

# **BIRTH TO KINDERGARTEN PROPOSED COURSE CONTENT**

**The information on the following pages was prepared by members of the BrightStart Birth to Kindergarten Pathway Workgroup. It identifies standards and competencies that are recommended for inclusion in the ten Birth to Kindergarten courses being proposed for the Associate and Baccalaureate degrees.**

## BIRTH TO KINDERGARTEN PATHWAY (FIRST COURSE)

<b>Course Number:</b>	CECE 1013	
<b>Course Name:</b>	Strengthening the Care and Development of Young Children I	
<b>Course Description:</b>	An introduction to the principles of child development and learning of children from birth to age five.	
<b>Primary Course Outcome:</b>	Content knowledge and 45 hours of instruction required for a CDA (Child Development Credential) in 1 (e.g., Understanding principles of child development and learning) of the 8 required CDA subject areas.	
<b>Prerequisites:</b>	None	
<b>Other Information:</b>	It should cover child development using the following Typical Child Developmental Domains and relate to the following Louisiana School Readiness Domains	
	The Louisiana Workforce Knowledge and Competencies indicators are equivalent to Level 1.	
	<i>Typical Child Developmental Domains</i>	<i>Louisiana's School Readiness Domains</i>
	Physical Development	Physical/Motor/Health
	Social and Emotional Development	Social/Emotional Development
	Cognitive	Cognition and General Knowledge Intellectual/Approaches to Learning
Language and Communication	Language Development/Communication/Literacy	
<b>Course Goals and Objectives:</b>	Goals and objectives are currently being developed.	

### ALIGNED STANDARDS:

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<b>Knowledge Base:</b> In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand the following: <ul style="list-style-type: none"> <li>• the principles of child growth and development, including</li> </ul>	<b>4.1</b> variety of activities (large muscles) <b>4.2</b> variety of activities small muscles) <b>4.3</b> meet individual and special needs <b>4.4</b> activities for sensory involvement	<b>1a</b> characteristics and needs <b>1b</b> multiple influences on development and learning <b>5a</b> content knowledge and resources in

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<ul style="list-style-type: none"> <li>▪ the interdependence of developmental domains* (social, emotional, cognitive, language, creative, and physical)</li> <li>▪ developmental sequences, stages, and milestones</li> <li>▪ the varying rates of development in individual children;</li> <li>• development results from interaction between each child and the child’s early relationships and experiences, which include family, language, culture, and environment;</li> <li>• how attachment* significantly impacts all areas of development;</li> <li>• the cumulative and delayed effects of early experiences and their potential for both positive and negative long-term effects on child growth and development, including brain development;</li> <li>• how self-regulation* affects all areas of development and behavior;</li> <li>• caring, consistent relationships with adults serve as the basis for many aspects of development, including brain development and the development of the ability for self-regulation;</li> <li>• particular systems of care* and practices best provide for this development;</li> <li>• the importance of effective language and communication between children and adults, and among children, for healthy growth and development;</li> <li>• how children’s prosocial behavior* is supported by adults who model positive behavior and view challenging behavior* as a learning opportunity;</li> <li>• appropriate strategies for responding to the differing developmental needs of each child, including those with developmental delays;</li> <li>• how play provides the opportunity for young children to grow and develop, incorporating different modes of learning and different ways of representing knowledge and demonstrating skills;</li> <li>• the early childhood profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.</li> </ul> <p><b>Competencies:</b>  <b>CD:DP 1.1</b> Demonstrates awareness that development occurs in</p>	<p><b>5.1</b> age appropriate materials &amp; activities to encourage curiosity, exploration and problem-solving  <b>5.2</b> interactions support play, exploration and learning  <b>5.3</b> individual learning styles are recognized  <b>6.1</b> communication with individual children is frequent  <b>6.2</b> communication is da  <b>6.3</b> children encouraged to talk  <b>6.4</b> response to communication is positive  <b>6.5</b> DA print rich environment (books, literature and writing)  <b>7.1</b> individual expression and creativity  <b>7.2</b> many app music experiences  <b>7.3</b> art is da and varied  <b>7.4</b> dramatic play with da props  <b>7.5</b> da block-play opportunities <b>8.1</b> message of import, respect and value  <b>8.2</b> sense of security  <b>8.3</b> DA self-help skills  <b>9.1</b> children feel accepted in a group  <b>9.2</b> encourage empathy and respect  <b>9.3</b> curriculum is non-biased  <b>9.4</b> environment is respected</p>	<p>academic disciplines  <b>5b</b> central concepts, inquiry tools, &amp; structures of content areas/academic disciplines  <b>5c</b> use ELDS &amp; other resources to design, implement and evaluate curricula</p>

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>different domains that are interconnected</p> <p><b>CD:DP 1.2</b> Recognizes and respects individual differences in children’s growth, development, and learning</p> <p><b>CD:DP 1.3</b> Adjusts practices and expectations for each child according to his or her interests and abilities; Understands how these practices are supported by individual plans including IFSPs and IEPs</p> <p><b>CD:DP 1.4</b> Identifies basic developmental sequences, stages, and milestones of child development and understands the integrated nature of development as it proceeds gradually, continuously, and at various rates in different domains</p> <p><b>CD:DP 1.5</b> Understands children’s developmental levels in relation to age appropriate norms and uses this information to meet the general needs of children showing typical development</p> <p><b>CD:DP 1.7</b> Understands that challenging behavior has environmental and developmental causes and uses this information to modify environment, activities, and expectations to improve behavioral outcomes</p> <p><b>CD:DP 1.8</b> Understands that children learn best through direct experiences and their natural medium of play and uses these modes to provide learning experiences for children</p> <p><b>CD:DP 1.9</b> Understands the value of children’s constructive errors and does not limit exploration, experimentation, and creativity for the sake of ensuring “right” answers or standardized products</p> <p><b>CD:NR 1.21</b> Recognizes the importance of systems of care (e.g., continuity of care) to the development of relationships and social-emotional competencies</p> <p><b>CD:AE 1.22</b> Recognizes the importance of consistency in environments,* expectations, and responses to the development children</p> <p><b>CD:AE 1.23</b> Recognizes and respects the importance of exploration and play in children’s growth and development and uses this medium consistently across the day</p>		

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<p><b>CD:AE 1.27</b> Is aware of the expectations for children and recommended strategies for supporting learning in <i>Louisiana's Early Learning and Development Standards: Birth to Five</i> and the scheduled "Guide to ..."</p> <p><b>COA:FP 1.1</b> Recognizes and accepts that each child develops at his/her own rate</p> <p><b>COA:FP 1.4</b> Recognizes that there are environmental factors* (e.g., emotional distress, child abuse, neglect) that can place a child at risk for developmental concerns</p> <p><b>COA:GD 1.12</b> Understands that developing a relationship with a child before observation and assessment procedures are implemented supports the assessment process</p> <p><b>HSN: H 1.2</b> Recognizes the symptoms of common childhood illnesses</p> <p><b>HSN:N 1.44</b> For infants and toddlers, follows an individualized feeding plan and schedule in collaboration with the family and coordinates with the family when introducing new foods</p> <p><b>I:R 1.6</b> Is aware of ways to support positive social-emotional interactions* among children</p> <p><b>I:G 1.15</b> Bases expectations* for behavior on age and developmental level of each child</p> <p><b>I:G 1.16</b> Recognizes each child's signs of stress and helps children maintain self-regulation</p> <p><b>LEE:IR 1.7</b> Recognizes each child's social and emotional needs</p> <p><b>LEE:IR 1.8</b> Shows individual attention to each child within the group by using the interaction approaches most appropriate for that individual child and his or her temperament</p> <p><b>LEE:IR 1.9</b> Encourages and supports each child's efforts, ideas, accomplishments, and interests</p> <p><b>LEE:PE 1.17</b> Selects and makes accessible developmentally appropriate materials that are rotated frequently</p> <p><b>LEE:PE 1.19</b> Allows children to engage in solitary activity as</p>		

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<p>appropriate to gain independence and self-regulation</p> <p><b>LEE:PE 1.21</b> Understands the different environmental needs for routine and play of infants, toddlers, young preschoolers, and older preschoolers</p> <p><b>LEE:LE 1.23.</b> Understands that play contributes to child development and learning in all domains, beginning at birth</p> <p><b>LEE:LE 1.30</b> Is aware of and implements some of the curriculum and instructional practices to support children’s development in all areas as described in <i>Louisiana’s Early Learning and Development Standards: Birth to Five</i></p> <p><b>LEE:LE 1.32</b> Offers children choices and allows them to be self-directed</p> <p><b>PD:PP 1.8</b> Demonstrates awareness of developmental milestones and good early care and education practices</p>		

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## BIRTH TO KINDERGARTEN PATHWAY (SECOND COURSE)

<b>Course Number:</b>	CECE 1023
<b>Course Name:</b>	Strengthening the Care and Development of Young Children II
<b>Course Description:</b>	An introduction to 1) planning and implementing a safe and healthy learning environment; 2) planning and implementing steps to advance children’s physical and intellectual development; 3) planning and implementing positive ways to support children’s social and emotional development; and 4) observing and recording children’s behavior.
<b>Primary Course Outcome:</b>	Content knowledge and 45 hours of instruction required for a CDA (Child Development Credential) in 4 (e.g., planning and implementing a safe and healthy learning environment; planning and implementing steps to advance children’s physical and intellectual development; planning and implementing positive ways to support children’s social and emotional development; and observing and recording children’s behavior) of the 8 required CDA subject areas.
<b>Prerequisites:</b>	None
<b>Other Information:</b>	The Louisiana Workforce Knowledge and Competencies indicators are equivalent to Level 1.
<b>Course Goals and Objectives:</b>	Goals and objectives are currently being developed.

### ALIGNED STANDARDS:

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<p><b>CD:DP 1.10</b> With help, can integrate goals from ISFPs* and IEPs* into daily activities and routines</p> <p><b>CD:NR 1.12</b> Is aware of strategies to promote nurturing relationships as described in <i>Louisiana’s Early Learning and Development Standards: Birth to Five</i> and the scheduled “Guide to ...”</p> <p><b>CD:NR 1.13</b> Engages in safe, responsive relationships with each child to provide a sense of security and promote optimal development</p> <p><b>CD:NR 1.15</b> Observes and understands attachment and</p>	<p><b>1.1</b> safe toys and materials</p> <p><b>1.2</b> supervision</p> <p><b>1.3</b> emergency procedures</p> <p><b>2.1</b> hygiene practices</p> <p><b>2.2</b> health maintenance</p> <p><b>2.3</b> diapering toileting</p> <p><b>2.4</b> meals and snacks</p> <p><b>2.5</b> rest environment</p> <p><b>3.1</b> DA room arrangement</p> <p><b>3.2</b> DA materials</p>	<p><b>1a</b> characteristics and needs</p> <p><b>1b</b> multiple influences on development and learning</p> <p><b>1c</b> healthy, respectful supporting and challenging environments</p> <p><b>3a</b> understanding goals, benefits and use of assessment</p> <p><b>3b</b> assessment partnerships</p> <p><b>3c</b> using observation, documentation and assessment</p>

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<p>separation* behaviors as evidenced by the ability to respond and assist both child and family members in a supportive and comforting manner</p> <p><b>CD:NR 1.16</b> Accepts and acknowledges each child’s emotions</p> <p><b>CD:NR 1.17</b> Supports each child’s developing capacity to manage physiological and emotional responses, maintain attention, and comfort his or herself, as developmentally and culturally appropriate</p> <p><b>CD:NR 1.18</b> Models positive, prosocial behavior in all settings, including child, family, and professional interactions</p> <p><b>CD:NR 1.19</b> Talks with each child frequently to develop relationships and promote children’s understanding of their world through a variety of approaches, including special consideration of children with cultural differences and special needs that might hinder development of this skill</p> <p><b>CD:NR 1.21</b> Recognizes the importance of systems of care (e.g., continuity of care) to the development of relationships and social-emotional competencies</p> <p><b>CD:AE 1.22</b> Recognizes the importance of consistency in environments,* expectations, and responses to the development children</p> <p><b>CD:AE 1.23</b> Recognizes and respects the importance of exploration and play in children’s growth and development and uses this medium consistently across the day</p> <p><b>CD:AE 1.24</b> Provides a variety of activities and experiences that foster the development of the whole child</p> <p><b>CD:AE 1.26</b> Is aware of the expectations for children and recommended strategies for supporting learning in <i>Louisiana’s Early Learning and Development Standards: Birth to Five</i> and the scheduled “Guide to ...”</p> <p><b>COA:FP 1.1</b> Recognizes and accepts that each child develops at his/her own rate</p> <p><b>COA:FP 1.2</b> Knows that formal and informal observations are</p>	<p><b>3.3</b> materials organized</p> <p><b>3.4</b> schedule for routine and play</p> <p><b>4.1</b> variety of activities to develop large muscles</p> <p><b>4.2</b> variety of activities to develop small muscles</p> <p><b>4.3</b> activities adapted to meet individual needs and those with disabilities</p> <p><b>4.4</b> opportunities to develop senses</p> <p><b>5.1</b> DA materials to encourage curiosity, exploration, and problem-solving</p> <p><b>5.2</b> interactions to support play, exploration, and learning</p> <p><b>5.3</b> recognize individual learning styles</p> <p><b>6.1</b> frequent communication with each child</p> <p><b>6.2</b> DA talk with children</p> <p><b>6.3</b> encourage children to talk</p> <p><b>6.4</b> respond positively to children’s communication</p> <p><b>6.5</b> DA print-rich environment</p> <p><b>7.1</b> appreciate individual expression and creativity</p> <p><b>7.2</b> music experiences</p> <p><b>7.3</b> art experiences</p> <p><b>7.4</b> dramatic play</p> <p><b>7.5</b> block play</p> <p><b>8.1</b> respect and value children</p> <p><b>8.2</b> sense of security for children</p> <p><b>8.3</b> DA diapering/toileting procedures</p> <p><b>9.1</b> each child feels accepted</p> <p><b>9.2</b> feelings of empathy and respect</p>	<p><b>3d</b> understanding and practicing responsible assessment; including AT for children with disabilities</p> <p><b>4a</b> understanding positive relationships</p> <p><b>5a</b> content knowledge and resources in academic disciplines</p> <p><b>5b</b> central concepts, inquiry tools, &amp; structures of content areas/academic disciplines</p> <p><b>5c</b> use ELDS &amp; other resources to design, implement and evaluate curricula</p>



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<p>ongoing and part of everyday practice</p> <p><b>COA:FP 1.3</b> Identifies nonverbal cues, gestures, and moods through observation and refers questions or concerns about children’s behavior to appropriate colleagues</p> <p><b>COA:FP 1.4</b> Recognizes that there are environmental factors* (e.g., emotional distress, child abuse, neglect) that can place a child at risk for developmental concerns</p> <p><b>COA:FP 1.5</b> Identifies the screening and assessment tools used by the program</p> <p><b>COA:FP 1.6</b> Verbally states the reasons for conducting observation and assessment</p> <p><b>COA:FP 1.7</b> Understands the differences between informal* and formal* observations</p> <p><b>COA:FP 1.8</b> Recognizes that there is more than one way to gather information about a child</p> <p><b>COA:FP 1.9</b> Recognizes that observation and assessment practices are guided by established standards</p> <p><b>COA:FP 1.10</b> Is aware of ethical principles that guide observation and assessment processes</p> <p><b>COA:GD 1.11</b> Engages in daily interactions and informal observations of each child to support information gathering</p> <p><b>COA:GD 1.12</b> Understands that developing a relationship with a child before observation and assessment procedures are implemented supports the assessment process</p> <p><b>COA:GD 1.13</b> Recognizes appropriate methods of documenting developmental progress and that observation and assessment are an important part of everyday practice</p> <p><b>COA:GD 1.14</b> Records information on children’s daily needs, interests, and activities</p> <p><b>COA:GD 1.15</b> Assists in collecting information about developmental progress from multiple sources and by using a</p>	<p><b>9.3</b> non-biased curriculum</p> <p><b>9.4</b> children respect environment</p> <p><b>10.1</b> methods for avoiding problems</p> <p><b>10.2</b> positive guidance</p> <p><b>10.3</b> guidance related to each child</p>	

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<p>variety of means</p> <p><b>COA:GD 1.16</b> Maintains confidentiality of observation and assessment information</p> <p><b>COA:SI 1.17</b> Recognizes the importance of observation and assessment data in curriculum planning for individual children and groups of children</p> <p><b>COA:SI 1.18</b> Communicates observations in written and oral form</p> <p><b>COA:SI 1.19</b> Recognizes the importance of analyzing assessment data in an unbiased way</p> <p><b>FCR: SFC 1.19</b> Builds connections to families and the community within children’s learning environment</p> <p><b>FCR: CC 1.22</b> Follows individualized plans developed by service providers and families</p> <p><b>FCR: CC 1.23</b> Collaborates with other service providers to implement activities and opportunities within the context of play and routines in small group and large group settings</p> <p><b>HSN: H 1.1</b> Stays informed of the health, safety, and nutrition needs of individual children</p> <p><b>HSN: H 1.2</b> Recognizes the symptoms of common childhood illnesses</p> <p><b>HSN: H 1.3</b> Maintains clean and sanitized* learning materials and environments</p> <p><b>HSN: H 1.4</b> Practices effective hand washing and sanitation procedures to reduce the spread of disease (for adults and children), including diapering, toileting, cleaning toys, and washing dishes and materials</p> <p><b>HSN: H 1.5</b> Encourages and models good health practices and effective use of hand washing procedures</p> <ul style="list-style-type: none"> <li>• Uses a variety of posters to ensure that proper technique is used</li> <li>• Plans and implements hand washing with the children at</li> </ul>		

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<p>appropriate times during the day with all age groups</p> <ul style="list-style-type: none"> <li>• Models and teaches children these procedures appropriate to their developmental level</li> </ul> <p><b>HSN: H 1.6</b> Practices standard precautions in handling blood* or bodily fluids to ensure safety of adults and children</p> <p><b>HSN: H 1.7</b> Explains reasons for health-related rules to children and uses a variety of reminders and posters.</p> <p><b>HSN: H 1.8</b> Assesses each child’s health status daily and objectively documents and responds when necessary</p> <p><b>HSN: H 1.13</b> Engages in daily outside play with children to encourage good health</p> <p><b>HSN:S 1.15</b> Responds to accidents and injuries according to pediatric first aid training and reporting requirements while assuring the comfort and care of other children</p> <p><b>HSN:S 1.16</b> Complies with appropriate local, state, and national regulations and program requirements for ratios and group sizes</p> <p><b>HSN:S 1.17</b> Chooses, utilizes safe and appropriate learning materials and media (reference the consumer safety product commission)</p> <p><b>HSN:S 1.18</b> Recognizes types and stages of bullying*</p> <p><b>HSN:S 1.19</b> Recognizes, protects, and teaches/supports children to learn about hazards in the environment by incorporating practices such as, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Maintaining clutter-free space for children to play</li> <li>• Inspecting physical environment and equipment and removing safety hazards</li> <li>• Establishing and maintaining procedures that children follow in order to promote safe use of equipment</li> <li>• Arranging safe entry/exit areas, with special attention to motor vehicle traffic and fall hazards</li> </ul>		

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<ul style="list-style-type: none"> <li>• Maintaining safe travel conditions (if responsible for transporting children)</li> <li>• Anticipating each child’s growing skills in movement and adjusting the environment to promote safety while allowing exploration</li> </ul> <p><b>HSN:S 1.20</b> Explains reasons for safety precautions to children</p> <p><b>HSN:S 1.21</b> Supervises all activities, indoors and outdoors, to anticipate and prevent dangerous situations and accidents</p> <p><b>HSN:S 1.22</b> Encourages and models simple safety precautions</p> <p><b>HSN:S 1.23</b> Encourages and models the safe use of learning materials and media</p> <p><b>HSN:S 1.24</b> Safely stores and uses hazardous materials, medication, emergency supplies, and equipment</p> <p><b>HSN:S 1.26</b> Releases children only to approved individuals as designated by the parent or guardian, following state licensing and national standards</p> <p><b>HSN:S 1.27</b> Maintains a safe sleep* environment and position based on the child’s age and developmental stage</p> <p><b>HSN:N 1.30</b> Creates pleasant, relaxed, safe and developmentally appropriate meals and snacks</p> <p><b>HSN:N 1.31</b> Teaches and models healthy eating habits that are conducive to healthy living, including:</p> <ul style="list-style-type: none"> <li>• Creating a setting that is safe, relaxed, and conducive to conversation</li> <li>• Gradually introducing new foods in ways that enable children to enjoy a variety of nutritious foods</li> <li>• Encouraging children to eat foods being served while remaining sensitive to preferences</li> </ul> <p><b>HSN:N 1.32</b> Encourages children to learn and develop self-help skills during mealtime and food activities</p> <p><b>HSN:N 1.33</b> Practices and teaches/supports children to learn safe</p>		

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<p>and sanitary food handling procedures when purchasing, storing, preparing, and serving meals and snacks</p> <p><b>HSN:N 1.34</b> Monitors eating habits to ensure a healthy diet, including the need for children to eat and drink frequently</p> <p><b>HSN:N 1.35</b> Responds appropriately to hunger and fullness cues</p> <p><b>HSN:N 1.38</b> Ensures that food is not used as punishment</p> <p><b>HSN:N 1.44</b> For infants and toddlers, follows an individualized feeding plan and schedule in collaboration with the family and coordinates with the family when introducing new foods</p> <p><b>I:R 1.1</b> Treats each child with fairness, respect, and understanding</p> <p><b>I:R 1.2</b> Smiles and shows affection to children throughout the day during play activities and routines</p> <p><b>I:R 1.3</b> Engages in shared interactions with each child to form safe, nurturing attachment* relationships</p> <p><b>I:R 1.4</b> Understands that conflicts are a natural occurrence in groups of children and that some conflicts may be prevented through program planning</p> <p><b>I:R 1.6</b> Is aware of ways to support positive social-emotional interactions* among children</p> <p><b>I:R 1.7</b> Conveys respect for diversity* among children and families as evidenced by attempts to accommodate beliefs, needs, and differences noted among children</p> <p><b>I:C 1.9</b> Observes and responds to each child's nonverbal signals and communications</p> <p><b>I:C 1.10</b> Engages in conversation often with each child individually and in groups, especially those children learning language or with delayed language development</p> <p><b>I:C 1.11</b> Uses a calm, respectful tone</p> <p><b>I:C 1.12</b> Listens to children attentively to gain an understanding of what they are trying to communicate</p> <p><b>I:C 1.13</b> Provides a rich spoken language environment by talking</p>		

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<p>with children and puts words to children's and adults' actions so that children hear a broad vocabulary, including words describing emotions</p> <p><b>I:C 1.14</b> Listens respectfully to the thoughts and feelings of children and other adults</p> <p><b>I:G 1.15</b> Bases expectations* for behavior on age and developmental level of each child</p> <p><b>I:G 1.16</b> Recognizes each child's signs of stress and helps children maintain self-regulation</p> <p><b>I:G 1.17</b> Maintains a dependable routine so that children can more easily predict what will happen during the day</p> <p><b>I:G 1.18</b> Accepts that children react in different ways to daily transitions and changes to routines, and helps each child anticipate transitions and changes</p> <p><b>I:G 1.19</b> Responds positively and consistently to children's behavior</p> <p><b>I:G 1.20</b> Demonstrates awareness that challenging behaviors can have a variety of causes, modifies environment, activities, and expectations to improve behavioral outcomes</p> <p><b>I:G 1.22</b> Recognizes each child's successes to build self-confidence</p> <p><b>LEE:IR 1.1</b> Assumes primary responsibility for specific children in the group while remaining aware of momentary needs or emergencies that may arise outside of their individual assignments</p> <p><b>LEE:IR 1.2</b> Interacts positively with children in responsive, consistent ways; acknowledges and encourages children's efforts and persistence</p> <p><b>LEE:IR 1.4</b> Employs some of the strategies and opportunities described in <i>Louisiana's Early Learning and Development Standards: Birth to Five</i> to promote the child's social-emotional competence</p>		

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<p><b>LEE:IR 1.5</b> Engages actively with children in daily activities indoors and outdoors and follows the children’s lead</p> <p><b>LEE:IR 1.6</b> Supports and encourages each child’s participation in a variety of activities and expects differing modes and degrees of participation dependent on children’s comfort levels, temperament, and/or special learning needs</p> <p><b>LEE:IR 1.7</b> Recognizes each child’s social and emotional needs</p> <p><b>LEE:IR 1.8</b> Shows individual attention to each child within the group by using the interaction approaches most appropriate for that individual child and his or her temperament</p> <p><b>LEE:IR 1.9</b> Encourages and supports each child’s efforts, ideas, accomplishments, and interests</p> <p><b>LEE:PE 1.10</b> Recognizes that the environment includes all aspects of the indoor and outdoor spaces used by children and contains physical and emotional characteristics</p> <p><b>LEE:PE 1.11</b> Recognizes when a child’s behavior is being negatively affected by characteristics of his or her surroundings and seeks assistance to adjust settings and expectations as needed</p> <p><b>LEE:PE 1.12</b> Provides adequate space for routine care and play that supports the development and interests of the children</p> <p><b>LEE:PE 1.13</b> Ensures that equipment and materials are clean, safe, and free from hazards</p> <p><b>LEE:PE 1.14</b> Ensures that physical aspects of the room, such as temperature, noise level, and lighting are comfortable for children</p> <p><b>LEE:PE 1.15</b> Uses equipment indoors and outdoors that is appropriate for the size and abilities of the children</p> <p><b>LEE:PE 1.17</b> Selects and makes accessible developmentally appropriate materials that are rotated frequently</p> <p><b>LEE:PE 1.18</b> Recognizes that individual space is needed for children to keep their individual belongings</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>LEE:PE 1.19</b> Allows children to engage in solitary activity as appropriate to gain independence and self-regulation</p> <p><b>LEE:PE 1.20</b> Labels children’s organizers (e.g., bins, shelving units) with pictures and words to foster children’s literacy skills, thinking skills, and independence, and to provide organization to their world</p> <p><b>LEE:PE 1.21</b> Understands the different environmental needs for routine and play of infants, toddlers, young preschoolers, and older preschoolers</p> <p><b>LEE:LE 1.22</b> Follows a dependable daily routine and discusses the routine with children so that they can anticipate the daily sequence</p> <p><b>LEE:LE 1.23.</b> Understands that play contributes to child development and learning in all domains, beginning at birth</p> <p><b>LEE:LE 1.24</b> Implements a curriculum that includes all of the developmental domains and incorporates knowledge of individual children and their interests</p> <p><b>LEE:LE 1.25</b> Uses routines to teach concepts such as colors, shapes, and names of objects</p> <p><b>LEE:LE 1.26</b> Supports daily outdoor activities and children’s gross motor play</p> <p><b>LEE:LE 1.27</b> Considers children’s personal care routines as important learning experiences and allows children time to complete self-care routines</p> <p><b>LEE:LE 1.28</b> Follows daily rhythms and individual interests in supporting the activities of infants and toddlers</p> <p><b>LEE:LE 1.29</b> Engages children actively in exploring the environment and materials; responds to and expands on their interests</p> <p><b>LEE:LE 1.30</b> Is aware of and implements some of the curriculum and instructional practices to support children’s development in all areas as described in <i>Louisiana’s Early Learning and</i></p>		



Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><i>Development Standards: Birth to Five</i></p> <p><b>LEE:LE 1.31</b> Consistently models positive attitudes and behaviors about learning that foster a curiosity to continually seek out “what, why, and how”</p> <p><b>LEE:LE 1.32</b> Offers children choices and allows them to be self-directed</p> <p><b>LEE:LE 1.33</b> Frequently engages children in verbal word play (e.g., action monologues for nonverbal infants and toddlers, singing, reciting rhymes and poetry, call and response games, and using language in other creative ways) and uses this play to develop language skills in children, including those needing support in this developmental area</p> <p><b>LEE:LE 1.34</b> Spends time daily talking to and listening to children</p> <p><b>LEE:LE 1.35</b> Spends time daily reading with children</p> <p><b>PD:PP 1.4</b> Enjoys working with children and models a positive attitude and excitement about learning</p> <p><b>PD:PP 1.8</b> Demonstrates awareness of developmental milestones and good early care and education practices</p>		

### BIRTH TO KINDERGARTEN PATHWAY (THIRD COURSE)

<b>Course Number:</b>	CECE 1033
<b>Course Name:</b>	Strengthening the Care and Development of Young Children III
<b>Course Description:</b>	An introduction to 1) establishing positive and productive relationships with families; 2) ensuring a well-run, purposeful program responsive to participant needs, and 3) maintaining a commitment to professionalism
<b>Primary Course Outcome:</b>	Content knowledge and 45 hours of instruction required for a CDA (Child Development Credential in 3 (e.g., building productive relationships with families; 2) managing an effective program operation; and 3) maintaining a commitment to professionalism) of the 8 required CDA subject areas.
<b>Prerequisites:</b>	None
<b>Other Information:</b>	The Louisiana Workforce Knowledge and Competencies indicators are equivalent to Level 1.
<b>Course Goals and Objectives:</b>	Goals and objectives are currently being developed.

#### ALIGNED STANDARDS:

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>CD:DP 1.6</b> Recognizes and accepts that family,* community,* and culture* influence the development of children and adjusts practice and interaction patterns for individual children and/or families accordingly</p> <p><b>CD:DP 1.11</b> Shares information with families about general principles of child growth and development</p> <p><b>CD:NR 1.14</b> Respects families as the primary teachers of their children by seeking and respecting their opinions and nurturing their involvement in the care and education process</p> <p><b>CD:NR 1.20</b> Participates in reflection about individual children and the program to inform own interactions with children and families</p> <p><b>CD:NR 1.21</b> Recognizes the importance of systems of care (e.g., continuity of care) to the development of relationships and social-</p>	<p><b>11.1</b> opportunities to appreciate children’s families</p> <p><b>11.2</b> information about families’ culture, religion and child-rearing practices</p> <p><b>11.3</b> opportunities for families to understand the development of their child</p> <p><b>11.4</b> resources to help families meet their child’s needs</p> <p><b>12.0</b> Program Management • manages, by using all</p>	<p><b>2a</b> understanding diverse families and communities</p> <p><b>2b</b> support and engage families through relationships</p> <p><b>2c</b> involve families and communities</p> <p><b>3b</b> assessment partnerships with families and colleagues</p> <p><b>4d</b> reflective practice</p> <p><b>6a</b> leadership and collaboration</p> <p><b>6b</b> ethical standards</p> <p><b>6c</b> continuous collaborative learning</p> <p><b>6d</b> integrating knowledgeable, reflective and critical perspectives</p> <p><b>6e</b> engaging in advocacy for</p>

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>emotional competencies</p> <p><b>CD:AE 1.25</b> Helps to provide a consistent environment by following program procedures for a particular system of care</p> <p><b>COA:SI 1.20</b> Recognizes the importance of maintaining confidentiality of the results of observations and assessments for non-family members</p> <p><b>COA:SI 1.21</b> Raises concerns about children’s development to supervisors</p> <p><b>COA:SR 1.22</b> Recognizes and maintains confidentiality between program and families regarding each child’s observation and assessment results</p> <p><b>COA:SR 1.23</b> Follows program policies for conducting and reporting child observation and assessment results</p> <p><b>COA:SR 1.24</b> Assists in the reporting of assessment results to families</p> <p><b>FCR:VF 1.1</b> Knows and respects the children’s families</p> <p><b>FCR:VF 1.2</b> Acknowledges families as their children’s first and most influential caregivers and teachers</p> <p><b>FCR:VF 1.3</b> Recognizes families’ contributions in identifying their children’s varied strengths and actively uses this information to construct appropriate programs for individual children</p> <p><b>FCR:VF 1.4</b> Recognizes different parenting styles and their impact on children’s learning and development</p> <p><b>FCR:VF 1.5</b> Recognizes the influence that family members have on children’s behaviors</p> <p><b>FCR:VF 1.6</b> Listens to family members’ expressions of values, goals, interests, and concerns in conversations</p> <p><b>FCR:VF 1.7</b> Defines and understands the family’s culture as the set of values, attitudes, and beliefs of the family.</p> <p><b>FCR:VF 1.8</b> Reflects the diversity of families in the program in materials and activities used in the learning environment.</p> <p><b>FCR: PFR 1.9</b> Determines the most effective means of communication with each family</p> <p><b>FCR: PFR 1.10</b> Establishes rapport with families through regular reciprocal communication to ensure family involvement in various</p>	<p>available resources, to ensure an effective operation.</p> <ul style="list-style-type: none"> <li>• competent organizer, planner, record-keeper, communicator, and a cooperative co-worker.</li> </ul> <p><b>13.0</b> Professionalism</p> <ul style="list-style-type: none"> <li>• makes decisions based on knowledge of early childhood theories and practices, and promotes quality</li> <li>• takes advantage of opportunities to improve competence</li> <li>• keeps abreast of current regulatory, legislative and workforce issues</li> </ul>	<p>children and the profession</p>

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>components of the program</p> <p><b>FCR: PFR 1.11</b> Listens to and learns about family members' values, goals, interests, and concerns for their child</p> <p><b>FCR: PFR 1.12</b> Communicates daily with family members to learn about their child's activities, interests, special needs, new skills observed at home, upcoming events, and other activities that impact the child's life</p> <p><b>FCR: PFR 1.13</b> Maintains and follows rules of confidentiality*</p> <p><b>FCR: PFR 1.14</b> Identifies the primary language of the child and family</p> <p><b>FCR: PFR 1.15</b> Communicates with families in a positive, sensitive, and appropriate manner</p> <p><b>FCR: PFR 1.16</b> Welcomes family members as visitors to the program</p> <p><b>FCR: PFR 1.17</b> Knows and understands problem-solving and conflict resolution strategies</p> <p><b>FCR: PFR 1.18</b> Recognizes signs of family stress</p> <p><b>FCR: SFC 1.20</b> Identifies the community resources and services* available to support children and families</p> <p><b>FCR: CC 1.21</b> Participates on teams for the development of individualized service plans (the Individualized Family Service Plan, or IFSP, for under 3 years of age; the Individualized Education Plan, or IEP, for over 3 years of age)</p> <p><b>FCR: CC 1.22</b> Follows individualized plans developed by service providers and families</p> <p><b>FCR: CC 1.23</b> Collaborates with other service providers to implement activities and opportunities within the context of play and routines in small group and large group settings</p> <p><b>FCR: CCFS 1.24</b> Recognizes the levels of community, including home, program, and neighborhoods</p> <p><b>FCR: CCFS 1.25</b> Recognizes the ever-changing nature of families (e.g., socioeconomic status, culture, religion, and family structure)</p> <p><b>FCR: CCFS1.26</b> Defines and understands the family's culture as the set of</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>values, attitudes, and beliefs of the family and/or larger community</p> <p><b>FCR: CCFS 1.27</b> Reflects on own family experience and how that might influence one’s own interactions with families</p> <p><b>HSN: H 1.9</b> Holds current and valid training in cardiopulmonary resuscitation (CPR) and maintains required annual training in health and safety topics, such as first aid, illness prevention, illness exclusion guidelines, child abuse recognition and prevention, medication administration, and safe infant sleep</p> <p><b>HSN: H 1.10</b> Recognizes the signs and symptoms of communicable* disease and responds according to the Louisiana Department of Health’s Communicable Disease chart, Illness Exclusion Protocol for Child Care Centers, and the Center for Disease Control</p> <p><b>HSN: H 1.11</b> Follows current medication administration policies and procedures according to local, state, or national regulations and documents appropriately</p> <p><b>HSN: H 1.12</b> Provides appropriate care for ill children, as protocol allows, following state and national guidelines</p> <p><b>HSN:S 1.14</b> Understands and complies with local, state, and federal emergency preparedness* and program’s general emergency procedures</p> <p><b>HSN:S 1.16</b> Complies with appropriate local, state, and national regulations and program requirements for ratios and group sizes</p> <p><b>HSN:S 1.24</b> Safely stores and uses hazardous materials, medication, emergency supplies, and equipment</p> <p><b>HSN:S 1.25</b> Follows procedures for documentation and reporting of injuries, incidents, and suspected abuse, including procedures for communicating with the family about an injury</p> <p><b>HSN:S 1.26</b> Releases children only to approved individuals as designated by the parent or guardian, following state licensing and national standards</p> <p><b>HSN:N 1.28</b> Understands and follows diet modifications for children with identified health or cultural issues pertaining to food or feeding</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>HSN:N 1.29</b> Supports mothers who choose to breastfeed their children in the program or who provide breast milk for feeding, and follows appropriate procedures for handling and storing breast milk</p> <p><b>HSN:N 1.36</b> Recognizes health hazards in meals and snacks (i.e., choking and allergies) and takes steps to prevent dangerous situations</p> <p><b>HSN:N 1.37</b> Follows current policies and procedures as related to food and nutrition, such as USDA dietary guidelines, Louisiana Department of Education, and CACFP (Child and Adult Care Food Program) meal patterns</p> <p><b>HSN:N 1.39</b> Recognizes and responds to limitations of personal knowledge regarding nutrition and knows when to seek professional guidance</p> <p><b>HSN:N 1.40</b> Communicates with families regarding menus, child’s eating patterns and amounts, and mealtime skills and behaviors, as appropriate per age and situation</p> <p><b>HSN:N 1.40</b> Communicates with families regarding menus, child’s eating patterns and amounts, and mealtime skills and behaviors, as appropriate per age and situation</p> <p><b>HSN:N 1.41</b> Accesses current, reliable nutrition resources and information</p> <p><b>HSN:N 1.42</b> Provides clean drinking water and encourages children to drink water throughout the day</p> <p><b>HSN:N 1.43</b> Follows regulations regarding any food brought from home</p> <p><b>HSN:N 1.44</b> For infants and toddlers, follows an individualized feeding plan and schedule in collaboration with the family and coordinates with the family when introducing new foods</p> <p><b>I:R 1.4</b> Understands that conflicts are a natural occurrence in groups of children and that some conflicts may be prevented through program planning</p> <p><b>I:R 1.5</b> Recognizes that his or her relationships with coworkers, families, and others impacts children</p> <p><b>I:R 1.7</b> Conveys respect for diversity* among children and families as evidenced by attempts to accommodate beliefs, needs, and differences</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>noted among children</p> <p><b>I:R 1.8</b> Reflects on one’s own personal reactions to relationship issues and emotions expressed by children, coworkers, and family members</p> <p><b>I:C 1.14</b> Listens respectfully to the thoughts and feelings of children and other adults</p> <p><b>I:G 1.21</b> Is aware of changes in each child’s home life that may affect behavior</p> <p><b>I:G 1.23</b> Reflects on own reactions to children’s behavior in order to keep children’s behavior in perspective</p> <p><b>LEE:IR 1.3</b> Recognizes that his or her relationships with coworkers, families, and others impacts children</p> <p><b>LEE:PE 1.16</b> Understands state rules and regulations specific to children’s environments, both indoors and outdoors</p> <p><b>LEE:LE 1.36</b> Communicates with families, using sensitivity and respect, about children’s activities, accomplishments, and developmental milestones</p> <p><b>PD:PP 1.1</b> Communicates effectively by using appropriate oral and written language skills equivalent to the level of a high school graduate</p> <p><b>PD:PP 1.2</b> Recognizes and respects individual differences among children, families, colleagues, and those in the community</p> <p><b>PD:PP 1.3</b> Demonstrates professional work habits, including confidentiality, respect for all people, dependability, time management, independence, and teamwork</p> <p><b>PD:PP 1.5</b> Presents oneself as a professional in physical appearance, communication, personal hygiene, and appropriate dress for interacting with young children in a variety of indoor and outdoor activities</p> <p><b>PD:PP 1.6</b> Shows positive respect and regard for variation in cultures, including family strengths, expectations, values, and child rearing practices</p> <p><b>PD:PP 1.7</b> Manages the demands of personal and professional commitments and seeks support or assistance as needed</p> <p><b>PD:PP 1.9</b> Understands that working with children and families can be</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>stressful and knows own signs of stress</p> <p><b>PD:CR 1.10</b> Meets minimum regulatory requirements for professional development</p> <p><b>PD:CR 1.11</b> Reflects upon own practices, seeks input from supervisors and colleagues, and integrates feedback into professional development planning</p> <p><b>PD:CR 1.12</b> Utilizes professional resources* and seeks information if the appropriate resource cannot easily be located</p> <p><b>PD:CR 1.13</b> Is aware of state and national standards that promote quality early child care and education (LDE, NAEYC, Quality Start, LA ELGs).</p> <p><b>PD:CR 1.14</b> Participates in opportunities for professional growth and development at the local, state, and national level and through a variety of means (e.g., workshops, conferences, reading material, professional organizations) in order to improve own knowledge and competence</p> <p><b>PD:CR 1.15</b> Engages in and values supportive working relationships with peers, supervisors, mentors,* and coaches*</p> <p><b>PD:CR 1.16</b> Understands the purpose of self-reflection in improving early childhood professional practice and participates in opportunities to reflect on experiences with children and families in the program</p> <p><b>PD:LA 1.17</b> Follows all legal and regulatory mandates</p> <p><b>PD:LA 1.18</b> Recognizes the family’s right to make decisions about their child’s care and education</p> <p><b>PD:LA 1.19</b> Contributes to staff discussions and decision-making based on current knowledge of child development and the individual children in the program</p> <p><b>PD:LA 1.20</b> Engages and values mentoring opportunities with both colleagues and families</p> <p><b>PD:LA 1.21</b> Recognizes oneself as a decision maker within the early care and education setting</p> <p><b>PD:LA 1.22</b> Recognizes early care and education as a profession and is</p>		



Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>fully aware and can articulate this value to the general community</p> <p><b>PD:LA 1.23</b> Understands that local, state, and national legislation and public policy affect young children and families</p> <p><b>PD:EG 1.24</b> Shows awareness of, has read, and practices the ethical responsibilities in the code of ethical conduct promoted by the professional association most closely associated with his or her professional role (i.e. NAEYC Code of Ethics*)</p> <p><b>PD:EG 1.25</b> Can explain the reason for the code of ethics or recognizes the workforce values* that underlie the code of ethics</p> <p><b>PD:EG 1.26</b> Can identify the difference between a code of ethics and personal values</p> <p><b>PD:EG 1.27</b> Recognizes and acts on primary responsibility to value early childhood and avoid participating in any practices that are disrespectful, exploitative, or potentially harmful to children</p> <p><b>PD:EG 1.28</b> Discusses the importance of collaboration and respect among all adults who work in early childhood settings, including confidentiality</p> <p><b>PD:EG 1.29</b> Describes the responsibility of the profession to provide high-quality early childhood programs for the community</p>		

## BIRTH TO KINDERGARTEN PATHWAY (FOURTH COURSE)

<b>Course Number:</b>	CECE 1043
<b>Course Name:</b>	Infant and Toddler Development
<b>Course Description:</b>	Provides birth to kindergarten teacher candidates with deeper knowledge of the development of infants and toddlers. Includes information on brain development, attachment and bonding, interactions and relationships with infant and toddlers in group care, temperaments and how infants and toddlers approach learning, developmental milestones as found in the LA ELDS and other national sources, the beginning development of higher order thinking skills, and the importance of physical development.
<b>Primary Course Outcome:</b>	Content knowledge to support the care and education of infants and toddlers.
<b>Prerequisites:</b>	CECE 1013, CECE 1023; & CECE 1033
<b>Other Information:</b>	This course includes Louisiana Workforce Knowledge and Competencies indicators are equivalent to Level 1 and builds on general knowledge obtained in CECE 1013 Strengthening the Care and Development of Young Children I with a focus on infants and toddlers.
<b>Course Goals and Objectives:</b>	Goals and objectives are currently being developed.

### ALIGNED STANDARDS:

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>Knowledge Base:</b> In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand the following:</p> <ul style="list-style-type: none"> <li>• the principles of child growth and development, including               <ul style="list-style-type: none"> <li>▪ the interdependence of developmental domains* (social, emotional, cognitive, language, creative, and physical)</li> <li>▪ developmental sequences, stages, and milestones</li> <li>▪ the varying rates of development in individual children;</li> </ul> </li> <li>• development results from interaction between each child</li> </ul>	<p><b>4.1</b> variety of activities (large muscles)  <b>4.2</b> variety of activities small muscles)  <b>4.3</b> meet individual and special needs  <b>4.4</b> activities for sensory involvement  <b>5.1</b> age appropriate materials &amp; activities to encourage curiosity, exploration and problem-solving  <b>5.2</b> interactions support play, exploration and learning  <b>5.3</b> individual learning styles are</p>	<p><b>1a</b> characteristics and needs  <b>1b</b> multiple influences on development and learning  <b>5a</b> content knowledge and resources in academic disciplines  <b>5b</b> central concepts, inquiry tools, &amp; structures of content areas/academic disciplines  <b>5c</b> use ELDS &amp; other resources to design, implement and evaluate curricula</p>

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>and the child’s early relationships and experiences, which include family, language, culture, and environment;</p> <ul style="list-style-type: none"> <li>• how attachment* significantly impacts all areas of development;</li> <li>• the cumulative and delayed effects of early experiences and their potential for both positive and negative long-term effects on child growth and development, including brain development;</li> <li>• how self-regulation* affects all areas of development and behavior;</li> <li>• caring, consistent relationships with adults serve as the basis for many aspects of development, including brain development and the development of the ability for self-regulation;</li> <li>• particular systems of care* and practices best provide for this development;</li> <li>• the importance of effective language and communication between children and adults, and among children, for healthy growth and development;</li> <li>• how children’s prosocial behavior* is supported by adults who model positive behavior and view challenging behavior* as a learning opportunity;</li> <li>• appropriate strategies for responding to the differing developmental needs of each child, including those with developmental delays;</li> <li>• how play provides the opportunity for young children to grow and develop, incorporating different modes of learning and different ways of representing knowledge and demonstrating skills;</li> <li>• the early childhood profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.</li> </ul> <p><b>CD:DP 1.1</b> Demonstrates awareness that development occurs in</p>	<p>recognized</p> <p><b>6.1</b> communication with individual children is frequent</p> <p><b>6.2</b> communication is da</p> <p><b>6.3</b> children encouraged to talk</p> <p><b>6.4</b> response to communication is positive</p> <p><b>6.5</b> DA print rich environment (books, literature and writing)</p> <p><b>7.1</b> individual expression and creativity</p> <p><b>7.2</b> many app music experiences</p> <p><b>7.3</b> art is da and varied</p> <p><b>7.4</b> dramatic play with da props</p> <p><b>7.5</b> da block-play opportunities</p> <p><b>8.1</b> message of import, respect and value</p> <p><b>8.2</b> sense of security</p> <p><b>8.3</b> DA self-help skills</p> <p><b>9.1</b> children feel accepted in a group</p> <p><b>9.2</b> encourage empathy and respect</p> <p><b>9.3</b> curriculum is non-biased</p> <p><b>9.4</b> environment is respected</p>	

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>different domains that are interconnected</p> <p><b>CD:DP 1.2</b> Recognizes and respects individual differences in children’s growth, development, and learning</p> <p><b>CD:DP 1.3</b> Adjusts practices and expectations for each child according to his or her interests and abilities; Understands how these practices are supported by individual plans (IFSP and IEP)</p> <p><b>CD:DP 1.4</b> Identifies basic developmental sequences, stages, and milestones of child development and understands the integrated nature of development as it proceeds gradually, continuously, and at various rates in different domains</p> <p><b>CD:DP 1.5</b> Understands children’s developmental levels in relation to age appropriate norms and uses this information to meet the general needs of children showing typical development</p> <p><b>CD:DP 1.6</b> Recognizes and accepts that family,* community,* and culture* influence the development of children and adjusts practice and interaction patterns for individual children and/or families accordingly</p> <p><b>CD:DP 1.7</b> Understands that challenging behavior has environmental and developmental causes and uses this information to modify environment, activities, and expectations to improve behavioral outcomes</p> <p><b>CD:DP 1.8</b> Understands that children learn best through direct experiences and their natural medium of play and uses these modes to provide learning experiences for children</p> <p><b>CD:DP 1.9</b> Understands the value of children’s constructive errors and does not limit exploration, experimentation, and creativity for the sake of ensuring “right” answers or standardized products</p> <p><b>CD:DP 1.10</b> With help, can integrate goals from ISFPs* and IEPs* into daily activities and routines</p> <p><b>CD:DP 1.11</b> Shares information with families about general principles of child growth and development</p> <p><b>CD:NR 1.12</b> Is aware of strategies to promote nurturing relationships as described in Louisiana’s Early Learning</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>and Development Standards: Birth to Five and the scheduled "Guide to ..."</p> <p><b>CD:NR 1.13</b> Engages in safe, responsive relationships with each child to provide a sense of security and promote optimal development</p> <p><b>CD:NR 1.15</b> Observes and understands attachment and separation* behaviors as evidenced by the ability to respond and assist both child and family members in a supportive and comforting manner</p> <p><b>CD:NR 1.16</b> Recognizes and accepts each child's emotions</p> <p><b>CD:NR 1.17</b> Supports each child's developing capacity to manage physiological and emotional responses, maintain attention, and comfort his or herself, as developmentally and culturally appropriate</p> <p><b>CD:NR 1.18</b> Models positive, prosocial behavior in all settings, including child, family, and professional interactions</p> <p><b>CD:NR 1.19</b> Talks with each child frequently to develop relationships and promote children's understanding of their world through a variety of approaches, including special consideration of children with cultural differences and special needs that might hinder development of this skill</p> <p><b>CD:NR 1.21</b> Recognizes the importance of systems of care (e.g., continuity of care) to the development of relationships and social-emotional competencies</p> <p><b>CD:AE 1.22</b> Recognizes the importance of consistency in environments,* expectations, and responses to the development children</p> <p><b>CD:AE 1.23</b> Recognizes and respects the importance of exploration and play in children's growth and development and uses this medium consistently across the day</p> <p><b>CD:AE 1.24</b> Provides a variety of activities and experiences</p>		

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<p>that foster the development of the whole child</p> <p><b>CD:AE 1.25</b> Is aware of the expectations for children and recommended strategies for supporting learning in Louisiana’s Early Learning and Development Standards: Birth to Five</p> <p><b>COA:FP 1.1</b> Recognizes and accepts that each child develops at his/her own rate</p> <p><b>COA:FP 1.2</b> Knows that formal and informal observations are ongoing and part of everyday practice</p> <p><b>COA:FP 1.3</b> Identifies nonverbal cues, gestures, and moods through observation and refers questions or concerns about children’s behavior to appropriate colleagues</p> <p><b>COA:FP 1.4</b> Recognizes that there are environmental factors* (e.g., emotional distress, child abuse, neglect) that can place a child at risk for developmental concerns</p> <p><b>COA:FP 1.5</b> Identifies the screening and assessment tools used by the program</p> <p><b>COA:FP 1.6</b> Verbally states the reasons for conducting observation and assessment</p> <p><b>COA:FP 1.7</b> Understands the differences between informal* and formal* observations</p> <p><b>COA:FP 1.8</b> Recognizes that there is more than one way to gather information about a child</p> <p><b>COA:FP 1.9</b> Recognizes that observation and assessment practices are guided by established standards</p> <p><b>COA:FP 1.10</b> Is aware of ethical principles that guide observation and assessment processes</p> <p><b>COA:GD 1.11</b> Engages in daily interactions and informal observations of each child to support information gathering</p> <p><b>COA:GD 1.12</b> Understands that developing a relationship with a child before observation and assessment</p>		

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<p>procedures are implemented supports the assessment process</p> <p><b>COA:GD 1.13</b> Recognizes appropriate methods of documenting developmental progress and that observation and assessment are an important part of everyday practice</p> <p><b>COA:GD 1.14</b> Records information on children's daily needs, interests, and activities</p> <p><b>COA:GD 1.15</b> Assists in collecting information about developmental progress from multiple sources and by using a variety of means</p> <p><b>COA:GD 1.16</b> Maintains confidentiality of observation and assessment information</p> <p><b>COA:SI 1.17</b> Recognizes the importance of observation and assessment data in curriculum planning for individual children and groups of children</p> <p><b>COA:SI 1.18</b> Communicates observations in written and oral form</p> <p><b>COA:SI 1.19</b> Recognizes the importance of analyzing assessment data in an unbiased way</p> <p><b>FCR: SFC 1.19</b> Builds connections to families and the community within children's learning environment</p> <p><b>FCR: CC 1.22</b> Follows individualized plans developed by service providers and families</p> <p><b>FCR: CC 1.23</b> Collaborates with other service providers to implement activities and opportunities within the context of play and routines in small group and large group settings</p> <p><b>HSN: H 1.1</b> Stays informed of the health, safety, and nutrition needs of individual children</p> <p><b>HSN: H 1.2</b> Recognizes the symptoms of common childhood illnesses</p>		

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<p><b>HSN: H 1.3</b> Maintains clean and sanitized* learning materials and environments</p> <p><b>HSN: H 1.4</b> Practices effective hand washing and sanitation procedures to reduce the spread of disease (for adults and children), including diapering, toileting, cleaning toys, and washing dishes and materials</p> <p><b>HSN: H 1.5</b> Encourages and models good health practices and effective use of hand washing procedures</p> <ul style="list-style-type: none"> <li>• Uses a variety of posters to ensure that proper technique is used</li> <li>• Plans and implements hand washing with the children at appropriate times during the day with all age groups</li> <li>• Models and teaches children these procedures appropriate to their developmental level</li> </ul> <p><b>HSN: H 1.6</b> Practices standard precautions in handling blood* or bodily fluids to ensure safety of adults and children</p> <p><b>HSN: H 1.7</b> Explains reasons for health-related rules to children and uses a variety of reminders and posters.</p> <p><b>HSN: H 1.8</b> Assesses each child’s health status daily and objectively documents and responds when necessary</p> <p><b>HSN: H 1.13</b> Engages in daily outside play with children to encourage good health</p> <p><b>HSN:S 1.15</b> Responds to accidents and injuries according to pediatric first aid training and reporting requirements while assuring the comfort and care of other children</p> <p><b>HSN:S 1.16</b> Complies with appropriate local, state, and national regulations and program requirements for ratios and group sizes</p> <p><b>HSN:S 1.17</b> Chooses, utilizes safe and appropriate learning materials and media (reference the consumer safety product commission)</p>		



Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>HSN:S 1.18</b> Recognizes types and stages of bullying*</p> <p><b>HSN:S 1.20</b> Explains reasons for safety precautions to children</p> <p><b>HSN:S 1.22</b> Encourages and models simple safety precautions</p> <p><b>HSN:S 1.23</b> Encourages and models the safe use of learning materials and media</p> <p><b>HSN:S 1.27</b> Maintains a safe sleep* environment and position based on the child's age and developmental stage</p> <p><b>HSN:N 1.30</b> Creates pleasant, relaxed, safe and developmentally appropriate meals and snacks</p> <p><b>HSN:N 1.31</b> Teaches and models healthy eating habits that are conducive to healthy living, including:</p> <ul style="list-style-type: none"> <li>• Creating a setting that is safe, relaxed, and conducive to conversation</li> <li>• Gradually introducing new foods in ways that enable children to enjoy a variety of nutritious foods</li> <li>• Encouraging children to eat foods being served while remaining sensitive to preferences</li> </ul> <p><b>HSN:N 1.32</b> Encourages children to learn and develop self-help skills during mealtime and food activities</p> <p><b>HSN:N 1.33</b> Practices and teaches/supports children to learn safe and sanitary food handling procedures when purchasing, storing, preparing, and serving meals and snacks</p> <p><b>HSN:N 1.34</b> Monitors eating habits to ensure a healthy diet, including the need for children to eat and drink frequently</p> <p><b>HSN:N 1.35</b> Responds appropriately to hunger and fullness cues</p> <p><b>HSN:N 1.38</b> Ensures that food is not used as punishment</p> <p><b>HSN:N 1.44</b> For infants and toddlers, follows an individualized</p>		

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<p>feeding plan and schedule in collaboration with the family and coordinates with the family when introducing new foods</p> <p><b>I:R 1.1</b> Treats each child with fairness, respect, and understanding</p> <p><b>I:R 1.2</b> Smiles and shows affection to children throughout the day during play activities and routines</p> <p><b>I:R 1.3</b> Engages in shared interactions with each child to form safe, nurturing attachment* relationships</p> <p><b>I:R 1.4</b> Understands that conflicts are a natural occurrence in groups of children and that some conflicts may be prevented through program planning</p> <p><b>I:C 1.9</b> Observes and responds to each child's nonverbal signals and communications</p> <p><b>I:C 1.10</b> Engages in conversation often with each child individually and in groups, especially those children learning language or with delayed language development</p> <p><b>I:C 1.12</b> Listens to children attentively to gain an understanding of what they are trying to communicate</p> <p><b>I:C 1.13</b> Provides a rich spoken language environment by talking with children and puts words to children's and adults' actions so that children hear a broad vocabulary, including words describing emotions</p> <p><b>I:C 1.14</b> Listens respectfully to the thoughts and feelings of children and other adults</p> <p><b>I:G 1.15</b> Bases expectations* for behavior on age and developmental level of each child</p> <p><b>I:G 1.16</b> Recognizes each child's signs of stress and helps children maintain self-regulation</p> <p><b>I:G 1.17</b> Maintains a dependable routine so that children can more easily predict what will happen during the day</p> <p><b>I:G 1.18</b> Accepts that children react in different ways to daily</p>		

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<p>transitions and changes to routines, and helps each child anticipate transitions and changes</p> <p><b>I:G 1.19</b> Responds positively and consistently to children's behavior</p> <p><b>I:G 1.20</b> Demonstrates awareness that challenging behaviors can have a variety of causes</p> <p><b>I:G 1.21</b> Demonstrates awareness of developmental differences and developmental stages</p> <p><b>I:G 1.23</b> Recognizes each child's successes to build self-confidence</p> <p><b>LEE:IR 1.2</b> Interacts positively with children in responsive, consistent ways; acknowledges and encourages children's efforts and persistence</p> <p><b>LEE:IR 1.4</b> Employs some of the strategies and opportunities described in Louisiana's Early Learning and Development Standards: Birth to Five to promote the child's social-emotional competence</p> <p><b>LEE:IR 1.5</b> Engages actively with children in daily activities indoors and outdoors and follows the children's lead</p> <p><b>LEE:IR 1.6</b> Supports and encourages each child's participation in a variety of activities and expects differing modes and degrees of participation dependent on children's comfort levels, temperament, and/or special learning needs</p> <p><b>LEE:IR 1.7</b> Recognizes each child's social and emotional needs</p> <p><b>LEE:IR 1.8</b> Shows individual attention to each child within the group by using the interaction approaches most appropriate for that individual child and his or her temperament</p> <p><b>LEE:IR 1.9</b> Encourages and supports each child's efforts, ideas, accomplishments, and interests</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>LEE:PE 1.14</b> Ensures that physical aspects of the room, such as temperature, noise level, and lighting are comfortable for children</p> <p><b>LEE:PE 1.15</b> Uses equipment indoors and outdoors that is appropriate for the size and abilities of the children</p> <p><b>LEE:PE 1.17</b> Selects and makes accessible developmentally appropriate materials that are rotated frequently</p> <p><b>LEE:PE 1.19</b> Allows children to engage in solitary activity as appropriate to gain independence and self-regulation</p> <p><b>LEE:PE 1.20</b> Labels children’s organizers (e.g., bins, shelving units) with pictures and words to foster children’s literacy skills, thinking skills, and independence, and to provide organization to their world</p> <p><b>LEE:PE 1.21</b> Understands the different environmental needs for routine and play of infants, toddlers, young preschoolers, and older preschoolers</p> <p><b>LEE:LE 1.22</b> Follows a dependable daily routine and discusses the routine with children so that they can anticipate the daily sequence</p> <p><b>LEE:LE 1.23.</b> Understands that play contributes to child development and learning in all domains, beginning at birth</p> <p><b>LEE:LE 1.26</b> Supports daily outdoor activities and children’s gross motor play</p> <p><b>LEE:LE 1.27</b> Considers children’s personal care routines as important learning experiences and allows children time to complete self-care routines</p> <p><b>LEE:LE 1.28</b> Follows daily rhythms and individual interests in supporting the activities of infants and toddlers</p> <p><b>LEE:LE 1.29</b> Engages children actively in exploring the environment and materials; responds to and expands on their interests</p>		

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<p><b>LEE:LE 1.31</b> Consistently models positive attitudes and behaviors about learning that foster a curiosity to continually seek out “what, why, and how”</p> <p><b>LEE:LE 1.32</b> Offers children choices and allows them to be self-directed</p> <p><b>LEE:LE 1.33</b> Frequently engages children in verbal word play (e.g., action monologues for nonverbal infants and toddlers, singing, reciting rhymes and poetry, call and response games, and using language in other creative ways) and uses this play to develop language skills in children, including those needing support in this developmental area</p> <p><b>LEE:LE 1.34</b> Spends time daily talking to and listening to children</p> <p><b>LEE:LE 1.35</b> Spends time daily reading with children</p> <p><b>PD:PP 1.4</b> Enjoys working with children and models a positive attitude and excitement about learning</p> <p><b>PD:PP 1.8</b> Demonstrates awareness of developmental milestones and good early care and education practices</p>		

## BIRTH TO KINDERGARTEN PATHWAY (FIFTH COURSE)

<b>Course Number:</b>	CECE 1053
<b>Course Name:</b>	Preschool to Kindergarten Development
<b>Course Description:</b>	Provides birth to kindergarten teacher candidates with deeper knowledge of the development of three, four and five-year-olds. Includes information on brain development, interactions and social relationships in group care and education, temperaments, approach learning, developmental milestones as found in the LA ELDS and other national sources, the beginning development of higher order thinking skills, and the importance of physical development and the development of literacy skills.
<b>Primary Course Outcome:</b>	Content knowledge to support the care and education of three, four and five-year-olds.
<b>Prerequisites:</b>	CECE 1013, CECE 1023; & CECE 1033
<b>Other Information:</b>	This course includes Louisiana Workforce Knowledge and Competencies indicators are equivalent to Level 1 and builds on general knowledge obtained in CECE 1013 Strengthening the Care and Development of Young Children I with a focus on three, four and five-year-olds.
<b>Course Goals and Objectives:</b>	Goals and objectives are currently being developed.

### ALIGNED STANDARDS:

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>Knowledge Base:</b> In order for children to thrive in early childhood programs, professionals who provide services to young children and their families must strive to know and understand the following:</p> <ul style="list-style-type: none"> <li>• the principles of child growth and development, including               <ul style="list-style-type: none"> <li>▪ the interdependence of developmental domains* (social, emotional, cognitive, language, creative, and physical)</li> <li>▪ developmental sequences, stages, and milestones</li> <li>▪ the varying rates of development in individual children;</li> </ul> </li> <li>• development results from interaction between each child</li> </ul>	<p><b>4.1</b> variety of activities (large muscles)  <b>4.2</b> variety of activities small muscles)  <b>4.3</b> meet individual and special needs  <b>4.4</b> activities for sensory involvement  <b>5.1</b> age appropriate materials &amp; activities to encourage curiosity, exploration and problem-solving  <b>5.2</b> interactions support play,</p>	<p><b>1a</b> characteristics and needs  <b>1b</b> multiple influences on development and learning  <b>5a</b> content knowledge and resources in academic disciplines  <b>5b</b> central concepts, inquiry tools, &amp; structures of content areas/academic disciplines  <b>5c</b> use ELDS &amp; other resources to design, implement and evaluate curricula</p>

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<p>and the child’s early relationships and experiences, which include family, language, culture, and environment;</p> <ul style="list-style-type: none"> <li>• how attachment* significantly impacts all areas of development;</li> <li>• the cumulative and delayed effects of early experiences and their potential for both positive and negative long-term effects on child growth and development, including brain development;</li> <li>• how self-regulation* affects all areas of development and behavior;</li> <li>• caring, consistent relationships with adults serve as the basis for many aspects of development, including brain development and the development of the ability for self-regulation;</li> <li>• particular systems of care* and practices best provide for this development;</li> <li>• the importance of effective language and communication between children and adults, and among children, for healthy growth and development;</li> <li>• how children’s prosocial behavior* is supported by adults who model positive behavior and view challenging behavior* as a learning opportunity;</li> <li>• appropriate strategies for responding to the differing developmental needs of each child, including those with developmental delays;</li> <li>• how play provides the opportunity for young children to grow and develop, incorporating different modes of learning and different ways of representing knowledge and demonstrating skills;</li> <li>• the early childhood profession has a constantly evolving knowledge base of research and theory that guides appropriate practice.</li> </ul> <p><b>CD:DP 1.1</b> Demonstrates awareness that development occurs in</p>	<p>exploration and learning</p> <p><b>5.3</b> individual learning styles are recognized</p> <p><b>6.1</b> communication with individual children is frequent</p> <p><b>6.2</b> communication is da</p> <p><b>6.3</b> children encouraged to talk</p> <p><b>6.4</b> response to communication is positive</p> <p><b>6.5</b> DA print rich environment (books, literature and writing)</p> <p><b>7.1</b> individual expression and creativity</p> <p><b>7.2</b> many app music experiences</p> <p><b>7.3</b> art is da and varied</p> <p><b>7.4</b> dramatic play with da props</p> <p><b>7.5</b> da block-play opportunities</p> <p><b>8.1</b> message of import, respect and value</p> <p><b>8.2</b> sense of security</p> <p><b>8.3</b> DA self-help skills</p> <p><b>9.1</b> children feel accepted in a group</p> <p><b>9.2</b> encourage empathy and respect</p> <p><b>9.3</b> curriculum is non-biased</p> <p><b>9.4</b> environment is respected</p>	

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<p>different domains that are interconnected</p> <p><b>CD:DP 1.2</b> Recognizes and respects individual differences in children’s growth, development, and learning</p> <p><b>CD:DP 1.3</b> Adjusts practices and expectations for each child according to his or her interests and abilities; Understands how these practices are supported by individual plans (IFSP and IEP)</p> <p><b>CD:DP 1.4</b> Identifies basic developmental sequences, stages, and milestones of child development and understands the integrated nature of development as it proceeds gradually, continuously, and at various rates in different domains</p> <p><b>CD:DP 1.5</b> Understands children’s developmental levels in relation to age appropriate norms and uses this information to meet the general needs of children showing typical development</p> <p><b>CD:DP 1.6</b> Recognizes and accepts that family,* community,* and culture* influence the development of children and adjusts practice and interaction patterns for individual children and/or families accordingly</p> <p><b>CD:DP 1.7</b> Understands that challenging behavior has environmental and developmental causes and uses this information to modify environment, activities, and expectations to improve behavioral outcomes</p> <p><b>CD:DP 1.8</b> Understands that children learn best through direct experiences and their natural medium of play and uses these modes to provide learning experiences for children</p> <p><b>CD:DP 1.9</b> Understands the value of children’s constructive errors and does not limit exploration, experimentation, and creativity for the sake of ensuring “right” answers or standardized products</p> <p><b>CD:DP 1.10</b> With help, can integrate goals from ISFPs* and IEPs* into daily activities and routines</p> <p><b>CD:DP 1.11</b> Shares information with families about general principles of child growth and development</p> <p><b>CD:NR 1.12</b> Is aware of strategies to promote nurturing relationships as described in Louisiana’s Early Learning</p>		



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<p>procedures are implemented supports the assessment process</p> <p><b>COA:GD 1.13</b> Recognizes appropriate methods of documenting developmental progress and that observation and assessment are an important part of everyday practice</p> <p><b>COA:GD 1.14</b> Records information on children's daily needs, interests, and activities</p> <p><b>COA:GD 1.15</b> Assists in collecting information about developmental progress from multiple sources and by using a variety of means</p> <p><b>COA:GD 1.16</b> Maintains confidentiality of observation and assessment information</p> <p><b>COA:SI 1.17</b> Recognizes the importance of observation and assessment data in curriculum planning for individual children and groups of children</p> <p><b>COA:SI 1.18</b> Communicates observations in written and oral form</p> <p><b>COA:SI 1.19</b> Recognizes the importance of analyzing assessment data in an unbiased way</p> <p><b>FCR: SFC 1.19</b> Builds connections to families and the community within children's learning environment</p> <p><b>FCR: CC 1.22</b> Follows individualized plans developed by service providers and families</p> <p><b>FCR: CC 1.23</b> Collaborates with other service providers to implement activities and opportunities within the context of play and routines in small group and large group settings</p> <p><b>HSN: H 1.1</b> Stays informed of the health, safety, and nutrition needs of individual children</p> <p><b>HSN: H 1.2</b> Recognizes the symptoms of common childhood illnesses</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>HSN: H 1.3</b> Maintains clean and sanitized* learning materials and environments</p> <p><b>HSN: H 1.4</b> Practices effective hand washing and sanitation procedures to reduce the spread of disease (for adults and children), including diapering, toileting, cleaning toys, and washing dishes and materials</p> <p><b>HSN: H 1.5</b> Encourages and models good health practices and effective use of hand washing procedures</p> <ul style="list-style-type: none"> <li>• Uses a variety of posters to ensure that proper technique is used</li> <li>• Plans and implements hand washing with the children at appropriate times during the day with all age groups</li> <li>• Models and teaches children these procedures appropriate to their developmental level</li> </ul> <p><b>HSN: H 1.6</b> Practices standard precautions in handling blood* or bodily fluids to ensure safety of adults and children</p> <p><b>HSN: H 1.7</b> Explains reasons for health-related rules to children and uses a variety of reminders and posters.</p> <p><b>HSN: H 1.8</b> Assesses each child’s health status daily and objectively documents and responds when necessary</p> <p><b>HSN: H 1.13</b> Engages in daily outside play with children to encourage good health</p> <p><b>HSN:S 1.15</b> Responds to accidents and injuries according to pediatric first aid training and reporting requirements while assuring the comfort and care of other children</p> <p><b>HSN:S 1.16</b> Complies with appropriate local, state, and national regulations and program requirements for ratios and group sizes</p> <p><b>HSN:S 1.17</b> Chooses, utilizes safe and appropriate learning materials and media (reference the consumer safety product commission)</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>HSN:S 1.18</b> Recognizes types and stages of bullying*</p> <p><b>HSN:S 1.20</b> Explains reasons for safety precautions to children</p> <p><b>HSN:S 1.22</b> Encourages and models simple safety precautions</p> <p><b>HSN:S 1.23</b> Encourages and models the safe use of learning materials and media</p> <p><b>HSN:S 1.27</b> Maintains a safe sleep* environment and position based on the child's age and developmental stage</p> <p><b>HSN:N 1.30</b> Creates pleasant, relaxed, safe and developmentally appropriate meals and snacks</p> <p><b>HSN:N 1.31</b> Teaches and models healthy eating habits that are conducive to healthy living, including:</p> <ul style="list-style-type: none"> <li>• Creating a setting that is safe, relaxed, and conducive to conversation</li> <li>• Gradually introducing new foods in ways that enable children to enjoy a variety of nutritious foods</li> <li>• Encouraging children to eat foods being served while remaining sensitive to preferences</li> </ul> <p><b>HSN:N 1.32</b> Encourages children to learn and develop self-help skills during mealtime and food activities</p> <p><b>HSN:N 1.33</b> Practices and teaches/supports children to learn safe and sanitary food handling procedures when purchasing, storing, preparing, and serving meals and snacks</p> <p><b>HSN:N 1.34</b> Monitors eating habits to ensure a healthy diet, including the need for children to eat and drink frequently</p> <p><b>HSN:N 1.35</b> Responds appropriately to hunger and fullness cues</p> <p><b>HSN:N 1.38</b> Ensures that food is not used as punishment</p> <p><b>HSN:N 1.44</b> For infants and toddlers, follows an individualized</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>feeding plan and schedule in collaboration with the family and coordinates with the family when introducing new foods</p> <p><b>I:R 1.1</b> Treats each child with fairness, respect, and understanding</p> <p><b>I:R 1.2</b> Smiles and shows affection to children throughout the day during play activities and routines</p> <p><b>I:R 1.3</b> Engages in shared interactions with each child to form safe, nurturing attachment* relationships</p> <p><b>I:R 1.4</b> Understands that conflicts are a natural occurrence in groups of children and that some conflicts may be prevented through program planning</p> <p><b>I:C 1.9</b> Observes and responds to each child’s nonverbal signals and communications</p> <p><b>I:C 1.10</b> Engages in conversation often with each child individually and in groups, especially those children learning language or with delayed language development</p> <p><b>I:C 1.12</b> Listens to children attentively to gain an understanding of what they are trying to communicate</p> <p><b>I:C 1.13</b> Provides a rich spoken language environment by talking with children and puts words to children’s and adults’ actions so that children hear a broad vocabulary, including words describing emotions</p> <p><b>I:C 1.14</b> Listens respectfully to the thoughts and feelings of children and other adults</p> <p><b>I:G 1.15</b> Bases expectations* for behavior on age and developmental level of each child</p> <p><b>I:G 1.16</b> Recognizes each child’s signs of stress and helps children maintain self-regulation</p> <p><b>I:G 1.17</b> Maintains a dependable routine so that children can more easily predict what will happen during the day</p> <p><b>I:G 1.18</b> Accepts that children react in different ways to daily</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>transitions and changes to routines, and helps each child anticipate transitions and changes</p> <p><b>I:G 1.19</b> Responds positively and consistently to children's behavior</p> <p><b>I:G 1.20</b> Demonstrates awareness that challenging behaviors can have a variety of causes</p> <p><b>I:G 1.21</b> Demonstrates awareness of developmental differences and developmental stages</p> <p><b>I:G 1.23</b> Recognizes each child's successes to build self-confidence</p> <p><b>LEE:IR 1.2</b> Interacts positively with children in responsive, consistent ways; acknowledges and encourages children's efforts and persistence</p> <p><b>LEE:IR 1.4</b> Employs some of the strategies and opportunities described in Louisiana's Early Learning and Development Standards: Birth to Five to promote the child's social-emotional competence</p> <p><b>LEE:IR 1.5</b> Engages actively with children in daily activities indoors and outdoors and follows the children's lead</p> <p><b>LEE:IR 1.6</b> Supports and encourages each child's participation in a variety of activities and expects differing modes and degrees of participation dependent on children's comfort levels, temperament, and/or special learning needs</p> <p><b>LEE:IR 1.7</b> Recognizes each child's social and emotional needs</p> <p><b>LEE:IR 1.8</b> Shows individual attention to each child within the group by using the interaction approaches most appropriate for that individual child and his or her temperament</p> <p><b>LEE:IR 1.9</b> Encourages and supports each child's efforts, ideas, accomplishments, and interests</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>LEE:PE 1.14</b> Ensures that physical aspects of the room, such as temperature, noise level, and lighting are comfortable for children</p> <p><b>LEE:PE 1.15</b> Uses equipment indoors and outdoors that is appropriate for the size and abilities of the children</p> <p><b>LEE:PE 1.17</b> Selects and makes accessible developmentally appropriate materials that are rotated frequently</p> <p><b>LEE:PE 1.19</b> Allows children to engage in solitary activity as appropriate to gain independence and self-regulation</p> <p><b>LEE:PE 1.20</b> Labels children’s organizers (e.g., bins, shelving units) with pictures and words to foster children’s literacy skills, thinking skills, and independence, and to provide organization to their world</p> <p><b>LEE:PE 1.21</b> Understands the different environmental needs for routine and play of infants, toddlers, young preschoolers, and older preschoolers</p> <p><b>LEE:LE 1.22</b> Follows a dependable daily routine and discusses the routine with children so that they can anticipate the daily sequence</p> <p><b>LEE:LE 1.23.</b> Understands that play contributes to child development and learning in all domains, beginning at birth</p> <p><b>LEE:LE 1.26</b> Supports daily outdoor activities and children’s gross motor play</p> <p><b>LEE:LE 1.27</b> Considers children’s personal care routines as important learning experiences and allows children time to complete self-care routines</p> <p><b>LEE:LE 1.28</b> Follows daily rhythms and individual interests in supporting the activities of infants and toddlers</p> <p><b>LEE:LE 1.29</b> Engages children actively in exploring the environment and materials; responds to and expands on their interests</p>		



Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>LEE:LE 1.31</b> Consistently models positive attitudes and behaviors about learning that foster a curiosity to continually seek out “what, why, and how”</p> <p><b>LEE:LE 1.32</b> Offers children choices and allows them to be self-directed</p> <p><b>LEE:LE 1.33</b> Frequently engages children in verbal word play (e.g., action monologues for nonverbal infants and toddlers, singing, reciting rhymes and poetry, call and response games, and using language in other creative ways) and uses this play to develop language skills in children, including those needing support in this developmental area</p> <p><b>LEE:LE 1.34</b> Spends time daily talking to and listening to children</p> <p><b>LEE:LE 1.35</b> Spends time daily reading with children</p> <p><b>PD:PP 1.4</b> Enjoys working with children and models a positive attitude and excitement about learning</p> <p><b>PD:PP 1.8</b> Demonstrates awareness of developmental milestones and good early care and education practices</p>		

## BIRTH TO KINDERGARTEN PATHWAY (SIXTH COURSE)

<b>Course Number:</b>	CECE 2013
<b>Course Name:</b>	Language and Literacy Development
<b>Course Description:</b>	Provides birth to kindergarten teacher candidates with a working knowledge of language development and skills for fostering developmentally appropriate literacy competencies in young children. The content will also help teacher candidates develop an understanding of the linguistic foundations of emergent and early literacy and how to facilitate the building of this base in an early childhood program.
<b>Primary Course Outcome:</b>	Compilation of research based strategies important to the development of communication skills and early literacy training
<b>Prerequisites:</b>	CECE 1013, CECE 1023; & CECE 1033
<b>Course Goals and Objectives:</b>	Goals and objectives are currently being developed.

### ALIGNED STANDARDS:

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>CD:DP 1.8</b> Understands that children learn best through direct experiences and their natural medium of play and uses these modes to provide learning experiences for children</p> <p><b>CD:DP 1.9</b> Understands the value of children’s constructive errors and does not limit exploration, experimentation, and creativity for the sake of ensuring “right” answers or standardized products</p> <p><b>CD:NR 1.19</b> Talks with each child frequently to develop relationships and promote children’s understanding of their world through a variety of approaches, including special consideration of children with cultural differences and special needs that might hinder development of this skill</p> <p><b>I:R 1.3</b> Engages in shared interactions with each child to form safe, nurturing attachment* relationships</p> <p><b>I:C 1.9</b> Observes and responds to each child’s nonverbal signals</p>	<p><b>6.2</b> Talk with children is developmentally appropriate</p> <p><b>6.1</b> communication with each child is frequent</p> <p><b>6.3</b> children are encouraged to talk</p> <p><b>6.4</b> children’s attempts to communicate are responded to positively</p> <p><b>8.1</b> children are given the message that each is important, respected, and valued</p> <p><b>3.2</b> variety of developmentally appropriate materials are available</p> <p><b>6.5</b> a developmentally appropriate, print-rich environment in which children learn about books, literature,</p>	<p><b>1a.</b> knowing and understanding young children’s characteristics and needs, from birth through age 8</p> <p><b>1b.</b> knowing and understanding the multiple influences on early development and learning</p> <p><b>4a.</b> understanding positive relationships and supportive interactions as the foundation of their work with young children</p> <p><b>5a.</b> understanding content knowledge and resources – language and literacy</p> <p><b>5b.</b> knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p>

<p>and communications</p> <p><b>I:C 1.10</b> Engages in conversation often with each child individually and in groups, especially those children learning language or with delayed language development</p> <p><b>I:C 1.11</b> Uses a calm, respectful tone</p> <p><b>I:C 1.12</b> Listens to children attentively to gain an understanding of what they are trying to communicate</p> <p><b>I:C 1.13</b> Provides a rich spoken language environment by talking with children and puts words to children’s and adults’ actions so that children hear a broad vocabulary, including words describing emotions</p> <p><b>I:C 1.14</b> Listens respectfully to the thoughts and feelings of children and other adults</p> <p><b>LEE:IR 1.5</b> Engages actively with children in daily activities indoors and outdoors and follows the children’s lead</p> <p><b>LEE:LE 1.29</b> Engages children actively in exploring the environment and materials; responds to and expands on their interests</p> <p><b>LEE:LE 1.33</b> Frequently engages children in verbal word play (e.g., action monologues for nonverbal infants and toddlers, singing, reciting rhymes and poetry, call and response games, and using language in other creative ways) and uses this play to develop language skills in children, including those needing support in this developmental area</p> <p><b>LEE:LE 1.34</b> Spends time daily talking to and listening to children</p> <p><b>LEE:LE 1.35</b> Spends time daily reading with children</p> <p><b>CD:AE 1.26</b> Is aware of the expectations for children and recommended strategies for supporting learning in Louisiana’s Early Learning and Development Standards: Birth to Five and the scheduled “Guide to ...”</p> <p><b>LEE:LE 1.23.</b> Understands that play contributes to child development and learning in all domains, beginning at birth</p> <p><b>LEE:PE 1.17</b> Selects and makes accessible developmentally appropriate materials that are rotated frequently</p> <p><b>LEE:PE 1.20</b> Labels children’s organizers (e.g., bins, shelving</p>	<p>and writing is provided</p> <p><b>9.3</b> Non-biased curriculum is used</p> <p><b>11.2</b> Information about families’ culture, religion, and childrearing practices is in classroom experiences</p> <p><b>4.3</b> program activities adapt to meet individual needs and special needs of children with disabilities</p> <p><b>5.1</b> variety of age-appropriate materials and activities are accessible</p> <p><b>5.2</b> interactions provide support for play, exploration, and learning</p> <p><b>7.4</b> dramatic play experience, with a variety of age-appropriate props, are available</p> <p><b>5.3</b> individual learning styles are recognized</p> <p><b>11.3</b> various opportunities are offered to help parents understand the development of their child</p> <p><b>11.4</b> resources are provided to help families meet their children’s needs</p>	<p><b>1c.</b> Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p> <p><b>2a.</b> knowing about and understanding diverse family and community characteristics</p> <p><b>4b.</b> knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p> <p><b>4c.</b> using a broad repertoire of developmentally appropriate teaching/learning approaches</p> <p><b>5c.</b> using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child</p> <p><b>2c.</b> involving families and communities in young children’s development and learning</p>
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units) with pictures and words to foster children's literacy skills, thinking skills, and independence, and to provide organization to their world

**FCR:VF 1.8** Reflects the diversity of families in the program in materials and activities used in the learning environment.

**FCR: PFR 1.9** Determines the most effective means of communication with each family

**CD:AE 1.22** Recognizes the importance of consistency in environments,\* expectations, and responses to the development children

**CD:AE 1.23** Recognizes and respects the importance of exploration and play in children's growth and development and uses this medium consistently across the day

**CD:AE 1.24** Provides a variety of activities and experiences that foster the development of the whole child

**CD:AE 1.25** Helps to provide a consistent environment by following program procedures for a particular system of care

**CD:AE 1.26** Is aware of the expectations for children and recommended strategies for supporting learning in Louisiana's Early Learning and Development Standards: Birth to Five and the scheduled "Guide to ..."

**COA:FP 1.3** Identifies nonverbal cues, gestures, and moods through observation and refers questions or concerns about children's behavior to appropriate colleagues

**I:C 1.9** Observes and responds to each child's nonverbal signals and communications

**FCR:VF 1.3** Recognizes families' contributions in identifying their children's varied strengths and actively uses this information to construct appropriate programs for individual children

**FCR: PFR 1.12** Communicates daily with family members to learn about their child's activities, interests, special needs, new skills observed at home, upcoming events, and other activities

that impact the child's life

**FCR: CCFS1.26** Defines and understands the family's culture as the set of values, attitudes, and beliefs of the family and/or larger community

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## BIRTH TO KINDERGARTEN PATHWAY (SEVENTH COURSE)

<b>Course Number:</b>	CECE 2023
<b>Course Name:</b>	Infant and Toddler Methods & Environment
<b>Course Description:</b>	Provides birth to kindergarten teacher candidates with deeper knowledge of supporting infants and toddlers in a developmentally appropriate environment. Includes information on setting up and assessing the social and physical environment, managing children in groups, understanding how infants and toddlers learn and their different learning styles, and positive behavior supports related to infants and toddlers.
<b>Primary Course Outcome:</b>	Content knowledge to support the care and education of infants and toddlers.
<b>Prerequisites:</b>	CECE 1013, CECE 1023; & CECE 1033
<b>Other Information:</b>	This course includes Louisiana Workforce Knowledge and Competencies indicators are equivalent to Level 1 and builds on general knowledge obtained in CECE 1023 Strengthening the Care and Development of Young Children II with a focus on infants and toddlers.
<b>Course Goals and Objectives:</b>	Goals and objectives are currently being developed.

### ALIGNED STANDARDS:

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>CD:DP 1.3</b> Adjusts practices and expectations for each child according to his or her interests and abilities; Understands how these practices are supported by individual plans including IFSPs and IEPs</p> <p><b>CD:DP 1.7</b> Understands that challenging behavior has environmental and developmental causes and uses this information to modify environment, activities, and expectations to improve behavioral outcomes</p> <p><b>CD:DP 1.8</b> Understands that children learn best through direct experiences and their natural medium of play and uses these modes to provide learning experiences for children</p> <p><b>CD:DP 1.9</b> Understands the value of children’s constructive errors and does not limit exploration, experimentation, and creativity for the sake</p>	<p><b>1.1</b> safe toys and materials</p> <p><b>1.2</b> supervision</p> <p><b>1.3</b> emergency procedures</p> <p><b>2.1</b> hygiene practices</p> <p><b>2.2</b> health maintenance</p> <p><b>2.3</b> diapering toileting</p> <p><b>2.4</b> meals and snacks</p> <p><b>2.5</b> rest environment</p> <p><b>3.1</b> da room arrangement</p> <p><b>3.2</b> da materials</p> <p><b>3.3</b> materials organized</p> <p><b>3.4</b> schedule for routine and play</p>	<p><b>1a</b> characteristics and needs</p> <p><b>1b</b> multiple influences on development and learning</p> <p><b>1c</b> healthy, respectful supporting and challenging environments</p> <p><b>3a</b> understanding goals, benefits and use of assessment</p> <p><b>3c</b> using observation, documentation and assessment</p>

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>of ensuring “right” answers or standardized products</p> <p><b>CD:DP 1.10</b> With help, can integrate goals from ISFPs* and IEPs* into daily activities and routines</p> <p><b>CD:NR 1.16</b> Recognizes and accepts each child’s emotions</p> <p><b>CD:AE 1.23</b> Recognizes and respects the importance of exploration and play in children’s growth and development and uses this medium consistently across the day</p> <p><b>CD:AE 1.24</b> Provides a variety of activities and experiences that foster the development of the whole child</p> <p><b>CD:AE 1.25</b> Helps to provide a consistent environment by following program procedures for a particular system of care</p> <p><b>COA:FP 1.8</b> Recognizes that there is more than one way to gather information about a child</p> <p><b>COA:GD 1.13</b> Recognizes appropriate methods of documenting developmental progress and that observation and assessment are an important part of everyday practice</p> <p><b>COA:GD 1.14</b> Records information on children’s daily needs, interests, and activities</p> <p><b>FCR: SFC 1.19</b> Builds connections to families and the community within children’s learning environment</p> <p><b>FCR: CC 1.22</b> Follows individualized plans developed by service providers and families</p> <p><b>FCR: CC 1.23</b> Collaborates with other service providers to implement activities and opportunities within the context of play and routines in small group and large group settings</p> <p><b>HSN: H 1.3</b> Maintains clean and sanitized* learning materials and environments</p> <p><b>HSN: H 1.4</b> Practices effective hand washing and sanitation procedures to reduce the spread of disease (for adults and children), including diapering, toileting, cleaning toys, and washing dishes and materials</p>	<p><b>4.1</b> variety of activities (large muscles)</p> <p><b>4.2</b> variety of activities small muscles)</p> <p><b>4.3</b> meet individual and special needs</p> <p><b>4.4</b> activities for sensory involvement</p> <p><b>5.1</b> age appropriate materials &amp; activities to encourage curiosity, exploration and problem-solving</p> <p><b>5.2</b> interactions support play, exploration and learning</p> <p><b>5.3</b> individual learning styles are recognized</p> <p><b>6.1</b> communication with individual children is frequent</p> <p><b>6.2</b> communication is DA</p> <p><b>6.3</b> children encouraged to talk</p> <p><b>6.4</b> response to communication is positive</p> <p><b>6.5</b> DA print rich environment (books, literature and writing)</p> <p><b>7.1</b> individual expression and creativity</p> <p><b>7.2</b> many app music experiences</p> <p><b>7.3</b> art is da and varied</p> <p><b>7.4</b> dramatic play with da props</p> <p><b>7.5</b> DA block-play opportunities</p> <p><b>8.1</b> message of import, respect and value</p> <p><b>8.2</b> sense of security</p> <p><b>8.3</b> DA self-help skills</p> <p><b>9.1</b> children feel accepted in a group</p>	<p><b>3d</b> understanding and practicing responsible assessment</p> <p><b>4a</b> understanding positive relationships</p> <p><b>4b</b> effective strategies and tools</p> <p><b>4c</b> dev appropriate teaching/learning approaches</p> <p><b>5a</b> content knowledge and resources in academic disciplines</p> <p><b>5b</b> central concepts, inquiry tools, &amp; structures of content areas/academic disciplines</p> <p><b>5c</b> use ELDS &amp; other resources to design, implement and evaluate curricula</p>

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>HSN: H 1.5</b> Encourages and models good health practices and effective use of hand washing procedures</p> <ul style="list-style-type: none"> <li>• Uses a variety of posters to ensure that proper technique is used</li> <li>• Plans and implements hand washing with the children at appropriate times during the day with all age groups</li> <li>• Models and teaches children these procedures appropriate to their developmental level</li> </ul> <p><b>HSN: H 1.6</b> Practices standard precautions in handling blood* or bodily fluids to ensure safety of adults and children</p> <p><b>HSN: H 1.7</b> Explains reasons for health-related rules to children and uses a variety of reminders and posters.</p> <p><b>HSN: H 1.13</b> Engages in daily outside play with children to encourage good health</p> <p><b>HSN:S 1.16</b> Complies with appropriate local, state, and national regulations and program requirements for ratios and group sizes</p> <p><b>HSN:S 1.17</b> Chooses, utilizes safe and appropriate learning materials and media (reference the consumer safety product commission)</p> <p><b>HSN:S 1.19</b> Recognizes, protects, and teaches/supports children to learn about hazards in the environment by incorporating practices such as, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Maintaining clutter-free space for children to play</li> <li>• Inspecting physical environment and equipment and removing safety hazards</li> <li>• Establishing and maintaining procedures that children follow in order to promote safe use of equipment</li> <li>• Arranging safe entry/exit areas, with special attention to motor vehicle traffic and fall hazards</li> <li>• Maintaining safe travel conditions (if responsible for transporting children)</li> </ul>	<p><b>9.2</b> encourage empathy and respect</p> <p><b>9.3</b> curriculum is non-biased</p> <p><b>9.4</b> environment is respected</p> <p><b>10.1</b> guidance approach is pro-active</p> <p><b>10.2</b> positive guidance techniques</p> <p><b>10.3</b> guidance is related to individual personality &amp; development level</p>	



Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<ul style="list-style-type: none"> <li>• Anticipating each child’s growing skills in movement and adjusting the environment to promote safety while allowing exploration</li> </ul> <p><b>HSN:S 1.20</b> Explains reasons for safety precautions to children</p> <p><b>HSN:S 1.22</b> Encourages and models simple safety precautions</p> <p><b>HSN:S 1.21</b> Supervises all activities, indoors and outdoors, to anticipate and prevent dangerous situations and accidents</p> <p><b>HSN:S 1.23</b> Encourages and models the safe use of learning materials and media</p> <p><b>HSN:N 1.30</b> Creates pleasant, relaxed, safe and developmentally appropriate meals and snacks</p> <p><b>HSN:N 1.31</b> Teaches and models healthy eating habits that are conducive to healthy living, including:</p> <ul style="list-style-type: none"> <li>• Creating a setting that is safe, relaxed, and conducive to conversation</li> <li>• Gradually introducing new foods in ways that enable children to enjoy a variety of nutritious foods</li> <li>• Encouraging children to eat foods being served while remaining sensitive to preferences</li> </ul> <p><b>HSN:N 1.32</b> Encourages children to learn and develop self-help skills during mealtime and food activities</p> <p><b>HSN:N 1.33</b> Practices and teaches/supports children to learn safe and sanitary food handling procedures when purchasing, storing, preparing, and serving meals and snacks</p> <p><b>HSN:N 1.44</b> For infants and toddlers, follows an individualized feeding plan and schedule in collaboration with the family and coordinates with the family when introducing new foods</p> <p><b>I:C 1.10</b> Engages in conversation often with each child individually and in groups, especially those children learning language or with delayed language development</p> <p><b>I:G 1.17</b> Maintains a dependable routine so that children can more</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>easily predict what will happen during the day</p> <p><b>I:G 1.18</b> Accepts that children react in different ways to daily transitions and changes to routines, and helps each child anticipate transitions and changes</p> <p><b>LEE:IR 1.1</b> Assumes primary responsibility for specific children in the group while remaining aware of momentary needs or emergencies that may arise outside of their individual assignments</p> <p><b>LEE:IR 1.4</b> Employs some of the strategies and opportunities described in <i>Louisiana’s Early Learning and Development Standards: Birth to Five</i> to promote the child’s social-emotional competence</p> <p><b>LEE:IR 1.5</b> Engages actively with children in daily activities indoors and outdoors and follows the children’s lead</p> <p><b>LEE:PE 1.10</b> Recognizes that the environment includes all aspects of the indoor and outdoor spaces used by children and contains physical and emotional characteristics</p> <p><b>LEE:PE 1.11</b> Recognizes when a child’s behavior is being negatively affected by characteristics of his or her surroundings and seeks assistance to adjust settings and expectations as needed</p> <p><b>LEE:PE 1.12</b> Provides adequate space for routine care and play that supports the development and interests of the children</p> <p><b>LEE:PE 1.13</b> Ensures that equipment and materials are clean, safe, and free from hazards</p> <p><b>LEE:PE 1.14</b> Ensures that physical aspects of the room, such as temperature, noise level, and lighting are comfortable for children</p> <p><b>LEE:PE 1.15</b> Uses equipment indoors and outdoors that is appropriate for the size and abilities of the children</p> <p><b>LEE:PE 1.17</b> Selects and makes accessible developmentally appropriate materials that are rotated frequently</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>LEE:PE 1.18</b> Recognizes that individual space is needed for children to keep their individual belongings</p> <p><b>LEE:PE 1.20</b> Labels children’s organizers (e.g., bins, shelving units) with pictures and words to foster children’s literacy skills, thinking skills, and independence, and to provide organization to their world</p> <p><b>LEE:PE 1.21</b> Understands the different environmental needs for routine and play of infants, toddlers, young preschoolers, and older preschoolers</p> <p><b>LEE:LE 1.22</b> Follows a dependable daily routine and discusses the routine with children so that they can anticipate the daily sequence</p> <p><b>LEE:LE 1.24</b> Implements a curriculum that includes all of the developmental domains and incorporates knowledge of individual children and their interests</p> <p><b>LEE:LE 1.25</b> Uses routines to teach concepts such as colors, shapes, and names of objects</p> <p><b>LEE:LE 1.26</b> Supports daily outdoor activities and children’s gross motor play</p> <p><b>LEE:LE 1.27</b> Considers children’s personal care routines as important learning experiences and allows children time to complete self-care routines</p> <p><b>LEE:LE 1.28</b> Follows daily rhythms and individual interests in supporting the activities of infants and toddlers</p> <p><b>LEE:LE 1.29</b> Engages children actively in exploring the environment and materials; responds to and expands on their interests</p> <p><b>LEE:LE 1.30</b> Is aware of and implements some of the curriculum and instructional practices to support children’s development in all areas as described in <i>Louisiana’s Early Learning and Development Standards: Birth to Five</i></p> <p><b>LEE:LE 1.31</b> Consistently models positive attitudes and behaviors about learning that foster a curiosity to continually seek out</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>“what, why, and how”</p> <p><b>LEE:LE 1.32</b> Offers children choices and allows them to be self-directed</p> <p><b>LEE:LE 1.33</b> Frequently engages children in verbal word play (e.g., action monologues for nonverbal infants and toddlers, singing, reciting rhymes and poetry, call and response games, and using language in other creative ways) and uses this play to develop language skills in children, including those needing support in this developmental area</p> <p><b>LEE:LE 1.34</b> Spends time daily talking to and listening to children</p> <p><b>LEE:LE 1.35</b> Spends time daily reading with children</p>		

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## BIRTH TO KINDERGARTEN PATHWAY (EIGHTH COURSE)

<b>Course Number:</b>	CECE 2033
<b>Course Name:</b>	Preschool to Kindergarten Methods & Environment
<b>Course Description:</b>	Provides birth to kindergarten teacher candidates with deeper knowledge of supporting three, four, and five-year-olds in a developmentally appropriate environment. Includes information on setting up and assessing the social and physical environment, managing children in groups, understanding how three, four, and five-year-olds learn and their different learning styles, and positive behavior supports related to three, four, and five-year-olds.
<b>Primary Course Outcome:</b>	Content knowledge to support the care and education of three, four, and five-year-olds.
<b>Prerequisites:</b>	CECE 1013, CECE 1023; & CECE 1033
<b>Other Information:</b>	This course includes Louisiana Workforce Knowledge and Competencies indicators are equivalent to Level 1 and builds on general knowledge obtained in CECE 1023 Strengthening the Care and Development of Young Children II with a focus on three, four, and five-year-olds.
<b>Course Goals and Objectives:</b>	Goals and objectives are currently being developed.

### ALIGNED STANDARDS:

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>CD:DP 1.3</b> Adjusts practices and expectations for each child according to his or her interests and abilities; Understands how these practices are supported by individual plans including IFSPs and IEPs</p> <p><b>CD:DP 1.7</b> Understands that challenging behavior has environmental and developmental causes and uses this information to modify environment, activities, and expectations to improve behavioral outcomes</p> <p><b>CD:DP 1.8</b> Understands that children learn best through direct experiences and their natural medium of play and uses these modes to provide learning experiences for children</p> <p><b>CD:DP 1.9</b> Understands the value of children’s constructive errors</p>	<p><b>1.1</b> safe toys and materials</p> <p><b>1.2</b> supervision</p> <p><b>1.3</b> emergency procedures</p> <p><b>2.1</b> hygiene practices</p> <p><b>2.2</b> health maintenance</p> <p><b>2.3</b> diapering toileting</p> <p><b>2.4</b> meals and snacks</p> <p><b>2.5</b> rest environment</p> <p><b>3.1</b> da room arrangement</p> <p><b>3.2</b> da materials</p> <p><b>3.3</b> materials organized</p> <p><b>3.4</b> schedule for routine and play</p> <p><b>4.1</b> variety of activities (large muscles)</p>	<p><b>1a</b> characteristics and needs</p> <p><b>1b</b> multiple influences on development and learning</p> <p><b>1c</b> healthy, respectful supporting and challenging environments</p> <p><b>3a</b> understanding goals, benefits and use of assessment</p> <p><b>3c</b> using observation,</p>

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>and does not limit exploration, experimentation, and creativity for the sake of ensuring “right” answers or standardized products</p> <p><b>CD:DP 1.10</b> With help, can integrate goals from ISFPs* and IEPs* into daily activities and routines</p> <p><b>CD:NR 1.16</b> Recognizes and accepts each child’s emotions</p> <p><b>CD:AE 1.23</b> Recognizes and respects the importance of exploration and play in children’s growth and development and uses this medium consistently across the day</p> <p><b>CD:AE 1.24</b> Provides a variety of activities and experiences that foster the development of the whole child</p> <p><b>CD:AE 1.25</b> Helps to provide a consistent environment by following program procedures for a particular system of care</p> <p><b>COA:FP 1.8</b> Recognizes that there is more than one way to gather information about a child</p> <p><b>COA:GD 1.13</b> Recognizes appropriate methods of documenting developmental progress and that observation and assessment are an important part of everyday practice</p> <p><b>COA:GD 1.14</b> Records information on children’s daily needs, interests, and activities</p> <p><b>FCR: SFC 1.19</b> Builds connections to families and the community within children’s learning environment</p> <p><b>FCR: CC 1.22</b> Follows individualized plans developed by service providers and families</p> <p><b>FCR: CC 1.23</b> Collaborates with other service providers to implement activities and opportunities within the context of play and routines in small group and large group settings</p> <p><b>HSN: H 1.3</b> Maintains clean and sanitized* learning materials</p>	<p><b>4.2</b> variety of activities small muscles)</p> <p><b>4.3</b> meet individual and special needs</p> <p><b>4.4</b> activities for sensory involvement</p> <p><b>5.1</b> age appropriate materials &amp; activities to encourage curiosity, exploration and problem-solving</p> <p><b>5.2</b> interactions support play, exploration and learning</p> <p><b>5.3</b> individual learning styles are recognized</p> <p><b>6.1</b> communication with individual children is frequent</p> <p><b>6.2</b> communication is DA</p> <p><b>6.3</b> children encouraged to talk</p> <p><b>6.4</b> response to communication is positive</p> <p><b>6.5</b> DA print rich environment (books, literature and writing)</p> <p><b>7.1</b> individual expression and creativity</p> <p><b>7.2</b> many app music experiences</p> <p><b>7.3</b> art is da and varied</p> <p><b>7.4</b> dramatic play with da props</p> <p><b>7.5</b> DA block-play opportunities</p> <p><b>8.1</b> message of import, respect and value</p> <p><b>8.2</b> sense of security</p> <p><b>8.3</b> DA self-help skills</p> <p><b>9.1</b> children feel accepted in a group</p> <p><b>9.2</b> encourage empathy and respect</p> <p><b>9.3</b> curriculum is non-biased</p> <p><b>9.4</b> environment is respected</p> <p><b>10.1</b> guidance approach is pro-active</p> <p><b>10.2</b> positive guidance techniques</p> <p><b>10.3</b> guidance is related to individual personality &amp; development level</p>	<p>documentation and assessment</p> <p><b>3d</b> understanding and practicing responsible assessment</p> <p><b>4a</b> understanding positive relationships</p> <p><b>4b</b> effective strategies and tools</p> <p><b>4c</b> dev appropriate teaching/learning approaches</p> <p><b>5a</b> content knowledge and resources in academic disciplines</p> <p><b>5b</b> central concepts, inquiry tools, &amp; structures of content areas/academic disciplines</p> <p><b>5c</b> use ELDS &amp; other resources to design, implement and evaluate curricula</p>

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>and environments</p> <p><b>HSN: H 1.4</b> Practices effective hand washing and sanitation procedures to reduce the spread of disease (for adults and children), including diapering, toileting, cleaning toys, and washing dishes and materials</p> <p><b>HSN: H 1.5</b> Encourages and models good health practices and effective use of hand washing procedures</p> <ul style="list-style-type: none"> <li>• Uses a variety of posters to ensure that proper technique is used</li> <li>• Plans and implements hand washing with the children at appropriate times during the day with all age groups</li> <li>• Models and teaches children these procedures appropriate to their developmental level</li> </ul> <p><b>HSN: H 1.6</b> Practices standard precautions in handling blood* or bodily fluids to ensure safety of adults and children</p> <p><b>HSN: H 1.7</b> Explains reasons for health-related rules to children and uses a variety of reminders and posters.</p> <p><b>HSN: H 1.13</b> Engages in daily outside play with children to encourage good health</p> <p><b>HSN:S 1.16</b> Complies with appropriate local, state, and national regulations and program requirements for ratios and group sizes</p> <p><b>HSN:S 1.17</b> Chooses, utilizes safe and appropriate learning materials and media (reference the consumer safety product commission)</p> <p><b>HSN:S 1.19</b> Recognizes, protects, and teaches/supports children to learn about hazards in the environment by incorporating practices such as, but not limited to, the following:</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<ul style="list-style-type: none"> <li>• Maintaining clutter-free space for children to play</li> <li>• Inspecting physical environment and equipment and removing safety hazards</li> <li>• Establishing and maintaining procedures that children follow in order to promote safe use of equipment</li> <li>• Arranging safe entry/exit areas, with special attention to motor vehicle traffic and fall hazards</li> <li>• Maintaining safe travel conditions (if responsible for transporting children)</li> <li>• Anticipating each child’s growing skills in movement and adjusting the environment to promote safety while allowing exploration</li> </ul> <p><b>HSN:S 1.20</b> Explains reasons for safety precautions to children</p> <p><b>HSN:S 1.22</b> Encourages and models simple safety precautions</p> <p><b>HSN:S 1.21</b> Supervises all activities, indoors and outdoors, to anticipate and prevent dangerous situations and accidents</p> <p><b>HSN:S 1.23</b> Encourages and models the safe use of learning materials and media</p> <p><b>HSN:N 1.30</b> Creates pleasant, relaxed, safe and developmentally appropriate meals and snacks</p> <p><b>HSN:N 1.31</b> Teaches and models healthy eating habits that are conducive to healthy living, including:</p> <ul style="list-style-type: none"> <li>• Creating a setting that is safe, relaxed, and conducive to conversation</li> <li>• Gradually introducing new foods in ways that enable children to enjoy a variety of nutritious foods</li> <li>• Encouraging children to eat foods being served while remaining sensitive to preferences</li> </ul>		



Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>HSN:N 1.32</b> Encourages children to learn and develop self-help skills during mealtime and food activities</p> <p><b>HSN:N 1.33</b> Practices and teaches/supports children to learn safe and sanitary food handling procedures when purchasing, storing, preparing, and serving meals and snacks</p> <p><b>I:C 1.10</b> Engages in conversation often with each child individually and in groups, especially those children learning language or with delayed language development</p> <p><b>I:G 1.17</b> Maintains a dependable routine so that children can more easily predict what will happen during the day</p> <p><b>I:G 1.18</b> Accepts that children react in different ways to daily transitions and changes to routines, and helps each child anticipate transitions and changes</p> <p><b>LEE:IR 1.1</b> Assumes primary responsibility for specific children in the group while remaining aware of momentary needs or emergencies that may arise outside of their individual assignments</p> <p><b>LEE:IR 1.4</b> Employs some of the strategies and opportunities described in <i>Louisiana's Early Learning and Development Standards: Birth to Five</i> to promote the child's social-emotional competence</p> <p><b>LEE:IR 1.5</b> Engages actively with children in daily activities indoors and outdoors and follows the children's lead</p> <p><b>LEE:PE 1.10</b> Recognizes that the environment includes all aspects of the indoor and outdoor spaces used by children and contains physical and emotional characteristics</p> <p><b>LEE:PE 1.11</b> Recognizes when a child's behavior is being negatively affected by characteristics of his or her surroundings and seeks assistance to adjust settings and expectations as needed</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>LEE:PE 1.12</b> Provides adequate space for routine care and play that supports the development and interests of the children</p> <p><b>LEE:PE 1.13</b> Ensures that equipment and materials are clean, safe, and free from hazards</p> <p><b>LEE:PE 1.14</b> Ensures that physical aspects of the room, such as temperature, noise level, and lighting are comfortable for children</p> <p><b>LEE:PE 1.15</b> Uses equipment indoors and outdoors that is appropriate for the size and abilities of the children</p> <p><b>LEE:PE 1.17</b> Selects and makes accessible developmentally appropriate materials that are rotated frequently</p> <p><b>LEE:PE 1.18</b> Recognizes that individual space is needed for children to keep their individual belongings</p> <p><b>LEE:PE 1.20</b> Labels children’s organizers (e.g., bins, shelving units) with pictures and words to foster children’s literacy skills, thinking skills, and independence, and to provide organization to their world</p> <p><b>LEE:PE 1.21</b> Understands the different environmental needs for routine and play of infants, toddlers, young preschoolers, and older preschoolers</p> <p><b>LEE:LE 1.22</b> Follows a dependable daily routine and discusses the routine with children so that they can anticipate the daily sequence</p> <p><b>LEE:LE 1.24</b> Implements a curriculum that includes all of the developmental domains and incorporates knowledge of individual children and their interests</p> <p><b>LEE:LE 1.25</b> Uses routines to teach concepts such as colors, shapes, and names of objects</p> <p><b>LEE:LE 1.26</b> Supports daily outdoor activities and children’s gross motor play</p> <p><b>LEE:LE 1.27</b> Considers children’s personal care routines as</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>important learning experiences and allows children time to complete self-care routines</p> <p><b>LEE:LE 1.29</b> Engages children actively in exploring the environment and materials; responds to and expands on their interests</p> <p><b>LEE:LE 1.30</b> Is aware of and implements some of the curriculum and instructional practices to support children’s development in all areas as described in <i>Louisiana’s Early Learning and Development Standards: Birth to Five</i></p> <p><b>LEE:LE 1.31</b> Consistently models positive attitudes and behaviors about learning that foster a curiosity to continually seek out “what, why, and how”</p> <p><b>LEE:LE 1.32</b> Offers children choices and allows them to be self-directed</p> <p><b>LEE:LE 1.33</b> Frequently engages children in verbal word play (e.g., action monologues for nonverbal infants and toddlers, singing, reciting rhymes and poetry, call and response games, and using language in other creative ways) and uses this play to develop language skills in children, including those needing support in this developmental area</p> <p><b>LEE:LE 1.34</b> Spends time daily talking to and listening to children</p> <p><b>LEE:LE 1.35</b> Spends time daily reading with children</p>		

## BIRTH TO KINDERGARTEN PATHWAY (NINTH COURSE)

<b>Course Number:</b>	CECE 2043
<b>Course Name:</b>	Families and Family Systems
<b>Course Description:</b>	Provides birth to kindergarten teacher candidates with a working knowledge of Families and Family Systems. Includes information on families as children’s primary educators, on how children benefit when professionals understand and respect the family and support the family members in their role as educators, how families contribute significantly to children’s learning and development, how children’s development is optimized when there is continuity between the home and the early education and care environment in terms of experiences and expectations, and how to communicate with families for whom English is a second language
<b>Primary Course Outcome:</b>	Content knowledge and a compilation of research based strategies important to working with families.
<b>Prerequisites:</b>	CECE 1013, CECE 1023; & CECE 1033
<b>Other Information:</b>	This course includes Louisiana Workforce Knowledge and Competencies indicators are equivalent to Level 1 and builds on general knowledge obtained in CECE 1033 Strengthening the Care and Development of Young Children III with a focus on Families and Family Systems.
<b>Course Goals and Objectives:</b>	Goals and objectives are currently being developed.

### ALIGNED STANDARDS:

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>CD:DP 1.6</b> Recognizes and accepts that family,* community,* and culture* influence the development of children and adjusts practice and interaction patterns for individual children and/or families accordingly</p> <p><b>CD:DP 1.11</b> Shares information with families about general principles of child growth and development</p>	<p><b>11.1</b> opportunities to appreciate children’s families</p> <p><b>11.2</b> information about families’ culture, religion and child-rearing practices</p> <p><b>11.3</b> opportunities for families to understand the development of their</p>	<p><b>2a</b> understanding diverse families and communities</p> <p><b>2b</b> support and engage families through relationships</p> <p><b>2c</b> involve families and communities</p> <p><b>3b</b> assessment partnerships with families and colleagues</p>

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>CD:NR 1.14</b> Respects families as the primary teachers of their children by seeking and respecting their opinions and nurturing their involvement in the care and education process</p> <p><b>CD:NR 1.20</b> Participates in reflection about individual children and the program to inform own interactions with children and families</p> <p><b>CD: NR 2.17</b> Provides information to families about their child's growth and development relative to general developmental expectations and ensures that this information meets the developmental, linguistic, and reading ability levels required for full understanding</p> <p><b>CD: NR 2.18</b> Provides information to families to help them support development and provide early learning experiences at home</p> <p><b>CD: AE 2.24</b> Collaborates with families to identify multiple approaches to support development and meet the diverse needs of children</p> <p><b>CD: AE 2.25</b> Incorporates elements of each child's culture into learning experiences as appropriate and acknowledges children's increasing awareness of differences among children and families</p> <p><b>COA: FP 2.2</b> Involves families in assessing and planning for individual children, including children with disabilities</p> <p><b>COA: GD 2.10</b> Seeks input from families and integrates their observations with those of other professionals into formal and informal observation and assessment</p> <p><b>COA:SR 1.24</b> Assists in the reporting of assessment results to families</p> <p><b>COA: SR 2.15</b> Explains the purpose and benefits of ongoing observation and assessment to staff and families, being sensitive to the differences in opinion and emotions that such assessment may produce in family members</p> <p><b>COA: SR 2.16</b> Engages families in positive dialogue about assessment processes, results, and implications for their</p>	<p>child</p> <p><b>11.4</b> resources to help families meet their child's needs</p>	

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>individual child</p> <p><b>COA: SR 2.17</b> Communicates results with appropriate staff and administrators</p> <p><b>COA: SR 2.18</b> When appropriate, plans with families for communicating results to other involved professionals</p> <p><b>FCR:VF 1.1</b> Knows and respects the children’s families</p> <p><b>FCR:VF 1.2</b> Acknowledges families as their children’s first and most influential caregivers and teachers</p> <p><b>FCR:VF 1.3</b> Recognizes families’ contributions in identifying their children’s varied strengths and actively uses this information to construct appropriate programs for individual children</p> <p><b>FCR:VF 1.4</b> Recognizes different parenting styles and their impact on children’s learning and development</p> <p><b>FCR:VF 1.5</b> Recognizes the influence that family members have on children’s behaviors</p> <p><b>FCR:VF 1.6</b> Listens to family members’ expressions of values, goals, interests, and concerns in conversations</p> <p><b>FCR:VF 1.7</b> Defines and understands the family’s culture as the set of values, attitudes, and beliefs of the family.</p> <p><b>FCR:VF 1.8</b> Reflects the diversity of families in the program in materials and activities used in the learning environment.</p> <p><b>FCR:VF 2.1</b> Engages in careful, reflective observation of family relationships and interactions and incorporates observations in daily planning and environment development</p> <p><b>FCR:VF 2.2</b> Identifies and uses family strengths in planning for children’s learning</p> <p><b>FCR:VF 2.3</b> Accepts the values of families in a nonjudgmental way</p> <p><b>FCR:VF 2.4</b> Empowers families to be equal partners in the decision-making process by listening to family opinions and</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>valuing and incorporating information provided</p> <p><b>FCR: VF 2.5</b> Works to understand and resolve conflicts that may arise due to differing family values</p> <p><b>FCR: PFR 1.9</b> Determines the most effective means of communication with each family</p> <p><b>FCR: PFR 1.10</b> Establishes rapport with families through regular reciprocal communication to ensure family involvement in various components of the program</p> <p><b>FCR: PFR 1.11</b> Listens to and learns about family members' values, goals, interests, and concerns for their child</p> <p><b>FCR: PFR 1.12</b> Communicates daily with family members to learn about their child's activities, interests, special needs, new skills observed at home, upcoming events, and other activities that impact the child's life</p> <p><b>FCR: PFR 1.13</b> Maintains and follows rules of confidentiality*</p> <p><b>FCR: PFR 1.14</b> Identifies the primary language of the child and family</p> <p><b>FCR: PFR 1.15</b> Communicates with families in a positive, sensitive, and appropriate manner</p> <p><b>FCR: PFR 1.16</b> Welcomes family members as visitors to the program</p> <p><b>FCR: PFR 1.17</b> Knows and understands problem-solving and conflict resolution strategies</p> <p><b>FCR: PFR 1.18</b> Recognizes signs of family stress</p> <p><b>FCR: PFR 2.6</b> Provides a family communication system where families can find educational materials, daily activities, schedules, and other information, through a variety of means and makes this information accessible to all family members regardless of technology, reading, and language differences</p> <p><b>FCR: PFR 2.7</b> Creates and implements formal and informal opportunities for communicating with families to learn about</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>specific needs or concerns regarding the child</p> <p><b>FCR: PFR 2.8</b> Communicates formally and informally to share and receive information on child’s daily status and developmental progress and to set goals for further development</p> <p><b>FCR: PFR 2.9</b> Encourages feedback from family members and incorporates it into practice</p> <p><b>FCR: PFR 2.10</b> Provides families with strategies and activities to help their children learn in the program and at home</p> <p><b>FCR: PFR 2.11</b> Listens to family members’ reports of stressful circumstances and organizes the learning environment to be responsive to children’s needs during times of unusual stress</p> <p><b>FCR: PFR 2.12</b> Works to communicate in the primary language of the family by utilizing various sources and technology</p> <p><b>FCR: PFR 2.13</b> Maintains a collaborative relationship with families by using a variety of communication tools and communication levels</p> <p><b>FCR: SFC 1.20</b> Identifies the community resources and services* available to support children and families</p> <p><b>FCR: SFC 2.16</b> Recognizes the value of families networking with each other and provides support to make such networks possible and accessible to all families</p> <p><b>FCR: SFC 2.17</b> Connects children and families to community resources and services</p> <p><b>FCR: SFC 2.18</b> When children are transitioning to kindergarten or an older child program, helps parents make contact with the receiving program and supports the family and child in making the transition</p> <p><b>FCR: CC 1.21</b> Participates on teams for the development of individualized service plans (the Individualized Family Service Plan, or IFSP, for under 3 years of age; the Individualized Education Plan, or IEP, for over 3 years of age)</p>		



Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>FCR: CC 2.19</b> Collaborates with all service providers working with children and families</p> <p><b>FCR: CC 2.20</b> Compiles and shares information with families regarding access to community resources and helps families make the initial contact with community organizations or agencies as needed</p> <p><b>FCR: CC 2.21</b> Seeks out and creates partnerships with the local school district to ensure children’s seamless transition to kindergarten; works with the local school district to share pertinent information such as IEPs and immunization records</p> <p><b>FCR: CC 2.22</b> Utilizes community resources in learning experiences and uses community sites (e.g., fire stations, parks, libraries) as field trip opportunities and/or brings resources to children, as appropriate</p> <p><b>FCR: CC 2.23</b> Supports community activities by being a visible partner in all appropriate activities or initiatives in the surrounding geographic location</p> <p><b>FCR: CCFS 1.24</b> Recognizes the levels of community, including home, program, and neighborhoods</p> <p><b>FCR: CCFS 1.25</b> Recognizes the ever-changing nature of families (e.g., socioeconomic status, culture, religion, and family structure)</p> <p><b>FCR: CCFS 1.26</b> Defines and understands the family’s culture as the set of values, attitudes, and beliefs of the family and/or larger community</p> <p><b>FCR: CCFS 1.27</b> Reflects on own family experience and how that might influence one’s own interactions with families</p> <p><b>FCR: CCFS 2.24</b> Modifies curriculum to be culturally sensitive and reflective of participating children; uses this information across all practices with children and families</p> <p><b>FCR: CCFS 2.25</b> Utilizes families and communities as cultural resources in the learning environment</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>FCR: CCFS 2.26</b> Critically examines own cultural experience and its impact on engagement with families and communities</p> <p><b>HSN: H 2.3</b> Implements policies and procedures for care of ill children and seeks out additional information and support for all unusual cases or situations where appropriate practices are unclear; provides information to parents and families on illness that affects the children in care as directed by state and national guidelines</p> <p><b>HSN: H 2.7</b> Shares information with families on the signs of developing illness</p> <p><b>HSN: H 2.11</b> Helps families understand strategies for promoting good health and home safety and the importance of healthy nutrition and exercise for young children</p> <p><b>HSN: S 2.19</b> Educates families about general child safety by using materials appropriate for individual learning styles, culture, and reading levels</p> <p><b>HSN:N 1.29</b> Supports mothers who choose to breastfeed their children in the program or who provide breast milk for feeding, and follows appropriate procedures for handling and storing breast milk</p> <p><b>HSN:N 1.40</b> Communicates with families regarding menus, child's eating patterns and amounts, and mealtime skills and behaviors, as appropriate per age and situation</p> <p><b>HSN:N 1.44</b> For infants and toddlers, follows an individualized feeding plan and schedule in collaboration with the family and coordinates with the family when introducing new foods</p> <p><b>I:R 1.5</b> Recognizes that his or her relationships with coworkers, families, and others impacts children</p> <p><b>I:R 1.7</b> Conveys respect for diversity* among children and families as evidenced by attempts to accommodate beliefs, needs, and differences noted among children</p> <p><b>I:R 2.8</b> Requests information from parents regarding effective</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p>strategies to support children</p> <p><b>I: R 2.11</b> Supports families during transitions into and out of the program (e.g., when the child moves to kindergarten)</p> <p><b>I:G 1.21</b> Is aware of changes in each child’s home life that may affect behavior</p> <p><b>LEE:LE 1.36</b> Communicates with families, using sensitivity and respect, about children’s activities, accomplishments, and developmental milestones</p> <p><b>LEE: LE 2.31</b> Incorporates personal care routines as important daily learning experiences and collaborates with families to develop shared strategies</p> <p><b>LEE: LE 2.38</b> Encourages parent input in planning and participating in activities in both the school setting and through activities sent to the child’s home</p> <p><b>PD:PP 1.1</b> Communicates effectively by using appropriate oral and written language skills equivalent to the level of a high school graduate</p> <p><b>PD:PP 1.2</b> Recognizes and respects individual differences among children, families, colleagues, and those in the community</p> <p><b>PD:PP 1.6</b> Shows positive respect and regard for variation in cultures, including family strengths, expectations, values, and child rearing practices</p> <p><b>PD:PP 1.9</b> Understands that working with children and families can be stressful and knows own signs of stress</p> <p><b>PD:PP 2.2</b> Routinely creates effective written communication, such as curriculum plans, parent communication, anecdotal/observation notes, and so forth</p> <p><b>PD:PP 2.7</b> Considers family values and strengths in setting goals for individual children and for the program; problem-solves for solutions when family values conflict directly with professional values (e.g., family not accepting special education services)</p>		

Louisiana Workforce Knowledge and Competencies	CDA Specific Standards	NAEYC Standards
<p><b>PD: CR 2.16</b> Stays open to new approaches based on emerging research, changes in standards, or changing needs of children and families</p> <p><b>PD: CR 2.19</b> Demonstrates interest in adults as well as children’s development as a means to improve interaction with families and colleagues</p> <p><b>PD:LA 1.18</b> Recognizes the family’s right to make decisions about their child’s care and education</p> <p><b>PD:LA 1.20</b> Engages and values mentoring opportunities with both colleagues and families</p> <p><b>PD:LA 2.22</b> Creates and develops relationships with the family to ensure the family’s ability to make decisions about their child care and education</p> <p><b>PD:LA 2.23</b> Provides support and additional resources when the family is unwilling or unable to make decisions concerning their child’s education</p> <p><b>PD:LA 2.26</b> Participates in leadership activities with staff, family, and colleagues</p> <p><b>PD:LA 2.27</b> Discusses the significance of the early years and the value of early care and education programs with families and others in the community</p> <p><b>PD:LA 2.28</b> Uses experiences and knowledge to promote quality in program regulation and other services for all young children, families, and the profession</p> <p><b>PD: EG 2.34</b> Promotes policies and practices that provide for the well-being of all children and their families</p>		

## BIRTH TO KINDERGARTEN PROFESSIONAL PATHWAY WORKGROUP

<b>Course Number:</b>	CECE 2053
<b>Course Name:</b>	Birth to Kindergarten Practicum
<b>Course Description:</b>	This introductory supervised field-based teaching experience with children, birth through kindergarten, provides students with opportunities to increase their skills in working with young children and to integrate theories of child development with developmentally appropriate practice in the classroom. Settings include community-based and school-based programs. Students are expected to perform competencies, which have been developed during preceding early childhood education courses.
<b>Primary Course Outcome:</b>	This field/clinical experience will prepare students to work in community-based and school-based settings with children, birth through kindergarten.
<b>Prerequisites:</b>	All required CECE courses
<b>Dispositions:</b>	<p>Although dispositions are an important part of professional practice, they are different than professional knowledge and competencies. Dispositions describe how a person sees all aspects of the work of the early childhood profession rather than what is known and done. They are more often absorbed by newcomers and nurtured by seasoned veterans within the professional community than formally taught. Because dispositions apply to all members of the early childhood profession and are evident in every aspect of their work, we've chosen to list them separately.</p> <p>Upon completion of this course, student should be able to exhibit the following behaviors and attitudes:</p> <ul style="list-style-type: none"> <li>- delights in and is curious about children and how they grow and learn</li> <li>- appreciates and supports the unique and vital role of families in children's lives</li> <li>- is eager to learn new knowledge and skills that will support young children's development and learning</li> <li>- models the attitudes and behaviors that she/he values in children</li> <li>- values and celebrates the diversity found among children and their families and in the world around them</li> <li>- is willing to ask for help, to learn from others, and to accept constructive criticism</li> <li>- reflects on the personal beliefs and values that influence her/his own attitudes and practices</li> <li>- accepts responsibility for her/his own actions</li> <li>- shows respect for children, families, and colleagues by maintaining confidentiality*</li> <li>- communicates clearly, respectfully, and effectively with children and adults</li> <li>- responds to challenges and changes with flexibility, perseverance, and cooperation</li> </ul>

	<ul style="list-style-type: none"> <li>- expresses her/his own emotions in healthy and constructive ways</li> <li>- values and nurtures imagination, creativity, and play, both in children and in herself/himself</li> <li>- demonstrates responsible professional and personal habits in working and interacting with others</li> <li>- has a collaborative* attitude and seeks resources from colleagues and other community representatives that support families.</li> </ul>
<b>Course Goals and Objectives:</b>	Goals and objectives are currently being developed.

**ALIGNED STANDARDS:**

<b>Louisiana Workforce Knowledge and Competencies</b>	<b>CDA Specific Standards</b>	<b>NAEYC Standards</b>
<p><b>HSN:S 1.21</b> Supervises all activities, indoors and outdoors, to anticipate and prevent dangerous situations and accidents</p> <p><b>HSN:S 1.22</b> Encourages and models simple safety precautions</p> <p><b>HSN:S 1.23</b> Encourages and models the safe use of learning materials and media</p>	<p><b>1.1</b> safe toys and materials</p> <p><b>1.2</b> supervision</p> <p><b>1.3</b> emergency procedures</p> <p><b>2.1</b> hygiene practices</p> <p><b>2.2</b> health maintenance</p> <p><b>2.3</b> diapering toileting</p> <p><b>2.4</b> meals and snacks</p> <p><b>2.5</b> rest environment</p> <p><b>3.1</b> DA room arrangement</p> <p><b>3.2</b> DA materials</p> <p><b>3.3</b> materials organized</p> <p><b>3.4</b> schedule for routine and play</p> <p><b>10.1</b> methods for avoiding problems</p> <p><b>10.2</b> positive guidance</p> <p><b>10.3</b> guidance related to each child</p>	<p><b>4a</b> understanding positive relationships and supportive interactions</p> <p><b>4b</b> knowing and understanding effective strategies and tools</p> <p><b>4c</b> using DA appropriate teaching/learning approaches</p> <p><b>5a</b> understanding content knowledge and resources in academic disciplines</p> <p><b>5b</b> knowing and using concepts, tools, and structures of content areas</p> <p><b>5c</b> knowing and using appropriate ELDs, and other resources for curriculum</p>
<p><b>CD:NR 1.12</b> Is aware of strategies to promote nurturing relationships as described in Louisiana’s Early Learning and Development Standards: Birth to Five and the scheduled “Guide to ...”</p> <p><b>CD:NR 1.13</b> Engages in safe, responsive relationships with each child to provide a sense of security and promote optimal development</p> <p><b>CD:NR 1.20</b> Participates in reflection about individual children and the program to inform own interactions with children and families</p>	<p><b>11.1</b> opportunities to appreciate children’s families</p> <p><b>11.2</b> information about families’ culture, religion and child-rearing practices</p> <p><b>11.3</b> opportunities for families to understand the development of their child</p> <p><b>11.4</b> resources to help families meet their child’s needs</p>	<p><b>2a</b> understanding diverse families and communities</p> <p><b>2b</b> support and engage families through relationships</p> <p><b>2c</b> involve families and communities</p> <p><b>4a</b> understanding positive relationships and supportive interactions</p> <p><b>4b</b> knowing and understanding effective strategies and tools</p> <p><b>4c</b> using DA appropriate teaching/learning</p>

<p><b>LEE:IR 1.4</b> Employs some of the strategies and opportunities described in <i>Louisiana's Early Learning and Development Standards: Birth to Five</i> to promote the child's social-emotional competence</p> <p><b>LEE:IR 1.6</b> Supports and encourages each child's participation in a variety of activities and expects differing modes and degrees of participation dependent on children's comfort levels, temperament, and/or special learning needs</p> <p><b>PD:PP 1.1</b> Communicates effectively by using appropriate oral and written language skills equivalent to the level of a high school graduate</p> <p><b>PD:PP 1.3</b> Demonstrates professional work habits, including confidentiality, respect for all people, dependability, time management, independence, and teamwork</p> <p><b>PD:PP 1.5</b> Presents oneself as a professional in physical appearance, communication, personal hygiene, and appropriate dress for interacting with young children in a variety of indoor and outdoor activities</p> <p><b>PD:PP 1.7</b> Manages the demands of personal and professional commitments and seeks support or assistance as needed</p> <p><b>PD:CR 1.11</b> Reflects upon own practices, seeks input from supervisors and colleagues, and integrates feedback into professional development planning</p> <p><b>PD:CR 1.16</b> Understands the purpose of self-reflection in improving early childhood professional practice and participates in opportunities to reflect on experiences with children and families in the program</p> <p><b>PD:EG 1.24</b> Shows awareness of, has read, and practices the ethical responsibilities in the code of ethical conduct promoted by the professional association most closely associated with his or her professional role (i.e. NAEYC Code of Ethics*)</p>	<p><b>12.0</b> Program Management</p> <ul style="list-style-type: none"> <li>• manages, by using all available resources, to ensure an effective operation.</li> <li>• competent organizer, planner, record-keeper, communicator, and a cooperative co-worker.</li> </ul> <p><b>13.0</b> Professionalism</p> <ul style="list-style-type: none"> <li>• makes decisions based on knowledge of early childhood theories and practices, and promotes quality</li> <li>• takes advantage of opportunities to improve competence</li> <li>• keeps abreast of current regulatory, legislative and workforce issues</li> </ul>	<p>approaches</p> <p><b>6a</b> leadership and collaboration</p> <p><b>6b</b> ethical standards</p> <p><b>6c</b> continuous collaborative learning</p> <p><b>6d</b> integrating knowledgeable, reflective and critical perspectives</p> <p><b>6e</b> engaging in advocacy for children and the profession</p>
<p><b>CD:DP 1.8</b> Understands that children learn best through direct experiences and their natural medium of play and uses these modes to provide learning experiences for children</p> <p><b>LEE:IR 1.2</b> Interacts positively with children in responsive, consistent ways; acknowledges and encourages children's efforts and persistence</p>	<p><b>1.1</b> safe toys and materials</p> <p><b>1.2</b> supervision</p> <p><b>1.3</b> emergency procedures</p> <p><b>2.1</b> hygiene practices</p> <p><b>2.2</b> health maintenance</p> <p><b>2.3</b> diapering toileting</p> <p><b>2.4</b> meals and snacks</p> <p><b>2.5</b> rest environment</p> <p><b>3.1</b> DA room arrangement</p>	<p><b>1c</b> dev knowledge to create healthy, respectful, supportive, and challenging learning environments</p> <p><b>4a</b> understanding positive relationships and supportive interactions</p> <p><b>4b</b> knowing and understanding effective strategies and tools</p> <p><b>4c</b> using DA appropriate teaching/learning approaches</p>

	<p>3.2 DA materials  3.3 materials organized  3.4 schedule for routine and play  10.1 methods for avoiding problems  10.2 positive guidance  10.3 guidance related to each child</p>	<p>5a understanding content knowledge and resources in academic disciplines  5b knowing and using concepts, tools, and structures of content areas  5c knowing and using appropriate ELDs, and other resources for curriculum</p>
<p>LEE:IR 1.5 Engages actively with children in daily activities indoors and outdoors and follows the children’s lead  LEE:IR 1.6 Supports and encourages each child’s participation in a variety of activities and expects differing modes and degrees of participation dependent on children’s comfort levels, temperament, and/or special learning needs  LEE:IR 1.7 Recognizes each child’s social and emotional needs  LEE:IR 1.8 Shows individual attention to each child within the group by using the interaction approaches most appropriate for that individual child and his or her temperament  LEE:IR 1.9 Encourages and supports each child’s efforts, ideas, accomplishments, and interests  LEE:PE 1.10 Recognizes that the environment includes all aspects of the indoor and outdoor spaces used by children and contains physical and emotional characteristics  LEE:PE 1.11 Recognizes when a child’s behavior is being negatively affected by characteristics of his or her surroundings and seeks assistance to adjust settings and expectations as needed  LEE:LE 1.25 Uses routines to teach concepts such as colors, shapes, and names of objects  LEE:LE 1.26 Supports daily outdoor activities and children’s gross motor play  LEE:LE 1.27 Considers children’s personal care routines as important learning experiences and allows children time to complete self-care routines  LEE:LE 1.28 Follows daily rhythms and individual interests in supporting the activities of infants and toddlers  LEE:LE 1.29 Engages children actively in exploring the environment and materials; responds to and expands on their interests  LEE:LE 1.31 Consistently models positive attitudes and behaviors about learning that foster a curiosity to continually seek out</p>	<p>1.1 safe toys and materials  1.2 supervision  1.3 emergency procedures  2.1 hygiene practices  2.2 health maintenance  2.3 diapering toileting  2.4 meals and snacks  2.5 rest environment  3.1 DA room arrangement  3.2 DA materials  3.3 materials organized  3.4 schedule for routine and play  4.1 variety of activities to develop large muscles  4.2 variety of activities to develop small muscles  4.3 activities adapted to meet individual needs and those with disabilities  4.4 opportunities to develop senses  5.1 DA materials to encourage curiosity, exploration, and problem-solving  5.2 interactions to support play, exploration, and learning  5.3 recognize individual learning styles  6.1 frequent communication with each child  6.2 DA talk with children  6.3 encourage children to talk  6.4 respond positively to children’s communication  6.5 DA print-rich environment  7.1 appreciate individual expression and creativity  7.2 music experiences</p>	<p>3a understanding goals, benefits and use of assessment  3b assessment partnerships  3c using observation, documentation and assessment  3d understanding and practicing responsible assessment; including AT for children with disabilities  4a understanding positive relationships and supportive interactions  4b knowing and understanding effective strategies and tools  4c using DA appropriate teaching/learning approaches  5a understanding content knowledge and resources in academic disciplines  5b knowing and using concepts, tools, and structures of content areas  5c knowing and using appropriate ELDs, and other resources for curriculum</p>



<p>“what, why, and how”</p> <p><b>LEE:LE 1.33</b> Frequently engages children in verbal word play (e.g., action monologues for nonverbal infants and toddlers, singing, reciting rhymes and poetry, call and response games, and using language in other creative ways) and uses this play to develop language skills in children, including those needing support in this developmental area</p> <p><b>LEE:LE 1.34</b> Spends time daily talking to and listening to children</p> <p><b>LEE:LE 1.35</b> Spends time daily reading with children</p>	<p><b>7.3</b> art experiences</p> <p><b>7.4</b> dramatic play</p> <p><b>7.5</b> block play</p> <p><b>8.1</b> respect and value children</p> <p><b>8.2</b> sense of security for children</p> <p><b>8.3</b> DA diapering/toileting procedures</p> <p><b>9.1</b> each child feels accepted</p> <p><b>9.2</b> feelings of empathy and respect</p> <p><b>9.3</b> non-biased curriculum</p> <p><b>9.4</b> children respect environment</p>	
<p><b>COA:GD 1.13</b> Recognizes appropriate methods of documenting developmental progress and that observation and assessment are an important part of everyday practice</p> <p><b>COA:GD 1.14</b> Records information on children’s daily needs, interests, and activities</p> <p><b>COA:GD 1.15</b> Assists in collecting information about developmental progress from multiple sources and by using a variety of means</p> <p><b>COA:GD 1.16</b> Maintains confidentiality of observation and assessment information</p> <p><b>COA:SI 1.17</b> Recognizes the importance of observation and assessment data in curriculum planning for individual children and groups of children</p>	<p><b>12.0</b> Program Management</p> <ul style="list-style-type: none"> <li>• manages, by using all available resources, to ensure an effective operation.</li> <li>• competent organizer, planner, record-keeper, communicator, and a cooperative co-worker.</li> </ul> <p><b>13.0</b> Professionalism</p> <ul style="list-style-type: none"> <li>• makes decisions based on knowledge of early childhood theories and practices, and promotes quality</li> <li>• takes advantage of opportunities to improve competence</li> <li>• keeps abreast of current regulatory, legislative and workforce issues</li> </ul>	<p><b>6a</b> leadership and collaboration</p> <p><b>6b</b> ethical standards</p> <p><b>6c</b> continuous collaborative learning</p> <p><b>6d</b> integrating knowledgeable, reflective and critical perspectives</p> <p><b>6e</b> engaging in advocacy for children and the profession</p>
<p><b>CD:NR 1.18</b> Models positive, prosocial behavior in all settings, including child, family, and professional interactions</p> <p><b>CD:NR 1.19</b> Talks with each child frequently to develop relationships and promote children’s understanding of their world through a variety of approaches, including special consideration of children with cultural differences and special needs that might hinder development of this skill</p> <p><b>FCR: CCFS 1.27</b> Reflects on own family experience and how that might influence one’s own interactions with families</p> <p><b>I:R 1.7</b> Conveys respect for diversity* among children and families as evidenced by attempts to accommodate beliefs, needs, and differences noted among children</p> <p><b>I:R 1.8</b> Reflects on one’s own personal reactions to relationship</p>	<p><b>11.1</b> opportunities to appreciate children’s families</p> <p><b>11.2</b> information about families’ culture, religion and child-rearing practices</p> <p><b>11.3</b> opportunities for families to understand the development of their child</p> <p><b>11.4</b> resources to help families meet their child’s needs</p>	<p><b>2a</b> understanding diverse families and communities</p> <p><b>2b</b> support and engage families through relationships</p> <p><b>2c</b> involve families and communities</p>

<p>issues and emotions expressed by children, coworkers, and family members</p>		
<p><b>COA:GD 1.13</b> Recognizes appropriate methods of documenting developmental progress and that observation and assessment are an important part of everyday practice</p> <p><b>COA:GD 1.14</b> Records information on children’s daily needs, interests, and activities</p> <p><b>COA:GD 1.15</b> Assists in collecting information about developmental progress from multiple sources and by using a variety of means</p> <p><b>COA:GD 1.16</b> Maintains confidentiality of observation and assessment information</p> <p><b>COA:SI 1.17</b> Recognizes the importance of observation and assessment data in curriculum planning for individual children and groups of children</p> <p><b>CD:DP 1.3</b> Adjusts practices and expectations for each child according to his or her interests and abilities; Understands how these practices are supported by individual plans including IFSPs and IEPs</p> <p><b>CD:DP 1.7</b> Understands that challenging behavior has environmental and developmental causes and uses this information to modify environment, activities, and expectations to improve behavioral outcomes</p> <p><b>HSN:S 1.14</b> Understands and complies with local, state, and federal emergency preparedness* and program’s general emergency procedures</p> <p><b>HSN:N 1.32</b> Encourages children to learn and develop self-help skills during mealtime and food activities</p> <p><b>HSN:N 1.33</b> Practices and teaches/supports children to learn safe and sanitary food handling procedures when purchasing, storing, preparing, and serving meals and snacks</p> <p><b>I:C 1.10</b> Engages in conversation often with each child individually and in groups, especially those children learning language or with delayed language development</p> <p><b>I:C 1.11</b> Uses a calm, respectful tone</p> <p><b>I:C 1.12</b> Listens to children attentively to gain an understanding of what they are trying to communicate</p> <p><b>I:C 1.13</b> Provides a rich spoken language environment by talking with children and puts words to children’s and adults’ actions so that children hear a broad vocabulary, including words</p>	<p><b>1.1</b> safe toys and materials</p> <p><b>1.2</b> supervision</p> <p><b>1.3</b> emergency procedures</p> <p><b>2.1</b> hygiene practices</p> <p><b>2.2</b> health maintenance</p> <p><b>2.3</b> diapering toileting</p> <p><b>2.4</b> meals and snacks</p> <p><b>2.5</b> rest environment</p> <p><b>3.1</b> DA room arrangement</p> <p><b>3.2</b> DA materials</p> <p><b>3.3</b> materials organized</p> <p><b>3.4</b> schedule for routine and play</p> <p><b>4.1</b> variety of activities to develop large muscles</p> <p><b>4.2</b> variety of activities to develop small muscles</p> <p><b>4.3</b> activities adapted to meet individual needs and those with disabilities</p> <p><b>4.4</b> opportunities to develop senses</p> <p><b>5.1</b> DA materials to encourage curiosity, exploration, and problem-solving</p> <p><b>5.2</b> interactions to support play, exploration, and learning</p> <p><b>5.3</b> recognize individual learning styles</p> <p><b>6.1</b> frequent communication with each child</p> <p><b>6.2</b> DA talk with children</p> <p><b>6.3</b> encourage children to talk</p> <p><b>6.4</b> respond positively to children’s communication</p> <p><b>6.5</b> DA print-rich environment</p> <p><b>7.1</b> appreciate individual expression and creativity</p> <p><b>7.2</b> music experiences</p> <p><b>7.3</b> art experiences</p> <p><b>7.4</b> dramatic play</p> <p><b>7.5</b> block play</p> <p><b>8.1</b> respect and value children</p>	<p><b>1a</b> characteristics and needs</p> <p><b>1b</b> multiple influences on development and learning</p> <p><b>1c</b> dev knowledge to create healthy, respectful, supportive, and challenging learning environments</p> <p><b>2a</b> understanding diverse families and communities</p> <p><b>2b</b> support and engage families through relationships</p> <p><b>2c</b> involve families and communities</p> <p><b>3a</b> understanding goals, benefits and use of assessment</p> <p><b>3b</b> assessment partnerships</p> <p><b>3c</b> using observation, documentation and assessment</p> <p><b>3d</b> understanding and practicing responsible assessment; including AT for children with disabilities</p> <p><b>4a</b> understanding positive relationships and supportive interactions</p> <p><b>4b</b> knowing and understanding effective strategies and tools</p> <p><b>4c</b> using DA appropriate teaching/learning approaches</p> <p><b>5a</b> understanding content knowledge and resources in academic disciplines</p> <p><b>5b</b> knowing and using concepts, tools, and structures of content areas</p> <p><b>5c</b> knowing and using appropriate ELDs, and other resources for curriculum</p> <p><b>6a</b> leadership and collaboration</p> <p><b>6b</b> ethical standards</p> <p><b>6c</b> continuous collaborative learning</p> <p><b>6d</b> integrating knowledgeable, reflective and critical perspectives</p> <p><b>6e</b> engaging in advocacy for children and the profession</p>

<p>describing emotions</p> <p><b>I:C 1.14</b> Listens respectfully to the thoughts and feelings of children and other adults</p> <p><b>I:G 1.15</b> Bases expectations* for behavior on age and developmental level of each child</p>	<p><b>8.2</b> sense of security for children</p> <p><b>8.3</b> DA diapering/toileting procedures</p> <p><b>9.1</b> each child feels accepted</p> <p><b>9.2</b> feelings of empathy and respect</p> <p><b>9.3</b> non-biased curriculum</p> <p><b>9.4</b> children respect environment</p> <p><b>10.1</b> methods for avoiding problems</p> <p><b>10.2</b> positive guidance</p> <p><b>10.3</b> guidance related to each child</p> <p><b>11.1</b> opportunities to appreciate children's families</p> <p><b>11.2</b> information about families' culture, religion and child-rearing practices</p> <p><b>11.3</b> opportunities for families to understand the development of their child</p> <p><b>11.4</b> resources to help families meet their child's needs</p> <p><b>12.0</b> Program Management</p> <ul style="list-style-type: none"> <li>• manages, by using all available resources, to ensure an effective operation.</li> <li>• competent organizer, planner, record-keeper, communicator, and a cooperative co-worker.</li> </ul> <p><b>13.0</b> Professionalism</p> <ul style="list-style-type: none"> <li>• makes decisions based on knowledge of early childhood theories and practices, and promotes quality</li> <li>• takes advantage of opportunities to improve competence</li> <li>• keeps abreast of current regulatory, legislative and workforce issues</li> </ul>	
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