



MASTER PLAN OF INSTRUCTION

2020 - 2021

Donna Hernandez, Instructor

MISSION

The mission of Fort Myers Technical College is to provide high quality career and technical training, in order to prepare students for current and emerging industries, delivered by a professional and caring staff in a positive learning environment.

The School District of Lee County does not discriminate on the basis of gender, race, color, age, religion, sex, sexual orientation, national or ethnic origin, marital status, or disability in the provision of educational programs, activities or employment policies as required by Title IX, Title VI, Title VII, Age Discrimination Act of 1967 and Section 504 of the Rehabilitation Act of 1973, 1992, Americans with Disabilities Act, the Florida Educational Equity Act of 1984 and the Boy Scouts of America Equal Access Act.. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to: Equity Coordinator, Fort Myers Technical College, 3800 Michigan Ave., Fort Myers, FL 33916, (239) 334-4544.

Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation.



Fort Myers Technical College
3800 Michigan Avenue Fort Myers, FL 33916
(239) 334-4544



Early Childhood Education

INTRODUCTION

Are you a person who finds the care and education of children interesting? Can you see yourself working in a classroom with young children? Would you like to hold a Florida Early Childhood Professional Certification? Then the Early Childhood Education Program is the place you can begin your career. Experience the joy of creating and implementing developmentally appropriate activities for children who are full of life and love learning. Influence the future of infants, toddlers, and preschoolers by shaping their intellectual, social, emotional, and physical development. Utilize critical and creative thinking skills necessary for working with young children.

PROGRAM MISSION

The mission of the Early Childhood Education Program at Fort Myers Technical College is to provide an individualized system of training designed to assist students with acquiring knowledge, mastering skills and demonstrating attitudes necessary for entry level and career advancement in the field of early childhood education.

PROGRAM PHILOSOPHY

The Early Childhood Education staff believes that quality child care begins with quality students receiving education, training, and the opportunity for practical hands-on experience from a qualified and caring staff.

The laboratory pre-school (Fort Myers Technical College Tech Tots) is a state-licensed (DCF), Gold Seal child care center and VPK provider, which strives to provide a protective and nurturing environment full of stimulating experiences which will supplement those provided within the child's family.

PROGRAM CONTENT

- State-Mandated Training (DCF)
- Orientation to Early Childhood Careers
- Career Ready Practices
- Childcare Regulations
- Health, Safety, and Nutrition for Young Children
- Child Development
- Assessment Methods
- Recognition of Child Abuse and Neglect
- Emergent Literacy
- Developmentally Appropriate Practices for Young Children
- Inclusion of Children with Special Needs

ESSENTIAL FUNCTIONS AND PHYSICAL REQUIREMENTS

Working in child care occupations may be emotionally and physically strenuous. Before enrolling in a program in this field, one may want to observe in a child care setting. It is important to review the following "tasks" which have been established for child care training prior to enrolling in the program.

Visual: Student has the ability to...

- see sufficiently for observation, supervision, and data collection necessary to provide a safe environment for children.
- perform visual tasks without special aids (excluding glasses/contacts) such as supervising children on the playground and in classroom.

Auditory: Student has the ability to...

- hear to sufficiently monitor and meet children's needs.
- interpret children's audible sounds of distress.

Gross and Fine Motor Coordination: Student has the ability to...

- grip firmly.
- perform a high degree of manual dexterity.
- handle a mop and broom for cleanups in the classroom.
- use kitchen utensils and equipment to prepare meals and snacks.

Communication: Student has the ability to...

- project audible verbal communication a distance of 4 feet.
- apply common sense understanding to carry out instructions furnished in written and oral form.
- communicate using proper language and written skills.

Critical Thinking: Student has the ability to...

- make fast decisions under high pressure.
- assist with problem resolution.
- respond quickly and professionally to unsafe conditions which may put children at risk.

Social and Emotional Requirements: Student has the ability to...

- work with others.
- cope with high levels of stress.
- demonstrate a high degree of patience.
- manage altercations.
- cope with the anger/fear/hostility of others in a calm manner.

Mobility: Student has the ability to...

- stoop, kneel, bend, sit on floor, and lift, push or pull 40 pounds.
- walk the equivalent of five miles per day.
- run short distances.
- maintain balance.
- reach above shoulder level.
- work in areas that are close and crowded.

Other: Student has the ability to...

- work with chemical and detergents needed to maintain a clean and healthy environment.

ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or post-secondary student's accommodations plan to meet individual needs to ensure equal access. Post-secondary students with disabilities must self-identify, present documentation, required accommodations if needed, and develop a plan with their post-secondary service provider. Accommodations received in post-secondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology, and special communication systems. Documentation of the accommodations requested and services provided are maintained in a confidential file.

TUITION

Tuition is charged for adult students at a reasonable rate that may vary slightly from year to year and is due prior to the first day of each semester. Current fee information is available from Student Services. Failure to pay all fees due at

the time class begins will result in the student not being able to attend class and/or clinical.

CLASS SCHEDULE

Daytime certificated classes meet Monday through Friday from 8:00 A.M. until 2:30 P.M. This amounts to 30 hours of classroom instruction per week. Lunch breaks are 30 minutes in length.

ATTENDANCE POLICY

In an effort to develop appropriate employability skills, FMTC students are expected to attend all class sessions. As is expected in the workplace, when it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor on or before the date of absence. The student attendance policy for each post-secondary program is consistent with industry standards.

Campus attendance is kept via a computerized system. It is the responsibility of the student to **log in and out** in order to receive credit for class time. This allows the school to keep accurate attendance records for the actual number of hours and minutes attended.

All adult students are expected to be in attendance at least 90% of their scheduled hours during each semester. Adult students failing to maintain the 90% attendance standard will not be permitted to continue in their program and may be required to sit out one full semester, unless administration approves to waive the 90% standard based on special circumstances.

Absences

A student who is absent for 6 consecutive class sessions, without prior approval and without contact with the instructor, will be withdrawn from enrollment in his/her program. A student withdrawn for absenteeism must petition administration to return. Students exhibiting a pattern of consecutive absences of 4 days will be subject to dismissal as determined by a School Intervention Team. School Intervention Team meetings will be held as necessary to attempt to alleviate issues resulting in excessive absences and to counsel the student of possible alternatives and consequences.

Students, who are late for class, including returning late from lunch, must clock in. Students who leave school early must notify their instructor and clock out. This time out of class is recorded as time absent and is counted against the required 90% attendance. Excessive tardies or early departures will be reported to the Student Affairs Specialist and will result in a meeting with the School Attendance Intervention Team.

Adult students who know they will be out of school for an extended period of time (4 days or longer) may apply for a Leave of Absence from their program. A Leave of Absence will be granted only once during a twelve-month period. **STUDENTS WHO EXERCISE A LEAVE OF ABSENCE MAY HAVE TO EXTEND THEIR TIME IN THEIR PROGRAM AND PAY ADDITIONAL FEES.**

Leaving Campus During School Hours

Students must notify their instructor when leaving campus early. This is for the safety of students, to accurately track time, and to allow the instructor to best utilize instructional resources.

PLAN OF INSTRUCTIONAL PRACTICES

Teaching Methods

Knowledge of the emotional, social, physical, and intellectual needs of young children are strengthened through classroom and child care center experience.

Methods of instruction in the program provide for group and individualized instruction.

Methods of instruction include:

- Individualized, competency-based instruction
- Teacher presentations and various demonstrations
- Teacher-pupil discussions
- Student presentations
- Observations of occupational skills
- Use of resource personnel and field trips
- Use of textbooks, workbooks, audio-visual equipment and materials
- Student use of other classroom equipment and supplies
- Written assignments
- Pretesting and post-testing
- Formative and summative evaluation
- Hands-on training/field placement

Safety

Minimum Standards of Good Moral Character

Under the provisions of the Florida Statutes, every child care employee must sign an affidavit of good moral character and be screened through the Florida Department of Law Enforcement (FDLE), and the Federal Bureau of Investigation (FBI). Results of a Level 2 Background Screen must be received before the first day of class.

Evaluation

Class performance, quizzes, tests, attendance, portfolio assessments, completion of project assignments, decision-making, work habits, achievement of entry-level competencies, and other methods are used for evaluation.

Work-Based Activities

Work-based learning activities play an integral part of the curriculum of FMTC's career-technical training programs. These activities are planned with two objectives in mind. First, the activity provides students with the opportunity to develop and apply 'real world' experience using the knowledge and skills attained in the program. Second, the activity provides the instructor with objective input from potential employers or customers of program graduates. Each work-based activity has a written instructional plan outlining objectives, experiences, competencies, and evaluation required during the activity.

Work-based activities are program specific and may include:

- Unpaid in-school shop activities to provide customer service opportunities under the direct supervision of the program instructor.
- Unpaid job shadowing experiences that may include in-school or off campus employer-based experiences under the supervision of a qualified employer representative who is working closely with the program instructor.
- Paid or unpaid cooperative training experiences conducted at the employer's work location under the supervision of a qualified employer representative and under the direction of the program instructor.

Cooperative Education

Cooperative training is available for students and coordinated by the instructor and career specialist. Cooperative training is for students who have shown competence in program training that indicates readiness for placement in an on-the-job program. High school students participating in the cooperative job placement program must be in the 12th grade. To be eligible for a cooperative education experience, students must have completed one-half of the required program hours and requirements.

Student may be returned to the program for additional training if they do not function satisfactorily on the job or when the cooperative agreement is terminated at the request of the student, parent, employer, or

program instructor. Veterans will be accepted into the program in accordance with the Department of Veterans Affairs approved program.

Additional information regarding cooperative training opportunities may be obtained from the program instructor or career specialist.

Job Shadowing

Job shadowing experiences, or volunteer experiences, are available to students as part of their program training. These experiences are designed to give the student actual hands-on experience doing a variety of related tasks. Length and type of experiences will vary. The program instructor determines appropriateness of the experience. Additional information regarding job-shadowing experiences may be obtained from the program instructor or career specialist.

GRADING PROCEDURE

Teacher Grading Procedures

Grades for each course within the program will be determined as follows:

Coursework 30%

- Assignment Packets
 - All assignment packets must be completed and turned in for grading no later than 5 days of the due date.
- Projects
- Weekly/Daily Activities
 - Projects and weekly activities are due on the date given when assigned. Late projects or activities will not be accepted.

Employability Skills 15%

- Attendance
- Employability Traits
- Laboratory Performance

Competencies 30%

- Successful completion of the competency standards listed in the Master Plan of Instruction must be demonstrated at a level of 85% mastery.

Unit Tests/Midterms/Final Exams 25%

- Tests must be passed with a grade of 85% or higher.

County Grading Policy

All student work will be taken into consideration when determining grades. Oral and written tests, group discussions, written work, checklists, homework, and student projects are all representative means which may be used to determine student grades.

The grading scale for the county is:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Fort Myers Technical College is a post-secondary institute designed to provide trained individuals to industry. The approved post-secondary program grading requirements must be met if the student is to receive a certificate.

Program Progress

Students are required to complete the program of training within the hours allotted by the State of Florida for completion. Progress must be at a rate that will allow completion of the program with the number of membership hours stated in the Curriculum Frameworks.

Failure to progress at this rate will require the student to meet with the program instructor, career specialist, and an administrator in order to identify an appropriate completion point or to assist the student in selecting a more appropriate training program.

Work Habits

Effective work habits are the cornerstone to successful employment. Students are expected to demonstrate productive work habits during all phases of enrollment. Instructors will work with students who need assistance in this area to improve the overall possibility for successful employment.

SATISFACTORY ACADEMIC PROGRESS

In order to receive and continue to receive financial assistance of any type, a student must maintain satisfactory academic progress. The Financial Aid Advisor will require a progress report to be completed by the student's instructor and submitted to the Financial Aid Office prior to each disbursement.

Students are considered to be making Satisfactory Academic Progress (SAP) if they successfully complete their scheduled clock hours, achieve a specific cumulative grade evaluation or grade point average (GPA), and do not exceed the maximum time limits to complete their course of study. Each Student Academic Progress will be checked at 300 clock hours and prior to subsequent disbursements for students enrolled in programs one academic year or greater. Progress will be checked at the half-way point for programs less than one academic year. No SAP is required prior to the first disbursement.

REQUIREMENTS FOR A CERTIFICATE

All competencies specified in the State of Florida Curriculum Frameworks for this program must be successfully completed. Successful completion is at least an 85% average in the areas of skills, knowledge, and work habits.

Proficiency in the competency standards listed in the Master Plan of Instruction must be demonstrated.

Students must meet minimum T.A.B.E. skill requirements (or qualify for an exemption) prior to graduation.

In addition to the requirements above, the recommendation of the instructor for certification includes: consideration of personal appearance, employability skills, a willingness to learn and to work, punctuality, cooperative attitude, and appropriate work habits.

Students who exit the program early and have successfully completed each course or the competencies of an Occupational Completion Point (OCP), will be issued a partial certificate. This certificate does not require a student to master the state-mandated basic skills level.

EARLY CHILDHOOD EDUCATION STUDENT DRESS CODE

Students who attend FMTC shall dress in a manner appropriate for the job in which they are receiving training, including any special protective gear and professional uniforms. All clothing must be neither distracting nor offensive and be clean, neat, modest, in good repair, and appropriately sized.

Administration has the final authority for determining whether or not a student's apparel conforms to the dress code. When it is determined that it does not, students will be required to change into clothing which will conform to this code or leave campus. Students may return to campus when they have changed into appropriate clothing.

Dress Code: All students must wear proper fitting solid red FMTC uniform polo shirt, black scrub pants, and athletic shoes on a daily basis. Jeans or leggings are not acceptable.

Since students will be working with young children (birth- 5), long nails of any type are not permitted. They can harbor bacteria and are also a safety hazard when handling children, especially the infants.

Many young children suffer from asthma. Our classroom and the lab classrooms are located in “Scent-Free” buildings. Perfumes and scented lotion, bath products, and hair products are not allowed.

Rings that may scratch children or loop earrings, necklaces, and other jewelry that may be pulled by small children must not be worn.

JOB DESCRIPTIONS

OCP A Child Care Worker 1 (150 Hours)

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities. Students must pass the required DCF exams in order to work with young children. A Child Care Worker 1 will work with the teacher and assume responsibilities for handling routines such as toileting, feeding, hand-washing, serving snacks, etc.

OCP B Child Care Worker 2 (150 Hours)

This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children’s families, use of technology in the child care profession, and observing and recording methods. Child Care Worker 2 will assist the teacher with routines and help set- up the environment for learning centers.

OCP C Teacher Aide-Preschool (150 Hours)

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children. The Teacher-aide-Preschool will assist the teacher in observing and recording children’s behaviors, work with small groups of children during learning center time and small group time, doing daily reports, helping to prepare materials for teaching, etc.

OCP D Preschool Teacher (150 Hours)

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism. The Preschool Teacher is responsible for planning, preparing, teaching, and evaluating the progress of the children through the curriculum.

TEXTBOOKS

Textbooks will be included in tuition and fees and will be ordered by the instructor.

REQUIRED MATERIALS

- Ear phones/buds if you prefer to use your own
- DCF Exam Fees – Approximately \$45.00 (Register and pay independently of FMTC).
- On-Line training Fee - \$40.00 must be paid when registering for the first semester
- All required student materials are included in lab/material fees.

PROGRAM OBJECTIVES

See the attached Florida State Department of Education Curriculum Frameworks for program objectives and competencies.

**Florida Department of Education
Curriculum Framework**

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

Note: This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, [65C-22.001\(6\)](#). The regulatory requirements that must be met to offer and teach this program are included in the [Early Childhood Professional Certificate \(ECPC\) Program Guidelines](#). More information regarding the requirements of this program can be found at <http://fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml> .

Career Certificate	
Program Number	E300100
CIP Number	0419070913
Grade Level	30, 31
Standard Length	600 clock hours
Teacher Certification	Refer to the <u>Program Structure</u> section.
CTSO	SkillsUSA
SOC Codes (all applicable)	39-9011 – Childcare Workers 25-2011 – Preschool Teachers, Except Special Education
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

Purpose

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

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

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

Program Structure

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

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

To teach the course(s) listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

			Teacher Certification		
A	HEV0870	Child Care Worker 1	FAM CON SC 1 CH CARE TR 7 G PK PRIMARY H PRESCH ED L PRIMARY ED @B E CHILD ED @0	150 hours	39-9011
B	HEV0871	Child Care Worker 2		150 hours	39-9011
C	HEV0872	Teacher Aide (Preschool)		150 hours	25-2011
D	HEV0873	Preschool Teacher		150 hours	25-2011

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

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

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. The FS for Mathematical Practices are designed for grades K-12 and describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

Instructors must incorporate the Florida Standards for Technical Subjects and Mathematical Practices throughout instruction of this CTE program. To access these standards, please click on the following link: <http://www.fldoe.org/core/fileparse.php/5652/urlt/FloridaStandardsTechSubjects.rtf>.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Regulated Programs

This program is approved by the Florida Department of Children and Families (DCF) as meeting the training requirements for child care personnel/ preschool teachers, [65C-22.001\(6\)](#). Students who complete all courses in this program and meet additional requirements, including the 480-hour work experience requirement, can be awarded the Florida Department of Education (DOE), Early Childhood Professional Certificate (ECPC) and will be eligible for a DCF Staff Credential. *****The regulatory requirements that must be met to offer and teach this program are included in the [Early Childhood Professional Certificate \(ECPC\) Program Guidelines](#).** More information regarding the requirements of this program can be found at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/edu-training.stml>.

Common Career Technical Core – Career Ready Practices

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

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

Standards

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

1. Define the early childhood education profession.
2. Identify rules and regulations governing child care.
3. Plan a safe, clean, and healthy learning environment.
4. Plan food service and nutrition education.
5. Identify and describe the procedures for reporting child abuse and neglect in accordance with state regulations.
6. Identify principles of typical and atypical development (birth through age eight).
7. Identify various observation and recording methods.
8. Recognize appropriate methods of guidance.

9. Identify how nutrition, environment, heredity, and health status influence the development of the child.
10. Demonstrate appropriate use of current technology utilized by child care professionals.
11. Define and demonstrate the components of an effective lesson plan.
12. Define and demonstrate professionalism.
13. Demonstrate observation and recording methods.
14. Discuss the history of school-age child care and the development and diversity of school-age children.
15. Describe developmentally appropriate guidance and activities for infants and toddlers.
16. Identify and demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
17. Identify the characteristics of an environment that is conducive to language use and acquisition.
18. Identify developmentally appropriate practices for programs serving children from birth through age eight.
19. Display professional relationship skills.
20. Analyze recent trends/developments in brain research.
21. Identify communication skills related to child care.
22. Create, implement and evaluate lesson plans.
23. Plan and implement developmentally appropriate guidance and activities for infants and toddlers.
24. Plan, implement and evaluate developmentally appropriate physical development activities for preschool children.
25. Plan, implement and evaluate cognitive development and general knowledge activities for preschool children.
26. Plan, implement and evaluate creative expression through the arts with developmentally appropriate activities for preschool children.
27. Guide the social and emotional development of preschool children.
28. Identify developmentally appropriate care giving environments for students with special needs.
29. Implement food service and nutrition education.
30. Plan, establish, and implement a developmentally appropriate emergent literacy program.
31. Develop intercommunication with family and child-care personnel.
32. Demonstrate the ability to motivate children.
33. Demonstrate compliance of rules and regulations governing child care.
34. Obtain certifications in Pediatric/Adult First Aid and CPR AED Training.
35. Apply knowledge of program elements needed to create a developmentally appropriate curriculum.
36. Create an environment that is conducive to language use and acquisition.
37. Demonstrate the ability to interact professionally with families and staff.
38. Demonstrate the ability to maintain a commitment to professionalism.
39. Compile a Professional Portfolio using state and/or national criteria.
40. Plan and implement preschool classroom management techniques.
41. Demonstrate employability skills.
42. Create, analyze and interpret a child study.
43. Demonstrate activities that are anti-bias, non-violent and from a multi-cultural perspective.