Early Childhood Development and Services Pathway

## PATHWAY INTRODUCTION

The Early Childhood Development and Services pathway has been developed to begin the training of tomorrow's child development professionals today. It is a step beyond the child development courses of yesterday by aligning the content with industry standards and competencies. Please review the following information when implementing your pathway at the local level. Guidance is provided for curriculum content as well as crosswalk to the KS/MO Core Competencies for Early Childhood.

## **CURRICULUM:**

## I. Orientation to Early Childhood Development OR Combo Course Option:

This pathway offers the option of teaching either Orientation to Early Childhood Development OR the combination of Human Growth and Development AND Family Studies. IF the latter is selected, the following Orientation to Early Childhood Development competencies will be missed. Therefore they will need to be added to Human Growth and Development or Family Studies courses:

(The following comes from the Orientation to Early Childhood Development Course Competencies therefore the coding is from the same course as well. You should add this to the competency sheets for Human Growth and Development or Family Studies where you place it.)

COMPREHENSIVE STANDARD 4.0 Integrate knowledge, skills, and practices required for careers in early childhood education, education, and human services. (\*4.0)

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Denomina	rk: 4.2 Analyze developmentally appropriate practices in early childhood education. (*4.2)
4.2.5	Understand appropriate procedures of child observation. (III-COA2c)
4.2.6	Maintain confidentiality regarding observations and assessments. (III-COA1c)(*4.6.2)
4.2.7	Communicate observation findings in written and oral form. (III-COA2d)1.9
Benchma	rk: 4.3 Analyze curriculum and instruction to meet children's developmental needs. (*4.3) (KPES#6)
4.3.1	Identify appropriate activities for all children (including those with special needs). (I-CGD1e) 3.A
Benchma	rk: 4.4 Develop skills needed to ensure a safe and healthy learning environment for children. (*4.4) (KPES#5)
Benchma 4.4.6	rk: 4.4 Develop skills needed to ensure a safe and healthy learning environment for children. (*4.4) (KPES#5)  Demonstrates basic first aid knowledge in the event of minor injuries. 4.F
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4.4.6	Demonstrates basic first aid knowledge in the event of minor injuries. 4.F
4.4.6 4.4.7	Demonstrates basic first aid knowledge in the event of minor injuries. 4.F  Understands regulations regarding the health and safety of children. (V-KR1c)(*4.4.2)4.F
4.4.6 4.4.7	Demonstrates basic first aid knowledge in the event of minor injuries. 4.F  Understands regulations regarding the health and safety of children. (V-KR1c)(*4.4.2)4.F  Identify safety equipment required to ensure safety of children (i.e. smoke detector, fire extinguisher, door latches, window locks, childsafe drawers/or

## **II. Foundation to Early Childhood Development Course:**

This course is highly recommended because <u>the content is directly related to center-based care</u> <u>that will be missed if not part of the sequence</u>. Please review the competencies to see where they could also be included within the other technical level courses if this course is not selected.

# KS/MO Core Competencies Introduction

The KS/MO Core Competencies for early childhood are embedded within the Early Childhood Development and Services pathway according to the following information. A crosswalk with a course competency will look like "I-CGD2a", but how is it to be interpreted? It begins with a roman numeral indicating the content area (I refers to content area 1), followed by a hyphen and a series of letters indicating the subsection of the content area (CSD refers to Child Growth and Development). This will continue with a number illustrating the level (2 indicates level 2) and letter signifying the competency ("a" refers to the "a" competency under level 2). Please refer to this introduction document as a reference for interpreting this cross walk.

#### Content Area I:

Child Growth and Development (I)

Child Growth and Development (CGD)
 5 levels (a-f competencies under)

#### Content Area II:

Learning Environment and Curriculum (II)

- Creating the Learning Environment and General Curriculum (CLE)
   4 levels (a-j competencies)
- Promoting Physical Development (PPD)
  - 5 levels (a-e competencies)
- Promoting Cognitive Development (PCD)
  - 5 levels (a-g competencies)
- Promoting Language/Communication Development (PLD)
  - 5 levels (a-g competencies)
- Promoting Social Development (PSD)
  - 5 levels (a-I competencies)
- Promoting Creative Expression (PCE)
  - 5 levels (a-g competencies)

#### Content Area III:

Child Observation and Assessment (III)

Child Observation and Assessment (COA)
 5 levels (a-f competencies)

#### Content Area IV:

Families and Communities (IV)

Relationships with Families (RF)
 5 levels (a-g competencies)

Use of Community Resources (UCR)
 5 levels (a-f competencies)

#### Content Area V:

Health, Safety and Nutrition (V)

- Knowledge of Regulations (KR)
  - 5 levels (a-g competencies)
- Environmental Safety (ES)
  - 5 levels (a-d competencies)
- Responding to Health Needs of Children (RH)
  - 5 levels (a-g competencies)
- Nutrition (N)
  - 5 levels (a-d competencies)

#### Content Area VI:

Interactions with Children

- Providing Individual Guidance (PIG)
  - 5 levels (a-I competencies)
- Enhancing Group Experiences (EGE)
  - 5 levels (a-f competencies)

#### Content Area VII:

Program Planning and Development (VII)

- Program Planning and Evaluation (PPE)
  - 5 levels (a-g competencies)
- Personnel Management (PM)
  - 5 levels (a-e competencies)
- Financial Management (FM)
  - 5 levels (a-f competencies)

#### Content Area VIII:

Professional Development and Leadership (VIII)

- Displaying Professional Practices (DPP)
  - 5 levels (a-h competencies)
- Ongoing Professional Development (OPD)
  - 5 levels (a-e competencies)
- Leadership and Advocacy
  - 5 levels (a-d competencies)