**Appendix A**

**WORK PROCESS SCHEDULE**

and

**RELATED INSTRUCTION OUTLINE**

District 1199C Training & Upgrading Fund

Pennsylvania Early Childhood Education Apprenticeship Pathway:

*Southeastern Pennsylvania Region*

(Bucks, Chester, Delaware, Montgomery & Philadelphia Counties)

****

**Level I: Child Development Specialist**

**Level II: Early Childhood/Pre-K Teacher (Associate’s Degree)**

**Level III: Early Childhood/Pre-K Teacher (Bachelor’s Degree)**

**O\*NET-SOC CODE:** 25-2011.00 and 39-9011.00

**RAPIDS CODE:** 0840

**WORK PROCESS SCHEDULE**

**Level I: Child Development Specialist**

**O\*NET-SOC CODE: 39-9011.00 RAPIDS CODE: 0840**

This schedule is attached to and a part of these standards for the above identified occupation.

1. **TYPE OF OCCUPATION**

[ ]  Time-based [ ]  Competency-based [x]  Hybrid

1. **TERM OF APPRENTICESHIP**

The term of the occupation is one (1) year with an OJT attainment of 2,000 hours, supplemented by the minimum required 144 hours of related instruction.

1. **RATIO OF APPRENTICES TO JOURNEYWORKERS**

The apprentice to journeyworker ratio for ***NON-JOINT EMPLOYERS*** is:

1 apprentice to 1- 4 journeyworkers

2 apprentices to 5-9 journeyworkers

3 apprentices to 10-14 journeyworkers

For each additional unit of five journeypersons regularly employed, one additional apprentice may be employed.

The apprentice to journeyworker ratio for ***JOINT EMPLOYERS*** shall be consistent with proper supervision, training, safety, continuity of employment, and applicable provisions in CBAs, except where such ratios are expressly prohibited by the CBAs. The ratio shall be specified in ***Appendix E.***

1. **WORKFORCE NUMBERS**

Please use the Employer Acceptance Agreements (Appendix E) for the workforce numbers.

1. **APPRENTICE WAGE SCHEDULE**

Please use the Employer Acceptance Agreements (Appendix E) for the wage schedule information.

1. **PROBATIONARY PERIOD**

Probationary periods shall be established by individual participating employers, and cannot exceed 25 percent of the length of the program or one year, whichever is shorter.

1. **QUALIFICATIONS FOR APPRENTICESHIP – *IF APPLICABLE FOR OCCUPATION***
2. Age: Participating Employers will establish qualifications regarding minimum age limits. Apprentices must not be less than 16 years of age (applicant must provide evidence of minimum age respecting any applicable State Laws or regulations).
3. Education: A high school diploma or GED equivalency is required. Applicant must provide an official transcript(s) for high school and any relevant post-high school education and training. All high school equivalency records must be submitted if applicable.
4. Physical: Applicants will be physically capable of performing the essential functions of the apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.
5. Aptitude Test: All applicants must complete the Placement Tests qualifying them for admission into the program of study offered by the RTI provider.
6. Interview: All applicants must complete an interview conducted by an intermediary designated by their local ATC, and receive a satisfactory rating indicating motivation to complete an apprenticeship program while working full time.
7. **WORK PROCESS SCHEDULE**

**Level I: Child Development Specialist**

**O\*NET-SOC CODE: 39-9011.00 RAPIDS CODE: 0840**

**1a: Understanding the developmental period of early childhood from birth through age eight across domains and areas such as physical, cognitive, social, emotional, and linguistic (including bilingual development) *– 100 hours***

* Identify and define the developmental periods of early childhood across physical, cognitive, social, emotional, and linguistic domains
* Identify and define critical aspects of brain development including executive function, learning motivation, and life skills
* Identify that biology, environment, stress and adversity impact children’s development and learning
* Identify the importance of social interaction and play

**1b: Understanding and valuing each child as an individual with unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities *– 100 hours***

* Identify how each child is an individual with unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities
* Engage in responsive, reciprocal relationships with babies, toddlers, preschoolers and children in early school grades
* Identify individual characteristics of each child through family and community relationships (Standard 2), observation and reflection (Standard 3)
* Support young children in ways that respond to their individual developmental, cultural and linguistic variations

**1c: Understanding the ways that child development and the learning process occur within multiple contexts including family, culture, language, and community as well as within a larger societal context of structural inequities *– 150 hours***

* Identify family, social, cultural and community influences on children’s learning and development
* Identify how quality early childhood education influences children’s lives
* Identify structural inequities that adversely impact young children’s learning and development

**1d: Using this multidimensional knowledge (developmental period of early childhood, individual child, context of development, and multiple social identities (race, language, culture, class, gender and others)) to make evidence-based decisions *– 85 hours***

* Use introductory knowledge (developmental period of early childhood, individual child, family, and multiple social identities, race, language, culture, class, gender and others) to support young children
* Support the implementation of early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

**2a: Knowing about, understanding and valuing the diversity of families and communities *– 180 hours***

* Identify diverse characteristics of families and communities and the many influences on families and communities
* Identify stages of parental development
* Identify some of the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children’s lives
* Affirm the families’ culture and language(s) (including dialects) and respect various structures of families and different beliefs about parenting
* Understand that children can thrive across various family structures

**2b: Engaging as partners with families in young children’s development and learning through respectful and reciprocal relationships *– 100 hours***

* Identify the importance of having respectful, reciprocal relationships with families
* Recognize families as partners in their children’s learning and development
* Identify strategies for building reciprocal relationships and use those to learn with and from family members
* Initiate and begin to sustain respectful relations with families and caregivers that take families’ preferences, values and goals into account
* They use a variety of communication and engagement skills with families and use (or can find resources) to communicate in families’ preferred languages when possible

**2c: Utilizing community resources to support families and young children *– 150 hours***

* Identify types of community resources that can support young children’s learning and development and to support families
* Partner with colleagues to help assist families in finding needed community resources

**3a: Understanding that assessment (formal and informal, formative and summative) is conducted to make informed choices and for planning in early learning settings *– 100 hours***

* Identify the central purposes of assessment
* Understand that observation and documentation are central practices in assessment
* Understand assessment as a positive tool to support young children’s learning and development

**3b: Knowing a wide-range of types of assessments, their purposes, and their associated methods and tools *– 150 hours***

* Identify common types of assessments -formative, summative, qualitative and quantitative - that are used in early learning settings

**3c: Practicing assessment that is ethically grounded and developmentally, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child *– 40 hours***

* Identify features of developmentally, culturally and linguistically appropriate assessments
* Understand that assessments must be selected or modified to identify and support children with differing abilities
* Support the use of assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice

**3d: Building assessment partnerships with families and professional colleagues *– 40 hours***

* Partner with families and other professionals to support assessment-related activities
* Support young children as part of ISFP and IEP teams

**4a: Understanding positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children *– 60 hours***

* Understand that positive and supportive relationships and interactions are the foundation for excellence in teaching practice with individual children as well as the foundation for creating a caring community of learners when working with groups of children
* Understand that each child brings his or her own experiences, knowledge, interests, abilities, culture and languages to the early learning setting
* Support a classroom culture that respects and builds on all that children bring to the early learning setting

**4b: Understanding that the science of learning and child development indicates the need for distinct teaching skills and strategies appropriate to early childhood along with differentiated instruction to support children’s individual needs, including children with developmental delays or disabilities *– 40 hours***

* Understand the importance of differentiating instruction for individual children and groups of children
* Identify basic instructional practices to use with young children that are appropriate to their level of development, their individual characteristics, and the sociocultural context in which they live

**4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect universal design for learning principles *– 80 hours***

* Use a basic repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development and learning and classroom management
* Understand that play is foundational to supporting young children’s learning and development
* Use instructional practices that facilitate the development of young children’s skills in the areas of executive function, learning cooperation, conflict-resolution skills, independence, and critical thinking

**4d: Developing and sustaining reflective, responsive and intentional practice *– 60 hours***

* Regularly reflect on their instructional practice and their own biases as they work to provide effective supports for each child
* Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team
* Incorporates self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues

**5a: Understanding content knowledge and resources—the central concepts, methods, inquiry and application tools, and structures—of the academic disciplines in an early education curriculum *– 40 hours***

* Have an elemental knowledge in core content areas of math, science, English, social studies/history, physical education, visual arts, performing arts

**5b: Understanding pedagogical content knowledge—how young children learn in each discipline—and how to use the educator knowledge and practices described in Standards One through Four to support young children’s learning in each content area *– 50 hours***

* Have an elemental understanding of pedagogical content knowledge to make instructional decisions Identify resources from professional organizations representing content areas to support instructional practice

**5c: Applying, expanding, integrating and updating their content knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge to their teaching practice *– 60 hours***

* Identify early learning standards relevant to their state and/or early learning setting
* Support implementation of curriculum across content areas

**6a: Identifying and involving oneself with the early childhood field and serving as an informed advocate *– 100 hours***

* Identify as a member of the early childhood profession
* Identify connections between the disciplines and professions that collaborate in the early childhood field
* Identify basic policy issues in the profession, including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues
* Advocate for resources and policies that support young children and their families as well as for early childhood educators, with a primary focus on advocacy within the early learning setting

**6b: Knowing about and upholding ethical standards and other early childhood professional guidelines *– 20 hours***

* Understand the NAEYC Code of Ethical Conduct and be guided by its ideals and principles
* Practice confidentiality, sensitivity and respect for young children, their families, and colleagues
* Understand and follow relevant laws such as reporting child abuse and neglect, health and safety practices, and the rights of children with developmental delays and disabilities
* Understand the basic elements of professional guidelines such as national, state, or local standards and regulations and position statement from professional associations

**6c: Engaging in continuous, collaborative learning to inform practice *– 30 hours***

* Demonstrate self-motivated commitment to continuous learning that directly influences the quality of their work with young children
* Participate in collaborative learning communities, informal or formal, with colleagues and with professionals in related disciplines

**6d: Integrating knowledgeable and critical perspectives on early education and developing the habit of intentional reflective practice *– 150 hours***

* Examine their own work, sources of professional knowledge, and assumptions about the early childhood field with a spirit of inquiry
* Engage in dialogue with colleagues with attention to differences in perspectives and values
* Understand that their professional knowledge base is constantly evolving.
* Identify non-dominant sources of information to supplement their knowledge

**6e. Using strong communication skills to effectively support young children’s learning and development and to work with families and colleagues *– 115 hours***

* Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a U.S. high school graduate
* Use clear and positive language and gestures with young children
* Use a positive, professional tone to communicate verbally and in writing with families and colleagues
* Use technology with facility to support communication with colleagues and families, as appropriate

**TOTAL: *2,000 hours on-the-job learning***

1. **RELATED INSTRUCTION OUTLINE**

**Level I: Child Development Specialist**

**O\*NET-SOC CODE: 39-9011.00 RAPIDS CODE: 0840**

**CDA 01: Planning a Safe & Healthy Learning Environment - 15 total hours**

|  |  |  |
| --- | --- | --- |
| **Session # + Hours** | **Session Topic** | **Alignment with NAEYC Competency Standards** |
| Session 1: 3½ hours | Ensuring Safety | 1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments. |
| Session 2: 3½ hours | Supporting Health & Nutrition | 1b. Knowing and understanding the multiple influences on development and learning.1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments. |
| Session 3: 4 hours | How Learning Environments Support Development | 1b. Knowing and understanding the multiple influences on development and learning.1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments. |
| Session 4: 4 hours | Designing Classroom Space/Materials | 1b. Knowing and understanding the multiple influences on development and learning.1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments. |

**CDA 02: Advancing Children’s Physical & Intellectual Development - 30 total hours**

|  |  |  |
| --- | --- | --- |
| **Session # + Hours** | **Session Topic** | **Alignment with NAEYC Competency Standards** |
| Session 1: 3½ hours | Helping Children Think Critically | 5c. Using their own knowledge, appropriate early learning standards, and other resources to design implement and evaluate meaningful, challenging curricula for each child including self-regulation and security, problem-solving and thinking skills, and academic and social competence |
| Session 2: 3½ hours | Language Development | 4b. Knowing and understanding effective strategies and tools for early education4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches; fostering oral language and communication |
| Session 3: 3½ hours | Emerging Literacy in Young Children | 4b. Knowing and understanding effective strategies and tools for early education4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches |
| Session 4: 3¼ hours | Engaging Young Children in Mathematics | 5c. Using their own knowledge, appropriate early learning standards, and other resources to design implement and evaluate meaningful, challenging curricula for each child including self-regulation and security, problem-solving and thinking skills, and academic and social competence |
| Session 5: 3¼ hours | Science, Engineering and Technology in the Classroom | 5c. Using their own knowledge, appropriate early learning standards, and other resources to design implement and evaluate meaningful, challenging curricula for each child including self-regulation and security, problem-solving and thinking skills, and academic and social competence |
| Session 6: 3¼ hours | Supporting Creative Thinking/Loose Parts and Open-ended Play | 4b. Knowing and understanding effective strategies and tools for early education4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches |
| Session 7: 3¼ hours | Exploring Music, Movement and Visual Arts | 4b. Knowing and understanding effective strategies and tools for early education4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches |
| Session 8: 3 hours | Developing Physically: Gross and Fine Motor Development | 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches |
| Session 9: 3½ hours | Integrated Curriculum | 5. Using content knowledge to build meaningful curriculum |

**CDA 03: Supporting Children’s Social & Emotional Development - 15 total hours**

|  |  |  |
| --- | --- | --- |
| **Session # + Hours** | **Session Topic(s)** | **Alignment with NAEYC Competency Standards** |
| Session 1: 4 hours | Social and Emotional Development/Value of Routines | 1a. Knowing and understanding young children’s characteristics and needs1b. Knowing and understanding the multiple influences on development and learning |
| Session 2: 3 hours | Play as a Vehicle for Learning/Peer Interactions | 4a. Understanding positive relationship and supportive interactions as the founds for work with children4b. Using a broad repertoire of developmentally appropriate teaching/learning approaches |
| Session 3: 4 hours | Cultural Identity and Impact on Social and Emotional Development | 1b. Knowing and understanding the multiple influences on development and learning |
| Session 4: 4 hours | Positive Behavior Support | 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging curricula for each child; security and self-regulation, problem-solving and thinking skills, academic and social competence |

**CDA 04: Building Productive Relationships with Families - 15 total hours**

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| --- | --- | --- |
| **Session # + Hours** | **Session Topic(s)** | **Alignment with NAEYC Competency Standards** |
| Session 1: 3 hours | Meeting the Needs of *All* Families | 2b. Supporting and engaging families and communities through respectful, reciprocal relationships2c. Involving families and communities in their children’s development and learning |
| Session 2: 4 hours | Cultural Competence | 2a. Knowing about and understanding diverse family and community characteristics2b. Supporting and engaging families and communities through respectful, reciprocal relationships2c. Involving families and communities in their children’s development and learning |
| Session 3: 4 hours | Communication with Families and Sharing Resources | 2b. Supporting and engaging families and communities through respectful, reciprocal relationships2c. Involving families and communities in their children’s development and learning |
| Session 4: 4 hours | Family Conferences | 2b. Supporting and engaging families and communities through respectful, reciprocal relationships2c. Involving families and communities in their children’s development and learning |

**CDA 05: Managing an Effective Program - 15 total hours**

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| --- | --- | --- |
| **Session # + Hours** | **Session Topic(s)** | **Alignment with NAEYC Competency Standards** |
| Session 1: 3 hours | Enhancing Technology Skills | 6c. Engaging in continuous, collaborative learning to inform practice |
| Session 2: 4 hours | Reflective Practice to Teach with Intentionality | 6d. Integrating knowledgeable, reflective and critical perspectives on early education |
| Session 3: 4 hours | Program Management: Recordkeeping, Reporting, Resources, Community Partners | 3d. Knowing about assessment partnerships with families and professional colleagues |
| Session 4: 3½ hours | Portfolio review | 6. Becoming a professional |
| Session 5: 3½ hours | Portfolio presentation | 6. Becoming a professional |

**CDA 06: Managing an Effective Program - 15 total hours**

|  |  |  |
| --- | --- | --- |
| **Session # + Hours** | **Session Topic(s)** | **Alignment with NAEYC Competency Standards** |
| Session 1: 4 hours | Professionalism | 6a. Identifying and involving oneself with the early childhood field6c. Engaging in continuous, collaborative learning to inform practice6d. Integrating knowledgeable, reflective and critical perspectives on early education |
| Session 2: 3 hours | National Association for the Education of Young Children (NAEYC) Code of Ethics | 6b. Knowing about and upholding ethical standards and other professional guidelines |
| Session 3: 4 hours | Advocacy | 6e. Engaging in informed advocacy for children and the profession |
| Session 4: 4 hours | Planning and Managing a Career Pathway | 6a. Identifying and involving oneself with the early childhood field6c. Engaging in continuous, collaborative learning to inform practice |

**CDA 07: Observing and Recording Children’s Behavior - 18 total hours**

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| --- | --- | --- |
| **Session # + Hours** | **Session Topic(s)** | **Alignment with NAEYC Competency Standards** |
| Session 1: 3½ hours | Identifying and Supporting Children with Special Needs | 1a. Knowing and understanding young children’s characteristics and needs1c. Using developmental knowledge to create health, respectful, supportive, and challenging learning environments |
| Session 2: 3½ hours | Observing and Documenting Child Progress | 3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches |
| Session 3: 4 hours | Authentic Assessment | 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child |
| Session 4: 3½ hours | Using Observation to Drive Lesson Planning, Schedules, Routines | 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging curricula for each child |
| Session 5: 3½ hours | Planning for Differentiated Instruction | 5. Using content knowledge to build meaningful curriculum |

**CDA 08: Understanding Principles of Child Development & Learning - 18 total hours**

|  |  |  |
| --- | --- | --- |
| **Session # + Hours** | **Session Topic(s)** | **Alignment with NAEYC Competency Standards** |
| Session 1: 4 hours | Theories of Child Development | 1a. Knowing and understanding young children’s characteristics and needs1b. Knowing and understanding the multiple influences on development and learning |
| Session 2: 4 hours | Cultural Influences on Development | 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches |
| Session 3: 4 hours | Brain Development | 1b. Knowing and understanding the multiple influences on development and learning |
| Session 4: 3 hours | Stages of Play and the Value of Play in Development | 1a. Knowing and understanding young children’s characteristics and needs1b. Knowing and understanding the multiple influences on development and learning |
| Session 5: 3 hours | Benefits of Nature Play | 5c. Using knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging curricula for students |

**TOTAL: *144 hours related instruction***

|  |
| --- |
| **RELATED INSTRUCTION INFORMATION** |
| **Provider Type:** | [x]  **Sponsor**[ ]  **Community College/Technical School**[ ]  **Vocational School**[ ]  **Other, please list. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Name of Provider:** | District 1199C Training & Upgrading Fund |
| **Address of Provider:** | 100 S. Broad Street, 10th FloorPhiladelphia, PA 19110 |
| **Provider Contact Name:** | Teresa Collins, Director of Early Childhood Education Programming |
| **Provider Contact Email:** | tcollins@1199ctraining.org |
| **Provider Contact Phone:** | 215-568-2220 x5417 |
| **Total Hours of Instruction:** | 144 |
| **Method of Instruction:** | [x]  **Classroom**[ ]  **Correspondence/Shop**[ ]  **Online** |
| **If using a third-party vendor for the instruction component of the program,** **please submit a letter verifying such from the training provider.** |

**WORK PROCESS SCHEDULE**

**Level II: Early Childhood/Pre-K Teacher (Associate’s Degree) – Delaware & Chester Counties**

**O\*NET-SOC CODE: 25-2011.00 RAPIDS CODE: 0840**

This schedule is attached to and a part of these standards for the above identified occupation.

1. **TYPE OF OCCUPATION**

[ ]  Time-based [ ]  Competency-based [x]  Hybrid

1. **TERM OF APPRENTICESHIP**

The term of the occupation is two (2) years with an OJT attainment of 4,000 hours, supplemented by the minimum required 740 hours of related instruction.

1. **RATIO OF APPRENTICES TO JOURNEYWORKERS**

The apprentice to journeyworker ratio for ***NON-JOINT EMPLOYERS*** is:

1 apprentice to 1- 4 journeyworkers

2 apprentices to 5-9 journeyworkers

3 apprentices to 10-14 journeyworkers

For each additional unit of five journeypersons regularly employed, one additional apprentice may be employed.

The apprentice to journeyworker ratio for ***JOINT EMPLOYERS*** shall be consistent with proper supervision, training, safety, continuity of employment, and applicable provisions in CBAs, except where such ratios are expressly prohibited by the CBAs. The ratio shall be specified in ***Appendix E.***

1. **WORKFORCE NUMBERS**

Please use the Employer Acceptance Agreements (Appendix E) for the workforce numbers.

1. **APPRENTICE WAGE SCHEDULE**

Please use the Employer Acceptance Agreements (Appendix E) for the wage schedule information.

1. **PROBATIONARY PERIOD**

Probationary periods shall be established by individual participating employers, and cannot exceed 25 percent of the length of the program or one year, whichever is shorter.

1. **QUALIFICATIONS FOR APPRENTICESHIP – *IF APPLICABLE FOR OCCUPATION***
2. Age: Participating Employers will establish qualifications regarding minimum age limits. Apprentices must not be less than 16 years of age (applicant must provide evidence of minimum age respecting any applicable State Laws or regulations).
3. Education: A high school diploma or GED equivalency is required. Applicant must provide an official transcript(s) for high school and any relevant post-high school education and training. All high school equivalency records must be submitted if applicable.

All Level II applicants must possess a valid Child Development Associate (CDA) credential – unless this requirement is waived by the RTI provider – and must be able to supply the Apprenticeship Committee with documentation of the validity of their credential(s).

1. Physical: Applicants will be physically capable of performing the essential functions of the apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.
2. Aptitude Test: All applicants must complete the Placement Tests qualifying them for admission into the program of study offered by the RTI provider.
3. Interview: All applicants must complete an interview conducted by an intermediary designated by their local ATC, and receive a satisfactory rating indicating motivation to complete an apprenticeship program while working full time.
4. **WORK PROCESS SCHEDULE**

**Level II: Early Childhood/Pre-K Teacher (Associate’s Degree)**

**O\*NET-SOC CODE: 25-2011.00 RAPIDS CODE: 0840**

**ECE II: Associate’s Degree**

**1a: Understanding the developmental period of early childhood from birth through age eight across domains and areas such as physical, cognitive, social, emotional, and linguistic (including bilingual development) *– 200 hours***

* Understand the theoretical perspectives and research base of the developmental periods of early childhood and how development and learning intersect across the domains
* Understand the limitations of child development theories and research based primarily on a normative perspective of white, middle-class children in educated families
* Understand and explain brain development in young children as well as the development of learning motivation and life skills
* Explain how and why biology, environment, stress and adversity impact children’s development and learning
* Explain why social interaction and play are central to children’s development and learning

**1b: Understanding and valuing each child as an individual with unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities *– 200 hours***

* Use research and professionally recognized terminology to understand and articulate how each child is an individual with unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities
* Understand and articulate ways to learn about children (e.g. through observation, play, etc.)
* Understand developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

**1c: Understanding the ways that child development and the learning process occur within multiple contexts including family, culture, language, and community as well as within a larger societal context of structural inequities *– 100 hours***

* Understand the theoretical perspectives and research base that shows that family and societal contexts influence young children’s development and learning
* Understand that children’s learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics
* Understand and articulate how structural inequities adversely impact young children’s learning and development

**1d: Using this multidimensional knowledge (developmental period of early childhood, individual child, context of development, and multiple social identities (race, language, culture, class, gender and others)) to make evidence-based decisions *– 100 hours***

* Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, ability, race, language, culture, class, gender and others) to intentionally support the development of young children
* Use available research evidence, professional judgments and families’ knowledge and preferences — for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

**2a: Knowing about, understanding and valuing the diversity of families and communities *– 100 hours***

* Understand family theory and research and the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children’s lives
* Understand the importance of building on the assets and strengths that families bring

**2b: Engaging as partners with families in young children’s development and learning through respectful and reciprocal relationships *– 100 hours***

* Take primary responsibility for initiating and sustaining respectful relations with families and caregivers
* Use strategies to support positive parental development
* Understand a broad repertoire of strategies for building reciprocal relationships and use those to learn with and from family members
* Engage families as resources for insight into their children for curriculum, program development, and assessment; and as partners in planning for children’s transitions to new programs

**2c: Utilizing community resources to support families and young children *– 200 hours***

* Assist families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance
* Collaborate with early learning programs in the community to support a continuum of quality early learning care and education

**3a: Understanding that assessment (formal and informal, formative and summative) is conducted to make informed choices and for planning in early learning settings *– 150 hours***

* Understand the research base and theoretical perspectives on the purposes and use of assessment
* Understand the essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understand—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas
* Articulate and apply the concept of alignment— assessment consistent with and connected to appropriate learning goals, curriculum, and teaching strategies for young children

**3b: Knowing a wide-range of types of assessments, their purposes, and their associated methods and tools *– 150 hours***

* Understand the structure, strengths, limitations, validity and reliability of a variety of assessment methods and tools, including formative and summative, qualitative and quantitative standardized assessment tools and strategies for young children\*
* Understand the basics of conducting systematic observations, interpreting those observations, and reflecting on their significance and impact on their teaching\*
* Understand the components of an assessment cycle

**3c: Practicing assessment that is ethically grounded and developmentally, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child *– 200 hours***

* Select and use developmentally, culturally and linguistically appropriate assessments
* Create opportunities to observe young children in play and spontaneous conversation as well as in adult-structured assessment contexts
* Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice
* Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and disabilities
* Analyze data from assessment tools to make instructional decisions and set learning goals for children
* Understand the research base and theoretical perspectives behind harmful uses of inappropriate assessments
* Understand limitations of developmentally, culturally or linguistically inappropriate assessment tools and minimize their impact on young children
* Understand legal and ethical issues connected to assessment practices
* Identify implicit bias or the potential for implicit bias in their own assessment practices and use of assessment data

**3d: Building assessment partnerships with families and professional colleagues *– 200 hours***

* Partner with families and other professionals to analyze assessment findings and create individualized goals and curricular practices for young children
* Know when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs
* Work with colleagues to conduct assessments as part of ISFP and IEP teams

**4a: Understanding positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children *– 150 hours***

* Understand the research base and theoretical perspectives related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children

**4b: Understanding that the science of learning and child development indicates the need for distinct teaching skills and strategies appropriate to early childhood along with differentiated instruction to support children’s individual needs, including children with developmental delays or disabilities *– 60 hours***

* Understand the research base and theoretical perspectives about various teaching strategies used with young children
* Differentiate instruction based on the level of development, individual characteristics, and sociocultural context of young children

**4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect universal design for learning principles *– 200 hours***

* Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development and learning and classroom management
* Understand the various types and stages of play that support young children’s development
* Apply knowledge about age levels, abilities, developmental status, cultures and language, and experiences of children in the group to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines

**4d: Developing and sustaining reflective, responsive and intentional practice *– 80 hours***

* Regularly reflect on their instructional practice and their own biases as they work to provide effective supports for each child
* Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team
* Incorporates self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues

**5a: Understanding content knowledge and resources—the central concepts, methods, inquiry and application tools, and structures—of the academic disciplines in an early education curriculum *– 140 hours***

* Have working knowledge of content areas (linguistics, literature, the arts, mathematics, science and social studies) through dedicated general education courses

**5b: Understanding pedagogical content knowledge—how young children learn in each discipline—and how to use the educator knowledge and practices described in Standards One through Four to support young children’s learning in each content area *– 300 hours***

* Have a working level of understanding of the research base and theoretical perspectives undergirding pedagogical content knowledge and understand how young children learn across content areas
* Use understanding of pedagogical content knowledge to make instructional decisions
* Use resources from professional organizations representing content areas to support instructional practice
* Understand how to engage children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in each curriculum area

**5c: Applying, expanding, integrating and updating their content knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge to their teaching practice *– 100 hours***

* Integrate their understanding of content knowledge, pedagogical content knowledge and early learning standards to select and create curriculum across content areas for young children

**6a: Identifying and involving oneself with the early childhood field and serving as an informed advocate *– 300 hours***

* Understand distinctive history, knowledge base, and mission of the early childhood education profession and the early childhood field as a whole
* Understand the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues
* Understand the basics of how public policies are developed
* Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal or national levels

**6b: Knowing about and upholding ethical standards and other early childhood professional guidelines *– 170 hours***

* Use the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas
* Understand the content and development process that undergirds professional guidelines such as national, state, or local standards and regulations and position statements from professional associations
* Understand, reflect upon, and integrate professional guidelines such as national, state, or local standards and regulations and position statement from professional associations as appropriate for the role/designation in the profession

**6c: Engaging in continuous, collaborative learning to inform practice *– 200 hours***

* Working understanding of the research-based and theoretical perspectives related to continuous and collaborative learning
* formal, with colleagues and with professionals in related disciplines Lead learning communities and teaching teams in birth through age 5 settings
* Working understanding of the evidence-based and theoretical perspectives related to effective communication and team leadership

**6d: Integrating knowledgeable and critical perspectives on early education and developing the habit of intentional reflective practice *– 200 hours***

* Working understanding of strengths-based approaches to research and practice

**6e. Using strong communication skills to effectively support young children’s learning and development and to work with families and colleagues *– 300 hours***

* Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of an associate degree graduate

**TOTAL: *4,000 hours on-the-job learning***

1. **RELATED INSTRUCTION OUTLINE: Delaware County Community College**

**Level II: Early Childhood/Pre-K Teacher (Associate’s Degree)**

**O\*NET-SOC CODE: 25-2011.00 RAPIDS CODE: 0840**

**NAEYC Standard 1: Identify key theories of child development – *approximately 177 hours over duration of degree program***

*Required Courses and Clock Hours (15 clock hours = 1 credit hour):*

* 1. ECE 100: Principles of Early Childhood Education (satisfied by CDA)
	2. ECE 130: Early Childhood Development (30 hours)
	3. ECE 110: Infant and Toddler Care and Education (15 hours)
	4. ECE 121: Early Childhood Laboratory II (5 hours)

**NAEYC Standard 3: Responsibly apply systematic observation, documentation, and other assessment techniques, in partnership with families and other professionals – *approximately 132 hours over duration of degree program***

*Required Courses and Clock Hours:*

1. ECE 100: Principles of Early Childhood Education (satisfied by CDA)
2. ECE 130: Early Childhood Development (15 hours)
3. ECE 140: Integrated Curriculum and Assessment (20 hours)
4. ECE 121: Early Childhood Laboratory II (15 hours)
5. ECE 201: Children, Family and Community (25 hours)

**NAEYC Standard 4 and 5: Design, implement, and assess differentiated curricula and experiences to positively influence the development of children (Environment, Language & Cognitive Development, Physical Development, Creative Development, Math, and Numbers & Science) – *approximately 80 hours over the duration of degree program***

* 1. ECE 100: Principles of Early Childhood Education (satisfied by CDA)
	2. ECE 110: Infant and Toddler Care and Education (30 hours)
	3. ECE 140: Integrated Curriculum and Assessment (25 hours)
	4. ECE 121: Early Childhood Laboratory II (25 hours)

**NAEYC Standard 6: Demonstrate ethical and professional standards and make decisions as part of a continuous collaborative learning, informed reflective practice and diverse field experiences – *approximately 80 hours over duration of degree program***

*Required Courses and Clock Hours:*

* 1. ECE 100: Principles of Early Childhood Education (satisfied by CDA)
	2. ECE 201: Children, Families and Community (20 hours)
	3. ECE 121: Early Childhood Laboratory II (15 hours)
	4. ECE 112: Developing a Professional Portfolio (15 hours)

**Supportive Skills: Demonstrate effective oral and written communication skills in the discourse of discipline– *approximately 150 hours over duration of degree program***

*Required Courses and Clock Hours:*

* 1. ENG 100: English Comp I (45 hours)
	2. ENG 112: English Composition: Writing About Literature (45 hours)
	3. ENG 250: Children’s Literature (45 hours)
	4. HIS 110: American History I (45 hours)
	5. COMM 111: Public Speaking (45 hours)
	6. ESS 100: Earth Science (60 hours)
	7. MAT 125: Mathematics for Teachers of Children I (45 hours)
	8. MAT 126: Mathematics for Elementary Teachers II (45 hours)
	9. POL 120: Political Science (45 hours)
	10. HUM 160: Introduction to World Religions (45 hours)
	11. PSY 140: Introduction to Psychology (45 hours)

**TOTAL: *740 hours***\* ***related instruction***

*\*DCCC shall award an additional 9 credits to Apprentices for successful completion of OJL and demonstration of competency mastery. These credits shall correspond to the following required courses included in Early Childhood Education* Associate’s Degree Program *course sequence:*

* EDU 220: Introduction to Special Education
* EDU 208 English Language Learners
* ECE 111: Methods and Materials for Teaching

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| **RELATED INSTRUCTION INFORMATION** |
| **Provider Type:** | [ ]  **Sponsor**[x]  **Community College/Technical School**[ ]  **Vocational School**[ ]  **Other, please list. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Name of Provider:** | Delaware County Community College |
| **Address of Provider:** | 901 South Media Line RoadMedia, PA 19063 |
| **Provider Contact Name:** | Dr. Jean Allison, Ph.D., Associate Professor & Program Coordinator, Early Childhood Education |
| **Provider Contact Email:** | jallison@dccc.edu |
| **Provider Contact Phone:** | 610-359-5160 |
| **Total Hours of Instruction:** | 740 |
| **Method of Instruction:** | [x]  **Classroom**[ ]  **Correspondence/Shop**[x]  **Online** |
| **If using a third-party vendor for the instruction component of the program,****please submit a letter verifying such from the training provider.** |

**WORK PROCESS SCHEDULE**

**Level III: Early Childhood/Pre-K Teacher (Bachelor’s Degree)**

**O\*NET-SOC CODE: 25-2011.00 RAPIDS CODE: 0840**

This schedule is attached to and a part of these standards for the above identified occupation.

1. **TYPE OF OCCUPATION**

[ ]  Time-based [ ]  Competency-based [x]  Hybrid

1. **TERM OF APPRENTICESHIP**

The term of the occupation is two and 2 ½ years with an OJT attainment of 4,000 hours, supplemented by the minimum required 1371 ½ hours of related instruction.

1. **RATIO OF APPRENTICES TO JOURNEYWORKERS**

The apprentice to journeyworker ratio for ***NON-JOINT EMPLOYERS*** is:

1 apprentice to 1- 4 journeyworkers

2 apprentices to 5-9 journeyworkers

3 apprentices to 10-14 journeyworkers

For each additional unit of five journeypersons regularly employed, one additional apprentice may be employed.

The apprentice to journeyworker ratio for ***JOINT EMPLOYERS*** shall be consistent with proper supervision, training, safety, continuity of employment, and applicable provisions in CBAs, except where such ratios are expressly prohibited by the CBAs. The ratio shall be specified in ***Appendix E.***

1. **WORKFORCE NUMBERS**

Please use the Employer Acceptance Agreements (Appendix E) for the workforce numbers.

1. **APPRENTICE WAGE SCHEDULE**

Please use the Employer Acceptance Agreements (Appendix E) for the wage schedule information.

1. **PROBATIONARY PERIOD**

Probationary periods shall be established by individual participating employers, and cannot exceed 25 percent of the length of the program or one year, whichever is shorter.

1. **QUALIFICATIONS FOR APPRENTICESHIP – *IF APPLICABLE FOR OCCUPATION***
2. Age: Participating Employers will establish qualifications regarding minimum age limits. Apprentices must not be less than 16 years of age (applicant must provide evidence of minimum age respecting any applicable State Laws or regulations).
3. Education: A high school diploma or GED equivalency is required. Applicant must provide an official transcript(s) for high school and any relevant post-high school education and training. All high school equivalency records must be submitted if applicable.

All Level III applicants must possess a valid Associate’s Degree in Early Childhood Education or an equivalent field – unless this requirement is waived by the RTI provider – and must be able to supply the Apprenticeship Committee with documentation of the validity of their credential(s).

1. Physical: Applicants will be physically capable of performing the essential functions of the apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.
2. Aptitude Test: All applicants must complete the Placement Tests qualifying them for admission into the program of study offered by the RTI provider.
3. Interview: All applicants must complete an interview conducted by an intermediary designated by their local ATC, and receive a satisfactory rating indicating motivation to complete an apprenticeship program while working full time.
4. **WORK PROCESS INFORMATION**

**WORK PROCESS SCHEDULE**

**Level III: Early Childhood/Pre-K Teacher (Bachelor’s Degree)**

**O\*NET-SOC CODE: 25-2011.00 RAPIDS CODE: 0840**

**ECE III: Bachelor’s Degree**

**1a: Understanding the developmental period of early childhood from birth through age eight across domains and areas such as physical, cognitive, social, emotional, and linguistic (including bilingual development) – *200 hours***

* Understand the theoretical perspectives and research base of the developmental periods of early childhood and how development and learning intersect across the domains
* Understand the limitations of child development theories and research based primarily on a normative perspective of white, middle-class children in educated families
* Understand and explain brain development in young children as well as the development of learning motivation and life skills
* Explain how and why biology, environment, stress and adversity impact children’s development and learning
* Explain why social interaction and play are central to children’s development and learning

**1b: Understanding and valuing each child as an individual with unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities – *200 hours***

* Use research and professionally recognized terminology to understand and articulate how each child is an individual with unique developmental variations, agency, strengths, interests, challenges, approaches to learning, experiences and abilities
* Understand and articulate ways to learn about children (e.g. through observation, play, etc.)
* Understand developmentally appropriate decisions, plans and adjustments to practice in response to individual, developmental, cultural and linguistic variations of young children

**1c: Understanding the ways that child development and the learning process occur within multiple contexts including family, culture, language, and community as well as within a larger societal context of structural inequities – 1*00 hours***

* Understand the theoretical perspectives and research base that shows that family and societal contexts influence young children’s development and learning
* Understand that children’s learning is shaped by cultural and linguistic contexts for development, their close relationships with adults and peers, economic conditions of families and communities, adverse and protective childhood experiences, ample opportunities to play and learn, experiences with technology and media, and family and community characteristics
* Understand and articulate how structural inequities adversely impact young children’s learning and development

**1d: Using this multidimensional knowledge (developmental period of early childhood, individual child, context of development, and multiple social identities (race, language, culture, class, gender and others)) to make evidence-based decisions – *100 hours***

* Use multidimensional knowledge (developmental period of early childhood, individual child, family, and multiple social identities, race, language, culture, class, gender and others) to intentionally support the development of young children
* Use available research evidence, professional judgments and families’ knowledge and preferences — for identifying and implementing early childhood curriculum, teaching practices, and learning environments that are safe, healthy, respectful, culturally and linguistically responsive, supportive and challenging for each child

**2a: Knowing about, understanding and valuing the diversity of families and communities – *100 hours***

* Understand family theory and research and the ways that various socioeconomic conditions; family structures, relationships, stressors, adversity, and supports; home languages, cultural values and ethnicities create the context for young children’s lives
* Understand the importance of building on the assets and strengths that families bring

**2b: Engaging as partners with families in young children’s development and learning through respectful and reciprocal relationships – *175 hours***

* Take primary responsibility for initiating and sustaining respectful relations with families and caregivers
* Use strategies to support positive parental development
* Understand a broad repertoire of strategies for building reciprocal relationships and use those to learn with and from family members
* Engage families as resources for insight into their children for curriculum, program development, and assessment; and as partners in planning for children’s transitions to new programs

**2c: Utilizing community resources to support families and young children – *175 hours***

* Assist families with young children in finding needed resources, access and leverage technology tools, and partner with other early childhood experts (such as speech pathologists and school counselors) as needed to connect families to community cultural resources, mental health services, early childhood special education and early intervention services, health care, adult education, English language instruction, translation/interpretation services, and economic assistance
* Collaborate with early learning programs in the community to support a continuum of quality early learning care and education

**3a: Understanding that assessment (formal and informal, formative and summative) is conducted to make informed choices and for planning in early learning settings – *175 hours***

* Understand the research base and theoretical perspectives on the purposes and use of assessment
* Understand the essentials of authentic assessment—such as age-appropriate approaches and culturally relevant assessment in a language the child understands—for infants, toddlers, preschoolers, and children in early grades across developmental domains and curriculum areas
* Articulate and apply the concept of alignment— assessment consistent with and connected to appropriate learning goals, curriculum, and teaching strategies for young children

**3b: Knowing a wide-range of types of assessments, their purposes, and their associated methods and tools – *175 hours***

* Understand the structure, strengths, limitations, validity and reliability of a variety of assessment methods and tools, including formative and summative, qualitative and quantitative standardized assessment tools and strategies for young children
* Understand the basics of conducting systematic observations, interpreting those observations, and reflecting on their significance and impact on their teaching
* Understand the components of an assessment cycle

**3c: Practicing assessment that is ethically grounded and developmentally, culturally, and linguistically appropriate to document developmental progress and promote positive outcomes for each child – *200 hours***

* Select and use developmentally, culturally and linguistically appropriate assessments
* Create opportunities to observe young children in play and spontaneous conversation as well as in adult-structured assessment contexts
* Embed assessment-related activities in curriculum and in daily routines to facilitate authentic assessment and to make assessment an integral part of professional practice
* Use assessment resources (such as technology) to identify and support children with differing abilities, including children whose learning is advanced as well as those whose home language is not English, and children with developmental delays and disabilities
* Analyze data from assessment tools to make instructional decisions and set learning goals for children
* Understand the research base and theoretical perspectives behind harmful uses of inappropriate assessments Understand assessments used in K3 settings, possible limitations of such assessments, and strategies for mitigating the impact of these assessments on young children
* Understand legal and ethical issues connected to assessment practices
* Identify implicit bias or the potential for implicit bias in their own assessment practices and use of assessment data

**3d: Building assessment partnerships with families and professional colleagues – *200 hours***

* Partner with families and other professionals to analyze assessment findings and create individualized goals and curricular practices for young children
* Know when to call on professional colleagues when assessment findings indicate young children may need additional supports or further assessments to identify developmental or learning needs
* Work with colleagues to conduct assessments as part of ISFP and IEP teams

**4a: Understanding positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children – *150 hours***

* Understand the research base and theoretical perspectives related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children

**4b: Understanding that the science of learning and child development indicates the need for distinct teaching skills and strategies appropriate to early childhood along with differentiated instruction to support children’s individual needs, including children with developmental delays or disabilities – *60 hours***

* Understand the research base and theoretical perspectives about various instructional practices used with young children
* Differentiate instruction based on the level of development, individual characteristics, and sociocultural context of young children

**4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect universal design for learning principles – *200 hours***

* Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant teaching approaches to facilitate development and learning and classroom management
* Understand the various types and stages of play that support young children’s development
* Apply knowledge about age levels, abilities, developmental status, cultures and language, and experiences of children in the group to make professional judgements about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines

**4d: Developing and sustaining reflective, responsive and intentional practice – *80 hours***

* Regularly reflect on their instructional practice and their own biases as they work to provide effective supports for each child
* Determine when it is appropriate to reach out for new resources and consult with peers in related professions and other members of their teaching team
* Incorporates self-care into routines to maintain positive engagement with young children and professionalism with families and colleagues

**5a: Understanding content knowledge and resources—the central concepts, methods, inquiry and application tools, and structures—of the academic disciplines in an early education curriculum – *140 hours***

* Have an applied knowledge of content areas (linguistics, literature, the arts, mathematics, science and social studies) through dedicated general education courses

**5b: Understanding pedagogical content knowledge—how young children learn in each discipline—and how to use the educator knowledge and practices described in Standards One through Four to support young children’s learning in each content area – *300 hours***

* Have an applied level of understanding of the research base and theoretical perspectives undergirding pedagogical content knowledge and understand how young children learn across content areas
* Use understanding of pedagogical content knowledge to make instructional decisions
* Use resources from professional organizations representing content areas to support instructional practice
* Understand how to engage children in learning about essential and foundational concepts, principles, and theories; in methods of investigations and inquiry; and in forms of representation that express ideas, relationships, and patterns in each curriculum area

**5c: Applying, expanding, integrating and updating their content knowledge in the disciplines, knowledge of curriculum content resources, and pedagogical content knowledge to their teaching practice – *100 hours***

* Integrate their understanding of content knowledge, pedagogical content knowledge and early learning standards to select and create curriculum across content areas for young children

**6a: Identifying and involving oneself with the early childhood field and serving as an informed advocate – *300 hours***

* Understand distinctive history, knowledge base, and mission of the early childhood education profession and the early childhood field as a whole
* Understand the broader contexts and challenges, current issues and trends that affect the profession including compensation and financing of the early education system; standards setting and assessment in young children; and issues of equity, bias and social justice that affect young children, families, communities and colleagues
* Understand the basics of how public policies are developed
* Advocate for resources and policies that support young children and their families as well as for early childhood educators, within early learning settings as well as in broader contexts such as at the local, state, federal or national levels

**6b: Knowing about and upholding ethical standards and other early childhood professional guidelines – *170 hours***

* Use the NAEYC Code of Ethical Conduct to analyze and resolve professional ethical dilemmas and give defensible justifications for resolutions of those dilemmas
* Understand the content and development process that undergirds professional guidelines such as national, state, or local standards and regulations and position statements from professional associations
* Understand, reflect upon, and integrate professional guidelines such as national, state, or local standards and regulations and position statement from professional associations as appropriate for the role/designation in the profession

**6c: Engaging in continuous, collaborative learning to inform practice – *200 hours***

* Applied understanding of the research-based and theoretical perspectives related to continuous and collaborative learning
* Lead learning communities and teaching teams in birth through age 8 settings
* Applied understanding of the evidence-based and theoretical perspectives related to effective communication and team leadership

**6d: Integrating knowledgeable and critical perspectives on early education and developing the habit of intentional reflective practice – *200 hours***

* Applied understanding of strengths-based approaches to research and practice

**6e. Using strong communication skills to effectively support young children’s learning and development and to work with families and colleagues – *300 hours***

* Apply proper grammar, spelling, and usage of terms when communicating with young children, families and colleagues equivalent to the expected level of a baccalaureate degree graduate or a master’s degree (initial prep) graduate

**TOTAL: *4,000 hours on-the-job learning***

1. **RELATED INSTRUCTION OUTLINE**

**RELATED INSTRUCTION OUTLINE**

**Level III: Early Childhood/Pre-K Teacher (Bachelor’s Degree)**

**O\*NET-SOC CODE: 25-2011.00 RAPIDS CODE: 0840**

***Program Coursework and corresponding credits: Clock Hours (****15 hours = 1 credit hour****)***

* ED306 Struggling Readers (4 credits) = 60 hours
* ED306 L Fieldwork (Struggling readers) (1 credit) = 15 hours
* ED307A: STEAM II (4 credits) = 60 hours
* ED307AL: Fieldwork (STEAM II) (1 credit) = 15 hours
* ED 308A: Social Studies Literacies (4 credits) = 60 hours
* ED308AL: Fieldwork (Social Studies Literacies) (1 credit) = 15 hours
* ED323: Early Intervention (4 credits) = 60 hours
* ED323L: Fieldwork (Early Intervention) (1 credit) = 15 hours
* ED387: Pre Student Teaching (4 credits) = 60 hours
* ED387AL: Fieldwork (Pre Student Teaching (2 credits) = 30 hours
* ED416: Student Teaching (7 weeks long in ECE setting) = 280 hours
* ED490: Teacher Inquiry (4 credits) = 60 hours
* ED490L: Fieldwork (Teacher Inquiry) (1 credit) = 15 hours

**Standard 1: Child development and learning in context**

***(Approximately 95 hours over the duration of the degree program)***

*Required Courses and Clock Hours (15 hours = 1 credit hour):*

* 1. ED307A: STEAM II (10 hours)
	2. ED307AL: Fieldwork (STEAM II) (2 hours)
	3. ED 308A: Social Studies Literacies (10 hours)
	4. ED308AL: Fieldwork (Social Studies Literacies) (2 hours)
	5. ED323: Early Intervention (10 hours)
	6. ED323L: Fieldwork (Early Intervention) (2 hours)
	7. ED387: Pre Student Teaching (10 hours)
	8. ED387AL: Fieldwork (Pre Student Teaching (2.5 hours)
	9. ED416: Student Teaching (34 hours)
	10. ED490: Teacher Inquiry (10 hours)
	11. ED490L: Fieldwork (Teacher Inquiry) (2 hours)

**Standard 2: Family and community partnerships**

***(Approximately 49.5 hours over the duration of the degree program)***

*Required Courses and Clock Hours (15 hours = 1 credit hour):*

* 1. ED323: Early Intervention (30 hours)
	2. ED323L: Fieldwork (Early Intervention) (7.5 hours)
	3. ED490: Teacher Inquiry (10 hours)
	4. ED490L: Fieldwork (Teacher Inquiry) (2 hours)

**Standard 3: Child observation, documentation, and assessment**

***(Approximately 125.5 hours over the duration of the degree program)***

*Required Courses and Clock Hours (15 hours = 1 credit hour):*

* 1. ED306: Struggling Readers (25 hours)
	2. ED306L: Fieldwork (Struggling Readers) (6 hours)
	3. ED307A: STEAM II (10 hours)
	4. ED307AL: Fieldwork (STEAM II) (2.5 hours)
	5. ED 308A: Social Studies Literacies (10 hours)
	6. ED308AL: Fieldwork (Social Studies Literacies) (2.5 hours)
	7. ED323: Early Intervention (10 hours)
	8. ED323L: Fieldwork (Early Intervention) (2.5 hours)
	9. ED387: Pre Student Teaching (10 hours)
	10. ED387AL: Fieldwork (Pre Student Teaching (5 hours)
	11. ED416: Student Teaching (30 hours)
	12. ED490: Teacher Inquiry (10 hours)
	13. ED490L: Fieldwork (Teacher Inquiry) (2 hours)

**Standard 4: Developmentally, culturally, and linguistically appropriate teaching strategies**

***(Approximately 160.5 hours over the duration of the degree program)***

*Required Courses and Clock Hours (15 hours = 1 credit hour):*

* 1. ED306: Struggling Readers (20 hours)
	2. ED306L: Fieldwork (Struggling Readers) (6 hours)
	3. ED307A: STEAM II (15 hours)
	4. ED307AL: Fieldwork (STEAM II) (4 hours)
	5. ED 308A: Social Studies Literacies (15 hours)
	6. ED308AL: Fieldwork (Social Studies Literacies) (4 hours)
	7. ED387: Pre Student Teaching (10 hours)
	8. ED387AL: Fieldwork (Pre Student Teaching (7.5 hours)
	9. ED416: Student Teaching (65 hours)
	10. ED490: Teacher Inquiry (10 hours)
	11. ED490L: Fieldwork (Teacher Inquiry) (4 hours)

**Standard 5: Content knowledge in early childhood curriculum**

***(Approximately 154 hours over the duration of the degree program)***

*Required Courses and Clock Hours (15 hours = 1 credit hour):*

* 1. ED306: Struggling Readers (15 hours)
	2. ED306L: Fieldwork (Struggling Readers) (3 hours)
	3. ED307A: STEAM II (15 hours)
	4. ED307AL: Fieldwork (STEAM II) (4 hours)
	5. ED 308A: Social Studies Literacies (15 hours)
	6. ED308AL: Fieldwork (Social Studies Literacies) (4 hours)
	7. ED387: Pre Student Teaching (15 hours)
	8. ED387AL: Fieldwork (Pre Student Teaching (5 hours)
	9. ED416: Student Teaching (65 hours)
	10. ED490: Teacher Inquiry (10 hours)
	11. ED490L: Fieldwork (Teacher Inquiry) (3 hours)

**Standard 6: Professional as an early childhood educator**

***(Approximately 102 hours over the duration of the degree program)***

*Required Courses and Clock Hours (15 hours = 1 credit hour):*

* 1. ED307A: STEAM II (10 hours)
	2. ED307AL: Fieldwork (STEAM II) (2.5 hours)
	3. ED 308A: Social Studies Literacies (10 hours)
	4. ED308AL: Fieldwork (Social Studies Literacies) (2.5 hours)
	5. ED323: Early Intervention (10 hours)
	6. ED323L: Fieldwork (Early Intervention) (2.5 hours)
	7. ED387: Pre Student Teaching (15 hours)
	8. ED387AL: Fieldwork (Pre Student Teaching (7.5 hours)
	9. ED416: Student Teaching (7 week-long, ECE setting, 280 hours)
	10. ED490: Teacher Inquiry (10 hours)
	11. ED490L: Fieldwork (Teacher Inquiry) (2 hours)

**Additional Required Program Courses (with a focus on ages 6-10 years) and other Related Courses**

***(Approximately 685 hours over duration of degree program)***

*Required/Related Courses and Clock Hours:*

1. ED307B: STEAM II (4 credits, 60 hours)
2. ED307BL: Fieldwork (STEAM II) (1 credit, 15 hours)
3. ED308B: Social Studies and Literacies (4 credits, 60 hours)
4. ED308BL: Fieldwork (Social Studies and Literacies) (1 credit, 15 hours)
5. ED315: Differentiated Instructions (4 credits, 60 hours)
6. ED375: Managing an Inclusive Classroom (4 credits, 60 hours)
7. ED375L: Fieldwork (Inclusive Classroom) (1 credit, 15 hours)
8. ED387BL: Pre Student Teaching K-4 setting (2 credits, 30 hours)
9. ED4x: Professional Portfolio Development (4 credits, 60 hours)
10. ED4xx: PECT Test Prep (2 credits, 30 hours)
11. ED416: (7 weeks long in K-4 setting, 280 hours)

**TOTAL: *1371.5 hours Related Instruction + Additional Required Coursework***

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| **RELATED INSTRUCTION INFORMATION** |
| **Provider Type:** | [ ]  **Sponsor**[ ]  **Community College/Technical School**[ ]  **Vocational School**[x]  **Other, please list.** Four-Year University |
| **Name of Provider:** | Arcadia University |
| **Address of Provider:** | 450 S. Easton RoadGlenside, PA 19038 |
| **Provider Contact Name:** | Foram A. Bhukhanwala, Ph.D., Assistant Professor and Director of Undergraduate & Graduate Early Childhood/Elementary Education Programs |
| **Provider Contact Email:** | bhukhanf@arcadia.edu |
| **Provider Contact Phone:** | 215-517-2590 |
| **Total Hours of Instruction:** | 1371.5 hours (686.5 related instruction, 685 additional coursework)  |
| **Method of Instruction:** | [x]  **Classroom**[ ]  **Correspondence/Shop**[x]  **Online** |
| **If using a third-party vendor for the instruction component of the program,****please submit a letter verifying such from the training provider.** |