Unit/Standard Number	**pennsylvania** DEPARTMENT OF EDUCATION **High School Graduation Years 2013, 2014 and 2015** **Child Care and Support Services Management CIP 19.0708 Task Grid**	**Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level**
	Secondary Competency Task List	
100	**ORIENTATION AND SAFETY**	
101	Identify and follow school, classroom and clinical rules and regulations.	
200	**PROFESSIONALISM**	
201	Compare and analyze types of early learning programs.	
202	Identify personal qualities and career opportunities needed for employment.	
203	Develop a personal and professional portfolio.	
204	Investigate the requirements of the CDA Certificate and School-Age Credential.	
205	Analyze NAEYC Standards and the Code of Ethical Conduct.	
206	Analyze the Pennsylvania Early Learning Standards.	
207	Investigate the importance of advocacy in the profession.	
208	Identify resources for professional development.	
209	Identify state, national and international models of pre-kindergarten.	
300	**HEALTH AND SAFETY**	
301	Identify Department of Public Welfare regulations and PA Department of Education codes.	
302	Obtain Pediatric First Aid Certification or any other PDE recognized Certification.	
303	Identify types of child abuse.	
304	Identify communicable diseases and chronic medical conditions.	
305	Identify characteristics of safe, healthy environment.	
306	Identify and describe infection control procedures, sanitation practices and prevention of illness policies.	
307	Identify nutritional requirements.	
308	Plan nutritious meals and snacks.	
309	Care for the mildly ill child.	
310	Identify and follow adult health regulations.	
311	Complete a health and safety checklist and develop recommendations.	
312	Identify and demonstrate safe transportation practices in child care settings.	
313	Identify components and develop an emergency management plan for a child care setting.	
314	Identify liability issues of child care workers regarding children's safety in a child care setting.	
315	Identify and manage program records, budgets and reports.	
316	Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.	
400	**LEARNING ENVIRONMENT (PHYSICAL SPACE)**	

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401	Examine the value of play and use best practices to support children's play.	
402	Examine the process and use best practices for developing children's creativity.	
403	Examine, evaluate and use culturally relevant learning centers and materials.	
404	Evaluate and maintain the indoor and outdoor learning environments.	
405	Evaluate classroom environment using the ITERS, ECERS and/or SACERS.	
500	**CHILD DEVELOPMENT (SOCIAL, EMOTION, PHYSICAL, INTELLECTUAL, LANGUAGE DEVELOPMENT)**	
501	Identify educational theorists and their concepts.	
502	Identify developmental stages or areas.	
503	Identify the importance of artistic and musical development.	
504	Identify characteristics of infant development.	
505	Identify characteristics of toddler development.	
506	Identify characteristics of preschool development.	
507	Identify characteristics of school-age development.	
508	Identify characteristics of special needs children.	
509	Research the importance of early language and literacy development for school success.	
510	Integrate literacy/language development throughout all activities.	
600	**CLASSROOM MANAGEMENT AND POSITIVE GUIDANCE**	
601	Use positive methods to guide children's behavior.	
602	Analyze the influence of environment and caregiver management techniques on children's behavior and make appropriate adjustments.	
603	Observe, supervise and record the daily routines of children.	
700	**STANDARDS, CURRICULUM, AND ASSESSMENT**	
701	Use basic tools and types of observations.	
702	Observe, record and analyze children's behavior.	
703	Develop appropriate learning experiences based on observations.	
704	Link Early Learning Standards for Early Childhood (infant-toddler, pre-kindergarten and kindergarten) to all learning experiences.	
705	Demonstrate the connections between learning standards, curriculum and assessment.	
706	Describe the elements of curriculum (individualized goals, family and environment, learning environment, content resources).	
800	**CURRICULUM DEVELOPMENT**	
801	Investigate a variety of curriculum models.	

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802	Develop long and short-range curriculum goals.	
803	Determine and write objectives.	
804	Create a file of culturally relevant instructional resources.	
805	Create a resource of learning experiences.	
806	Complete, investigate and document a resource learning unit.	
807	Plan weekly curriculum.	
808	Develop daily lesson plans.	
900	**LEARNING ACTIVITIES/EXPERIENCES**	
901	Prepare, present and evaluate self care activities.	
902	Prepare, present and evaluate activities which promote a positive self concept.	
903	Prepare, present and evaluate science activities.	
904	Prepare, present and evaluate music activities.	
905	Prepare, present and evaluate puppetry activities.	
906	Prepare, present and evaluate flannel board activities.	
907	Prepare, present and evaluate children's literature.	
908	Prepare, present and evaluate language and literacy activities.	
909	Prepare, present and evaluate math activities.	
910	Prepare, present and evaluate creative art activities.	
911	Prepare, present and evaluate food and nutrition related activities.	
912	Prepare, present and evaluate health and safety activities.	
913	Prepare, present and evaluate social studies activities.	
914	Prepare, present and evaluate fine motor activities.	
915	Prepare, present and evaluate gross motor activities.	
916	Prepare, present and evaluate transition activities.	
917	Prepare, present and evaluate creative drama activities.	
918	Prepare, present and evaluate creative movement activities.	
919	Prepare, present and evaluate woodworking activities.	
920	Identify steps to prepare field trips as a learning experience.	
921	Use current technology and equipment.	
1000	**PROGRAM PARTNERSHIPS**	
1001	Communicate with families through written documentation.	
1002	Create a resource file of community services.	
1003	Describe and implement best practices for supporting children and families during transition.	

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1004	Identify the family's role in developing individualized goal plans for children.		
1005	Identify the role that cultures and values of the family play in children's upbringing and individualize experiences for children.		
1100	**CLINICAL EXPERIENCE**		
1101	Participate in an infant program.		
1102	Participate in a toddler program.		
1103	Participate in a preschool center.		
1104	Participate in an elementary school program.		
1105	Participate in a special needs program.		
1200	**CRIME AND VIOLENCE PREVENTION**		
1201	Describe the threat which crime or violence occurring in the school can pose to a secure and productive learning environment for the students and employees.		
1202	Describe what students and employees can do to reduce the threat of crime and violence through caring about others, complying with laws and rules, orderliness, safe practices and a clear focus of learning together.		
1203	Describe what the instructor will attempt to do as a coach of positive social skills and what the student can do to support that effort.		
1204	Explain what it means to be respectful of others, kind, responsible for and in control of one's own emotions (including anger) and actions.		
1205	Explain what conflict is and ways to identify and resolve conflict in the classroom and the workplace according to socially acceptable practices.		
1206	Understand that helping others will create a school that is free from fear and danger.		
1207	Describe examples of when to seek help from a parent, teacher, counselor or other adult about one's concerns or the problems of another student or adult.		