

Education and Training (2021)

Adopted 2021

Contemporary Issues in Education (13.012)

ET-CIE-1. Demonstrate employability skills required by business and industry. ET-CIE-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. ET-CIE-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. ET-CIE-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. ET-CIE-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. ET-CIE-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills. ET-CIE-1.5
6. Present a professional image through appearance, behavior and language. ET-CIE-1.6

ET-CIE-2. Analyze career paths in the area of education. ET-CIE-2

1. Identify career opportunities and interests in the field of education. ET-CIE-2.1
2. Determine preparation and educational requirements for certification in various levels of employment in the field of education. ET-CIE-2.2
3. Compare and contrast national, state, and local professional organizations for early, elementary, middle and secondary education. ET-CIE-2.3
4. Select appropriate specialized associations of teachers. ET-CIE-2.4
5. Determine rewards and demands, including salaries and benefits for various levels of employment in the field of education. ET-CIE-2.5

ET-CIE-3. Apply disciplinary knowledge from the humanities and social sciences to interpret the meanings of education and schooling in diverse and contemporary contexts. ET-CIE-3

1. Develop habits of using this knowledge base in evaluating and formulating educational practice. ET-CIE-3.1
2. Examine and explain the practice, leadership, and governance of education in different societies in light of the origins, major influences, and consequences. ET-CIE-3.2
3. Utilize critical understanding of education thought and practice and decisions and events, including current events which have evolved into the contemporary practice. ET-CIE-3.3

ET-CIE-4. Analyze the inevitable presence of societal and cultural influences in contemporary educational thought and practice. ET-CIE-4

1. Understand and employ value orientations and ethical perspectives in analyzing and interpreting critical and contemporary educational ideas. ET-CIE-4.1
2. Develop systematic procedures in examining the normative and ethical assumptions of critical and contemporary schooling practice and educational ideas. ET-CIE-4.2
3. Evaluate conceptions of truth, justice, and caring applied in contemporary educational policy and practice. ET-CIE-4.3

ET-CIE-5. Apply critical perspectives on education and schooling. ET-CIE-5

1. Utilize theories and critiques of the overarching purposes of schooling and considerations of the intent, meaning, and contemporary. ET-CIE-5.1
2. Use critical judgment to question contemporary educational assumptions and arrangements and to identify contradictions and inconsistencies among current social and educational values, policies, and practices. ET-CIE-5.2
3. Compare and contrast United States education models with those of other countries. ET-CIE-5.3

ET-CIE-6. Differentiate how moral principles related to democratic institution can inform and direct schooling practice, leadership, and governance. ET-CIE-6

1. Participate effectively in individual and organizational efforts that maintain and enhance U.S. schools as institutions in a democratic society. ET-CIE-6.1
2. Evaluate the moral, social, and political dimensions of contemporary classrooms, teaching, and schools relating to life in a democratic society. ET-CIE-6.2
3. Identify the characteristics of a democratic classroom. ET-CIE-6.3

ET-CIE-7. Draw conclusions on the full significance of diversity in a democratic society and how that society influences instruction, school leadership, and governance. ET-CIE-7

1. Understand how social and cultural differences originating outside of the classroom and school affect student learning. ET-CIE-7.1
2. Acquire an understanding of education and connect sensitivity with democratic values and responsibilities. ET-CIE-7.2
3. Accept the idea that there is human commonality within diversity. ET-CIE-7.3
4. Adapt instruction to incorporate recognition and acceptance of social and cultural differences, as well as students with disabilities, to the extent that they do not interfere with basic democratic principles. ET-CIE-7.4
5. Critique the Code of Ethics of the Georgia Professional Standards Commission. ET-CIE-7.5
6. Research educational laws beyond Georgia's Code of Ethics pertaining to the rights and responsibilities of students, parents and educators. ET-CIE-7.6
7. Recognize and appreciate the differences in culture, values, and social status contained within one classroom. ET-CIE-7.7

ET-CIE-8. Critique how ethical, philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance. ET-CIE-8

1. Identify, understand, question, evaluate, and critique educational conceptions, practices and current values that can lead to change. ET-CIE-8.1
2. Understand that in choosing a measuring device to evaluate learning and performance, one necessarily makes a moral and philosophical assumption and choice in a measuring device. ET-CIE-8.2
3. Consider the implications drawn from data or assessment information in the practices of schools and the achievement of students. ET-CIE-8.3

ET-CIE-9. Synthesize individual and organizational efforts that maintain and enhance United States schools as institutions in a democratic society. ET-CIE-9

1. Examine professional organizations [i.e., Georgia Association of Educators (GAE); Professional Association of Georgia Educators (PAGE); American Federation of Teachers (AFT); National Education Association (NEA)], and analyze similarities and differences. ET-CIE-9.1
2. Examine the impact of teacher organizations on teacher salary, working conditions, and teacher recruitment and retention. ET-CIE-9.2
3. Investigate the role of the local Board of Education in making decisions for the school system. ET-CIE-9.3
4. Analyze the causes/effects of teacher union ET-CIE-9.4

ET-CIE-10. Evaluate how issues such as justice; social inequality; concentrations of power; class differences; race and ethnic relations; disabilities; and family and community organization; affect teaching and schooling. ET-CIE-10

1. Identify the demographics of the local community ET-CIE-10.1
2. Plan and implement community projects that address issues of race, socioeconomic status, cultural differences, or special needs. ET-CIE-10.2
3. Evaluate the contextual factors of the classroom. ET-CIE-10.3

ET-CIE-11. Students will specify how issues such as justice, social inequality, concentrations of power, class differences, race and ethnic relations and family and community organization affect teaching and schooling. ET-CIE-11

1. Know the demographics of his/her community. ET-CIE-11.1
2. Plan and implement community projects that impact issues of race, socioeconomic status, cultural differences, or special needs. ET-CIE-11.2
3. Evaluate the contextual factors of the classroom in which they do their internship. ET-CIE-11.3

ET-CIE-12. Students will articulate moral and philosophical assumptions underlying an assessment and evaluation process. ET-CIE-12

1. Understand the six philosophical orientations to education. ET-CIE-12.1
 2. Identify the six philosophies used by the teacher they observe. ET-CIE-12.2
 3. Evaluate the effectiveness of these philosophies. ET-CIE-12.3
 4. Prepare a personal philosophy of teaching that includes the use of assessment within a classroom setting ET-CIE-12.4
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Early Childhood Education I (20.5281)

ET-ECE-1. Demonstrate employability skills required by business and industry. ET-ECE-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. ET-ECE-1.1
 2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. ET-ECE-1.2
 3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. ET-ECE-1.3
 4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. ET-ECE-1.4
 5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills. ET-ECE-1.5
 6. Present a professional image through appearance, behavior and language. ET-ECE-1.6
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ET-ECE-2. Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events. ET-ECE-2

1. Research the history of FCCLA and/or FEA. ET-ECE-2.1
 2. Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA and/or FEA. ET-ECE-2.2
 3. Explain how participation in FCCLA and/or FEA can promote lifelong responsibility for community service and professional growth and development. ET-ECE-2.3
 4. Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course. ET-ECE-2.4
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ET-ECE-3. Analyze career paths within early childhood education and care. ET-ECE-3

1. Describe career opportunities in early childhood care and education. ET-ECE-3.1
2. Explore opportunities for employment and entrepreneurial endeavors. Examine a variety of early childhood care and education settings. ET-ECE-3.2
3. Review the CDA Resource file requirements and begin assembly of a portfolio for this pathway. ET-ECE-3.3

ET-ECE-4. Identify the role of professionalism in early childhood care and guidance. ET-ECE-4

1. Identify personal characteristics required of an early childhood professional. ET-ECE-4.1
2. Summarize professional codes of ethical conduct. ET-ECE-4.2
3. Recognize skills and dispositions necessary to communicate and work in a team environment. ET-ECE-4.3
4. Analyze strategies to build rapport with families to provide support and aid in solving problems. ET-ECE-4.4
5. Examine early childhood care and education professional organizations. ET-ECE-4.5

ET-ECE-5. Examine the theories of human development. ET-ECE-5

1. Describe how major theories of human development provide a basis for planning an environment and activities that are developmentally appropriate. ET-ECE-5.1
2. Research and explain human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist. ET-ECE-5.2
3. Analyze the impact of heredity and environment on the developing child. ET-ECE-5.3
4. Investigate major child development theorists and theory contributions to the field of early childhood education. ET-ECE-5.4
5. Discuss the impact of human development theories on the evolution of early childhood care and learning. ET-ECE-5.5

ET-ECE-6. Explore prenatal development and the growth, development, and care of the infant. ET-ECE-6

1. Discuss the importance of prenatal care and proper nutrition for mother and child. ET-ECE-6.1
2. Examine the harmful effects of drugs, alcohol, and tobacco on the unborn child. ET-ECE-6.2
3. Identify environmental hazards and their effect on mother and child. ET-ECE-6.3
4. Discuss genetics and common genetic disorders. ET-ECE-6.4
5. Analyze the physical, emotional, social, and cognitive development of the infant. ET-ECE-6.5
6. Determine strategies that promote the health and safety of an infant. ET-ECE-6.6
7. Analyze recent research in brain development. ET-ECE-6.7

ET-ECE-7. Explore the growth, development, and care of the toddler. ET-ECE-7

1. Analyze the physical, emotional, social, and cognitive development of the toddler. ET-ECE-7.1
2. Determine strategies that promote the health and safety of toddler, including those with special needs. ET-ECE-7.2

ET-ECE-8. Explore the growth, development, and care of the preschool child. ET-ECE-8

1. Analyze the physical, emotional, social, and cognitive development of the preschool child. ET-ECE-8.1
2. Determine strategies that promote the health and safety of the preschool child, including those with special needs. ET-ECE-8.2

ET-ECE-9. Survey the growth and development of the school age child, 6-12 years of age. ET-ECE-9

1. Analyze the physical, emotional, social, and cognitive development of the school age child. ET-ECE-9.1
2. Discuss strategies that promote the health and safety of the school age child, including those with special needs. ET-ECE-9.2

ET-ECE-10. Identify techniques for positive collaborative relationships with children. ET-ECE-10

1. Explain the components of effective communication with children. ET-ECE-10.1
2. Examine guidance approaches that include modeling, behavior modification, and cognitive and psychoanalytic approaches. ET-ECE-10.2
3. Determine developmentally appropriate practices that promote self discipline. ET-ECE-10.3
4. Distinguish guidance strategies, including direct and indirect, that promote positive behavior in children. ET-ECE-10.4
5. Determine the impact of physical punishment, threats, and other negative guidance on children. ET-ECE-10.5
6. Examine the impact of supervision on children's learning. ET-ECE-10.6
7. Discuss principles for working with children displaying negative behavior. ET-ECE-10.7

ET-ECE-11. Determine components of a well-organized, developmentally appropriate learning environment. ET-ECE-11

1. Identify ways that the activity/interest centers and learning stations enhance the development of children. ET-ECE-11.1
2. Describe and set up activity/interest centers and learning stations within the environment. ET-ECE-11.2
3. Describe the role of play as a basis for learning in infant, toddler, preschool, and elementary age children. ET-ECE-11.3
4. Examine the teacher's role in play environments. ET-ECE-11.4
5. Evaluate appropriate indoor and outdoor play environments for various age groups. ET-ECE-11.5
6. Design an early childhood classroom that promotes a healthy and safe physical and psychological environment that promotes development and learning. ET-ECE-11.6
7. Evaluate strategies to adapt the learning environment for children with special needs. ET-ECE-11.7

ET-ECE-12. Examine program management and curriculum in early childhood education and care. ET-ECE-12

1. Demonstrate the ability to identify children's needs, interests, and abilities. ET-ECE-12.1
2. Research and compare ways to develop program philosophies, goals, and objectives. ET-ECE-12.2
3. Examine a variety of curriculum and instructional models. ET-ECE-12.3
4. Research criteria for creating an age appropriate curriculum. ET-ECE-12.4
5. Identify the components of a lesson plan. ET-ECE-12.5
6. Examine formats for monthly, weekly, and daily lesson plans. ET-ECE-12.6
7. Critique evaluation criteria for the lesson. ET-ECE-12.7
8. Describe essentials of effective record keeping. ET-ECE-12.8

ET-ECE-13. Incorporate diversity throughout early childhood education and care. ET-ECE-13

1. Examine practices that include, but are not limited to, multicultural and linguistic diversity in early childhood care and education. ET-ECE-13.1
 2. Examine practices to include learning diversities in early childhood care and education. ET-ECE-13.2
 3. Investigate developmentally appropriate materials, lessons, and activities that promote children's respect for diversity. ET-ECE-13.3
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Early Childhood Education II (20.424)

ET-ECEII-1. Demonstrate employability skills required by business and industry. ET-ECEII-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. ET-ECEII-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. ET-ECEII-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. ET-ECEII-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. ET-ECEII-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills. ET-ECEII-1.5
6. Present a professional image through appearance, behavior and language. ET-ECEII-1.6

ET-ECEII-2. Describe the evolution of the roles and expectations of American early childhood educators and the children they teach. ET-ECEII-2

1. Compare and contrast young children's role in society during different historical periods. ET-ECEII-2.1
2. Analyze the changes in society's expectations of early childhood educators. ET-ECEII-2.2
3. Review theoretical and political impacts on the evolution of early childhood practice. ET-ECEII-2.3
4. Examine current standards-based requirements in the field of Early Childhood Education. ET-ECEII-2.4

ET-ECEII-3. Analyze techniques for observing intellectual, physical, and behavioral development of children. ET-ECEII-3

1. Identify reasons why practitioners and other support personnel in schools and child care centers observe young children. ET-ECEII-3.1
2. Discuss the importance of observing child interactions, children's strengths and weaknesses in and across domains, children's reactions to curriculum implementation, and children's behaviors within the general education classroom. ET-ECEII-3.2
3. Determine factors in choosing a method of assessment to document children's development and identify the advantages and disadvantages of the different approaches to and methods of observation. ET-ECEII-3.3
4. Discuss and demonstrate properly recorded observations (e.g. running records, anecdotal record, checklist, etc.). ET-ECEII-3.4
5. Interpret whether that child is developing typically, using data collected on a particular area of that child's development. Explain why that particular assessment approach was the most effective for interpreting this child's development. ET-ECEII-3.5
6. Apply appropriate observation techniques in field or practicum settings for the specified domain of a child's development that is being measured. ET-ECEII-3.6

ET-ECEII-4. Recognize, identify, and explore accommodations for children with exceptional needs. ET-ECEII-4

1. Identify characteristics of children with exceptionalities across the major exceptionality categories (intellectual, physical, behavioral, social and emotional concerns), including the gifted child. ET-ECEII-4.1
2. Explore accommodations for children with special needs within the general education classroom. ET-ECEII-4.2
3. Describe inclusion practices for children with special needs in the general education classroom. ET-ECEII-4.3
4. Research the history of federal laws associated with children with special needs. ET-ECEII-4.4

ET-ECEII-5. Identify nutrition and food-safety principles for optimal child wellness. ET-ECEII-5

1. Review appropriate hand washing technique as required by Bright from the Start, and measured by early childhood rating scales (e.g., ITERS and ECERS). ET-ECEII-5.1
2. Explain the procedures for safe food preparation, storage, and disposal to prevent food borne illness. ET-ECEII-5.2
3. Describe the role of following food guidelines as specified in the federal government's Choose My Plate (Choosemyplate.gov) in promoting children's health. ET-ECEII-5.3
4. Compare and contrast the difference between malnutrition and under-nutrition. ET-ECEII-5.4
5. Describe the lifelong effects of childhood obesity. ET-ECEII-5.5
6. Plan developmentally-appropriate nutritious snacks and meals for children. ET-ECEII-5.6

ET-ECEII-6. Provide a safe environment for children. ET-ECEII-6

1. Research and demonstrate standard safety rules and practices as required by Bright from the Start in an early childhood and education setting. ET-ECEII-6.1
2. Demonstrate safe utilization of indoor and outdoor equipment and materials. ET-ECEII-6.2
3. Identify the characteristics of appropriate adult supervision in both indoor and outdoor environments. ET-ECEII-6.3
4. Research potential indoor and outdoor safety hazards. ET-ECEII-6.4
5. Demonstrate procedures to follow for accidents, medical emergencies, fire and natural disaster, and environmental alerts. ET-ECEII-6.5
6. Examine examples of accident and injury reports to understand important components of such reports. ET-ECEII-6.6
7. Describe safety procedures for arrival and departure, loading and unloading of children from transportation and the appropriate use of child passenger restraints. ET-ECEII-6.7
8. Discuss the use of approved safety restraints when transporting a child in a vehicle or mobile device (e.g., multi-child stroller). ET-ECEII-6.8
9. Create guidelines that protect the use of children's identity and images on the internet, in social media, and other publication outlets that may be in use in the child care or learning setting. ET-ECEII-6.9
10. Investigate the legal issues resulting from a failure to provide a safe environment for children in an early childhood care and education setting. ET-ECEII-6.10

ET-ECEII-7. Provide a healthy environment by applying procedures to reduce the infectious process for children in classrooms. ET-ECEII-7

1. Demonstrate by implementing health and sanitation habits for and with children (i.e., hand washing, diapering and toileting, food routines) to limit cross contamination in a child care or other schooling environment. ET-ECEII-7.1
2. Research and implement standard health practice in an early childhood and education setting. ET-ECEII-7.2
3. Describe when and where disinfectants solutions should be used and safely housed in classrooms. ET-ECEII-7.3
4. Practice universal precautions. ET-ECEII-7.4
5. Implement exclusion policies for children with illnesses in group settings. ET-ECEII-7.5
6. Examine procedures for maintaining health and vaccination records. ET-ECEII-7.6
7. Demonstrate strategies to promote good physical and mental health in children. ET-ECEII-7.7
8. Develop examples of health education activities for children. ET-ECEII-7.8

ET-ECEII-8. Identify the component elements of the communicable illness process. ET-ECEII-8

1. Describe the three components of the communicable illness process. ET-ECEII-8.1
2. Identify places where pathogens are commonly found. ET-ECEII-8.2
3. Describe the four methods of disease transmission. ET-ECEII-8.3
4. Identify the four stages of an illness. ET-ECEII-8.4
5. Research the characteristics of a healthy child and the symptoms of various childhood illnesses. ET-ECEII-8.5
6. Analyze the need for vaccinations and discuss Georgia's vaccine exemption policy. ET-ECEII-8.6
7. Discuss the immunization schedule recommended by the American Academy of Pediatrics for minimizing acquisition of communicable disease. ET-ECEII-8.7
8. Review appropriate methods of distributing and review policies for safe storage of medication. ET-ECEII-8.8

ET-ECEII-9. Identify types and characteristics of child abuse and neglect. ET-ECEII-9

1. Identify signs of abuse and neglect including conditions that may be in place in environments where abuse may be more likely to occur. ET-ECEII-9.1
2. Describe characteristics of those who commit abusive acts and characteristics of abused or neglected children. ET-ECEII-9.2
3. Evaluate how child abuse affects child behavior, health, and ability to learn and develop. ET-ECEII-9.3
4. Discuss strategies for supporting the needs of children who have experienced abuse or neglect. ET-ECEII-9.4
5. Explain the role of the mandated reporter in reporting suspected child abuse. ET-ECEII-9.5
6. Define appropriate procedures for reporting child abuse. ET-ECEII-9.6
7. Identify sources of support and assistance for those who have committed abusive acts and for children who have experienced abuse. ET-ECEII-9.7

ET-ECEII-10. Research and obtain industry required safety certifications. ET-ECEII-10

1. Obtain infant and child CPR certification. ET-ECEII-10.1
2. Obtain pediatric and first aid certification. ET-ECEII-10.2
3. Obtain fire safety education, and where possible certification. ET-ECEII-10.3

ET-ECEII-11. Analyze licensing and accreditation standards in Georgia and the United States. ET-ECEII-11

1. Demonstrate an understanding of Georgia's early care and education licensing rules and regulations (Bright From the Start). ET-ECEII-11.1
 2. Examine the NAEYC accreditation standards for early childhood classrooms. ET-ECEII-11.2
 3. Explore the Infant/Toddler Environmental Rating Scale (ITERS) & Early Childhood Environmental Rating Scale (ECERS) elements, emphasizing the areas of play, transitions, health and safety, routines, and schedules. ET-ECEII-11.3
 4. Evaluate an early childhood program using licensing and/or accreditation checklists. ET-ECEII-11.4
 5. Investigate the legal issues resulting from breach of confidentiality of sensitive information about children in the early childhood setting. ET-ECEII-11.5
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ET-ECEIII-1. Demonstrate employability skills required by business and industry. ET-ECEIII-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. ET-ECEIII-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. ET-ECEIII-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. ET-ECEIII-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. ET-ECEIII-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills. ET-ECEIII-1.5
6. Present a professional image through appearance, behavior and language. ET-ECEIII-1.6

ET-ECEIII-2. Recognize, identify, and explore the benefits of child-directed play. ET-ECEIII-2

1. Identify the types and stages of age appropriate play. ET-ECEIII-2.1
2. Explain the difference between child-directed play and teacher-directed play. ET-ECEIII-2.2
3. Role play the teacher's role in supporting children's play. ET-ECEIII-2.3
4. Analyze the value of play as children's work as it relates to learning and development. ET-ECEIII-2.4
5. Model open-ended questions that will extend children's learning and interactions with others. ET-ECEIII-2.5
6. Explore gender differences relating to play. ET-ECEIII-2.6
7. Investigate the requirements for organized play areas in the classroom that are found on typical classroom environment rating scales. For Georgia Industry Certification purposes the Georgia Early Childhood Education Foundation requires the Infant/Toddler Environmental Rating Scale-Revised (ITERS-R) and the Early Childhood Environmental Rating Scale-Revised (ECERS-R). ET-ECEIII-2.7
8. Plan and create a developmentally appropriate indoor environment that enhances playbased learning. ET-ECEIII-2.8
9. Plan and create a nature-based outdoor environment that enhances children's discovery and learning. ET-ECEIII-2.9

ET-ECEIII-3. Determine activities necessary to support early childhood communication and language development. ET-ECEIII-3

1. Describe the importance of recognizing and responding appropriately to infant communication (i.e. crying, eye contact, looking away, smiling, babbling, cooing) and caregiver response. ET-ECEIII-3.1
2. Examine appropriate caregiver responses that may include use of appropriate words instead of pointing, use of age-appropriate speech, and the role of the caregiver as a verbal "tour guide." ET-ECEIII-3.2
3. Demonstrate effective techniques for shared attention between caregiver and infant. ET-ECEIII-3.3
4. Practice turn taking in play and "conversation" with infants and toddlers. ET-ECEIII-3.4
5. Explain the connection between motor imitation and verbal tasks for speech development (imitate the following motor tasks: clap, wave, blow a kiss, etc.). ET-ECEIII-3.5
6. Describe the importance of toddler sound imitation with movement to develop language (train: choo-choo). ET-ECEIII-3.6
7. Describe the importance of reading to children from infancy throughout childhood. ET-ECEIII-3.7
8. Evaluate the characteristics of a high-quality children's book using developmentally appropriate guidelines. ET-ECEIII-3.8

ET-ECEIII-4. Using observational and research methods, provide appropriate responses to children who might exhibit challenging behavior and employ various guidance methods for redirecting undesirable behavior in a positive, nurturing manner. [ET-ECEIII-4](#)

1. Discuss typical "misbehavior" or "challenging behavior" exhibited by young children. [ET-ECEIII-4.1](#)
2. Recognize developmentally appropriate behavior that might be exhibited by children during each stage of the child's development: infancy, toddler, preschool child (4-5), school age child (6-10), pre-teen (11-13), and teenager (14-17). [ET-ECEIII-4.2](#)
3. Explore the possible causes (e.g., change in family dynamics, change in typical activity patterns, economic or other social) for changes in children's behavior. [ET-ECEIII-4.3](#)
4. Identify appropriate and inappropriate methods of discipline and child guidance as it relates to the state laws of Georgia. [ET-ECEIII-4.4](#)
5. Analyze the importance of a caregiver's efforts to establish a positive, warm, caring, and nurturing environment of mutual respect when guiding the behavior of children. [ET-ECEIII-4.5](#)
6. Research various methods and practices for working with children who exhibit challenging behaviors that allows the child to retain their dignity and self-esteem. [ET-ECEIII-4.6](#)
7. Assess how children of differing ability levels (i.e. special needs, challenging family circumstances) may exhibit behaviors that are considered challenging and how approaches to guidance or discipline should be acknowledged and modified. [ET-ECEIII-4.7](#)

ET-ECEIII-5. Examine current trends affecting children and caregivers. [ET-ECEIII-5](#)

1. Identify and explore elements of parenting including theories about attachment and specific practices that parents use (e.g., baby wearing, co-sleeping, etc.). [ET-ECEIII-5.1](#)
2. Research various parenting styles (e.g., authoritarian, authoritative, permissive, neglectful) and their effect on children's behavior and personalities. [ET-ECEIII-5.2](#)
3. Compare and contrast educational options for families who are choosing early learning environments for their children (e.g., family child care, center-based child care, Head Start, mother's morning out, etc.). [ET-ECEIII-5.3](#)
4. Review recent news related to children and/or care giving (e.g., Georgia's Quality Rating System, safety of child care environments, costs of child care). [ET-ECEIII-5.4](#)

ET-ECEIII-6. Explore the changing dynamics in family culture and diversity. ET-ECEIII-6

1. Explain the role of families in today's society and the influence on children's development. ET-ECEIII-6.1
2. Explore modern families and their practices, beliefs, and experiences with children, including ethnic and racial demographics, role of economic sustainability, parental involvement, etc. ET-ECEIII-6.2
3. Model methods of appropriately communicating with families. ET-ECEIII-6.3
4. Devise methods of recognizing and incorporating a child's home culture in the classroom. ET-ECEIII-6.4
5. Demonstrate methods to encourage children's use of home language and, if not English, the development of English proficiency in the school setting. ET-ECEIII-6.5
6. Research a variety of cultures and demonstrate how to include the traditions and experiences of that culture in the classroom. ET-ECEIII-6.6

ET-ECEIII-7. Examine the causes and effects of stress on young children. ET-ECEIII-7

1. Discuss internal and external stressors (i.e. hypersensitivity to environmental conditions, over- and under-stimulation, poverty, hunger, pain, chronic/life-threatening illness, change in family composition, death, bullying, exposure to violence/terrorism, excessive expectation for accomplishment) that may be present in children's lives. ET-ECEIII-7.1
2. Analyze the vulnerability of young children to stress, using the materials provided by the Harvard University's Center on the Developing Child site and assess the long-term consequences of severe and/or on-going stress on children's physical, social, emotional, and cognitive development. ET-ECEIII-7.2
3. Describe how stress manifests itself physically in children's behavior. ET-ECEIII-7.3
4. Identify appropriate caregiver responses to children in stress. ET-ECEIII-7.4
5. Research community resources and services available to assist children and families dealing with stressful circumstances. ET-ECEIII-7.5

ET-ECEIII-8. Explore appropriate technology integration for the young child. ET-ECEIII-8

1. Review and describe national position statements on the role of technology for young children (i.e., NAEYC Position Statement on Technology). ET-ECEIII-8.1
2. Discuss effects of unmonitored or excessive use of technology on the young child: social/emotional, intellectual, and physical development. Discuss appropriate limits for children's time with technological devices. ET-ECEIII-8.2
3. Analyze technology available and appropriate limits for the use of technology (TV, computers, cameras, iPads, assistive, etc.) while considering children's developmental levels of young child. ET-ECEIII-8.3
4. Identify age appropriate technologies and software available. ET-ECEIII-8.4
5. Assess the caregiver role of monitoring technology use in the learning environment (screen time, age appropriate rating, live gaming, etc.). ET-ECEIII-8.5

ET-ECEIII-9. Formulate concepts using Georgia's Better Brains for Babies training materials as background information to study the importance of early brain development. ET-ECEIII-9

1. Review the basic organization of the brain and explain the cells that make the brain. ET-ECEIII-9.1
2. Describe the basic processes and timeline of brain development. ET-ECEIII-9.2
3. Explore how experience influences the brain's wiring and development. ET-ECEIII-9.3
4. Identify the connections between the brain and other areas of child development, such as: physical well-being, attachment, play, consistency, stress, and trauma. ET-ECEIII-9.4

ET-ECEIII-10. Discover an infant's nutritional needs as well as foods to avoid. ET-

ECEIII-10

1. Compare the benefits of breast milk and formula. ET-ECEIII-10.1
2. Recognize the many factors that contribute to the choice of a caregiver to choose breastfeeding versus bottle-feeding. ET-ECEIII-10.2
3. Explore factors that affect successful breastfeeding or bottle feeding. ET-ECEIII-10.3
4. Interpret breastfeeding challenges and solutions. ET-ECEIII-10.4
5. Describe the process, safety factors, and recommended timelines to consider for introducing solid foods to an infant based on guidance from the American Academy of Pediatrics. ET-ECEIII-10.5
6. Identify food-related hazards for infants and young children. ET-ECEIII-10.6

**Early Childhood
Education Practicum
(20.426)**

ET-ECEP-1. Demonstrate employability skills required by business and industry. ET-

ECEP-1

1. Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. ET-ECEP-1.1
2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. ET-ECEP-1.2
3. Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations. ET-ECEP-1.3
4. Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity. ET-ECEP-1.4
5. Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills. ET-ECEP-1.5
6. Present a professional image through appearance, behavior and language. ET-ECEP-1.6

ET-ECEP-2. Demonstrate and practice confidentiality in upholding the privacy of teachers, children, and their families in all matters. ET-ECEP-2

ET-ECEP-3. Research the professional organizations related to teaching at all age levels for liability insurance provided at the different levels of supervision: student intern, paraprofessional, teacher and administrator and document findings. ET-ECEP-3

ET-ECEP-4. Create a resume detailing all work experience in a pre-K setting. ET-

ECEP-4

ET-ECEP-5. Write a personal philosophy of education including beliefs about education, teaching, schools, students and other educational aspects. ET-ECEP-5

ET-ECEP-6. Demonstrate knowledge of basic safety procedures required at the candidate's internship work site. ET-ECEP-6

ET-ECEP-7. Research and evaluate various management techniques utilized with children. ET-ECEP-7

ET-ECEP-8. Design a child guidance and behavior plan that includes consequences and rewards. ET-ECEP-8

ET-ECEP-9. Investigate a variety of assessment methods to observe and interpret a child's growth and development. ET-ECEP-9

ET-ECEP-10. Identify the types of exceptionalities that are served in the candidate's work site and give a brief description of each exceptionality. ET-ECEP-10

ET-ECEP-11. Develop a Teacher Work Sample using Georgia Early Learning and Development Standards (GELDS) to include learning goals, assessment plans, instruction to meet learning goals, and a reflection of the lesson. ET-ECEP-11

ET-ECEP-12. Demonstrate knowledge of basic safety procedures required at the candidate's internship work site. ET-ECEP-12

Examining the Teaching Profession (13.011)

ET-ETP-1. Demonstrate employability skills required by business and industry. ET-ETP-1

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6. Present a professional image through appearance, behavior and language. ET-ETP-1.6

ET-ETP-2. Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events. ET-ETP-2

1. Research the history of FCCLA and/or FEA. ET-ETP-2.1
2. Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA and/or FEA. ET-ETP-2.2
3. Explain how participation FCCLA and/or FEA can promote lifelong responsibility for community service and professional growth and development ET-ETP-2.3
4. Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course. ET-ETP-2.4

ET-ETP-3. Analyze career paths in the field of education. ET-ETP-3

1. Identify career opportunities available in the field of education. ET-ETP-3.1
2. Determine preparation and educational requirements for various levels of employment in the field of education. ET-ETP-3.2
3. Determine rewards and demands including salaries and benefits for various levels in the field of education. ET-ETP-3.3
4. Identify professional organizations specific to the field of education. ET-ETP-3.4

ET-ETP-4. Evaluate the historical perspective and purpose of U.S. public education. ET-ETP-4

1. Compare educational practices across the history of American public education. ET-ETP-4.1
2. Evaluate the impact of historical movements on American public education. ET-ETP-4.2
3. Describe the key influences of people who framed American public education. ET-ETP-4.3
4. Examine the purpose of public education and how it influences contemporary education and the global society. ET-ETP-4.4
5. Identify qualities of effective schools. ET-ETP-4.5

ET-ETP-5. Summarize the professional practices and standards related to working in the field of education. ET-ETP-5

1. Determine knowledge, skills and dispositions needed by teaching professionals. ET-ETP-5.1
2. Examine personal characteristics needed to work in the teaching profession. ET-ETP-5.2
3. Identify the qualities of effective teachers. ET-ETP-5.3
4. Define a personal philosophy of education. ET-ETP-5.4
5. Prepare a personal career plan in preparation for a career in the field of education. ET-ETP-5.5

ET-ETP-6. Examine and apply technologies that are integrated in effective teaching methods. ET-ETP-6

1. Describe the role and appropriateness of technology in the instructional process. ET-ETP-6.1
2. Utilize and adapt technology applications appropriate for specific subject matter and student needs. ET-ETP-6.2
3. Demonstrate skillful use of technology as a tool for instruction, evaluation, and management. ET-ETP-6.3

ET-ETP-7. Construct and evaluate effective learning environments. ET-ETP-7

1. Describe the characteristics of safe and effective learning environments. ET-ETP-7.1
2. Demonstrate teacher skills and dispositions that promote an effective learning environment. ET-ETP-7.2
3. Identify classroom guidance and management techniques that promote an effective learning environment. ET-ETP-7.3
4. Describe conflict management and mediation techniques supportive of an effective learning environment. ET-ETP-7.4

ET-ETP-8. Create instructional opportunities adapted to language and multicultural diverse learners. ET-ETP-8

1. Apply principles and theories of human development to teaching situations. ET-ETP-8.1
2. Apply principles and theories about the learning process to teaching situations. ET-ETP-8.2
3. Demonstrate teacher behaviors and skills that facilitate the learning process. ET-ETP-8.3
4. Explain the relationship between effective teaching practices and learning differences, learner exceptionality, and special needs conditions. ET-ETP-8.4

ET-ETP-9. Analyze procedures and strategies to provide differentiated learning opportunities for all students. ET-ETP-9

1. Analyze concepts for developing effective instructional strategies. ET-ETP-9.1
2. Determine the influence of student learning needs and subject matter on selection of instructional strategies. ET-ETP-9.2
3. Use instructional strategies effectively. ET-ETP-9.3
4. Incorporate learner feedback and other data sources to guide selection and adjustment of instructional strategies. ET-ETP-9.4

ET-ETP-10. Explain the rationale and process for instructional planning. ET-ETP-10

1. Discuss subject matter competence. ET-ETP-10.1
2. Explain the importance of subject matter knowledge and integrated learning. ET-ETP-10.2
3. Discuss the continuous development of learning skills. ET-ETP-10.3
4. Describe principles and theories that impact instructional planning. ET-ETP-10.4
5. Create clear short and long term learning goals that are developmentally appropriate for the students. ET-ETP-10.5
6. Identify various lesson plans to meet the Georgia Standards of Excellence. ET-ETP-10.6

ET-ETP-11. Analyze the role of assessment as part of the learning process and the teaching process. ET-ETP-11

1. Explain the assessment process. ET-ETP-11.1
2. Compare a variety of assessments that foster student learning. ET-ETP-11.2
3. Utilize assessment strategies to promote personal growth and teaching improvement. ET-ETP-11.3

ET-ETP-12. Identify practices to promote active parental / community involvement in the school setting. ET-ETP-12

1. Identify needs and opportunities for parental involvement of elementary, middle, and high school age students. ET-ETP-12.1
 2. Describe the relationship between parental involvement and effective learning. ET-ETP-12.2
 3. Identify effective support systems, services and strategies to promote parental involvement in schools. ET-ETP-12.3
 4. Examine the role of community members and business/industry in promoting parental involvement. ET-ETP-12.4
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**Teaching K-12 as a
Profession Practicum
(13.013)**

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2. Demonstrate creativity by asking challenging questions and applying innovative procedures and methods. **ET-ETP-1.2**
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5. Apply the appropriate skills sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply teamwork skills. **ET-ETP-1.5**
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ET-ETP-2. Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events. ET-ETP-2

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