EARLY CHILDHOOD EDUCATION STANDARDS

This document was prepared by:

Office of Career, Technical and Adult Education
Nevada Department of Education
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CTE MISSION STATEMENT:

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Early Childhood Education Standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Early Childhood Education program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Early Childhood Education program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

CONTENT STANDARD 1.0 : CAREER EXPLORATION AND PROFESSIONAL PRACTICES

PERFORMANCE STANDARD 1.1 : EXPLORE POSTSECONDARY OPTIONS

1.1.1	Analyze career paths and opportunities for employment in early childhood education and related services
1.1.2	Describe specific work environments, salaries, and benefits that provide services to children and families at each level of the career ladder
1.1.3	Explain the roles and functions of individuals engaged in early childhood education and services
1.1.4	Examine entrepreneurial opportunities in early childhood education
1.1.5	Investigate financial aspects associated with entrepreneurial endeavors in early childhood education
1.1.6	Apply business management skills to planning businesses in early childhood education and services

PERFORMANCE STANDARD 1.2 : EXPLORE THE PROFESSION OF EARLY CHILDHOOD EDUCATION AND RELATED SERVICES

1.2.1	Explore career and technical student organizations associated with early childhood education
1.2.2	Participate in student and/or professional organizations' functions
1.2.3	Compare professional early childhood education organizations and programs (e.g., community agencies, National Association for the Education of Young Children (NAEYC), American Association of Family and Consumer Sciences (AAFCS), professional journals, higher education institutions, Nevada Registry, Nevada Office of Early Care and Education, etc.)
1.2.4	Use resources available from professional organizations and programs
1.2.5	Identify the personal qualities and abilities to be effective with children

PERFORMANCE STANDARD 1.3 : ADHERE TO ETHICAL STANDARDS AND PROFESSIONAL GUIDELINES

1.3.1	Maintain confidentiality and impartiality
1.3.2	Integrate the NAEYC Code of Ethical Conduct for Early Care and Education into practice
1.3.3	Analyze ethical dilemmas and determine appropriate courses of action

PERFORMANCE STANDARD 1.4 :	**ENGAGE IN CONTINUOUS, COLLABORATIVE LEARNING TO INFORM PRACTICE**

1.4.1	Demonstrate enthusiasm, initiative, and commitment to program goals and improvements
1.4.2	Facilitate and participate on collaborative teams
1.4.3	Foster effective relationships within collaborative teams
1.4.4	Research initial and ongoing requirements for professional development
1.4.5	Identify a variety of agencies and professionals available to young children and families

PERFORMANCE STANDARD 1.5 :	**INTEGRATE KNOWLEDGE, REFLECTION, AND CRITICAL ANALYSIS REGARDING EARLY EDUCATION PRACTICES**

1.5.1	Develop personal goals based on reflections of current practice with young children, families, and peers
1.5.2	Investigate and work toward professional certification
1.5.3	Create a portfolio/resource binder for use in preparation for industry certification and future employment (e.g., Child Development Associate [CDA] assessment)

PERFORMANCE STANDARD 1.6 :	**ENGAGE IN INFORMED ADVOCACY FOR CHILDREN AND THE PROFESSION**

1.6.1	Examine the impact of early childhood education and services occupations on local, state, national, and global economies
1.6.2	Summarize how local, state, and national legislation and public policy affect children, families, programs, and the early childhood professions
1.6.3	Discuss the significance of the early years and the value of quality early childhood education programs for the community
1.6.4	Inform the community about current research, trends, and evidence-based practices

CONTENT STANDARD 2.0 : PROMOTING CHILD DEVELOPMENT AND LEARNING

PERFORMANCE STANDARD 2.1 : DESCRIBE THE CHARACTERISTICS AND NEEDS OF YOUNG CHILDREN

2.1.1	Explain developmental domains: cognitive, physical, language, social-emotional, and creative development
2.1.2	Explain factors that impact children's ability to meet their biological developmental milestones (e.g., prematurity, gender, prenatal exposure to alcohol and drugs, maternal infections, and low birth weight)
2.1.3	Explain factors that impact children's ability to meet their environmental developmental milestones (e.g., nutrition, prenatal care, maternal depression, poverty, lead exposure, parental substance abuse, child abuse and neglect, and mother's level of education)
2.1.4	Explain factors that impact children's ability to meet their medical developmental milestones (e.g., genetics, metabolic disorders, and sensory impairment)
2.1.5	Set goals for individual children based on their developmental level
2.1.6	Articulate possible limitations and adaptations for children with diverse abilities
2.1.7	Apply knowledge of developmental theories (e.g., Piaget, Erikson, Gardner, Maslow, and Vygotsky) to meet children's individual needs in the group setting

PERFORMANCE STANDARD 2.2 : EXAMINE MULTIPLE INFLUENCES ON DEVELOPMENT AND LEARNING

2.2.1	Create experiences that address each child's needs, culture, temperament, environment, interests, and learning styles
2.2.2	Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity
2.2.3	Distinguish outside factors, including family dynamics, which may affect children's behavior, health, and welfare

PERFORMANCE STANDARD 2.3 : CREATE HEALTHY, RESPECTFUL, SUPPORTIVE, AND CHALLENGING LEARNING ENVIRONMENTS

2.3.1	Differentiate developmental differences and unique characteristics of children
2.3.2	Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control
2.3.3	Plan experiences that address the needs of young children to promote growth and development within the developmental domains

CONTENT STANDARD 3.0 : BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

PERFORMANCE STANDARD 3.1 : RECOGNIZE FAMILY AND COMMUNITY CHARACTERISTICS

3.1.1	Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences
3.1.2	Identify family expectations for the child
3.1.3	Implement practices which facilitate respect and acceptance of diverse families

PERFORMANCE STANDARD 3.2 : SUPPORT AND EMPOWER FAMILIES AND COMMUNITIES THROUGH RESPECTFUL, RECIPROCAL RELATIONSHIPS

3.2.1	Build partnerships with families through frequent, effective communication about their child's experiences and development
3.2.2	Offer information and referrals to community resources based on family needs and interests
3.2.3	Plan an opportunity for family support and participation
3.2.4	Simulate parent conferences to collaborate with families to resolve problems and issues

PERFORMANCE STANDARD 3.3 : INVOLVE FAMILIES AND COMMUNITIES IN CHILDREN'S DEVELOPMENT AND LEARNING

3.3.1	Explore how families' attitudes influence children's abilities and interest in learning
3.3.2	Invite family members to play an active role in their child's education
3.3.3	Utilize the community as a resource for children's learning and well-being (e.g., field trips and visitors)

CONTENT STANDARD 4.0 :   OBSERVATION, DOCUMENTATION, AND ASSESSMENT

PERFORMANCE STANDARD 4.1 :   EVALUATE THE GOALS, BENEFITS, AND USES OF ASSESSMENT

4.1.1	Explain the process of observation, documentation, and assessment for children
4.1.2	Explain the process of observation, documentation, and assessment for personnel
4.1.3	Explain the process of observation, documentation, and assessment for programs
4.1.4	Recognize that findings in child observation, documentation, and assessment assist in planning classroom curriculum
4.1.5	Utilize child observation, documentation, and assessment to individualize and improve interactions
4.1.6	Evaluate next steps for families based on observation, documentation, and assessment results
4.1.7	Interpret child observation, documentation, and assessment data to ensure that children's developmental needs are met
4.1.8	Analyze children's developmental progress and summarize developmental issues and concerns

PERFORMANCE STANDARD 4.2 :   PRACTICE RESPONSIBLE OBSERVATION, DOCUMENTATION, AND ASSESSMENT

4.2.1	Evaluate various assessment methods and tools
4.2.2	Demonstrate proper use of assessments
4.2.3	Analyze cultural, linguistic, and environmental influences when assessing children's development
4.2.4	Make decisions about appropriate assessment tools, observation, and documentation and gather samples of children's work to gain a well-rounded picture of individual children
4.2.5	Maintain confidentiality between the program and the child's family

PERFORMANCE STANDARD 4.3 :   SUPPORT PARTNERSHIPS WITH FAMILIES AND OTHER PROFESSIONALS

4.3.1	Seek guidance and support from other professionals as needed in documentation of observation and assessment
4.3.2	Research information on community resources based on family needs and interests
4.3.3	Simulate communicating observation and assessment results to families in a clear and supportive manner

CONTENT STANDARD 5.0 : TEACHING AND LEARNING

PERFORMANCE STANDARD 5.1 : UTILIZE POSITIVE RELATIONSHIPS AND SUPPORTIVE

5.1.1	Develop supportive, responsive relationships among adults and children
5.1.2	Create a supportive learning environment that promotes positive interaction and behaviors and minimizes risk of early childhood mental health issues
5.1.3	Interact positively with children in ways that are responsive, consistent, encouraging, and nurturing

PERFORMANCE STANDARD 5.2 : FORMULATE EFFECTIVE APPROACHES, STRATEGIES, AND TOOLS

5.2.1	Engage in everyday conversations with children to promote their positive self-concept
5.2.2	Use strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions
5.2.3	Assist children in separating from family and integrating into the classroom
5.2.4	Monitor and support children's engagement in routines, activities, and social interactions
5.2.5	Select various teaching approaches along a continuum from child-initiated exploration to adult-directed activities, including modeling, to meet the individual needs of children

PERFORMANCE STANDARD 5.3 : INTERPRET CENTRAL CONCEPTS, INQUIRY TOOLS, AND

5.3.1	Analyze a variety of curricula and instructional models
5.3.2	Develop curriculum using State of Nevada-approved content standards (i.e., Nevada Early Learning Guidelines, Nevada Pre-K Standards, and Nevada K-12 Standards)
5.3.3	Teach others about developmentally appropriate curricula and learning environments
5.3.4	Explore the Universal Design for Learning to create supportive learning environments
5.3.5	Apply current research and effective practice regarding the use of technology in the classroom
5.3.6	Apply current research and effective practice on the enhancement technology brings to a classroom

PERFORMANCE STANDARD 5.4 : INTEGRATE RESOURCES TO DESIGN, IMPLEMENT, AND EVALUATE	
5.4.1	Establish activities, routines, and transitions
5.4.2	Observe children to make modifications and adaptations to support growth
5.4.3	Select appropriate materials, activities, learning centers, and strategies in an integrated curriculum that includes language and early literacy, math, science, social studies, health, safety, nutrition, art, music, drama, and physical activity
5.4.4	Provide an interesting and secure environment that encourages play, exploration, and learning while using space, relationships, materials, and routines as resources
5.4.5	Ensure that the environment facilitates learning for all children in each developmental domain: cognitive, physical, language, creative, and social-emotional

CONTENT STANDARD 6.0 : HEALTH, NUTRITION, AND SAFETY

PERFORMANCE STANDARD 6.1 : PRACTICE SOUND HEALTH PROMOTION AND NUTRITION

6.1.1	Maintain a sanitary environment by following appropriate policies and procedures
6.1.2	Recognize signs and symptoms of common childhood diseases
6.1.3	Model and promote good health practices (e.g., washing hands, brushing teeth, covering mouth and nose when coughing or sneezing)
6.1.4	Plan safe and healthy meals and snacks based on current nutrition guidelines
6.1.5	Implement current policies and procedures related to food, nutrition, physical activity, and maintaining a healthy weight
6.1.6	Know individual children's allergies and health conditions and monitor compliance with requirements indicated by parents or medical professionals

PERFORMANCE STANDARD 6.2 : IMPLEMENT A BROAD ARRAY OF SAFETY MEASURES

6.2.1	Recognize signs and symptoms of child abuse and neglect and follow mandated reporting laws
6.2.2	Describe the functions of regulatory agencies
6.2.3	Demonstrate active supervision and interactions with children to ensure safety both indoors and outdoors and in all other places where children are in care (e.g., field trips and transportation)
6.2.4	Teach simple safety precautions and rules to children and implement them consistently
6.2.5	Evaluate materials, furniture, and equipment for assurance of a safe environment
6.2.6	Practice emergency, safety, and security procedures

CROSSWALKS AND ALIGNMENTS OF
EARLY CHILDHOOD EDUCATION STANDARDS
AND THE COMMON CORE STATE STANDARDS,
THE NEVADA SCIENCE STANDARDS,
AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALK (ACADEMIC STANDARDS)

The crosswalk of the Early Childhood Education Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Early Childhood Education program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Early Childhood Education Standards performance indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Early Childhood Education program support academic learning.

CROSSWALK (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Early Childhood Education Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Early Childhood Education program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Early Childhood Education Standards are crosswalked to the Education & Training Career Cluster™ and the Teaching/Training Career Pathway.

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CROSSWALK OF EARLY CHILDHOOD EDUCATION STANDARDS
AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: CAREER EXPLORATION AND PROFESSIONAL PRACTICES

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.3.3	**Science: Nature of Science** N.12.B.3 Students know the influence of ethics on scientific enterprise.
1.5.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 2.0: PROMOTING CHILD DEVELOPMENT AND LEARNING

Performance Indicators	
2.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.1.4	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.

CONTENT STANDARD 6.0: HEALTH, NUTRITION, AND SAFETY

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	**Science: Nature of Science** N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.
6.1.2	**Science: Life Science** L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.

ALIGNMENT OF EARLY CHILDHOOD EDUCATION STANDARDS AND THE COMMON CORE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Early Childhood Education Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	4.1.7
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	
5. Use appropriate tools strategically.	
6. Attend to precision.	
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

CROSSWALKS OF EARLY CHILDHOOD EDUCATION STANDARDS
AND THE COMMON CAREER TECHNICAL CORE

Education & Training Career Cluster™ (ED)	Performance Indicators
1. Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.	1.2.5; 3.2.1
2. Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	1.2.5
3. Use critical thinking to process educational communications, perspectives, policies and/or procedures.	1.2.5
4. Evaluate and manage risks to safety, health and the environment in education and training settings.	6.1.1-6.1.6, 6.2.5-6.2.6
5. Demonstrate group collaboration skills to enhance professional education and training practice.	1.2.5, 1.4.2-1.4.3; 5.3.3
6. Analyze ethical and legal policies of professional education and training practice.	6.1.5, 6.2.1-6.2.2
7. Explain legal rights that apply to individuals and practitioners within education and training settings.	1.6.2
8. Demonstrate ethical and legal behavior within and outside of education and training settings.	1.2.5, 1.3.1-1.3.3; 4.2.5; 6.2.3
9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.	1.2.4, 1.4.4, 1.5.2-1.5.3
10. Apply organizational skills and logic to enhance professional education and training practice.	1.2.5
11. Demonstrate group management skills that enhance professional education and training practice.	1.2.5

Teaching/Training Career Pathway (ED-TT)	Performance Indicators
1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.	2.2.1-2.2.2, 2.3.1, 2.3.3; 5.3.1-5.3.2, 5.3.4, 5.4.1, 5.4.3; 6.2.4, 6.2.6
2. Employ knowledge of learning and developmental theory to describe individual learners.	2.1.1-2.1.5, 2.1.7, 2.2.3; 3.1.1-3.1.2; 4.1.8; 5.4.2
3. Use content knowledge and skills of instruction to develop standards-based goals and assessments.	2.1.6, 2.3.2; 4.1.7, 4.2.1-4.2.4; 5.3.1-5.3.2
4. Identify materials and resources needed to support instructional plans.	3.3.3; 4.1.4, 4.3.2; 5.3.5-5.3.6, 5.4.5
5. Establish a positive climate to promote learning.	5.1.1-5.1.2, 5.2.1-5.2.3, 5.4.4
6. Identify motivational, social and psychological practices that guide personal conduct.	5.2.4-5.2.5
7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.	1.4.1; 3.2.3; 4.1.5, 4.3.1
8. Demonstrate flexibility and adaptability in instructional planning.	3.1.3; 4.1.5
9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.	4.1.1-4.1.3, 4.1.6
10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.	
11. Implement strategies to maintain relationships with others to increase support for the organization.	3.2.2-3.2.3