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CHILD
DEVELOPMENT
ASSOCIATION

**EARLY CARE & EDUCATION
ENTRY LEVEL CHILD CARE
TRAINING (ELCCT)
SKILLS STANDARDS
OD27101**

COMPETENCY-BASED EDUCATION: OKLAHOMA'S RECIPE FOR SUCCESS

BY THE INDUSTRY FOR THE INDUSTRY

Oklahoma's *CareerTech* system of competency-based education uses industry professionals and certification standards to identify the knowledge and abilities needed to master an occupation. This industry input provides the foundation for development of instructional materials that help prepare the comprehensively trained, highly skilled employees demanded by our workplace partners.

TOOLS FOR SUCCESS

CareerTech relies on three basic instructional components to deliver competency-based instruction: skills standards, curriculum materials, and competency assessments.

Skills standards provide the foundation for competency-based instruction in Oklahoma's *CareerTech* system. The skills standards outline the knowledge, skills, and abilities needed to perform related jobs within an industry. Skills standards are aligned with national skills standards; therefore, a student trained to the skills standards possesses technical skills that make him/her employable in both state and national job markets.

Curriculum materials contain information and activities that teach students the knowledge and skills outlined in the skills standards. In addition to complementing classroom instruction, curriculum resources provide supplemental activities to enhance learning and provide hands-on training experiences.

Competency Assessments test the student over material outlined in the skills standards and taught using the curriculum materials. When used with classroom performance evaluations, written competency assessments provide a means of measuring occupational readiness.

Although each of these components satisfy a unique purpose in competency-based education, they work together to reinforce the skills and abilities students need to gain employment and succeed on the job.

MEASURING SUCCESS

Written competency assessments are used to evaluate student performance. Results reports communicate competency assessment scores to students and provide a breakdown of assessment results by duty area. The results breakdown shows how well the student has mastered skills needed to perform major job functions and identifies areas of job responsibility that may require additional instruction and/or training.

Group analysis of student results also provides feedback to instructors seeking to improve the effectiveness of career and technology training. Performance patterns in individual duties indicate opportunities to evaluate training methods and customize instruction.

TRUE TO OUR PURPOSE

"Helping Oklahomans succeed in the workplace" defines the mission of Oklahoma *CareerTech* and its competency-based system of instruction. Skills standards, curriculum, and assessments that identify and reinforce industry expectations provide accountability for programs and assure *CareerTech*'s continued role in preparing skilled workers for a global job market

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**EARLY CARE & EDUCATION
ENTRY LEVEL TEACHER (ELCCT)
SKILLS STANDARDS
Frequency and Criticality Ratings**

Duty AA: Introduction to Child Care and Licensing Standards

Duty AB: Developing as a Child Care Professional

Duty AC: Providing for Children's Health

Duty AD: Providing for Children's Safety

Duty AF: Applying Child Development Concepts

Duty AG: Guiding Children

Duty AM: Caring for Children with Exceptional Needs

Duty AP: Maintaining a Record Keeping System

Duty AQ: Involving Parents and the Community

Duty AS: Utilizing and Enhancing Professional Child Care Skills

Duty AU: Ensuring Developmentally Appropriate Activities

Frequency: represents how often the task is performed on the job. Frequency rating scales vary for different occupations. The rating scale used in this publication is presented below:

- 1 = less than once a week
- 2 = at least once a week
- 3 = once or more a day

Criticality: denotes the level of consequence associated with performing a task incorrectly. The rating scale used in this publication is presented below:

- 1 = slight
 - 2 = moderate
 - 3 = extreme
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DUTY AA: Introduction to Child Care and Licensing Standards

CODE	TASK	F/C
AA.01	Identify and describe types of child care	1/2
AA.02	Identify characteristics of a quality child care program	3/3
AA.09	Define the types of child abuse	3/3
AA.10	List risk factors that increase the chances of child abuse	3/3
AA.11	Identify possible signs of child abuse and neglect	3/3
AA.12	Identify resources for dealing with child abuse and neglect	3/3
AA.13	Describe process for reporting suspected child abuse	3/3
AA.14	Describe responses to possible signs of abuse or neglect	3/3
AA.15	Research liability of child care centers	3/3

DUTY AB: Developing as a Child Care Professional

CODE	TASK	F/C
AB.01	List the necessary attributes of a child care professional	1/3
AB.07	State guidelines for managing personal well-being on the job	1/1
AB.10	Research professional organizations	1/2
AB.13	List responsibilities of a child care teacher	3/3
AB.14	Research careers in child care	3/3
AB.15	Research public schools' early childhood education programs	3/3
AB.16	Research child focused support organizations	3/3
AB.17	Define communication as it relates to children and staff	3/3
AB.18	List methods of communication with staff and children	2/3

DUTY AC: Providing for Children's Health

CODE	TASK	F/C
AC.01	Identify guidelines for promoting good health	2/3
AC.03	Identify factors necessary for communicable diseases to be transmitted	2/3
AC.05	Explain how cross-contamination occurs	1/3
AC.07	Identify diseases prevented by immunization	1/3
AC.11	Explain the importance of frequent hand washing in a child care environment	3/3
AC.12	Demonstrate how to properly wash hands	3/3
AC.14	Describe the appropriate and inappropriate techniques used to avoid cross-contamination	2/3
AC.16	State general procedures for caring for a sick child	1/3
AC.18	List causes of stress in children	1/2
AC.19	List symptoms of stress in children	1/3
AC.21	Describe appropriate and inappropriate responses for dealing with children and families coping with stress	1/3
AC.22	Define health as it relates to young children	3/3

DUTY AD: Providing for Children's Safety

CODE	TASK	F/C
AD.02	Describe precautions and procedures involving emergencies	2/3
AD.06	Distinguish between correct and incorrect precautions and procedures involving emergencies	1/3
AD.08	Identify playground safety precautions and procedures	3/3
AD.09	Respond to situations involving playground safety	3/3
AD.10	Identify transportation safety precautions and procedures	1/3
AD.11	State guidelines for safe toys for infants, toddlers, and two-year olds	3/3
AD.12	Evaluate a toy for an infant, a toddler, and a two-year old	3/3
AD.13	Describe responses to situations involving hazards for child care facilities	1/3
AD.18	Define emergency	3/3

AD.19	List symptoms that could require immediate medical attention	3/3
AD.20	Define safety	3/3
AD.21	List safety objectives for child care centers	3/3
AD.22	Investigate child care safety policies	3/3
AD.23	List ways to promote safety in child care centers	3/3

DUTY AF: Applying Child Development Concepts

CODE	TASK	F/C
AF.01	Identify major theorists in child development and their theories	1/3
AF.03	Define developmental stages from infancy through school-age	3/3
AF.05	Identify roles of heredity and environment in child development	2/3
AF.06	Identify ways to evaluate the development of young children	2/3
AF.07	Observe children for examples of types of development	3/3
AF.08	Identify types of play	3/3
AF.09	Describe the importance of play in child development	3/3
AF.10	Observe children in types of play	3/3
AF.11	Define assessment	3/3
AF.12	List reasons for observing and recording children's behavior	3/3
AF.13	List criteria of appropriate assessment	3/3
AF.14	Describe the importance of studying and understanding child development	3/3

DUTY AG: Guiding Children

CODE	TASK	F/C
AG.01	Discuss ways in which developmental levels affect behavior and guidance	3/3
AG.03	Discuss how the styles of caregiving affect children	1/3
AG.06	Identify factors that cause discipline problems	3/3
AG.07	Contrast positive and negative reinforcement	3/3
AG.08	List types of positive reinforcement	3/3
AG.09	Contrast direct and indirect guidance techniques	3/3
AG.10	Identify techniques for setting limits and rules	3/3
AG.12	Identify techniques for effective guidance	3/3
AG.13	Identify methods of dealing with inappropriate behavior	3/3
AG.16	State expectations for children's behavior	3/3
AG.17	Identify methods of communicating with children	3/3

DUTY AM: Caring for Children with Exceptional Needs

CODE	TASK	F/C
AM.01	Explain considerations when caring for children with exceptional needs, gifts, and talents	1/3
AM.09	Lists the challenges for children with exceptional needs	2/3

AM.10	Describe rights of children with exceptional needs	1/3
AM.11	Describe methods of working with children with exceptional needs	2/3
AM.13	Describe methods of working with gifted and talented children	2/3
AM.14	Discuss the impact of children with exceptional needs, gifts, or talents on others	1/3
AM.18	Discuss developmentally appropriate guidelines for working with children with exceptional needs	3/3

DUTY AP: Maintaining a Record Keeping System

CODE	TASK	F/C
AP.01	Identify purposes of a record keeping system	1/3
AP.02	List information that should appear on the day care child record card	1/3
AP.03	Identify information that should appear on the day care child record card	2/3
AP.04	Identify information that should appear on the child's attendance record	2/3

DUTY AQ: Involving Parents and the Community

CODE	TASK	F/C
AQ.01	Promote positive parent and child care teacher relationships	3/3
AQ.11	List methods of communication with parents	3/3

DUTY AS: Utilizing and Enhancing Professional Child Care Skills

CODE	TASK	F/C
AS.01	Describe the importance of maintaining personal wellness	2/3
AS.02	Identify factors in maintaining personal wellness	2/3
AS.03	Discuss issues involving wellness management	2/3
AS.04	Explain the purpose of a code of ethics	1/3
AS.05	Identify key points in the codes of ethics of the National Association for the Education of Young Children (NAEYC) and the goals of the Head Start Program	1/3
AS.06	Describe responses to situations involving codes of ethics	1/3
AS.07	Explain the purpose of self-evaluation for your professional development	1/3
AS.08	List methods of self-evaluation	1/2
AS.09	Prepare a personal development plan from a self-evaluation	1/3
AS.10	Describe the importance of continuing professional development	1/3
AS.11	List possible contents of a career portfolio	2/3
AS.12	Research requirements for the CDA and the CCP	1/3
AS.18	Evaluate a professional development resource	1/3

DUTY AU: Ensuring Developmentally Appropriate Activities

CODE	TASK	F/C
AU.14	Define "developmentally appropriate"	3/3
AU.15	List guidelines for developmentally appropriate practice	3/3

AU.16	Describe guidelines for anti-bias learning centers	3/3
AU.17	Describe developmentally appropriate practices relating to ages and stages	3/3
AU.18	Analyze children's book for development appropriateness	3/3