Introduction to Early Childhood Education

8233 18 weeks

8234 36 weeks

Table of Contents

Acknowledgments ................................................................................................................................................................... 1
Course Description .................................................................................................................................................................. 2
Task Essentials Table .............................................................................................................................................................. 3
Curriculum Framework ........................................................................................................................................................... 4
Balancing Work and Family ................................................................................................................................................... 4
Exploring Early Childhood Education .............................................................................................................................. 10
Exploring Early Childhood Education Careers ..................................................................................................................... 19
Analyzing Healthy and Safe Environments for Children ..................................................................................................... 37
Identifying Individual Characteristics and Skills Necessary for Career Success ................................................................. 48
SOL Correlation by Task ...................................................................................................................................................... 57
Entrepreneurship Infusion Units ........................................................................................................................................... 59
Teacher Resources ................................................................................................................................................................ 59
Appendix: Credentials, Course Sequences, and Career Cluster Information ........................................................................... 60

Acknowledgments

The components of this instructional framework were developed by the following business panelists:

Katie Abramson, District Manager, Brilliant Beginnings Learning Center, Virginia Beach
Dawn Ault, Executive Director, Virginia Head Start Association, Ashland
Margaret L. Charlton, PhD, Division of Social Sciences and Public Service Program Head & Associate Professor, Tidewater Community College, Virginia Beach
Devin Cowhey, GrowSmart Coordinator, Virginia Beach Department of Economic Development
Victoria Dawson, Licensing Inspector, Virginia Department of Social Services, Richmond
Kathy Gillikin, Quality and Professional Development Manager, Virginia Department of Social Services, Richmond
Bonnie Graham, PhD, Program Head of Human Services and Early Childhood Education & Professor, New River Community College, Dublin
The following educators served on the curriculum development panel:

Lisa Embrey, Virginia Beach Technical and Career Education Center, Virginia Beach City Public Schools
Terri Ann Evers, Spotsylvania Career and Technical Center, Spotsylvania County Public Schools
Rebecca Renegar, Patrick County High School, Patrick County Public Schools
Rebecca Roseberry, Pulaski County Senior High School, Pulaski County High Schools
Jane Reynolds, Lord Botetourt High School, Botetourt County Public Schools
Amber Tiernan, Patriot High School, Prince William County Public Schools
Elizabeth L. Wendland, Teachers for Tomorrow Instructor, Bedford Science and Technology Center,
Bedford County Public Schools
Tammy Young, Colonial Heights Technical Center, Colonial Heights Public Schools

Kathleen Buchanan, Virginia FCCLA Membership and Advisor Development Coordinator, developed the FCCLA correlations.

Correlations to the Virginia Standards of Learning were reviewed and updated by:

Leslie R. Bowers, English Teacher (ret.), Newport News Public Schools
Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science Coalition
Anne F. Markwith, New Teacher Mentor (Science), Gloucester County Public Schools
Cathy Nichols-Cocke, PhD, Social Studies Teacher, Fairfax High School, Fairfax County Public Schools

The framework was edited and produced by the CTE Resource Center:

Debi F. Coleman, Writer/Editor
Kevin P. Reilly, Administrative Coordinator

Helen Fuqua, Specialist, Family and Consumer Sciences and Related Clusters
Office of Career, Technical and Adult Education
Virginia Department of Education

Tricia S. Jacobs, PhD, CTE Coordinator of Curriculum and Instruction
Office of Career, Technical, and Adult Education
Virginia Department of Education

Copyright © 2018

Course Description

Suggested Grade Level: 9 or 10 or 11 or 12
Students are introduced to early childhood education career opportunities and explore topics such as child development, safe and healthy environments for children, and developmentally appropriate practice that supports child development. Leadership opportunities are available through the co-curricular student organization.

Task Essentials Table

- Tasks/competencies designated by plus icons (+) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (-) are omitted
- Tasks marked with an asterisk (*) are sensitive.

<table>
<thead>
<tr>
<th>8233</th>
<th>8234</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>☑</td>
<td>Analyze the meaning of work and the meaning of family.</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
<td>Compare how families affect work life and how work life affects families.</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
<td>Identify management strategies for balancing work and family roles.</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
<td>Differentiate among the types of early childhood education programs.</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
<td>Analyze the relationships, roles, and partnerships among the child, parent, and early childhood professional.</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
<td>Identify cultural, religious, family, and environmental factors that affect a child's development.</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
<td>Investigate federal, state, and other regulatory agencies monitoring the early childhood education industry.</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
<td>Compile a list of careers related to the early childhood education industry.</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
<td>Identify roles and responsibilities of an entry-level early childhood education professional.</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
<td>Investigate the education/training requirements of identified careers in early childhood education.</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
<td>Identify specific entrepreneurial possibilities in early childhood education.</td>
</tr>
<tr>
<td>○</td>
<td>☑</td>
<td>Analyze labor market data about early childhood education and related careers.</td>
</tr>
<tr>
<td>☑</td>
<td>☑</td>
<td>Analyze the career lattice in the early childhood education industry that progresses from entry-level to professional positions.</td>
</tr>
<tr>
<td>○</td>
<td>☑</td>
<td>Interview an early childhood education professional.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the ages and stages of development of infants, toddlers, preschoolers, school-age children, and children with exceptional needs.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify developmental observation methods using data collection tools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify steps to ensure bias-free observations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify developmentally appropriate practices that support and maximize development and learning for all children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the responsibilities of being a mandated reporter of child abuse and/or neglect.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the needs of children at various ages regarding space, equipment, materials management, and room or area arrangement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design an indoor and/or outdoor learning environment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a list of general health practices for adults and children in an early childhood education program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify safety hazards and ways to protect children from them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify components of healthy snacks for young children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the characteristics of a healthy child and behavioral/physical symptoms of selected childhood illnesses/diseases.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compile a list of community health, counseling, and emergency resource agencies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe ethical issues pertaining to employment in the early childhood development profession.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a skills profile for a selected job involving children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze personal interests, abilities, skills, and dispositions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determine the characteristics and skills necessary to obtain and maintain successful employment in careers involving children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice pre-employment skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete an observation, shadowing, or internship experience in an early childhood education.</td>
</tr>
</tbody>
</table>

Legend: ✭ Essential ☐ Non-essential ☑ Omitted

**Curriculum Framework**

**Balancing Work and Family**
Task Number 39

Analyze the meaning of work and the meaning of family.

Definition

Analysis should include

- evaluating professional work and family systems
- assessing characteristics of strong work and family organizations
- examining the evolution of the workforce
- identifying the benefits of having an appropriate work ethic
- describing the roles and responsibilities of employees and family members
- determining the effects of interdependence on each member of the family
- evaluating ways in which the evolution of the family life cycle affects choices and decisions
- defining personal and family values.

Process/Skill Questions

Thinking

- What factors should one consider when analyzing work and family systems?
- What criteria should one use to assess work and family systems?
- How are the roles and responsibilities of employed workers and family members alike, and how are they different?
- How is the role of management in the workplace like or unlike the role of management in the family?
- How would one describe the roles and responsibilities of a nurturing family system?

Communication

- How can the workplace be respectful of the family and individuals?
- How can one communicate to others the importance of being aware of the values of work and family?
- How can family members at different stages of the family life cycle communicate their values and choices?

Leadership

- What leadership qualities does one need to develop workplace strategies for change?
- How can the family and the employer develop leadership skills in individuals?
- What leadership qualities does one need to develop family strategies for change?
- How can leadership skills be integrated into the family and the workplace?

Management

- How can one develop a career plan that reflects family values and incorporates workplace ethics?
• How can one develop a life plan that reflects family values?
• How can an individual’s management skills be integrated into the family and into the workplace?
• What resources can help one define and cultivate work and family values?

FCCLA National Programs

A Better You

Balancing Family and Career

Earning

Families Today

Family Ties

Meet the Challenge

Parent Practice

Protecting

Saving

Spending

The Real You

The Resilient You

Working on Working

You-Me-Us

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events

Check the national website for online events

Entrepreneurship

Illustrated Talk

Interpersonal Communications
Task Number 40

Compare how families affect work life and how work life affects families.

Definition

Comparison should include the financial, social, intellectual, emotional, and ethical issues involved in work and family roles.

Process/Skill Questions

Thinking

• What effects do technological changes in the workplace have on families?
• What effects do other workplace trends have on families?
• What are the benefits and disadvantages of work as it relates to family structure and functionality?
• What are the effects of family stress on an individual and the professional environment?
• What are the effects of family stress and/or change on the workplace?
• What effects might family life have on the financial, social, intellectual, and ethical issues?

Communication

• How can one communicate the importance of work to family members and the importance of family life to those in the workplace?
• What communication skills does one need in to balance the effects of family life on work and vice versa?

Leadership

• What leadership qualities does one need in to promote a positive professional environment?
• What leadership qualities does one need to be able to direct or redirect the effects of family on work and of work on family?

Management

• How can an individual’s management skills be incorporated into family and professional interactions?
• What resources can help us analyze and manage ways in which families are affected by work life and work is affected by family life?
• What management skills does one need to minimize the adverse effects of family life on work and of work on family life?
• What resources can help one determine his/her values regarding work and families?

FCCLA National Programs
Task Number 41

Identify management strategies for balancing work and family roles.

Definition
Identification should include

- time management skills
- organization of family and work responsibilities
- stress management techniques
- health and safety issues
- conflict resolution
- family and work values
- stages of the family and career life cycle.

Process/Skill Questions

Thinking

- What is the relationship between family circumstances and work productivity?
- Why is it important to an individual, to the family, and to the employer to balance work and family roles?
- What factors should one consider when developing management strategies related to family and to the professional environment?
- What responsibility does an employer have for a worker’s well-being at home?
- When is it appropriate for an employer to intervene in an employee’s personal/family life?
- What is the relationship of community activities and responsibilities to work and family roles?
- How do management strategies for balancing work and family roles change as the family progresses through its life cycle?

Communication

- When is it appropriate for an employee to communicate personal/family problems in a professional setting?
- What communication skills does one need to develop strategies for balancing work and family roles?
- How can one effectively communicate to others the importance of balancing work and family roles?

Leadership

- What leadership techniques can one use to address and resolve conflict regarding work and family roles?
- What skills, qualities, and values do family members need to become leaders?
- What criteria should one use to assess his/her efforts at balancing work and family roles?

Management

- What management skills does one need to set priorities at work and at home?
- What kind of training is needed to develop management strategies for balancing work and family roles?
- What management skills does one need to deal with issues at different stages of the family life cycle?

FCCLA National Programs

A Better You

Balancing Family and Career
Exploring Early Childhood Education

Task Number 42

Differentiate among the types of early childhood education programs.

Definition
Differentiation should include a report of research

- into the selected types of programs
  - Head Start
  - center-based
  - home-based
  - half-day preschool
  - corporate
  - lab-school
  - faith-based
- in terms of
  - clients served
  - instructional program (e.g., Montessori and High Scope)
  - similarities and differences among the programs, operational structure, financial policies, and area served.

Process/Skill Questions

Thinking

- What criteria determine the parent’s choice of an early childhood education program?
- How do parents rank the importance of specific criteria (e.g., convenience, type of facilities, instructional program)?
- What are the similarities and differences among the American models and other global community methods of early childhood education?
- What are the strengths of each early childhood education model in meeting the ever-changing needs of a growing family?
- What are the determining factors that influence a parent’s choice of an early childhood program?
- How do teachers within each program interact with the children? Do they talk with the children on their level to support child's social and emotional growth? Do they encourage children to learn and be creative?
- What are the long-term benefits of each program based on the population served (e.g., Are low-income children better prepared in a Head Start program or a Montessori program)?
- What are the similarities and differences between corporate and faith-based programs?
- Which programs need to follow state licensing guidelines?

Communication

- What should one do to demonstrate respect for families’ values? How do families enter preschool programs?
- How does each curriculum lend itself to family involvement?
- How does parent communication strengthen the development of the child within the program?

Leadership

- What should be done to assess the influence of a curriculum on the development of the child? How might it affect the family and the community?
- What are the essential elements of a program's curriculum that leaders of the program should promote to the community and parents?
• What skills are needed to run an effective early childhood program with appropriate funding, space, and materials to meet the curriculum needs?

Management

• What are curriculum and instruction goals for each type of program?
• How should the curriculum be implemented to ensure that program goals are met?
• What education does a teacher need to be qualified to instruct students in each program?
• What assessments will students undergo to ensure that progress is being made throughout the program and that children are being adequately prepared for the next level of education?

FCCLA National Programs

A Better You

Balancing Family and Career

Earning

Families Today

Family Ties

Lead

Learn

Meet the Challenge

Serve

Spending

Working on Working

You-Me-Us

FCCLA: STAR Events (2019)

Advocacy

Check the national website for Skill Events

Check the national website for online events

Life Event Planning
Task Number 43

Analyze the relationships, roles, and partnerships among the child, parent, and early childhood professional.

Definition

Analysis should include similarities and differences among the child, parent, and early childhood professional regarding respecting family roles and cultural diversity.

Process/Skill Questions

Thinking

- How do parents and early childhood professionals partner to help a child learn?
- What are the primary roles and responsibilities of a parent and of an early childhood professional?
- How can parents and early childhood professionals work collaboratively to promote growth and development in children?
- What can the early childhood professional do to make sure they understand varying roles in a family?
- How can the early childhood professional make sure both children’s and parents' needs are met in the early learning setting?

Communication

- What are some effective methods parents, early childhood professionals, and children use to communicate with each other?
- Why is it essential for the early childhood professional to understand family dynamics when communicating?
- How can the values of families be shared in the child-care center to extend the home and center partnership?
- How can the early childhood professional incorporate advances in technology to enrich the communication between the home and the childcare facility?
- How can family values be supported in the early childhood setting?

Leadership

- What leadership skills are necessary to maintain a partnership between the early childhood professional and family?
- What cues can leaders take from families, and how can leaders put their focus on the family's strengths to include their talents and culture in the classroom?
- How does the early childhood professional become an effective leader when the family is unsure of its role in the education of the child?

Management

- What management skills are necessary for the roles and responsibilities of an early childhood professional?
• What resources would be beneficial in strengthening management skills of the early childhood professional and off the parent?
• What role does feedback from families, staff, and the management team play in creating a holistic approach that embraces the needs of both the child and the family and that services the child's lifelong learning?

**National Standards for Family and Consumer Sciences Education**

4.5.4
Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.

**FCCLA National Programs**

A Better You
Balancing Family and Career
Families Today
Family Ties
Meet the Challenge
Parent Practice
Working on Working
You-Me-Us

**FCCLA: STAR Events (2019)**

Check the national website for Skill Events
Check the national website for online events

Focus on Children
Illustrated Talk
Interpersonal Communications
Life Event Planning
National Programs in Action
Task Number 44

Identify cultural, religious, family, and environmental factors that affect a child's development.

Definition

Identification should include the following types of factors:

- Physical/Biological
- Cognitive
- Language
- Cultural
- Economic
- Family structure
- Trauma/Sense of Safety
- Social-emotional
- Interactions with adults and peers
- Addictions

Identification should also include describing the positive and negative effects of these factors.

Process/Skill Questions

Thinking

- How do cultural, religious, family, and environmental factors affect the dynamics of a program?
- How can cultural, religious, family, and environmental factors be supported in early childhood education?
- What approaches could be used to appreciate a child’s culture, religion, family and environment?
- How can honoring each child’s culture enhance the learning environment for all children in the setting?
- What activities can be performed in the early childhood education classroom to help children learn about culture and families?

Communication

- How should individuals exchange thoughts and feelings about different cultures?
- How can parents, professionals, and children exhibit sensitivity to individual differences?
- How do teachers help all families realize the cognitive advantages of a child knowing more than one language?
- What can the school do to provide families with strategies to support, maintain, and preserve home language learning while facilitating the learning of the new language?

Leadership

- How can one consider others' perspectives before taking an action?
- How can cooperation be encouraged within a diverse group?
• How can early childhood professionals engage families in decision making and promote participation in early childhood education programs?

Management

• What steps can be taken to meet diverse needs?
• How might background knowledge be used to understand diversity?
• What steps can be taken to ensure that children are exposed to activities, materials, and experiences that lead to a better understanding of stereotypes?

National Standards for Family and Consumer Sciences Education

4.2.3
Analyze cultural and environmental influences when assessing development of children, youth and adults.

4.3.3
Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.

4.5.1
Apply developmentally appropriate and culturally responsive guidelines for behavior.

FCCLA National Programs

A Better You

Balancing Family and Career

Families Today

Family Ties

Meet the Challenge

You-Me-Us

FCCLA: STAR Events (2019)

Check the national website for Skill Events

Check the national website for online events

Focus on Children

Illustrated Talk

National Programs in Action
Task Number 45

Investigate federal, state, and other regulatory agencies monitoring the early childhood education industry.

Definition

Investigation should yield a report that

- describes selected federal regulations and the monitoring practices that affect providers of early childhood education
- identifies state-regulated childcare program types
  - Licensed day centers
  - Unlicensed but regulated
    - Voluntarily registered family day homes
    - Religiously exempt child day centers
    - Certified preschools
  - Approved by local ordinance (e.g., centers regulated by Arlington, Alexandria and Fairfax counties)
  - Unlicensed and unregulated
- identifies the agencies that enforce these regulations
- gives examples of how the regulations are carried out by local providers.

Process/Skill Questions

Thinking

- What are the federal, state, and local standards, policies, regulations, and laws related to working with children?
- What are the legal and ethical consequences of meeting and of failing to meet standards for working with children?
- How are standards enforced within the industry?
- Who is responsible for monitoring childcare centers and preschools to ensure compliance?
- Who will determine the appropriate teacher/student ratio standards in the classroom or the family childcare program? How will it determine how many teachers or assistant teachers are in the classroom?
- What national association writes policy for the education of young children? What is their role in helping educators and families?

Communication

- What practices ensure confidentiality?
- How does one locate information on regulations regarding the early childhood education profession?
- What national or state resources are available to help parents locate high-quality child care centers?
- What agency rates childcare centers?

Leadership

- What leadership skills are needed to demonstrate professional practices and standards?
• How can professionals collaborate to meet the regulations of federal, state, and other accrediting institutions?
• Is self-monitoring of standards within the industry in the best interest of the children?
• Who would be most adversely affected by a failure to comply with child-related standards, policies, regulations, and laws?

Management

• What record-keeping and management procedures are required by early childhood centers?
• What steps should be taken to develop a plan for keeping and managing records of childcare employees and children?
• What resources and training are needed to meet the requirements of the childcare educator?
• Who will determine program eligibility for low-income families if needed, and how can that process be made easy for families?
• What happens when childcare centers fail to meet minimum regulation standards?

National Standards for Family and Consumer Sciences Education

4.6.3
Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.

FCCLA National Programs

A Better You
Balancing Family and Career
Families Today
Family Ties
Meet the Challenge
Parent Practice
Working on Working
You-Me-Us

FCCLA: STAR Events (2019)

Advocacy
Check the national website for Skill Events
Check the national website for online events
Exploring Early Childhood Education Careers

Task Number 46

Compile a list of careers related to the early childhood education industry.

Definition

List should include entry and professional levels of employment and volunteer opportunities for early childhood education professionals for all ages and developmental levels of children.

Many websites offer career exploration resources, including the Virginia Department of Education's Career Planning Guide and the Virginia Department of Social Services’ Career Pathways for Early Childhood and Out-of-School Time Practitioners.

Teacher Resources: VDSS Career Lattice; Child Care Provider Resources; VDSS Professional Development Catalog for Child Care Professionals

Process/Skill Questions

Thinking

- What career options related to working with young children are currently available? What will be available in the future?
- How might skills necessary in entry-level positions aid in the advancement of employment opportunities?
- What are important traits to have when working with young children?

Communication
• What are some effective communication skills used throughout the early childhood education industry?
• What resources are available for locating information on careers related to early childhood education?

Leadership

• What leadership skills are required for a successful career in early childhood education?
• How would those leadership skills differ in various early childhood education careers?
• What are ways to practice leadership skills?

Management

• What training/education is required for a career in early childhood education?
• What personal factors affect career goals and choices in this field?
• What are some online resources to aid in professional development?

National Standards for Family and Consumer Sciences Education

4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.
4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

FCCLA National Programs

A Better You
Family Ties
Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events
Check the national website for online events

Entrepreneurship
Illustrated Talk
Life Event Planning

National Programs in Action
Task Number 47

Identify roles and responsibilities of an entry-level early childhood education professional.

Definition

Identification should consist of tasks and duties, intrinsic and extrinsic rewards, and potential challenges of employment as an early childhood education professional.

Process/Skill Questions

Thinking

- What personal skills, interests, and values support a career choice in working with young children? What other factors might lead to this career choice?
- What intrinsic or extrinsic rewards are offered in working with young children?
- What are some challenges of working in this field? Do the benefits or rewards outweigh the limitations? Why or why not?
- How do the challenges differ between entry-level and advanced-level employment in early childhood education?
- What are the differences between an entry-level and an advanced-level early childhood education position?
- Why would having a Child Development Associate (CDA) credential be useful?

Communication

- What communication skills are necessary for a career in early childhood education?
- How can an applicant effectively communicate his/her skills/qualities to a potential employer?

Leadership

- What leadership qualities are needed for success in early childhood education?
- How can leadership skills affect career success or failure?
- What are some ways to gain leadership skills or opportunities?

Management

- How can one prepare for a career in working with young children?
- What might be the impact of long-term and short-term career goals and choices on oneself and on others?
- What types of professional development would be helpful as an entry-level teacher?

National Standards for Family and Consumer Sciences Education

4.1.1

Explain the roles and functions of individuals engaged in early childhood, education, and services.
Task Number 48

Investigate the education/training requirements of identified careers in early childhood education.

Definition

Investigation should yield requirements for entering and progressing in each identified career, including professional licensure, certification, and specific skills needed for success in the field of early childhood education.

Process/Skill Questions

Thinking

- What should the minimal education/training requirement be for an entry-level position in early childhood education?
- What are the advantages of certification in this field?
- What is a CDA (Child Development Associate)?
- How is the credential obtained?
Communication

- How are education/training opportunities discovered?
- What communication skills are necessary for success in the identified careers?

Leadership

- How can training and education help one develop leadership skills in working with young children?
- How does licensing or certification lead to greater opportunities for employment in the early childhood education field?
- What licensing or certificates are available to early childhood education professionals?

Management

- How can education, training, and certification as an early childhood education professional be obtained?
- What challenges might one face in pursuing a career in early childhood education? (e.g., finances, location, family)
- What are some pathways to a teaching license in Virginia?

National Standards for Family and Consumer Sciences Education

4.1.2
Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.

4.1.3
Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

4.6.1
Explore opportunities for continuing training and education.

4.6.2
Apply professional ethical standards as accepted by the recognized professional organizations.

FCCLA National Programs

A Better You

Family Ties

Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events

Check the national website for online events

Entrepreneurship
Task Number 49

Identify specific entrepreneurial possibilities in early childhood education.

Definition

Identification should consist of a list of possibilities for entrepreneurship with a brief clarification (e.g., nanny, recreation facilitator, family/center-based childcare business owner, dance instructor, toy designer, photographer, children's author and illustrator, counselor, early childhood education consultant, Virginia Quality rater or technical assistance provider).

Process/Skill Questions

Thinking

- What is an entrepreneurial business?
- What early childhood entrepreneurial opportunities are available now? In the future?
- What education or specialized training might be required for entrepreneurial opportunities?

Communication

- What communication skills are necessary for an entrepreneur in the early childhood education industry?
- What are ways to communicate information about the entrepreneurial business to future customers? (e.g., social media, print, broadcast)

Leadership

- What leadership qualities are needed for success as an entrepreneur in the early childhood education industry?
- What ethical and legal issues confront entrepreneurs in this field?

Management

- What management skills are needed to succeed as an entrepreneur? (e.g., managing time, resources)
- What are the advantages and disadvantages of entrepreneurship?

National Standards for Family and Consumer Sciences Education
4.1.2
Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.

4.1.3
Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

4.6.5
Apply entrepreneurial and management skills to planning businesses in early childhood, education, and services.

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events

Check the national website for online events

Entrepreneurship

Illustrated Talk

Job Interview

Life Event Planning

National Programs in Action

Task Number 50

Analyze labor market data about early childhood education and related careers.

Definition

Analysis of labor market data should include local, regional, and state statistics related to current and projected job availability, employer demand, working conditions, skills needed, and salary ranges for a variety of early childhood education careers.

Process/Skill Questions

Thinking

- What is labor market data?
- What are the advantages of labor market research in the field of early childhood?

Communication
• What forms of media can be used to locate labor market information?
• What are factors and trends that may influence career choices?
• How can labor market data be used to help make career decisions?

Leadership

• What skills are needed to search for and interpret labor market data?
• What leadership qualities or skills are needed to obtain employment in the current labor market?

Management

• How can labor market analysis help in setting goals and planning for a career?
• What are possible consequences of not using labor market data in career planning?

National Standards for Family and Consumer Sciences Education

4.1.2
Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.

4.6.5
Apply entrepreneurial and management skills to planning businesses in early childhood, education, and services.

FCCLA National Programs

A Better You

Earning

Family Ties

Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events

Check the national website for online events

Illustrated Talk

Job Interview

National Programs in Action
Task Number 51

Analyze the career lattice in the early childhood education industry that progresses from entry-level to professional positions.

Definition

Analysis should include career pathways for entering and exiting the field in relation to educational achievement and work experience. See the Virginia Department of Social Services’ Career Pathways for Early Childhood and Out-of-School Time Practitioners.

Teacher Resource: VDSS Career Lattice

Process/Skill Questions

Thinking

- What is a career lattice?
- What career choices could be made based on a career lattice?

Communication

- What challenges could be encountered when trying to reach higher levels in a career lattice?
- What are some resources available to overcome challenges encountered in a career lattice?
- What communication skills are necessary for career advancement?

Leadership

- What leadership qualities are needed to advance in early childhood education careers?
- How do leadership skills affect career success or failure?
- What are ways to gain leadership skills?

Management

- What training and resources are required for career advancement in early childhood education?
- What resources are available to assist in further training and education? (e.g., mentoring, financial support)
- What personal factors could affect career goals and choices in this field?

National Standards for Family and Consumer Sciences Education

4.1.2
Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.

4.6.5
Apply entrepreneurial and management skills to planning businesses in early childhood, education, and services.
FCCLA National Programs

A Better You

Family Ties

Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events

Check the national website for online events

Illustrated Talk

Job Interview

National Programs in Action

---

Task Number 52

Interview an early childhood education professional.

Definition

Interview may include questions regarding job satisfaction, career advice, current trends in early childhood education, challenges in the field, and rewards of the career.

Process/Skill Questions

Thinking

- What are the purposes of an interview?
- What are the different interviews?
- What information can be obtained from an interview?

Communication

- What modes (e.g., telephone, face-to-face, email) could be used in an interviewing process?
- How could the information obtained be communicated with others? (e.g., electronic slide show, oral presentation, written document)
Leadership

- What leadership skills are needed to conduct an interview?
- Why is planning an important step in the interview process?

Management

- What background knowledge is necessary before conducting the interview?
- How can the information obtained from the interview help to make a career decision?

National Standards for Family and Consumer Sciences Education

4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.
4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
4.1.6 Analyze the role of professional organizations in education and early childhood.

FCCLA National Programs

A Better You
Family Ties
Working on Working

FCCLA: STAR Events (2019)
Career Investigation
Check the national website for Skill Events
Check the national website for online events
Illustrated Talk
Interpersonal Communications
Job Interview

Task Number 53
Identify the ages and stages of development of infants, toddlers, preschoolers, school-age children, and children with exceptional needs.

**Definition**

Identification should include indicators in developmental domains (e.g., physical, cognitive, language, creative, social and emotional).

Teacher Resource: [Virginia's Early Childhood Development Alignment Project: Milestones of Child Development](#)

**Process/Skill Questions**

**Thinking**

- What are the developmental needs and interests of children with exceptional needs?
- How is the development of children with exceptional needs similar and different from other children?
- What are the stages of physical development in children from infancy to school age?
- What are the stages of cognitive development in children from infancy to school age?
- What are the stages of social/emotional development in children ages from infancy to school age?
- What are self-help skills?
- What does the term developmentally appropriate mean?

**Communication**

- What are the communication skills involved in working with the different stages of development?
- How can an early childhood education professional guide effective communication at the different developmental stages?

**Leadership**

- What knowledge is necessary to promote the concept of the whole child?
- How can parents and professionals work together to help children reach developmental milestones?

**Management**

- What assessment methods can be used to measure the development of children?
- What information can be gained from these assessment methods?

**National Standards for Family and Consumer Sciences Education**

4.2.2

Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.

**FCCLA National Programs**
Task Number 54

Identify developmental observation methods using data collection tools.

Definition

Identification of developmental observations should include

- watching a child at work or play without interfering
- documenting the observed activity and recording the details (e.g., journal, anecdotal, checklist)
- the characteristics of the ages and stages of development of young children.

Process/Skill Questions

Thinking

- What are various methods of collecting data on children from birth through school age? What are the goals of data collection?
- How can data be shared with parents and other teachers?
- Why is it important to have knowledge of ages and stages of children’s development when collecting data?

Communication

- What is the difference between fact and interpretation?
- What roles do listening and writing have in data collection?
• What communication skills correlate with different data collection methods?
• How does personal bias affect the accuracy of an observation?

Leadership

• What role do ethics play when collecting data?
• Why is it crucial to consider confidentiality when collecting data?

Management

• What are some consequences of inaccurate documentation?
• How can collected data be used to guide future activities for the class or for individual students?
• How do various types of early childhood programs (e.g., Montessori, High Scope, etc.) differ in the data that is collected?

National Standards for Family and Consumer Sciences Education

4.2.2
Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.

FCCLA National Programs

A Better You

Family Ties

Working on Working

FCCLA: STAR Events (2019)

Check the national website for Skill Events

Check the national website for online events

Focus on Children

Illustrated Talk

National Programs in Action

Task Number 55

Identify steps to ensure bias-free observations.
Definition

Identification should include

- describing only observable action
- refraining from any judgment regarding
  - causes
  - emotions
  - explanations
  - feelings
  - goals
  - motives
  - desires
  - purposes
  - needs
  - wishes
- avoiding any form of labeling.

Process/Skill Questions

Thinking

- What does bias mean? How can a bias-free observation be ensured?
- What can be done to identify bias within an observation?
- What does an educator bring in their background and life experience that may contribute to a biased observation?

Communication

- What are some ways to communicate that are free from bias?
- How would an early childhood education professional refrain from communicating biased reports or observations to parents or coworkers?

Leadership

- How can early childhood education professionals be taught to conduct bias-free observations?
- In what ways can early childhood education professionals train and model bias-free observations for newly hired educators?

Management

- What types of reports are available to early childhood professionals for observations?
- Where can bias-free observation records be found?

National Standards for Family and Consumer Sciences Education

4.2.2
Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
Task Number 56

Identify developmentally appropriate practices that support and maximize development and learning for all children.

Definition

Identification may include practices that are responsive to the unique abilities, temperaments, and learning styles of young children.

Process/Skill Questions

Thinking

- What are developmentally appropriate practices?
- What are the goals of developmentally appropriate practices?
- How do developmentally appropriate practices differ from age-appropriate practices? Why should one look at both?
- How do various curriculum models, such as Montessori and High Scope, differ in their goals of development and learning in children?
- How are developmentally appropriate practices different for children with special needs?

Communication

- How can developmentally appropriate practices be applied based on an understanding of children's developmental needs?
- What are the consequences of using or not using developmentally appropriate practices for children, families, and communities?
Leadership

- What skills are needed to make decisions about using developmentally appropriate practices?
- What should be done to ensure that professionals are knowledgeable about current developmentally appropriate practices?

Management

- How can developmentally appropriate practices be used as a management tool?
- How can developmentally appropriate practices incorporate a child’s learning style and early experiences?
- What are the potential consequences of not using developmentally appropriate practices to manage instruction of young learners?
- How can the arrangement of the classroom be used as a management tool?

National Standards for Family and Consumer Sciences Education

4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.

4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.

4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.

4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.

4.3.6 Establish effective activities, routines, and transitions for various age groups.

FCCLA National Programs

A Better You

Family Ties

Working on Working

FCCLA: STAR Events (2019)

Check the national website for Skill Events

Check the national website for online events

Focus on Children

Illustrated Talk
Task Number 57

Describe the responsibilities of being a mandated reporter of child abuse and/or neglect.

Definition

Description should include the definition of mandated reporter and the recognition of signals that may indicate abuse or neglect.

Process/Skill Questions

Thinking

- What is meant by mandated reporter?
- Where can one learn about the responsibilities of a mandated reporter?
- What are the signs that may indicate child abuse and/or neglect?

Communication

- What communication skills are necessary to report child abuse and/or neglect?
- What is the procedure for reporting abuse and/or neglect?

Leadership

- Why is it important to cooperate with governing agencies concerning abuse and/or neglect?
- What is the role of the mandated reporter?

Management

- What roles do observation and proper documentation have in protecting young children?
- What are the effects of not reporting suspected child abuse and/or neglect?
- What legal protection does the mandated reporter have (e.g., confidentiality)?
- What online resources are available to professionals to obtain their certification as a mandated reporter?

National Standards for Family and Consumer Sciences Education

4.4.5
Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.

FCCLA National Programs
A Better You

Family Ties

Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events

Check the national website for online events

Illustrated Talk

Interpersonal Communications

---

**Analyzing Healthy and Safe Environments for Children**

---

**Task Number 58**

*Describe the needs of children at various ages regarding space, equipment, materials management, and room or area arrangement.*

**Definition**

Description should include results of research into the needs of children for safe and ergonomically and developmentally appropriate space, child access, room arrangement, and equipment.


**Process/Skill Questions**

**Thinking**

- What are the state regulations regarding space and equipment for children at various ages?
• Why is it important to adjust equipment, furniture, materials, and room arrangement to fit children’s developmental needs?

Communication

• How can the arrangement of space guide the behavior of children?
• What resources help to determine the most effective choices regarding space, equipment, materials, and room or area arrangement?

Leadership

• How do space, equipment, materials, and room or area arrangement contribute to participation and cooperation?
• What are some consequences of poor choices regarding space, equipment, materials, and room or area arrangement?

Management

• What business decisions are affected when determining equipment, materials, and room or area arrangement?
• What criteria should be used to evaluate those choices?

National Standards for Family and Consumer Sciences Education

4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.

FCCLA National Programs

A Better You

Family Ties

Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events

Check the national website for online events

Illustrated Talk
Task Number 59

Design an indoor and/or outdoor learning environment.

Definition

Design should include layout of an indoor and/or outdoor learning environment focused on a specific age group and considering safety regulations and developmentally appropriate, safe, and eco-friendly equipment based on budgetary constraints.

Process/Skill Questions

Thinking

- What is the difference between an indoor vs. an outdoor learning environment?
- What does the term eco-friendly mean?
- What components are required in an indoor and an outdoor learning space?
- How does the arrangement of the learning environment encourage or guide a child’s ability to learn and discover?

Communication

- What resources could be used to create a learning environment?
- What are different types of communication devices (e.g., internet, phone, emergency call buttons) used in various learning environments?

Leadership

- How does the layout implement program goals?
- Why is it critical to consider the perspectives of others in designing a learning environment?

Management

- Why must planning take place prior to arranging space?
- What consequences can result if a budget is not followed?

National Standards for Family and Consumer Sciences Education

4.3.5
Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.

FCCLA National Programs

A Better You
Task Number 60

Develop a list of general health practices for adults and children in an early childhood education program.

Definition

Development should include listing practices associated with food preparation, cleaning and sanitation of equipment and materials, mealtime behavior, and interaction among staff and children to ensure a healthy environment and prevent the spread of illness.

Process/Skill Questions

Thinking

- What are the basic health practices and prevention procedures regarding illness and disease?
- What procedures can be implemented to establish and maintain a safe and healthy learning environment?
- What are the standards, laws, and regulations regarding a healthy learning environment?
- What are proper hand-washing techniques?

Communication

- What criteria are used to decide how to provide a healthy learning environment?
- How can the standards for a healthy learning environment be communicated to employees, parents, and children?

Leadership
• What are the universal precautions procedures?
• How can one ensure that the universal precautions procedures are followed?
• What historical circumstances led to the formation of current health practices in this country?

Management

• What are the steps to implementing healthy practices that comply with state regulations?
• What training procedures and checks can be in place to ensure employees follow healthy practices?

National Standards for Family and Consumer Sciences Education

4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.

4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.

4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.

FCCLA National Programs

A Better You

Family Ties

The Healthy You

Working on Working

FCCLA: STAR Events (2019)

Check the national website for Skill Events

Check the national website for online events

Illustrated Talk

Interpersonal Communications

Task Number 61

Identify safety hazards and ways to protect children from them.

Definition
Identification should include the laws and regulations governing possible safety hazards associated with a physical facility (e.g., safety plans, blood-borne pathogen regulations, prevention procedures for spreading infectious diseases, OSHA requirements, classroom and playground safety, safety checkpoints).

Identification should also include the responsibilities of early childhood education professionals to ensure the safety and security of children.

**Process/Skill Questions**

**Thinking**

- What standards, laws, and regulations affect the early learning environment?
- What are the consequences of providing or failing to provide a safe and secure learning environment?
- What should be done to establish and maintain a safe and secure learning environment?

**Communication**

- What criteria should be used to decide how to provide a safe and secure learning environment?
- How can the standards for a safe and secure learning environment be communicated to parents and children?
- What procedures are in place for notifying parents of emergencies?

**Leadership**

- What is the outcome of maintaining or failing to maintain a safe and secure environment?
- What leadership skills could be used in an emergency?

**Management**

- What should be done to develop an emergency response system?
- What are some practices to ensure the safety and security of children and staff?
- What procedures can be established for handling emergencies?
- How can early childhood professionals be proactive in assessing risk potential?

**National Standards for Family and Consumer Sciences Education**

4.4.2
Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.

4.4.7
Demonstrate security and emergency procedures.

**FCCLA National Programs**

A Better You

Family Ties

Working on Working
Task Number 62

Identify components of healthy snacks for young children.

Definition

Identification should include dietary needs associated with developmental milestones, portion control, appropriate foods for young children, age-appropriate food substitutions (e.g., boiled carrots for toddlers, carrot sticks for older children), culturally appropriate foods, and food allergies.

Teacher Resource: ChooseMyPlate

Process/Skill Questions

Thinking

• What dietary needs are associated with developmental milestones?
• What factors affect dietary choices? What are some common childhood allergies?
• What does culturally appropriate food refer to?

Communication

• What is the significance of communicating with parents and children about dietary choices?
• What resources are available regarding dietary guidelines?
• How can one work with parents to share culturally significant foods or holidays?
• How are menus for meals and snacks shared with parents?

Leadership

• Why is it important to consider the dietary diversities of each child?
• What are some strategies for encouraging children to make healthy choices?
• How can one use culturally appropriate foods to teach valuable lessons to children?
• What new initiatives about food could one use in planning healthy meals and snacks for children?
Management

- Why is it important to involve children in the decision-making process of creating snacks?
- Why are sanitation and safety important in preparing snacks?
- What skills could be developed in preparing healthy food and snack?
- How can children be involved in the preparation of meals and snacks?

National Standards for Family and Consumer Sciences Education

4.4.4
Plan safe and healthy meals and snacks that meet USDA standards.

FCCLA National Programs

A Better You

Family Ties

Working on Working

FCCLA: STAR Events (2019)

Check the national website for Skill Events

Check the national website for online events

Focus on Children

Illustrated Talk

Task Number 63

Identify the characteristics of a healthy child and behavioral/physical symptoms of selected childhood illnesses/diseases.

Definition

Identification should include listing the characteristics of a healthy child, listing outward signs of the illness/disease and describing the normal course of the illness/disease.

Identification should include illnesses and diseases such as

- fever
- gastrointestinal upset
- swelling
• strep throat
• hand, foot and mouth disease
• fifth disease
• abnormal skin appearance
• chicken pox
• lice
• ringworm
• tuberculosis
• complaints of pain or fatigue
• cytomegalovirus (CMV).

**Process/Skill Questions**

**Thinking**

- What are some examples and characteristics of childhood illnesses/diseases?
- Why is it important to be able to recognize signs/symptoms of illnesses/diseases?

**Communication**

- What questions can one ask children to help with assessing illness?
- In what ways can one report information about exposure to illnesses/diseases and communicate the center’s policy concerning childhood illness?
- How can one communicate with parents the importance of regular checkups for their child?

**Leadership**

- What are the basic health practices and procedures regarding illnesses/diseases?
- How is cooperation vital in preventing the spread of illnesses/diseases?
- What organizations or resources could one use to improve the care of ill children?
- What is the role of the early childhood education professional in establishing safety and sanitation in the classroom?

**Management**

- What procedures are used once a child is identified as having a contagious illness/disease until he or she can be sent home?
- What routines can cut down the spread of contagious childhood diseases?

**National Standards for Family and Consumer Sciences Education**

4.4.6

Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.

**FCCLA National Programs**

A Better You
Family Ties

Working on Working

FCCLA: STAR Events (2019)

Check the national website for Skill Events

Check the national website for online events

Task Number 64

Compile a list of community health, counseling, and emergency resource agencies.

Definition

Compilation should include name, address, contact information, services offered, cost of services, fee requirements, eligibility requirements, clientele served, and purpose of each agency available to community residents.

Process/Skill Questions

Thinking

• What can be done to establish a network of community health, counseling, and emergency resource agencies?
• What criteria should be used to evaluate an agency for inclusion on a list of resources that might be shared with the community?
• How can technology be used to compile a community resource list?
• How can early childhood professionals partner with area organizations to improve services for families?

Communication

• How can the network of resource agencies be communicated to parents? How can technology assist with the communication?
• How should a list of resource agencies be organized?
• How can parents reinforce emergency preparedness at home?

Leadership

• How can early childhood professionals assist children and families in accessing the services of resource agencies?
• Under what circumstances might an early childhood professional recommend resource agency services to a family?
• How can early childhood professionals assist area organizations by volunteering their time?

Management

• What are the steps involved in establishing and maintaining a network of resources for children and their families?
• How can families use community resources to assist in managing emergencies (e.g., bomb threat, fire, natural disaster, AMBER Alert)?

National Standards for Family and Consumer Sciences Education

4.6.3
Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.

FCCLA National Programs

A Better You
Family Ties
Lead
Learn
Serve
Working on Working

FCCLA: STAR Events (2019)
Advocacy
Chapter Service Project Display
Check the national website for Skill Events
Check the national website for online events
Illustrated Talk
Teach and Train
Task Number 65

Describe ethical issues pertaining to employment in the early childhood development profession.

Definition

Description should include

- the National Association for the Education of Young Children (NAEYC) Code of Ethics
- group problem-solving of ethical dilemmas
- confidentiality policy
- criminal background check
- sex offender registry
- child abuse and neglect and responsibility as a mandated reporter
- cellphone use policy
- social media policy
- transportation policy
- facility, technology, and cybersecurity policy.

Process/Skill Questions

Thinking

- What is NAEYC?
- How can NAEYC be used as a resource for managing ethical dilemmas?
- What are some examples of ethical standards?
- What are the legal and ethical consequences of meeting and failing to meet standards for working with children?

Communication

- What is the relationship between actions and ethical standards?
- What are some practices to ensure confidentiality and privacy?

Leadership

- What ethical standards are needed for early childhood education leaders, families, organizations, workplaces, and communities?
- What effects manifest when the ethical standards of the employees and/or managers are conflicting?
Management

- What resources could be used to establish ethical standards?
- How do ethical standards influence employee behavior?

National Standards for Family and Consumer Sciences Education

4.6.2
Apply professional ethical standards as accepted by the recognized professional organizations.

FCCLA National Programs

A Better You

Family Ties

Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events

Check the national website for online events

Illustrated Talk

Job Interview

Task Number 66

Develop a skills profile for a selected job involving children.

Definition

Development of a skills profile should include

- characteristics and credentials needed for the selected job
- tasks performed by workers in the job
- skills needed to perform successfully and to advance in the job
- education, training, or credential required or recommended to perform or advance in the job.
Teacher Resources: Career Pathways for Early Childhood and Out-of-School Time Practitioners; Virginia’s Competencies for Early Childhood Professionals

Process/Skill Questions

Thinking

- What is a skills profile? What educational and career choices should be based on a skills profile?
- Why is it beneficial to list a credential on a skills profile?

Communication

- What communication skills are essential in relating to children, parents, the community, and colleagues?
- What criteria should be used to evaluate the skills of early childhood professionals?

Leadership

- What leadership skills and techniques are necessary when interacting with children, parents, the community, and colleagues?
- How does using a skills profile contribute to the accomplishment of career goals?

Management

- What additional resources and training could be used for career advancement after completing a skills profile?
- What personal factors influence career goals and choices in this field?

National Standards for Family and Consumer Sciences Education

4.1.3
Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

4.6.1
Explore opportunities for continuing training and education.

FCCLA National Programs

A Better You

Family Ties

Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events
Task Number 67

Analyze personal interests, abilities, skills, and dispositions.

Definition

Analysis should include identifying

- the preference for working with people, things, and/or information
- preferred work modes (i.e., conventional, social, enterprising, mechanical, investigative, or creative)
- work values (e.g., security, personal integrity, recognition, adventure, economic reward, self-expression, helping others, relationships, leadership, or autonomy).

Process/Skill Questions

Thinking

- What do the terms personal interests, skills, abilities, and dispositions mean?
- What personal factors should be considered when developing career goals?
- What other factors affect career choices?

Communication

- How can communication skills be evaluated as they relate to analyzing personal interests, abilities, and skills?
- How would one communicate personal interests, abilities, and skills?
- Why are communication skills important when developing career goals?

Leadership

- What is the role of work values in the development of career goals?
- How can continuous evaluation and improvement of personal interests, abilities, and skills lead to career success?
- What types of evaluation strategies would help to identify one's strengths and weaknesses within one's career?
Management

- How are career goals developed to reflect personal factors?
- What consequences could result from not using the information obtained from the skills profile?

FCCLA National Programs

A Better You

Family Ties

Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events

Check the national website for online events

Illustrated Talk

Interpersonal Communications

Job Interview

Task Number 68

Determine the characteristics and skills necessary to obtain and maintain successful employment in careers involving children.

Definition

Determination of characteristics and skills should include

- flexibility
- dependability
- creativity
- confidentiality
- caring
- nurturing behavior
- patience
- sense of humor
- knowledge of child development, including social and emotional development
• respect for diversity
• social and emotional intelligence
• child self-regulation
• time management
• healthy immune system
• effective communication skills with children and adults.

Process/Skill Questions

Thinking

• What characteristics and skills help early childhood education professionals obtain, maintain, and advance in employment?
• How do the Workplace Readiness Skills aid in maintaining successful employment?

Communication

• What questions need to be answered to make a wise career decision?
• What characteristics and skills help early childhood professionals relate to children and parents?
• Why is confidentiality of information so important in the field of early childhood education?

Leadership

• What leadership skills are needed to demonstrate professionalism?
• How do leadership skills affect career success or failure?

Management

• What training and resources are required for a career in early childhood education?
• What criteria should be used to evaluate the characteristics and skills of early childhood education professionals?

National Standards for Family and Consumer Sciences Education

4.1.3
Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

FCCLA National Programs

A Better You

Family Ties

The Fit You

The Healthy You

The Real You
The Resilient You
Working on Working

FCCLA: STAR Events (2019)
Career Investigation
Check the national website for Skill Events
Check the national website for online events
Illustrated Talk
Interpersonal Communications
Job Interview

---

Task Number 69

Practice pre-employment skills.

Definition

Practicing pre-employment skills includes

- developing a résumé (electronic and paper)
- writing a cover letter
- completing an employment application
- preparing for the job interview and asking questions that will help in decision-making
- taking employer-required pre-employment tests
- participating in a job interview
- following up an interview with a thank-you letter or call
- thoughtfully assessing interview performance and information obtained during the interview
- rejecting or negotiating a job offer.

Process/Skill Questions

Thinking

- Why are pre-employment skills important?
- How can employability skills be developed to support career goals?
- Why is proper follow-up just as important as the interview process itself?
Communication

- What communication skills are needed for a job search and for keeping a job?
- What resources are available to strengthen pre-employment skills?

Leadership

- What strategies may be effective when working with others?

Management

- What information is necessary when developing a plan for seeking employment?
- What are the consequences of not using pre-employment skills?

National Standards for Family and Consumer Sciences Education

4.6.4
Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

FCCLA National Programs

A Better You
Family Ties
Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Check the national website for Skill Events
Check the national website for online events

Illustrated Talk
Interpersonal Communications
Job Interview
Life Event Planning

National Programs in Action

Task Number 70
Complete an observation, shadowing, or internship experience in an early childhood education.

Definition

Completion of observation, shadowing, or internship experience should result in identifying

- working conditions
- tasks and duties of different levels of employees
- problems that employees encounter on the job and outcomes of these situations
- an individual perspective on benefits and challenges of a job in an early childhood education career.

Process/Skill Questions

Thinking

- What are some expectations of the observation or internship experience?
- What criteria can be used to evaluate the experience?
- What are the benefits of completing a work-based learning experience prior to employment?
- What prior knowledge would benefit a person before starting work-based learning experience?

Communication

- What communication skills would be important to have in an observation/shadowing/internship experience?
- How can the knowledge and skills learned during a work experience be reported?

Leadership

- What standards and practices should be identified during the observation/shadowing/internship experience?
- What skills are needed to participate in the observation/shadowing/internship experience?

Management

- What are your goals for the observation/shadowing/internship experience in early childhood education?
- How can a plan for completing an observation/shadowing/internship experience be developed?

National Standards for Family and Consumer Sciences Education

4.6.2
Apply professional ethical standards as accepted by the recognized professional organizations.

4.6.4
Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

FCCLA National Programs

A Better You
Family Ties

Working on Working

**FCCLA: STAR Events (2019)**

Career Investigation

Check the national website for Skill Events

Check the national website for online events

Illustrated Talk

Interpersonal Communications

Job Interview

Life Event Planning

National Programs in Action

---

**SOL Correlation by Task**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Subject Areas</th>
</tr>
</thead>
</table>
| 39   | Analyze the meaning of work and the meaning of family. | English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, GOVT.9 |
| 40   | Compare how families affect work life and how work life affects families. | English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, GOVT.9 |
| 41   | Identify management strategies for balancing work and family roles. | History and Social Science: GOVT.1 |
| 42   | Differentiate among the types of early childhood education programs. | English: 9.8, 10.8, 11.8, 12.8  
History and Social Science: GOVT.9 |
<p>| 43   | Analyze the relationships, roles, and partnerships among the child, parent, and early childhood professional. | English: 9.5, 10.5, 11.5, 12.5 |
| 44   | Identify cultural, religious, family, and environmental factors that affect a child's development. | English: 9.5, 10.5, 11.5, 12.5 |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>45</strong></td>
<td>Investigate federal, state, and other regulatory agencies monitoring the early childhood education industry.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 9.6, 9.8, 10.5, 10.6, 10.8, 11.5, 11.6, 11.8, 12.5, 12.7, 12.8</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.8, GOVT.9, GOVT.15</td>
</tr>
<tr>
<td><strong>46</strong></td>
<td>Compile a list of careers related to the early childhood education industry.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 9.6, 9.8, 10.5, 10.6, 10.8, 11.5, 11.6, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td><strong>47</strong></td>
<td>Identify roles and responsibilities of an entry-level early childhood education professional.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td><strong>48</strong></td>
<td>Investigate the education/training requirements of identified careers in early childhood education.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td><strong>49</strong></td>
<td>Identify specific entrepreneurial possibilities in early childhood education.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.16</td>
</tr>
<tr>
<td><strong>50</strong></td>
<td>Analyze labor market data about early childhood education and related careers.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td><strong>51</strong></td>
<td>Analyze the career lattice in the early childhood education industry that progresses from entry-level to professional positions.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td><strong>52</strong></td>
<td>Interview an early childhood education professional.</td>
</tr>
<tr>
<td><strong>53</strong></td>
<td>Identify the ages and stages of development of infants, toddlers, preschoolors, school-age children, and children with exceptional needs.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td><strong>54</strong></td>
<td>Identify developmental observation methods using data collection tools.</td>
</tr>
<tr>
<td></td>
<td>English: 9.6, 9.7, 10.6, 10.7, 11.6, 12.6</td>
</tr>
<tr>
<td><strong>55</strong></td>
<td>Identify steps to ensure bias-free observations.</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.1, VUS.1, WG.1, WHI.1, WHII.1</td>
</tr>
<tr>
<td><strong>56</strong></td>
<td>Identify developmentally appropriate practices that support and maximize development and learning for all children.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td><strong>57</strong></td>
<td>Describe the responsibilities of being a mandated reporter of child abuse and/or neglect.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td><strong>58</strong></td>
<td>Describe the needs of children at various ages regarding space, equipment, materials management, and room or area arrangement.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td><strong>59</strong></td>
<td>Design an indoor and/or outdoor learning environment.</td>
</tr>
<tr>
<td><strong>60</strong></td>
<td>Develop a list of general health practices for adults and children in an early childhood education program.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td><strong>61</strong></td>
<td>Identify safety hazards and ways to protect children from them.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td></td>
<td>History and Social Science: GOVT.14, GOVT.15, VUS.8</td>
</tr>
<tr>
<td><strong>62</strong></td>
<td>Identify components of healthy snacks for young children.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td><strong>63</strong></td>
<td>Identify the characteristics of a healthy child and behavioral/physical symptoms of selected childhood illnesses/diseases.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 10.5, 11.5, 12.5</td>
</tr>
<tr>
<td><strong>64</strong></td>
<td>Compile a list of community health, counseling, and emergency resource agencies.</td>
</tr>
<tr>
<td></td>
<td>English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6</td>
</tr>
</tbody>
</table>
|   | Describe ethical issues pertaining to employment in the early childhood development profession. | English: 9.5, 10.5, 11.5, 12.5
History and Social Science: VUS.13 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>Develop a skills profile for a selected job involving children.</td>
<td>English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8</td>
</tr>
<tr>
<td>67</td>
<td>Analyze personal interests, abilities, skills, and dispositions.</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Determine the characteristics and skills necessary to obtain and maintain successful employment in careers involving children.</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Practice pre-employment skills.</td>
<td>English: 9.6, 10.6, 11.6, 12.6</td>
</tr>
<tr>
<td>70</td>
<td>Complete an observation, shadowing, or internship experience in an early childhood education.</td>
<td></td>
</tr>
</tbody>
</table>

**Entrepreneurship Infusion Units**

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

**Teacher Resources**

**PrePac Correlation to Early Childhood Education**

*Working with Young Children*

*Council for Professional Recognition CDA Resources*

*Pre-PAC Instructional Resource Directory Early Childhood Education*

*Virginia Department of Social Services Child Care Regulations*
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Early Childhood Development and Services Assessment
- Early Childhood Education Assessment
- Leadership Essentials Assessment
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Career, Community and Family Connections (8205/18 weeks)
- Career, Community and Family Connections (8282/36 weeks)
- Child Development and Parenting (8231/18 weeks)
- Child Development and Parenting (8232/36 weeks)
- Early Childhood, Education, and Services I (8285/36 weeks, 280 hours)
- Early Childhood, Education, and Services II (8286/36 weeks, 280 hours)
- Family and Human Services I (8264/36 weeks, 280 hours)
- Family and Human Services II (8265/36 weeks, 280 hours)
- Family Relations (8223/18 weeks)
- Family Relations (8225/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8277/18 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8278/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Work Focus (8213/36 weeks)
- Independent Living (8214/18 weeks)
- Independent Living (8219/36 weeks)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Introduction to Virginia Teachers for Tomorrow (9060/18 weeks)
- Introduction to Virginia Teachers for Tomorrow (9061/36 weeks)
- Life Planning (8227/36 weeks)
- Life Planning (8226/18 weeks)
- Nutrition and Wellness (8228/18 weeks)
- Nutrition and Wellness (8229/36 weeks)
- Virginia Teachers for Tomorrow I (9062/36 weeks)
- Virginia Teachers for Tomorrow I (9062/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)

Career Cluster: Education and Training

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Training</td>
<td>Child Care Worker</td>
</tr>
<tr>
<td>Pathway</td>
<td>Occupations</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Director, Early Childhood Education Center</td>
<td></td>
</tr>
<tr>
<td>Elementary School Teacher</td>
<td></td>
</tr>
<tr>
<td>Kindergarten Teacher</td>
<td></td>
</tr>
<tr>
<td>Teacher Assistant</td>
<td></td>
</tr>
</tbody>
</table>