

Early Childhood Care and Education II (2013)

Early Childhood Care and Education II ET-

ECEII

- I Demonstrate employability skills required by business and industry ET-ECEII-1**
 - 1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. ET-ECEII-1.1
 - 2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. ET-ECEII-1.2
 - 3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. ET-ECEII-1.3
 - 4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity ET-ECEII-1.4
 - 5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills ET-ECEII-1.5
 - 6 Present a professional image through appearance, behavior and language ET-ECEII-1.6

- II Describe the evolution of the roles and expectations of American early childhood educators and the children they teach. ET-ECEII-2**
 - 1 Compare and contrast young children's role in society during different historical periods. ET-ECEII-2.1
 - 2 Analyze the changes in society's expectations of early childhood educators. ET-ECEII-2.2
 - 3 Review theoretical and political impacts on the evolution of early childhood practice. ET-ECEII-2.3
 - 4 Examine current standards-based requirements in the field of Early Childhood Education. ET-ECEII-2.4

III Analyze techniques for observing intellectual, physical, and behavioral development of children. ET-ECEII-3

- 1 Identify reasons why practitioners and other support personnel in schools and child care centers observe young children. ET-ECEII-3.1
- 2 Discuss the importance of observing child interactions, children's strengths and weaknesses in and across domains, children's reactions to curriculum implementation, and children's behaviors within the general education classroom. ET-ECEII-3.2
- 3 Determine factors in choosing a method of assessment to document children's development and identify the advantages and disadvantages of the different approaches to and methods of observation. ET-ECEII-3.3
- 4 Discuss and demonstrate properly recorded observations (e.g. running records, anecdotal record, checklist, etc.) ET-ECEII-3.4
- 5 Interpret whether that child is developing typically, using data collected on a particular area of that child's development. Explain why that particular assessment approach was the most effective for interpreting this child's development. ET-ECEII-3.5
- 6 Apply appropriate observation techniques in field or practicum settings for the specified domain of a child's development that is being measured. ET-ECEII-3.6

IV Recognize, identify, and explore accommodations for children with exceptional needs. ET-ECEII-4

- 1 Identify characteristics of children with exceptionalities across the major exceptionality categories (intellectual, physical, behavioral, social and emotional concerns), including the gifted child. ET-ECEII-4.1
- 2 Explore accommodations for children with special needs within the general education classroom. ET-ECEII-4.2
- 3 Describe inclusion practices for children with special needs in the general education classroom. ET-ECEII-4.3
- 4 Research the history of federal laws associated with children with special needs. ET-ECEII-4.4

V Identify nutrition and food-safety principles for optimal child wellness ET-ECEII-5

- 1 Review appropriate hand washing technique as required by Bright from the Start, and measured by early childhood rating scales (e.g., ITERS and ECERS). ET-ECEII-5.1
- 2 Explain the procedures for safe food preparation, storage, and disposal to prevent food borne illness. ET-ECEII-5.2
- 3 Describe the role of following food guidelines as specified in the federal government's Choose My Plate (Choosemyplate.gov) in promoting children's health. ET-ECEII-5.3
- 4 Compare and contrast the difference between malnutrition and under-nutrition. ET-ECEII-5.4
- 5 Describe the lifelong effects of childhood obesity ET-ECEII-5.5
- 6 Plan developmentally-appropriate nutritious snacks and meals for children. ET-ECEII-5.6

VI Provide a safe environment for children ET-ECEII-6

- 1 Research and demonstrate standard safety rules and practices as required by Bright from the Start in an early childhood and education setting. ET-ECEII-6.1
- 2 Demonstrate safe utilization of indoor and outdoor equipment and materials. ET-ECEII-6.2
- 3 Identify the characteristics of appropriate adult supervision in both indoor and outdoor environments ET-ECEII-6.3
- 4 Research potential indoor and outdoor safety hazards ET-ECEII-6.4
- 5 Demonstrate procedures to follow for accidents, medical emergencies, fire and natural disaster, and environmental alerts ET-ECEII-6.5
- 6 Examine examples of accident and injury reports to understand important components of such reports. ET-ECEII-6.6
- 7 Describe safety procedures for arrival and departure, loading and unloading of children from transportation and the appropriate use of child passenger restraints. ET-ECEII-6.7
- 8 Discuss the use of approved safety restraints when transporting a child in a vehicle or mobile device (e.g., multi-child stroller). ET-ECEII-6.8
- 9 Create guidelines that protect the use of children's identity and images on the internet, in social media, and other publication outlets that may be in use in the child care or learning setting. ET-ECEII-6.9
- 10 Investigate the legal issues resulting from a failure to provide a safe environment for children in an early childhood care and education setting. ET-ECEII-6.10

VII Provide a healthy environment by applying procedures to reduce the infectious process for children in classrooms. ET-ECEII-7

- 1 Demonstrate by implementing health and sanitation habits for and with children (i.e., hand washing, diapering and toileting, food routines) to limit cross contamination in a child care or other schooling environment. ET-ECEII-7.1
- 2 Research and implement standard health practice in an early childhood and education setting. ET-ECEII-7.2
- 3 Describe when and where disinfectants solutions should be used and safely housed in classrooms. ET-ECEII-7.3
- 4 Practice universal precautions. ET-ECEII-7.4
- 5 Implement exclusion policies for children with illnesses in group settings. ET-ECEII-7.5
- 6 Examine procedures for maintaining health and vaccination records ET-ECEII-7.6
- 7 Demonstrate strategies to promote good physical and mental health in children. ET-ECEII-7.7
- 8 Develop examples of health education activities for children. ET-ECEII-7.8

VIII Identify the component elements of the communicable illness process ET-ECEII-8

- 1 Describe the three components of the communicable illness process. ET-ECEII-8.1
- 2 Identify places where pathogens are commonly found. ET-ECEII-8.2
- 3 Describe the four methods of disease transmission. ET-ECEII-8.3
- 4 Identify the four stages of an illness. ET-ECEII-8.4
- 5 Research the characteristics of a healthy child and the symptoms of various childhood illnesses. ET-ECEII-8.5
- 6 Analyze the need for vaccinations and discuss Georgia's vaccine exemption policy. ET-ECEII-8.6
- 7 Discuss the immunization schedule recommended by the American Academy of Pediatrics for minimizing acquisition of communicable disease. ET-ECEII-8.7
- 8 Review appropriate methods of distributing and review policies for safe storage of medication. ET-ECEII-8.8

IX Identify types and characteristics of child abuse and neglect. ET-ECEII-9

- 1 Identify signs of abuse and neglect including conditions that may be in place in environments where abuse may be more likely to occur. ET-ECEII-9.1
- 2 Describe characteristics of those who commit abusive acts and characteristics of abused or neglected children. ET-ECEII-9.2
- 3 Evaluate how child abuse affects child behavior, health, and ability to learn and develop. ET-ECEII-9.3
- 4 Discuss strategies for supporting the needs of children who have experienced abuse or neglect. ET-ECEII-9.4
- 5 Explain the role of the mandated reporter in reporting suspected child abuse. ET-ECEII-9.5
- 6 Define appropriate procedures for reporting child abuse. ET-ECEII-9.6
- 7 Identify sources of support and assistance for those who have committed abusive acts and for children who have experienced abuse. ET-ECEII-9.7

X Research and obtain industry required safety certifications. ET-ECEII-10

- 1 Obtain infant and child CPR certification. ET-ECEII-10.1
- 2 Obtain pediatric and first aid certification. ET-ECEII-10.2
- 3 Obtain fire safety education, and where possible certification. ET-ECEII-10.3

XI Analyze licensing and accreditation standards in Georgia and the United States. ET-ECEII-11

- 1 Demonstrate an understanding of Georgia's early care and education licensing rules and regulations (Bright From the Start). ET-ECEII-11.1
- 2 Examine the NAEYC accreditation standards for early childhood classrooms. ET-ECEII-11.2
- 3 Explore the Infant/Toddler Environmental Rating Scale (ITERS) & Early Childhood Environmental Rating Scale (ECERS) elements, emphasizing the areas of play, transitions, health and safety, routines, and schedules. ET-ECEII-11.3
- 4 Evaluate an early childhood program using licensing and/or accreditation checklists ET-ECEII-11.4
- 5 Investigate the legal issues resulting from breach of confidentiality of sensitive information about children in the early childhood setting. ET-ECEII-11.5