

Appendix 16 – Alignment Document
 Early Childhood Education CTAG Alignments

This document contains information about 3 proposed Career-Technical Articulation Numbers (CTANs) for the proposed Early Childhood Education Career-Technical Assurance Guide (CTAG).

The CTANs are:

1. Introduction to Early Childhood Education
2. Health, Safety, and Nutrition
3. Infant Toddler Curriculum

1. Introduction to Early Childhood Education Potential CTAN alignment with the Education and Training Pathway in the Career Field Technical Content Standards of the Ohio Department of Education

General Course Description: This introductory course provides a general introduction to the field of early childhood education as well as related services that support children and their families, birth to age 5. This course is intended for those who are interested in the field of early childhood as well as those who are still undecided but are considering a career working with young children. Content in this course provides an overview of the profession of early childhood education and the role of the teacher/caregiver. It explores the history of early childhood education, major models and programs that support and/or educate young children, the theories and practices that are the foundations for such programs, and current issues in the classroom/child care setting.

Advising Notes:

Must access credit within 3 years of program completion or within currency of certificate

Proposed Semester Credit Hours: 3

Proposed Alignment:

Proposed Learning Outcomes The student will be able to:	Competencies and/or Descriptors from the Education and Training Pathway of the Career Field Technical Content Standards
Historical Foundations 1. Describe and discuss the historical foundations of early childhood education.	2.1.1. Determine historical aspects of education that impact the current learning environment. 2.1.2. Compare educational models, and explain how they impact the classroom. 2.1.4. Describe the shift from instructor led to learner-directed education. 2.1.6. Compare theories and philosophies of education and training impacting learners with exceptionalities. 2.1.13. Explain the evolving knowledge base of educational research and theory that guides practice.

<p>2. Identify influences (theories and models) on today's early childhood programs.</p>	<p>2.1.3. Explain the impact of constructivism on the learning environment, instruction, learning activities and assessment. 2.1.6 Compare theories and philosophies of education and training impacting learners with exceptionalities. 2.2.1. Explain the goals of education and their role in shaping the educational system. 2.2.3. Distinguish among federal, state and locally mandated policies, rules and regulations. 2.2.4. Describe the organizational hierarchy in education and training systems. 2.2.5. Describe the role and responsibilities of state and federal education agencies. 2.2.6. Explain learners' and stakeholders' roles, rights and responsibilities in education systems. 2.2.10. Describe funding sources and levels of contribution to the education system.</p>
<p>Professional Ethical Standards, Administration, and Career Possibilities 3. Identify the various credentials, licenses, and career opportunities in different programs that serve young children, including young children with diverse needs and abilities</p>	<p>1.1.2. Identify the scope of career opportunities and the requirements for education, training, certification, licensure, and experience. 1.1.3. Develop a career plan that reflects career interests, pathways and secondary and postsecondary options. 2.2.12. Describe accreditation requirements of educational systems. 2.2.13 Analyze the community's shifting demographics, and recommend ways that the educational system can respond. 2.3.12 Determine requirements for being an Ohio educator, and explain reasons those requirements change.</p>
<p>4. Explain the significance of a professional portfolio that exhibits a sense of professionalism</p>	<p>2.3.9 Create, implement, and evaluate personal action plan for performance improvement. 2.3.11 Assess and address personal biases that potentially impact stakeholder interactions. 2.3.13 Develop a professional development plan for lifelong learning. 2.3.14 Develop a personal philosophy of education. 2.3.15 Create and maintain a professional portfolio.</p>
<p>5. Identify a variety of and discuss current professional standards related to the early childhood educator (e.g. NAEYC, OSTP, Ohio Core Knowledge and Competencies, and Ohio Early Learning & Development Standards (Birth-5)).</p>	<p>1.1.4. Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships. 2.3.1 Compare and contrast professional development processes guiding the preparation of educators. 2.3.3. Target and actively participate in relevant professional development opportunities that foster growth. 2.3.5. Adhere to the legal and ethical framework of the teaching profession, and explain the consequences of failing to do so. 2.3.6 Explain the relationship between educational negligence and liability, and describe protections against liability. 2.3.10 Promote active and informed citizenship. 2.4.2. Complete and maintain up-to-date records (e.g., incident reports, gradebooks, and immunization records).</p>

<p>6. Discuss current social, cultural, psychosocial, and diversity issues associated with the care and education of young children.</p>	<p>1.3.2. Follow protocols and practices necessary to maintain a clean, safe and healthy work environment. 1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice). 1.5.2. Describe how cultural intelligence skills influence the overall success and survival of an organization. 1.5.3. Use cultural intelligence to interact with individuals from diverse cultural settings. 1.5.4. Recognize barriers in cross-cultural relationships and implement behavioral adjustments. 1.5.8. Identify how multicultural teaming and globalization can foster development of new and improved products and services and recognition of new opportunities. 2.2.2. Describe the environments in which education and training are delivered. 4.5.4. Demonstrate cultural awareness.</p>
<p>7. Identify appropriate interpersonal communication skills (written and verbal) with children, staff, and families.</p>	<p>2.3.8 Seek and use feedback and input from peers and administrators to foster professional growth. 3.4.12. Use communication techniques that promote social growth and development. 4.6.2. Identify and implement techniques to constructively and supportively communicate with family or caregiver regarding learner progress. 6.1.5 Compare and contrast the use of social media for personal and educational purposes. 6.1.6 Follow established protocols and practices necessary to maintain professional identity and reputation while using social media and educational networking sites.</p>
<p>8. Apply reflective and critical thinking skills in the field of early childhood education.</p>	<p>1.1.1. Identify the knowledge, skills, and abilities necessary to succeed in careers. 2.3.7 Engage in reflective practices to strengthen education and training knowledge and skills. 3.7.7 Determine personal contributions to working with culturally diverse communities and learners by reflecting on one's own personal culture. 5.2.10. Use reflection strategies for evaluating the effectiveness of a lesson.</p>
<p>9. Demonstrate understanding of the importance of intentionality and reflection as an early childhood professional.</p>	<p>2.3.3. Target and actively participate in relevant professional development opportunities that foster growth. 2.3.4. Utilize advocacy skills that can be used to shape educational policies and regulations. 2.3.7. Engage in reflective practices to strengthen education and training knowledge and skills. 2.3.11. Assess and address personal biases that potentially impact stakeholder interactions. 2.3.14. Develop a personal philosophy of education. 5.2.10. Use reflection strategies for evaluating the effectiveness of a lesson.</p>
<p>Curriculum and early learning standards for planning for developmentally appropriate practices (DAP).</p> <p>10. Use resources and content knowledge to plan and evaluate meaningful and challenging curriculum that is developmentally appropriate.</p>	<p>1.3.1. Analyze how regulatory compliance affects business operations and organizational performance. 3.1.1. Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive). 3.1.3. Explain growth and development theories (e.g., Piaget's stages of cognitive development, Erikson's theory of human development, Kohlberg's stages of moral development). 3.1.4. Apply development theories to different ages and stages of learner development. 3.1.5. Develop holistic view of learners through the application of growth and development theories. 3.2.5. Explain how interactions and the environment stimulate brain function, growth and development. 3.2.6. Create opportunities for students to explore their self-interests.</p>

	<p>3.2.8 Align instructional strategies and interventions to learners' stages of cognitive development and learning.</p> <p>3.3.5. Allocate time for structured and unstructured physical activity based on age band.</p> <p>3.4.1. Identify learner personalities and differences, and explain how they impact learning.</p> <p>3.4.2. Explain genetic and environmental conditions that affect social growth and development.</p> <p>3.4.7 Use strategies to help learners express emotions.</p> <p>3.5.1. Explain the interrelationships of language development with cognitive, physical and social/emotional development.</p> <p>3.5.2. Explain how language is developed.</p> <p>3.5.3. Describe the importance of listening, conversing and gesturing as foundations for learning languages or multiple languages.</p> <p>3.5.4. Identify the relationship between oral language development and reading.</p> <p>3.6.1. Explain the interaction of reading, writing, speaking and listening in literacy development.</p> <p>3.7.6. Implement strategies and techniques that encourage self-esteem and responsibility in learners.</p> <p>5.2.7. Plan developmentally appropriate learning experiences that engage learners in individual and collaborative learning activities.</p>
<p>11. Describe the value and role of play in relation to a child's development and learning.</p>	<p>3.4.9 Implement play activities that support social and emotional growth.</p> <p>3.4.10. Explain how play provides opportunity for learners to grow and develop.</p>
<p>12. Evaluate early childhood settings.</p>	<p>4.1.1. Ensure a safe learning environment.</p> <p>4.1.4. Design, maintain, and modify the classroom layout to create a safe environment.</p> <p>4.4.2. Analyze the impact of environmental factors on the learning environment.</p> <p>4.4.3. Create a learning environment that fosters collaborative and individual work.</p> <p>4.4.4. Incorporate learning areas in classroom design to provide learners space to build, create and engage in self-expression.</p> <p>4.4.5 Maintain and modify the learning environment to accommodate performance and behavior.</p> <p>4.4.6. Determine design principles and guidelines to create an inclusive learning environment.</p> <p>4.4.8. Design the physical learning environment to address learner needs and abilities.</p> <p>4.5.1. Describe the benefits of a globally based learning environment.</p> <p>4.5.3. Identify the impact of diversity on the learning environment.</p> <p>4.5.4 Create a culturally compatible learning environment.</p> <p>4.5.9. Create a supportive and inclusive learning environment that promotes positive interactions and behaviors and minimizes risks.</p>
<p>Children, Families and Communities</p> <p>13. Describe the role of diverse families in the early childhood program.</p>	<p>3.5.9. Explain the relationship of the home language in promoting development of English language and literacy.</p> <p>3.5.10. Identify the home-language environment of each learner.</p> <p>3.7.8 Address cultural relevance in making curriculum choices and adaptations.</p> <p>4.6.1. Describe the advantages of family or caregiver involvement in a learner's development.</p> <p>4.6.4. Use family engagement strategies to partner with families in making decisions.</p> <p>4.6.5. Collaborate with families to enhance support provided to the learner.</p>

<p>14. Observe and evaluate the adult roles that impact the 0-8 year old child.</p>	<p>3.4.5. Describe how caring, consistent relationships with adults provide learners with external supports. 3.4.10. Model self-control for children and learners 3.7.3. Describe the impact of culture on adults' behavior with children. 4.6.1. Describe the advantages of family or caregiver involvement in a learner's development. 4.6.2. Identify and implement techniques to constructively and supportively communicate with families or caregivers. 4.6.4 Use family engagement strategies to partner with families in making decisions 4.6.5. Collaborate with families to enhance support provided to the learner. 4.6.7. Involve family or caregiver in resolving learner's conflicts or issues. 4.6.8. Assist families or caregivers in addressing challenging learner behaviors outside the learning environment.</p>
<p>15. Identify opportunities to advocate for early childhood.</p>	<p>1.1.4. Describe the role and function of professional organizations, industry associations and organized labor and use networking techniques to develop and maintain professional relationships. 2.2.13. Analyze the community's shifting demographics, and recommend ways that the education system can respond. 2.3.4. Utilize advocacy skills that can be used to shape educational policies and regulations.</p>
<p>16. Locate and describe early childhood education programs available in the candidate's community.</p>	<p>3.3.3. Once identified, follow local policies for referring the learner for special services. 4.5.4. Demonstrate cultural awareness. 4.5.13. Create a culturally compatible learning environment. 4.6.9. Explain the role and value of external support agencies in education. 4.6.11. Explain ways in which community members can contribute to learning experiences. 4.6.12. Establish and grow positive relationships with community partners. 4.6.13. Engage community partners in developing learning opportunities.</p>

2. Health, Safety, and Nutrition Potential CTAN alignment with the Education and Training Pathway in the Career Field Technical Content Standards of the Ohio Department of Education

General Course Description: In this course, students will examine and discuss content and issues related to the health, safety, and nutrition of young children birth through age 5. Student will explore information that relates to the development of safe learning environments, healthy nutrition, and other positive interactions that support optimal growth and development of young children. Ways to engage the family in supporting these practices as well as licensing rules and information about required training will be included.

Proposed Semester Credit Hours: 2

Proposed Alignment:

Proposed Learning Outcomes The student will be able to:	Competencies and/or Descriptors from the Education and Training Pathway of the Career Field Technical Content Standards
Safety: Licensing, Environments, Practices 1. Describe strategies and practices important in securing a safe environment for children, both indoors and outdoors.	4.1.1. Ensure a safe learning environment. 4.1.2. Follow established first aid and CPR protocols for addressing medical emergencies. 4.1.4. Design, maintain, and modify the classroom layout to create a safe environment. 4.2.2 Maintain a sanitary environment by following appropriate policies and procedures.
2. Locate and discuss existing licensing rules, regulations, and mandates concerning health, safety, and nutrition.	4.1.5. Identify staff or agencies needed to resolve safety issues or violations. 4.1.6. Identify the signs, symptoms and impact of physical and mental abuse; and adhere to reporting protocol. 4.1.7. Recognize signs of drug or alcohol abuse, and adhere to reporting protocol. 4.1.8. Identify resources, organizations, and agencies committed to assisting victims of physical and/or mental abuse. 4.1.10 Identify foods that may cause choking in learners 4.2.3. Update and maintain health records according to protocol. 4.2.4 Identify signs and symptoms of common childhood health issues and diseases. 4.2.5 Follow established protocols for monitoring and reporting suspected cases of distress or communicable diseases. 4.2.6. Implement procedures for administering physician’s orders or parent instructions when treating a learner with a medical condition. 4.3.10 Explain the importance of social interaction for infants and children during snack and mealtimes. 4.3.11. Document and report food-related concerns or incidents to a learner’s family
3. Review and summarize Ohio’s current state program standards	1.3.1. Analyze how regulatory compliance affects business operations and organizational performance. 1.3.2. Follow protocols and practices necessary to maintain a clean, safe and healthy work environment. 1.3.5. Access and implement safety compliance measures (e.g., quality assurance information, safety data sheets [SDSs], product safety data sheets [PSDSs], United States Environmental Protection Agency [EPA], United States Occupational Safety and Health Administration [OSHA]) that contribute to the continuous improvement of the organization.
Nutrition 4. Describe basic nutritional guidelines for young children.	4.3.1. Identify the role that nutrition plays in growth and development. 4.3.2. Determine appropriate dietary guidelines for healthy meals or snacks. 4.3.3. Identify nutritional needs of learners based on age and stage of development. 4.3.4 Describe the effects of nutrients on health, appearance, and peak performance. 4.3.5. Identify barriers that prevent learners from obtaining proper nutrition. 4.3.6. Implement strategies that promote healthy eating habits. 4.3.7. Identify and adhere to special dietary needs of learners. 4.3.10. Explain the importance of social interaction for infants and children during snack and mealtimes.

5. Plan, develop, and evaluate nutritious menus for young children.	4.3.6 Implement strategies that promote healthy eating patterns. 4.3.8. Identify strategies to broaden learner’s food experiences. 4.3.9 Develop menus for healthy meals and snacks.
6. Describe dietary guidelines and how nutritious foods are essential in healthy growth and development.	4.3.1. Identify the role that nutrition plays in growth and development. 4.3.2. Determine appropriate dietary guidelines for healthy meals or snacks. 4.3.3. Identify nutritional needs of learners based on age and stage of development.
Health and Wellness 7. Identify developmentally appropriate integrated learning experiences in the health education content areas.	4.2.1. Model appropriate cleanliness and hygiene practices 4.2.7. Integrate activities that promote healthy, active living. 4.2.8. Collaborate with families to establish strategies for healthy lifestyles.
8. Describe signs and sources of stress in children’s lives, as well as factors which contribute to stress resilience.	4.2.4. Identify signs and symptoms of common childhood health issues and diseases. 4.2.5. Follow established protocols for monitoring and reporting suspected cases of distress or communicable diseases. 4.2.6. Implement procedures for administering physician’s orders or parent instructions when treating a learner with a medical condition. 4.2.7. Integrate activities that promote healthy, active living. 4.2.8. Collaborate with families to establish strategies for healthy lifestyles.
9. Identify the interconnection of nutrition and health in preventing obesity.	4.2.4. Identify signs and symptoms of common childhood health issues and diseases. 4.2.7. Integrate activities that promote healthy, active living. 4.2.8. Collaborate with families to establish strategies for healthy lifestyles. 4.3.1. Identify the role that nutrition plays in growth and development. 4.3.4. Describe the effects of nutrients on health, appearance, and peak performance. 4.3.6. Implement strategies that promote healthy eating habits. 4.3.10. Explain the importance of social interaction for learners during snack and mealtimes. 4.3.11. Document and report food-related concerns or incidents to a learner’s family
10. Explore strategies to assist teachers in promoting nutrition, activity and movement, and wellness in the young child’s life.	4.2.7. Integrate activities that promote healthy, active living. 4.3.8. Identify strategies to broaden learners’ food experiences. 4.4.2. Analyze the impact of environmental factors on the learning environment. 4.4.8. Design the physical learning environment to address learner needs and abilities. 4.6.1. Describe the advantages and importance of family or caregiver involvement in learner development. 7.2.3. Screen learners’ overall health status, developmental strengths, and weaknesses.

Infant and Toddler Curriculum Potential CTAN alignment with the Education and Training Pathway in the Career Field Technical Content Standards of the Ohio Department of Education

General Course Description: This course engages participants in exploration and discussion about high-quality care giving and developmentally appropriate practices when engaging with infants and toddlers and their families. The importance of quality environments that support development, language and literacy, family engagement, advocacy, positive guidance, and professionalism are discussed as they relate to required standards and the care of infants and toddlers.

Advising Notes:

Must access credit within 3 years of program completion or within currency of certificate

Proposed Semester Credit Hours: 3

Proposed Alignment:

Proposed Learning Outcomes The student will be able to:	Competencies and/or Descriptors from the Education and Training Pathway of the Career Field Technical Content Standards
Environments: Health and Safety 1. Identify the rules regarding licensing of childcare programs for infants and toddlers in the State of Ohio.	2.2.2. Describe the environments in which education and training are delivered. 2.2.5. Describe the role, responsibilities of state and federal education agencies. 2.4.1. Identify operational responsibilities of educators and trainers. 2.4.2. Complete and maintain up-to-date records (e.g., incident reports, gradebooks, immunization records). 2.4.4. Maintain up-to-date financial records. 2.4.5. Determine the nature of needed paperwork, and complete it according to protocol. 4.2.2. Maintain a sanitary environment by following appropriate policies and procedures.
2. Examine and Explain the Ohio's current state program standards for quality.	1.3.1. Analyze how regulatory compliance affects business operations and organizational performance. 2.2.12. Describe accreditation requirements of education systems.
3. Evaluate the early childhood environment to ensure the learning, health, and safety of infants and toddlers.	2.4.6. Select and maintain classroom equipment and supplies. 4.1.2. Follow established first aid and CPR protocols for addressing medical emergencies. 4.1.3. Develop and follow emergency action plans. 4.1.4. Design, maintain, and modify the classroom layout to create a safe environment. 4.2.1. Model appropriate cleanliness and hygiene practices 4.4.1. Analyze the impact of environmental factors on the learning environment. 4.4.3. Create a learning environment that fosters collaborative and individual work. 4.4.4. Incorporate learning areas in classroom design to provide learners space to build, create and engage in self-expression. 4.4.5. Maintain and modify the learning environment to accommodate performance and behavior. 4.4.8. Design the physical learning environment to address learner needs and abilities

<p>Caregiving/ Appropriate Practices</p> <p>4. Review and analyze appropriate practices and curriculum models for infants and toddlers, including infants and toddlers with diverse needs and abilities.</p>	<p>2.1.1. Determine historical aspects of education that impact the current learning environment.</p> <p>2.1.6. Compare theories and philosophies of education and training impacting learners with exceptionalities.</p> <p>3.1.1. Describe the interdependence of the developmental domains (e.g., social, emotional, cognitive, language, sensory, creative, physical, adaptive).</p> <p>3.1.2. Explain developmental stages and milestones.</p> <p>3.1.3. Explain growth and development theories (e.g., Piaget's stages of cognitive development, Erikson's theory of human development, Kohlberg's stages of moral development).</p> <p>3.1.4. Apply development theories to different ages and stages of learner development.</p> <p>3.1.5. Develop holistic view of learners through the application of growth and development theories.</p> <p>3.8.3. Identify types of accommodations and modifications that support learner's social, emotional, cognitive, and physical growth.</p> <p>3.8.4. Identify exceptional learners based on established criteria and provide aligned services as needed.</p> <p>3.8.6. Compare the purposes, value and uses of Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and Section 504 Plans.</p> <p>4.5.7. Interact with learners in responsive, consistent, encouraging, and supportive ways.</p> <p>4.5.11. Establish and follow classroom routines.</p> <p>5.2.7. Plan developmentally appropriate learning experiences that engage learners in individual and collaborative learning activities.</p> <p>7.1.1. Compare the purpose, value and use of formal and informal observation.</p> <p>7.1.2. Describe the impact of observation findings on curriculum and needed environmental changes.</p> <p>7.2.4. Analyze learner's nonverbal behaviors and rely on behavioral cues to see what a learner knows and can do</p> <p>7.2.6. Maintain observational and anecdotal records to monitor learner's development.</p> <p>7.2.7. Use observation records to identify patterns, trends, and conclusions about individuals and groups of learners.</p> <p>7.2.8. Use formal observation to develop a holistic picture of the learner.</p> <p>7.2.9. Use observation to scaffold learning for individual learners.</p> <p>7.2.10. Prepare formal and informal learner observations that are objective and factual.</p>
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<p>5. Discuss the unique routines and roles of the caregiver in the infant and toddler setting.</p>	<p>2.4.2. Complete and maintain up-to-date records (e.g., incident reports, gradebooks, immunization records).</p> <p>3.4.9. Explain how play provides opportunity for learners to grow and develop.</p> <p>4.1.6. Identify the signs, symptoms and impact of physical and mental abuse; and adhere to reporting protocol.</p> <p>4.1.10. Identify foods that may cause choking in learners</p> <p>4.2.3. Update and maintain health records according to protocol.</p> <p>4.2.4. Identify signs and symptoms of common childhood health issues and diseases.</p> <p>4.2.5. Follow established protocols for monitoring and reporting suspected cases of distress or communicable diseases.</p> <p>4.2.6. Implement procedures for administering physician's orders or parent instructions when treating a learner with a medical condition.</p> <p>4.3.1. Identify the role that nutrition plays in growth and development.</p> <p>4.3.2. Determine appropriate dietary guidelines for healthy meals or snacks.</p> <p>4.3.3. Identify nutritional needs of learners based on age and stage of development.</p> <p>4.3.10. Explain the importance of social interaction for infants and children during snack and mealtimes.</p> <p>4.3.11. Document and report food-related concerns or incidents to a learner's family</p> <p>4.5.11. Establish and follow classroom routines.</p> <p>7.2.3. Screen learners overall health status, developmental strengths and weaknesses</p>
<p>6. Identify the importance of respectful interactions and guidance as a characteristic of quality care for infants and toddlers.</p>	<p>3.4.4. Identify factors impacting learners' self-regulation.</p> <p>3.4.6 Implement strategies to ease separation anxiety.</p> <p>3.4.7. Use strategies to help learners express emotions.</p> <p>3.4.10. Model self-control for children and learners</p> <p>3.4.12. Use communication techniques that promote social growth and development.</p> <p>4.5.5. Model respect for individuals or groups' culturally unique factors.</p> <p>4.5.6. Develop rapport with learners.</p> <p>4.5.7. Interact with learners in responsive, consistent, encouraging and supportive ways.</p> <p>4.5.9. Create a supportive and inclusive learning environment that promotes positive interactions and behaviors and minimizes risks.</p> <p>4.6.1. Describe the advantages and importance of family or caregiver involvement in learner development.</p> <p>4.6.2. Identify and implement techniques to constructively and supportively communicate with families or caregivers.</p> <p>4.6.7. Involve family or caregiver in resolving learner's conflicts or issues.</p> <p>4.6.8. Assist families or caregivers in addressing challenging learner behaviors outside the learning environment.</p> <p>4.6.9. Explain the role and value of external support agencies in education.</p>

<p>Development and Early Language Development</p> <p>7. Identify the importance of emergent literacy in families with infants and toddlers.</p>	<p>3.5.1. Explain the interrelationships of language development with cognitive, physical and social/emotional development.</p> <p>3.5.2 Explain how language is developed.</p> <p>3.5.3. Describe the importance of listening, conversing and gesturing as foundations for learning languages or multiple languages.</p> <p>3.5.4. Identify the relationship between oral language development and reading.</p> <p>3.5.5. Explain the purposes for which learners use oral language.</p> <p>3.5.6. Describe the significance of children’s self-talk.</p> <p>3.5.7. Use the technique of recasting to support learner’s language skills and development.</p> <p>3.5.8. Explain stages of English acquisition for dual-language learners.</p> <p>3.5.9. Explain the role of the home language in promoting development of English language and literacy.</p> <p>3.5.10. Identify the home-language environment for each learner.</p> <p>3.5.11. Determine stage of a learner’s English language development sequence.</p> <p>3.5.12. Demonstrate purposeful, intentional use of language that encourages conversation.</p> <p>3.5.15. Model correct use of language (e.g., structures, grammar, tone, volume, expression).</p> <p>3.5.16. Collaborate with families to set language learning goals for their children.</p> <p>3.5.17. Promote development of home language while facilitating English language acquisition.</p> <p>3.5.18. Determine staff supports needed to assess and individualize instruction for dual-language learners (DLLs).</p> <p>3.6.3. Describe stages of literacy development.</p> <p>7.2.14. Utilize ongoing learner observation to recognize developmental goal attainment.</p> <p>7.2.15. Assess learner’s readiness to transition.</p> <p>7.2.16. Use observations to align curricular activities.</p> <p>7.2.17. Communicate observation outcomes to stakeholders.</p>
<p>8. Research how infants and toddlers (0-3) develop and learn.</p>	<p>3.2.3. Explain sequences, stages, and milestones of cognitive development.</p> <p>3.2.5. Explain how interactions and the environment stimulate brain function, growth and development.</p> <p>3.2.8. Align instructional strategies and interventions to learners’ stages of cognitive development and learning styles.</p> <p>3.3.1. Describe the milestones of physical growth and development.</p> <p>3.3.2. Determine learners’ physical development stages and milestones.</p> <p>3.3.4. Implement activities and strategies that can be used to promote motor-skill development.</p> <p>3.4.2. Explain genetic and environmental conditions that affect social growth and development.</p> <p>3.4.3. Identify how attachment impacts relationships.</p> <p>3.4.5. Describe how caring, consistent relationships with adults provide external supports.</p> <p>3.4.9. Explain how play provides opportunity for learners to grow and develop.</p> <p>4.7.1. Identify the importance of learner self-regulation as related to classroom management.</p>

<p>9. Explain effective techniques that guide infant and toddler behavior by describing the impact(s) of positive guidance, behavioral techniques, and practicing consistency.</p>	<p>3.8.1. Identify learner's interests, abilities and developmental progress. 3.8.3. Identify types of accommodations and modifications that support learner's social, emotional, cognitive and physical growth. 4.7.2. Recognize reasons that learners exhibit inappropriate behavior, and recommend and implement intervention strategies. 4.7.5. Respond to and redirect learner behavior. 4.7.6. Implement techniques to foster positive learner behavior.</p>
<p>Families: Relationships with Community 10. Discuss strategies for establishing positive and productive relationships with families of infants and toddlers.</p>	<p>4.6.1. Describe the advantages and importance of family or caregiver involvement in learner development. 4.6.2. Identify and implement techniques to constructively and supportively communicate with family or caregiver. 4.6.4. Use family engagement strategies to partner with families in making decisions. 4.6.5. Collaborate with families to enhance support provided to the learner. 4.6.9. Explain the role and value of external support agencies in education. 4.6.11. Explain ways in which community members can contribute to learning experiences. 4.6.12. Establish and grow positive relationships with community partners. 4.6.13. Engage community partners in developing learning opportunities.</p>
<p>11. Explain strategies to Include families from diverse backgrounds and cultures in order to encourage their involvement in the educational care setting and supporting the young child's relationship with their family.</p>	<p>2.2.13. Analyze the community's shifting demographics, and recommend ways that the education system can respond. 3.7.2. Describe the role of cultural and environmental influences on a learner's development. 3.7.3. Describe the impact of culture on adults' behavior with learners. 3.7.5. Obtain information about a child's culture from her or his family. 3.7.8. Address cultural relevance in making curriculum choices and adaptations. 4.5.5. Model respect for individuals' or groups' culturally unique factors. 4.6.9. Explain the role and value of external support agencies in education. 4.6.10. Collaborate with stakeholders and intervention team to meet requirements of learners. 4.6.11. Explain ways in which community members can contribute to learning experiences. 4.6.12. Establish and grow positive relationships with community partners. 4.7.8. Identify ways that cultural perspectives can impact conflicts.</p>
<p>12. Review and analyze the role of the family/caregiver in the infant/toddler experience.</p>	<p>4.6.1. Describe the advantages and importance of family or caregiver involvement in learner development. 4.6.4. Use family engagement strategies to partner with families in making decisions. 4.6.7. Involve family or caregiver in resolving learner's conflicts or issues. 4.6.8. Assist families or caregivers in addressing challenging learner behaviors outside the learning environment. 4.7.9. Determine when to involve stakeholders in conflict-resolution activities.</p>

<p>Advocacy and Support: Early Awareness and Intervention</p> <p>13. Discuss the importance of becoming an advocate for infants and toddlers on issues that concern their overall development and welfare.</p>	<p>2.3.4. Utilize advocacy skills that can be used to shape educational policies and regulations.</p> <p>2.3.10. Promote active and informed citizenship.</p>
<p>14. Discuss and demonstrate how to integrate goals from the Individualized Family Service Plan (IFSP) into the child's daily interactions.</p>	<p>3.8.4. Identify exceptional learners based on established criteria and provide aligned services as needed.</p> <p>3.8.6. Compare the purposes, value and uses of Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and Section 504.</p> <p>3.8.7. Identify the processes and procedures for writing a plan for providing early intervention services.</p>
<p>15. Describe the collaboration of professionals and families in addressing the needs of infants and toddlers with diverse needs and abilities.</p>	<p>3.8.4. Identify exceptional learners based on established criteria and provide aligned services as needed.</p> <p>3.8.6. Compare the purposes, value and uses of Individualized Family Service Plans (IFSPs), Individualized Education Programs (IEPs), and Section 504 Plans.</p> <p>3.8.7. Identify the processes and procedures for writing a plan for providing early intervention services.</p> <p>4.6.10. Collaborate with stakeholders and intervention team to meet requirements of learners.</p>
<p>Standards Early Learning and Development (ODE): Core Knowledge (JFS)</p> <p>16. Examine the various standards used in the field that impact their work with infant and toddlers.</p>	<p>1.3.1. Analyze how regulatory compliance affects business operations and organizational performance.</p> <p>1.3.2. Follow protocols and practices necessary to maintain a clean, safe, and healthy work environment.</p> <p>1.3.3. Use ethical character traits consistent with workplace standards (e.g., honesty, personal integrity, compassion, justice).</p> <p>2.2.3. Distinguish among federal, state, and locally mandated policies, rules and regulations</p> <p>2.2.5. Describe the role and responsibilities of state and federal education agencies.</p> <p>4.6.9. Explain the role and value of external support agencies in education.</p>
<p>Philosophy and Professional Ethics</p> <p>17. Examine and describe their professional philosophy on infant and toddler care and education.</p>	<p>2.3.3. Target and actively participate in relevant professional development opportunities that foster growth.</p> <p>2.3.5. Adhere to the legal and ethical framework of the teaching profession, and explain the consequences of failing to do so.</p> <p>2.3.7. Engage in reflective practices to strengthen education and training knowledge and skills.</p> <p>2.3.8. Seek and use feedback and input from peers and administrators to foster professional growth.</p> <p>2.3.13. Develop a professional development plan for lifelong learning</p> <p>2.3.14. Develop a personal philosophy of education.</p>