EARLY CHILDHOOD EDUCATION II

Early Childhood Education II prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. *ECE II* is a sequential course that builds on the foundational knowledge and skills of *Early Childhood Education I*, which is a required prerequisite. In *ECE II* students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of *ECE II* include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development**, r**elationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. A standards-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the *Early Childhood Education II* teacher.

- DOE Code: 5406
- Recommended Grade Level: Grade 12
- Recommended Prerequisites: Early Childhood Education I
- Credits: 2-3 credist per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with the following Post-Secondary courses for Dual Credit:
  - Ivy Tech
    - ECED 105 CDA Process

Dual Credit
This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Application of Content and Multiple Hour Offerings
Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

Career and Technical Student Organizations (CTSOs)
Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in FCCLA (Family, Career and Community Leaders of America), the CTSO for this area.

Content Standards

Domain – Child Development Associate Credential
Core Standard 1 Implement the steps of the CDA process to earn credentials for certification

Standards

ECEII-1.1 Explore the six CDA Competency Goals and 13 Functional Areas

ECEII-1.2 Prepare the required CDA documentation for the Professional Resoure File

ECEII-1.3 Apply for the CDA Assessment Application

ECEII-1.4 Demonstrate required skills through assessment to receive CDA Certification

ECEII-1.5 Obtain Pediatric First Aid Certification

Domain – Safe, Healthy Learning Environment for Children
Core Standard 2 Establish and maintain a safe, healthy learning environment.

Standards

ECEII-2.1 Demonstrate safe and healthy standards of the setting (IT-ECED 105, 10)

ECEII-2.2 Apply safe and healthy practices that comply with state regulations

ECEII-2.3 Implement strategies to teach children healthy, safety, and sanitation habits

ECEII-2.4 Demonstrate appropriate environments for the setting (IT-ECED 105,11)

ECEII-2.5 Establish security and emergency procedures (ECE I -3.12)

Domain - Physical and Intellectual Competence of Children
Core Standard 3 Advance each child's intellectual and physical competence.

Standards

ECEII-3.1 Prepare and implement activities and experiences for physical, cognitive, creative and affective development within the context of the whole child (IT-ECED 105, 1)

ECEII-3.2 Evaluate activities and experiences in the early childhood setting (IT-ECED 105, 3)

ECEII-3.3 Demonstrate strategies that promote children's growth and development

ECEII-3.4 Examine existing and emerging child development theories and their implications for educational and child care practices

Domain – Social and Emotional Development of Children
Core Standard 4 Support each child's social and emotional development and provide positive guidance.

Standards

ECEII-4.1 Support positive self-concept in self, children, families, and staff (IT-ECED 105, 4)

ECEII-4.2 Recognize specific behaviors in children related to the CDA competencies (IT-ECED 105, 8)

ECEII-4.3 Consider cultural and environmental influences when interpreting children's development

ECEII-4.4 Demonstrate mastery of communication competence in accordance to professional early childhood practices (IT-ECED 105, 9)

Domain – Relationships with Families
Core Standard 5 Establish positive and productive family relationships.

Standards

ECEII-5.1 Implement strategies for constructive and supportive interactions between children and their families

ECEII-5.2 Implement federal, state, and local standards, policies, regulations, and laws that impact children, families, and programs

ECEII-5.3 Determine community resources available to children and their families

ECEII-5.4 Demonstrate ethical standars that guide behavior in interpersonal relationships with children and their families

Domain –Program Management
Core Standard 6 Ensure a well-run, purposeful program responsibve to participant needs.

Standards

ECEII-6.1 Demonstrate enthusiasm, initiative, and commitment to program goals and the welfare of children

ECEII-6.2 Apply basic mth, literacy, arts, science, social studies, and physical education skills to successfully manage resources in community and workplace settings

ECEII-6.3 Examine strategies to manage the impact of changing technologies in workplace settings

ECEII-6.4 Apply business management skills needed for planning businesses related to early childhood education

ECEII-6.5 Practice standards of the settings (IT-ECED 105,2)

ECEII-6.6 Select activities and techniques that promote individual skills (IT-ECED 105, 6)

ECEII-6.7 Synthesize prior knowledge to exhibit skills in the CDA competencies (IT-ECED 105,5)

Domain – Professionalism
Core Standard 7 Maintain a commitment to professionalism.

Standards

ECEII-7.1 Identify opportunities for continuing training and education

ECEII-7.2 Demonstrate leadership skills and abilities in the workplace and community

ECEII-7.3 Apply professional ethical standards as accepted by the recognized professional organization

ECEII-7.4 Demonstrate pro-social and professional behavior (IT-ECED 105,5)