

CONTENT STANDARD 1.0: CAREER EXPLORATION AND PROFESSIONAL PRACTICES

Performance Standard 1.1: 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, qualifications, 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 (early childhood education, special needs).
- 1.1.4 Describe trends that affect child-related careers.

Performance Standard 1.2: Early Childhood Education Professions, Related Services and Programs

- 1.2.1 Explore career and technical student organizations associated with early childhood education (FCCLA).
- 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, IdahoSTARS).

Performance Standard 1.3: Ethical Standards and Professional Guidelines

- 1.3.1 Maintain confidentiality and impartiality.
- 1.3.2 Integrate the NAEYC Code of Ethical Conduct into practice.
- 1.3.3 Analyze ethical dilemmas and determine appropriate courses of action.
- 1.3.4 Explain the purpose and importance of program accreditation and licensure.

Performance Standard 1.4: Continuous, Collaborative Learning

- 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 program types and indicators of quality early childhood programs (i.e. NAEYC checklist).
- 1.4.6 Identify a variety of agencies, organizations, and professionals available to young children.

Performance Standard 1.5: Integrate Knowledge, Reflection, and Critical Analysis

- 1.5.1 Develop goals based on reflections of current practice with young children, families, and peers.
- 1.5.2 Create a portfolio/resource binder for use in preparation for future employment (similar to Child Development Associate [CDA] portfolio).
Develop awareness of anti-bias approach to working with diverse children and families.
- 1.5.3

Performance Standard 1.6: Informed Advocacy for Children and the Profession

- 1.6.1 Examine the impact of early childhood education services on local, state, national economies.
- 1.6.2 Define advocacy and determine advocacy style.
- 1.6.3 Demonstrate understanding of Idaho Legislative process and impact on laws governing child care licensing and early education.
- 1.6.4 Advocate personal and professional position on legislation affecting young children.
- 1.6.5 Discuss the significance of the early years and the value of quality early childhood education programs for the community.

CONTENT STANDARD 2.0: PROMOTING CHILD DEVELOPMENT AND LEARNING

Performance Standard 2.1: 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 developmental milestones (e.g., prematurity, nutrition, prenatal care, maternal depression, child abuse and neglect, and mother's level of education).
- 2.1.3 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: 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: 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 RELATIONS

Performance Standard 3.1: 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 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 Demonstrate how to build partnerships with families through frequent, effective communication about their child's experiences and development.
- 3.2.2 Identify opportunities for family support and participation.
- 3.2.3 Explore how families' attitudes influence children's abilities and interest in learning.

- 3.2.4 Encourage family members to play an active role in their child's education.
- 3.2.5 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 Name and use a variety of methods and tools for observation, documentation, and assessment for children and programs (e.g. Idaho Early Learning Guidelines, checklists, anecdotal notes, running records, participation charts).
- 4.1.2 Recognize that findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum.
- 4.1.3 Interpret child observation, documentation, and assessment data to ensure that children's developmental needs are met.

CONTENT STANDARD 5.0: TEACHING AND LEARNING

Performance Standard 5.1: Utilize Positive Relationships and Supportive Interactions as the Foundation for Working with Young Children

- 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 for Early Education

- 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