# Competency Task List – Secondary Component (Updated to include local input, October 22, 2021)

# Child Care and Support Services Management CIP 19.0708

# High School Graduation Years 2022, 2023, 2024

## 100 Orientation and Safety

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 101 | Follow school, classroom, and clinical rules and regulations. |   |   |
| 102 | Review facility manual of policies and regulations including DHS, emergency and evacuation procedures. |  |  |
| 103  | Complete employment clearance documents. |  |  |
| 104 | Collaborate with a**n assigned** mentor in the workplace. |  |  |
| 105  | Follow a chain of command in the workplace. |  |  |

## 200 Professionalism

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 201 | Compare and contrast different types of early learning programs. |   |   |
| 202 | Identify personal qualities for employment and career opportunities. |   |   |
| 203 | Develop a professional portfolio to include clearances. |   |   |
| 204 | Investigate the requirements of the CDA Credential and PA School-Age Credential. |   |   |
| 205 | Examine NAEYC Standards and the Code of Ethical Conduct. |   |   |
| 206 | RESERVED |   |   |
| 207 | Participate in a professional advocacy event or training. |  |  |
| 208 | Identify resources for professional development. |  |  |
| 209 | Identify state, national, and international models of early learning programs. |  |  |
| 210 | Investigate the Keystone Stars requirements. |  |  |
| 211 | Adhere to the facility dress code. |  |  |
| 212 | Practice personal hygiene (e.g., cleanliness, handwashing procedures, self-care) |  |  |
| 213  | Adhere to a personal code of ethics. |  |  |
| 214 | Demonstrate respect towards others. |  |  |
| 215  | Maintain confidentiality with recordkeeping and communications (e.g., social media, parent conversation) |  |  |
| **216** | **Identify and describe program records, budgets, and reports. (Moved from 300 section)** |  |  |
| **217** | **Exhibit good articulation, proper grammar and written grammar skills.** |  |  |

**300 Health and Safety**

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 301 | Identify Department of Human Services regulations and PA Department of Education codes. |  |   |
| 302 | Obtain Pediatric First Aid and infant/child CPR certification |  |   |
| 303 | Complete Mandated Reporter Training. |  |  |
| 304 | Identify communicable diseases and chronic medical conditions**, i.e., allergies** |  |  |
| 305 | Identify characteristics of a safe, healthy environment. |  |  |
| 306 | Describe infection control procedures, sanitation practices and prevention of illness policies. |  |  |
| 307 | Identify nutritional requirements, including CACFP guidelines. |  |  |
| 308 | Plan **and send home to parents a schedule for** nutritious meals and snacks. |  |  |
| 309 | Identify guidelines and procedures to care for the mildly ill child. |  |  |
| 310 | Comply with industry standard adult health regulations. |  |  |
| 311 | Complete a health and safety checklist and develop recommended changes for compliance. |  |  |
| 312 | Describe safe transportation practices in childcare settings. |  |  |
| 313 | Identify components of an emergency management plan for a childcare setting. |  |  |
| 314 | Identify liability issues of childcare workers regarding children's safety in a childcare setting. |  |  |
| 315 | Identify and describe program records, budgets, and reports. **Move to Professionalism Section 200.** |  |  |
| 316 | Describe and apply best practices for reducing stress on children and caregivers in the early learning environment. |  |  |
| 317 | Complete industry required health and safety training. |  |  |
| **318** | **Complete incident reports.** |  |  |
| **319** | **Comply with CDC guidelines and current trends.** |  |  |

## 400 Learning Environment (Physical Space)

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 401 | Examine the value of play and use best practices to support children's play. |  |   |
| 402 | Examine the process and use best practices for developing children's creativity. |  |   |
| 403 | Examine, evaluate, and use culturally responsive learning centers and materials. |  |  |
| 404 | Evaluate and maintain the indoor and outdoor learning environments**, including playgrounds.** |  |  |
| 405 | Investigate classroom environment rating tools, e.g., ITERS, ECERS, SACERS, TPOT**, CLASS** |  |  |

## 500 Child Development (Social, Emotion, Physical, Intellectual, Language Development)

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 501 | Identify educational theorists and their concepts. |   |   |
| 502 | Identify developmental stages and areas. |   |   |
| 503 | Identify the stages of artistic and musical development. |  |  |
| 504 | Identify characteristics of infant development. |  |  |
| 505 | Identify characteristics of toddler development. |  |  |
| 506 | Identify characteristics of preschool development. |  |  |
| 507 | Identify characteristics of school-age development. |  |  |
| 508 | Identify characteristics of children with special needs**, create and implement plans.** |  |  |
| 509 | Define early language and literacy development for school success. |  |  |
| 510 | Integrate literacy/language development throughout all activities. |  |  |
| 511 | Investigate the needs of ~~dual~~ **multiple** language learners. |  |  |
| **512** | **Integrate social/emotional skills throughout all activities.** |  |  |

## 600 Classroom Management and Positive Guidance

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 601 | Use positive methods to guide children's behavior. |   |   |
| 602 | Describe the influence of environment and caregiver management techniques on children's behavior. |   |   |
| 603 | Observe, supervise, and/or record the daily routines of children. |   |   |
| 604 | Demonstrate independent classroom leadership skills. |  |  |
| 605 | Collaborate with other employees to achieve common goals. |  |  |

## 700 Standards, Curriculum, and Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 701 | Use basic tools and types of observations **and screening.** |   |   |
| 702 | Observe, record, and assess children's learning and behavior. |  |  |
| 703 | Develop appropriate learning experiences based on observations.  |  |  |
| 704 | Link the Pennsylvania Learning Standards for Early Childhood (infant-toddler, pre-kindergarten, and kindergarten) to all learning experiences. |  |  |
| 705 | Demonstrate the connections between learning standards, curriculum, and assessment **and screening.** |  |  |
| 706 | Describe the elements of curriculum (individualized goals, family and environment, learning environment, content resources) **and scope and sequence.** |  |  |
| 707 | Identify current trends in the early childhood education field. |  |  |

##

## 800 Curriculum Development

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 801 | Investigate a variety of curriculum models. |   |   |
| 802 | Develop long and short-range curriculum goals. |   |   |
| 803 | Determine and write objectives. |   |   |
| 804 | RESERVED |  |  |
| 805 | Compile a resource of learning materials including culturally responsive and diverse experiences. |  |  |
| 806 | RESERVED |  |  |
| 807 | Plan weekly curriculum. |  |  |
| 808 | Develop daily lesson plans that link to the Pennsylvania Learning Standards for Early Childhood. |  |  |
| 809 | Revise daily lesson plans based on reflection. |  |  |
| **810** | **Add support strategies and extension strategies to help individualize plans.** |  |  |
| **811** | **Include formative assessments (when appropriate) in lesson plans.** |  |  |

## 900 Learning Activities/Experiences

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 901 | Prepare, present and reflect on self-care activities. |   |   |
| 902 | Prepare, present and reflect on activities which promote a positive self-concept. |   |   |
| 903 | Prepare, present and reflect on science activities. |   |   |
| 904 | Prepare, present and reflect on music activities. |  |  |
| 905 | Prepare, present and reflect on puppetry activities. |  |  |
| 906 | Prepare, present and reflect on flannel board activities. **The panel felt this was an outdated task.** |  |  |
| 907 | Prepare, present and reflect on children's literature. |  |  |
| 908 | Prepare, present and reflect on language and literacy activities. |  |  |
| 909 | Prepare, present and reflect on math activities. |  |  |
| 910 | Prepare, present and reflect on creative art activities. |  |  |
| 911 | Prepare, present and reflect on food and nutrition related activities. |  |  |
| 912 | Prepare, present and reflect on health and safety activities. |  |  |
| 913 | Prepare, present and reflect on social studies activities. |  |  |
| 914 | Prepare, present and reflect on fine motor activities. |  |  |
| 915 | Prepare, present and reflect on gross motor activities. |  |  |
| 916 | Prepare, present and reflect on transitions. |  |  |
| 917 | Prepare, present and reflect on creative drama activities. |  |  |
| 918 | Prepare, present and reflect on creative movement activities. |  |  |
| 919 | Prepare, present and reflect on woodworking activities. |  |  |
| 920 | Identify steps to plan field trips as a learning experience. |  |  |
| 920-a | Extend field trip experiences to enhance classroom instruction. |  |  |
| 921 | Incorporate current technology in a developmentally appropriate way. |  |  |
| **922** | **Prepare, present and reflect on social/emotional activities.** |  |  |

##

## 1000 Program Partnerships

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 1001 | Communicate with families through written documentation. |   |   |
| 1002 | Create a resource file of community services. |   |   |
| 1002-a | Create take-home activities for home sharing. |  |  |
| 1003 | Describe and implement best practices for supporting children and families during daily and age group transitions. |   |   |
| 1004 | Identify the family’s role in developing individualized goal plans for children. |  |  |
| 1005 | Identify the role that cultures and values of the family play in children’s upbringing and individualize experiences for children. |  |  |
| 1006 | Promote involvement of community professionals in learning activities. |  |  |
| 1007  | ~~Conduct~~ **Participate in** parent/teacher conferences **(could be mock conferences)**. |  |  |
| 1008  | Participate in available community workshops, activities, conferences, etc. |  |  |

## 1100 Clinical Experience

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 1101 | Participate in an infant program. |   |   |
| 1102 | Participate in a toddler program. |   |   |
| 1103 | Participate in a preschool program. |   |   |
| 1104 | Participate in an elementary/primary school program. |  |  |
| 1105 | Participate in a special needs and/or inclusive program. |  |  |
| **1106** | **Participate in a multi-cultural program.** |  |  |

## 1200 Reserved

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Task  | (X) Indicates Proficiency 1 | Secondary Course Crosswalk |
| 1201 | RESERVED |   |   |
| 1202 | RESERVED |   |   |
| 1203 | RESERVED |   |   |
| 1204 | RESERVED |  |  |
| 1205 | RESERVED |  |  |
| 1206 | RESERVED |  |  |
| 1207 | RESERVED |  |  |

1 Student Demonstrated Entry-Level Industry Proficiency as Indicated by (X)

Secondary CTE Instructor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_