Program Title: Sports, Fitness, and Recreation Management
CIP Number: 1731050700
Program Length: 64 credit hours
SOC Code: 39-9032

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. At the completion of this program, the student will be able to:

01.0 Teach 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 Use Internet and web sources for recreation and leisure information.

01.03 Discuss the philosophical, social, and behavioral foundations of leisure.

01.04 Display knowledge of rules of a variety of sports.

01.05 Define and use the basic terminology of a variety of sports.

01.06 Prepare a plan for a tournament for a variety of sports.

01.07 Conduct classroom instruction to teach rules of each game to interested participants.

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 Organize large group activities for a variety of sports. – The student will be able to:

02.01 Organize, plan an itinerary, and implement a leisure/sports activity for a large group.

02.02 Discuss "contingency" plans for transportation.

02.03 Plan a track meet: select players and location.

02.04 Discuss the history of team sports and trace components back to ancient Greece.

02.05 Discuss the development of leisure activities and tell how these activities meet the needs of individuals in today's society.

02.06	Explain the term "sports medicine" and list the major concepts.
03.0	<u>Lead group activities in a social setting.</u> – The student will be able to:
03.01	Define group dynamics theory and give examples of application of theory.
03.02	Discuss the benefits of group activities.
03.03	Decide upon appropriate games, nature hikes, or other amusement for the club members using member participation in the planning decisions.
03.04	Prepare a national park recreation director's job description listing the group activities that must be planned for, organized and implemented, making certain to include all necessary safety precautions.
03.05	Design a dramatic sketch and role-play it.
03.06	Keep records and reports including participant evaluations.
04.0	<u>Recognize broad needs of special populations and adapt, modify, or design special activities for them.</u> – The student will be able to:
04.01	Explain the implications for planning, organizing, and delivering leisure services for disabled individuals.
04.02	Participate in the organization and implementation of a Special Olympics sporting event.
04.03	Describe the aging process and explain the implications for planning, organizing and delivering leisure services for mature adults.
04.04	Assess leisure needs, interests, and desires of the different age groups including the disabled.
04.05	List the voluntary organizations which serve the recreational needs of society, including the handicapped and disabled.
05.0	<u>Describe all aspects of outdoor recreation, conservation, organized camping, outdoor education, and camp craft skills.</u> – The student will be able to:
05.01	Select an appropriate campsite for a camping expedition for a broad variety of age groups and individuals of varying ability levels.
05.02	List the outdoor recreations for the following age groups: pre-school, ages 6-12, teen ages, young adults, mature adults.
05.03	List the hazards that are common to Florida outdoors.
05.04	List the first aid equipment needed for each of the outdoor recreational activities listed in 05.03.
05.05	List the conservation techniques appropriate to 05.03.
05.06	List the activities for which the municipal recreation supervisor is responsible.
05.07	Describe camp crafts, nature education and water sports and list the safety factors for each.
05.08	Administer basic first aid, CPR and AED training.

06.0	<u>Demonstrate employability skills.</u> – The student will be able to:
06.01	Conduct a job search.
06.02	Secure information about a job.
06.03	Identify documents that may be required when applying for a job.
06.04	Complete a job application.
06.05	Demonstrate competence in job interview techniques.
06.06	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
06.07	Identify acceptable work habits.
06.08	Describe how to make job changes appropriately.
06.09	Demonstrate acceptable employee health habits.
07.0	<u>Provide care for and demonstrate prevention of athletic injuries.</u> – The student will be able to:
07.01	Understand and access the various methods of assessing fitness.
07.02	Understand and define the classes of nutrients and their importance to fitness.
07.03	Explain some common injuries to the head, upper extremities, and lower extremities.
07.04	Describe the different types of joints and injuries.
08.0	<u>Understand foundations of exercise physiology</u> – The student will be able to:
08.01	Discuss health and fitness concerns that affect morbidity, mortality and quality of life.
08.02	Demonstrate knowledge of the structure and function of those human systems most affected by the stress of exercise.
08.03	Demonstrate knowledge of major muscle groups and their function
08.04	Demonstrate knowledge of both cardiovascular and muscular training.
08.05	The students should be able to understand the objectives of exercise prescription and the five basic components of program design which are common to all four areas of physical fitness training.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 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. 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.

Articulation

To be transferable statewide between institutions, this program must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System discipline committee. This does not preclude institutions from developing specific articulation agreements with each other.

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 64 credit hours according to Rule 6A-14.030, F.A.C.

**Florida Department of Education
Curriculum Framework**

Program Title: Early Childhood Education NEW
Program Type: Career Preparatory
Career Cluster: Education and Training

Secondary – Career Preparatory

Program Number	8405100
CIP Number	0419070913
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	FAM CON SC 1 PK/PRIMARY H PRESCH ED A PRIMARY ED @B E CHILD ED @0 HOMEMAKING @2¢7 HME EC OCC ¢7
CTSO	FCCLA
SOC Codes (all applicable)	39-9011 – Childcare Workers 25-2011 – Preschool Teachers, Except Special Education
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and Training career cluster.

The content includes but is not limited to competencies related to the following elements of the Early Childhood 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.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8405110	Early Childhood Education NEW 1	1 credit	39-9011	2
B	8405120	Early Childhood Education NEW 2	1 credit	39-9011	2
C	8405130	Early Childhood Education NEW 3	1 credit	25-2011	2
D	8405140	Early Childhood Education NEW 4	1 credit	25-2011	3

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Early Childhood Education 1	^^	^^	^^	**	**	**	**	**	**	**	**	**
Early Childhood Education 2	^^	^^	^^	**	**	**	**	**	**	**	**	**
Early Childhood Education 3	^^	^^	^^	**	**	**	**	**	**	**	**	**

Early Childhood Education 4	^^	^^	^^	**	**	**	**	**	**	**	**	**
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^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** 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. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices 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. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Regulated Programs

- Students can be awarded the Florida Department of Education Early Childhood Professional Certificate (**ECPC**) upon completion of this program and meeting all requirements. The ECPC is recognized by the Florida Department of Children and Families (DCF). Students who earn it are eligible for a DCF Staff Credential.
- This program is comprised of 120 hours of classroom instruction, 480 hours of direct work with preschool age children and includes the DCF Introductory Child Care Training.

- To offer the DCF Introductory Child Care Training courses as part of this program, approval must be obtained from the local DCF Child Care Training Coordinating Agency.
- To teach the DCF Introductory Child Care Training courses, the instructor must meet the trainer requirements established by the Department of Children and Families (Chapter 65C-22.003(5) F.A.C. <http://ccrain.fl-dcf.org/documents/2/470.pdf>). Requirements and guidelines can be obtained through your local Training Coordinating Agency. For more information, go to: www.myflorida.com/childcare/training.
- Programs offering the Introductory Child Care Courses will be required to use DCF materials and be subject to monitoring by the coordinating agencies.
- **The DCF mandated training (Introductory Child Care Courses) includes the following:**
 - **Part I** of the DCF Introductory Child Care Training includes the following:
 - State and Local Rules and Regulations – 6 hours
 - Health, Safety, and Nutrition – 8 hours
 - Identifying & Reporting Child Abuse & Neglect – 4 hours
 - Child Growth and Development – 6 hours
 - Behavioral Observation & Screening – 6 hours
 - **Part II** of that coursework must be the 10-hour Preschool Appropriate Practices course.
 - Note: Instruction for the DCF courses should be **instructor-based**. It is recommended that the online DCF courses be used as a *supplement* to instructor-based instruction if needed.
- Students must complete the DCF Introductory Child Care Training coursework by the end of the fourth course of this program. Additionally, Students must pass the DCF Introductory Child Care Training competency exams prior to being issued the SAPC certificate.
- Students must also complete five clock hours of literacy training. Students can meet this literacy requirement by successfully completing any of the DCF approved literacy courses (go to www.myflorida.com/childcare/training for more information).
 - *****NOTE:** A student must successfully complete the *Emergent Literacy for VPK Instructors* course to be eligible as a VPK instructor, unless he/she has successfully completed a DCF approved literacy training course prior to November 28, 2005 (<http://www.fldoe.org/earlylearning>).
- It is recommended that students obtain certification in infant/child CPR and first aid for initial employment.
- Students are required to create and maintain a Professional Resource File for this program. The Professional Resource File should contain a minimum of the following:
 - Autobiography (minimum 300 words) about her/himself and he/she has made the decision to work with young children. A resume' of education and work should also be included.
 - Statements of Competence – 250 word minimum (each) related to the following goals:
 - To establish and maintain a safe and healthy learning environment.
 - To advance physical and intellectual competence.

- To support social and emotional development and to provide positive guidance.
 - To establish positive and productive relationships with families.
 - To ensure a well-run, purposeful program responsive to participant needs.
 - To maintain a commitment to professionalism.
- Resource Collection should include evidence of activities in each content area via curriculum activities and assignments. There are 17 specific items that must be included in this section of the Professional Resource File. (See ECPC Requirements Checklist for Students in Support Documents – link on webpage).
 - Optional: Additional Items (training certificates, transcripts, resume, picture identification, teaching goals, letters of recommendation, reflection statements, list of Early Childhood Education program standards mastered, copies of any certification/cards pertaining to child care eligibility, samples of student developed teaching materials, etc.) may be included in a separate section of the Professional Resource File or in a separate binder/portfolio (instructor discretion).
- In order for ECPC recipients to receive their Staff Credential, their name must be entered into a database by the instructor, district supervisor, or designated personnel. The link for the database is https://app1.fldoe.org/ECPC_Certificate/default.aspx. Visit [ECPC Program Guidelines](#) for more information on accessing the database.

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 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Early Childhood Education.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Early Childhood Education.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Early Childhood Education.
- 04.0 Identify rules and regulations governing child care.
- 05.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 06.0 Plan food service and nutrition education.
- 07.0 Identify and report child abuse and neglect in accordance with state regulations.
- 08.0 Identify and apply principles of child development typical and atypical (birth through age eight).
- 09.0 Identify and demonstrate communication skills related to child care.
- 10.0 Identify various observation and recording methods.
- 11.0 Recognize appropriate methods of guidance.
- 12.0 Implement developmentally appropriate practices for programs serving children from birth through age eight.
- 13.0 Display interpersonal relationship skills.
- 14.0 Demonstrate professionalism.
- 15.0 Identify community resources that provide services or assistance to children in the community.
- 16.0 Develop intercommunication with family.
- 17.0 Demonstrate observation and recording methods.
- 18.0 Demonstrate appropriate use of technology for the child care profession.
- 19.0 Implement food service and nutrition education.
- 20.0 Plan, establish, and implement a developmentally appropriate emergent literacy program.
- 21.0 Identify the characteristics of an environment that is conducive to language use and acquisition.
- 22.0 Analyze theories of child development.
- 23.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child.
- 24.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Early Childhood Education.
- 25.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Early Childhood Education.
- 26.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Early Childhood Education.
- 27.0 Create, implement and evaluate lesson plans.
- 28.0 Describe developmentally appropriate guidance and activities for infants and toddlers.
- 29.0 Plan and implement developmentally appropriate motor development activities for preschool children.
- 30.0 Guide the cognitive development and general knowledge of preschool children.
- 31.0 Guide the creative development of preschool children which reflects various approaches to learning.

- 32.0 Guide the social and emotional development of preschool children.
- 33.0 Describe the history of school-age child care and the development and diversity of school-age children.
- 34.0 Plan and provide for developmentally appropriate care giving environments for students with special needs.
- 35.0 Plan and implement preschool classroom management techniques.
- 36.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
- 37.0 Apply knowledge of program elements needed to create a successful developmentally-appropriate curriculum.
- 38.0 Implement an environment that is conducive to language use and acquisition.
- 39.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.
- 40.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.
- 41.0 Demonstrate the ability to provide for inclusion of children with special needs.
- 42.0 Demonstrate mentor skills for team building and collaboration.
- 43.0 Analyze recent trends/developments in brain research.
- 44.0 Research current trends and issues in early childhood education.
- 45.0 Demonstrate professionalism related to the field of early childhood education.

**Florida Department of Education
Student Performance Standards**

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

Course Description:

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Early Childhood Education.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

Florida Standards		Correlation to CTE Program Standard #
	the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Early Childhood Education.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Early Childhood Education.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards	Correlation to CTE Program Standard #
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

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.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
04.0 <u>Identify rules and regulations governing child care.</u> – The student will be able to:			65C-22.003(2)(a)
04.01 Identify the need for child care.			
04.02 Identify child care facilities that require licensing.			
04.03 Identify the areas of child care standards.			
04.04 Identify the local licensing agency and its responsibilities.			
04.05 Identify local fire, safety, sanitation and health regulations.			
04.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.			
04.07 Identify current child care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.			
04.08 Identify information concerning child discipline in State Rule 65C-22.001-008.			
04.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.			
05.0 <u>Plan, establish and maintain a safe, clean, and healthy learning environment.</u> – The student will be able to:			65C-22.003(2)(a)

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
05.01 Identify, plan and establish the characteristics of, plan and establish a safe, sanitary, healthy child care environment.			
05.02 Describe ways to assist children with personal hygiene routines.			
05.03 Develop a checklist for evaluations, safety, and sanitation procedures/routines.			
05.04 Recognize potential safety and fire hazards and develop a procedure to prevent accidents.			
05.05 Demonstrate evacuation procedures.			
05.06 Identify characteristics of a healthy child.			
05.07 Recognize symptoms of childhood illness.			
05.08 Identify communicable diseases.			
05.09 Identify the components of and perform a “10 second health check” for children.			
05.10 Describe the procedures for administering medication and demonstrate in a simulation.			
05.11 Complete a medication permission form.			
05.12 Describe ways in which the spread of disease in child care settings can be prevented.			
05.13 Demonstrate how to communicate with parents who continue to send children to child care when they are sick.			
05.14 Create and utilize a checklist for maintaining and organizing a safe and healthy facility.			
05.15 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.			
05.16 Explain proper procedures for transporting children.			
05.17 Demonstrate use of fire extinguishers.			
05.18 Practice universal precautions.			
05.19 Identify and practice procedures for emergency scenarios in order to plan for emergency/disaster situations.			
05.20 Use appropriate telephone numbers in a simulated emergency situation.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
05.21 Identify the need and responsible use of equipment and supplies.			
05.22 Follow established procedures for reporting accidents/incidents.			
05.23 Discuss ways for children to develop positive attitudes and skills for daily routines.			
05.24 Discuss best practices within the center to conserve environmental resources.			
05.25 List ways to make a playground safe.			
06.0 <u>Plan food service and nutrition education.</u> – The student will be able to:			65C-22.003(2)(a) 65C-22.005(1) 65C-22.008(3)
06.01 Identify the nutritional needs of children infants through school age (birth through age eight).			
06.02 Identify and plan nutritious snacks and meals for infants through school age children.			
06.03 Describe safe and sanitary food service habits in assisting with mealtime routines.			
06.04 Identify foods that are potentially dangerous for young children’s consumption.			
06.05 Develop a plan to encourage positive food choices and good eating habits for toddlers through school age children.			
06.06 Use United States Department of Agriculture (USDA) MyPlate food guide (www.choosemyplate.gov) as a tool for planning nutritious meals			
07.0 <u>Identify and report child abuse and neglect in accordance with state regulations.</u> – The student will be able to:			65C-22.003(2)(a)
07.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.			
07.02 Identify the extent of the incidence of child maltreatment in the state and the nation.			
07.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.			
07.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.			
07.05 Identify the characteristics of abusers.			
07.06 Identify the impacts and effects of child abuse and neglect.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
07.07 Describe the legal requirement and protection of child care workers in reporting suspected child abuse and neglect according to Florida law.			
07.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.			
07.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.			
07.10 Identify local community resources that provide help for the abused and the abuser.			
08.0 <u>Identify and apply principles of child development typical and atypical (birth through age eight).</u> – The student will be able to:			65C-22.003(2)(a)
08.01 Describe the principles of development: development is similar for all; development is continuous; development proceeds at different rates; and development can be correlated.			
08.02 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.			
08.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.			
09.0 <u>Identify and demonstrate communication skills related to child care.</u> – The student will be able to:			
09.01 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.			
09.02 Describe ways to promote positive interaction between the family, child care center and community.			
09.03 Plan an environment that supports emergent reading and writing.			
10.0 <u>Identify various observation and recording methods.</u> – The student will be able to:			65C-22.003(2)(a)
10.01 Identify observation techniques and methods used in a child care setting.			
10.02 Discuss the importance of and create a plan for the confidentiality of child/family records.			
10.03 Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
10.04 Discuss the importance of and create a plan for including the family in the collection of information for observations.			
11.0 <u>Recognize appropriate methods of guidance.</u> – The student will be able to:			
11.01 Describe methods of direct and indirect guidance.			
11.02 Identify preventative measures of direct and indirect guidance.			
11.03 Identify methods of direct and indirect guidance to include routines, transitions, and room arrangements.			
11.04 Identify acceptable and unacceptable methods of guiding behavior.			
12.0 <u>Implement developmentally appropriate practices for programs serving children from birth through age eight.</u> – The student will be able to:			65C-22.003(2)(a)
12.01 Identify and demonstrate various methods of curriculum planning for young children.			
12.02 Define developmentally appropriate practices.			
12.03 Discuss the importance of learning through play.			
12.04 Describe learning centers used in developmentally appropriate environments.			
12.05 Identify the stages of play development.			
12.06 Define the concepts of active learning and active listening.			
13.0 <u>Display interpersonal relationship skills.</u> – The student will be able to:			
13.01 Maintain positive view of self.			
13.02 Exhibit responsibility toward achieving goals.			
13.03 Display sociability, empathy, understanding and caring.			
13.04 Display ability to manage personal resources to maintain goals.			
13.05 Display honesty and integrity in interacting with children and families, as well as, with co-workers.			
13.06 Describe the needs and strengths of the multi-ethnic work place.			

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education NEW 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, use of technology in the child care profession, and observing and recording methods.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Early Childhood Education.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

Florida Standards		Correlation to CTE Program Standard #
	the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Early Childhood Education.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Early Childhood Education.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards	Correlation to CTE Program Standard #
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

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.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
14.0 <u>Demonstrate professionalism.</u> – The student will be able to:			
14.01 Identify the components of being a professional that aid professional growth in a child caregiver (i.e. professional development, follow a set of ethical standards, accreditation, professional organization membership/participation, self-reflection, etc.)			
14.02 Identify and use job-related child care terminology.			
14.03 Identify effective communication skills to use with personnel and parents/guardians of children.			
14.04 Assess one's attitude and performance.			
14.05 Define and demonstrate professionalism. Identify the exemplary behavior and social skills needed as a role model for children.			
14.06 Describe legal issues and liability as they relate to a child care worker.			
14.07 Review the National Association for the Education of Young Children (NAEYC) Code of Ethics (www.naeyc.org). Using vignettes identify problems in how teachers handled situations and using the code of ethics how these problems should have been handled.			
14.08 Recognize the NAEYC guidelines for effective teaching practices.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
14.09 Demonstrate employability skills including a job search.			
14.10 Define the early childhood education profession.			
14.11 Identify early childhood education career opportunities.			
14.12 Compare roles and responsibilities of the child care center team members.			
14.13 Identify the important role child caregivers play in the development of each child in care.			
15.0 <u>Identify community resources that provide services or assistance to children in the community.</u> – The student will be able to:			
15.01 Identify state organizations and agencies that serve children and families.			
15.02 Identify local community resources that serve children and families.			
15.03 Identify organizations and agencies that provide services or assistance to children with special needs and their families.			
15.04 Organize and develop community resource information.			
16.0 <u>Develop intercommunication with family.</u> – The student will be able to:			
16.01 Identify ways of communicating with the family.			
16.02 Explore and use ideas for establishing a healthy relationship with each child’s family. Plan and implement parental involvement activities to meet the diverse needs of families.			
16.03 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.			
17.0 <u>Demonstrate observation and recording methods.</u> – The student will be able to:			
17.01 Using various techniques observe, record, and report the behavior of children of various ages on an observation form.			
17.02 Interpret a child observation.			
18.0 <u>Demonstrate appropriate use of technology for the child care profession.</u> – The student will be able to:			
18.01 Demonstrate appropriate use of technology for child care administration.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
18.02 Analyze appropriate uses of current technology in a child care setting.			
19.0 <u>Implement food service and nutrition education.</u> – The student will be able to:			65C-22.005(1) 65C-22.008(3)
19.01 Assist with the preparation of nutritious snacks and meals for infants through school age children.			65C-22.002(8)
19.02 Practice safe and sanitary food service habits in assisting with mealtime routines.			65C-22.002(9-10)
19.03 Identify guidelines for purchasing, receiving, storing, and safety of foods as defined in Department of Children and Families administrative rule, 65C-22.			65C-22.002(9) 65C-22.005(1-2)
19.04 Recognize age appropriate nutrition education activities.			
20.0 <u>Plan, establish, and implement a developmentally appropriate emergent literacy program.</u> – The student will be able to:			65C-22.003(2)(a)
20.01 Identify characteristics of a classroom environment that promotes emergent literacy.			
20.02 Demonstrate appropriate phonological awareness teaching practices.			
20.03 Demonstrate appropriate teaching practices for alphabet knowledge.			
20.04 Demonstrate appropriate comprehension strategies.			
20.05 Illustrate and explain the stages of emergent writing.			
20.06 Identify an environment that supports age-appropriate letter writing.			
20.07 Model appropriate structure of written composition.			
21.0 <u>Identify the characteristics of an environment that is conducive to language use and acquisition.</u> – The student will be able to:			
21.01 Use an appropriate vocabulary that increases in complexity and variety.			
21.02 Describe the importance of vocabulary development in young children.			
21.03 Use proper grammar when speaking to parents and/or children.			
21.04 Identify age-appropriate grammar.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
21.05 Model appropriate language and style for context.			
21.06 Provide a sample lesson plan and a child's work product related to language acquisition.			
22.0 <u>Analyze theories of child development.</u> – The student will be able to:			
22.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.			
23.0 <u>Analyze how nutrition, environment, heredity, and health status influence the development of the child.</u> – The student will be able to:			
23.01 Investigate current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.			
23.02 Discuss how a child's health status influences development.			
23.03 Describe the importance of physical fitness to health status and development.			

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education NEW 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, classroom management techniques and creating optimum environments for all children.

Florida Standards		Correlation to CTE Program Standard #
24.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Early Childhood Education.	
	24.01 Key Ideas and Details	
	24.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
	24.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
	24.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
	24.02 Craft and Structure	
	24.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
	24.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
	24.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved.	LAFS.1112.RST.2.6
24.03	Integration of Knowledge and Ideas	
24.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.	LAFS.1112.RST.3.7
24.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	LAFS.1112.RST.3.8
24.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	LAFS.1112.RST.3.9
24.04	Range of Reading and Level of Text Complexity	
24.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
24.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.	LAFS.1112.RST.4.10
25.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Early Childhood Education.	
25.01	Text Types and Purposes	
25.01.1	Write arguments focused on discipline-specific content.	LAFS.1112.WHST.1.1
25.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	LAFS.1112.WHST.1.2
25.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	LAFS.1112.WHST.1.3
25.02	Production and Distribution of Writing	
25.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.1112.WHST.2.4
25.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	LAFS.1112.WHST.2.5
25.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	LAFS.1112.WHST.2.6
25.03 Research to Build and Present Knowledge		
25.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LAFS.1112.WHST.3.7
25.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	LAFS.1112.WHST.3.8
25.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	LAFS.1112.WHST.3.9
25.04 Range of Writing		
25.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LAFS.1112.WHST.4.10
26.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Early Childhood Education.	
26.01	Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
26.02	Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
26.03	Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
26.04	Model with mathematics.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1	
26.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
26.06 Attend to precision.	MAFS.K12.MP.6.1	
26.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
26.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

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
27.0 <u>Create, implement and evaluate lesson plans.</u> – The student will be able to:			
27.01 Research criteria for creating an age appropriate lesson plan.			
27.02 Develop an age appropriate language lesson plan.			
27.03 Develop evaluation criteria for the lesson.			
28.0 <u>Describe developmentally appropriate guidance and activities for infants and toddlers.</u> – The student will be able to:			
28.01 Explain visual, auditory, olfactory, gustatory, and tactile stimulation activities.			
28.02 Describe activities that stimulate gross and fine motor development.			
28.03 Identify age-appropriate nutritional snacks and an activity related to nutrition			
28.04 Review appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.			
28.05 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.			
29.0 <u>Plan and implement developmentally appropriate motor development activities for preschool children.</u> – The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
29.01 Describe the stages of physical development.			
29.02 Plan, implement and evaluate developmentally appropriate gross motor activities.			
29.03 Plan, implement and evaluate developmentally appropriate fine motor activities.			
29.04 Select and use appropriate equipment and materials for physical development.			
30.0 <u>Guide the cognitive development and general knowledge of preschool children.</u> – The student will be able to:			
30.01 Explain the development of cognitive ability and general knowledge in preschool age children.			
30.02 Plan, implement and evaluate developmentally appropriate math activities.			
30.03 Plan, implement and evaluate developmentally appropriate scientific thinking activities.			
30.04 Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.			
31.0 <u>Guide the creative development of preschool children which reflects various approaches to learning.</u> – The student will be able to:			
31.01 Plan, implement and evaluate developmentally appropriate music activities.			
31.02 Plan, implement and evaluate developmentally appropriate creative movement activities.			
31.03 Plan, implement, and evaluate developmentally appropriate art activities.			
32.0 <u>Guide the social and emotional development of preschool children—</u> The student will be able to:			
32.01 Identify and explain the stages of social and emotional development.			
32.02 Demonstrate effective, positive guidance techniques for guiding behavior.			
32.03 Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations).			
32.04 Plan, implement and evaluate developmentally appropriate self-concept activities.			
32.05 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
32.06 Plan, implement and evaluate developmentally appropriate dramatic play activities.			
32.07 Plan and implement developmentally appropriate group play.			
32.08 Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.			
32.09 Demonstrate effective, positive guidance techniques for guiding behavior.			
32.10 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).			
33.0 <u>Describe the history of school-age child care and the development and diversity of school-age children.</u> – The student will be able to:			
33.01 Describe the need for school-age child care and how it has evolved.			
33.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.			
33.03 Explain the personal and professional characteristics of a school-age caregiver.			
33.04 Describe how major theories of human development provide a basis for planning programs.			
33.05 Explain why and how individual children may overlap both younger and older chronological programs.			
33.06 Examine how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of school age children.			
34.0 <u>Plan and provide for developmentally appropriate care giving environments for students with special needs.</u> – The student will be able to:			
34.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.			
34.02 Provide safe, healthy, and developmentally appropriate environments within the care giving setting.			
34.03 Demonstrate adaptations to include children with special needs in classroom activities.			
34.04 Explain the process for conferring with parents when a developmental delay is suspected.			
34.05 Demonstrate care giving skills related to Universal Infection Control System.			
34.06 Simulate appropriate techniques for seizure management and positioning techniques.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
35.0 <u>Plan and implement preschool classroom management techniques.</u> – The student will be able to:			
35.01 Develop and implement a plan to meet short and long term goals.			
35.02 Identify appropriate teaching techniques to meet various learning styles.			
35.03 Identify developmentally appropriate supplies and teaching materials.			
35.04 Arrange learning centers for a variety of activities.			
35.05 Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.			
35.06 Maintain children’s records.			
35.07 Participants will evaluate and demonstrate how teacher intentionality promotes development and enhances learning for children birth-age 8.			
36.0 <u>Demonstrate how schedules, spaces, and experiences create environments that promote children’s total growth and development.</u> – The student will be able to:			
36.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.			
36.02 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.			
36.03 Implement techniques for facilitating children’s successful participation in all aspects of a program.			
36.04 Describe how major theories of human development provide a basis for planning a program.			

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education NEW 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 the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism.

Florida Standards		Correlation to CTE Program Standard #
24.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Early Childhood Education.	
	24.01 Key Ideas and Details	
	24.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
	24.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
	24.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
	24.02 Craft and Structure	
	24.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
	24.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
	24.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved.	LAFS.1112.RST.2.6
24.03	Integration of Knowledge and Ideas	
24.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.	LAFS.1112.RST.3.7
24.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	LAFS.1112.RST.3.8
24.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	LAFS.1112.RST.3.9
24.04	Range of Reading and Level of Text Complexity	
24.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
24.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently.	LAFS.1112.RST.4.10
25.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Early Childhood Education.	
25.01	Text Types and Purposes	
25.01.1	Write arguments focused on discipline-specific content.	LAFS.1112.WHST.1.1
25.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	LAFS.1112.WHST.1.2
25.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	LAFS.1112.WHST.1.3
25.02	Production and Distribution of Writing	
25.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
		LAFS.1112.WHST.2.4
25.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	LAFS.1112.WHST.2.5
25.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	LAFS.1112.WHST.2.6
25.03 Research to Build and Present Knowledge		
25.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LAFS.1112.WHST.3.7
25.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	LAFS.1112.WHST.3.8
25.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	LAFS.1112.WHST.3.9
25.04 Range of Writing		
25.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LAFS.1112.WHST.4.10
26.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Early Childhood Education.	
26.01	Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
26.02	Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
26.03	Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
26.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
26.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
26.06 Attend to precision.	MAFS.K12.MP.6.1
26.07 Look for and make use of structure.	MAFS.K12.MP.7.1
26.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

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.

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
37.0 <u>Apply knowledge of program elements needed to create a successful developmentally-appropriate curriculum.</u> – The student will be able to:			
37.01 Demonstrate the ability to identify children’s needs, interests, and abilities.			
37.02 Explain ways to develop a program philosophy, including goals and objectives.			
37.03 Assist with planning, preparing, and implementing daily activities and routines.			
37.04 Develop or analyze math, science, social studies, language, emergent reading and writing, storytelling, creative arts, current events, intergenerational concepts, multiculturalism, parental involvement, safety, physical fitness, and nutrition education activities, which are developmentally appropriate.			
38.0 <u>Implement an environment that is conducive to language use and acquisition.</u> – The student will be able to:			
38.01 Create opportunities for students to instigate and add comments to discussions and conversations.			
38.02 Facilitate conversations between self and child or child-to-child.			
38.03 Provide occasions for children to follow two- or three-step directions.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
38.04 Identify developmental speech patterns.			
38.05 Create opportunities for children to gain meaning by listening.			
38.06 Facilitate children using increasingly complex sentences and phrases.			
39.0 <u>Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.</u> – The student will be able to:			
39.01 Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.			
39.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.			
39.03 Demonstrate techniques for actively listening to children.			
39.04 Explore use of open-ended questions.			
39.05 Evaluate the value of professionalism in relationships with children, parents, and staff.			
39.06 Demonstrate techniques for actively listening to other staff members.			
39.07 Complete a case study on one child.			
40.0 <u>Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.</u> – The student will be able to:			
40.01 Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.			
40.02 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.			
40.03 Integrate activities that build children's self-concept into daily, weekly, and monthly plans.			
40.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.			
41.0 <u>Demonstrate the ability to provide for inclusion of children with special needs.</u> – The student will be able to:			
41.01 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
41.02 Research methods and adaptations for inclusion of children with special needs.			
41.03 Plan individual and group activities for children with special needs.			
41.04 Simulate adaptations for inclusion of children with special needs in classroom activities.			
41.05 Simulate appropriate diapering, toileting, and feeding procedures.			
41.06 Demonstrate appropriate methods for disposal of body fluids and/or waste.			
42.0 <u>Demonstrate mentor skills for team building and collaboration.</u> – The student will be able to:			
42.01 Identify roles and expectations of early childhood team members and mentors.			
42.02 Identify and model early childhood supervisory work practices.			
42.03 Demonstrate developmentally appropriate conflict resolution strategies for children and adults.			
42.04 Utilize alternative communication skills.			
42.05 Plan and implement supervisory interventions appropriate to the role of a mentor.			
42.06 Describe a positive work environment (how inappropriate communication such as hearsay, gossip, and other negative communication hurt the child, family, child care worker, and program).			
42.07 Describe ways to deal with negative and destructive communication and replace them with appropriate conflict resolution strategies.			
43.0 <u>Analyze recent trends/developments in brain research.</u> – The student will be able to:			
43.01 Explain common terms and concepts related to brain development and the formation of neuronal connections.			
43.02 Use the Internet to prepare a list of recent resources pertaining to brain research.			
43.03 Relate the brain research findings to the care of children by parents and all other caregivers.			
44.0 <u>Research current trends and issues in early childhood education.</u> – The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
44.01 Identify current trends and issues in Early Childhood Education.			
44.02 Locate, collect, and organize current information on trends and issues in early childhood education.			
44.03 Summarize the impact of current trends and issues on the early childhood field.			
45.0 <u>Demonstrate professionalism related to the field of early childhood education.</u> – The student will be able to:			
45.01 Develop a personal philosophy of early childhood education teaching.			
45.02 Develop personal teaching goals.			
45.03 Develop criteria and evaluate student Professional Resource Files using national and student developed criteria.			
45.04 Explain what being a center that has an accreditation means and why it is important to the employee, center, and field of early childhood education.			
45.05 Identify several types of accreditation for early child care centers and how they differ.			
45.06 Describe how being a member of a professional early childhood organization helps promote professional growth, support the center, and the field of early childhood.			
45.07 Demonstrate and list communication and collaboration skills that prepare students to participate as a member of a team			
45.08 Develop a self-improvement activity related to professionalism.			
45.09 Identify opportunities for continuing education/professional development.			

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment and materials appropriate to the program content and in accordance with high quality standards in the field. 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 a requirement 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.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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. 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.

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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

Course Title: Fundamentals of Careers in Education
Course Type: Orientation/Exploratory
Career Cluster: Education and Training

Secondary – Middle School	
Program Number	8409100
CIP Number	0713129905
Grade Level	6-8
Standard Length	Semester
Teacher Certification	FAM CON SC 1
CTSO	FCCLA
Facility Code	231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Education and Training career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the field of education; the importance of health and safety in the learning environment; children's nutritional needs; developmental stages of children and appropriate learning activities; observation of children; and the use of technology in education-related careers. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices. **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 leadership skills.
- 02.0 Demonstrate employability skills as they relate to teaching.
- 03.0 Analyze careers in the field of education.
- 04.0 Practice health and safety in the learning environment.
- 05.0 Analyze the nutritional needs of children.
- 06.0 Analyze physical, emotional, intellectual and social development of children.
- 07.0 Exhibit best practices for learning environments.
- 08.0 Demonstrate effective communication skills.
- 09.0 Recognize age-appropriate learning activities.
- 10.0 Identify basic observation techniques.
- 11.0 Utilize technology as it relates to the field of education.
- 12.0 Demonstrate the skills involved in effective resource management.
- 13.0 Identify components of network systems.
- 14.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Careers in Education
Course Number: 8409100
Course Length: Semester

Course Description:

This middle school course covers leadership, employability, communication, and resource management skills. Students will research careers in the field of education. Students will learn the importance of health and safety in the learning environment, all stages of the developing child, appropriate learning activities, and techniques for observing children.

CTE Standards and Benchmarks	
01.0	<u>Demonstrate leadership skills.</u> – The student will be able to:
01.01	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the planning process.
02.0	<u>Demonstrate employability skills as they relate to teaching.</u> – The student will be able to:
02.01	Identify personal talents and abilities that can contribute to positive self-esteem and success in the work place.
02.02	Practice teamwork skills.
02.03	Practice positive work ethics and identify negative work ethics.
02.04	Apply math, reading, science, and critical thinking skills as they relate to the field of education.
03.0	<u>Analyze careers in the field of education.</u> – The student will be able to:
03.01	Describe available careers in education.
03.02	Classify careers from entry level to professional level.
03.03	Explore entrepreneurship opportunities in the field of education

CTE Standards and Benchmarks

03.04 Research and present information on careers in Education to include the roles and responsibilities, opportunities for employment, and requirements for training and certification.

04.0 Practice health and safety in the learning environment. – The student will be able to:

04.01 Describe the indicators of a healthy child.

04.02 Recognize the indicators of childhood illnesses, and their causes and preventive measures.

04.03 Identify common indicators of child abuse and neglect

04.04 Research laws that relate to reporting suspected child abuse.

04.05 List community agencies that provide help to abused children.

04.06 Identify safety guidelines to follow when caring for children.

04.07 Create a response plan for emergency situations.

04.08 Research available certifications for babysitters.

05.0 Analyze the nutritional needs of children. – The student will be able to:

05.01 Identify nutritional needs of children.

05.02 Research foods that may be harmful to children, i.e. food allergies.

05.03 Research long term effects of childhood obesity and poor nutrition.

05.04 Plan and prepare nutritious snacks for children using appropriate safety and sanitation procedures.

06.0 Analyze the physical, emotional, intellectual and social development of children. – The student will be able to:

06.01 Describe common physical, emotional, intellectual and social milestones for children.

06.02 Create and demonstrate an age appropriate activity to promote a child's growth and development.

06.03 Research and demonstrate adaptations appropriate for a "special needs" child.

07.0 Exhibit best practices for learning environments. – The student will be able to:

07.01 Arrange learning centers that provide for a child's exploration, discovery and development.

07.02 Develop guidelines for establishing activities, routines and transitions for children.

CTE Standards and Benchmarks

08.0 Demonstrate effective communication skills. – The student will be able to:

08.01 Describe why communication is the basis for all relationships.

08.02 Distinguish between non-assertive, assertive, and aggressive communication.

08.03 Demonstrate communication skills that promote positive relationships with children.

08.04 Define and explain appropriate discipline and guidance procedures for children.

08.05 Practice active listening skills.

08.06 Utilize conflict resolution skills.

09.0 Recognize age-appropriate learning activities. – The student will be able to:

09.01 Identify age-appropriate learning activities.

09.02 Evaluate games, equipment, activities, books, and play materials for age appropriateness.

10.0 Identify basic observation techniques. – The student will be able to:

10.01 Compare and contrast two children in a learning environment.

11.0 Utilize technology as it relates to the field of education. – The student will be able to:

11.01 Identify technology utilized in the field of education.

11.02 Analyze technology trends impacting education.

11.03 Apply technology for efficient operation of the learning environment.

12.0 Demonstrate the skills involved in effective resource management. – The student will be able to:

12.01 Identify steps of the decision-making process.

12.02 Distinguish between a need and a want.

12.03 Explain how values and goals affect decisions.

12.04 Develop a budget and savings plan.

13.0 Identify components of network systems. – The student will be able to:

CTE Standards and Benchmarks

13.01 Identify structure to access the Internet, including hardware and software components.

13.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

13.03 Recognize essential database concepts.

13.04 Define and use additional networking and internet services.

14.0 Describe and use communication features of information technology. – The student will be able to:

14.01 Define important internet communications protocols and their roles in delivering basic Internet services.

14.02 Identify basic principles of the Domain Name System (DNS).

14.03 Identify security issues related to Internet clients.

14.04 Identify and use principles of Personal Information Management (PIM), including common applications.

14.05 Efficiently transmit text and binary files using popular Internet services.

14.06 Conduct a webcast and related services.

14.07 Represent technical issues to a non-technical audience.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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. 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.

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.

**Florida Department of Education
Curriculum Framework**

Course Title: Fundamentals of Careers in Education and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Education and Training

Secondary – Middle School

Program Number	8409200
CIP Number	0713129906
Grade Level	6-8
Standard Length	Semester
Teacher Certification	FAM CON SC 1
CTSO	FCCLA
Facility Code	231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Education and Training career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of careers in the field of education; the importance of health and safety in the learning environment; children’s nutritional needs; developmental stages of children and appropriate learning activities; observation of children; and the use of technology in education-related careers.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices. **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 leadership skills.
- 02.0 Demonstrate employability skills as they relate to teaching.
- 03.0 Analyze careers in the field of education.
- 04.0 Practice health and safety in the learning environment.
- 05.0 Analyze the nutritional needs of children.
- 06.0 Analyze physical, emotional, intellectual and social development of children.
- 07.0 Exhibit best practices for learning environments.
- 08.0 Demonstrate effective communication skills.
- 09.0 Recognize age-appropriate learning activities.
- 10.0 Identify basic observation techniques.
- 11.0 Utilize technology as it relates to the field of education.
- 12.0 Demonstrate the skills involved in effective resource management.
- 13.0 Identify components of network systems.
- 14.0 Describe and use communication features of information technology.

**Florida Department of Education
Student Performance Standards**

Course Title: Fundamentals of Careers in Education and Career Planning
Course Number: 8409200
Course Length: Semester

Course Description:

This middle school course covers leadership, employability, communication, and resource management skills. Students will research careers in the field of education. Students will learn the importance of health and safety in the learning environment, all stages of the developing child, appropriate learning activities, and techniques for observing children.

CTE Standards and Benchmarks	
01.0	<u>Demonstrate leadership skills.</u> – The student will be able to:
01.01	Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.
01.02	Work cooperatively as a group member to achieve organizational goals.
01.03	Demonstrate leadership roles and organizational responsibilities.
01.04	Identify and utilize the planning process.
02.0	<u>Demonstrate employability skills as they relate to teaching.</u> – The student will be able to:
02.01	Identify personal talents and abilities that can contribute to positive self-esteem and success in the work place.
02.02	Practice teamwork skills.
02.03	Practice positive work ethics and identify negative work ethics.
02.04	Apply math, reading, science, and critical thinking skills as they relate to the field of education.
03.0	<u>Analyze careers in the field of education.</u> – The student will be able to:
03.01	Describe available careers in education.
03.02	Classify careers from entry level to professional level.
03.03	Explore entrepreneurship opportunities in the field of education

CTE Standards and Benchmarks

03.04 Research and present information on careers in Education to include the roles and responsibilities, opportunities for employment, and requirements for training and certification.

04.0 Practice health and safety in the learning environment. – The student will be able to:

04.01 Describe the indicators of a healthy child.

04.02 Recognize the indicators of childhood illnesses, and their causes and preventive measures.

04.03 Identify common indicators of child abuse and neglect

04.04 Research laws that relate to reporting suspected child abuse.

04.05 List community agencies that provide help to abused children.

04.06 Identify safety guidelines to follow when caring for children.

04.07 Create a response plan for emergency situations.

04.08 Research available certifications for babysitters.

05.0 Analyze the nutritional needs of children. – The student will be able to:

05.01 Identify nutritional needs of children.

05.02 Research foods that may be harmful to children, i.e. food allergies.

05.03 Research long term effects of childhood obesity and poor nutrition.

05.04 Plan and prepare nutritious snacks for children using appropriate safety and sanitation procedures.

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06.01 Describe common physical, emotional, intellectual and social milestones for children.

06.02 Create and demonstrate an age appropriate activity to promote a child's growth and development.

06.03 Research and demonstrate adaptations appropriate for a "special needs" child.

07.0 Exhibit best practices for learning environments. – The student will be able to:

07.01 Arrange learning centers that provide for a child's exploration, discovery and development.

07.02 Develop guidelines for establishing activities, routines and transitions for children.

CTE Standards and Benchmarks

08.0 Demonstrate effective communication skills. – The student will be able to:

08.01 Describe why communication is the basis for all relationships.

08.02 Distinguish between non-assertive, assertive, and aggressive communication.

08.03 Demonstrate communication skills that promote positive relationships with children.

08.04 Define and explain appropriate discipline and guidance procedures for children.

08.05 Practice active listening skills.

08.06 Utilize conflict resolution skills.

09.0 Recognize age-appropriate learning activities. – The student will be able to:

09.01 Identify age-appropriate learning activities.

09.02 Evaluate games, equipment, activities, books, and play materials for age appropriateness.

10.0 Identify basic observation techniques. – The student will be able to:

10.01 Compare and contrast two children in a learning environment.

11.0 Utilize technology as it relates to the field of education. – The student will be able to:

11.01 Identify technology utilized in the field of education.

11.02 Analyze technology trends impacting education.

11.03 Apply technology for efficient operation of the learning environment.

12.0 Demonstrate the skills involved in effective resource management. – The student will be able to:

12.01 Identify steps of the decision-making process.

12.02 Distinguish between a need and a want.

12.03 Explain how values and goals affect decisions.

12.04 Develop a budget and savings plan.

13.0 Identify components of network systems. – The student will be able to:

CTE Standards and Benchmarks

13.01 Identify structure to access internet, including hardware and software components.

13.02 Identify and configure user customization features in web browsers, including preferences, caching, and cookies.

13.03 Recognize essential database concepts.

13.04 Define and use additional networking and internet services.

14.0 Describe and use communication features of information technology. – The student will be able to:

14.01 Define important internet communications protocols and their roles in delivering basic Internet services.

14.02 Identify basic principles of the Domain Name System (DNS).

14.03 Identify security issues related to Internet clients.

14.04 Identify and use principles of Personal Information Management (PIM), including common applications.

14.05 Efficiently transmit text and binary files using popular Internet services.

14.06 Conduct a webcast and related services.

14.07 Represent technical issues to a non-technical audience.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes--The student will be able to:

15.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

16.0 Develop skills to locate, evaluate, and interpret career information.

17.0 Identify and demonstrate processes for making short and long term goals.

18.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills.

19.0 Understand the relationship between educational achievement and career choices/postsecondary options.

20.0 Identify a career cluster and related pathways that match career and education goals.

21.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

22.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career Planning

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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. 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.

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.

**Florida Department of Education
Curriculum Framework**

Course Title: Introduction to Education and Training
Course Type: Orientation/Exploratory
Career Cluster: Education and Training

Secondary – Middle School	
Program Number	8440350
CIP Number	148440350M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	FAM CON SC 1 PK PRIMARY H PRESCH ED A PRIMARY ED @B E CHILD ED @0 ANY FIELD WHEN CERTIFICATION REFLECTS BACHELORS OR HIGHER
CTSO	FCCLA
Facility Code	231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Education and Training career cluster. The content includes but is not limited to planning, managing and providing educations and training services, and related learning support services. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices. **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 the Administration and Administrative Support career pathway.
- 02.0 Demonstrate an understanding of the Professional Support Services career pathway.
- 03.0 Demonstrate an understanding of the Teaching/Training career pathway.
- 04.0 Apply leadership and communication skills.
- 05.0 Describe how information technology is used in the Education and Training career cluster.
- 06.0 Use information technology tools.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Education and Training
Course Number: 8440350
Course Length: Semester

Course Description:

Beginning with a broad overview of the Education and Training career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Education and Training career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

CTE Standards and Benchmarks	
01.0	<u>Demonstrate an understanding of the Administration and Administrative Support career pathway.</u> – The student will be able to:
01.01	Define and use proper terminology associated with the Administration and Administrative Support career pathway.
01.02	Describe some of the careers available in the Administration and Administrative Support career pathway.
01.03	Identify common characteristics of the careers in the Administration and Administrative Support career pathway.
01.04	Research the history of the Administration and Administrative Support career pathway and describe how the associated careers have evolved and impacted society.
01.05	Identify skills required to successfully enter any career in the Administration and Administrative Support career pathway.
01.06	Describe technologies associated in careers within the Administration and Administrative Support career pathway.
02.0	<u>Demonstrate an understanding of the Professional Support Services career pathway.</u> – The student will be able to:
02.01	Define and use proper terminology associated with the Professional Support Services career pathway.
02.02	Describe some of the careers available in the Professional Support Services career pathway.
02.03	Identify common characteristics of the careers in the Professional Support Services career pathway.
02.04	Research the history of the Professional Support Services career pathway and describe how the careers have evolved and impacted society.
02.05	Identify skills required to successfully enter any career in the Professional Support Services career pathway.

CTE Standards and Benchmarks

02.06 Describe technologies associated in careers within the Professional Support Services career pathway.

03.0 Demonstrate an understanding of the Teaching/Training career pathway. – The student will be able to:

03.01 Define and use proper terminology associated with the Teaching/Training career pathway.

03.02 Describe some of the careers available in the Teaching/Training career pathway.

03.03 Identify common characteristics of the careers in the Professional Support Services career pathway.

03.04 Research the history of the Teaching/Training career pathway and describe how the careers have evolved and impacted society.

03.05 Identify skills required to successfully enter any career in the Teaching/Training career pathway.

03.06 Describe technologies associated in careers within the Teaching/Training career pathway.

04.0 Apply leadership and communication skills. – The student will be able to:

04.01 Discuss the establishment and history of the FCCLA organization.

04.02 Identify the characteristics and responsibilities of organizational leaders.

04.03 Demonstrate parliamentary procedure skills during a meeting.

04.04 Participate on a committee which has an assigned task and report to the class.

04.05 Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.

04.06 Use a computer to assist in the completion of a project related to the Education and Training career cluster.

05.0 Describe how information technology is used in the Education and Training career cluster. – The student will be able to:

05.01 Identify information technology (IT) careers in the Education and Training career cluster, including the responsibilities, tasks and skills they require.

05.02 Relate information technology project management concepts and terms to careers in the Education and Training career cluster.

05.03 Manage information technology components typically used in professions of the Education and Training career cluster.

05.04 Identify security-related ethical and legal IT issues faced by professionals in the Education and Training career cluster.

06.0 Use information technology tools. – The student will be able to:

06.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Education and Training career cluster.

CTE Standards and Benchmarks

06.02 Use e-mail clients to send simple messages and files to other Internet users.

06.03 Demonstrate ways to communicate effectively using Internet technology.

06.04 Use different types of web search engines effectively to locate information relevant to the Education and Training career cluster.

07.0 Demonstrate an understanding of the Administration and Administrative Support career pathway. – The student will be able to:

07.01 Define and use proper terminology associated with the Administration and Administrative Support career pathway.

07.01 Relate information technology project management concepts and terms to careers in the Education and Training career cluster.

07.02 Manage information technology components typically used in professions of the Education and Training career cluster.

07.03 Identify security-related ethical and legal IT issues faced by professionals in the Education and Training career cluster.

08.0 Use information technology tools. – The student will be able to:

08.01 Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Education and Training career cluster.

08.02 Use e-mail clients to send simple messages and files to other Internet users.

08.03 Demonstrate ways to communicate effectively using Internet technology.

08.04 Use different types of web search engines effectively to locate information relevant to the Education and Training career cluster.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

Family, Career & Community Leadership of America, Inc. (FCCLA) is the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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. 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.

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.

**Florida Department of Education
Curriculum Framework**

Course Title: Introduction to Education and Training and Career Planning
Course Type: Orientation/Exploratory and Career Planning
Career Cluster: Education and Training

Secondary – Middle School

Program Number	8440360
CIP Number	148440360M
Grade Level	6-8
Standard Length	Semester
Teacher Certification	FAM CON SC 1 PK PRIMARY H PRESCH ED A PRIMARY ED @B E CHILD ED @0 ANY FIELD WHEN CERTIFICATION REFLECTS BACHELORS OR HIGHER
CTSO	FCCLA
Facility Code	231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)

Purpose

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Education and Training career cluster. The content includes but is not limited to planning, managing and providing educations and training services, and related learning support services. Reinforcement of academic skills occurs through classroom instruction and applied laboratory procedures. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices. **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 the Administration and Administrative Support career pathway.
- 02.0 Demonstrate an understanding of the Professional Support Services career pathway.
- 03.0 Demonstrate an understanding of the Teaching/Training career pathway.
- 04.0 Apply leadership and communication skills.
- 05.0 Describe how information technology is used in the Education and Training career cluster.
- 06.0 Use information technology tools.

**Florida Department of Education
Student Performance Standards**

Course Title: Introduction to Education and Training and Career Planning
Course Number: 8440360
Course Length: Semester

Course Description:

Beginning with a broad overview of the Education and Training career cluster, students are introduced to the terminology, careers, history, required skills, and technologies associated with each pathway in the Education and Training career cluster. Additionally, they will be provided with opportunities to acquire and demonstrate beginning leadership skills.

CTE Standards and Benchmarks	
01.0	<u>Demonstrate an understanding of the Administration and Administrative Support career pathway.</u> – The student will be able to:
01.01	Define and use proper terminology associated with the Administration and Administrative Support career pathway.
01.02	Describe some of the careers available in the Administration and Administrative Support career pathway.
01.03	Identify common characteristics of the careers in the Administration and Administrative Support career pathway.
01.04	Research the history of the Administration and Administrative Support career pathway and describe how the associated careers have evolved and impacted society.
01.05	Identify skills required to successfully enter any career in the Administration and Administrative Support career pathway.
01.06	Describe technologies associated in careers within the Administration and Administrative Support career pathway.
02.0	<u>Demonstrate an understanding of the Professional Support Services career pathway.</u> – The student will be able to:
02.01	Define and use proper terminology associated with the Professional Support Services career pathway.
02.02	Describe some of the careers available in the Professional Support Services career pathway.
02.03	Identify common characteristics of the careers in the Professional Support Services career pathway.
02.04	Research the history of the Professional Support Services career pathway and describe how the careers have evolved and impacted society.
02.05	Identify skills required to successfully enter any career in the Professional Support Services career pathway.

CTE Standards and Benchmarks

02.06	Describe technologies associated in careers within the Professional Support Services career pathway.
03.0	<u>Demonstrate an understanding of the Teaching/Training career pathway.</u> – The student will be able to:
03.01	Define and use proper terminology associated with the Teaching/Training career pathway.
03.02	Describe some of the careers available in the Teaching/Training career pathway.
03.03	Identify common characteristics of the careers in the Professional Support Services career pathway.
03.04	Research the history of the Teaching/Training career pathway and describe how the careers have evolved and impacted society.
03.05	Identify skills required to successfully enter any career in the Teaching/Training career pathway.
03.06	Describe technologies associated in careers within the Teaching/Training career pathway.
04.0	<u>Apply leadership and communication skills.</u> – The student will be able to:
04.01	Discuss the establishment and history of the FCCLA organization.
04.02	Identify the characteristics and responsibilities of organizational leaders.
04.03	Demonstrate parliamentary procedure skills during a meeting.
04.04	Participate on a committee which has an assigned task and report to the class.
04.05	Demonstrate effective communication skills through delivery of a speech, a slide presentation, or conducting a demonstration.
04.06	Use a computer to assist in the completion of a project related to the Education and Training career cluster.
05.0	<u>Describe how information technology is used in the Education and Training career cluster.</u> – The student will be able to:
05.01	Identify information technology (IT) careers in the Education and Training career cluster, including the responsibilities, tasks and skills they require.
05.02	Relate information technology project management concepts and terms to careers in the Education and Training career cluster.
05.03	Manage information technology components typically used in professions of the Education and Training career cluster.
05.04	Identify security-related ethical and legal IT issues faced by professionals in the Education and Training career cluster.
06.0	<u>Use information technology tools.</u> – The student will be able to:
06.01	Identify the functions of web browsers, and use them to access the World Wide Web and other computer resources typically used in the Education and Training career cluster.

CTE Standards and Benchmarks

06.02 Use e-mail clients to send simple messages and files to other Internet users.

06.03 Demonstrate ways to communicate effectively using Internet technology.

06.04 Use different types of web search engines effectively to locate information relevant to the Education and Training career cluster.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes--The student will be able to:

07.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.

08.0 Develop skills to locate, evaluate, and interpret career information.

09.0 Identify and demonstrate processes for making short and long term goals.

10.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills.

11.0 Understand the relationship between educational achievement and career choices/postsecondary options.

12.0 Identify a career cluster and related pathways that match career and education goals.

13.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.

14.0 Demonstrate knowledge of technology and its application in career fields/clusters.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

Career Planning

The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Career and Technical Student Organization (CTSO)

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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. 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.

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.

**Florida Department of Education
Curriculum Framework**

Course Title: Education and Training Directed Study
Career Cluster: Education and Training

Secondary – Career Preparatory

Course Number	8500100
CIP Number	0420999901
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	Any Home Economics Ed G FAM CON SC 1 PK PRIMARY H PRESCH ED A E CHILD ED @0 PRIMARY ED @B
CTSO	FCCLA SkillsUSA

Purpose

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Education and 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.

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 and Training Directed Study
Course Number: 8500410
Course Credit: 1

CTE Standards and Benchmarks	
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

A learning laboratory is provided as required to support the educational activities of the student. This laboratory may be in the traditional classroom, in an industry setting, or a virtual learning environment.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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. 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.

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: Secondary School Age Certification Training
Program Type: Career Preparatory
Career Cluster: Education and Training

Secondary – Career Preparatory

Program Number	8500160
CIP Number	0420010103
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	FAM CON SC 1 PRESCH ED A PK/PRIMARY H PRIMARY ED @B E CHILD ED @0 <p>***NOTE: THE CERTIFICATIONS HME EC OCC ϕ7 @7G AND HOMEMAKING ϕ7 @2 @7G ARE ACCEPTABLE FOR THIS PROGRAM <u>ONLY</u> IF THE INSTRUCTOR HAS A MINIMUM OF AN ASSOCIATE'S DEGREE, MEETS ALL CURRENT DCF TRAINER REQUIREMENTS (SEE F.A.C. 65C-22.003 TRAINER QUALIFICATIONS), AND MEETS ALL DISTRICT REQUIREMENTS.</p>
CTSO	FCCLA
SOC Codes (all applicable)	39-9011 – Childcare Workers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and 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 four secondary courses.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8500170	Secondary School Age Certification Training 1	1 credit	39-9011	2
A	8500175	Secondary School Age Certification Training 2	1 credit	39-9011	2
A	8500180	Secondary School Age Certification Training 3	1 credit	39-9011	2
B	8500185	Secondary School Age Certification Training 4	1 credit	39-9011	2

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Secondary School Age Certification Training 1	^^	^^	^^	**	**	**	**	**	**	**	**	**

Secondary School Age Certification Training 2	^^	^^	^^	**	**	**	**	**	**	**	**	**
Secondary School Age Certification Training 3	^^	^^	^^	**	**	**	**	**	**	**	**	**
Secondary School Age Certification Training 4	^^	^^	^^	**	**	**	**	**	**	**	**	**

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** 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. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices 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. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

Regulated Programs

- Students can be awarded the Florida Department of Education School Age Professional Certificate (**SAPC**) upon completion of this program and meeting all requirements. The SAPC is recognized by the Florida Department of Children and Families (DCF). Students who earn it are eligible for a DCF Staff Credential.
- This program is comprised of 120 hours of classroom instruction, 480 hours of direct work with school age children and includes the DCF Introductory Child Care Training.
- To offer the DCF mandated Introductory Child Care Courses as part of this program, approval must be obtained from the local DCF Child Care Training Coordinating Agency.
- To teach the DCF Introductory Child Care courses, the instructor must meet the trainer requirements established by DCF (Chapter 65C-22.003(5) F.A.C. <http://ccrain.fl-dcf.org/documents/2/470.pdf>). Requirements and guidelines can be obtained through your local Training Coordinating Agency. For more information, go to: www.myflorida.com/childcare/training.
- Instructors should be knowledgeable about Florida School Age Child Care Regulations, NSACA (National School Age Care Alliance; now NAA, National After School Association) standards and policies for school age services. (<http://www.naaweb.org/publications.htm>).
- Programs offering the Introductory Child Care Courses will be required to use DCF materials and be subject to monitoring by the coordinating agencies.
- **The DCF mandated training (Introductory Child Care Courses) includes the following:**
 - **State & Local Rules & Regulations – 6 hours**
 - **Health, Safety, & Nutrition – 8 hours**
 - **Identifying & Reporting Child Abuse & Neglect – 4 hours**
 - **Child Growth & Development – 6 hours**
 - **Behavioral Observation & Screening – 6 hours**
- The SAPC is a **school-age** specialization. Thus, students should also take the **School Age Appropriate Practices course (10 hours)**.
- Students must complete the DCF Introductory Child Care Training coursework by the end of the fourth course of this program. Additionally, Students must pass the DCF Introductory Child Care Training competency exams prior to being issued the SAPC certificate.
- Students are required to create and maintain a Professional Resource File for this program. The Professional Resource File should contain a minimum of the following:
 - Autobiography (minimum 300 words) about her/himself and he/she has made the decision to work with young children. A resume' of education and work should also be included.

- Statements of Competence – 250 word minimum (each) related to the following goals:
 - To establish and maintain a safe and healthy learning environment.
 - To advance physical and intellectual competence.
 - To support social and emotional development and to provide positive guidance.
 - To establish positive and productive relationships with families.
 - To ensure a well-run, purposeful program responsive to participant needs.
 - To maintain a commitment to professionalism.
- Resource Collection should include evidence of activities in each content area via curriculum activities and assignments. There are 17 specific items that must be included in this section of the Professional Resource File. (See [SAPC Requirement Checklist for Students](#) for more information (RTF, 150KB)).
- Optional: Additional Items (training certificates, transcripts, resume', picture identification, teaching goals, letters of recommendation, reflection statements, list of program standards mastered, copies of any certification/cards pertaining to child care eligibility, samples of student developed teaching materials, etc.) may be included in a separate section of the Professional Resource File or in a separate binder/portfolio (instructor discretion).
- In order for SAPC recipients to receive their Staff Credential, their name must be entered into a database by the instructor, district supervisor, or designated personnel. The link for the database is https://app1.fldoe.org/ECPC_Certificate/default.aspx. Visit [SAPC Program Guidelines](#) for more information on accessing the database.

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 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Secondary School Age Certification Training.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Secondary School Age Certification Training.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Secondary School Age Certification Training.
- 04.0 Identify rules and regulations which govern child care.
- 05.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 06.0 Plan and implement food service and nutrition education.
- 07.0 Identify and report child abuse and neglect in accordance with state regulations.
- 08.0 Identify and apply principles of child development typical and atypical (birth through age twelve).
- 09.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve.
- 10.0 Identify communication skills related to child care.
- 11.0 Identify various observation and recording methods.
- 12.0 Recognize appropriate methods of guidance.
- 13.0 Demonstrate professionalism.
- 14.0 Provide a safe environment.
- 15.0 Provide and promotes an environment that contributes to good health, physical fitness, and nutrition.
- 16.0 Use space, relationships, materials and routines as resources for constructing enriching environments.
- 17.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Secondary School Age Certification Training.
- 18.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Secondary School Age Certification Training.
- 19.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Secondary School Age Certification Training.
- 20.0 Provide hands-on activities, experiences and opportunities that encourage curiosity, exploration, and problem solving.
- 21.0 Provide communication opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- 22.0 Provide opportunities that stimulate school age children to play with sound, rhythm, languages, materials, space, and ideas to express their creative abilities.
- 23.0 Provide physical and emotional security for each school-age child.
- 24.0 Provide opportunities for positive social interaction.
- 25.0 Provide a supportive environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.
- 26.0 Establish and maintain family involvement in school-age activities.
- 27.0 Create a systematic and responsive approach to create a school-age program.
- 28.0 Create a portfolio.
- 29.0 Prepare a Professional Resource File.

30.0 Demonstrate leadership and organizational skills.

**Florida Department of Education
Student Performance Standards**

Course Title: Secondary School Age Certification Training 1
Course Number: 8500170
Course Credit: 1 credit

Course Description:

This course covers child care rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, communication skills, principles of child nutrition, and methods of guidance.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Secondary School Age Certification Training.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

Florida Standards		Correlation to CTE Program Standard #
	the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Secondary School Age Certification Training.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Secondary School Age Certification Training.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards	Correlation to CTE Program Standard #
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

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
04.0 <u>Identify rules and regulations which govern child care.</u> – The student will be able to:			65C-22.003(2)(a)
04.01 Identify the need for child care.			
04.02 Identify child care facilities that require licensing.			
04.03 Identify the major areas of child care standards.			
04.04 Identify the local licensing agency and its responsibilities.			
04.05 Identify local fire, safety, sanitation and health regulations.			
04.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.			
04.07 Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.			
04.08 Identify information concerning child discipline in State Rule 65C-22.001-006.			
04.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.			
04.10 Discuss professional ethics for the child and youth care field.			
05.0 <u>Plan, establish and maintain a safe, clean, and healthy learning</u>			65C-22.003(2)(a)

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
environment. – The student will be able to:			
05.01 Identify characteristics of, plan and establish a safe, sanitary, healthy child care environment.			
05.02 Describe ways to assist children with personal hygiene routines.			
05.03 Develop a checklist for evaluations, safety, and sanitation features.			
05.04 Recognize potential safety and fire hazard problems and plan ways to prevent accidents.			
05.05 Demonstrate evacuation procedures.			
05.06 Identify characteristics of a healthy child.			
05.07 Recognize symptoms of childhood illness.			
05.08 Identify communicable diseases.			
05.09 Identify procedures for administering and documenting medication.			
05.10 Complete a medication permission form.			
05.11 Describe ways in which the spread of disease in school age settings can be prevented.			
05.12 Demonstrate responsibility for maintaining and organizing a safe and healthy facility.			
05.13 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.			
05.14 Identify proper procedures for transporting children.			
05.15 Demonstrate use of fire extinguishers.			
05.16 Practice universal precautions.			
05.17 Visualize and plan for emergency/disaster situations.			
05.18 Use appropriate telephone numbers in a simulated emergency situation.			
05.19 Identify the need and responsible use of equipment and supplies.			
05.20 Follow established procedures for reporting and documenting accidents/incidents.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
05.21 Discuss ways for children to develop positive attitudes and skills for daily routines.			
05.22 Practice environmentally sound procedures within the facility.			
05.23 List ways to make a playground safe.			
06.0 <u>Plan and implement food service and nutrition education.</u> – The student will be able to:			65C-22.003(2)(a) 65C-22.005(1) 65C-22.008(3)
06.01 Identify the nutritional needs of children; infants through school age (birth through age twelve).			
06.02 Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children, with emphasis on K – 5th grade.			
06.03 Identify and practice safe and sanitary food service habits in assisting with mealtime routines.			
06.04 Identify foods that are potentially dangerous for young children’s consumption.			
06.05 Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children.			
06.06 Recognize age appropriate nutrition education activities.			
06.07 Recognize special food needs and/or food allergies.			
07.0 <u>Identify and report child abuse and neglect in accordance with state regulations.</u> – The student will be able to:			65C-22.003(2)(a)
07.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.			
07.02 Identify the extent of the incidence of child maltreatment in the state and the nation.			
07.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.			
07.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.			
07.05 Identify the characteristics of abusers.			
07.06 Identify the impacts and effects of child abuse and neglect.			
07.07 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
07.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.			
07.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.			
07.10 Identify local community resources that provide help for the abused and the abuser.			
08.0 <u>Identify and apply principles of child development typical and atypical (birth through age twelve).</u> – The student will be able to:			65C-22.003(2)(a)
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, with emphasis on K – 5th grade.			
08.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.			
09.0 <u>Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve, with emphasis on K – 5th grade.</u> – The student will be able to:			65C-22.003(2)(a)
09.01 Identify and demonstrate various methods of curriculum planning for young children.			
09.02 Define developmentally appropriate practices.			
09.03 Discuss the importance of learning through play.			
09.04 Describe learning centers used in developmentally appropriate environments.			
10.0 <u>Identify communication skills related to school age programs.</u> – The student will be able to:			
10.01 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.			
10.02 Describe ways to promote positive interaction between the family, child care center and community.			
11.0 <u>Identify various observation and recording methods.</u> – The student will be able to:			65C-22.003(2)(a)
11.01 Identify observation techniques and methods used in a child care setting.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
11.02 Interpret and evaluate a child observation form.			
11.03 Observe, record, and report the behavior of children of various ages on an observation form.			
11.04 Discuss the importance of, and create a plan for the confidentiality of child/family records.			
11.05 Differentiate between developmental screening, developmental assessment, developmental evaluation, and program evaluation.			
12.0 <u>Recognize developmentally appropriate methods of guidance.</u> – The student will be able to:			
12.01 Describe methods of direct and indirect guidance.			
12.02 Identify preventative measures of direct and indirect guidance.			
12.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.			
12.04 Identify acceptable and unacceptable methods of guiding behavior.			
12.05 Demonstrate effective, positive guidance techniques for guiding behavior.			
12.06 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building)			

**Florida Department of Education
Student Performance Standards**

Course Title: Secondary School Age Certification Training 2
Course Number: 8500175
Course Credit: 1 credit

Course Description:

This course covers professionalism, healthy and enriching environments for children, and proper use of materials and equipment to develop a variety of activities for school age children.

Florida Standards	Correlation to CTE Program Standard #
01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Secondary School Age Certification Training.	
01.01 Key Ideas and Details	
01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure	
01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p>	
01.03 Integration of Knowledge and Ideas	
<p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p>	
<p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p>	
<p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p>	
01.04 Range of Reading and Level of Text Complexity	
<p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p>	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Secondary School Age Certification Training.	
02.01 Text Types and Purposes	
<p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p>	
<p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p>	
<p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p>	
02.02 Production and Distribution of Writing	
<p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Secondary School Age Certification Training.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

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
13.0 <u>Demonstrate professionalism, ongoing professional growth, leadership and advocacy.</u> – The student will be able to:			
13.01 Identify factors that aid professional growth of a school-age child care worker.			
13.02 Identify and use job-related school-age child care terminology.			
13.03 Identify and demonstrate effective communication skills to use with personnel and parents/guardians of school-age children.			
13.04 Identify opportunities for continuing education in the area of school-age care.			
13.05 Develop a plan for professional development.			
13.06 Assess one's attitude and performance in school-age care.			
13.07 Identify and demonstrate the exemplary behavior, and social skills needed as a role model for school-age children.			
13.08 Analyze legal issues and liability as they relate to a school-age child care worker.			
13.09 Demonstrate employability skills including a job search.			
13.10 Research professional organizations related to school age children care.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
14.0 <u>Provide a safe environment.</u> – The student will be able to:			
14.01 Follow Florida safety regulations designed to keep children safe.			
14.02 Conduct safety checks, in-door and out.			
14.03 Remove or repair unsafe items.			
14.04 Create a safe environment for school age program including traffic patterns, quiet and active play areas, sign-in areas.			
14.05 Create a daily schedule that provides time for active and quiet play.			
14.06 Conduct safety training with children including their input into rules.			
14.07 Recognize and ensure appropriate staff to child ratios and group sizes.			
14.08 Explain rules and procedures for sports and activities.			
14.09 Create and carry out an emergency plan for accidents, injuries, illness, fire and weather related acts.			
14.10 Create and carry out a plan for children's safety during field trips.			
14.11 Prepare and demonstrate the proper use of a first aid kit.			
14.12 Create an emergency phone list.			
15.0 <u>Provide and promote an environment that contributes to good health, physical fitness, and nutrition.</u> – The student will be able to:			
15.01 Follow Florida Child Care regulations that address health, sanitation, and food handling practices.			
15.02 Model and teach habits that promote good health, physical fitness, and nutrition.			
15.03 Create a supply list that helps children practice healthy habits.			
15.04 Act to detect and prevent maltreatment of children.			
15.05 Ensure high standard of cleanliness and sanitation of facility.			
15.06 Create plan to deal with medical emergencies or illness.			
15.07 Provide healthful, nutritious and pleasant snack food experiences for school age children.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
15.08 Create a list of resources on health and hygiene, such as magazines, books, and guest health professionals.			
16.0 <u>Use space, relationships, materials and routines as resources for constructing enriching environments.</u> – The student will be able to:			
16.01 Create a variety of well-equipped, inviting, and responsive interest areas.			
16.02 Separate interest areas so that simultaneous activities can occur.			
16.03 Plan interest areas and resources for quiet and noisy activities.			
16.04 Plan designated spaces for age appropriate activities.			
16.05 Gain children's input and ideas for arranging the environment.			
16.06 Adapt the environment to make appropriate for children with special needs.			
16.07 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.			
16.08 Create transitions for children to move from one activity to another.			
16.09 Observe and interact with children to determine their interest.			
16.10 Create a systematic storage plan and area for all materials.			
16.11 Establish a plan which coordinates with other programs which share the school age program space.			

**Florida Department of Education
Student Performance Standards**

Course Title: Secondary School Age Certification Training 3
Course Number: 8500180
Course Credit: 1 credit

Course Description:

This course covers how to coordinate activities and experiences that help school age children develop problem solving skills, communication skills, and provide opportunities to be creative. Also included are components on helping children with social interaction and acceptable behavior.

Florida Standards	Correlation to CTE Program Standard #
17.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Secondary School Age Certification Training.	
17.01 Key Ideas and Details	
17.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
17.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. 17.01.3 LAFS.1112.RST.1.2	
17.01.4 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. 17.01.5 LAFS.1112.RST.1.3	
17.02 Craft and Structure	
17.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
17.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
17.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.RST.2.6	
17.02.4	Integration of Knowledge and Ideas	
17.02.5	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
17.02.6	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
17.02.7	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
17.03	Range of Reading and Level of Text Complexity	
17.03.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
17.03.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
18.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Secondary School Age Certification Training.	
18.01	Text Types and Purposes	
18.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
18.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
18.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
18.02	Production and Distribution of Writing	
18.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
18.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
18.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
18.03	Research to Build and Present Knowledge	
18.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
18.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
18.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
18.04	Range of Writing	
18.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
19.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Secondary School Age Certification Training.	
19.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
19.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
19.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
19.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards		Correlation to CTE Program Standard #
19.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
19.06 Attend to precision.	MAFS.K12.MP.6.1	
19.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
19.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

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
14.0 <u>Provide hands-on activities, experiences and opportunities that encourage curiosity, exploration, and problem solving.</u> – 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 intrapersonal 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 <u>Provide communication opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.</u> – The student will be able to:			
15.01 Model positive communication skills.			
15.02 Provide materials that encourage language development.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
15.03 Provide opportunities for children to develop and use communication skills into 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 <u>Provide opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas to express their creative abilities.</u> – 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 <u>Provide physical and emotional security for each school-age child.</u> – 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 <u>Provide opportunities for positive social interaction and group experiences.</u> – The student will be able to:			
18.01 Model positive ways to interact with other people of all ages.			
18.02 Employ observation skills to understand the social needs of each child.			
18.03 Use strategies to help children develop and practice the skills to get along with others.			
18.04 Use strategies to help children develop conflict management skills.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
18.05 Help children build a sense of community among staff and children.			
18.06 Plan activities that offer opportunities for children to be involved in their communities.			
19.0 <u>Provide a supportive environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.</u> – 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.			

**Florida Department of Education
Student Performance Standards**

Course Title: Secondary School Age Certification Training 4
Course Number: 8500185
Course Credit: 1 credit

Course Description:

This course covers how to maintain family involvement at school and how to develop a quality school age program. In addition to demonstrating leadership and organizational skills, students will be required to create a portfolio and prepare a resource file.

Florida Standards		Correlation to CTE Program Standard #
17.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Secondary School Age Certification Training.	
17.01	Key Ideas and Details	
17.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
17.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
17.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
17.02	Craft and Structure	
17.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
17.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
17.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.RST.2.6	
17.03	Integration of Knowledge and Ideas	
17.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
17.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
17.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
17.04	Range of Reading and Level of Text Complexity	
17.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
17.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
18.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Secondary School Age Certification Training.	
18.01	Text Types and Purposes	
18.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
18.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
18.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
18.02	Production and Distribution of Writing	
18.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
18.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
18.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
18.03	Research to Build and Present Knowledge	
18.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
18.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
18.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
18.04	Range of Writing	
18.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
19.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Secondary School Age Certification Training.	
19.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
19.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
19.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
19.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards		Correlation to CTE Program Standard #
19.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
19.06 Attend to precision.	MAFS.K12.MP.6.1	
19.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
19.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

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
20.0 <u>Establish and maintain family involvement in school – age activities.</u> – 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 <u>Create a systematic and responsive approach to create a school-age program.</u> – 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.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
21.04 Explain program policies.			
21.05 Manage business operations.			
21.06 Work cooperatively and appropriately with volunteers and community partners.			
22.0 <u>Create a portfolio.</u> – 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 of 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 <u>Prepare a Professional Resource File.</u> – 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.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
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 and contact information for outreach agencies that support school-age programs.			
23.19 Observation tool for recording children's behavior information.			
23.20 Daily schedule including time blocks, activities and age groupings.			
24.0 <u>Demonstrate leadership and organizational skills.</u> – The student will be able to:			
24.01 Identify professional, labor, and student organizations as related to school and the child care industry.			
24.02 Identify purposes and functions of professional and student organizations.			
24.03 Identify roles and responsibilities of organization members.			
24.04 Identify ways to work cooperatively as a team member to achieve organizational goals.			

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities provide instruction in the use of manipulative equipment; language development; creative art, music, science, dramatic play, developmentally appropriate practices, and brain research. Observation and **supervised** work experience with children in a school laboratory or a community laboratory setting are an integral part of this program. To meet School Age Professional Certificate (SAPC) status, a student must obtain 480 hours of direct work experience with school age children in a school laboratory or community laboratory setting **while they are enrolled in the program** as well as 120 hours of classroom instruction.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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. 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.

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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

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

Secondary – Non Career Preparatory

Program Number	8500310
CIP Number	09200102PA
Grade Level	9-12, 30, 31
Standard Length	.5 credit
Teacher Certification	FAM CON SC 1 PRESCH ED A PK PRIMARY H PRIMARY ED @B E CHILD ED @0
CTSO	FCCLA
Facility Code	231 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and 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

This program is a planned sequence of instruction consisting of one course.

The following table illustrates the secondary program structure:

Course Number	Course Title	Length	Level
8500310	Child Development	.5 credit	2

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Child Development	^^	^^	^^	6/53 11%	4/52 10%	12/56 21%	3/55 5%	1/58 2%	7/35 20%	5/42 12%	4/56 7%	2/53 4%

^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** 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. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices 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. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column 'FS-M/LA') contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

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 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Child Development.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Child Development.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Child Development.
- 04.0 Identify principles of human growth and child development.
- 05.0 Consider family planning strategies.
- 06.0 Describe prenatal development, care and the birth process.
- 07.0 Determine developmental stages with appropriate activities and expectations from birth to school age.
- 08.0 Identify methods if observation used to recognize children with possible developmental delays and the steps to take with a special needs child.
- 09.0 Assess the family and society's role in protecting the rights of children.
- 10.0 Examine health and safety issues related to child development.
- 11.0 Relate current trends and the contribution of technology to child development.
- 12.0 Explore careers related to child development.
- 13.0 Demonstrate leadership and organizational skills.

**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.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Child Development.	
	01.01 Key Ideas and Details	
	01.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
	01.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
	01.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
	01.02 Craft and Structure	
	01.02.1 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
	01.02.2 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
	01.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question	

Florida Standards		Correlation to CTE Program Standard #
	the author seeks to address. LAFS.910.RST.2.6	
01.03	Integration of Knowledge and Ideas	
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04	Range of Reading and Level of Text Complexity	
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Child Development.	
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Child Development.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics. MAFS.K12.MP.4.1	

Florida Standards	Correlation to CTE Program Standard #
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06 Attend to precision.	MAFS.K12.MP.6.1
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

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
04.0 <u>Identify principles of human growth and child development.</u> – The student will be able to:		SC.912.L.14.41; SC.912.L.14.6; SC.912.L.16.2; SC.912.L.16.3; SC.912.L.16.4; SC.912.L.16.13; SC.912.N.1.1; SC.912.N.2.2
04.01 Distinguish between the characteristics of human development.		
04.02 Analyze areas of development including physical, social, emotional, moral and intellectual development and how they are interrelated.		
04.03 Predict the influence of heredity and environment on individual development.		
04.04 Summarize major theorists of development including Maslow, Piaget and Erickson.		
04.05 Explain the human reproductive system.		
05.0 <u>Consider family planning strategies.</u> – The student will be able to:		SC.912.N.1.1; SC.912.L.16.10
05.01 Weigh considerations before deciding to become a parent.		
05.02 Determine disadvantages of teen pregnancy and the advantages of abstinence before marriage.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.03 Evaluate family planning alternative, including advantages, disadvantages, health risks, and failure rates.		
05.04 Explain medically assisted pregnancies including microsurgery, artificial insemination, in vitro fertilization, fertility counseling, etc.		
05.05 Explain the symptoms and consequences of sexually transmitted diseases/infections.		
06.0 <u>Describe prenatal development, care and the birth process.</u> – The student will be able to:		SC.912.L.14.41; SC.912.L.14.6; SC.912.L.16.13; SC.912.L.16.8
06.01 Define the terminology associated with prenatal development, labor and birth.		
06.02 Distinguish the stages of prenatal development.		
06.03 Identify the symptoms, discomforts, complications, and physical and emotional changes during pregnancy.		
06.04 Consider choices for prenatal medical care and testing.		
06.05 Describe the relationship between the health and care of the expectant mother and the developing child.		
06.06 Explain how the mother's nutrition influences the physical development of the unborn child.		
06.07 Sequence the stages of labor and birth.		
06.08 Specify health needs of the mother and infant during the postnatal period.		
06.09 Recognize the significance of parent/child bonding and family adjustments to the newborn.		
06.10 Consider labor choices and pain management options.		
07.0 <u>Determine developmental stages with appropriate activities and expectations from birth to school age.</u> – The student will be able to:		SC.912.L.14.26; SC.912.N.1.3; SC.912.N.1.4; SC.912.N.1.6
07.01 Explain the concept of developmental tasks.		
07.02 Observe and compare patterns of development and age appropriate activities, including current brain research.		
07.03 Analyze factors which contribute to the child's physical, social, emotional, moral and intellectual development.		
07.04 Determine the importance of play and the application of age appropriate activities.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.05 Evaluate indoor and outdoor toys and play equipment for age appropriateness and safety.		
08.0 <u>Examine environmental and inherited birth defects.</u> – The student will be able to:		
08.01 Explain common types of special needs and birth defects in children.		
08.02 Identify methods of observation used to recognize children with possible developmental delays.		
08.03 Outline steps to assist children with special needs.		
08.04 Identify community resources available to families of children with special needs.		
09.0 <u>Assess the family and society's role in protecting the rights of children.</u> – The student will be able to:		
09.01 Explain the importance of families and the roles and responsibilities of caregivers.		
09.02 Identify children's rights that are protected by local, state and federal laws and regulations.		
09.03 Differentiate between the types of child abuse and neglect.		
09.04 State how the common physical and behavioral indicators of child abuse and neglect are detected and reported.		
09.05 Locate community support for children and families.		
09.06 Discuss parenting styles and compare the advantages and disadvantages.		
10.0 <u>Examine health and safety issues related to child development.</u> – The student will be able to:		SC.912.L.14.52
10.01 Determine the nutritional needs of children.		
10.02 Explain the role immunizations and health check-ups play in the wellness of the child.		
10.03 Identify childhood illnesses and appropriate treatment.		
10.04 Assess safety hazards for children of different ages.		
10.05 Recognize emergency situations and plan appropriate responses.		
11.0 <u>Relate current trends and the contribution of technology to child development.</u> – The student will be able to:		
11.01 Determine current trends in child care.		
11.02 Identify technology as it relates to pregnancy, parenting, the home, health care, child care, and learning environment.		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
12.0	<u>Explore careers related to child development.</u> – The student will be able to:		
12.01	Evaluate your personal interests and aptitudes in the area of child development.		
12.02	Describe careers related to children.		
12.03	Identify education and experience requirements for a career choice in the area of child development.		
13.0	<u>Demonstrate leadership and organizational skills.</u> – The student will be able to:		
13.01	Identify professional and youth organizations.		
13.02	Identify purposes and functions of professional and youth organizations.		
13.03	Identify roles and responsibilities of members of professional and youth organizations.		
13.04	Work cooperatively as a group member to achieve organizational responsibilities.		
13.05	Demonstrate confidence in leadership roles and organizational responsibilities.		
13.06	Demonstrate commitment to achieve organizational goals.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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 appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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. 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.

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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

**Florida Department of Education
Curriculum Framework**

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

Secondary – Cooperative Education - OJT

Course Number	8500410
CIP Number	04209999CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	ANY HOME EC/TC COOP ED EG FAM CON SC 1 PRESCH ED A PK PRIMARY H PRIMARY ED @B E CHILD ED @0 HOMEMAKING @2¢7 HME EC OCC ¢7
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 and Training cluster(s); 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 and 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 and 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.

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

Standards and Benchmarks	
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 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.

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fldoe.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

Career and Technical Student Organization (CTSO)

FCCLA and SkillsUSA are the appropriate career and technical student organizations for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. 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.

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 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: Teacher Assisting
Program Type: Career Preparatory
Career Cluster: Education and Training

Secondary – Career Preparatory

Program Number	8909000
CIP Number	0713129902
Grade Level	9-12, 30, 31
Standard Length	4 credits
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER
CTSO	FPSA FFEA
SOC Codes (all applicable)	25-9041 – Teacher Assistants
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp

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 and 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 and Training career cluster.

The content includes but is not limited to competencies and skills needed to become a paraprofessional 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. **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.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8909010	Teacher Assisting 1	1 credit	25-9041	2
B	8909020	Teacher Assisting 2	1 credit	25-9041	2
	8909030	Teacher Assisting 3	1 credit		2
	8909040	Teacher Assisting 4	1 credit		2

This program should include the following components:

- 10 hours of field experience and/or observation during Teacher Assisting 1
- An additional 15 hours of field experience and/or observation during Teacher Assisting 2.
- Students will also successfully complete a Teacher Assisting practicum experience of 25 hours during Teacher Assisting 3
- An additional 50 hours during Teacher Assisting 4

Please see important information regarding the program structure in the **Special Notes** section on the “Additional Information” page at the end of this document.

Academic Alignment Table

Some or all of the courses in this program have been academically aligned to the Florida Standards for Mathematics and the Next Generation Sunshine State Standards (NGSSS) for Science. The table below contains the results of the alignment efforts by both academic core and Career and Technical Education (CTE) professional educators. Data shown in the table includes the number of academic standards in the CTE course and the percentage of alignment to the CTE course.

Courses	Algebra 1	Algebra 2	Geometry	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Genetics	Marine Science 1 Honors	Physical Science	Physics 1
Teacher Assisting 1	^^	^^	^^	#	#	#	#	#	#	#	#	#
Teacher Assisting 2	^^	^^	^^	#	#	#	#	#	#	#	#	#
Teacher Assisting 3	^^	^^	^^	#	#	#	#	#	#	#	#	#

Teacher Assisting 4	^^	^^	^^	#	#	#	#	#	#	#	#	#
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^^ Alignment pending full implementation of the Florida Standards for Mathematics.

** 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. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices 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. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

Florida Standards for Mathematics & Language Arts (FS-M/LA)

Some or all of the courses in this program have been aligned to the Florida Standards for Mathematics and Language Arts used in core academic classes. Data shown in the framework table (column ‘FS-M/LA’) contains the results of these alignment efforts.

Next Generation Sunshine State Standards (NGSSS) - Science

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards (NGSSS) for Science. These standards are listed next to the content standards.

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 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Teacher Assisting.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Teacher Assisting.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Teacher Assisting.
- 04.0 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.
- 05.0 Describe the role of education in the United States.
- 06.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or teacher assistant.
- 07.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.
- 08.0 Operate instructional technology.
- 09.0 Arrange, organize, and perform educational support tasks.
- 10.0 Supervise the safety and health of students.
- 11.0 Identify and report child abuse and drug abuse.
- 12.0 Support the learning activities of students.
- 13.0 Establish and maintain appropriate student behaviors.
- 14.0 Recognize leadership and Career and Technical Student Organization (CTSO) activities.
- 15.0 Describe key events and factors that influence education in the United States.
- 16.0 Demonstrate the methods for creating and interpreting assessments.
- 17.0 Describe the importance of professional ethics and legal responsibilities.
- 18.0 Identify the responsibilities involved when supervising students.
- 19.0 Analyze the effects of child abuse and drug abuse on student academic achievement and behavior.
- 20.0 Demonstrate methods of supporting the learning activities of students.
- 21.0 Demonstrate the ability to work effectively with exceptional students.
- 22.0 Demonstrate an awareness of diversity in education.
- 23.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Teacher Assisting.
- 24.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Teacher Assisting.
- 25.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Teacher Assisting.
- 26.0 Define multiple intelligences
- 27.0 Recognize a balanced literacy classroom.
- 28.0 Demonstrate the methods for administering and grading assessments.
- 29.0 Prepare visual aids.
- 30.0 Demonstrate skills needed for employment in the field of education.
- 31.0 Support cooperative relationships between home and school.
- 32.0 Develop intrapersonal skills.
- 33.0 Demonstrate professionalism.

**Florida Department of Education
Student Performance Standards**

Course Title: Teacher Assisting 1
Course Number: 8909010
Course Credit: 1 credit

Course Description:

This course is designed to develop competencies related to the role, regulations, and career path of teacher assistants; the role of education; leadership and CTSO activities; instructional technology; academic skills; interpersonal and communication skills; maintaining appropriate student behavior; and educational support tasks. During this course students must participate in and document a minimum of 10 hours of field experience and/or observation and will begin creating their portfolio.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Teacher Assisting.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	

Florida Standards		Correlation to CTE Program Standard #
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2	By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently. LAFS.910.RST.4.10	
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Teacher Assisting.	
02.01 Text Types and Purposes		
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.910.WHST.1.3	
02.02 Production and Distribution of Writing		
02.02.1	Produce clear and coherent writing in which the development,	

Florida Standards		Correlation to CTE Program Standard #
	organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Teacher Assisting.	
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	

Florida Standards		Correlation to CTE Program Standard #
03.04 Model with mathematics.	MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

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
04.0 <u>Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.</u> – The student will be able to:		
04.01 Describe the code of ethics for the teaching profession and explain how it relates to the role of the substitute teacher/teacher assistant.		
04.02 Define the role and characteristics of an effective substitute teacher/teacher assistant.		
04.03 Describe the role of the substitute teacher/teacher assistant in relation to the roles of the teacher, school principal, counselor, and students.		
04.04 Describe the role and responsibility of a substitute teacher/teacher assistant in using public relations to build rapport and enhance the image of education.		
04.05 Describe tasks that a substitute teacher /teacher assistant will and will not perform to assist a teacher, the school principal, students, and other individuals in the school system.		
04.06 Identify and explain the provisions of existing local, state, and federal regulations governing the role of a substitute teacher.		
04.07 Describe the history of, emerging demand for, and career path of substitute teachers and teacher assistants.		
04.08 Identify the types of educational programs and agencies that employ substitute teachers and teacher assistants.		
05.0 <u>Describe the role of education in the United States.</u> – The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
05.01 Review the history of education in the United States.		
05.02 Identify key Supreme Court decisions affecting teachers and the current educational setting (i.e. Brown vs. Board of Education, Public Law 94-142, IDEA, and ADA)		
05.03 Identify legal provisions for education found in the Constitution (i.e. amendments #1, #10, and #14).		
05.04 Explain the rights of teacher's tenure legislation.		
05.05 Identify Florida Title XLVIII Statutes governing education.		
05.06 Describe the role of the Florida Department of Education in governing education at the state level and any recent changes in the Department affecting the future of education in Florida.		
05.07 Describe the role of the State Board of Education.		
06.0 <u>Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.</u> – The student will be able to:		
06.01 Interact in ethical, professional, courteous, and culturally respectful ways with teachers, principals, students, and other individuals and groups.		
06.02 Demonstrate responsible ways of dealing with criticism from supervisors, teachers, principals, students, and others in a school setting.		
06.03 Identify methods for conflict resolution between individuals and groups.		
06.04 Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems (school protocol for fire drills, lock downs, etc.).		
06.05 Identify the work, health, and grooming habits that facilitate positive interactions with individuals and ongoing employment as a teacher.		
06.06 Demonstrate professional attire that is appropriate for the classroom.		
06.07 Demonstrate the ability and willingness to follow oral and written instructions.		
07.0 <u>Demonstrate the communication skills required to be an effective substitute teacher and/or a teacher assistant.</u> – The student will be able to:		
07.01 Demonstrate active listening skills for various situations.		
07.02 Recognize and interpret various types of nonverbal communication.		
07.03 Use oral and written communication for self-expression and for conveying and following instructions and professional correspondence.		
07.04 Differentiate personal opinion from observations, actual events, and facts.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
07.05 Report observations and information objectively.		
07.06 Follow protocols for the use of the telephone, internet, text messaging, etc. in order to communicate appropriately and courteously to others.		
07.07 Prepare and relay messages accurately and in a timely manner from one person to another.		
07.08 Demonstrate effective techniques when communicating with parents or adult students.		
07.09 Create a communiqué to parents using a language other than English.		
08.0 <u>Operate instructional technology.</u> – The student will be able to:		
08.01 Identify different types of current instructional technology and research various reference websites on the Internet valuable to educators (thinking.org, Gale Reference Library, teachertube.com, etc.).		
08.02 Identify the components of instructional technology by name, function, and method of operation.		
08.03 Identify the safety measures required for operating instructional technology.		
08.04 Obtain, operate, and return technology equipment according to equipment specifications and school/classroom protocols.		
09.0 <u>Arrange, organize, and perform educational support tasks.</u> – The student will be able to:		
09.01 Identify the formats, styles, and forms required for different types of correspondence, records, reports, and other documentation that support classroom activities.		
09.02 Produce correspondence, reports, and other types of communication using the materials and directions provided by a teacher.		
09.03 Utilize technology to create seating charts, record attendance and grades, maintain a classroom inventory, schedule appointments on an electronic calendar, create a power point presentation, create a Word document, and an excel file.		
09.04 Demonstrate security and virus-protection procedures for computer systems.		
09.05 Demonstrate the input of information and methods for saving, backing up, and printing files.		
10.0 <u>Supervise the safety and health of students.</u> --The student will be able to:		
10.01 Apply basic first aid and follow health and safety procedures.		
10.02 Explain cardiopulmonary resuscitation (CPR), airway obstruction, and the Heimlich maneuver.		
10.03 Supervise the playground and recreational activities of students.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.04 Understand the “Right to Know” law as stated in Department of Labor Regulations (Standards–29CFR) 1910.1200. http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=standards&p_id=10099)		
11.0 <u>Identify and report child abuse and substance abuse.</u> – The student will be able to:		
11.01 Explain the state laws governing the identification and reporting of child abuse.		
11.02 Follow school protocol for providing information and referral for alcohol and other substance abuse.		
12.0 <u>Support the learning activities of students.</u> – The student will be able to:		
12.01 List the developmental stages of children and explain their relationship to learning.		
12.02 Describe the different learning styles of students.		
12.03 Describe the function and components of a lesson plan.		
12.04 Create and implement a lesson plan.		
13.0 <u>Establish and maintain appropriate student behaviors.</u> – The student will be able to:		
13.01 Identify appropriate and inappropriate behaviors.		
13.02 Describe the effects of school rules, regulations, and procedures on student behaviors.		
13.03 Create and implement a classroom management plan (suggested resource: <i>The First Days of School</i> by Harry Wong).		
13.04 Identify techniques, including attention, praise, and other positive approaches, for motivating and reinforcing appropriate behavior of individuals and groups.		
13.05 Identify techniques for reducing or eliminating inappropriate behaviors.		
14.0 <u>Recognize leadership and career and technical student organization (CTSO) activities.</u> – The student will be able to:		
14.01 Describe the education and training CTSO events and activities available for students and schools.		
14.02 Identify the leadership opportunities available through CTSO events, competitions, and activities.		
14.03 Identify the benefits and awards provided through participation in CTSO activities.		
14.04 Identify additional student organizations that relate to education.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.05 Identify the various high school service clubs and CTE organizations and explain their role in enhancing education.		
NOTE: Students should have completed 10 hours of field experience and/or observation at this point. Students also should have begun creating their portfolio (see remarks in Special Notes section).		

**Florida Department of Education
Student Performance Standards**

Course Title: Teacher Assisting 2
Course Number: 8909020
Course Credit: 1 credit

Course Description:

This course is designed to develop competencies in the legal factors related to education; creating assessments; the supervision of student health and safety; the reporting of child abuse and drug abuse; working with exceptional students; diversity awareness; and strategies to support students' learning activities. During this course students must participate in and document a minimum of 15 hours of field experience and/or observation (this is in addition to the 10 hours completed during Teacher Assisting 1) and should continue developing their portfolio.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Teacher Assisting.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02	Craft and Structure	
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a	

Florida Standards	Correlation to CTE Program Standard #
<p>procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p style="text-align: right;">LAFS.910.RST.2.6</p>	
01.03 Integration of Knowledge and Ideas	
<p>01.03.1 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p style="text-align: right;">LAFS.910.RST.3.7</p>	
<p>01.03.2 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p style="text-align: right;">LAFS.910.RST.3.8</p>	
<p>01.03.3 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p style="text-align: right;">LAFS.910.RST.3.9</p>	
01.04 Range of Reading and Level of Text Complexity	
<p>01.04.1 By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>01.04.2 By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p style="text-align: right;">LAFS.910.RST.4.10</p>	
02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Teacher Assisting.	
02.01 Text Types and Purposes	
<p>02.01.1 Write arguments focused on discipline-specific content.</p> <p style="text-align: right;">LAFS.910.WHST.1.1</p>	
<p>02.01.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="text-align: right;">LAFS.910.WHST.1.2</p>	
<p>02.01.3 Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p style="text-align: right;">LAFS.910.WHST.1.3</p>	
02.02 Production and Distribution of Writing	
<p>02.02.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03 Research to Build and Present Knowledge		
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04 Range of Writing		
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Teacher Assisting.		
03.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
03.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
03.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
03.04	Model with mathematics.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1	
03.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
03.06 Attend to precision.	MAFS.K12.MP.6.1	
03.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
03.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

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
22.0 <u>Describe key events and factors that have influenced education in the United States.</u> – The student will be able to:		
22.01 Identify key Supreme Court decisions affecting teachers and the current educational setting (i.e. Brown vs. Board of Education, Public Law 94-142, IDEA, and ADA)		
22.02 Identify legal provisions for education or provided for found in the Constitution (i.e. amendments #1, #10, and #14).		
22.03 Explain the rights of teacher's tenure legislation (i.e. Right to bargain collectively, etc.).		
22.04 Identify Title XLVIII Statutes governing education.		
22.05 Describe the role of the Florida Department of Education in governing education at the state level.		
22.06 Describe the role of the State Board of Education.		
23.0 <u>Demonstrate the methods for creating and interpreting assessments.</u> – The student will be able to:		
23.01 Describe the procedures required for the administration of standardized and other tests.		
23.02 Identify types of assessments.		
23.03 Develop criteria for various assessments and create a rubric.		
23.04 Calculate and record test results.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.05 Read and interpret assessment scores (percentile rank, scale scores, etc.).		
24.0 <u>Identify the responsibilities involved when supervising students.</u> – The student will be able to:		
24.01 Supervise students in various situations (traditional classroom, playground, laboratories, computer labs, etc.)		
24.02 Identify issues of liability concerning the safety, health, and welfare of students.		
24.03 Describe FERPA (Family Educational Rights and Privacy Act) and the importance of confidentiality when dealing with student records.		
25.0 <u>Analyze the effects of child abuse and substance abuse and other barriers to learning on student achievement and behavior.</u> – The student will be able to:		
25.01 Identify the types, signs, symptoms, and prevalence of child abuse and the possible effects of abuse on student performance.		
25.02 Identify the types, signs, symptoms, and prevalence of alcohol and other drug abuse and the possible effects of alcohol and other drug abuse on student performance.		
26.0 <u>Demonstrate methods of supporting the learning activities of students.</u> – The student will be able to:		
26.01 Demonstrate various methods for working individually with students who have special needs and exceptionalities.		
26.02 Assist absentees in completing missed or "makeup" assignments.		
26.03 Explain the importance of handwriting skills.		
26.04 Use reading formulas, provided by a teacher or reading specialist, to determine reading levels and make appropriate decisions about reading assignments for students.		
26.05 Prepare developmentally appropriate educational games and puzzles.		
26.06 Define differentiated instruction and describe the importance of varying instructional materials.		
27.0 <u>Demonstrate the ability to work effectively with exceptional students.</u> – The student will be able to:		
27.01 Recognize the meanings of acronyms used to classify ESE students.		
27.02 Explain purpose of the IEP (Individualized Education Plan).		
27.03 Distinguish between a modification and accommodation and the related legal requirements of the educator.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
27.04 Identify characteristics of varying exceptionalities.		
27.05 Define the autism spectrum disorder and analyze the recent increase in autism diagnoses.		
27.06 Explain effective strategies for working with students.		
28.0 <u>Demonstrate an awareness of diversity in education.</u> – The student will be able to:		
28.01 Identify laws and regulations governing ESOL students.		
28.02 Identify strategies and methods for teaching ESOL students and requirements for instructors.		
28.03 Identify key/famous Americans of various ethnic backgrounds who made an impact on education.		
28.04 Recognize and choose classroom literature promoting positive multicultural relationships.		
28.05 Discuss similarities and differences in educational philosophies among countries and cultural groups and discuss creative ways for other students to make school orientation simple and meaningful for new ESOL students.		
NOTE: Students should have completed an additional 15 hours of field experience and/or observation at this point. Students also should also continue developing their portfolio (see remarks in Special Notes section).		

**Florida Department of Education
Student Performance Standards**

Course Title: Teacher Assisting 3
Course Number: 8909030
Course Credit: 1 credit

Course Description:

This course is designed to develop competencies related to supporting the learning activities of students that involve literacy and multiple intelligences; it includes job related math skills and the ability to prepare classroom materials. During this course students must participate in and document 25 hours of a practicum and continue developing their portfolio.

Florida Standards	Correlation to CTE Program Standard #
30.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Teacher Assisting.	
30.01 Key Ideas and Details	
30.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
30.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
30.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
30.02 Craft and Structure	
30.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
30.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
30.02.3 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved. LAFS.1112.RST.2.6	
30.03	Integration of Knowledge and Ideas	
30.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
30.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
30.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
30.04	Range of Reading and Level of Text Complexity	
30.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
30.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
31.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Teacher Assisting.	
31.01	Text Types and Purposes	
31.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
31.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
31.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
31.02	Production and Distribution of Writing	
31.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

Florida Standards		Correlation to CTE Program Standard #
	LAFS.1112.WHST.2.4	
31.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
	LAFS.1112.WHST.2.5	
31.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
	LAFS.1112.WHST.2.6	
31.03	Research to Build and Present Knowledge	
31.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	LAFS.1112.WHST.3.7	
31.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
	LAFS.1112.WHST.3.8	
31.03.3	Draw evidence from informational texts to support analysis, reflection, and research.	
	LAFS.1112.WHST.3.9	
31.04	Range of Writing	
31.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
	LAFS.1112.WHST.4.10	
32.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Teacher Assisting.	
32.01	Make sense of problems and persevere in solving them.	
	MAFS.K12.MP.1.1	
32.02	Reason abstractly and quantitatively.	
	MAFS.K12.MP.2.1	
32.03	Construct viable arguments and critique the reasoning of others.	
	MAFS.K12.MP.3.1	
32.04	Model with mathematics.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.4.1
32.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1
32.06 Attend to precision.	MAFS.K12.MP.6.1
32.07 Look for and make use of structure.	MAFS.K12.MP.7.1
32.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

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
33.0 <u>Define multiple intelligences.</u> – The student will be able to:		
33.01 Identify the multiple intelligences and characteristics designated by Howard Gardner.		
33.02 Conduct a self-analysis to determine the intelligences one possesses.		
33.03 Create a learning activity appropriate for each type of intelligence.		
34.0 <u>Recognize a balanced literacy classroom.</u> – The student will be able to:		
34.01 Define balanced literacy and identify components of a balanced literacy classroom.		
34.02 Explain the benefits of learning centers in a classroom.		
34.03 Identify developmentally age-appropriate literature genres.		
34.04 Describe the basic principles of research-based reading instruction.		
35.0 <u>Demonstrate the methods for administering and grading assessments.</u> – The student will be able to:		
35.01 Read and interpret assessment data on graphs, reports, charts, and tables and explain how to utilize data for class/student use.		
35.02 Generate percentages from test scores and other numbers.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
36.0 <u>Prepare visual aids.</u> – The student will be able to:		
36.01 Identify principles for the visual design and layout of educational materials.		
36.02 Prepare posters and bulletin boards using lamination and other visual-preparation techniques.		
36.03 Prepare materials for projection on the LCD projector and other classroom technology and computer technology.		
36.04 Prepare exhibits and displays.		
NOTE: Students should have completed a practicum experience of 25 hours at this point in the program. Development of portfolio should continue.		

**Florida Department of Education
Student Performance Standards**

Course Title: Teacher Assisting 4
Course Number: 8909040
Course Credit: 1 credit

Course Description:

This course is designed to develop competencies related to employability skills; developing relationships between school and the home; intrapersonal skills and professionalism. During this course students must participate in and document a 50 hour practicum (this is in addition to the 25 hour practicum in Teacher Assisting 3). A formal observation of the student must be conducted by the instructor during the latter part of the practicum experience. The student must submit a completed portfolio to the instructor by the end of this course.

Florida Standards		Correlation to CTE Program Standard #
30.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Teacher Assisting.	
	30.01 Key Ideas and Details	
	30.01.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
	30.01.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
	30.01.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
	30.02 Craft and Structure	
	30.02.1 Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
	30.02.2 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
	30.02.3 Analyze the author's purpose in providing an explanation, describing a	

Florida Standards		Correlation to CTE Program Standard #
	procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
30.03 Integration of Knowledge and Ideas		
30.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
30.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
30.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
30.04 Range of Reading and Level of Text Complexity		
30.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	
30.04.2	By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
31.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Teacher Assisting.		
31.01 Text Types and Purposes		
31.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
31.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
31.01.3	Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. LAFS.1112.WHST.1.3	
31.02 Production and Distribution of Writing		
31.02.1	Produce clear and coherent writing in which the development,	

Florida Standards	Correlation to CTE Program Standard #
<p>organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4</p>	
<p>31.02.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5</p>	
<p>31.02.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6</p>	
<p>31.03 Research to Build and Present Knowledge</p>	
<p>31.03.1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7</p>	
<p>31.03.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8</p>	
<p>31.03.3 Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9</p>	
<p>31.04 Range of Writing</p>	
<p>31.04.1 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10</p>	
<p>32.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Teacher Assisting.</p>	
<p>32.01 Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1</p>	
<p>32.02 Reason abstractly and quantitatively. MAFS.K12.MP.2.1</p>	
<p>32.03 Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1</p>	

Florida Standards		Correlation to CTE Program Standard #
32.04 Model with mathematics.	MAFS.K12.MP.4.1	
32.05 Use appropriate tools strategically.	MAFS.K12.MP.5.1	
32.06 Attend to precision.	MAFS.K12.MP.6.1	
32.07 Look for and make use of structure.	MAFS.K12.MP.7.1	
32.08 Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1	

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
38.0 <u>Demonstrate skills needed for employment in the field of education.</u> – The student will be able to:		
38.01 Identify advanced career options and training opportunities in the teaching profession.		
38.02 Conduct a job search and identify the training, experience, and certification requirements for different positions.		
38.03 Secure information about a job.		
38.04 Create a job resume with an educational focus.		
38.05 Complete a job application (online as well as paper/pencil format).		
38.06 Demonstrate effective in job-interview techniques.		
38.07 Describe how to make job changes and pursue career advancement appropriately.		
38.08 Review the interpersonal skills, work habits, and ethics necessary for ongoing employment in a culturally diverse environment.		
38.09 Demonstrate professional attire appropriate for an interview and for the workplace.		
39.0 <u>Support cooperative relationships between home and school.</u> – The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
39.01 Identify motivational literature of a personal nature (i.e. Stephen Covey, etc.).		
39.02 Develop a personal plan for improving one or more areas of a personal weakness.		
40.0 <u>Develop intrapersonal skills.</u> – The student will be able to:		
40.01 Describe how family background, cultural diversity, roles, and relationships influence student learning and behavior.		
40.02 Use communication strategies to develop effective relationships with parents and families.		
41.0 <u>Demonstrate professionalism.</u> – The student will be able to:		
41.01 Participate in mentoring and/or community service activities related to education.		
41.02 Demonstrate the ability to collaborate with other teachers (team-teaching, co-teaching).		
41.03 Research paraprofessional organizations and professional teacher organizations.		
41.04 Create a professional portfolio.		
NOTE: Students should have completed a practicum experience of 50 hours during this course (this is in addition to the 25 hour practicum in Teacher Assisting 3). A formal observation of the student during the latter part of the practicum must be conducted by the instructor.		

Additional Information

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. 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.

The purpose of this program is to prepare students for employment as substitute teachers and teacher assistants (SOC 25-9041). This is a job-preparatory career and technical program. 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 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 should include the following components:

- 10 hours of field experience and/or observation during Teacher Assisting 1
- An additional 15 hours of field experience and/or observation during Teacher Assisting 2.
- Students will also successfully complete a Teacher Assisting practicum experience of 25 hours during Teacher Assisting 3
- An additional 50 hours during Teacher Assisting 4

Students in this program will be **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 evaluate teaching strategies observed during practicum
- Picture display of involvement during activities at practicum (*NOTE this should include research on legal ramifications of use of student pictures in displays, websites, etc.)
- Development and application of learning tool during practicum
- Journal entries reflecting on practicum experiences
- 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 practicum

Career and Technical Student Organization (CTSO)

FPSA (Florida Public Service Association, Inc.) and FFEA (Florida Future Educators Association) are the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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. 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.

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.

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (<http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf>). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

Florida Department of Education
Curriculum Framework

Program Title: Early Childhood Education NEW
Program Type: Career Preparatory
Career Cluster: Education and Training

PSAV	
Program Number	E300100
CIP Number	0419070913
Grade Level	30, 31
Standard Length	600 clock hours
Teacher Certification	FAM CON SC 1 CH CARE TR 7G PK/PRIMARY H PRESCH ED A PRIMARY ED @B E CHILD ED @0 ***NOTE: THE CERTIFICATIONS HME EC OCC c7 @7G AND HOMEMAKING c7 @2 @7G ARE ACCEPTABLE FOR THE PSAV PROGRAM PRIOR TO 2014-15 SCHOOL YEAR <u>ONLY</u> IF THE INSTRUCTOR HAS A MINIMUM OF AN ASSOCIATE'S DEGREE AND MEETS ALL CURRENT DCF TRAINER REQUIREMENTS (SEE F.A.C. 65C-22.003 TRAINER QUALIFICATIONS).
CTSO	SkillsUSA
SOC Codes (all applicable)	39-9011 – Childcare Workers 25-2011 – Preschool Teachers, Except Special Education
Facility Code	http://www.fl DOE .org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labor market info .com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fl DOE .org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fl DOE .org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fl DOE .org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	Mathematics: 9 Language: 9

PSAV

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 and 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 and Training career cluster.

The content includes but is not limited to competencies related to the following elements of the Early Childhood 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. The program is comprised of 120 hours of classroom instruction and 480 hours of direct work with children. Upon completion of this program **and** meeting all requirements, students are awarded the Early Childhood Professional Certificate (ECPC). **For additional information on the ECPC see document entitled “ECPC Program Guidelines” (see [Support Documents on the webpage](#)).**

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.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	HEV0870	Child Care Worker 1	150 hours	39-9011
B	HEV0871	Child Care Worker 2	150 hours	39-9011
C	HEV0872	Teacher Aide (Preschool)	150 hours	25-2011
D	HEV0873	Preschool Teacher	150 hours	25-2011

Regulated Programs

- Students can be awarded the Florida Department of Education Early Childhood Professional Certificate (**ECPC**) upon completion of this program and meeting all requirements. The ECPC is recognized by the Florida Department of Children and Families (DCF). Students who earn it are eligible for a DCF Staff Credential.
- This program is comprised of 120 hours of classroom instruction, 480 hours of direct work with preschool age children and includes the DCF Introductory Child Care Training.
- To offer the DCF Introductory Child Care Training courses as part of this program, approval must be obtained from the local DCF Child Care Training Coordinating Agency.
- To teach the DCF Introductory Child Care Training courses, the instructor must meet the trainer requirements established by the Department of Children and Families (Chapter 65C-22.003(5) F.A.C. <http://ccrain.fl-dcf.org/documents/2/470.pdf>). Requirements and guidelines can be obtained through your local Training Coordinating Agency. For more information, go to: www.myflorida.com/childcare/training.
- Programs offering the Introductory Child Care Courses will be required to use DCF materials and be subject to monitoring by the coordinating agencies.
- **The DCF mandated training (Introductory Child Care Courses) includes the following:**
 - **Part I** of the DCF Introductory Child Care Training includes the following:
 - State and Local Rules and Regulations – 6 hours
 - Health, Safety, and Nutrition – 8 hours
 - Identifying & Reporting Child Abuse & Neglect – 4 hours
 - Child Growth and Development – 6 hours
 - Behavioral Observation & Screening – 6 hours
 - **Part II** of that coursework must be the 10-hour Preschool Appropriate Practices course.
 - Note: Instruction for the DCF courses should be **instructor-based**. It is recommended that the online DCF courses be used as a *supplement* to instructor-based instruction if needed.
- Students must complete the DCF Introductory Child Care Training coursework by the end of the fourth course of this program. Additionally, Students must pass the DCF Introductory Child Care Training competency exams prior to being issued the SAPC certificate.
- Students must also complete five clock hours of literacy training. Students can meet this literacy requirement by successfully completing any of the DCF approved literacy courses (go to www.myflorida.com/childcare/training for more information).
 - *****NOTE:** A student must successfully complete the *Emergent Literacy for VPK Instructors* course to be eligible as a VPK instructor, unless he/she has successfully completed a DCF approved literacy training course prior to November 28, 2005 (<http://www.fldoe.org/earlylearning>).
- It is recommended that students obtain certification in infant/child CPR and first aid for initial employment.

- Students are required to create and maintain a Professional Resource File for this program. The Professional Resource File should contain a minimum of the following:
 - Autobiography (minimum 300 words) about her/himself and he/she has made the decision to work with young children. A resume' of education and work should also be included.
 - Statements of Competence – 250 word minimum (each) related to the following goals:
 - To establish and maintain a safe and healthy learning environment.
 - To advance physical and intellectual competence.
 - To support social and emotional development and to provide positive guidance.
 - To establish positive and productive relationships with families.
 - To ensure a well-run, purposeful program responsive to participant needs.
 - To maintain a commitment to professionalism.
 - Resource Collection should include evidence of activities in each content area via curriculum activities and assignments. There are 17 specific items that must be included in this section of the Professional Resource File. (See ECPC Requirements Checklist for Students in Support Documents – link on webpage).
 - Optional: Additional Items (training certificates, transcripts, resume', picture identification, teaching goals, letters of recommendation, reflection statements, list of Early Childhood Education program standards mastered, copies of any certification/cards pertaining to child care eligibility, samples of student developed teaching materials, etc.) may be included in a separate section of the Professional Resource File or in a separate binder/portfolio (instructor discretion).
- In order for ECPC recipients to receive their Staff Credential, their name must be entered into a database by the instructor, district supervisor, or designated personnel. The link for the database is https://app1.fldoe.org/ECPC_Certificate/default.aspx. Visit [ECPC Program Guidelines](#) for more information on accessing the database.

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 rules and regulations governing child care.
- 02.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 03.0 Plan food service and nutrition education.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations.
- 05.0 Identify and apply principles of child development typical and atypical (birth through age eight).
- 06.0 Identify and demonstrate communication skills related to child care.
- 07.0 Identify various observation and recording methods.
- 08.0 Recognize appropriate methods of guidance.
- 09.0 Implement developmentally appropriate practices for programs serving children from birth through age eight.
- 10.0 Display interpersonal relationship skills.
- 11.0 Demonstrate professionalism.
- 12.0 Identify community resources that provide services or assistance to children in the community.
- 13.0 Develop intercommunication with family.
- 14.0 Demonstrate observation and recording methods.
- 15.0 Demonstrate appropriate use of technology for the child care profession.
- 16.0 Implement food service and nutrition education.
- 17.0 Plan, establish, and implement a developmentally appropriate emergent literacy program.
- 18.0 Identify the characteristics of an environment that is conducive to language use and acquisition.
- 19.0 Analyze theories of child development.
- 20.0 Create, implement and evaluate lesson plans.
- 21.0 Describe developmentally appropriate guidance and activities for infants and toddlers.
- 22.0 Plan and implement developmentally appropriate motor development activities for preschool children.
- 23.0 Guide the cognitive development and general knowledge of preschool children.
- 24.0 Guide the creative development of preschool children which reflects various approaches to learning.
- 25.0 Guide the social and emotional development of preschool children.
- 26.0 Describe the history of school-age child care and the development and diversity of school-age children.
- 27.0 Plan and provide for developmentally appropriate care giving environments for students with special needs.
- 28.0 Plan and implement preschool classroom management techniques.
- 29.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
- 30.0 Apply knowledge of program elements needed to create a successful developmentally-appropriate curriculum.
- 31.0 Implement an environment that is conducive to language use and acquisition.
- 32.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.
- 33.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.
- 34.0 Demonstrate the ability to provide for inclusion of children with special needs.
- 35.0 Demonstrate mentor skills for team building and collaboration.
- 36.0 Analyze recent trends/developments in brain research.
- 37.0 Research current trends and issues in early childhood education.

38.0 Demonstrate professionalism related to the field of early childhood education.

**Florida Department of Education
Student Performance Standards**

Program Title: Early Childhood Education NEW
PSAV Number: E300100

Course Number: HEV0870
Occupational Completion Point: A
Child Care Worker 1 – 150 Hours – SOC Code 39-9011

01.0 Identify rules and regulations governing child care. – The student will be able to:

01.01 Identify the need for child care.

01.02 Identify child care facilities that require licensing.

01.03 Identify the areas of child care standards.

01.04 Identify the local licensing agency and its responsibilities.

01.05 Identify local fire, safety, sanitation and health regulations.

01.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.

01.07 Identify current child care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.

01.08 Identify information concerning child discipline in State Rule 65C-22.001-008.

01.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.

02.0 Plan, establish and maintain a safe, clean, and healthy learning environment. – The student will be able to:

02.01 Identify, plan and establish the 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 procedures/routines.

02.04 Recognize potential safety and fire hazards and develop a procedure 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 the components of and perform a “10 second health check” for children.
02.10	Describe the procedures for administering medication and demonstrate in a simulation.
02.11	Complete a medication permission form.
02.12	Describe ways in which the spread of disease in child care settings can be prevented.
02.13	Demonstrate how to communicate with parents who continue to send children to child care when they are sick.
02.14	Create and utilize a checklist for maintaining and organizing a safe and healthy facility.
02.15	Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
02.16	Explain proper procedures for transporting children.
02.17	Demonstrate use of fire extinguishers.
02.18	Practice universal precautions.
02.19	Identify and practice procedures for emergency scenarios in order to plan for emergency/disaster situations.
02.20	Use appropriate telephone numbers in a simulated emergency situation.
02.21	Identify the need and responsible use of equipment and supplies.
02.22	Follow established procedures for reporting accidents/incidents.
02.23	Discuss ways for children to develop positive attitudes and skills for daily routines.
02.24	Discuss best practices within the center to conserve environmental resources.
02.25	List ways to make a playground safe.
03.0	<u>Plan food service and nutrition education.</u> – The student will be able to:
03.01	Identify the nutritional needs of children infants through school age (birth through age eight).
03.02	Identify and plan nutritious snacks and meals for infants through school age children.
03.03	Describe safe and sanitary food service habits in assisting with mealtime routines.

03.04	Identify foods that are potentially dangerous for young children's consumption.
03.05	Develop a plan to encourage positive food choices and good eating habits for toddlers through school age children.
03.06	Use United States Department of Agriculture (USDA) MyPlate food guide (www.choosemyplate.gov) as a tool for planning nutritious meals
04.0	<u>Identify and report child abuse and neglect in accordance with state regulations.</u> – 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	<u>Identify and apply principles of child development typical and atypical (birth through age eight).</u> – The student will be able to:
05.01	Describe the principles of development: development is similar for all; development is continuous; development proceeds at different rates; and development can be correlated.
05.02	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.
05.03	Discuss circumstances and factors that put a child at risk for developing disabling conditions.
06.0	<u>Identify and demonstrate communication skills related to child care.</u> – The student will be able to:
06.01	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.
06.02	Describe ways to promote positive interaction between the family, child care center and community.
06.03	Plan an environment that supports emergent reading and writing.
07.0	<u>Identify various observation and recording methods.</u> – 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 and create a plan for the confidentiality of child/family records.
07.03	Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.
07.04	Discuss the importance of and create a plan for including the family in the collection of information for observations.
08.0	<u>Recognize appropriate methods of guidance.</u> – The student will be able to:
08.01	Describe methods of direct and indirect guidance.
08.02	Identify preventative measures of direct and indirect guidance.
08.03	Identify methods of direct and indirect guidance to include routines, transitions, and room arrangements.
08.04	Identify acceptable and unacceptable methods of guiding behavior.
09.0	<u>Implement developmentally appropriate practices for programs serving children from birth through age eight.</u> – The student will be able to:
09.01	Identify and demonstrate various methods of curriculum planning for young children.
09.02	Define developmentally appropriate practices.
09.03	Discuss the importance of learning through play.
09.04	Describe learning centers used in developmentally appropriate environments.
09.05	Identify the stages of play development.
09.06	Define the concepts of active learning and active listening.
10.0	<u>Display interpersonal relationship skills.</u> – The student will be able to:
10.01	Maintain positive view of self.
10.02	Exhibit responsibility toward achieving goals.
10.03	Display sociability, empathy, understanding and caring.
10.04	Display ability to manage personal resources to maintain goals.
10.05	Display honesty and integrity in interacting with children and families, as well as, with co-workers.
10.06	Describe the needs and strengths of the multi-ethnic work place.

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

11.0 Demonstrate professionalism. – The student will be able to:

- 11.01 Identify the components of being a professional that aid professional growth in a child caregiver (i.e. professional development, follow a set of ethical standards, accreditation, professional organization membership/participation, self-reflection, etc.)
- 11.02 Identify and use job-related child care terminology.
- 11.03 Identify effective communication skills to use with personnel and parents/guardians of children.
- 11.04 Assess one's attitude and performance.
- 11.05 Define and demonstrate professionalism. Identify the exemplary behavior and social skills needed as a role model for children.
- 11.06 Describe legal issues and liability as they relate to a child care worker.
- 11.07 Review the National Association for the Education of Young Children (NAEYC) Code of Ethics (www.naeyc.org). Using vignettes identify problems in how teachers handled situations and using the code of ethics how these problems should have been handled.
- 11.08 Recognize the NAEYC guidelines for effective teaching practices.
- 11.09 Demonstrate employability skills including a job search.
- 11.10 Define the early childhood education profession.
- 11.11 Identify early childhood education career opportunities.
- 11.12 Compare roles and responsibilities of the child care center team members.
- 11.13 Identify the important role child caregivers play in the development of each child in care.

12.0 Identify community resources that provide services or assistance to children in the community. – The student will be able to:

- 12.01 Identify state organizations and agencies that serve children and families.
- 12.02 Identify local community resources that serve children and families.
- 12.03 Identify organizations and agencies that provide services or assistance to children with special needs and their families.
- 12.04 Organize and develop community resource information.

13.0 Develop intercommunication with family. – The student will be able to:

- 13.01 Identify ways of communicating with the family.

13.02	Explore and use ideas for establishing a healthy relationship with each child's family. Plan and implement parental involvement activities to meet the diverse needs of families.
13.03	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.
14.0	<u>Demonstrate observation and recording methods.</u> – The student will be able to:
14.01	Using various techniques observe, record, and report the behavior of children of various ages on an observation form.
14.02	Interpret a child observation.
15.0	<u>Demonstrate appropriate use of technology for the child care profession.</u> – The student will be able to:
15.01	Demonstrate appropriate use of technology for child care administration.
15.02	Analyze appropriate uses of current technology in a child care setting.
16.0	<u>Implement food service and nutrition education.</u>
16.01	Assist with the preparation of nutritious snacks and meals for infants through school age children.
16.02	Practice safe and sanitary food service habits in assisting with mealtime routines.
16.03	Identifying guidelines for purchasing, receiving, storing, and safety of foods as defined in Department of Children and Families administrative rule, 65C-22.
16.04	Recognize age appropriate nutrition education activities.
19.0	<u>Plan, establish, and implement a developmentally appropriate emergent literacy program.</u> – The student will be able to:
19.01	Identify characteristics of a classroom environment that promotes emergent literacy.
19.02	Demonstrate appropriate phonological awareness teaching practices.
19.03	Demonstrate appropriate teaching practices for alphabet knowledge.
19.04	Demonstrate appropriate comprehension strategies.
19.05	Illustrate and explain the stages of emergent writing.
19.06	Identify an environment that supports age-appropriate letter writing.
19.07	Model appropriate structure of written composition.
20.0	<u>Identify the characteristics of an environment that is conducive to language use and acquisition.</u> – The student will be able to:
20.01	Use an appropriate vocabulary that increases in complexity and variety.

20.02	Describe the importance of vocabulary development in young children.
20.03	Use proper grammar when speaking to parents and/or children.
20.04	Identify age-appropriate grammar.
20.05	Model appropriate language and style for context.
20.06	Provide a sample lesson plan and a child's work product related to language acquisition.
22.0	<u>Analyze theories of child development.</u> – The student will be able to:
22.01	Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
23.0	<u>Analyze how nutrition, environment, heredity, and health status influence the development of the child.</u> – The student will be able to:
23.01	Investigate current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
23.02	Discuss how a child's health status influences development.
23.03	Describe the importance of physical fitness to health status and development.

Course Number: HEV0872
Occupational Completion Point: C
Teacher Aide - Preschool – 150 Hours – SOC Code 25-2011

27.0	<u>Create, implement and evaluate lesson plans.</u> – The student will be able to:
27.01	Research criteria for creating an age appropriate lesson plan.
27.02	Develop an age appropriate language lesson plan.
27.03	Develop evaluation criteria for the lesson.
28.0	<u>Describe developmentally appropriate guidance and activities for infants and toddlers.</u> – The student will be able to:
28.01	Explain visual, auditory, olfactory, gustatory, and tactile stimulation activities.
28.02	Describe activities that stimulate gross and fine motor development.
28.03	Identify age-appropriate nutritional snacks and an activity related to nutrition
28.04	Review appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.
28.05	Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

29.0	<u>Plan and implement developmentally appropriate motor development activities for preschool children.</u> – The student will be able to:
29.01	Describe the stages of physical development.
29.02	Plan, implement and evaluate developmentally appropriate gross motor activities.
29.03	Plan, implement and evaluate developmentally appropriate fine motor activities.
29.04	Select and use appropriate equipment and materials for physical development.
30.0	<u>Guide the cognitive development and general knowledge of preschool children.</u> – The student will be able to:
30.01	Explain the development of cognitive ability and general knowledge in preschool age children.
30.02	Plan, implement and evaluate developmentally appropriate math activities.
30.03	Plan, implement and evaluate developmentally appropriate scientific thinking activities.
30.04	Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.
31.0	<u>Guide the creative development of preschool children which reflects various approaches to learning.</u> – The student will be able to:
31.01	Plan, implement and evaluate developmentally appropriate music activities.
31.02	Plan, implement and evaluate developmentally appropriate creative movement activities.
31.03	Plan, implement, and evaluate developmentally appropriate art activities.
32.0	<u>Guide the social and emotional development of preschool children</u> —The student will be able to:
32.01	Identify and explain the stages of social and emotional development.
32.02	Demonstrate effective, positive guidance techniques for guiding behavior.
32.03	Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations).
32.04	Plan, implement and evaluate developmentally appropriate self-concept activities.
32.05	Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.
32.06	Plan, implement and evaluate developmentally appropriate dramatic play activities.
32.07	Plan and implement developmentally appropriate group play.
32.08	Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.

32.09	Demonstrate effective, positive guidance techniques for guiding behavior.
32.10	Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
33.0	<u>Describe the history of school-age child care and the development and diversity of school-age children.</u> – The student will be able to:
33.01	Describe the need for school-age child care and how it has evolved.
33.02	Describe different types of programs available for children before and after school, during the summer and on school holidays.
33.03	Explain the personal and professional characteristics of a school-age caregiver.
33.04	Describe how major theories of human development provide a basis for planning programs.
33.05	Explain why and how individual children may overlap both younger and older chronological programs.
33.06	Examine how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of school age children.
34.0	<u>Plan and provide for developmentally appropriate care giving environments for students with special needs.</u> – The student will be able to:
34.01	Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
34.02	Provide safe, healthy, and developmentally appropriate environments within the care giving setting.
34.03	Demonstrate adaptations to include children with special needs in classroom activities.
34.04	Explain the process for conferring with parents when a developmental delay is suspected.
34.05	Demonstrate care giving skills related to Universal Infection Control System.
34.06	Simulate appropriate techniques for seizure management and positioning techniques.
35.0	<u>Plan and implement preschool classroom management techniques.</u> – The student will be able to:
35.01	Develop and implement a plan to meet short and long term goals.
35.02	Identify appropriate teaching techniques to meet various learning styles.
35.03	Identify developmentally appropriate supplies and teaching materials.
35.04	Arrange learning centers for a variety of activities.
35.05	Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.
35.06	Maintain children's records.

35.07	Participants will evaluate and demonstrate how teacher intentionality promotes development and enhances learning for children birth-age 8.
36.0	<u>Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.</u> – The student will be able to:
36.01	Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
36.02	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.
36.03	Implement techniques for facilitating children's successful participation in all aspects of a program.
36.04	Describe how major theories of human development provide a basis for planning a program.

Course Number: HEV0873
Occupational Completion Point: D
Preschool Teacher – 150 Hours – SOC Code 25-2011

37.0	<u>Apply knowledge of program elements needed to create a successful developmentally-appropriate curriculum.</u> – The student will be able to:
37.01	Demonstrate the ability to identify children's needs, interests, and abilities.
37.02	Explain ways to develop a program philosophy, including goals and objectives.
37.03	Assist with planning, preparing, and implementing daily activities and routines.
37.04	Develop or analyze math, science, social studies, language, emergent reading and writing, storytelling, creative arts, current events, intergenerational concepts, multiculturalism, parental involvement, safety, physical fitness, and nutrition education activities, which are developmentally appropriate.
38.0	<u>Implement an environment that is conducive to language use and acquisition.</u> – The student will be able to:
38.01	Create opportunities for students to instigate and add comments to discussions and conversations.
38.02	Facilitate conversations between self and child or child-to-child.
38.03	Provide occasions for children to follow two- or three-step directions.
38.04	Identify developmental speech patterns.
38.05	Create opportunities for children to gain meaning by listening.
38.06	Facilitate children using increasingly complex sentences and phrases.
39.0	<u>Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.</u> – The student will be able to:

39.01	Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
39.02	Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
39.03	Demonstrate techniques for actively listening to children.
39.04	Explore use of open-ended questions.
39.05	Evaluate the value of professionalism in relationships with children, parents, and staff.
39.06	Demonstrate techniques for actively listening to other staff members.
39.07	Complete a case study on one child.
40.0	<u>Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.</u> – The student will be able to:
40.01	Demonstrate techniques that show respect for the child’s family makeup, cultural background, and religious beliefs.
40.02	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.
40.03	Integrate activities that build children’s self-concept into daily, weekly, and monthly plans.
40.04	Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.
41.0	<u>Demonstrate the ability to provide for inclusion of children with special needs.</u> – The student will be able to:
41.01	Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
41.02	Research methods and adaptations for inclusion of children with special needs.
41.03	Plan individual and group activities for children with special needs.
41.04	Simulate adaptations for inclusion of children with special needs in classroom activities.
41.05	Simulate appropriate diapering, toileting, and feeding procedures.
41.06	Demonstrate appropriate methods for disposal of body fluids and/or waste.
42.0	<u>Demonstrate mentor skills for team building and collaboration.</u> – The student will be able to:
42.01	Identify roles and expectations of early childhood team members and mentors.
42.02	Identify and model early childhood supervisory work practices.
42.03	Demonstrate developmentally appropriate conflict resolution strategies for children and adults.

42.04	Utilize alternative communication skills.
42.05	Plan and implement supervisory interventions appropriate to the role of a mentor.
42.06	Describe a positive work environment (how inappropriate communication such as hearsay, gossip, and other negative communication hurt the child, family, child care worker, and program).
42.07	Describe ways to deal with negative and destructive communication and replace them with appropriate conflict resolution strategies.
43.0	<u>Analyze recent trends/developments in brain research.</u> – The student will be able to:
43.01	Explain common terms and concepts related to brain development and the formation of neuronal connections.
43.02	Use the Internet to prepare a list of recent resources pertaining to brain research.
43.03	Relate the brain research findings to the care of children by parents and all other caregivers.
44.0	<u>Research current trends and issues in early childhood education.</u> – The student will be able to:
44.01	Identify current trends and issues in Early Childhood Education.
44.02	Locate, collect, and organize current information on trends and issues in early childhood education.
44.03	Summarize the impact of current trends and issues on the early childhood field.
45.0	<u>Demonstrate professionalism related to the field of early childhood education.</u> – The student will be able to:
45.01	Develop a personal philosophy of early childhood education teaching.
45.02	Develop personal teaching goals.
45.03	Develop criteria and evaluate student Professional Resource Files using national and student developed criteria.
45.04	Explain what being a center that has an accreditation means and why it is important to the employee, center, and field of early childhood education.
45.05	Identify several types of accreditation for early child care centers and how they differ.
45.06	Describe how being a member of a professional early childhood organization helps promote professional growth, support the center, and the field of early childhood.
45.07	Demonstrate and list communication and collaboration skills that prepare students to participate as a member of a team
45.08	Develop a self-improvement activity related to professionalism.
45.09	Identify opportunities for continuing education/professional development.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

SkillsUSA is the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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 PSAV 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 at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

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. 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.

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.

Articulation

This program currently has no statewide articulation agreement approved by the Florida State Board of Education. It is anticipated that a statewide articulation agreement (comparable to the existing agreement for the PSAV ECE program V200210) will be developed in the future. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: Teacher Assisting
Program Type: Career Preparatory
Career Cluster: Education and Training

PSAV	
Program Number	P131299
CIP Number	0713129902
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER
CTSO	FPSA FFEA
SOC Codes (all applicable)	25-9041 – Teacher Assistants
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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 and 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 and Training career cluster.

The content includes but is not limited to competencies and skills needed to become a paraprofessional 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.

The purpose of this program is to prepare students for employment as substitute teachers and teacher assistants (SOC 25-9041). This is a job-preparatory career and technical program. 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 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.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	EDG0312	Substitute Teacher	150 hours	25-9041
B	EDG0317	Teacher Assisting	450 hours	25-9041

Please see important information regarding the program structure in the **Special Notes** section on the "Additional Information" page 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 Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.
- 02.0 Describe the role of education in the United States.
- 03.0 Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or teacher assistant.
- 04.0 Demonstrate the communication skills required to be an effective substitute teacher and/or teacher assistant.
- 05.0 Operate instructional technology.
- 06.0 Arrange, organize, and perform educational support tasks.
- 07.0 Supervise the safety and health of students.
- 08.0 Identify and report child abuse and drug abuse.
- 09.0 Support the learning activities of students.
- 10.0 Establish and maintain appropriate student behaviors.
- 11.0 Recognize leadership and Career and Technical Student Organization (CTSO) activities.
- 12.0 Describe key events and factors that influence education in the United States.
- 13.0 Demonstrate the methods for creating and interpreting assessments.
- 14.0 Identify the responsibilities involved when supervising students.
- 15.0 Analyze the effects of child abuse and drug abuse on student academic achievement and behavior.
- 16.0 Demonstrate methods of supporting the learning activities of students.
- 17.0 Demonstrate the ability to work effectively with exceptional students.
- 18.0 Demonstrate an awareness of diversity in education.
- 19.0 Define multiple intelligences
- 20.0 Recognize a balanced literacy classroom.
- 21.0 Demonstrate the methods for administering and grading assessments.
- 22.0 Prepare visual aids.
- 23.0 Demonstrate skills needed for employment in the field of education.
- 24.0 Support cooperative relationships between home and school.
- 25.0 Develop intrapersonal skills.
- 26.0 Demonstrate professionalism.

**Florida Department of Education
Student Performance Standards**

Program Title: Teacher Assisting
PSAV Number: P131299

Course Number: EDG0312

Occupational Completion Point: A

Substitute Teacher – 150 Hours – SOC Code 25-9041

01.0	<u>Describe the role and career path of the substitute teacher and the regulations governing those in that occupation.</u> – The student will be able to:
01.01	Describe the code of ethics for the teaching profession and explain how it relates to the role of the substitute teacher/teacher assistant.
01.02	Define the role and characteristics of an effective substitute teacher/teacher assistant.
01.03	Describe the role of the substitute teacher/teacher assistant in relation to the roles of the teacher, school principal, counselor, and students.
01.04	Describe the role and responsibility of a substitute teacher/teacher assistant in using public relations to build rapport and enhance the image of education.
01.05	Describe tasks that a substitute teacher /teacher assistant will and will not perform to assist a teacher, the school principal, students, and other individuals in the school system.
01.06	Identify and explain the provisions of existing local, state, and federal regulations governing the role of a substitute teacher.
01.07	Describe the history of, emerging demand for, and career path of substitute teachers and teacher assistants.
01.08	Identify the types of educational programs and agencies that employ substitute teachers and teacher assistants.
02.0	<u>Describe the role of education in the United States.</u> – The student will be able to:
02.01	Review the history of education in the United States.
02.02	Identify key Supreme Court decisions affecting teachers and the current educational setting (i.e. Brown vs. Board of Education, Public Law 94-142, IDEA, and ADA)
02.03	Identify legal provisions for education found in the Constitution (i.e. amendments #1, #10, and #14).
02.04	Explain the rights of teacher's tenure legislation.
02.05	Identify Florida Title XLVIII Statutes governing education.
02.06	Describe the role of the Florida Department of Education in governing education at the state level and any recent changes in the

Department affecting the future of education in Florida.	
02.07	Describe the role of the State Board of Education.
03.0	<u>Demonstrate the interpersonal skills required for successful employment as a substitute teacher and/or a teacher assistant.</u> – The student will be able to:
03.01	Interact in ethical, professional, courteous, and culturally respectful ways with teachers, principals, students, and other individuals and groups.
03.02	Demonstrate responsible ways of dealing with criticism from supervisors, teachers, principals, students, and others in a school setting.
03.03	Identify methods for conflict resolution between individuals and groups.
03.04	Describe safe and responsible ways of responding to expressions of hostility or threats, including the use of security procedures and systems (school protocol for fire drills, lock downs, etc.).
03.05	Identify the work, health, and grooming habits that facilitate positive interactions with individuals and ongoing employment as a teacher.
03.06	Demonstrate professional attire that is appropriate for the classroom.
03.07	Demonstrate the ability and willingness to follow oral and written instructions.
04.0	<u>Demonstrate the communication skills required to be an effective substitute teacher and/or a teacher assistant.</u> – The student will be able to:
04.01	Demonstrate active listening skills for various situations.
04.02	Recognize and interpret various types of nonverbal communication.
04.03	Use oral and written communication for self-expression and for conveying and following instructions and professional correspondence.
04.04	Differentiate personal opinion from observations, actual events, and facts.
04.05	Report observations and information objectively.
04.06	Follow protocols for the use of the telephone, internet, text messaging, etc. in order to communicate appropriately and courteously to others.
04.07	Prepare and relay messages accurately and in a timely manner from one person to another.
04.08	Demonstrate effective techniques when communicating with parents or adult students.
04.09	Create a communiqué to parents using a language other than English.
05.0	<u>Operate instructional technology.</u> – The student will be able to:
05.01	Identify different types of current instructional technology and research various reference websites on the Internet valuable to educators (thinking.org, Gale Reference Library, teachertube.com, etc.).

05.02	Identify the components of instructional technology by name, function, and method of operation.
05.03	Identify the safety measures required for operating instructional technology.
05.04	Obtain, operate, and return technology equipment according to equipment specifications and school/classroom protocols.
06.0	<u>Arrange, organize, and perform educational support tasks.</u> – The student will be able to:
06.01	Identify the formats, styles, and forms required for different types of correspondence, records, reports, and other documentation that support classroom activities.
06.02	Produce correspondence, reports, and other types of communication using the materials and directions provided by a teacher.
06.03	Utilize technology to create seating charts, record attendance and grades, maintain a classroom inventory, schedule appointments on an electronic calendar, create a power point presentation, create a Word document, and an excel file.
06.04	Demonstrate security and virus-protection procedures for computer systems.
06.05	Demonstrate the input of information and methods for saving, backing up, and printing files.
07.0	<u>Supervise the safety and health of students.</u> – The student will be able to:
07.01	Apply basic first aid and follow health and safety procedures.
07.02	Explain cardiopulmonary resuscitation (CPR), airway obstruction, and the Heimlich maneuver.
07.03	Supervise the playground and recreational activities of students.
07.04	Understand the “Right to Know” law as stated in Department of Labor Regulations (Standards–29CFR)1910.1200. http://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=standards&p_id=10099
08.0	<u>Identify and report child abuse and substance abuse.</u> – The student will be able to:
08.01	Explain the state laws governing the identification and reporting of child abuse.
08.02	Follow school protocol for providing information and referral for alcohol and other substance abuse.
09.0	<u>Support the learning activities of students.</u> – The student will be able to:
09.01	List the developmental stages of children and explain their relationship to learning.
09.02	Describe the different learning styles of students and how data should drive instruction.
09.03	Describe the function and components of a lesson plan.
09.04	Create and implement a lesson plan.
10.0	<u>Establish and maintain appropriate student behaviors.</u> – The student will be able to:

10.01	Identify appropriate and inappropriate student behaviors and factors that affect student behavior.
10.02	Describe the effects of school rules, regulations, and procedures on student behaviors.
10.03	Create and implement a classroom management plan (suggested resource: The First Days of School by Harry Wong).
10.04	Identify techniques, including attention, praise, and other positive approaches, for motivating and reinforcing appropriate behavior of individuals and groups.
10.05	Identify techniques for reducing or eliminating inappropriate behaviors.
11.0	<u>Recognize leadership and career and technical student organization (CTSO) activities.</u> – The student will be able to:
11.01	Describe the education and training CTSO events and activities available for students and schools.
11.02	Identify the leadership opportunities available through CTSO events, competitions, and activities.
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.
NOTE: Students should have completed 10 hours of field experience and/or observation at this point in the program. Students also should have begun creating their portfolio (see remarks in Special Notes section).	

Course Number: EDG0317

Occupational Completion Point: B

Teacher Assistant – 450 Hours – SOC Code 25-9041

12.0	<u>Describe key events and factors that have influenced education in the United States.</u> – The student will be able to:
12.01	Identify key Supreme Court decisions affecting teachers and the current educational setting (i.e. Brown vs. Board of Education, Public Law 94-142, IDEA, and ADA)
12.02	Identify legal provisions for education or provided for found in the Constitution (i.e. amendments #1, #10, and #14).
12.03	Explain the rights of teacher's tenure legislation (i.e. Right to bargain collectively, etc.).
12.04	Identify Title XLVIII Statutes governing education.
12.05	Describe the role of the Florida Department of Education in governing education at the state level.
12.06	Describe the role of the State Board of Education.
13.0	<u>Demonstrate the methods for creating and interpreting assessments.</u> – The student will be able to:

13.01	Describe the procedures required for the administration of standardized and other tests.
13.02	Identify types of assessments.
13.03	Develop criteria for various assessments and create a rubric.
13.04	Calculate and record test results.
13.05	Read and interpret assessment scores (percentile rank, scale scores, etc.).
14.0	<u>Identify the responsibilities involved when supervising students.</u> – The student will be able to:
14.01	Supervise students in various situations (traditional classroom, playground, laboratories, computer labs, etc.)
14.02	Identify issues of liability concerning the safety, health, and welfare of students.
14.03	Describe FERPA (Family Educational Rights and Privacy Act) and the importance of confidentiality when dealing with student records.
15.0	<u>Analyze the effects of child abuse and substance abuse and other barriers to learning on student achievement and behavior.</u> – The student will be able to:
15.01	Identify the types, signs, symptoms, and prevalence of child abuse and the possible effects of abuse on student performance.
15.02	Identify the types, signs, symptoms, and prevalence of alcohol and other drug abuse and the possible effects of alcohol and other drug abuse on student performance.
NOTE: Students should have completed an additional 15 hours of field experience and/or observation at approximately this point in the program. Students also should continue working on their portfolio (see remarks in Special Notes section).	
16.0	<u>Demonstrate methods of supporting the learning activities of students.</u> – The student will be able to:
16.01	Demonstrate the methods for working individually with students who have special needs and exceptionalities.
16.02	Assist absentees in completing missed or "makeup" assignments.
16.03	Explain the importance of handwriting skills.
16.04	Use reading formulas, provided by a teacher or reading specialist, to determine reading levels and make appropriate decisions about reading assignments for students.
16.05	Prepare developmentally appropriate educational games and puzzles.
16.06	Define differentiated instruction and describe the importance of varying instructional materials.
17.0	<u>Demonstrate the ability to work effectively with exceptional students.</u> –The student will be able to:
17.01	Recognize the meanings of acronyms used to classify ESE students.

17.02	Explain purpose of the IEP (Individualized Education Plan).
17.03	Distinguish between a modification and accommodation and the related legal requirements of the educator.
17.04	Identify characteristics of varying exceptionalities.
17.05	Define the autism spectrum disorder and analyze the recent increase in autism diagnoses.
17.06	Explain effective strategies for working with students.
18.0	<u>Demonstrate an awareness of diversity in education.</u> – The student will be able to:
18.01	Identify laws and regulations governing ESOL students.
18.02	Identify various strategies and methods for teaching ESOL students and requirements for instructors.
18.03	Identify key/famous Americans of various ethnic backgrounds who made an impact on education.
18.04	Recognize and choose classroom literature promoting positive multicultural relationships.
18.05	Discuss similarities and differences in educational philosophies among countries and cultural groups and discuss creative ways for other students to make school orientation simple and meaningful for new ESOL students.
19.0	<u>Define multiple intelligences.</u> – The student will be able to:
19.01	Identify the multiple intelligences and characteristics designated by Howard Gardner.
19.02	Conduct a self-analysis to determine the intelligences one possesses.
19.03	Create a learning activity appropriate for each intelligence.
20.0	<u>Recognize a balanced literacy classroom.</u> – The student will be able to:
20.01	Define balanced literacy and identify components of a balanced literacy classroom.
20.02	Explain the benefits of learning centers in a classroom.
20.03	Identify developmentally age-appropriate literature genres.
20.04	Describe the basic principles of research-based reading instruction.
21.0	<u>Demonstrate the methods for administering and grading assessments.</u> – The student will be able to:
21.01	Read and interpret assessment data on graphs, reports, charts, and tables and explain how to utilize data for class/student use.
21.02	Generate percentages from test scores and other numbers.

22.0	<u>Prepare visual aids.</u> – The student will be able to:
22.01	Identify principles for the visual design and layout of educational materials.
22.02	Prepare posters and bulletin boards using lamination and other visual-preparation techniques.
22.03	Prepare materials for projection on the LCD projector and other classroom technology and computer technology.
22.04	Prepare exhibits and displays.
23.0	<u>Demonstrate skills needed for employment in the field of education.</u> – The student will be able to:
23.01	Identify advanced career options and training opportunities in the teaching profession.
23.02	Conduct a job search and identify the training, experience, and certification requirements for different positions.
23.03	Secure information about a job.
23.04	Create a job resume with an educational focus.
23.05	Complete a job application (online as well as paper/pencil format).
23.06	Demonstrate effective job-interview techniques.
23.07	Describe how to make job changes and pursue career advancement appropriately.
23.08	Review the interpersonal skills, work habits, and ethics necessary for ongoing employment in a culturally diverse environment.
23.09	Demonstrate professional attire appropriate for an interview and for the workplace.
24.0	<u>Support cooperative relationships between home and school.</u> – The student will be able to:
24.01	Describe how family background, cultural diversity, roles, and relationships influence student learning and behavior.
24.02	Use communication strategies to develop effective relationships with parents and families.
25.0	<u>Develop intrapersonal skills.</u> – The student will be able to:
25.01	Identify motivational literature of a personal nature (i.e. Stephen Covey, etc.).
25.02	Develop a personal plan for improving one or more areas of a personal weakness.
26.0	<u>Demonstrate professionalism.</u> – The student will be able to:
26.01	Participate in mentoring and/or community service activities related to education.

26.02 Demonstrate the ability to collaborate with other teachers (team-teaching, co- teaching).

26.03 Research paraprofessional organizations and professional teacher organizations.

26.04 Create a professional portfolio.

NOTE: Students must complete 75 hours of a practicum and portfolio should be complete by the end of OCP B.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

This program should include the following components:

- 10 hours of field experience and/or observation during OCP A
- An additional 15 hours of field experience during the early part of OCP B
- Students will also successfully complete a Teacher Assisting practicum experience of 75 hours during the remainder of OCP B. This will involve direct student contact in a classroom at an elementary school, a middle school, or a high school. (These can be academic classrooms, CTE classrooms, ESE classrooms or an adult classroom – a variety of experiences will be beneficial to the student).
- In schools with block scheduling, it may be helpful to include Teacher Assisting 2 and 3 courses in the same year. This arrangement would support the time management required for students to incorporate the practicum experience into their program of studies.
- There must be at least one formal observation of the student during the latter part of the final 50 hours of the practicum, conducted by the instructor.

NOTE: Students in this program will be 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 evaluate teaching strategies observed during practicum
- Picture display of involvement during activities at practicum (*NOTE this should include research on legal ramifications of use of student pictures in displays, websites, etc.)
- Development and application of learning tool during practicum
- Journal entries reflecting on practicum experiences
- 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 practicum

Career and Technical Student Organization (CTSO)

FPSA (Florida Public Service Association, Inc.) and FFEA (Florida Future Educators Association) are the appropriate career and technical student organization for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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 PSAV 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 at <http://www.fldoe.org/workforce/dwdframe/rf/basicskills-License-exempt.rtf>.

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. 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.

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.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

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

PSAV	
Program Number	V200206
CIP Number	0419070802
Grade Level	30, 31
Standard Length	45 hours
Teacher Certification	FAM CON SC 1 CH CARE TR 7G PRESCH ED A PK PRIMARY H PRIMARY ED @B E CHILD ED @0 HOMEMAKING 7 @2 %7%G HOME EC OCC 7 %7%G
CTSO	N/A
SOC Codes (all applicable)	11-9031 - Education Administrators, Preschool and Childcare Center/Program
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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 and 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 and 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.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	HEV0160	Child Care Center Director	45 hours	11-9031

Regulated Programs

For additional information on the Florida Director Credential go to <http://www.myffamilies.com/service-programs/child-care/director-credential>.

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**).

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, development, management, and evaluation.
- 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.

**Florida Department of Education
Student Performance Standards**

Program Title: Child Care Center Operations
PSAV 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. Secure information on this organization including information on becoming a member, and list benefits to you as a director.

01.07 Identify a community, statewide or national organization concerned about children and/or families, and develop a plan to share information about the work of this group with teachers and/or parents in your center.

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 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.
04.0	<u>Develop a system for financial planning, budgeting, accounting, compensation, purchasing and maintenance</u> – 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	<u>Create effective publicity and marketing strategies</u> –The student will be able to:
05.01	Communicate the child care center's program philosophy and a definition of quality to the customer (i.e., families and community).
05.02	Present options for a marketing plan for a child care center.
06.0	<u>Explain the legal obligations/responsibilities of a child care facility, including those related to tax laws, insurance, and licensure</u> – 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.
07.0	<u>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</u> – 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) accreditation materials, the CDA observation form, subsidized child care monitoring tools, the Head Start Performance Standards, the Early Childhood Environmental Rating Scale (ECERS) and Infant Toddler Environmental Rating Scale (ITERS), and others to design programs and enhance program quality.
08.0	<u>Maintain a system for ongoing assessment and documentation related to children within the child care center program</u> – 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 with other programs and schools such as early intervention, and kindergarten, regarding transition of children into the program.
09.0	<u>Develop a system for monitoring child care facility practices related to health, safety, and nutrition</u> – 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	<u>Create policies that promote alliances with families and collaboration among programs, families, and community resources</u> – 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 contexts.
10.03	Identify community support systems, including public and private resources for families and develop a plan for family access to the support systems.
10.04	Establish a plan for a program that supports families experiencing the inclusion of children with disabilities into the classroom.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

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. 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.

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.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

Program Title: School Age Certification Training
Program Type: Career Preparatory
Career Cluster: Education and Training

PSAV	
Program Number	V200310
CIP Number	0419070914
Grade Level	30, 31
Standard Length	120 hours
Teacher Certification	FAM CON SC 1 PRESCH ED A PK/PRIMARY H PRIMARY ED @B E CHILD ED @0 ***NOTE: THE CERTIFICATIONS HME EC OCC 7 @7G AND HOMEMAKING 7 @2 @7G ARE ACCEPTABLE FOR THE PSAV PROGRAM PRIOR TO 2014-15 SCHOOL YEAR <u>ONLY</u> IF THE INSTRUCTOR HAS A MINIMUM OF AN ASSOCIATE'S DEGREE AND MEETS ALL CURRENT DCF TRAINER REQUIREMENTS (SEE F.A.C. 65C-22.003 TRAINER QUALIFICATIONS).
CTSO	N/A
SOC Codes (all applicable)	39-9011 – Childcare Workers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
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 and 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 and 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.

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	HEV0112	Child Care Worker-School Age	40 hours	39-9011
B	HEV0190	School Age Care Professional	80 hours	39-9011

Regulated Programs

- Students can be awarded the Florida Department of Education (DOE) School Age Professional Certificate (SAPC) upon completion of this program and meeting all requirements. The SAPC is recognized by the Florida Department of Children and Families (DCF). Students who earn it are eligible for a DCF Staff Credential.
- The SAPC is a **school-age** specialization.
- This program is comprised of 120 hours of classroom instruction, 480 hours of direct work with school age children and includes the DCF Introductory Child Care Training. ****NOTE – 80 hours of direct work with school age children must be completed while enrolled in this program.**
- To offer the DCF mandated Introductory Child Care Courses as part of this program, approval must be obtained from the local DCF child care Training Coordinating Agency.

- To teach the DCF, Introductory Child Care Courses the instructor must meet the trainer requirements established by DCF (Chapter 65C-22.003(5) F.A.C. <http://ccrain.fl-dcf.org/documents/2/470.pdf>). Requirements and guidelines can be obtained through your local Training Coordinating Agency. For more information, go to: www.myflorida.com/childcare/training.
- Instructors should be knowledgeable about Florida School Age Child Care Regulations, NSACA (National School Age Care Alliance; now NAA National After School Association) Standards and policies for school age services. (<http://www.naaweb.org/publications.htm>).
- Programs offering the Introductory Child Care Courses will be required to use DCF materials and be subject to monitoring by the coordinating agencies.

- **The DCF mandated training (Introductory Child Care Courses) includes the following:**

- **Option 1: Department of Children and Families training courses which include:**

- **Child Care Facility Rules & Regulations – 6 hours**
 - **Health, Safety, & Nutrition – 8 hours**
 - **Identifying & Reporting Child Abuse & Neglect – 4 hours**
 - **Child Growth & Development – 6 hours**
 - **Behavioral Observation and Screening – 6 hours**
 - **School Age Appropriate Practices – 10 hours**

- **Option 2: Department of Children and Families training courses which include:**

- **Child Care Facility Rules & Regulations – 6 hours**
 - **Health, Safety, & Nutrition – 8 hours**
 - **Identifying & Reporting Child Abuse & Neglect – 4 hours**
 - **School Age Appropriate Practices – 10 hours**

AND

- **Remaining hours which must be met by successfully completing other Department of Children and Family Services' training identified in paragraphs 65C-22.003(2) (a) and (b), F.A.C. or by specialized school age training, provided by a national organization or its affiliates that requires demonstration of competencies through passage of examination(s) or completion and assessment of a Professional Resource File (portfolio of materials that demonstrate competency).**
- Students must complete the DCF Introductory Child Care Training coursework by the end of this program. Additionally, Students must pass the DCF Introductory Child Care Training competency exams prior to being issued the SAPC certificate.
- In order for SAPC recipients to receive their Staff Credential, their name must be entered into a database by the instructor, district supervisor, or designated personnel. The link for the database is https://app1.fl DOE.org/ECPC_Certificate/default.aspx. Visit [SAPC Program Guidelines \(PSAV\)](#) for more information on accessing the database.

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 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 Identify and apply principles of child development typical and atypical (birth through age twelve).
- 06.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve.
- 07.0 Identify communication skills related to child care.
- 08.0 Identify various observation and recording methods.
- 09.0 Recognize appropriate methods of guidance.
- 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 Certification Training
PSAV Number: V200310

Course Number: HEV0112
Occupational Completion Point: A
Child Care Worker – 40 Hours – SOC Code 39-9011

01.0	<u>Identify rules and regulations which govern child care.</u> – The student will be able to:
01.01	Identify the need for child care.
01.02	Identify child care facilities that require licensing.
01.03	Identify the major areas of child care standards.
01.04	Identify the local licensing agency and its responsibilities.
01.05	Identify local fire, safety, sanitation and health regulations.
01.06	Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.
01.07	Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.
01.08	Identify information concerning child discipline in State Rule 65C-22.001-006.
01.09	Demonstrate methods of compliance with rules and regulations governing child caregivers.
01.10	Discuss professional ethics for the child and youth care field.
02.0	<u>Plan, establish and maintain a safe, clean, and healthy learning environment.</u> – 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	<u>Plan and implement food service and nutrition education.</u> – 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 th grade.
03.03	Identify and practice safe and sanitary food service habits in assisting with mealtime routines.

03.04	Identify foods that are potentially dangerous for young children's consumption.
03.05	Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children.
03.06	Recognize age appropriate nutrition education activities.
03.07	Recognize special food needs and/or food allergies.
04.0	<u>Identify and report child abuse and neglect in accordance with state regulations.</u> – 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	<u>Identify and apply principles of child development typical and atypical (birth through age twelve).</u> – The student will be able to:
05.01	Describe and exhibit the principles of development: development is similar for all, development is continuous; development proceeds at different rates; development can be correlated.
05.02	Describe the physical, social-emotional, cognitive, and language characteristics of children from birth through age twelve.
05.03	Discuss circumstances and factors that put a child at risk for developing disabling conditions.
06.0	<u>Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve, with emphasis on K – 5th grade.</u> – 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	<u>Identify communication skills related to school age programs.</u> – 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	<u>Identify various observation and recording methods.</u> – The student will be able to:
08.01	Identify observation techniques and methods used in a school age setting.
08.02	Interpret and evaluate a child observation form.
08.03	Observe, record, and report the behavior of children of various ages on an observation form.
08.04	Discuss the importance of, and create a plan to maintain the confidentiality of child/family records.
08.05	Differentiate between developmental screening, developmental assessment, developmental evaluation, and program evaluation.
09.0	<u>Recognize developmentally appropriate methods of guidance.</u> – The student will be able to:
09.01	Describe methods of direct and indirect guidance.
09.02	Identify preventative measures of direct and indirect guidance.
09.03	Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
09.04	Identify acceptable and unacceptable methods of guiding behavior.
09.05	Demonstrate effective, positive guidance techniques for guiding behavior.

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

10.0	<u>Demonstrate professionalism, ongoing professional growth, leadership and advocacy.</u> – 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.
10.05	Develop a plan for professional development.
10.06	Assess one's attitude and performance in school-age care.
10.07	Identify and demonstrate the exemplary behavior, and social skills needed as a role model for school-age children.
10.08	Analyze legal issues and liability as they relate to a school-age child care worker.
10.09	Demonstrate employability skills including a job search.
10.10	Research professional organizations related to school age children care.
11.0	<u>Provide a safe environment.</u> – The student will be able to:
11.01	Follow Florida safety regulations designed to keep children 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	<u>Provide and promote an environment that contributes to good health, physical fitness, and nutrition.</u> – 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 and guest health professionals.
13.0	<u>Use space, relationships, materials and routines as resources for constructing enriching environments.</u> – 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 which share the school age program space.
14.0	<u>Provide hands-on activities, experiences and opportunities that encourage curiosity, exploration, and problem solving.</u> – 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	<u>Provide communication opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.</u> – 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	<u>Provide opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas to express their creative abilities.</u> – 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	<u>Provide physical and emotional security for each school-age child.</u> – 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	<u>Provide opportunities for positive social interaction and group experiences.</u> – The student will be able to:
18.01	Model positive ways to interact with other people of all ages.

18.02	Employ observation skills to understand the social needs of each child.
18.03	Use strategies to help children develop and practice the skills to get along with others.
18.04	Use strategies to help children develop conflict management skills.
18.05	Help children build a sense of community among staff and children
18.06	Plan activities that offer opportunities for children to be involved in their communities.
19.0	<u>Provide a supportive environment for children to learn and practice appropriate and acceptable behavior in individual and group settings.</u> – 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	<u>Establish and maintain family involvement in school-age activities.</u> – 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	<u>Create a systematic and responsive approach to create a school-age program.</u> – 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	<u>Create a portfolio.</u> – 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	<u>Prepare a Professional Resource File.</u> – 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 and contact information for outreach agencies that support school-age programs.
23.19	Observation tool for recording children's behavior information.
23.20	Daily schedule including time blocks, activities and age groupings.

Additional Information

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

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.

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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. 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.

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.

Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

**Florida Department of Education
Curriculum Framework**

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

PSAV	
Program Number	V200410
CIP Number	0419070905
Grade Level	30, 31
Standard Length	30 clock hours
Teacher Certification	FAM CON SC 1 PRESCH ED A PK/PRIMARY H CH CARE TR 7G PRIMARY ED @B E CHILD ED @0 HOMEMAKING 7@2 %7%G HME EC OCC 7%7%G
CTSO	N/A
SOC Codes (all applicable)	39-9011 – Childcare Workers
Facility Code	http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp
Basic Skills Level	N/A

In order to teach this program and in addition to the above certifications, teachers must meet and follow the requirements and guidelines established by the Department of Children and Families. Requirements and Guidelines can be obtained through your local training coordinating agency.

For more information go to: www.myflorida.com/childcare/training

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 and 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 and Training career cluster.

The content includes but is not limited to skills necessary to help prospective new family child care home providers 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. **The content should include 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.**

The following table illustrates the post-secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code
A	HEV0119	Family Child Care Provider	30 hours	39-9011

Regulated Programs

To teach Family Child Care Training the instructor must meet the trainer requirements established by the Department of Children and Families (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.

The course will adhere to specifications outlined in Chapter 65C-20.009(3) of the Florida Administrative Code.

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
PSAV Number: V200410

Course Number: HEV0119
Occupational Completion Point: A
Child Care Worker (Family Home) – 30 Hours – SOC Code 39-9011

01.0	<u>Demonstrate the processes of setting up a Family Child Care home business.</u> – 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	<u>Demonstrate basic knowledge of principles and concepts of child development.</u> – 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.
03.0	<u>Demonstrate basic knowledge of the domains of child development.</u> – 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	<u>Demonstrate how to observe children.</u> – 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	Explain how to use direct and indirect positive guidance and control with children.
04.07	List the key benefits of conducting "developmental screening" in a family child care setting.
04.08	List ways caregivers can use a child's developmental information.
05.0	<u>Identify signs of and follow reporting procedures for possible child abuse and neglect.</u> – The student will be able to:
05.01	Identify signs of possible child abuse and neglect.
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	List and describe what a licensing counselor looks for when they inspect a home that is applying to operate as a family child care home.
06.0	<u>Document and maintain required records for a family child care home.</u> – 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	<u>Demonstrate hygiene and sanitation procedures for the family child care home.</u> – 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	<u>Explain the importance of health and safety in a family child care home.</u> – 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	Locate a first-aid kit and know procedures for keeping it well 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	<u>Determine ways to prevent health and safety hazards with in a family child care home.</u> – 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	<u>Determine child care practices in the areas of nutrition and kitchen safety for a family child care home.</u> – 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) MyPlate food guide (www.choosemyplate.gov) 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 activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

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. 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.

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Articulation

This program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

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**Florida Department of Education
Curriculum Framework**

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

PSAV – Cooperative Education - OJT

Course Number	V209999
CIP Number	04209999CP
Grade Level	30, 31
Standard Length	Multiple hours
Teacher Certification	FAM CON SC 1 PK PRIMARY H PRESCH ED A PRIMARY ED @B E CHILD ED @0 HME EC OCC ç7 %7%G HOMEMAKING ç7 @2 %7%G
CTSO	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 and 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 and 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 and 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.

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
PSAV Number: V209999

Standards and Benchmarks	
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

There is a **Cooperative Education Manual** available online that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at <http://www.fl DOE.org/workforce/dwdframe/pdf/STEPS-Manual.pdf>.

Career and Technical Student Organization (CTSO)

FCCLA and SkillsUSA are the appropriate career and technical student organizations for 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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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. 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.

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