

**Florida Department of Education
Curriculum Framework**

Program Title: High/Scope Preschool Approach Curriculum Specialization
Career Cluster: Education & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

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

Standards

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

- 01.0 Demonstrate knowledge of 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	Demonstrate knowledge of the early childhood education profession. – 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	Demonstrate knowledge of appropriate methods of guidance and classroom management. – 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	Demonstrate various observation and recording methods. – 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	Demonstrate knowledge of the high/scope approach to early childhood education. – 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	Demonstrate knowledge of the high/scope key developmental indicators in language, literacy and communication. – 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	Examine mathematical and science key developmental indicators in number classification, seriation, space and time. – 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	Examine the elements of adult support and interaction skills to scaffold learning, support social and emotional development and problem solving skills. – The student will be able to:
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	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:
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	Guide the physical development of three, four, and five year -old preschool children. – The student will be able to:
12.01	Demonstrate knowledge of physical development.
12.02	Plan developmentally appropriate gross motor activities.
12.03	Implement developmentally appropriate gross motor activities
12.04	Plan developmentally appropriate fine motor activities.
12.05	Implement developmentally appropriate fine motor activities.
12.06	Select appropriate equipment and materials for physical development.
12.07	Observe and collect data on physical development.
13.0	Guide the cognitive, language and literacy development of
13.01	Demonstrate knowledge of cognitive, language, and literacy development.
13.02	Implement developmentally appropriate language and literacy activities.
13.03	Implement developmentally appropriate math activities.
13.04	Implement developmentally appropriate science activities.
13.05	Implement developmentally appropriate social science activities.
13.06	Implement problem solving activities which foster critical thinking skills.
13.07	Recognize and use alternative forms of communication.
13.08	Observe and collect data on cognitive, language, and literacy development.
14.0	Guide the creative development of three, four, and five year-old preschool children. – The student will be able to:
14.01	Demonstrate knowledge of creative development.
14.02	Implement developmentally appropriate music activities.
14.03	Implement developmentally appropriate art activities.
14.04	Implement developmentally appropriate creative movement activities.
14.05	Observe and collect data on creative development.
15.0	Guide the social and affective development of three, four, and five- year old preschool children. – The student will be able to:

15.01	Demonstrate knowledge of social and affective development.
15.02	Implement activities that help children to develop interpersonal skills.
15.03	Implement developmentally appropriate self-concept activities.
15.04	Implement developmentally appropriate activities that promote multicultural understanding.
15.05	Implement activities that help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
15.06	Implement activities that help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
15.07	Implement developmentally appropriate dramatic play activities.
15.08	Implement developmentally appropriate group activities.
15.09	Observe and collect data on social and affective development.
16.0	Initiate and facilitate positive interaction with the child's family. – The student will be able to:
16.01	Implement parent involvement activities.
16.02	Demonstrate positive and productive staff and parent interactions.
16.03	Share information about child development and developmentally appropriate practices.

Additional Information

Laboratory Activities

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

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fl DOE.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Montessori Preschool Curriculum Specialization
Career Cluster: Education & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

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

Standards

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

- 01.0 Demonstrate knowledge of 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 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	Demonstrate knowledge of the early childhood education profession. – 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	Demonstrate knowledge of community needs and resources. – 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	Demonstrate knowledge of appropriate methods of guidance and classroom management. – 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	Demonstrate various observation and recording methods. – 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	Demonstrate knowledge of the Montessori philosophy and human development. – 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	Demonstrate knowledge of classroom leadership. – The student will be able to:
09.01	Demonstrate observation, documentation, and analytical skills necessary for planning and recording the progress of children.
09.02	Utilize cultural sensitivity in support of the development of individual children;
09.03	Demonstrate an ability to implement effective classroom strategies;
09.04	Demonstrate leadership skills and an understanding of professional standards;
09.05	Incorporate an understanding of administrative functions.
10.0	Demonstrate knowledge of curriculum implementation. – The student will be able to:
10.01	Demonstrate the principles of Montessori environmental and material design;
10.02	Articulate the rationale and sequence of the Montessori curriculum;
10.03	Demonstrate proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations;
10.04	Design and maintain a developmentally appropriate Montessori environment in response to the needs of students;
10.05	Utilize a variety of instructional strategies and assessment methods;
10.06	Demonstrate an awareness and understanding of governmental regulations.
11.0	Demonstrate knowledge of community involvement and partnership with families. – The student will be able to:
11.01	Demonstrate cultural sensitivity in communications and work with families and children.
11.02	Demonstrate an awareness of community resources for additional support of children and families.

11.03	Identify and have an awareness of available professional associations.
12.0	Guide the physical development of three, four, and five year old preschool children. – The student will be able to:
12.01	Demonstrate knowledge of physical development.
12.02	Plan developmentally appropriate gross motor activities.
12.03	Implement developmentally appropriate gross motor activities
12.04	Plan developmentally appropriate fine motor activities.
12.05	Implement developmentally appropriate fine motor activities.
12.06	Select appropriate equipment and materials for physical development.
12.07	Observe and collect data on physical development.
13.0	Guide the cognitive, language, and literacy development of three, four, and five-year-old preschool children. – The student will be able to:
13.01	Demonstrate knowledge of cognitive, language, and literacy development.
13.02	Implement developmentally appropriate language and literacy activities.
13.03	Implement developmentally appropriate math activities.
13.04	Implement developmentally appropriate science activities.
13.05	Implement developmentally appropriate social science activities.
13.06	Implement problem solving activities which foster critical thinking skills.
13.07	Recognize and use alternative forms of communication.
13.08	Observe and collect data on cognitive, language, and literacy development.
14.0	Guide the creative development of three, four, and five-year-old preschool children. – The student will be able to:
14.01	Demonstrate knowledge of creative development.
14.02	Implement developmentally appropriate music activities.
14.03	Implement developmentally appropriate art activities.
14.04	Implement developmentally appropriate creative movement activities.
14.05	Observe and collect data on creative development.

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

Additional Information

Laboratory Activities

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

Special Notes

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

Accommodations

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

Additional Resources

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Florida Department of Education
Curriculum Framework

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

CCC	
CIP Number	0419070904
Program Type	College Credit Certificate (CCC)
Program Length	36 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

Standards

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

- 01.0 Demonstrate knowledge of 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 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	Guide physical development. – 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	Guide cognitive language and literacy development. – 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	Guide creative development. – 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	Guide social, self-help and affective development. – 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	Demonstrate knowledge of state and local rules and regulations. – 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	Demonstrate knowledge of appropriate methods of guidance and classroom management. – 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	Initiate and facilitate positive interaction with the child's family. – 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	Demonstrate knowledge of safety, health and nutrition. – 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	Identify and report child abuse and neglect in accordance with state regulations. – 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	Demonstrate knowledge of community needs and resources. – 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	Demonstrate professionalism. – 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	Demonstrate various observation and recording methods. – 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	Demonstrate use of classroom media equipment. – 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

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

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

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

CCC	
CIP Number	0419070906
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	11-9031 – Education Administrators, Preschool and Childcare Center/Program
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

Standards

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

- 01.0 Demonstrate knowledge of early childhood education programming and management.
- 02.0 Demonstrate skills in managing the financial 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	Demonstrate knowledge of early childhood education programming and management. – The student will be able to:
01.01	Define and describe the philosophy and policies of a child development center.
01.02	Identify and evaluate 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	Demonstrate skills in managing the financial and legal aspects of a child care center. – The student will be able to:
02.01	Identify and understand the 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	Demonstrate leadership and organizational skills. – The student will be able to:
03.01	Identify procedures for obtaining and retaining state and local licenses.
03.02	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	Demonstrate knowledge of appropriate methods of guidance and program management. – 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	Develop and maintain systems for monitoring practices related to health, safety, and nutrition. – The student will be able to:
05.01	Demonstrate knowledge of professional standards and best practices related to health and safety including facilities, program, staff and children.
05.02	Develop 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	Develop and implement policies that promote alliances with families and collaboration among programs, families and community resources. – 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

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

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

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

CCC	
CIP Number	0419070907
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

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

Standards

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

- 01.0 Demonstrate knowledge of 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	Demonstrate knowledge of a developmentally appropriate infant/toddler environment. – 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	Demonstrate knowledge of developmental profiles and characteristics of Infants/toddlers. – 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	Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler. – The student will be able to:

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

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

Special Notes

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

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

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>.

**Florida Department of Education
Curriculum Framework**

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

CCC	
CIP Number	0419070908
Program Type	College Credit Certificate (CCC)
Program Length	12 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-2011 – Preschool Teachers, Except Special Education
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

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

Standards

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

- 01.0 Demonstrate knowledge of 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	Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child. – 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	Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. – 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

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

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

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: School Age Specialization
Career Cluster: Education & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

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

Standards

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

- 01.0 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	Demonstrate knowledge of school age care, the philosophy, purpose and social/cultural context of after-school and other programs for school age youth. – The student will be able to:
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	Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies. – 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	Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. – The student will be able to:
06.01	Initiate and facilitate positive interaction with the child's family or primary caregiver.
06.02	Demonstrate knowledge of the social, economic, cultural and political forces that have an impact on the lives of children and families.
06.03	Identify and 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	Demonstrate an awareness and understanding of the growth and development of formal education in the United States. – 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	Demonstrate knowledge of the various educational technologies available to use in school age programs. – 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

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

Special Notes

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

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

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>.

**Florida Department of Education
Curriculum Framework**

Program Title: Interpretation Studies: English-Spanish
Career Cluster: Education & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

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

Standards

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

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

**Florida Department of Education
Student Performance Standards**

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

This certificate program is part of the Translation-Interpretation Studies AS degree program (1713100303). At the completion of this program, the student will be able to:

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

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

Additional Information

Laboratory Activities

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

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

Special Notes

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

Local and national organizations such as the Florida Chapter of the American Translators Association and the National Association of Judiciary Interpreters and Translators also furnish students with learning experiences by networking with similar trainees and colleagues. Program completers may sit for any of Florida's Judicial Circuit Court Interpreting Exams, Florida's Court Interpreting Qualifications Examination (English-Spanish) or the Federal Court Interpreter Certification Examination (English-Spanish).

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>.

Florida Department of Education
Curriculum Framework

Program Title: Translation Studies: English-Spanish
Career Cluster: Education & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Education & Training career cluster.

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

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

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

Standards

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

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

Florida Department of Education
Student Performance Standards

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

This certificate program is part of the Translation-Interpretation Studies: English – Spanish Track AS degree program (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	Demonstrate computer and technical skills related to translation/interpretation. – The student will be able to:
05.01	Demonstrate ability to work with computer hardware and software as part of the translation/interpretation process.
05.02	Demonstrate ability to carry out translation/interpretation related Internet research effectively.
05.03	Demonstrate ability to translate web-based resources.
05.04	Demonstrate ability to use the computer terminal to access databases for terminological and documentary information.
06.0	Demonstrate appropriate ethics. – The student will be able to:
06.01	Demonstrate awareness of the ethical principles and responsibilities underlying the role of interpreter/translator.
07.0	Demonstrate time-management skills. – The student will be able to:
07.01	Demonstrate ability to organize time effectively.
07.02	Demonstrate ability to deliver services in a timely manner.
08.0	Demonstrate interpersonal communication skills. – The student will be able to:
08.01	Demonstrate the ability to communicate well with others from diverse backgrounds.
08.02	Demonstrate the ability to negotiate, mediate, compromise, and collaborate.
08.03	Demonstrate appropriate client service skills.

Additional Information

Laboratory Activities

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

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

Special Notes

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

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

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>.

**Florida Department of Education
Curriculum Framework**

Program Title: Educational Assisting
Career Cluster: Education & Training

CCC	
CIP Number	0713150100
Program Type	College Credit Certificate (CCC)
Program Length	15 credit hours
CTSO	N/A
SOC Codes (all applicable)	25-9031 – Instructional Coordinators
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

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

Standards

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

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

Florida Department of Education
Student Performance Standards

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

This certificate program is part of the Instructional Services Technology AS degree program (1713129901). At the completion of this program, the student will be able to:

01.0	Demonstrate an understanding of education from a historical perspective. – The student will be able to:
01.01	Discuss the social, historical, and philosophical foundations of education.
02.0	Demonstrate an understanding of sociological trends and their influence on education. – The student will be able to:
02.01	Discuss the role of the parent in the education of his child and identify the teacher’s role in working with parents.
02.02	Discuss the challenges of providing multilingual/multicultural education in Florida.
02.03	Discuss the importance of early education and evaluation.
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	List indicators of child abuse and recognize the educational, legal and the ethical imperative to report it.
03.0	Demonstrate an understanding of human growth and development. – The student will be able to:
03.01	Identify typical and atypical human development.
03.02	Identify major environmental and genetic factors that impact prenatal development.
03.03	Demonstrate, in individual and group settings, knowledge of human development in relation to age-and culture-appropriate settings and programs.
03.04	Discuss major theories of development and the theorists who proposed them.
04.0	Demonstrate an understanding of behavior management in the classroom. – The student will be able to:

04.01	Demonstrate mastery in using positive reinforcement as a method of improving student behavior and academic performance.
04.02	Prepare a lesson plan with written objectives.
05.0	Demonstrate an understanding of educational media and educational technology. – The student will be able to:
05.01	Employ technology to support the teacher’s instructional objectives.
05.02	Develop and adopt technology-based curriculum materials.
05.03	Maintain, store, and operate media equipment.
05.04	Identify ethical issues related to the use of technology in the classroom.
05.05	Apply assistive technology in the classroom.
05.06	Prepare appropriate audio visual aids as instructional resources for all students.
05.07	Demonstrate proficiency of computer knowledge when working with students.
06.0	Demonstrate an understanding of diverse populations in the classroom. – The student will be able to:
06.01	Demonstrate the understanding in the value of diverse cultures in the classroom.
06.02	Discuss attitudes toward racial, ethnic, language, gender, exceptionality, religious, occupational, socio-economical ageism and cultural diversity, demonstrating understanding of how positive regards for differences can translate into a better climate in the school, workplace, and society itself.
06.03	Identify and discuss successful instructional practices for the diverse student populations.
06.04	Demonstrate proficiency in providing small group tutoring and instructional assistance to a diverse student body with the use of various educational materials.

Additional Information

Laboratory Activities

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

Special Notes

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

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Early Childhood Education Associate Degree
Career Cluster: Education & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

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

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

Program Structure

This program is a planned sequence of instruction consisting of 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	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	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	Demonstrate knowledge of early childhood education: infants/toddlers. – 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	Demonstrate knowledge of early childhood education: preschool. – 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	Demonstrate an awareness of the importance of positive interactions with the family. – 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	Demonstrate knowledge of state and local rules and regulations. – 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	Demonstrate knowledge of child abuse and neglect. – 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	Demonstrate knowledge of safety, health, and nutrition. – 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	Demonstrate knowledge of the early childhood education profession. – 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	Demonstrate knowledge of community needs and resources. – 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	Demonstrate knowledge of appropriate methods of guidance and classroom management. – 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	Demonstrate various observation and recording methods. – 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	Demonstrate knowledge of disabling conditions. – 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	Demonstrate knowledge of early childhood education. – 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	Guide physical development. – 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	Guide cognitive language and literacy development. – 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	Guide creative development. – 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	Guide social, self-help and affective development. – 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	Initiate and facilitate positive interaction with the child's family. – 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	Identify and report child abuse and neglect in accordance with state regulations. – 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	Demonstrate professionalism. – 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	Demonstrate use of classroom media equipment. – 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	Demonstrate knowledge of early childhood education programming and management. – 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	Demonstrate skills in managing the financial and legal aspects of a child care center. – 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	Demonstrate leadership and organizational skills. – 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	Demonstrate knowledge of appropriate methods of guidance and program management. – 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	Develop and maintain systems for monitoring practices related to health, safety, and nutrition. – 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	Develop and implement policies that promote alliances with families and collaboration among programs, families and community resources. – 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	Demonstrate knowledge of the high/scope approach to early childhood education. – 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	Demonstrate knowledge of the high/scope key developmental indicators in language, literacy and communication. – 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	Examine mathematical and science key developmental indicators in number classification, seriation, space and time. – 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	Examine the elements of adult support and interaction skills to scaffold learning, support social and emotional development and problem solving skills. – The student will be able to:
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	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:
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	Guide the physical development of three, four, and five year -old preschool children. – 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	Guide the cognitive, language and literacy development of
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	Guide the creative development of three, four, and five year-old preschool children. – 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	Guide the social and affective development of three, four, and five- year old preschool children. – 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	Initiate and facilitate positive interaction with the child's family. – 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	Plan for, establish and maintain a safe, clean and healthy learning environment for infants/toddlers. – 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	Demonstrate knowledge of a developmentally appropriate infant/toddler environment. – 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	Demonstrate knowledge of developmental profiles and characteristics of Infants/toddlers. – 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	Demonstrate knowledge and understanding of infant/toddler growth and development to foster social and emotional development in the infant and toddler. – The student will be able to:
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	Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. – 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	Demonstrate knowledge of the Montessori philosophy and human development. – 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	Demonstrate knowledge of classroom leadership. – 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	Demonstrate knowledge of curriculum implementation. – 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	Demonstrate knowledge of community involvement and partnership with families. – 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	Guide the physical development of three, four, and five year old preschool children. – 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	Guide the cognitive, language, and literacy development of three, four, and five-year-old preschool children. – 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	Guide the creative development of three, four, and five-year-old preschool children. – 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	Guide the social and affective development of three, four, and five-year-old preschool children. – 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	Initiate and facilitate positive interaction with the child's family. – 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	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:
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	Demonstrate knowledge of child growth and development of a three, four and five-year-old preschool child. – 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	Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. – 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	Plan for, establish, and maintain a safe, clean, and healthy learning environment for school age children. – 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	Demonstrate knowledge of school age care, the philosophy, purpose and social/cultural context of after-school and other programs for school age youth. – The student will be able to:
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	Demonstrate knowledge and understanding of positive guidance techniques and behavior management strategies. – 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	Demonstrate effective methods of establishing positive and open communication with the child's family or primary caregiver. – 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	Demonstrate an awareness and understanding of the growth and development of formal education in the United States. – 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	Demonstrate knowledge of the various educational technologies available to use in school age programs. – 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	Guide physical development. – 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	Guide cognitive, language, and literacy development. – 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	Guide creative development. – 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	Guide social and affective development. – 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	Demonstrate knowledge of appropriate methods of guidance and classroom management. – 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	Initiate and facilitate positive interaction with the family. – 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	Demonstrate knowledge of early childhood education: family day care. – 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.
Home Visitor Specialization	
68.0	Help family members provide a safe environment to prevent and reduce injuries. – 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	Help family members promote good health and nutrition and provide an environment that contributes to the prevention of illness. – 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	Help family members to construct an interesting, secure, and enjoyable environment that encourages play, exploration, and learning. – 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	Help family members promote the physical development of children. – 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	Show family members how to encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children. – 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	Encourage family members to support children in understanding, acquiring, and using verbal and non-verbal means to communicate thoughts and feelings. – 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	Help family members to encourage and guide exploratory activities. – 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	Support family members in providing emotional security for each child. – 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	To assist family members to provide an environment that encourages pro-social behavior. – 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	To initiate and maintain an open, friendly, and cooperative relationship with each family. – 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

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

Certificate Programs

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

- 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Program Title: Early Childhood Management (60)
Career Cluster: Education & Training

AS	
CIP Number	1419070802
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	11-9031 – Education Administrators, Preschool and Childcare Center/Program
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

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

Program Structure

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

Standards

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

- 01.0 Plan, establish and 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: 1419070802
Program Length: 60 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	Supervise the guidance of physical development of young children. – 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	Supervise the guidance of the intellectual development of young children. – 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	Supervise the guidance of social and emotional development of young children. – 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	Demonstrate a commitment to professionalism. – 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	Demonstrate employability skills. – 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	Manage and interpret classroom observation and recording methods. – The student will be able to:
09.01	Describe the purposes for observing children.
09.02	Identify types of observations and recording methods.
09.03	Identify procedures used when observing children.
09.04	Discuss the confidentiality of observation information.
09.05	Complete observational checklists related to the physical, intellectual, social, and emotional development of children.
09.06	Complete an anecdotal record of a child.
09.07	Keep a 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	Maintain professionalism. – 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	Supervise the maintenance of a safe, clean and healthy environment for young children. – The student will be able to:
11.01	Identify potential safety hazards in a child care facility and describe practices to prevent accidents.
11.02	Identify ways caregivers teach children the safe way to do things.
11.03	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	Establish positive communications with the family. – The student will be able to:
12.01	Discuss the need for parent-teacher cooperation.
12.02	Describe ways for child care personnel to effectively communicate with parents.
12.03	Discuss the need for planned conferences and identify the child care manager's role in conducting an effective parent conference.
12.04	Plan for, organize and 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	Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:
13.01	Define physical abuse, physical neglect, sexual abuse and emotional maltreatment as defined by Florida Law.
13.02	Identify the extent of the incidence of child maltreatment in the state and the nation.
13.03	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
13.04	Identify the factors, multiple forces and most common causes for child abuse and neglect.
13.05	Identify the characteristics of abusers.
13.06	Identify the impact and effects of child abuse and neglect.
13.07	Identify current legislation that deals with child abuse and neglect.
13.08	Identify local community resources that provide help for the abuse and the abuser.
14.0	Describe the various types of child care programs. – The student will be able to:
14.01	Discuss the need for child care services today.
14.02	List characteristics of 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	Develop a food service program to meet the nutritional needs of children. – The student will be able to:
15.01	Establish a mealtime schedule for children with special dietary needs.
15.02	Identify the types of food service available to a child care center and discuss advantages and disadvantages of each.
15.03	Discuss planning meals according to patterns from the State of Florida Minimum Standards for Child Care Program.
15.04	Post weekly menus.
15.05	Supervise and evaluate food service personnel.
16.0	Carry out legal and professional responsibilities related to the total program. – The student will be able to
16.01	Maintain facilities.
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	Analyze state and local rules and regulations which govern child care. – The student will be able to:

17.01	Identify the major areas of child 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	Demonstrate skills in managing the financial affairs of a child care center. – The student will be able to:
18.01	Identify costs to consider in establishing a child care center.
18.02	Identify factors to consider when determining fees for a child care center and discuss advantages and disadvantages of a base pay and a sliding scale fee charge.
18.03	Identify operating expenses for a child care center.
18.04	Discuss staff compensation and incremental incentives.
18.05	Identify additional costs for maintaining a child care center.
18.06	Discuss the purpose of a budget and develop a sample budget suitable for a child care center.
18.07	List the expenses a 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	Demonstrate leadership and organizational skills. – 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	Describe all aspects of entrepreneurship. – The student will be able to:
20.01	Define entrepreneurship.
20.02	Describe the importance of entrepreneurship to the American economy.
20.03	List the advantages and disadvantages of business ownership.
20.04	Identify the risks involved in ownership of a business.
20.05	Identify the necessary personal characteristics of a successful entrepreneur.
20.06	Identify the business skills needed to operate a small business efficiently and effectively.
20.07	Describe the responsibility of the employer to support the business and industry.

21.0	Demonstrate networking skills. – The student will be able to:
21.01	Define networking and collaboration.
21.02	List other agencies within the community which could impact a child care facility.
21.03	List ways of collaborating with other agencies in the community that could impact a child care facility.
21.04	Develop a scenario of networking between agencies.

Additional Information

Laboratory Activities

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

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>

Florida Department of Education
Curriculum Framework

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

AS	
CIP Number	1713100301
Program Type	College Credit
Standard Length	72 credit hours
CTSO	N/A
SOC Codes (all applicable)	27-3091 – Interpreters and Translators
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

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

Program Structure

This program is a planned sequence of instruction consisting of 72 credit hours.

Standards

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

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

Florida Department of Education
Student Performance Standards

Program Title: ASL – English Interpreting
 CIP Number: 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	Demonstrates knowledge and advanced proficiency of American Sign Language and English. – The student will be able to:
01.01	Engage in conversations and correspondence in ASL to provide and obtain information, express feelings and emotions, and exchange opinions.
01.02	Engage in conversations and correspondence in English to provide and obtain information, express feelings and emotions, and exchange opinions.
01.03	Comprehend live and recorded ASL on a variety of topics.
01.04	Comprehend live, recorded and printed English on a variety of topics.
01.05	Use ASL for personal enjoyment and enrichment.
01.06	Ability to recognize and negotiate cultural behaviors, values, norms, and discourse features and styles for effective communication in ASL.
01.07	Ability to recognize and negotiate cultural behaviors, values, norms, and discourse features and styles for effective communication in English.
01.08	Present information, concepts, and ideas in ASL to an audience of viewers on a variety of topics.
01.09	Present information, concepts, and ideas in English to an audience of viewers on a variety of topics.
01.10	Reinforce and further his/her knowledge of other disciplines through ASL.
01.11	Reinforce and further his/her knowledge of other disciplines through English.
01.12	Use ASL to acquire information and recognize distinctive viewpoints available only through ASL and Deaf culture.
01.13	Adeptness and flexibility in working across a range of registers, genres, and variations of ASL, English, and/or other spoken/signed languages.
01.14	Demonstrate advanced proficiency and flexibility in one’s native language (L1) and one’s second language (L2) at advanced levels with accuracy, fluency, clarity, and poise.

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

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

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

07.11 Demonstrate a commitment to career-long learning and critical self-assessment by creating an on-going professional development plan.

Additional Information

Laboratory Activities

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

Special Notes

Hearing individuals who wish to obtain certification as an ASL-English interpreter by the Registry of Interpreters for the Deaf (RID) must complete a minimum of a bachelor degree (any major) or an approved updated/2012 Alternative Pathway to Eligibility application before testing for any RID performance-based exam (<http://rid.org/education/testing/index.cfm/AID/195>). Effective June 30, 2016, Deaf individuals will have to meet this same requirement.

The EIPA (Educational Interpreter Performance Assessment) is another available credential. It does not have a degree requirement, but it is limited to those individuals who wish to interpret in the K–12 setting only (<http://www.classroominterpreting.org/eipa/performance/index.asp>).

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

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>.

Florida Department of Education
Curriculum Framework

Program Title: Translation-Interpretation Studies: English-Spanish Track
Career Cluster: Education & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

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

Program Structure

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

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

Additional Information

Laboratory Activities

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

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

Special Notes

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

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

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

Accommodations

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

Certificate Programs

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

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>

Florida Department of Education
Curriculum Framework

Program Title: Instructional Services Technology
Career Cluster: Education & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

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

Program Structure

This program is a planned sequence of instruction consisting of 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.
- 11.0 Demonstrate an understanding of behavior management in the classroom.
- 12.0 Demonstrate an understanding of diverse populations in the classroom.

Florida Department of Education
Student Performance Standards

Program Title: Instructional Services Technology
CIP Number: 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	Demonstrate mastery of the role of an education paraprofessional. – 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	Demonstrate an understanding of human growth and development. – 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.
04.17	Discuss major theories of development and the theorists who proposed them.
05.0	Demonstrate an understanding of interpersonal skills. – 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	Demonstrate proficiency in the basic skills. – The student will be able to:
06.01	Demonstrate proficiency in listening, speaking, reading and writing.
06.02	Demonstrate proficiency in fundamental mathematical concepts and operations.
07.0	Demonstrate an understanding of instructional techniques. – 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	Demonstrate proficiency in clerical skills. – The student will be able to:
08.01	Perform clerical skills appropriate for educational operations such as proofreading, filing, and word processing.
08.02	Grade tests using answer key and/or rubrics.
08.03	Demonstrate computer literacy skills.
08.04	Demonstrate knowledge of a record keeping system to include student performance, attendance, referrals, parent conferences, and anecdotal information.
08.05	Perform test item analysis.
09.0	Demonstrate an understanding of educational media and educational technology. – The student will be able to:
09.01	Employ technology to support the teacher's instructional objectives.
09.02	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.
09.07	Prepare appropriate audio visual aids as instructional resources for all students.
09.08	Demonstrate proficiency of computer knowledge when working with students.
10.0	Demonstrate employability skills. – The student will be able to:

10.01	Conduct a job search.
10.02	Secure information about a job.
10.03	Identify documents that may be required when applying for a job.
10.04	Complete a job application.
10.05	Demonstrate competence in job interview techniques.
10.06	Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
10.07	Identify acceptable work habits.
10.08	Demonstrate knowledge of how to make job changes appropriately.
11.0	Demonstrate an understanding of behavior management in the classroom. – The student will be able to:
11.01	Demonstrate mastery in using positive reinforcement as a method of improving student behavior and academic performance.
11.02	Prepare a lesson plan with written objectives.
12.0	Demonstrate an understanding of diverse populations in the classroom. – The student will be able to:
12.01	Demonstrate the understanding in the value of diverse cultures in the classroom.
12.02	Discuss attitudes toward racial, ethnic, language, gender, exceptionality, religious, occupational, socio-economical ageism and cultural diversity, demonstrating understanding of how positive regards for differences can translate into a better climate in the school, workplace, and society itself.
12.03	Identify and discuss successful instructional practices for the diverse student populations.
12.04	Demonstrate proficiency in providing small group tutoring and instructional assistance to a diverse student body with the use of various educational materials.

Additional Information

Laboratory Activities

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

Special Notes

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

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

Accommodations

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

Certificate Programs

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

Educational Assisting (0713150100) – 15 credit hours

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

Program Title: Sports, Fitness, and Recreation Management (60)
Career Cluster: Education & Training

AS	
CIP Number	1731050701
Program Type	College Credit
Standard Length	60 credit hours
CTSO	N/A
SOC Codes (all applicable)	39-9032 – Recreation Workers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

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

Program Structure

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

Standards

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

- 01.0 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.
- 07.0 Provide care for and demonstrate prevention of athletic injuries.
- 08.0 Understand foundations of exercise physiology.

Florida Department of Education
Student Performance Standards

Program Title: Sports, Fitness, and Recreation Management (60)
 CIP Number: 1731050701
 Program Length: 60 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	Lead group activities in a social setting. – 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	Recognize broad needs of special populations and adapt, modify, or design special activities for them. – 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	Describe all aspects of outdoor recreation, conservation, organized camping, outdoor education, and camp craft skills. – 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	Demonstrate employability skills. – 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	Provide care for and demonstrate prevention of athletic injuries. – 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	Understand foundations of exercise physiology. – 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	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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Access to sports facilities and equipment is required.

Special Notes

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

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

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

Accommodations

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>.

Florida Department of Education
Curriculum Framework

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

Note: This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, [65C-22.003](#). ***The regulatory requirements that must be met to offer and teach this program are included in the [ECPC Program Guidelines](#). More information regarding the requirements of this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

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

Program Structure

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

The following table illustrates the secondary program structure:

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

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

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

Academic Alignment Tables

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

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8405110	12/87 14%	7/80 9%	30/83 36%	6/69 9%	27/67 40%	8/70 11%	4/69 6%	27/82 33%	11/66 17%	29/74 39%	6/72 8%
8405120	6/87 7%	7/80 9%	31/83 37%	5/69 7%	27/67 40%	5/70 7%	5/69 7%	28/82 34%	8/66 12%	29/74 39%	5/72 7%

8405130	30/87 34%	30/80 38%	6/83 7%	28/69 41%	3/67 4%	27/70 39%	29/69 42%	5/82 6%	25/66 38%	5/74 7%	30/72 42%
8405140	25/87 29%	28/80 35%	5/83 6%	26/69 38%	4/67 6%	26/70 37%	25/69 36%	4/82 5%	24/66 36%	6/74 8%	26/72 36%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8405110	20/67 30%	12/75 16%	14/54 26%	13/46 28%	13/45 29%	**	**
8405120	22/67 33%	11/75 15%	17/54 31%	15/46 33%	15/45 33%	**	**
8405130	13/67 19%	20/75 27%	10/54 19%	**	**	11/45 24%	11/45 24%
8405140	13/67 19%	19/75 25%	8/54 15%	**	**	9/45 20%	9/45 20%

** 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.

Regulated Programs

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/preschool teachers, [65C-22.003](#). Students who complete all courses in this program and meet additional requirements, including the 480-hour work experience requirement, can be awarded the Florida Department of Education (DOE), Early Childhood Professional Certificate (ECPC) and will be eligible for a DCF Staff Credential. *****The regulatory requirements that must be met to offer and teach this program are included in the [ECPC Program Guidelines](#).** More information regarding the requirements of this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

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 NEW.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Early Childhood Education NEW.
- 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 NEW.
- 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 NEW.
- 25.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Early Childhood Education NEW.
- 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 New.
- 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 1 NEW
Course Number: 8405110
Course Credit: 1

Course Description:

This course covers the DCF 40-hour Introductory Child Care Training coursework, which includes the following content: child care rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, communication skills, principles of child nutrition, literacy activities and methods of guidance. Additionally, students can begin earning direct work experience hours with children five (5) years old or younger.

To offer and teach the 40-hour Introductory Child Care Training, schools must obtain approval from the local DCF Child Care [Training Coordinators](#) Agency and the instructor must meet the trainer requirements established by DCF. **All regulatory requirements for the program are included in the [ECPC Program Guidelines](#).**

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	

Florida Standards		Correlation to CTE Program Standard #
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 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. 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	
01.04.2		
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	
02.02 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 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	

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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
04.0 Identify rules and regulations governing child care. – The student will be able to:			65C-22.003(2)(a)
04.01 Identify the need for child care.	LAFS.910.SL.1.1		
04.02 Identify child care facilities that require licensing.	LAFS.910.SL.1.1	SC.912.L.14.6	
04.03 Identify the areas of child care standards.	LAFS.910.SL.1.1		
04.04 Identify the local licensing agency and its responsibilities.	LAFS.910.SL.1.1		
04.05 Identify local fire, safety, sanitation and health regulations.	LAFS.910.SL.1.1	SC.912.L.14.6	
04.06 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.	LAFS.910.SL.1.1	SC.912.L.14.6	
04.07 Identify current child care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.	LAFS.910.SL.1.1	SC.912.L.14.6	
04.08 Identify information concerning child discipline in State Rule 65C-22.001-008.	LAFS.910.SL.1.1		
04.09 Demonstrate methods of compliance with rules and regulations governing child caregivers.	LAFS.910.SL.2.4	SC.912.L.14.6	
05.0 Plan, establish and maintain a safe, clean, and healthy learning environment. – The student will be able to:			65C-22.003(2)(a)

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci	Regulatory Compliance
05.01 Identify, plan and establish the characteristics of, plan and establish a safe, sanitary, healthy child care environment.	LAFS.910.SL.1.1; LAFS.910.W.1.2	SC.912.L.14.52; SC.912.L.14.6	
05.02 Describe ways to assist children with personal hygiene routines.	LAFS.910.SL.1.1	SC.912.L.14.6	
05.03 Develop a checklist for evaluations, safety, and sanitation procedures/routines.	LAFS.910.W.2.4	SC.912.L.14.6	
05.04 Recognize potential safety and fire hazards and develop a procedure to prevent accidents.	LAFS.910.SL.1.2; LAFS.910.W.2.4		
05.05 Demonstrate evacuation procedures.	LAFS.910.SL.2.4		
05.06 Identify characteristics of a healthy child.	LAFS.910.SL.1.1	SC.912.L.14.38; SC.912.L.14.47	
05.07 Recognize symptoms of childhood illness.	LAFS.910.SL.1.2	SC.912.L.14.52; SC.912.L.14.6	
05.08 Identify communicable diseases.	LAFS.910.SL.1.1	SC.912.L.14.52; SC.912.L.14.6; SC.912.L.17.6	
05.09 Identify the components of and perform a “10 second health check” for children.	LAFS.910.SL.2.4		
05.10 Describe the procedures for administering medication and demonstrate in a simulation.	MAFS.912.A-SSE.1.1; MAFS.912.F-IF.2.4 MAFS.912.N-Q.1.3; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.1; LAFS.910.SL.1.1; LAFS.910.SL.2.4		
05.11 Complete a medication permission form.	LAFS.910.W.2.4		
05.12 Describe ways in which the spread of disease in child care settings can be prevented.	LAFS.910.SL.1.1	SC.912.L.14.52; SC.912.L.14.6	
05.13 Demonstrate how to communicate with parents who continue to send children to child care when they are sick.	LAFS.910.SL.1.3		
05.14 Create and utilize a checklist for maintaining and organizing a safe and healthy facility.	LAFS.910.W.2.4;		
05.15 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.	LAFS.910.SL.1.1; LAFS.910.W.1.2		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
05.16 Explain proper procedures for transporting children.	LAFS.910.SL.1.1		
05.17 Demonstrate use of fire extinguishers.	LAFS.910.SL.1.1		
05.18 Practice universal precautions.	LAFS.910.SL.2.4	SC.912.L.14.6	
05.19 Identify and practice procedures for emergency scenarios in order to plan for emergency/disaster situations.	LAFS.910.SL.1.1; LAFS.910.SL.2.4		
05.20 Use appropriate telephone numbers in a simulated emergency situation.	LAFS.910.SL.1.2		
05.21 Identify the need and responsible use of equipment and supplies.	LAFS.910.SL.1.1		
05.22 Follow established procedures for reporting accidents/incidents.	LAFS.910.SL.2.4		
05.23 Discuss ways for children to develop positive attitudes and skills for daily routines.	LAFS.910.SL.1.1		
05.24 Discuss best practices within the center to conserve environmental resources.	LAFS.910.SL.1.1	SC.912.L.17.14; SC.912.L.17.16; SC.912.L.17.17; SC.912.L.17.20	
05.25 List ways to make a playground safe.	LAFS.910.W.2.4		
06.0 Plan food service and nutrition education. – 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).	MAFS.912.A-SSE.1.1; MAFS.912.F-IF.2.4; MAFS.912.N-Q.1.3; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; LAFS.910.RI.1.1	SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4	
06.02 Identify and plan nutritious snacks and meals for infants through school age children.	MAFS.912.A-SSE.1.1; MAFS.912.F-IF.2.4; MAFS.912.N-Q.1.3; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; LAFS.910.SL.1.1; LAFS.910.W.2.4		
06.03 Describe safe and sanitary food service habits in assisting with mealtime routines.	LAFS.910.SL.1.1	SC.912.L.14.6	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
06.04 Identify foods that are potentially dangerous for young children's consumption.	LAFS.910.RI.1.2	SC.912.L.14.52	
06.05 Develop a plan to encourage positive food choices and good eating habits for toddlers through school age children.	LAFS.910.W.2.4	SC.912.L.18.2; SC.912.L.18.3; SC.912.L.18.4	
06.06 Use United States Department of Agriculture (USDA) MyPlate food guide (www.choosemyplate.gov) as a tool for planning nutritious meals	MAFS.912.A.SSE.1.1 MAFS.912.F-IF.2.4; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3; LAFS.910.RI.1.1; LAFS.910.W.2.4		
07.0 Identify and report child abuse and neglect in accordance with state regulations. – 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.	LAFS.910.RI.1.1; LAFS.910.SL.1.1	SC.912.N.4.2	
07.02 Identify the extent of the incidence of child maltreatment in the state and the nation.	MAFS.912.F-IF.3.9 LAFS.910.RI.3.7		
07.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.	LAFS.910.RI.1.1		
07.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.	LAFS.910.RI.1.1		
07.05 Identify the characteristics of abusers.	LAFS.910.RI.1.1		
07.06 Identify the impacts and effects of child abuse and neglect.	LAFS.910.RI.1.1	SC.912.N.4.2	
07.07 Describe the legal requirement and protection of child care workers in reporting suspected child abuse and neglect according to Florida law.	LAFS.910.SL.1.1; LAFS.910.W.1.2		
07.08 Identify state and local guidelines and procedures for reporting child abuse and neglect.	LAFS.910.RI.1.1; LAFS.910.RI.2.4		
07.09 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.	LAFS.910.SL.2.4; LAFS.910.W.1.2		
07.10 Identify local community resources that provide help for the abused and the abuser.	LAFS.910.SL.1.1	SC.912.N.4.1	
08.0 Identify and apply principles of child development typical and atypical (birth through age eight). – The student will be able to:			65C-22.003(2)(a)

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
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.	MAFS.912.A-SSE.1.1; MAFS.912.F-IF.3.9; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3; LAFS.910.SL.1.1		
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.	LAFS.910.SL.1.1	SC.912.L.16.13	
08.03 Discuss circumstances and factors that put a child at risk for developing disabling conditions.	LAFS.910.SL.1.1	SC.912.L.16.13; SC.912.L.14.18; SC.912.L.14.24	
09.0 Identify and demonstrate communication skills related to child care. – 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.	LAFS.910.SL.2.6		
09.02 Describe ways to promote positive interaction between the family, child care center and community.	LAFS.910.SL.1.1		
09.03 Plan an environment that supports emergent reading and writing.	LAFS.910.W.1.2		
10.0 Identify various observation and recording methods. – The student will be able to:			65C-22.003(2)(a)
10.01 Identify observation techniques and methods used in a child care setting.	LAFS.910.SL.1.1	SC.912.N.1.1	
10.02 Discuss the importance of and create a plan for the confidentiality of child/family records.	LAFS.910.SL.1.1; LAFS.910.W.2.4		
10.03 Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.	LAFS.910.L.3.4	SC.912.N.1.3	
10.04 Discuss the importance of and create a plan for including the family in the collection of information for observations.	LAFS.910.SL.1.1; LAFS.910.W.2.4		
11.0 Recognize appropriate methods of guidance. – The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
11.01 Describe methods of direct and indirect guidance.	LAFS.910.L.3.4; LAFS.910.SL.1.1		
11.02 Identify preventative measures of direct and indirect guidance.	LAFS.910.L.3.4		
11.03 Identify methods of direct and indirect guidance to include routines, transitions, and room arrangements.	LAFS.910.SL.2.4		
11.04 Identify acceptable and unacceptable methods of guiding behavior.	LAFS.910.SL.1.1		
12.0 Implement developmentally appropriate practices for programs serving children from birth through age eight. – The student will be able to:			65C-22.003(2)(a)
12.01 Identify and demonstrate various methods of curriculum planning for young children.	LAFS.910.SL.1.1; LAFS.910.W.2.4	SC.912.N.1.1; SC.912.N.1.7	
12.02 Define developmentally appropriate practices.	LAFS.910.L.3.4		
12.03 Discuss the importance of learning through play.	LAFS.910.SL.1.1		
12.04 Describe learning centers used in developmentally appropriate environments.	LAFS.910.SL.1.1	SC.912.N.1.7	
12.05 Identify the stages of play development.	LAFS.910.L.3.4		
12.06 Define the concepts of active learning and active listening.	LAFS.910.L.3.4; LAFS.910.SL.1.1		
13.0 Display interpersonal relationship skills. – The student will be able to:			
13.01 Maintain positive view of self.	LAFS.910.SL.1.1		
13.02 Exhibit responsibility toward achieving goals.	LAFS.910.SL.1.1		
13.03 Display sociability, empathy, understanding and caring.	LAFS.910.SL.1.1		
13.04 Display ability to manage personal resources to maintain goals.	LAFS.910.SL.1.1		
13.05 Display honesty and integrity in interacting with children and families, as well as, with co-workers.	LAFS.910.SL.1.1		
13.06 Describe the needs and strengths of the multi-ethnic work place.	LAFS.910.SL.1.1		

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education 2 NEW
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. Students will continue working directly with children 5 years of age or younger to complete the ECPC work experience requirement.

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	

Florida Standards		Correlation to CTE Program Standard #
	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 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	
02.02 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	
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.	

Florida Standards		Correlation to CTE Program Standard #
	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	
03.05	Use appropriate tools strategically.	
	MAFS.K12.MP.5.1	
03.06	Attend to precision.	

Florida Standards	Correlation to CTE Program Standard #
	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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
14.0 Demonstrate professionalism. – 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.)	LAFS.910.SL.1.1		
14.02 Identify and use job-related child care terminology.	LAFS.910.L.3.4		
14.03 Identify effective communication skills to use with personnel and parents/guardians of children.	LAFS.910.SL.2.6		
14.04 Assess one’s attitude and performance.	LAFS.910.W.4.10		
14.05 Define and demonstrate professionalism. Identify the exemplary behavior and social skills needed as a role model for children.	LAFS.910.L.3.4; LAFS.910.SL.2.4		
14.06 Describe legal issues and liability as they relate to a child care worker.	LAFS.910.RI.1.1		
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.	LAFS.910.RI.1.1; LAFS.910.SL.2.4		
14.08 Recognize the NAEYC guidelines for effective teaching practices.	LAFS.910.RI.1.1		
14.09 Demonstrate employability skills including a job search.	LAFS.910.SL.2.4		
14.10 Define the early childhood education profession.	LAFS.910.L.3.6		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	Regulatory Compliance
14.11	Identify early childhood education career opportunities.	LAFS.910.W.3.7		
14.12	Compare roles and responsibilities of the child care center team members.	LAFS.910.SL.1.1; LAFS.910.W.1.2		
14.13	Identify the important role child caregivers play in the development of each child in care.	LAFS.910.SL.1.1		
15.0	Identify community resources that provide services or assistance to children in the community. – The student will be able to:			
15.01	Identify state organizations and agencies that serve children and families.	LAFS.910.W.3.8		
15.02	Identify local community resources that serve children and families.	LAFS.910.W.3.8		
15.03	Identify organizations and agencies that provide services or assistance to children with special needs and their families.	LAFS.910.W.3.8		
15.04	Organize and develop community resource information.	LAFS.910.W.3.8	SC.912.N.4.2	
16.0	Develop intercommunication with family. – The student will be able to:			
16.01	Identify ways of communicating with the family.	LAFS.910.SL.2.6		
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.	LAFS.910.SL.2.6; LAFS.910.W.2.4		
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.	LAFS.910.SL.1.1; LAFS.910.SL.2.6		
17.0	Demonstrate observation and recording methods. – 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.	LAFS.910.SL.1.1; LAFS.910.SL.1.2; LAFS.910.W.4.10	SC.912.N.1.1	
17.02	Interpret a child observation.	LAFS.910.SL.1.2	SC.912.N.1.1; SC.912.N.1.3	
18.0	Demonstrate appropriate use of technology for the child care profession. – The student will be able to:			
18.01	Demonstrate appropriate use of technology for child care administration.	LAFS.910.SL.2.5		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
18.02 Analyze appropriate uses of current technology in a child care setting.	LAFS.910.RI.1.1		
19.0 Implement food service and nutrition education. – 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.	MAFS.912.A-SSE.1.1; MAFS.912.F-IF.2.4; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.910.SL.2.4		65C-22.002(8)
19.02 Practice safe and sanitary food service habits in assisting with mealtime routines.	LAFS.910.SL.2.4	SC.912.L.14.52; SC.912.L.14.6	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.	LAFS.910.RI.2.4; LAFS.910.SL.2.4		65C-22.002(9) 65C-22.005(1-2)
19.04 Recognize age appropriate nutrition education activities.	LAFS.910.SL.1.1; LAFS.910.W.3.7		
20.0 Plan, establish, and implement a developmentally appropriate emergent literacy program. – The student will be able to:			65C-22.003(2)(a)
20.01 Identify characteristics of a classroom environment that promotes emergent literacy.	LAFS.910.L.3.4		
20.02 Demonstrate appropriate phonological awareness teaching practices.	LAFS.910.L.3.4		
20.03 Demonstrate appropriate teaching practices for alphabet knowledge.	LAFS.910.L.3.4		
20.04 Demonstrate appropriate comprehension strategies.	LAFS.910.L.3.4		
20.05 Illustrate and explain the stages of emergent writing.	LAFS.910.W.2.4		
20.06 Identify an environment that supports age-appropriate letter writing.	LAFS.910.SL.2.4		
20.07 Model appropriate structure of written composition.	LAFS.910.W.4.10		
21.0 Identify the characteristics of an environment that is conducive to language use and acquisition. – The student will be able to:			
21.01 Use an appropriate vocabulary that increases in complexity	LAFS.910.SL.2.6		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
and variety.			
21.02 Describe the importance of vocabulary development in young children.	LAFS.910.SL.1.1		
21.03 Use proper grammar when speaking to parents and/or children.	LAFS.910.SL.2.6		
21.04 Identify age-appropriate grammar.	LAFS.910.SL.1.1		
21.05 Model appropriate language and style for context.	LAFS.910.SL.2.6		
21.06 Provide a sample lesson plan and a child's work product related to language acquisition.	LAFS.910.L.2.3; LAFS.910.W.2.4		
22.0 Analyze theories of child development. – The student will be able to:			
22.01 Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.	LAFS.910.RI.3.8; LAFS.910.SL.1.1	SC.912.N.1.3; SC.912.N.1.6;	
23.0 Analyze how nutrition, environment, heredity, and health status influence the development of the child. – 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.	LAFS.910.RI.3.7; LAFS.910.RI.3.8	SC.912.L.14.22; SC.912.L.16.2	
23.02 Discuss how a child's health status influences development.	LAFS.910.SL.1.1		
23.03 Describe the importance of physical fitness to health status and development.	LAFS.910.SL.1.1		

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education 3 NEW
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. Students will continue working directly with school-aged children to complete the ECPC work experience requirement.

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	

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	
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	
25.02 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. 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	

Florida Standards		Correlation to CTE Program Standard #
	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. MAFS.K12.MP.4.1	
26.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
27.0 Create, implement and evaluate lesson plans. – The student will be able to:			
27.01 Research criteria for creating an age appropriate lesson plan.	LAFS.1112.W.3.7		
27.02 Develop an age appropriate language lesson plan.	LAFS.1112.W.3.8		
27.03 Develop evaluation criteria for the lesson.	LAFS.1112.W.3.8		
28.0 Describe developmentally appropriate guidance and activities for infants and toddlers. – The student will be able to:			
28.01 Explain visual, auditory, olfactory, gustatory, and tactile stimulation activities.	LAFS.1112.L.3.4; LAFS.1112.SL.1.2	SC.912.L.14.22; SC.912.L.14.24; SC.912.L.14.26	
28.02 Describe activities that stimulate gross and fine motor development.	LAFS.1112.W.1.2		
28.03 Identify age-appropriate nutritional snacks and an activity related to nutrition	LAFS.1112.W.3.7		
28.04 Review appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.	LAFS.1112.SL.1.1		
28.05 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.	LAFS.1112.SL.2.4	SC.912.L.14.6	
29.0 Plan and implement developmentally appropriate motor development activities for preschool children. – The student will be able to:			
29.01 Describe the stages of physical development.	LAFS.1112.SL.1.1		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
29.02 Plan, implement and evaluate developmentally appropriate gross motor activities.	LAFS.1112.SL.2.4; LAFS.1112.W.3.7; LAFS.1112.W.4.10		
29.03 Plan, implement and evaluate developmentally appropriate fine motor activities.	LAFS.1112.SL.2.4; LAFS.1112.W.3.7; LAFS.1112.W.4.10		
29.04 Select and use appropriate equipment and materials for physical development.	LAFS.1112.RI.3.7; LAFS.1112.SL.2.4		
30.0 Guide the cognitive development and general knowledge of preschool children. – The student will be able to:			
30.01 Explain the development of cognitive ability and general knowledge in preschool age children.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10;		
30.02 Plan, implement and evaluate developmentally appropriate math activities.	MAFS.912.A-SSE.1.1; MAFS.912.F-IF.2.4; MAFS.912.G-MG.1.1; MAFS.912.G-MG.1.2; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.1112.SL.2.4; LAFS.1112.W.4.10;		
30.03 Plan, implement and evaluate developmentally appropriate scientific thinking activities.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10	SC.912.N.1.1; SC.912.N.1.2	
30.04 Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
31.0 Guide the creative development of preschool children which reflects various approaches to learning. – The student will be able to:			
31.01 Plan, implement and evaluate developmentally appropriate music activities.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
31.02 Plan, implement and evaluate developmentally appropriate creative movement activities.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
31.03 Plan, implement, and evaluate developmentally appropriate art activities.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
32.0 Guide the social and emotional development of preschool children— The student will be able to:			
32.01 Identify and explain the stages of social and emotional development.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
32.02 Demonstrate effective, positive guidance techniques for guiding behavior.	LAFS.1112.SL.2.4; LAFS.1112.SL.2.6		
32.03 Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations).	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
32.04 Plan, implement and evaluate developmentally appropriate self-concept activities.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
32.05 Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
32.06 Plan, implement and evaluate developmentally appropriate dramatic play activities.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
32.07 Plan and implement developmentally appropriate group play.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
32.08 Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
32.09 Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
33.0 Describe the history of school-age child care and the development and diversity of school-age children. – The student will be able to:			
33.01 Describe the need for school-age child care and how it has evolved.	LAFS.1112.SL.1.1		
33.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.	LAFS.1112.SL.1.1		
33.03 Explain the personal and professional characteristics of a school-age caregiver.	LAFS.1112.SL.1.1		
33.04 Explain why and how individual children may overlap both younger and older chronological programs.	LAFS.1112.SL.1.2		
33.05 Examine how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of school age children.	LAFS.1112.SL.1.2		
34.0 Plan and provide for developmentally appropriate care giving environments for students with special needs. – The student will be able to:			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
34.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.	LAFS.1112.SL.2.4	SC.912.N.3.4	
34.02 Provide safe, healthy, and developmentally appropriate environments within the care giving setting.	LAFS.1112.SL.2.4		
34.03 Demonstrate adaptations to include children with special needs in classroom activities.	LAFS.1112.SL.2.4		
34.04 Explain the process for conferring with parents when a developmental delay is suspected.	LAFS.1112.SL.2.6		
34.05 Demonstrate care giving skills related to Universal Infection Control System.	LAFS.1112.SL.2.4	SC.912.L.14.6	
34.06 Simulate appropriate techniques for seizure management and positioning techniques.	LAFS.1112.SL.2.4		
35.0 Plan and implement preschool classroom management techniques. – The student will be able to:			
35.01 Develop and implement a plan to meet short and long term goals.	LAFS.1112.W.4.10		
35.02 Identify appropriate teaching techniques to meet various learning styles.	LAFS.1112.SL.2.4; LAFS.1112.SL.2.5		
35.03 Identify developmentally appropriate supplies and teaching materials.	LAFS.1112.SL.1.1		
35.04 Arrange learning centers for a variety of activities.	LAFS.1112.SL.2.4		
35.05 Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
35.06 Maintain children’s records.	LAFS.1112.W.4.10		
35.07 Participants will evaluate and demonstrate how teacher intentionality promotes development and enhances learning for children birth-age 8.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
36.0 Demonstrate how schedules, spaces, and experiences create environments that promote children’s total growth and development. – The student will be able to:			
36.01 Evaluate all aspects of an environment that provides opportunities for children to learn through their play.	LAFS.1112.W.4.10		
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.	LAFS.1112.SL.2.4; LAFS.1112.W.3.8		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
36.03 Implement techniques for facilitating children’s successful participation in all aspects of a program.	LAFS.1112.SL.2.4		
36.04 Describe how major theories of human development provide a basis for planning a program.	LAFS.1112.SL.1.2	SC.912.N.3.4	

**Florida Department of Education
Student Performance Standards**

Course Title: Early Childhood Education 4 NEW
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. Students will have completed the ECPC 480-hour work experience requirement by the end of this course.

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	

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	
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	
25.02 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. 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	

Florida Standards		Correlation to CTE Program Standard #
	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. MAFS.K12.MP.4.1	
26.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
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

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
37.0 Apply knowledge of program elements needed to create a successful developmentally-appropriate curriculum. – The student will be able to:			
37.01 Demonstrate the ability to identify children’s needs, interests, and abilities.	LAFS.1112.SL.2.4		
37.02 Explain ways to develop a program philosophy, including goals and objectives.	LAFS.1112.W.3.7		
37.03 Assist with planning, preparing, and implementing daily activities and routines.	LAFS.1112.SL.2.4		
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.	MAFS.912.A-SSE.1.1; MAFS.912.F-IF.2.4; MAFS.912.N-Q.1.1; MAFS.912.N-Q.1.2; MAFS.912.N-Q.1.3 LAFS.1112.W.4.10	SC.912.N.1.3	
38.0 Implement an environment that is conducive to language use and acquisition. – The student will be able to:			
38.01 Create opportunities for students to initiate and add comments to discussions and conversations.	LAFS.1112.SL.1.1		
38.02 Facilitate conversations between self and child or child-to-child.	LAFS.1112.SL.1.1		
38.03 Provide occasions for children to follow two- or three-step directions.	LAFS.1112.SL.2.4		
38.04 Identify developmental speech patterns.	LAFS.1112.W.3.7		
38.05 Create opportunities for children to gain meaning by listening.	LAFS.1112.L.1.1; LAFS.1112.SL.2.4		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
38.06 Facilitate children using increasingly complex sentences and phrases.	LAFS.1112.L.1.1; LAFS.1112.SL.2.4		
39.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff. – 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.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
39.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.	LAFS.1112.SL.2.4		
39.03 Demonstrate techniques for actively listening to children.	LAFS.1112.SL.2.4		
39.04 Explore use of open-ended questions.	LAFS.1112.SL.2.4		
39.05 Evaluate the value of professionalism in relationships with children, parents, and staff.	LAFS.1112.SL.2.6		
39.06 Demonstrate techniques for actively listening to other staff members.	LAFS.1112.SL.2.6		
39.07 Complete a case study on one child.	LAFS.1112.W.4.10	SC.912.N.1.1	
40.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective. – The student will be able to:			
40.01 Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.	LAFS.1112.SL.2.4		
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.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.4		
40.03 Integrate activities that build children's self-concept into daily, weekly, and monthly plans.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
40.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
41.0 Demonstrate the ability to provide for inclusion of children with special needs. – 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.	LAFS.1112.SL.1.1		
41.02 Research methods and adaptations for inclusion of children with special needs.	LAFS.1112.W.3.7		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
41.03 Plan individual and group activities for children with special needs.	LAFS.1112.W.4.10		
41.04 Simulate adaptations for inclusion of children with special needs in classroom activities.	LAFS.1112.SL.2.4		
41.05 Simulate appropriate diapering, toileting, and feeding procedures.	LAFS.1112.SL.2.4		
41.06 Demonstrate appropriate methods for disposal of body fluids and/or waste.	LAFS.1112.SL.2.4	SC.912.L.14.6	
42.0 Demonstrate mentor skills for team building and collaboration. – The student will be able to:			
42.01 Identify roles and expectations of early childhood team members and mentors.	LAFS.1112.SL.1.1		
42.02 Identify and model early childhood supervisory work practices.	LAFS.1112.SL.2.4		
42.03 Demonstrate developmentally appropriate conflict resolution strategies for children and adults.	LAFS.1112.SL.2.4		
42.04 Utilize alternative communication skills.	LAFS.1112.SL.2.6		
42.05 Plan and implement supervisory interventions appropriate to the role of a mentor.	LAFS.1112.SL.2.4; LAFS.1112.W.4.10		
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).	LAFS.1112.SL.1.1		
42.07 Describe ways to deal with negative and destructive communication and replace them with appropriate conflict resolution strategies.	LAFS.1112.SL.1.1; LAFS.1112.SL.2.6		
43.0 Analyze recent trends/developments in brain research. – The student will be able to:			
43.01 Explain common terms and concepts related to brain development and the formation of neuronal connections.	LAFS.1112.L.3.4	SC.912.L.14.24	
43.02 Use the Internet to prepare a list of recent resources pertaining to brain research.	LAFS.1112.W.3.8		
43.03 Relate the brain research findings to the care of children provided by parents and all other caregivers.	LAFS.1112.SL.2.4	SC.912.N.2.4	
44.0 Research current trends and issues in early childhood education. – 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.	LAFS.1112.W.3.7		
44.02 Locate, collect, and organize current information on trends and issues in early childhood education.	LAFS.1112.W.3.7	SC.912.N.4.2	
44.03 Summarize the impact of current trends and issues on the early childhood field.	LAFS.1112.W.3.9		
45.0 Demonstrate professionalism related to the field of early childhood education. – The student will be able to:			
45.01 Develop a personal philosophy of early childhood education teaching.	LAFS.1112.W.4.10		
45.02 Develop personal teaching goals.	LAFS.1112.W.4.10		
45.03 Develop criteria and evaluate student Professional Resource Files using national and student developed criteria.	LAFS.1112.W.4.10		
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.	LAFS.1112.SL.1.1		
45.05 Identify several types of accreditation for early child care centers and how they differ.	LAFS.1112.W.3.8		
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.	LAFS.1112.SL.1.1		
45.07 Demonstrate and list communication and collaboration skills that prepare students to participate as a member of a team	LAFS.1112.SL.2.4; LAFS.1112.SL.2.6; LAFS.1112.W.4.10		
45.08 Develop a self-improvement activity related to professionalism.	LAFS.1112.W.4.10		
45.09 Identify opportunities for continuing education/professional development.	LAFS.1112.SL.1.1		

Additional Information

Laboratory Activities

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

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

Special Notes

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

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/preschool teachers, [65C-22.003](#). *****The regulatory requirements that must be met to offer and teach this program are included in the [ECPC Program Guidelines](#)**. More information regarding the requirements of this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

Career and Technical Student Organization (CTSO)

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

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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

Secondary – Middle School

Program Number	8409100
CIP Number	0713129905
Grade Level	6-8
Standard Length	Year
Teacher Certification	FAM CON SC 1
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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: Year

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

Career and Technical Student Organization (CTSO)

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

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 & Training

Secondary – Middle School

Program Number	8409200
CIP Number	0713129906
Grade Level	6-8
Standard Length	Year
Teacher Certification	FAM CON SC 1
CTSO	FCCLA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

- 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, and the importance of entrepreneurship.
- 19.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 20.0 Identify a career cluster and related pathways through an interest assessment 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.

**Florida Department of Education
Student Performance Standards**

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

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	Demonstrate leadership skills. – 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	Demonstrate employability skills as they relate to teaching. – 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	Analyze careers in the field of education. – 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 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, and the importance of entrepreneurship.

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

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

Career Planning

The requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course requirements, go to <http://www.fldoe.org/workforce/ced/>.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

Course Title: Introduction to Education and Training
Course Type: Orientation/Exploratory
Career Cluster: Education & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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

CTE Standards and Benchmarks	
01.0	Demonstrate an understanding of the Administration and Administrative Support career pathway. – 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	Demonstrate an understanding of the Professional Support Services career pathway. – 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 & 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 & 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.

Additional Information

Laboratory Activities

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

Special Notes

The 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 and Technical Student Organization (CTSO)

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

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 & 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 & 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 & Training career cluster.
- 06.0 Use information technology tools.

Listed below are the standards that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.

- 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, and the importance of entrepreneurship.
- 11.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 12.0 Identify a career cluster and related pathways through an interest assessment 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.

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

CTE Standards and Benchmarks	
01.0	Demonstrate an understanding of the Administration and Administrative Support career pathway. – 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	Demonstrate an understanding of the Professional Support Services career pathway. – 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 & 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 & Training career cluster.

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

05.04 Identify security-related ethical and legal IT issues faced by professionals in the Education & 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 & 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, and the importance of entrepreneurship.

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

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

Special Notes

The 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 requirements of section 1003.4156 (1) (e), Florida Statutes, have been integrated into this course. The statute requires that students take a career and education planning course that must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes. For additional information on the Middle School Career and Education Planning course requirements, go to <http://www.fldoe.org/workforce/ced/>.

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. 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.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

Secondary – Career Preparatory

Course Number	8500100
CIP Number	0420999901
Grade Level	9-12, 30, 31
Standard Length	1 credit – Multiple credits
Teacher Certification	FAM CON SC 1 PK PRIMARY H PRESCH ED A E CHILD ED @0 PRIMARY ED @B ANY HOME ECONOMICS ED G
Additional Teacher Certification	Teacher Assisting/ Principles of Teaching only: ANY FIELD WHEN CERT REFLECTS BACHELORS OR HIGHER
CTSO	FCCLA
CTE Program Resources	http://www.fl DOE.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

Course Structure

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

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

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

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

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

Florida Department of Education
Student Performance Standards

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

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

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

Career and Technical Student Organization (CTSO)

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

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

Note: This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for school-age child care personnel, [65C-22.008](#). *****The regulatory requirements that must be met to offer and teach this program are included in the [SAPC Program Guidelines](#).** More information regarding requirements for this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

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
Additional Teacher Certifications	The certifications HME EC OCC and HOMEMAKING – issued prior to the 2014-15 school year – 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 and meets all district requirements (see F.A.C. 65C-22.003 , trainer qualifications).
CTSO	FCCLA
SOC Codes (all applicable)	39-9011 – Childcare Workers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

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

Program Structure

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

The following table illustrates the secondary program structure:

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

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

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

Academic Alignment Tables

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

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth-Space Science	Environmental Science	Genetics Honors	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8500170	**	**	19/83 23%	**	19/67 28%	**	**	19/82 23%	**	19/74 26%	**
8500175	**	**	19/83 23%	**	19/67 28%	**	**	19/82 23%	**	19/74 26%	**
8500180	19/87 22%	19/80 24%	**	19/69 28%	**	19/70 27%	19/69 28%	**	14/66 21%	**	19/72 26%

8500185	19/87 22%	19/80 24%	**	19/69 28%	**	19/70 27%	19/69 28%	**	14/66 21%	**	19/72 26%
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** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8500170	14/67 21%	8/75 11%	14/54 26%	**	**	**	**
8500175	14/67 21%	8/75 11%	14/54 26%	**	**	**	**
8500180	8/67 12%	14/75 19%	8/54 15%	**	**	**	**
8500185	8/67 12%	14/75 19%	8/54 15%	**	**	**	**

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. 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.

Regulated Programs

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for school-age child care personnel, [65C-22.008](#). Students who complete all courses in this program and meet all requirements, including the 480-hour work experience requirement, can be awarded the Florida Department of Education (DOE), School Age Professional Certificate (SAPC) and will be eligible for a DCF Staff Credential. *****The regulatory requirements that must be met to offer and teach this program are included in the [SAPC Program Guidelines](#).** More information regarding the requirements of this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

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

Course Description:

This course covers the DCF 40-hour Introductory Child Care Training coursework, which includes the following content: 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. Additionally, students can begin earning direct work experience hours with school-aged children.

To offer and teach the 40-hour Introductory Child Care Training, schools must obtain approval from the local DCF Child Care [Training Coordinators](#) Agency and the instructor must meet the trainer requirements established by DCF. More information regarding the requirements for the program are included in the [SAPC Program Guidelines](#).

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,	

Florida Standards		Correlation to CTE Program Standard #
	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 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	
02.02	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.	

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
04.0 Identify rules and regulations which govern child care. – The student will be able to:			65C-22.003(2)(a)
04.01 Identify child care facilities that require licensing.			
04.02 Identify the major areas of child care standards.			
04.03 Identify the local licensing agency and its responsibilities.			
04.04 Identify local fire, safety, sanitation and health regulations.			
04.05 Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.			
04.06 Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.			
04.07 Identify information concerning child discipline in state rule 65C-22.001-008.			
04.08 Demonstrate methods of compliance with rules and regulations governing child caregivers.			
04.09 Discuss professional ethics for the child and youth care field.			
05.0 Plan, establish and maintain a safe, clean, and healthy learning environment. – 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 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.			
05.21 Discuss ways for children to develop positive attitudes and skills for daily routines.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
05.22 Practice environmentally sound procedures within the facility.			
05.23 List ways to make a playground safe.			
06.0 Plan and implement food service and nutrition education. – 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 – 5 th grade.			
06.03 Identify and practice safe and sanitary food service habits in assisting with mealtime routines.			
06.04 Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children and youth.			
06.05 Recognize age appropriate nutrition education activities.			
06.06 Recognize special food needs and/or food allergies.			
06.07 Use United States Department of Agriculture (USDA) MyPlate food guide (www.choosemyplate.gov) as a tool for planning nutritious meals.			
07.0 Identify and report child abuse and neglect in accordance with state regulations. – 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 Identify and apply principles of child development typical and atypical (birth through age twelve). – 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 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve, with emphasis on K – 5 th grade. – 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 Identify communication skills related to school age programs. – 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.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
11.0 Identify various observation and recording methods. – The student will be able to:			65C-22.003(2)(a)
11.01 Identify observation techniques and methods used in a child care setting.			
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 Recognize developmentally appropriate methods of guidance. – 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

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. Students will continue working directly with school-aged children to complete the SAPC work experience requirement.

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	

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 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	
02.02 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	
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	

Florida Standards		Correlation to CTE Program Standard #
	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	
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	

Florida Standards	Correlation to CTE Program Standard #
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 Demonstrate professionalism, ongoing professional growth, leadership and advocacy. – 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.			
14.0 Provide a safe environment. – The student will be able to:			65C-22.008(3)
14.01 Follow Florida safety regulations designed to keep school age			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
children and youth 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 Provide and promote an environment that contributes to good health, physical fitness, and nutrition. – The student will be able to:			65C-22.008(3)(e)
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.			
15.08 Create a list of resources on health and hygiene, such as magazines, books, and guest health professionals.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
16.0 Use space, relationships, materials and routines as resources for constructing enriching environments. – The student will be able to:			65C-22.008(3)(e)
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

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. Students will continue working directly with school-aged children to complete the SAPC work experience requirement.

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	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved. 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	
18.02	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	
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.	

Florida Standards		Correlation to CTE Program Standard #
		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
19.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1
19.06	Attend to precision.	

Florida Standards	Correlation to CTE Program Standard #
	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 Provide hands-on activities, experiences and opportunities that encourage curiosity, exploration, and problem solving. – The student will be able to:			65C-22.008(3)(t)
20.01 Create an environment where learning means fun.			
20.02 Encourage children to be in charge of their own learning.			
20.03 Encourage children to develop their inter-personal and intrapersonal intelligences.			
20.04 Encourage children to explore adult skills to make and produce items or talents.			
20.05 Incorporate literacy strategies into planned activities.			
20.06 Help students achieve balance between academic needs and other developmental needs.			
20.07 Expose children to experiences involving new information, ideas and concepts appropriate to school age children.			
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. – The student will be able to:			
21.01 Model positive communication skills.			
21.02 Provide materials that encourage language development.			
21.03 Provide opportunities for children to develop and use communication skills into all program activities.			
21.04 Ask open-ended questions.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
21.05 Observe children's nonverbal cues to create communication with children.			
21.06 Introduce complex communication skills such as assertiveness, conflict resolution and refusal skills.			
22.0 Provide opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas to express their creative abilities. – The student will be able to:			
22.01 Model and offer enthusiastic leadership for creative thinking projects.			
22.02 Create an environment that encourages creativity.			
22.03 Provide daily schedule which allows children to make plans and carry them out.			
22.04 Introduce new, creative processes, ideas and activities to children.			
23.0 Provide physical and emotional security for each school-age child. – The student will be able to:			
23.01 Respect the individuality of children.			
23.02 Provide opportunities for children to learn about and appreciate a variety of cultures and ethnic groups.			
23.03 Provide opportunities for children to experience success and acknowledge their own progress.			
23.04 Provide opportunities for children to solve their own problems.			
23.05 Provide children with opportunities that help them learn positive social values.			
24.0 Provide opportunities for positive social interaction and group experiences. – The student will be able to:			
24.01 Model positive ways to interact with other people of all ages.			
24.02 Employ observation skills to understand the social needs of each child.			
24.03 Use strategies to help children develop and practice the skills to get along with others.			
24.04 Use strategies to help children develop conflict management skills.			
24.05 Help children build a sense of community among staff and children.			
24.06 Plan activities that offer opportunities for children to be involved in their communities.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
25.0 Provide a supportive environment for children to learn and practice appropriate and acceptable behavior in individual and group settings. – The student will be able to:			
25.01 Create an environment of mutual respect.			
25.02 Guide children's behavior in a positive manner using a variety of guidance methods.			
25.03 Use problem solving and problem prevention methods.			
25.04 Follow a daily schedule that allows children freedom within the structure.			
25.05 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

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. Students will have completed the SAPC 480-hour work experience requirement by the end of this course.

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	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved. 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. 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	
17.04.2		
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	
18.02 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	
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.	

Florida Standards		Correlation to CTE Program Standard #
		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
19.05	Use appropriate tools strategically.	
		MAFS.K12.MP.5.1
19.06	Attend to precision.	

Florida Standards	Correlation to CTE Program Standard #	
	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
26.0 Establish and maintain family involvement in school – age activities. – The student will be able to:			65C-22.008(3)(t)
26.01 Demonstrate respect for families and their input.			
26.02 Develop a system of regular communication with parents and families.			
26.03 Provide families with program information and activities.			
26.04 Provide families with developmentally appropriate activities for school-age children.			
26.05 Encourage parent/family involvement in care activities.			
26.06 Work constructively with parents to resolve behavior issues.			
26.07 Serve as a family resource.			
27.0 Create a systematic and responsive approach to create a school-age program. – The student will be able to:			
27.01 Engage parents and families in developing program.			
27.02 Work with staff to ensure program excellence.			
27.03 Develop a responsive high quality program.			
27.04 Explain program policies.			
27.05 Manage business operations.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
27.06 Work cooperatively and appropriately with volunteers and community partners.			
28.0 Create a portfolio. – The student will be able to:			
28.01 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).			
28.02 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).			
28.03 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.			
29.0 Prepare a professional resource file. – The student will be able to prepare a resource file which includes the following:			65C-22.008(4)(c)
29.01 A copy of the Florida regulations appropriate for modality of care.			
29.02 A list of 3 outside agencies involved in improving the quality of care for school-age children.			
29.03 Brochures and membership information for a minimum of two professional associations.			
29.04 Name and contact information of community agencies that provide resources for children with disabling conditions.			
29.05 Description of a workshop you attended in the past year.			
29.06 Reporting procedures for suspected child abuse.			
29.07 Description of appropriate procedures for handling a child who receives a head injury after falling from a playground structure.			
29.08 Sample of a day's menu with nutrient analysis.			
29.09 Four songs - two from other cultures.			
29.10 Three art activities, listing all materials and how children are expected to use them.			

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci	Regulatory Compliance
29.11 Two gross motor skill activities appropriate for 5-7, 8-10 and 10-12 year olds.			
29.12 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.			
29.13 Copy of the facility's rules developed with input from children.			
29.14 List of five ways the school-age program helps children develop friendships and increase social skills.			
29.15 List of five ways parental support is provided within the program.			
29.16 List of five activities in which parents can participate.			
29.17 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).			
29.18 List of and contact information for outreach agencies that support school-age programs.			
29.19 Observation tool for recording children's behavior information.			
29.20 Daily schedule including time blocks, activities and age groupings.			
30.0 Demonstrate leadership and organizational skills. – The student will be able to:			
30.01 Identify professional, labor, and student organizations as related to school and the child care industry.			
30.02 Identify purposes and functions of professional and student organizations.			
30.03 Identify roles and responsibilities of organization members.			
30.04 Identify ways to work cooperatively as a team member to achieve organizational goals.			

Additional Information

Laboratory Activities

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

Laboratory activities provide instruction in the use of manipulative equipment; language development; creative art, music, science, dramatic play, developmentally appropriate practices, 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.

Special Notes

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for school-age child care personnel, [65C-22.008](#). *****The regulatory requirements that must be met to offer and teach this program are included in the [SAPC Program Guidelines](#)**. More information regarding requirements for this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

Career and Technical Student Organization (CTSO)

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fl DOE.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

Secondary – Non Career Preparatory

Program Number	8500310
CIP Number	09200102PA
Grade Level	9-12, 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

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

Program Structure

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	Graduation Requirement
8500310	Child Development	.5 credit	2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Academic Alignment Tables

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

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

** Alignment pending review

Alignment attempted, but no correlation to academic course

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

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. 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. 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.

National Standards (NS)

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

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

- 01.0 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	
02.02 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	
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	

Florida Standards		Correlation to CTE Program Standard #
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	
03.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	
03.06	Attend to precision. MAFS.K12.MP.6.1	

Florida Standards		Correlation to CTE Program Standard #
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

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
04.0	Identify principles of human growth and child development. – The student will be able to:			
04.01	Distinguish between the characteristics of human development.	LAFS.910.L.3.4		
04.02	Analyze areas of development including physical, social, emotional, moral and intellectual development and how they are interrelated.	LAFS.910.RI.3.7; LAFS.910.RI.3.8	SC.912.L.14.41; SC.912.N.1.1	4.2.1; 12.1.1; 12.1.2
04.03	Predict the influence of heredity and environment on individual development.	LAFS.910.W.3.8	SC.912.L.14.6; SC.912.L.16.2; SC.912.L.16.4	4.2.1; 12.2.1
04.04	Summarize major theorists of development including Maslow, Piaget and Erickson.	LAFS.910.W.1.3; LAFS.910.W.2.5	SC.912.N.3.4	4.2.1
04.05	Explain the human reproductive system.	LAFS.910.W.1.2	SC.912.L.14.33; SC.912.L.16.13; SC.912.L.16.3	
05.0	Consider family planning strategies. – The student will be able to:			
05.01	Weigh considerations before deciding to become a parent.	LAFS.910.RI.1.1; LAFS.910.RI.3.8; LAFS.910.W.3.9		2.5.1; 2.5.2
05.02	Determine disadvantages of teen pregnancy and the advantages of abstinence before marriage.	LAFS.910.W.1.1		
05.03	Evaluate family planning alternative, including advantages, disadvantages, health risks, and failure rates.	LAFS.910.W.1.2; LAFS.910.W.3.8	SC.912.N.1.1;	
05.04	Explain medically assisted pregnancies including microsurgery, artificial insemination, in vitro fertilization, fertility counseling, etc.	LAFS.910.W.1.2	SC.912.L.16.10	
05.05	Explain the symptoms and consequences of sexually transmitted diseases/infections.	LAFS.910.W.1.2	SC.912.L.14.6	
06.0	Describe prenatal development, care and the birth process. – The student will be able to:			

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
06.01	Define the terminology associated with prenatal development, labor and birth.	LAFS.910.L.3.6	SC.912.L.16.13; SC.912.L.16.8	
06.02	Distinguish the stages of prenatal development.	LAFS.910.L.3.4	SC.912.L.14.41; SC.912.L.16.13	
06.03	Identify the symptoms, discomforts, complications, and physical and emotional changes during pregnancy.	LAFS.910.L.3.6		
06.04	Consider choices for prenatal medical care and testing.	LAFS.910.RI.3.7; LAFS.910.W.3.7		
06.05	Describe the relationship between the health and care of the expectant mother and the developing child.	LAFS.910.W.1.2	SC.912.L.14.6	
06.06	Explain how the mother's nutrition influences the physical development of the unborn child.	LAFS.910.W.1.2	SC.912.L.16.13	12.3.1
06.07	Sequence the stages of labor and birth.	LAFS.910.W.1.3		
06.08	Specify health needs of the mother and infant during the postnatal period.	LAFS.910.W.1.3		
06.09	Recognize the significance of parent/child bonding and family adjustments to the newborn.	LAFS.910.SL.1.1		
06.10	Consider labor choices and pain management options.	LAFS.910.W.3.7; LAFS.910.W.3.9		
07.0	Determine developmental stages with appropriate activities and expectations from birth to school age. – The student will be able to:			
07.01	Explain the concept of developmental tasks.	LAFS.910.W.1.2	SC.912.N.1.4	12.1.1
07.02	Observe and compare patterns of development and age appropriate activities, including current brain research.	LAFS.910.W.1.3, LAFS.910.RI.1.1	SC.912.L.14.26; SC.912.N.2.4 SC.912.N.1.6	4.2.3; 4.3.2
07.03	Analyze factors which contribute to the child's physical, social, emotional, moral and intellectual development.	LAFS.910.RI.3.7; LAFS.910.RI.3.8	SC.912.N.1.3	4.2.2; 4.2.4; 4.2.5; 4.3.5; 12.1.1
07.04	Determine the importance of play and the application of age appropriate activities.	LAFS.910.W.1.3		
07.05	Evaluate indoor and outdoor toys and play equipment for age appropriateness and safety.	LAFS.910.W.1.1, LAFS.910.W.3.8		
08.0	Examine environmental and inherited birth defects. – The student will be able to:			
08.01	Explain common types of special needs and birth defects in children.	LAFS.910.RI.1.1; LAFS.910.W.1.1	SC.912.L.16.8	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
08.02	Identify methods of observation used to recognize children with possible developmental delays.	LAFS.910.W.3.7; LAFS.910.W.4.10		
08.03	Outline steps to assist children with special needs.	LAFS.910.W.1.3		
08.04	Identify community resources available to families of children with special needs.	LAFS.910.SL.1.1; LAFS.910.W.1.2		2.5.1
09.0	Assess the family and society's role in protecting the rights of children. – The student will be able to:			
09.01	Explain the importance of families and the roles and responsibilities of caregivers.	LAFS.910.W.1.2		
09.02	Identify children's rights that are protected by local, state and federal laws and regulations.	LAFS.910.RI.3.8		
09.03	Differentiate between the types of child abuse and neglect.	LAFS.910.RI.1.1; LAFS.910.SL.1.1		
09.04	State how the common physical and behavioral indicators of child abuse and neglect are detected and reported.	LAFS.910.SL.1.1;		
09.05	Locate community support for children and families.	LAFS.910.W.3.7		12.3.3
09.06	Discuss parenting styles and compare the advantages and disadvantages.	LAFS.910.SL.1.1		15.1.3
10.0	Examine health and safety issues related to child development. – The student will be able to:			
10.01	Determine the nutritional needs of children.	LAFS.910.W.3.8		2.1.3; 14.2.2
10.02	Explain the role immunizations and health check-ups play in the wellness of the child.	LAFS.910.W.1.2	SC.912.L.14.52	
10.03	Identify childhood illnesses and appropriate treatment.	LAFS.910.W.2.6; LAFS.910.W.3.7	SC.912.L.14.6	
10.04	Assess safety hazards for children of different ages.	LAFS.910.W.3.7		4.4.3
10.05	Recognize emergency situations and plan appropriate responses.	LAFS.910.SL.1.1; LAFS.910.W.1.3		
11.0	Relate current trends and the contribution of technology to child development. – The student will be able to:			
11.01	Determine current trends in child care.	MAFS.912.A-CED.1.1; MAFS.912.A-REI.2.3; MAFS.912.A-REI.4.10 LAFS.910.RI.1.1; LAFS.910.W.3.8		

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci	NS
11.02	Identify technology as it relates to pregnancy, parenting, the home, health care, child care, and learning environment.	LAFS.910.L.3.6	SC.912.L.16.10	2.4.1; 2.4.2; 2.4.3
12.0	Explore careers related to child development. – The student will be able to:			
12.01	Evaluate your personal interests and aptitudes in the area of child development.	LAFS.910.W.1.3		
12.02	Describe careers related to children.	LAFS.910.W.1.2; LAFS.910.W.2.6		
12.03	Identify education and experience requirements for a career choice in the area of child development.	LAFS.910.W.1.2; LAFS.910.W.2.6		
13.0	Demonstrate leadership and organizational skills. – The student will be able to:			
13.01	Identify professional and youth organizations.	LAFS.910.L.3.4		
13.02	Identify purposes and functions of professional and youth organizations.	LAFS.910.L.3.4		
13.03	Identify roles and responsibilities of members of professional and youth organizations.	LAFS.910.W.1.3; LAFS.910.W.2.6		4.1.6
13.04	Work cooperatively as a group member to achieve organizational responsibilities.	LAFS.910.SL.1.1		
13.05	Demonstrate confidence in leadership roles and organizational responsibilities.	LAFS.910.SL.1.1; LAFS.910.W.4.10		
13.06	Demonstrate commitment to achieve organizational goals.	LAFS.910.SL.1.1; LAFS.9.10.W.4.10		

Additional Information

Laboratory Activities

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

Career and Technical Student Organization (CTSO)

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

Secondary – Cooperative Education - OJT

Course Number	8500410
CIP Number	04209999CP
Grade Level	9-12, 30, 31
Standard Length	Multiple credits
Teacher Certification	ANY HOME EC/TC COOP ED E G 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment,

skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

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

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

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

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 **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE Website at <http://www.fldoe.org/core/fileparse.php/3/urllt/steps-manual.pdf>.

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) and SkillsUSA are the intercurricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. 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. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

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

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

Program Title: Teacher Assisting / Principles of Teaching
Program Type: Career Preparatory
Career Cluster: Education & Training

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

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	FFEA FPSA
SOC Codes (all applicable)	25-9041 – Teacher Assistants
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

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

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

Program Structure

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

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8909010	Introduction to the Teaching Profession	1 credit	25-9041	2	VO
B	8909020	Human Growth and Development	1 credit	25-9041	2	VO
	8909030	Foundations of Curriculum and Instruction	1 credit		3	VO
	8909040	Principles of Teaching Internship	1 credit		2	VO

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

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

Observation and Field Experience Hours:

- A minimum of 20 hours of field experience and guided observations during Introduction to the Teaching Profession.
- A minimum of 30 hours of planned, guided observations during Human Growth and Development.
- A minimum of 50 hours of guided observations and field experiences during Foundations of Curriculum and Instruction.
- A minimum of 150 hours of internship in an approved setting during Principles of Teaching Internship.
- Field experience hours can be earned in a variety of settings, such as academic classrooms, CTE classrooms, ESE classrooms or an adult classroom. Students can also earn hours at any elementary school, middle school, or high school.

Portfolio Requirement:

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

- Survey of professional educators and summary of findings

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

Academic Alignment Tables

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

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

** Alignment pending review

Alignment attempted, but no correlation to academic course

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

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. 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.

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/ Principles of Teaching.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Teacher Assisting/ Principles of Teaching.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Teacher Assisting/ Principles of Teaching.
- 04.0 Utilize career planning skills to explore career opportunities in education and training.
- 05.0 Demonstrate professionalism in an education and training setting.
- 06.0 Explain the various components of diversity.
- 07.0 Adhere to a professional code of conduct.
- 08.0 Describe the purpose of education historically and currently for individuals, groups and society.
- 09.0 Describe the organizational structure of education and training systems.
- 10.0 Identify effective relationships with internal and external stakeholders.
- 11.0 Describe accountability systems education and training organizations use to manage and improve performance.
- 12.0 Explain employment practices.
- 13.0 Demonstrate the ability to lead and work on a team.
- 14.0 Recognize leadership and career and technical student organization (CTSO) activities.
- 15.0 Articulate the fundamental principles of child growth and development.
- 16.0 Explain how students learn and the developmental characteristics of age groups.
- 17.0 Explain the developmental characteristics and intervention strategies for exceptional children and youth across education and community settings.
- 18.0 Apply the fundamental principles of the human development process in childhood.
- 19.0 Analyze instructional methods and develop appropriate activities to foster growth and development.
- 20.0 Analyze and evaluate classroom management strategies.
- 21.0 Analyze and develop methods to monitor and provide support to reduce the effects of child abuse and substance abuse and other barriers to learning on student achievement and behavior.
- 22.0 Identify practices that contribute to healthy environments.
- 23.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Teacher Assisting/ Principles of Teaching.
- 24.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Teacher Assisting/ Principles of Teaching.
- 25.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Teacher Assisting/ Principles of Teaching.
- 26.0 Apply basic theories of educational psychology to enhance student learning.
- 27.0 Assess sociological factors that impact learning.
- 28.0 Employ critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems.
- 29.0 Demonstrate basic technology competencies through effective use of multiple software applications.
- 30.0 Use existing and emerging technology to accomplish educational goals.

- 31.0 Explain the laws and regulations governing information gathering, software and educational use.
- 32.0 Align curricular goals and instructional objectives with the capabilities of the electronic media.
- 33.0 Demonstrate excellence in the content/subject area to be taught.
- 34.0 Use content-specific instructional strategies to teach the central concepts and skills of the discipline.
- 35.0 Describe school and district priorities and Florida's academic and technical content standards.
- 36.0 Explain the relationship of knowledge within a content area to other content areas.
- 37.0 Connect content to relevant life experiences and career opportunities.
- 38.0 Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters.
- 39.0 Align instructional goals and activities with school and district priorities and Florida's academic and technical content standards.
- 40.0 Plan and deliver instruction that illustrates sound teaching practices.
- 41.0 Communicate clear learning goals and link learning activities to those defined goals.
- 42.0 Apply knowledge of how students think and learn to instructional design and delivery.
- 43.0 Differentiate instruction to support the learning needs of all students.
- 44.0 Select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 45.0 Use resources effectively to enhance student learning.
- 46.0 Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy.
- 47.0 Supervise the safety and health of students.
- 48.0 Explain emergency response plans.
- 49.0 Assess the impact of stress on health.
- 50.0 Identify ways to continue to grow professionally.

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

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 / Principles of Teaching.	
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	

Florida Standards		Correlation to CTE Program Standard #
	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 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. LAFS.910.RST.4.10	
01.04.2		
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Teacher Assisting / Principles of Teaching.	
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	
02.02 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 Teacher Assisting / Principles of Teaching.	
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	
03.05	Use appropriate tools strategically.	

Florida Standards	Correlation to CTE Program Standard #
	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 Utilize career planning skills to explore career opportunities in education and training. – The student will be able to:		
04.01 Describe education and training career options (e.g. pre-school, infant toddler, elementary/middle/high school, special education, career and technical education, non-school opportunities).		
04.02 Research current demographic information affecting education and training (e.g., employment opportunities, salaries, student and family populations).		
04.03 Define meaning of professional career.		
04.04 Explain the differences of educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education)		
04.05 Identify the state and national professional standards which guide the practice of teaching in today's society.		
04.06 Research the licensure, endorsement requirements and respective education necessary to qualify for the various teaching positions.		
04.07 Discuss traits, personal qualities and dispositions congruent with work in the education and training profession.		
04.08 Develop personal career goals and plan activities to meet those goals.		
05.0 Demonstrate professionalism in an education and training setting. – The student will be able to:		
05.01 Describe the process by which individuals are socialized into education and training organizations.		

05.02	Explain what it means to be a professional educator and member of the education and training profession.		
05.03	Demonstrate positive work behaviors and personal qualities needed to work in the education and training profession.		
05.04	Demonstrate respect for cultural and generational values.		
05.05	Understand importance of membership in professional organizations for educators (e.g., National Education Association (NEA), Florida Association for the Education of Young Children (FLAEYC), Association for Career and Technical Education (ACTE), etc.)		
06.0	Explain the various components of diversity. – The student will be able to:		
06.01	Identify the multiple categories of diversity that teachers need to recognize and to which they need to respond.		
06.02	Describe how diverse categories of students and families influence teacher expectations and student achievement.		
06.03	Explain how diversity is related to a dynamic global society.		
06.04	Describe the impact of linguistic diversity in an education and training setting.		
07.0	Adhere to a professional code of conduct. – The student will be able to:		
07.01	Differentiate legal and ethical issues.		
07.02	Perform duties according to laws, regulations, policies and contract provisions.		
07.03	Explain the implications of an individual's past or present legal history on teaching credentials.		
07.04	Discuss the implications of ethical/unethical behavior.		
07.05	Complete work-related duties within an ethical framework.		
07.06	Maintain behavior in concert with the legal and ethical framework of the teaching profession.		
08.0	Describe the purpose of education historically and currently for individuals, groups and society. – The student will be able to:		
08.01	Trace the development of modern education and training and its impact on society.		
08.02	Describe various environments in which education and training are delivered.		
08.03	Explain the impact of economic, social and technological changes on education and training.		

08.04	Explain the concept, barriers and impact of systemic change in education and training organizations.		
08.05	Discuss inertia, status quo and change forces within organizations.		
09.0	Describe the organizational structure of education and training systems. – The student will be able to:		
09.01	Identify the hierarchy within various educational and training systems.		
09.02	Differentiate between administration, management, leadership and supervision positions.		
09.03	Describe roles of various organizational members.		
09.04	Identify support agencies outside of the education system and their value to the learning environment.		
09.05	Identify funding sources and level of contribution for education and training.		
10.0	Identify effective relationships with internal and external stakeholders. – The student will be able to:		
10.01	Identify internal and external stakeholder needs.		
10.02	Describe the importance of communicating with families, communities, agencies and political advocates.		
10.03	Describe the importance of maintaining stakeholder relationships and addressing problems and complaints.		
10.04	Participate in communication with internal and external stakeholders to ensure services meet expectations.		
11.0	Describe accountability systems education and training organizations use to manage and improve performance. – The student will be able to:		
11.01	Describe the accreditation/licensure requirements education and training organizations must meet.		
11.02	Discuss the safety, health and environmental compliances for education and training organizations.		
11.03	Describe the methods education and training organizations use to evaluate teaching and learning effectiveness.		
11.04	Discuss the financial accountability measures an education and training organization must meet.		
11.05	Define an employee performance/improvement plan.		
12.0	Explain employment practices. – The student will be able to:		

12.01	Describe human resource functions and strategies (e.g., recruiting, training, continued professional development, and evaluating).		
12.02	Discuss legal implications concerning discrimination, harassment, discipline and termination.		
12.03	Describe how to access information about employee benefits and policies.		
12.04	Describe the role of organized labor.		
13.0	Demonstrate the ability to lead and work on a team. – The student will be able to:		
13.01	Recognize the importance of teamwork and its impact on operations.		
13.02	Explain the roles and responsibilities of the individual as part of the team.		
13.03	Describe the twenty-first century interpersonal skills that contribute to leadership and teamwork.		
13.04	Explain the importance of the culture and climate of an organization.		
13.05	Assist team members to meet their individual and team goals.		
13.06	Explain the induction of new employees into the informal organization.		
13.07	Utilize conflict-resolution and dispute-management skills.		
14.0	Recognize leadership and career and technical student organization (CTSO) activities. – The student will be able to:		
14.01	Describe and emphasize the importance of CTSO events and activities available for students and schools.		
14.02	Identify the leadership opportunities available through CTSO events, competitions,		
14.03	Identify the benefits and awards provided through participation in CTSO activities.		
14.04	Identify additional student organizations that relate to education		
14.05	Identify the various high school service clubs and CTE organizations and explain their role in enhancing education.		

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

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 / Principles of Teaching.	
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	

Florida Standards		Correlation to CTE Program Standard #
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 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. 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	
01.04.2		
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Teacher Assisting / Principles of Teaching.	
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	
02.02 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.	

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 / Principles of Teaching.	
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
15.0	Articulate the fundamental principles of child growth and development. – The student will be able to:		
15.01	Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive).		
15.02	Explain developmental sequences, stages and milestones.		
15.03	Discuss the varying rates of development in individual students.		
15.04	Identify developmental results from interactions between the student and the student's early relationships and experience, which include family, language, culture and environment.		
15.05	Explain how attachment significantly impacts all areas of development.		
15.06	Describe the cumulative effects of early experiences and their potential for both positive and negative effects on student growth and development.		
15.07	Discuss how self-regulation affects all areas of development and behavior.		
15.08	Discuss how caring, consistent relationship with adults provide external supports that serve as the basis for developing self-regulation and resiliency.		
15.09	Describe the importance of effective language and communication between students and adults, and among students, for healthy growth and development.		
15.10	Explain how students' pro-social behavior is supported by adults who model positive behavior and view challenging behavior as a learning opportunity		

15.11	Identify strategies for responding to the differing developmental needs of students including those with developmental delays.		
15.12	Explain that the teaching profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.		
16.0	Explain how students learn and the developmental characteristics of age groups. – The student will be able to:		
16.01	Describe research on human development, learning theory and the brain.		
16.02	Explain how student development (e.g., physical, social, emotional, cognitive) influences learning.		
16.03	Examine differences and exceptionalities in the way students learn.		
16.04	Articulate the role of language in learning and the cultural influences on the development of language.		
16.05	Discuss major theories and concepts on motivation and their relationship to classroom instruction.		
16.06	Identify factors in students' school, home, community and culture that may influence development, learning and motivation.		
16.07	Demonstrate a variety of instructional strategies that meet learner and group needs at an appropriate level of development.		
16.08	Describe the principles of assessment as they apply to variances in human development and learning.		
16.09	Describe different learning styles of students and how it impacts classroom instructional delivery.		
17.0	Explain the developmental characteristics and intervention strategies for exceptional children and youth across education and community settings. – The student will be able to:		
17.01	Articulate current and historic foundations, legal issues and mandates, theories and philosophies of special education		
17.02	Describe definitions, identification procedures, causes and prevalence of specific exceptionalities.		
17.03	Discuss the continuum of placement options and service delivery models for students with exceptionalities, especially in relation to general education.		
17.04	Explain the similarities and differences in cognitive, physical, cultural, social, emotional needs among students with and without exceptionalities, and the implications of those for education and living.		

17.05	Describe the causes and differential characteristics of students with exceptionalities and the educational implications of these characteristics.		
17.06	Explain the effects exceptional conditions may have on an individual's life, including interpersonal relationships, social/emotional aspects, psychological factors, intellectual functioning and language development.		
17.07	Articulate various strategies for differentiating curriculums, instruction, assessment and classroom learning environments to include the full spectrum of exceptional children, ranging from special education to the gifted child.		
18.0	Apply the fundamental principles of the human development process in childhood. – The student will be able to:		
18.01	Recognize and respect individual differences in student growth, development and learning and adjust practices and expectations for individual students accordingly.		
18.02	Explain students' developmental levels in relation to age appropriate norms and use that information to meet the general needs of students showing typical development.		
18.03	Recognize that family, community and culture influence the development of students and adjust practices and interaction patterns for individual students and/or families accordingly.		
18.04	Articulate examples of challenging behaviors that have environmental and developmental causes and use that information to modify environment, activities and expectations to improve behavioral outcomes.		
18.05	Explain that students develop skills and abilities and learn best through experiences that enhance development, behavior and learning outcomes for all students.		
19.0	Analyze instructional methods and develop appropriate activities to foster growth and development. – The student will be able to:		
19.01	Explain a variety of basic and effective teaching strategies.		
19.02	Describe the functions and components of a lesson plan.		
19.03	Create and implement a lesson plan.		
20.0	Analyze and evaluate classroom management strategies. – The student will be able to:		
20.01	Develop a plan to minimize problem behaviors.		
20.02	Establish classroom rules and procedures that will enhance a learning environment.		
20.03	Describe classroom management strategy components.		

21.0	Analyze and develop methods to monitor and provide support to reduce the effects of child abuse and substance abuse and other barriers to learning on student achievement and behavior. – The student will be able to:		
21.01	Identify the types, signs, symptoms and prevalence of child abuse and possible effects of abuse on student performance.		
21.02	Identify the types, signs, symptoms and prevalence of substance abuse and possible effects of abuse on student performance.		
21.03	Analyze data, determine the most prevalent need and develop strategies to reduce the effect on student achievement and behavior.		
22.0	Identify practices that contribute to healthy environments. – The student will be able to:		
22.01	Describe strategies to reduce exposure to health-threatening environments (e.g., temperature, chemicals, communicable diseases, blood-borne pathogens).		
22.02	Describe strategies to promote wellness in the work environment through routine care and maintenance of materials and equipment.		
22.03	Express students' need for a physically and emotionally safe environment and how it impacts the growth and development of young students, including those with special needs.		
22.04	Provide age appropriate supervision, indoors and outdoors, to anticipate and prevent dangerous situations and accidents.		
22.05	Recognize signs of abuse and follow procedures for documentation and reporting of injuries, incidents and suspected abuse.		

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

Florida Standards		Correlation to CTE Program Standard #
23.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Teacher Assisting / Principles of Teaching.	
23.01	Key Ideas and Details	
23.01.1	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	
23.01.2	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	
23.01.3	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	
23.02	Craft and Structure	
23.02.1	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	

Florida Standards		Correlation to CTE Program Standard #
23.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
23.02.3	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. LAFS.1112.RST.2.6	
23.03 Integration of Knowledge and Ideas		
23.03.1	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	
23.03.2	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	
23.03.3	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	
23.04 Range of Reading and Level of Text Complexity		
23.04.1	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. 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	
23.04.2		
24.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Teacher Assisting / Principles of Teaching.	
24.01 Text Types and Purposes		
24.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
24.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
24.02 Production and Distribution of Writing		

Florida Standards		Correlation to CTE Program Standard #
24.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
24.02.2	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	
24.02.3	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	
24.03	Research to Build and Present Knowledge	
24.03.1	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	
24.03.2	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	
24.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
24.04	Range of Writing	
24.04.1	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	
25.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Teacher Assisting / Principles of Teaching.	
25.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
25.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
25.03	Construct viable arguments and critique the reasoning of others.	

Florida Standards		Correlation to CTE Program Standard #
	MAFS.K12.MP.3.1	
25.04	Model with mathematics.	
	MAFS.K12.MP.4.1	
25.05	Use appropriate tools strategically.	
	MAFS.K12.MP.5.1	
25.06	Attend to precision.	
	MAFS.K12.MP.6.1	
25.07	Look for and make use of structure.	
	MAFS.K12.MP.7.1	
25.08	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
26.0	Apply basic theories of educational psychology to enhance student learning. – The student will be able to:		
26.01	Compare and contrast the various theories of learning.		
26.02	Identify the stages of human development.		
26.03	Discuss multiple cultural, ethnic and racial belief systems that relate to student learning.		
26.04	Apply various theories of learning when appropriate.		
26.05	Apply Universal Design for Learning (UDL) principles.		
27.0	Assess sociological factors that impact learning. – The student will be able to:		
27.01	Analyze multiple social factors that impact learning.		
27.02	Critique the social interaction of individuals can become a predictor of individual and group behavior.		

28.0	Employ critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems. – The student will be able to:		
28.01	Describe problem-solving methods used in education and training organizations.		
28.02	Combine critical thinking and team-building skills to address problems.		
28.03	Engage in group decisions within the bounds of ethical, safety and legal boundaries.		
28.04	Adjust plans/schedules to respond to unexpected events and conditions.		
28.05	Address conflict between available resources, requirements and timelines.		
28.06	Evaluate the solutions and unintended consequences of problem-solving methods.		
29.0	Demonstrate basic technology competencies through effective use of multiple software applications. – The student will be able to:		
29.01	Create documents using a computer (e.g., text documents, spreadsheets, databases, graphics, publications, newsletters).		
29.02	Access and complete research on the internet.		
29.03	Explain how student information can be obtained from electronic sources.		
29.04	Perform calculations and analysis on various examples of student data.		
29.05	Employ electronic applications to assist with curriculum design, instruction, assessment and classroom organizational tools.		
30.0	Use existing and emerging technology to accomplish educational goals. – The student will be able to:		
30.01	Describe the range of options and role of technology in the instructional process.		
30.02	Utilize a variety of educational technology tools to support and enhance instructional activities.		
30.03	Describe applications of educational technology to support classroom management strategies.		
30.04	Examine the effective use of technology in terms of planning for and assisting students to meet instructional objectives.		
30.05	Utilize technology support staff effectively.		
30.06	Demonstrate a variety of productivity and utility software applications.		

31.0	Explain the laws and regulations governing information gathering, software and educational use. – The student will be able to:		
31.01	Specify copyright laws designed to protect publications, performances and artistic creations.		
31.02	Identify requirements for access and use of copyrighted materials, and the consequences if formal permission is not secured.		
31.03	Describe the safety and health issues related to technology.		
31.04	Explain social, legal, ethical and cultural issues related to technology.		
31.05	Examine policies for the use of technology in schools.		
32.0	Align curricular goals and instructional objectives with the capabilities of the electronic media. – The student will be able to:		
32.01	Identify electronic resources suitable for specific content learning and teaching.		
32.02	Plan learning environments and experiences that are supported by technology.		
32.03	Develop students' abilities to access, evaluate and use technology.		
32.04	Use technology for its ability to accurately represent particular ideas and concepts.		
33.0	Demonstrate excellence in the content/subject area to be taught. – The student will be able to:		
33.01	Identify relevant research, principles, theories and perspectives significant to the content.		
33.02	Utilize knowledge of the content area, assumptions and skills in planning and instruction.		
33.03	Identify the developmental sequence of learning in content, in an effort to link current instruction with students' prior knowledge.		
33.04	Integrate different viewpoints, theories and processes of inquiry to guide thinking and instructional planning.		
33.05	Demonstrate enthusiasm for the subject discipline and a commitment to continuous learning in a specific subject area.		
34.0	Use content-specific instructional strategies to teach the central concepts and skills of the discipline. – The student will be able to:		
34.01	Explain how students' conceptual framework and common misconceptions can influence learning.		

34.02	Engage students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area.		
34.03	Anticipate and adjust learning experiences to address common misconceptions of the discipline.		
34.04	Incorporate content specific learning strategies to enable students to analyze, build and adapt new understandings.		
35.0	Describe school and district priorities and Florida's academic and technical content standards. – The student will be able to:		
35.01	Describe the content, concepts and processes in school and district curriculum priorities and in Florida's academic and technical content standards.		
35.02	Extend and enrich curriculum by integrating school and district curriculum priorities with Florida's academic, technical and national content standards.		
36.0	Explain the relationship of knowledge within a content area to other content areas. – The student will be able to:		
36.01	Make relevant content connections between disciplines.		
36.02	Prepare opportunities for students to apply learning from different content areas to solve problems.		
36.03	Collaborate to construct interdisciplinary learning strategies that make connections between content areas.		
37.0	Connect content to relevant life experiences and career opportunities. – The student will be able to:		
37.01	Facilitate learning experiences that connect to real-life situations and careers.		
37.02	Utilize a variety of resources to enable students to experience, connect and practice real-life and career applications.		
38.0	Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters. – The student will be able to:		
38.01	Define reading and writing skills as essential for life-long learning.		
38.02	Support the process of reading and writing skill development in learners.		
39.0	Align instructional goals and activities with school and district priorities and Florida's academic and technical content standards. – The student will be able to:		

39.01 Follow district curriculum priorities.		
39.02 Select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic and technical content standards.		
39.03 Sequence and group concepts and processes to provide a continuous curriculum aligned with school and district curriculum priorities and state academic and technical content standards.		

**Florida Department of Education
Student Performance Standards**

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

Course Description:

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

Florida Standards		Correlation to CTE Program Standard #
23.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Teacher Assisting / Principles of Teaching.	
	23.01 Key Ideas and Details	
	23.01.1 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	
	23.01.2 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	
	23.01.3 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	
	23.02 Craft and Structure	
	23.02.1 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	
	23.02.2 Analyze how the text structures information or ideas into categories or	

Florida Standards		Correlation to CTE Program Standard #
	hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
23.02.3	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. LAFS.1112.RST.2.6	
23.03 Integration of Knowledge and Ideas		
23.03.1	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	
23.03.2	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	
23.03.3	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	
23.04 Range of Reading and Level of Text Complexity		
23.04.1	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. 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	
23.04.2		
24.0	Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Teacher Assisting / Principles of Teaching.	
24.01 Text Types and Purposes		
24.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
24.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
24.02 Production and Distribution of Writing		
24.02.1	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 #
24.02.2	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	
24.02.3	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	
24.03 Research to Build and Present Knowledge		
24.03.1	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	
24.03.2	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	
24.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
24.04 Range of Writing		
24.04.1	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	
25.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Teacher Assisting / Principles of Teaching.	
25.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
25.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
25.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
25.04	Model with mathematics. MAFS.K12.MP.4.1	
25.05	Use appropriate tools strategically.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.5.1
25.06 Attend to precision.	MAFS.K12.MP.6.1
25.07 Look for and make use of structure.	MAFS.K12.MP.7.1
25.08 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
40.0 Plan and deliver instruction that illustrates sound teaching practices. – The student will be able to:		
40.01 Prepare clear short- and long-term educational goals and objectives for learners.		
40.02 Develop short- and long-term instructional plans.		
40.03 Adjust instruction based on differentiated student learning.		
40.04 Identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan accordingly.		
40.05 Explain the alignment of goals, objectives, instructional plans and assessments.		
41.0 Communicate clear learning goals and link learning activities to those defined goals. – The student will be able to:		
41.01 Establish and communicate challenging individual learning goals based on the needs of each student.		
41.02 Communicate the link between learning activities and goals.		
41.03 Create instructional environments where students actively and independently set, articulate and internalize learning goals.		
42.0 Apply knowledge of how students think and learn to instructional design and delivery. – The student will be able to:		

42.01	Describe the cognitive processes associated with learning.		
42.02	Demonstrate through instruction how to stimulate cognitive processes.		
42.03	Use research-based instructional strategies.		
42.04	Implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.		
42.05	Articulate a logical and appropriate rationale for the sequence of learning activities.		
42.06	Link the content of each learning activity to the content of previous and future learning experiences.		
42.07	Prepare learning activities that allow for content review, student reflection and different pathways, depending on student needs.		
43.0	Differentiate instruction to support the learning needs of all students. – The student will be able to:		
43.01	Understand the importance of gathering and using student data to choose appropriate instructional strategies for individuals and groups of students.		
43.02	Use appropriate and flexible grouping during instruction to support the learning needs of all students.		
43.03	Recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.		
43.04	Adapt instructional materials and activities and differentiate instruction to meet individual student's learning needs.		
43.05	Provide varied options for how students demonstrate mastery.		
44.0	Select activities that are designed to help students develop as independent learners and complex problem-solvers. – The student will be able to:		
44.01	Choose learning activities that support the development of students' cognitive abilities.		
44.02	Employ effective, purposeful questioning techniques during instruction that encourages critical thinking about disciplinary content.		
44.03	Provide complex, creative, open-ended learning opportunities for students.		
45.0	Use resources effectively to enhance student learning. – The student will be able to:		
45.01	Use materials and resources that support instructional goals and meet students' needs.		
45.02	Use technology that is appropriate to the discipline.		

45.03	Develop students' abilities to access, evaluate and use technology.		
45.04	Develop awareness of adaptive technologies to enhance student learning.		
46.0	Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy. – The student will be able to:		
46.01	Check and correct potential safety hazards.		
46.02	Maintain work areas in accordance with standards for cleanliness and safety.		
46.03	Understand when to maintain and wear personal protective equipment (PPE) as appropriate.		
46.04	Identify effective body mechanics and repetitive motion factors associated with ergonomics.		
46.05	Describe current medication administration policies and procedures according to local, state or national regulations.		
46.06	Model use of simple safety precautions and safe use of learning materials and instruct students to do the same.		
47.0	Supervise the safety and health of students. – The student will be able to:		
47.01	Apply basic first aid and follow health and safety procedures.		
47.02	Explain cardiopulmonary resuscitation (CPR), airway obstruction, and the abdominal thrust.		
47.03	Supervise the playground and recreational activities of students.		
48.0	Explain emergency response plans. – The student will be able to:		
48.01	Explain and discuss procedures to address an emergency (e.g., natural disaster, substance abuse).		
48.02	Describe the PPE and response equipment/materials needed for emergency response.		
48.03	Demonstrate universal precautions to protect against infection and communicable diseases.		
49.0	Assess the impact of stress on health. – The student will be able to:		
49.01	Differentiate between stress and stressors.		

49.02	Summarize the physical, emotional, behavioral and cognitive consequences of unmanaged stress.		
49.03	Recognize the function of employee assistance programs.		
49.04	Describe effective strategies for managing stress.		
50.0	Identify ways to continue to grow professionally. – The student will be able to:		
50.01	Identify professional development resources.		
50.02	Explain professional collaboration.		
50.03	Demonstrate teacher characteristics that promote professional development.		
50.04	Express a personal objective of continuous improvement.		
50.05	Analyze the impact of personal biases on teaching/learning.		
50.06	Adapt instructional planning and strategies based on written reflections of teaching experiences.		

Additional Information

Laboratory Activities

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

Special Notes

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

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

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

Career and Technical Student Organization (CTSO)

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

Note: This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, [65C-22.003](#). *****The regulatory requirements that must be met to offer and teach this program are included in the ECPC Program Guidelines.** More information regarding the requirements of this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

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 7 G PK PRIMARY H PRESCH ED A PRIMARY ED @B E CHILD ED @0
Additional Teacher Certifications	The certifications HME EC OCC and HOMEMAKING – issued prior to the 2014-15 school year – are acceptable for the PSAV program <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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

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

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

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

Program Structure

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

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

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

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

Regulated Programs

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/preschool teachers, [65C-22.003](#). Students who complete all courses in this program and meet all requirements, including the 480-hour work experience requirement, can be awarded the Florida Department of Education (DOE), Early Childhood Professional Certificate (ECPC) and will be eligible for a DCF Staff Credential. *****The regulatory requirements that must be met to offer and teach this program are included in the [ECPC Program Guidelines](#).** More information regarding the requirements of this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

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 Analyze how nutrition, environment, heredity, and health status influence the development of the child.
- 21.0 Create, implement and evaluate lesson plans.
- 22.0 Describe developmentally appropriate guidance and activities for infants and toddlers.
- 23.0 Plan and implement developmentally appropriate motor development activities for preschool children.
- 24.0 Guide the cognitive development and general knowledge of preschool children.
- 25.0 Guide the creative development of preschool children which reflects various approaches to learning.
- 26.0 Guide the social and emotional development of preschool children.
- 27.0 Describe the history of school-age child care and the development and diversity of school-age children.
- 28.0 Plan and provide for developmentally appropriate care giving environments for students with special needs.
- 29.0 Plan and implement preschool classroom management techniques.
- 30.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
- 31.0 Apply knowledge of program elements needed to create a successful developmentally-appropriate curriculum.
- 32.0 Implement an environment that is conducive to language use and acquisition.
- 33.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.
- 34.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.
- 35.0 Demonstrate the ability to provide for inclusion of children with special needs.
- 36.0 Demonstrate mentor skills for team building and collaboration.
- 37.0 Analyze recent trends/developments in brain research.

- 38.0 Research current trends and issues in early childhood education.
- 39.0 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

The first course of this program covers the DCF 40-hour Introductory Child Care Training coursework. To offer and teach the 40-hour Introductory Child Care Training, approval must be obtained from the local DCF Child Care [Training Coordinators](#) Agency and the instructor must meet the trainer requirements established by DCF. Additionally, students must obtain 480 hours of direct work experience with children 5 years old or younger while enrolled in this program to be awarded the [Early Childhood Professional Certificate \(ECPC\)](#). More information regarding the requirements for this program are included in the [ECPC Program Guidelines](#).

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	Plan food service and nutrition education. – The student will be able to:
03.01	Identify the nutritional needs of children infants through school age (birth through age 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	Identify and report child abuse and neglect in accordance with state regulations. – The student will be able to:
04.01	Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
04.02	Identify the extent of the incidence of child maltreatment in the state and the nation.
04.03	Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
04.04	Identify the factors, multiple forces, and most common causes for child abuse and neglect.
04.05	Identify the characteristics of abusers.
04.06	Identify the impacts and effects of child abuse and neglect.
04.07	Describe the legal requirement and protection of child care workers in reporting suspected child abuse and neglect according to Florida law.
04.08	Identify state and local guidelines and procedures for reporting child abuse and neglect.
04.09	Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
04.10	Identify local community resources that provide help for the abused and the abuser.
05.0	Identify and apply principles of child development typical and atypical (birth through age eight). – 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	Identify and demonstrate communication skills related to child care. – 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	Identify various observation and recording methods. – The student will be able to:
07.01	Identify observation techniques and methods used in a child care setting.
07.02	Discuss the importance of 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	Recognize appropriate methods of guidance. – 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	Implement developmentally appropriate practices for programs serving children from birth through age eight. – 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	Display interpersonal relationship skills. – 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	Demonstrate observation and recording methods. – 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	Demonstrate appropriate use of technology for the child care profession. – 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	Implement food service and nutrition education.
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	Identify 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.
17.0	Plan, establish, and implement a developmentally appropriate emergent literacy program. – The student will be able to:
17.01	Identify characteristics of a classroom environment that promotes emergent literacy.
17.02	Demonstrate appropriate phonological awareness teaching practices.
17.03	Demonstrate appropriate teaching practices for alphabet knowledge.
17.04	Demonstrate appropriate comprehension strategies.
17.05	Illustrate and explain the stages of emergent writing.

17.06	Identify an environment that supports age-appropriate letter writing.
17.07	Model appropriate structure of written composition.
18.0	Identify the characteristics of an environment that is conducive to language use and acquisition. – The student will be able to:
18.01	Use an appropriate vocabulary that increases in complexity and variety.
18.02	Describe the importance of vocabulary development in young children.
18.03	Use proper grammar when speaking to parents and/or children.
18.04	Identify age-appropriate grammar.
18.05	Model appropriate language and style for context.
18.06	Provide a sample lesson plan and a child's work product related to language acquisition.
19.0	Analyze theories of child development. – The student will be able to:
19.01	Identify human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
20.0	Analyze how nutrition, environment, heredity, and health status influence the development of the child. – The student will be able to:
20.01	Investigate current information on child nutrition, the environment, heredity and analyze their effect upon the development of a child.
20.02	Discuss how a child's health status influences development.
20.03	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

21.0	Create, implement and evaluate lesson plans. – The student will be able to:
21.01	Research criteria for creating an age appropriate lesson plan.
21.02	Develop an age appropriate language lesson plan.
21.03	Develop evaluation criteria for the lesson.
22.0	Describe developmentally appropriate guidance and activities for infants and toddlers. – The student will be able to:
22.01	Explain visual, auditory, olfactory, gustatory, and tactile stimulation activities.

22.02	Describe activities that stimulate gross and fine motor development.
22.03	Identify age-appropriate nutritional snacks and an activity related to nutrition
22.04	Review appropriate feeding, diapering, toilet training, bathing, dressing, and grooming techniques.
22.05	Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.
23.0	Plan and implement developmentally appropriate motor development activities for preschool children. – The student will be able to:
23.01	Describe the stages of physical development.
23.02	Plan, implement and evaluate developmentally appropriate gross motor activities.
23.03	Plan, implement and evaluate developmentally appropriate fine motor activities.
23.04	Select and use appropriate equipment and materials for physical development.
24.0	Guide the cognitive development and general knowledge of preschool children. – The student will be able to:
24.01	Explain the development of cognitive ability and general knowledge in preschool age children.
24.02	Plan, implement and evaluate developmentally appropriate math activities.
24.03	Plan, implement and evaluate developmentally appropriate scientific thinking activities.
24.04	Plan, implement and evaluate developmentally appropriate social studies activities that foster critical thinking skills.
25.0	Guide the creative development of preschool children which reflects various approaches to learning. – The student will be able to:
25.01	Plan, implement and evaluate developmentally appropriate music activities.
25.02	Plan, implement and evaluate developmentally appropriate creative movement activities.
25.03	Plan, implement, and evaluate developmentally appropriate art activities.
26.0	Guide the social and emotional development of preschool children—The student will be able to:
26.01	Identify and explain the stages of social and emotional development.
26.02	Demonstrate effective, positive guidance techniques for guiding behavior.
26.03	Plan, implement and evaluate activities that help children to develop interpersonal skills with adults and peers (including those of various generations).
26.04	Plan, implement and evaluate developmentally appropriate self-concept activities.

26.05	Plan, implement and evaluate developmentally appropriate activities that promote multicultural awareness.
26.06	Plan, implement and evaluate developmentally appropriate dramatic play activities.
26.07	Plan and implement developmentally appropriate group play.
26.08	Plan, implement, and evaluate activities that guide children in developing self-control and social problem-solving.
26.09	Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).
27.0	Describe the history of school-age child care and the development and diversity of school-age children. – The student will be able to:
27.01	Describe the need for school-age child care and how it has evolved.
27.02	Describe different types of programs available for children before and after school, during the summer and on school holidays.
27.03	Explain the personal and professional characteristics of a school-age caregiver.
27.04	Explain why and how individual children may overlap both younger and older chronological programs.
27.05	Examine how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of school age children.
28.0	Plan and provide for developmentally appropriate care giving environments for students with special needs. – The student will be able to:
28.01	Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
28.02	Provide safe, healthy, and developmentally appropriate environments within the care giving setting.
28.03	Demonstrate adaptations to include children with special needs in classroom activities.
28.04	Explain the process for conferring with parents when a developmental delay is suspected.
28.05	Demonstrate care giving skills related to Universal Infection Control System.
28.06	Simulate appropriate techniques for seizure management and positioning techniques.
29.0	Plan and implement preschool classroom management techniques. – The student will be able to:
29.01	Develop and implement a plan to meet short and long term goals.
29.02	Identify appropriate teaching techniques to meet various learning styles.
29.03	Identify developmentally appropriate supplies and teaching materials.
29.04	Arrange learning centers for a variety of activities.

29.05	Assist with planning and implementing developmentally appropriate special events such as field trips, cultural activities and holiday programs.
29.06	Maintain children's records.
29.07	Participants will evaluate and demonstrate how teacher intentionality promotes development and enhances learning for children birth-age 8.
30.0	Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development. – The student will be able to:
30.01	Evaluate all aspects of an environment that provides opportunities for children to learn through their play.
30.02	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.
30.03	Implement techniques for facilitating children's successful participation in all aspects of a program.
30.04	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

31.0	Apply knowledge of program elements needed to create a successful developmentally-appropriate curriculum. – The student will be able to:
31.01	Demonstrate the ability to identify children's needs, interests, and abilities.
31.02	Explain ways to develop a program philosophy, including goals and objectives.
31.03	Assist with planning, preparing, and implementing daily activities and routines.
31.04	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.
32.0	Implement an environment that is conducive to language use and acquisition. – The student will be able to:
32.01	Create opportunities for students to initiate and add comments to discussions and conversations.
32.02	Facilitate conversations between self and child or child-to-child.
32.03	Provide occasions for children to follow two- or three-step directions.
32.04	Identify developmental speech patterns.
32.05	Create opportunities for children to gain meaning by listening.

32.06	Facilitate children using increasingly complex sentences and phrases.
33.0	Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff. – The student will be able to:
33.01	Plan, implement and evaluate a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
33.02	Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
33.03	Demonstrate techniques for actively listening to children.
33.04	Explore use of open-ended questions.
33.05	Evaluate the value of professionalism in relationships with children, parents, and staff.
33.06	Demonstrate techniques for actively listening to other staff members.
33.07	Complete a case study on one child.
34.0	Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective. – The student will be able to:
34.01	Demonstrate techniques that show respect for the child’s family makeup, cultural background, and religious beliefs.
34.02	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.
34.03	Integrate activities that build children’s self-concept into daily, weekly, and monthly plans.
34.04	Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for children.
35.0	Demonstrate the ability to provide for inclusion of children with special needs. – The student will be able to:
35.01	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.
35.02	Research methods and adaptations for inclusion of children with special needs.
35.03	Plan individual and group activities for children with special needs.
35.04	Simulate adaptations for inclusion of children with special needs in classroom activities.
35.05	Simulate appropriate diapering, toileting, and feeding procedures.
35.06	Demonstrate appropriate methods for disposal of body fluids and/or waste.
36.0	Demonstrate mentor skills for team building and collaboration. – The student will be able to:
36.01	Identify roles and expectations of early childhood team members and mentors.

36.02	Identify and model early childhood supervisory work practices.
36.03	Demonstrate developmentally appropriate conflict resolution strategies for children and adults.
36.04	Utilize alternative communication skills.
36.05	Plan and implement supervisory interventions appropriate to the role of a mentor.
36.06	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).
36.07	Describe ways to deal with negative and destructive communication and replace them with appropriate conflict resolution strategies.
37.0	Analyze recent trends/developments in brain research. – The student will be able to:
37.01	Explain common terms and concepts related to brain development and the formation of neuronal connections.
37.02	Use the Internet to prepare a list of recent resources pertaining to brain research.
37.03	Relate the brain research findings to the care of children provided by parents and all other caregivers.
38.0	Research current trends and issues in early childhood education. – The student will be able to:
38.01	Identify current trends and issues in Early Childhood Education.
38.02	Locate, collect, and organize current information on trends and issues in early childhood education.
38.03	Summarize the impact of current trends and issues on the early childhood field.
39.0	Demonstrate professionalism related to the field of early childhood education. – The student will be able to:
39.01	Develop a personal philosophy of early childhood education teaching.
39.02	Develop personal teaching goals.
39.03	Develop criteria and evaluate student Professional Resource Files using national and student developed criteria.
39.04	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.
39.05	Identify several types of accreditation for early child care centers and how they differ.
39.06	Describe how being a member of a professional early childhood organization helps promote professional growth, support the center, and the field of early childhood.
39.07	Demonstrate and list communication and collaboration skills that prepare students to participate as a member of a team
39.08	Develop a self-improvement activity related to professionalism.

39.09 Identify opportunities for continuing education/professional development.

Additional Information

Laboratory Activities

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

Special Notes

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/preschool teachers, [65C-22.003](#). *****The regulatory requirements that must be met to offer and teach this program are included in the [ECPC Program Guidelines](#)**. More information regarding the requirements of this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

Career and Technical Student Organization (CTSO)

SkillsUSA is the intercurricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

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

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

Program Title: Teacher Assisting/ Principles of Teaching
Program Type: Career Preparatory
Career Cluster: Education & Training

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

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	FFEA FPSA
SOC Codes (all applicable)	25-9041 – Teacher Assistants
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 10 Language: 10 Reading: 10

Purpose

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

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

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

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

Program Structure

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

The following table illustrates the 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

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

Observation and Field Experience Hours:

- A minimum of 20 hours of field experience and/or guided observations during OCP A.
- A minimum of 230 hours of guided observations and field experiences during OCP B, with the last 150 hours completed in an approved, internship setting based on students' area of interests. Students should be observed by the instructor using the local school district's approved formal observation process during the internship.
- Field experience hours can be earned in a variety of settings, such as academic classrooms, CTE classrooms, ESE classrooms or an adult classroom. Students can also earn hours at any elementary school, middle school, or high school.

Portfolio Requirement:

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

- Survey of professional educators and summary of findings
- Current event article summaries pertaining to education

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

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

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

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

Florida Department of Education
Student Performance Standards

Program Title: Teacher Assisting
PSAV Number: P131299

Course Number: EDG0312	
Occupational Completion Point: A	
Substitute Teacher – 150 Hours – SOC Code 25-9041	
01.0	Utilize career planning skills to explore career opportunities in education and training. – The student will be able to:
01.01	Describe education and training career options (e.g. pre-school, infant toddler, elementary/middle/high school, special education, career and technical education, non-school opportunities).
01.02	Research current demographic information affecting education and training (e.g., employment opportunities, salaries, student and family populations).
01.03	Define meaning of professional career.
01.04	Explain the differences of educational teaching pathways (i.e., pre-school, elementary school, middle school, high school, special education, and career-technical education)
01.05	Identify the state and national professional standards which guide the practice of teaching in today’s society.
01.06	Research the licensure, endorsement requirements and respective education necessary to qualify for the various teaching positions.
01.07	Discuss traits, personal qualities and dispositions congruent with work in the education and training profession.
01.08	Develop personal career goals and plan activities to meet those goals.
02.0	Demonstrate professionalism in an education and training setting. – The student will be able to:
02.01	Describe the process by which individuals are socialized into education and training organizations.
02.02	Explain what it means to be a professional educator and member of the education and training profession.
02.03	Demonstrate positive work behaviors and personal qualities needed to work in the education and training profession.
02.04	Demonstrate respect for cultural and generational values.

02.05	Understand importance of membership in professional organizations for educators (e.g., National Education Association (NEA), Florida Association for the Education of Young Children (FLAEYC), Association for Career and Technical Education (ACTE), etc.)
03.0	Explain the various components of diversity. – The student will be able to:
03.01	Identify the multiple categories of diversity that teachers need to recognize and to which they need to respond.
03.02	Describe how diverse categories of students and families influence teacher expectations and student achievement.
03.03	Explain how diversity is related to a dynamic global society.
03.04	Describe the impact of linguistic diversity in an education and training setting.
04.0	Adhere to a professional code of conduct. – The student will be able to:
04.01	Differentiate legal and ethical issues.
04.02	Perform duties according to laws, regulations, policies and contract provisions.
04.03	Explain the implications of an individual's past or present legal history on teaching credentials.
04.04	Discuss the implications of ethical/unethical behavior.
04.05	Complete work-related duties within an ethical framework.
04.06	Maintain behavior in concert with the legal and ethical framework of the teaching profession.
05.0	Describe the purpose of education historically and currently for individuals, groups and society. – The student will be able to:
05.01	Trace the development of modern education and training and its impact on society.
05.02	Describe various environments in which education and training are delivered.
05.03	Explain the impact of economic, social and technological changes on education and training.
05.04	Explain the concept, barriers and impact of systemic change in education and training organizations.
05.05	Discuss inertia, status quo and change forces within organizations.
06.0	Describe the organizational structure of education and training systems. – The student will be able to:
06.01	Identify the hierarchy within various educational and training systems.
06.02	Differentiate between administration, management, leadership and supervision positions.

06.03	Describe roles of various organizational members.
06.04	Identify support agencies outside of the education system and their value to the learning environment.
06.05	Identify funding sources and level of contribution for education and training.
07.0	Identify effective relationships with internal and external stakeholders. – The student will be able to:
07.01	Identify internal and external stakeholder needs.
07.02	Describe the importance of communicating with families, communities, agencies and political advocates.
07.03	Describe the importance of maintaining stakeholder relationships and addressing problems and complaints.
07.04	Participate in communication with internal and external stakeholders to ensure services meet expectations.
08.0	Describe accountability systems education and training organizations use to manage and improve performance. – The student will be able to:
08.01	Describe the accreditation/licensure requirements education and training organizations must meet.
08.02	Discuss the safety, health and environmental compliances for education and training organizations.
08.03	Describe the methods education and training organizations use to evaluate teaching and learning effectiveness.
08.04	Discuss the financial accountability measures an education and training organization must meet.
08.05	Define an employee performance/improvement plan.
09.0	Explain employment practices. – The student will be able to:
09.01	Describe human resource functions and strategies (e.g., recruiting, training, continued professional development, and evaluating).
09.02	Discuss legal implications concerning discrimination, harassment, discipline and termination.
09.03	Describe how to access information about employee benefits and policies.
09.04	Describe the role of organized labor.
10.0	Demonstrate the ability to lead and work on a team. – The student will be able to:
10.01	Recognize the importance of teamwork and its impact on operations.
10.02	Explain the roles and responsibilities of the individual as part of the team.
10.03	Describe the twenty-first century interpersonal skills that contribute to leadership and teamwork.

10.04	Explain the importance of the culture and climate of an organization.
10.05	Assist team members to meet their individual and team goals.
10.06	Explain the induction of new employees into the informal organization.
10.07	Utilize conflict-resolution and dispute-management skills.
11.0	Recognize leadership and career and technical student organization (CTSO) activities. – The student will be able to:
11.01	Describe and emphasize the importance of CTSO events and activities available for students and schools.
11.02	Identify the leadership opportunities available through CTSO events, competitions,
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.
Students should have completed 20 hours of field experience and/or observation by the end of OCP A. Students also should have begun creating their portfolio.	

Course Number: EDG0317	
Occupational Completion Point: B	
Teacher Assistant – 450 Hours – SOC Code 25-9041	
12.0	Articulate the fundamental principles of child growth and development. – The student will be able to:
12.01	Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive).
12.02	Explain developmental sequences, stages and milestones.
12.03	Discuss the varying rates of development in individual students.
12.04	Identify developmental results from interactions between the student and the student's early relationships and experience, which include family, language, culture and environment.
12.05	Explain how attachment significantly impacts all areas of development.
12.06	Describe the cumulative effects of early experiences and their potential for both positive and negative effects on student growth and development.

12.07	Discuss how self-regulation affects all areas of development and behavior.
12.08	Discuss how caring, consistent relationship with adults provide external supports that serve as the basis for developing self-regulation and resiliency.
12.09	Describe the importance of effective language and communication between students and adults, and among students, for healthy growth and development.
12.10	Explain how students' pro-social behavior is supported by adults who model positive behavior and view challenging behavior as a learning opportunity
12.11	Identify strategies for responding to the differing developmental needs of students including those with developmental delays.
12.12	Explain that the teaching profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.
13.0	Explain how students learn and the developmental characteristics of age groups. – The student will be able to:
13.01	Describe research on human development, learning theory and the brain.
13.02	Explain how student development (e.g., physical, social, emotional, cognitive) influences learning.
13.03	Examine differences and exceptionalities in the way students learn.
13.04	Articulate the role of language in learning and the cultural influences on the development of language.
13.05	Discuss major theories and concepts on motivation and their relationship to classroom instruction.
13.06	Identify factors in students' school, home, community and culture that may influence development, learning and motivation.
13.07	Demonstrate a variety of instructional strategies that meet learner and group needs at an appropriate level of development.
13.08	Describe the principles of assessment as they apply to variances in human development and learning.
13.09	Describe different learning styles of students and how it impacts classroom instructional delivery.
14.0	Explain the developmental characteristics and intervention strategies for exceptional children and youth across education and community settings. – The student will be able to:
14.01	Articulate current and historic foundations, legal issues and mandates, theories and philosophies of special education
14.02	Describe definitions, identification procedures, causes and prevalence of specific exceptionalities.
14.03	Discuss the continuum of placement options and service delivery models for students with exceptionalities, especially in relation to general education.

14.04	Explain the similarities and differences in cognitive, physical, cultural, social, emotional needs among students with and without exceptionalities, and the implications of those for education and living.
14.05	Describe the causes and differential characteristics of students with exceptionalities and the educational implications of these characteristics.
14.06	Explain the effects exceptional conditions may have on an individual's life, including interpersonal relationships, social/emotional aspects, psychological factors, intellectual functioning and language development.
14.07	Articulate various strategies for differentiating curriculums, instruction, assessment and classroom learning environments to include the full spectrum of exceptional children, ranging from special education to the gifted child.
15.0	Apply the fundamental principles of the human development process in childhood. – The student will be able to:
15.01	Recognize and respect individual differences in student growth, development and learning and adjust practices and expectations for individual students accordingly.
15.02	Explain students' developmental levels in relation to age appropriate norms and use that information to meet the general needs of students showing typical development.
15.03	Recognize that family, community and culture influence the development of students and adjust practices and interaction patterns for individual students and/or families accordingly.
15.04	Articulate examples of challenging behaviors that have environmental and developmental causes and use that information to modify environment, activities and expectations to improve behavioral outcomes.
15.05	Explain that students develop skills and abilities and learn best through experiences that enhance development, behavior and learning outcomes for all students.
16.0	Analyze instructional methods and develop appropriate activities to foster growth and development. – The student will be able to:
16.01	Explain a variety of basic and effective teaching strategies.
16.02	Describe the functions and components of a lesson plan.
16.03	Create and implement a lesson plan.
17.0	Analyze and evaluate classroom management strategies. – The student will be able to:
17.01	Develop a plan to minimize problem behaviors.
17.02	Establish classroom rules and procedures that will enhance a learning environment.
17.03	Describe classroom management strategy components.

18.0	Analyze and develop methods to monitor and provide support to reduce the effects of child abuse and substance abuse and other barriers to learning on student achievement and behavior. – The student will be able to:
18.01	Identify the types, signs, symptoms and prevalence of child abuse and possible effects of abuse on student performance.
18.02	Identify the types, signs, symptoms and prevalence of substance abuse and possible effects of abuse on student performance.
18.03	Analyze data, determine the most prevalent need and develop strategies to reduce the effect on student achievement and behavior.
19.0	Identify practices that contribute to healthy environments. – The student will be able to:
19.01	Describe strategies to reduce exposure to health-threatening environments (e.g., temperature, chemicals, communicable diseases, blood-borne pathogens).
19.02	Describe strategies to promote wellness in the work environment through routine care and maintenance of materials and equipment.
19.03	Express students' need for a physically and emotionally safe environment and how it impacts the growth and development of young students, including those with special needs.
19.04	Provide age appropriate supervision, indoors and outdoors, to anticipate and prevent dangerous situations and accidents.
19.05	Recognize signs of abuse and follow procedures for documentation and reporting of injuries, incidents and suspected abuse.
Students should have completed 30 hours of field experience and/or observation at this point in the program. Students also should continue working on their portfolio.	
20.0	Apply basic theories of educational psychology to enhance student learning. – The student will be able to:
20.01	Compare and contrast the various theories of learning.
20.02	Identify the stages of human development.
20.03	Discuss multiple cultural, ethnic and racial belief systems that relate to student learning.
20.04	Apply various theories of learning when appropriate.
20.05	Apply Universal Design for Learning (UDL) principles.
21.0	Assess sociological factors that impact learning. – The student will be able to:
21.01	Analyze multiple social factors that impact learning.
21.02	Critique the social interaction of individuals can become a predictor of individual and group behavior.
22.0	Employ critical thinking, problem solving and innovation skills independently or in teams to formulate solutions to problems. – The student will be able to:

22.01	Describe problem-solving methods used in education and training organizations.
22.02	Combine critical thinking and team-building skills to address problems.
22.03	Engage in group decisions within the bounds of ethical, safety and legal boundaries.
22.04	Adjust plans/schedules to respond to unexpected events and conditions.
22.05	Address conflict between available resources, requirements and timelines.
22.06	Evaluate the solutions and unintended consequences of problem-solving methods.
23.0	Demonstrate basic technology competencies through effective use of multiple software applications. – The student will be able to:
23.01	Create documents using a computer (e.g., text documents, spreadsheets, databases, graphics, publications, newsletters).
23.02	Access and complete research on the internet.
23.03	Explain how student information can be obtained from electronic sources.
23.04	Perform calculations and analysis on various examples of student data.
23.05	Employ electronic applications to assist with curriculum design, instruction, assessment and classroom organizational tools.
24.0	Use existing and emerging technology to accomplish educational goals. – The student will be able to:
24.01	Describe the range of options and role of technology in the instructional process.
24.02	Utilize a variety of educational technology tools to support and enhance instructional activities.
24.03	Describe applications of educational technology to support classroom management strategies.
24.04	Examine the effective use of technology in terms of planning for and assisting students to meet instructional objectives.
24.05	Utilize technology support staff effectively.
24.06	Demonstrate a variety of productivity and utility software applications.
25.0	Explain the laws and regulations governing information gathering, software and educational use. – The student will be able to:
25.01	Specify copyright laws designed to protect publications, performances and artistic creations.
25.02	Identify requirements for access and use of copyrighted materials, and the consequences if formal permission is not secured.

25.03	Describe the safety and health issues related to technology.
25.04	Explain social, legal, ethical and cultural issues related to technology.
25.05	Examine policies for the use of technology in schools.
26.0	Align curricular goals and instructional objectives with the capabilities of the electronic media. – The student will be able to:
26.01	Identify electronic resources suitable for specific content learning and teaching.
26.02	Plan learning environments and experiences that are supported by technology.
26.03	Develop students' abilities to access, evaluate and use technology.
26.04	Use technology for its ability to accurately represent particular ideas and concepts.
27.0	Demonstrate excellence in the content/subject area to be taught. – The student will be able to:
27.01	Identify relevant research, principles, theories and perspectives significant to the content.
27.02	Utilize knowledge of the content area, assumptions and skills in planning and instruction.
27.03	Identify the developmental sequence of learning in content, in an effort to link current instruction with students' prior knowledge.
27.04	Integrate different viewpoints, theories and processes of inquiry to guide thinking and instructional planning.
27.05	Demonstrate enthusiasm for the subject discipline and a commitment to continuous learning in a specific subject area.
28.0	Use content-specific instructional strategies to teach the central concepts and skills of the discipline. – The student will be able to:
28.01	Explain how students' conceptual framework and common misconceptions can influence learning.
28.02	Engage students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area.
28.03	Anticipate and adjust learning experiences to address common misconceptions of the discipline.
28.04	Incorporate content specific learning strategies to enable students to analyze, build and adapt new understandings.
29.0	Describe school and district priorities and Florida's academic and technical content standards. – The student will be able to:
29.01	Describe the content, concepts and processes in school and district curriculum priorities and in Florida's academic and technical content standards.

29.02	Extend and enrich curriculum by integrating school and district curriculum priorities with Florida’s academic, technical and national content standards.
30.0	Explain the relationship of knowledge within a content area to other content areas. – The student will be able to:
30.01	Make relevant content connections between disciplines.
30.02	Prepare opportunities for students to apply learning from different content areas to solve problems.
30.03	Collaborate to construct interdisciplinary learning strategies that make connections between content areas.
31.0	Connect content to relevant life experiences and career opportunities. – The student will be able to:
31.01	Facilitate learning experiences that connect to real-life situations and careers.
31.02	Utilize a variety of resources to enable students to experience, connect and practice real-life and career applications.
32.0	Describe the importance of reading and writing skills for personal and social growth, and for the achievement of excellence in all subject matters. – The student will be able to:
32.01	Define reading and writing skills as essential for life-long learning.
32.02	Support the process of reading and writing skill development in learners.
33.0	Align instructional goals and activities with school and district priorities and Florida’s academic and technical content standards. – The student will be able to:
33.01	Follow district curriculum priorities.
33.02	Select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic and technical content standards.
33.03	Sequence and group concepts and processes to provide a continuous curriculum aligned with school and district curriculum priorities and state academic and technical content standards.
Students should have completed 50 hours of field experience and/or observation at this point in the program. Students should continue working on their portfolio.	
34.0	Plan and deliver instruction that illustrates sound teaching practices. – The student will be able to:
34.01	Prepare clear short- and long-term educational goals and objectives for learners.
34.02	Develop short- and long-term instructional plans.

34.03	Adjust instruction based on differentiated student learning.
34.04	Identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan accordingly.
34.05	Explain the alignment of goals, objectives, instructional plans and assessments.
35.0	Communicate clear learning goals and link learning activities to those defined goals. – The student will be able to:
35.01	Establish and communicate challenging individual learning goals based on the needs of each student.
35.02	Communicate the link between learning activities and goals.
35.03	Create instructional environments where students actively and independently set, articulate and internalize learning goals.
36.0	Apply knowledge of how students think and learn to instructional design and delivery. – The student will be able to:
36.01	Describe the cognitive processes associated with learning.
36.02	Demonstrate through instruction how to stimulate cognitive processes.
36.03	Use research-based instructional strategies.
36.04	Implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.
36.05	Articulate a logical and appropriate rationale for the sequence of learning activities.
36.06	Link the content of each learning activity to the content of previous and future learning experiences.
36.07	Prepare learning activities that allow for content review, student reflection and different pathways, depending on student needs.
37.0	Differentiate instruction to support the learning needs of all students. – The student will be able to:
37.01	Understand the importance of gathering and using student data to choose appropriate instructional strategies for individuals and groups of students.
37.02	Use appropriate and flexible grouping during instruction to support the learning needs of all students.
37.03	Recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.
37.04	Adapt instructional materials and activities and differentiate instruction to meet individual student's learning needs.
37.05	Provide varied options for how students demonstrate mastery.

38.0	Select activities that are designed to help students develop as independent learners and complex problem-solvers. – The student will be able to:
38.01	Choose learning activities that support the development of students' cognitive abilities.
38.02	Employ effective, purposeful questioning techniques during instruction that encourages critical thinking about disciplinary content.
38.03	Provide complex, creative, open-ended learning opportunities for students.
39.0	Use resources effectively to enhance student learning. – The student will be able to:
39.01	Use materials and resources that support instructional goals and meet students' needs.
39.02	Use technology that is appropriate to the discipline.
39.03	Develop students' abilities to access, evaluate and use technology.
39.04	Develop awareness of adaptive technologies to enhance student learning.
40.0	Maintain general safety standards in accordance with applicable regulations, health standards and organizational policy. – The student will be able to:
40.01	Check and correct potential safety hazards.
40.02	Maintain work areas in accordance with standards for cleanliness and safety.
40.03	Understand when to maintain and wear personal protective equipment (PPE) as appropriate.
40.04	Identify effective body mechanics and repetitive motion factors associated with ergonomics.
40.05	Describe current medication administration policies and procedures according to local, state or national regulations.
40.06	Model use of simple safety precautions and safe use of learning materials and instruct students to do the same.
41.0	Supervise the safety and health of students. – The student will be able to:
41.01	Apply basic first aid and follow health and safety procedures.
41.02	Explain cardiopulmonary resuscitation (CPR), airway obstruction, and the abdominal thrust.
41.03	Supervise the playground and recreational activities of students.
42.0	Explain emergency response plans. – The student will be able to:

42.01	Explain and discuss procedures to address an emergency (e.g., natural disaster, substance abuse).
42.02	Describe the PPE and response equipment/materials needed for emergency response.
42.03	Demonstrate universal precautions to protect against infection and communicable diseases.
43.0	Assess the impact of stress on health. – The student will be able to:
43.01	Differentiate between stress and stressors.
43.02	Summarize the physical, emotional, behavioral and cognitive consequences of unmanaged stress.
43.03	Recognize the function of employee assistance programs.
43.04	Describe effective strategies for managing stress.
44.0	Identify ways to continue to grow professionally. – The student will be able to:
44.01	Identify professional development resources.
44.02	Explain professional collaboration.
44.03	Demonstrate teacher characteristics that promote professional development.
44.04	Express a personal objective of continuous improvement.
44.05	Analyze the impact of personal biases on teaching/learning.
44.06	Adapt instructional planning and strategies based on written reflections of teaching experiences.
Students should have completed 150 hours of internship and their portfolio at this point in the program.	

Additional Information

Laboratory Activities

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

Special Notes

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

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

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

Career and Technical Student Organization (CTSO)

Florida Future Educators Association (FFEA) and Florida Public Service Association, Inc. (FPSA) are the intercurricular career and technical student organizations providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

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

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

Note: This program is approved by the Florida Department of Children and Families (DCF) as meeting the course requirement for child care center directors, [65C-22.003](#). Students who complete the program, and meet additional requirements, are eligible for the Florida Child Care Director Credential. *** **To offer and teach this program, approval must be obtained** from the local DCF Child Care [Training Coordinators](#) Agency and the instructor must meet the trainer requirements established by DCF. Additional information regarding the Director Credential can be found at <http://www.myflfamilies.com/service-programs/child-care/director-credential>.

PSAV	
Program Number	V200206
CIP Number	0419070802
Grade Level	30, 31
Standard Length	45 hours
Teacher Certification	FAM CON SC 1 CH CARE TR 7 G 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	N/A

Purpose

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

solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

Program Structure

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

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

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

This program is approved by the Florida Department of Children and Families (DCF) as meeting the course requirement for child care center directors, [65C-22.003](#). Students who complete the program, and meet other requirements, are eligible for the Florida Child Care Director Credential. ***** To offer and teach this program, approval must be obtained** from the local DCF Child Care [Training Coordinators](#) Agency and the instructor must meet the trainer requirements established by DCF. Additional information regarding the Director Credential can be found at <http://www.myflfamilies.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	Develop a system for financial planning, budgeting, accounting, compensation, purchasing and maintenance – The student will be able to:
04.01	Develop a budget for operating a child care center.
04.02	Evaluate three benefit packages for employees.
04.03	List and explain the factors involved in the selection and maintenance of facilities and equipment in a child care center.
04.04	Research sources for funding child care programs (i.e., tuition, subsidies, fundraising, grants, and loans).
05.0	Create effective publicity and marketing strategies –The student will be able to:
05.01	Communicate the child care center's program philosophy and a definition of quality to the customer (i.e., families and community).
05.02	Present options for a marketing plan for a child care center.
06.0	Explain the legal obligations/responsibilities of a child care facility, including those related to tax laws, insurance, and licensure – The student will be able to:
06.01	Research applicable federal, state and local law related to family law and child abuse.
06.02	Research laws related to liability and insurance requirements.
06.03	Research laws related to tax and licensure.
06.04	Research religious exemption laws.
06.05	Research requirements of the Occupational Safety and Health Administration (OSHA).
06.06	Describe non-discriminatory practices including the Americans with Disabilities Act (ADA) and Equal Employment Opportunity Council (EEOC).
06.07	Research and explain the regulations related to recruitment, hiring, and firing of personnel and wage and hour laws.
06.08	Identify key local and state consultants that can provide technical assistance and support in meeting all local and state regulatory requirements.
06.09	Research and explain child care training requirements for employees in a child care center.
07.0	Apply knowledge of program elements needed to implement and sustain a culturally sensitive, non-discriminatory and inclusive environment based upon principles of child development and professional standards – The student will be able to:

07.01	Research and apply child growth and development theories and principles to provide quality programming for children within the child care setting.
07.02	Establish guidelines for a culturally sensitive, non-discriminatory and inclusive child care and education environment and curriculum within a child care setting.
07.03	Explain professional guidelines such as those found in the National Association for the Education of Young Children (NAEYC) 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	Maintain a system for ongoing assessment and documentation related to children within the child care center program – The student will be able to:
08.01	Describe assessment instruments and identify ways these instruments measure different aspects of a child's performance or behavior.
08.02	List community resources available for screening, assessment, and referral of children.
08.03	Develop a plan for successful transitions with other programs and schools such as early intervention, and kindergarten, regarding transition of children into the program.
09.0	Develop a system for monitoring child care facility practices related to health, safety, and nutrition – The student will be able to:
09.01	Explain professional standards and best practices related to health and safety, including facilities, program, staff and children.
09.02	Establish a plan for nutrition education and physical fitness for staff, children and families.
09.03	Compile a list of low cost health insurance plans for children.
09.04	Establish a plan for building and grounds maintenance to insure the health and safety of children and staff.
09.05	Create an emergency preparedness plan in accordance to child care regulations.
10.0	Create policies that promote alliances with families and collaboration among programs, families, and community resources – The student will be able to:
10.01	Create a plan for family involvement in all aspects of early care and education programs of the child.
10.02	Discuss the diverse strengths and needs of families and understanding of families in cultural 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

This program is approved by the Florida Department of Children and Families (DCF) as meeting the course requirement for child care center directors, [65C-22.003](#). Students who complete the program, and meet additional requirements, are eligible for the Florida Child Care Director Credential. *** **To offer and teach this program, approval must be obtained** from the local DCF Child Care [Training Coordinators](#) Agency and the instructor must meet the trainer requirements established by DCF. Additional information regarding the Director Credential can be found at <http://www.myflfamilies.com/service-programs/child-care/director-credential>.

Cooperative Training – OJT

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

Accommodations

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

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

**Florida Department of Education
Curriculum Framework**

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

Note: This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for school-age child care personnel, [65C-22.008](#). *****The regulatory requirements that must be met to offer this program are included in the [SAPC Program Guidelines \(PSAV\)](#).** More information regarding requirements for this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

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
Additional Teacher Certifications	The certifications HME EC OCC and HOMEMAKING – issued prior to the 2014-15 school year – 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 and meets all district requirements (see F.A.C. 65C-22.003 , trainer qualifications).
CTSO	N/A
SOC Codes (all applicable)	39-9011 – Childcare Workers
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical

skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

Program Structure

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

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

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

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

Regulated Programs

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for school-age child care personnel, [65C-22.008](#). Students who complete all courses in this program and meet all requirements, including the 480-hour work experience requirement, can be awarded the Florida Department of Education (DOE), School Age Professional Certificate (SAPC) and will be eligible for a DCF Staff Credential. *****The regulatory requirements that must be met to offer and teach this program are included in the [SAPC Program Guidelines \(PSAV\)](#).** More information regarding the requirements of this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

OCP A:

- 01.0 Identify rules and regulations which govern child care.
- 02.0 Plan, establish and maintain a safe, clean, and healthy learning environment.
- 03.0 Plan and implement food service and nutrition education.
- 04.0 Identify and report child abuse and neglect in accordance with state regulations.
- 05.0 Recognize developmentally appropriate methods of guidance.

Path 1:

- 06.0 Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve, with emphasis on K – 5th grade.
- 07.0 Identify communication skills related to school age programs.

Path 2:

- 08.0 Identify and apply principles of child development typical and atypical (birth through age twelve).
- 09.0 Identify various observation and recording methods.

OCP B:

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

**Florida Department of Education
Student Performance Standards**

Program Title: School Age Certification Training
PSAV Number: V200310

The first course of this program covers the DCF 40-hour Introductory Child Care Training coursework. To offer and teach the 40-hour Introductory Child Care Training, approval must be obtained from the local DCF Child Care [Training Coordinators](#) Agency and the instructor must meet the trainer requirements established by DCF. Additionally, students must obtain 480 hours of direct work experience with school-age children, of which 80 hours must be earned while enrolled in this program to be awarded the [School Age Professional Certificate \(SAPC\)](#). **More information regarding the requirements for this program are included in the [SAPC Program Guidelines \(PSAV\)](#).**

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

02.04	Recognize potential safety and fire hazard problems and plan ways to prevent accidents.
02.05	Demonstrate evacuation procedures.
02.06	Identify characteristics of a healthy child.
02.07	Recognize symptoms of childhood illness.
02.08	Identify communicable diseases.
02.09	Identify procedures for administering and documenting medication.
02.10	Complete a medication permission form.
02.11	Describe ways in which the spread of disease in school age settings can be prevented.
02.12	Demonstrate responsibility for maintaining and organizing a safe and healthy facility.
02.13	Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
02.14	Identify proper procedures for transporting children.
02.15	Demonstrate use of fire extinguishers.
02.16	Practice universal precautions.
02.17	Visualize and plan for emergency/disaster situations.
02.18	Use appropriate telephone numbers in a simulated emergency situation.
02.19	Identify the need and responsible use of equipment and supplies.
02.20	Follow established procedures for reporting and documenting accidents/incidents.
02.21	Discuss ways for children to develop positive attitudes and skills for daily routines.
02.22	Practice environmentally sound procedures within the facility.
02.23	List ways to make a playground safe.
03.0	Plan and implement food service and nutrition education. – The student will be able to:
03.01	Identify the nutritional needs of children; infants through school age (birth through age twelve).
03.02	Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children, with emphasis on K – 5 th grade.

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

Path 1

06.0	Exhibit skills in implementing developmentally appropriate practices for programs serving children from birth through age twelve, with emphasis on K – 5 th grade. – The student will be able to:
06.01	Identify and demonstrate various methods of curriculum planning for young children.
06.02	Define developmentally appropriate practices.
06.03	Discuss the importance of learning through play.
06.04	Describe learning centers used in developmentally appropriate environments.
07.0	Identify communication skills related to school age programs. – The student will be able to:
07.01	Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.
07.02	Describe ways to promote positive interaction between the family, the child care center and community.

Path 2

08.0	Identify and apply principles of child development typical and atypical (birth through age twelve). – The student will be able to:
08.01	Describe and exhibit the principles of development: development is similar for all, development is continuous; development proceeds at different rates; development can be correlated.
08.02	Describe the physical, social-emotional, cognitive, and language characteristics of children from birth through age twelve.
08.03	Discuss circumstances and factors that put a child at risk for developing disabling conditions.
09.0	Identify various observation and recording methods. – The student will be able to:
09.01	Identify observation techniques and methods used in a school age setting.
09.02	Interpret and evaluate a child observation form.
09.03	Observe, record, and report the behavior of children of various ages on an observation form.
09.04	Discuss the importance of, and create a plan to maintain the confidentiality of child/family records.
09.05	Differentiate between developmental screening, developmental assessment, developmental evaluation, and program evaluation.

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

10.0	Demonstrate professionalism, ongoing professional growth, leadership and advocacy. – The student will be able to:
10.01	Identify factors that aid professional growth of a school-age child care worker.
10.02	Identify and use job-related school-age child care terminology.
10.03	Identify and demonstrate effective communication skills to use with personnel and parents/guardians of school-age children.
10.04	Identify opportunities for continuing education in the area of school-age care.
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	Provide a safe environment. – The student will be able to:
11.01	Follow Florida safety regulations designed to keep school age children and youth safe.
11.02	Conduct safety checks, in-door and out.
11.03	Remove or repair unsafe items.
11.04	Create a safe environment for school age program including traffic patterns, quiet and active play areas, sign-in areas.
11.05	Create a daily schedule that provides time for active and quiet play.
11.06	Conduct safety training with children including their input into rules.
11.07	Recognize and ensure appropriate staff to child ratios and group sizes.
11.08	Explain rules and procedures for sports and activities.
11.09	Create and carry out an emergency plan for accidents, injuries, illness, fire and weather related acts.
11.10	Create and carry out a plan for children's safety during field trips.

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

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

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

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

23.12	Titles, Authors, publishers, copyright dates and brief synopsis of two books suitable for school-age children that support gender identity, deal with the reproductive process, and separation, divorce, remarriage or blended families.
23.13	Copy of the facility's rules developed with input from children.
23.14	List of five ways the school-age program helps children develop friendships and increase social skills.
23.15	List of five ways parental support is provided within the program.
23.16	List of five activities in which parents can participate.
23.17	List of 5 places in the local area for field trips (include purpose of selecting location, contact person/information, transportation arrangements, how the trip enhances an activity plan, sample parental permission form, and 3-5 essential items needed on a field trip).
23.18	List of and contact information for outreach agencies that support school-age programs.
23.19	Daily schedule including time blocks, activities and age groupings.

Additional Information

Laboratory Activities

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

Special Notes

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for school-age child care personnel, [65C-22.008](#). *****The regulatory requirements that must be met to offer this program are included in the [SAPC Program Guidelines \(PSAV\)](#).** More information regarding requirements for this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

Cooperative Training – OJT

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

Accommodations

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

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.

Florida Department of Education
Curriculum Framework

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

Note: This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for family child care home personnel, [65C-20, F.A.C.](#) *** **To offer and teach this program, approval must be obtained** from the local DCF Child Care [Training Coordinators](#) Agency and the instructor must meet the trainer requirements established by DCF. Additional information regarding family child care home training can be found at <http://www.myflfamilies.com/service-programs/child-care/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 7 G 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
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	N/A

Purpose

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

solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.

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

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

Program Structure

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

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

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

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for family child care home personnel, [65C-20, F.A.C.](#) *** **To offer and teach this program, approval must be obtained** from the local DCF Child Care [Training Coordinators](#) Agency and the instructor must meet the trainer requirements established by DCF. **Programs offering the Family Child Care Training course will be required to use DCF materials and be subject to monitoring by the training coordinating agencies.** Additional information regarding family child care home training can be found at <http://www.myflfamilies.com/service-programs/child-care/training>.

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

This program covers components of the DCF 40-hour Introductory Child Care Training coursework. To offer and teach this training, approval must be obtained from the local DCF Child Care [Training Coordinators](#) Agency and the instructor must meet the trainer requirements established by DCF. Additional information regarding family child care home training can be found at <http://www.myflfamilies.com/service-programs/child-care/training>.

Course Number: HEV0119	
Occupational Completion Point: A	
Child Care Workers (Family Home) – 30 Hours – SOC Code 39-9011	
01.0	Demonstrate the processes of setting up a Family Child Care home business. – The student will be able to:
01.01	Summarize the key business considerations of particular concern to owners of family child care homes.
01.02	Identify other sources of information and assistance when needed.
01.03	List what is needed to prepare a home to operate as a family child care business.
01.04	Prepare a parent handbook that includes the policies and procedures of a family child care home.
01.05	Prepare a contract for parents, which includes hours/days of operation, fees, meals, field trips/other transportation, emergency information/contacts, termination procedures, illness policy, discipline policy, and parent signatures.
01.06	Prepare a marketing plan for a family child care home business.
01.07	Locate available resources for tax preparation.
01.08	Set up business records for a family child care home.
01.09	Explain how to obtain liability insurance for a home based business.
01.10	Create a professional development plan.
01.11	List the steps for acquiring accreditation.
01.12	List the requirements of the Americans with Disabilities Act (ADA) for child care providers.

02.0	Demonstrate basic knowledge of principles and concepts of child development. – The student will be able to:
02.01	Describe the basic principles of child development.
02.02	Identify specific examples of children's behavior by describing which domain each represents.
02.03	Describe the general age categories used to talk about young children.
02.04	Recognize common milestones in the physical/motor domain of child development.
03.0	Demonstrate basic knowledge of the domains of child development. – The student will be able to:
03.01	Describe language development and communication skills in infants, toddlers and preschoolers.
03.02	Describe the emergent literacy skills of infants, toddlers, preschoolers and school age children.
03.03	Describe cognitive development and general knowledge milestones and practices of infants, toddlers, preschoolers and school age children.
03.04	Describe social/emotional development milestones and practices of infants, toddlers, preschoolers and school age children.
03.05	Describe caretaker techniques that can support the social/emotional development of infants, toddlers, preschoolers and school age children across all domains of development.
03.06	Describe physical development skills of infants, toddlers, preschoolers, and school age children.
04.0	Demonstrate how to observe children. – The student will be able to:
04.01	Demonstrate key principles of observing children.
04.02	Observe a child's behavior and decide if it represents typical developmental progress for the child's age.
04.03	Use a behavior/developmental checklist and determine which skills you observed.
04.04	Discuss 7 items the caregiver can do when talking to parents about developmental concerns.
04.05	Determine the difference between guidance and discipline verses punishment.
04.06	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	Identify signs of and follow reporting procedures for possible child abuse and neglect. – 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	Document and maintain required records for a family child care home. – The student will be able to:
06.01	Differentiate between a licensed and a registered family child care home.
06.02	List and prepare documents used in a family child care home that are required by law.
06.03	Understand the role of the Child Care Licensing Counselor (CCL) and the role of the Department of Children and Families (DCF).
06.04	Discuss personnel issues, staff training, supervision, access and ratios, health records and understand their implications for a family child care home.
06.05	Discuss the importance of Florida Statute 402.319 regarding penalties for misrepresentation and fraudulent actions in family child care homes.
06.06	Conduct a self-inspection using a home day care inspection list.
07.0	Demonstrate hygiene and sanitation procedures for the family child care home. – The student will be able to:
07.01	Explain the importance of hand washing.
07.02	Demonstrate proper hand washing techniques.
07.03	Discuss the use of individualized towels and washcloths.
07.04	Demonstrate the proper use of a diaper-changing table.
07.05	Discuss how to properly handle soiled items.
07.06	Demonstrate proper cleaning and sanitizing procedures for potty-chairs.
07.07	Explain the Universal Precautions.
07.08	Explain the difference between hygiene and sanitation.

07.09	Discuss the implications of Administrative Code 65C-20.010 Health and Safety Related Requirements.
08.0	Explain the importance of health and safety in a family child care home. – The student will be able to:
08.01	Describe the signs of good health and ill health.
08.02	Recognize common signs of communicable diseases that warrant isolation and complete the requirements of Administrative Code 65C-20.010(4)(a) & (b).
08.03	Demonstrate procedures for establishing and using an isolation area and handling linens, towels and bedding.
08.04	Determine the severity of a child's physical condition after an accident or onset of illness.
08.05	Follow procedures for administering and storing medication.
08.06	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	Determine ways to prevent health and safety hazards with in a family child care home. – The student will be able to:
09.01	Locate potential hazards and safety equipment for a family child care home.
09.02	Explain procedures for storing toxic and hazardous materials.
09.03	Describe and implement methods for minimizing common home safety pitfalls.
09.04	Describe and identify areas of indoor and outdoor safety.
09.05	Conduct a pre-inspection based upon the requirements of the family home child care guide to inspections.
09.06	List ways to prevent Sudden Infant Death Syndrome.
10.0	Determine child care practices in the areas of nutrition and kitchen safety for a family child care home. – The student will be able to:
10.01	Decide if specific nutritional child care practices are acceptable or not.
10.02	Use the United States Department of Agriculture (USDA) 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 investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Note: This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for family child care home personnel, [65C-20, F.A.C.](#) *** **To offer and teach this program, approval must be obtained** from the local DCF Child Care [Training Coordinators](#) Agency and the instructor must meet the trainer requirements established by DCF. Additional information regarding family child care home training can be found at <http://www.myflfamilies.com/service-programs/child-care/training>.

Cooperative Training – OJT

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

Accommodations

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

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml>.

Florida Department of Education
Curriculum Framework

Course Title: Education & Training Cooperative Education - OJT
Course Type: Career Preparatory
Career Cluster: Education & 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 7 %7 %G HOMEMAKING 7 @2 %7 %G
CTSO	SkillsUSA
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

Purpose

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

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

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

of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

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

Education 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.fldoe.org/core/fileparse.php/3/urlt/steps-manual.pdf>.

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

Career and Technical Student Organization (CTSO)

SkillsUSA is the intercurricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. 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 to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

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

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:
<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>.