A Proposed Framework for an Articulated Career Path for School Readiness-Related Professions in Florida

CORE KNOWLEDGE AND SKILLS

EARLY CHILDHOOD PROFESSIONAL TRAINEE
(No Prior Training)

EARLY CHILDHOOD PROFESSIONAL LEVEL I
(State-mandated Training + Level I Core Knowledge and Skills)

EARLY CHILDHOOD PROFESSIONAL LEVEL II
(CDA Training + Level II Core Knowledge and Skills)

EARLY CHILDHOOD PROFESSIONAL LEVEL III
(Associate in Arts/Science Degree)

EARLY CHILDHOOD PROFESSIONAL LEVEL IV
(Baccalaureate Degree)

October 2001

Florida Institute of Education at the University of North Florida
Early Childhood Education Articulation Committee
Florida Council for Education Policy, Research, and Improvement (formerly Postsecondary Education Planning Commission)
Florida Education Standards Commission
Florida Head Start State Collaboration Office
Florida Partnership for School Readiness
School Readiness Stakeholders
# A Proposed Framework for an Articulated Career Path for School Readiness-Related Professions in Florida

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## A Proposed Framework for an Articulated Career Path for School Readiness-Related Professions in Florida: Core Knowledge and Skills

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A PROPOSED FRAMEWORK FOR AN ARTICULATED CAREER PATH FOR SCHOOL READINESS-RELATED PROFESSIONS IN FLORIDA

I. INTRODUCTION

The Law: 1999 School Readiness Act – Chapter 240.115, section (1) (e), Florida Statutes

Florida’s 1999 School Readiness Act established requirements related to early childhood career advancement and articulation in Chapter 240.115, section (1) (e), Florida Statutes. The law states:

The Commissioner of Education, in conjunction with the Florida Partnership for School Readiness, the Postsecondary Education Planning Commission, and the Education Standards Commission, shall conduct a statewide assessment to determine the extent and nature of instruction for those who work or are training to work in the fields of child care and early childhood education, as well as an assessment of the market demand for individuals trained at various levels. Based on this assessment, the Articulation Coordinating Committee shall establish an articulated career path for school readiness-related professions, which shall lead from entry-level employment in childcare and early childhood education to a baccalaureate degree. The career path shall provide for the articulation of:

1. Vocational credit to college credit for associate in science degrees;
2. Credit earned in associate in science or associate in arts degree programs to credit in baccalaureate degree programs;
3. Credit awarded by public and private institutions; and
4. Credit for experiential learning associated with minimum training requirements for employment. The Articulation Coordinating Committee shall ensure that the articulation of such credit does not jeopardize the receiving institution’s accreditation status.

Before the printing of the catalog for the fall semester 2002, the articulation agreement must guarantee the statewide articulation of appropriate coursework as established in the career path.

The Work of Articulation

The Legislature, in its mandate to establish an articulated career path, provides an opportunity to support high levels of learning for children and their teachers by taking the first steps to creating a coherent and effective system of education and care for all children. Currently, the early childhood profession is unlimited in its program diversity and inconsistent in program implementation and quality. Early childhood program goals, practices, and standards lack common understandings, role titles and expectations, training, and systems of reward and/or accountability. Because the school readiness field lacks the same level of infrastructure found in the other systems (e.g., licensure requirements, state mandated competencies, state mandated program requirements), a foundation needs to be developed that would enable the Articulation Coordinating Committee, community colleges, vocational/technical schools, and universities to accomplish the tasks set forth in the 1999 School Readiness Act. The work of developing such a foundation was grounded on the following six understandings:

- Articulation, defined in *Webster's College Dictionary (2000)* as “the act of joining or organizing into a coherent whole,” is a necessary component to achieving high quality education and care for all children.
- Articulation in support of the early childhood profession is a new endeavor and cannot be accomplished by any one person or organization but must be a collaborative effort between and among all early care stakeholders.
• An *articulated career path* identifies expected clusters of knowledge and skills and the related levels of training for the early childhood profession.

• Articulation between education subsystems that prepare and train school-readiness related professional depends on making decisions about which coursework can build from one level to the next.

• Decisions about coursework depend on developing *shared understandings* of the knowledge and skills that make up specific courses.

• The common link between an *articulated career path and levels of training* is knowledge and skills.

Thus, the starting point for our work was identified.

**II. Pathways to Professionalism: Florida’s Strategy for Early Childhood Career Advancement – Phase I**

In July 2000, the Head Start State Collaboration Office, under the leadership of Director Katherine Kamiya, was awarded a grant to begin the work of articulation and help “develop a comprehensive coordinated early care and education training and career development system in the state of Florida.” Two key objectives were developed to carry out this work: (1) the establishment of a State Advisory Council, composed of key early childhood stakeholders, to promote state-level planning and implementation of a career development system, and (2) the establishment of three workgroups to advance the development of four component areas of a career development system: core knowledge and skills, training systems and voluntary portfolio, compensation initiatives, and leadership development and mentoring.

The State Advisory Council, with 31 participants present, convened on July 18, 2000. The agenda included a review of the early childhood professional development landscape, both nationally and in Florida, an overview of the four targeted components of a comprehensive career development system in early childhood education, an opportunity for Council members to ask questions and provide input, and the establishment of the workgroups, which were to meet over the next two months.

The three voluntary workgroups (compensation initiatives and leadership/mentoring were folded into one group) established to advance this work met in August:

**Workgroup 1:** Core Knowledge and Skills was given the task to help develop a shared vision for all programs training early childhood professionals serving children birth to 5.

*(Met August 17-18, 2000 – membership, 16)*

**Workgroup 2:** Training Systems and Voluntary Professional Portfolios was assigned the task of formulating the next steps in identifying and recognizing ways to enter and progress through the early childhood profession.

*(Met August 14, 2000 – membership, 10)*

**Workgroup 3:** Compensation Improvement Initiatives and Leadership Development was given the task of making recommendations for consideration regarding compensation and other means to reduce turnover and increase the leadership workforce.

*(Met August 30, 2000 – membership, 16)*

The State Advisory Council met again on October 30, 2000. The agenda for this meeting included an update on the early childhood professional development landscape, including information regarding the work of the Education Standards Commission and three workgroups, and an opportunity for Council members to review and provide feedback on the work of the three workgroups.
An Articulation Summit was convened December 4-5, 2000 and brought 75 participants from the public and private sectors together. The agenda included overviews of federal requirements for teacher preparation, state requirements for work identified in the school readiness legislation, state requirements for teacher licensure and certification, the status of early childhood education articulation in Florida, the SUS School Readiness Initiative, the review of model articulation processes and experiences from North Carolina and New Mexico, and the development of a strategic plan to achieve articulation in Florida by Fall 2002.

Early in 2001, the statewide Articulation Coordinating Committee appointed the Early Childhood Education Articulation Committee (see Appendix A). This committee was charged with working through the issues related to early childhood education articulation and making recommendations to the Articulation Coordinating Committee on how to meet the requirements set forth in F.S. 240.115 (1) (e). At the February 21, 2001 meeting, Dr. Cheryl Fountain, Executive Director of the Florida Institute of Education at the University of North Florida and Assistant to the Chancellor for Education Policy, was asked to work with other committee members and stakeholders to define competencies and common nomenclature of roles as a “next step” in carrying out the committee’s charge (see Appendix B). This task was carried out through the Pathways to Professionalism: Phase II process (see page 7).

III. Florida Education Standards Commission

During this same time period, the Florida Education Standards Commission (FESC) convened a School Readiness Subcommittee to facilitate the implementation of the legislative directives found in the School Readiness Act, 1999. The Florida Education Standards Commission's Subcommittee identified the methodologies to be used “to conduct a statewide assessment to determine the extent and nature of instruction for those who work or are training to work in the fields of child care and early childhood education, as well as an assessment of the market demand for individuals trained at various levels,” and which were then agreed to by the Postsecondary Education Planning Commission (PEPC) and the Florida Partnership for School Readiness (FPSR).

The Florida Education Standards Commission requested and received $80,000 from the Florida Department of Education to implement the legislative directives. Specifically, $50,000 was provided by Mr. David Ashburn, Director, Division of Professional Educators, and $30,000 by Ms. Shan Goff, Chief, Bureau of Instructional Support and Community Services, Division of Public Schools.

Methodologies

The staff of the Florida Education Standards Commission, the Postsecondary Education Planning Commission, and the Florida Partnership for School Readiness established a State Oversight Committee to assist the three groups and the Commissioner's Office in the implementation of the legislative directives for this initiative. The State Group served as an oversight entity in the decisions made on how to implement this study.

The State Oversight Committee included the following members:

Shan Goff Chief, Bureau of Instructional Support and Community Services, Division of Public Schools, Florida Department of Education. Ms. Goff also represented Commissioner of Education Tom Gallagher on this committee.

Patty Ball-Thomas Administrator, Office of Early Intervention & School Readiness, Bureau of Instructional Support and Community Services, Division of Public Schools, Florida Department of Education.
Dr. Cheryl Fountain  Executive Director, Florida Institute of Education, University of North Florida, and Assistant to the Chancellor for Education Policy, Florida Board of Regents.
Julie Rogers   Vice President, Professional Development, Florida Children's Forum.
Dr. Jon Rogers  Educational Policy Director, Postsecondary Education Planning Commission. 
Susan Muenchow Executive Director, Florida Partnership for School Readiness.
David Ashburn   Director, Division of Professional Educators, Florida Department of Education.
Judy N. Etemadi Assistant Director, Florida Education Standards Commission.
Dr. Adeniji A. Odutola Executive Director, Florida Education Standards Commission.

The Florida Education Standards Commission contracted with the Center for the Study of Teaching and Learning, College of Education, Florida State University to coordinate this initiative under the leadership of Dr. John Hansen, Professor of Education.

The Center, in collaboration with the ESC and PEPC, used the following methodologies and provided drafts of the following work products:

1. An inventory of training programs (university, community college, certificate/credential).
2. A survey of Florida's early childhood workforce and the market demand. (Surveys were sent to a sample of providers in three school districts--Bay, Polk, and Sarasota).
3. A telephone survey of initiatives (certificate/license coverage, programs) in other states.
4. A comprehensive review and written synopsis of pertinent literature.
5. Development and validation of recommended Subject Matter Content Standards for Florida's Early Childhood Teachers.
6. Others.

The results of the data collected are reported in two documents: (1) Part I, School Readiness Initiative in Florida: Subject Matter Content Standards for Florida's Early Childhood Teachers and (2) Part II, School Readiness in Florida: An Overview of the Early Childhood Profession in Florida.

**Part I: School Readiness Initiative in Florida: Subject Matter Content Standards for Florida's Early Childhood Teachers**

The development of the subject/content standards from entry level to the baccalaureate degree level, and an articulated career path are provided in the document Part I, School Readiness Initiative in Florida: Subject Matter Content Standards for Florida's Early Childhood Teachers. Dr. Charles Wolfgang, Professor of Early Childhood, Florida State University, led the Subject Technical Group responsible for the development of the Subject Matter Content Standards for preschool and early childhood teachers. Other members of the Subject Technical Group were: Dr. Ithel Jones, Dr. Vicki Lake, Dr. Mary Frances Hanline, and Dr. Rhonda Flanagan.

A Technical Focus Group of early childhood educators/practitioners was convened on April 12, 2000, to provide input into the development of the Subject Matter Content Standards for Florida's Early Childhood Teachers. One of the outcomes of this meeting was the recommendation that the content standards for early childhood teachers be developed at three different training levels:

- Child Development Associate (CDA) credential,
- Associate of Arts/Science (AA/AS) degree, and
- Baccalaureate degree.

After the first draft (see Appendix C for state and national standards considered for inclusion into the Subject/Content Standards developed for Florida teachers in preschool/early childhood education) of the
content/subject standards was developed, all of the members of the Technical Focus Group, who attended the April 12th meeting, were invited to a September 6th, 2000, meeting to review and provide input into the first draft. The draft was then presented by Dr. John Hansen to the Florida Education Standards Commission for approval on September 14th, 2000. The Commission approved the draft for presentation to regional public hearings to solicit additional input from the profession and the public at large. A memorandum dated November 13, 2000, from The Honorable Stephen Bouzianis, Chair, Florida Education Standards Commission, and the draft of the subject/content standards were sent to 7,000 educators, parents, and business leaders inviting them or their representatives to nine (9) regional public hearings held across the state for the purpose of providing input to the standards. Hearings were held in Tampa, Tallahassee, Pensacola, Jacksonville, Gainesville, Boca Raton, Orlando, Fort Myers, and Miami. A complete listing of locations and contacts can be found in Appendix D.

The data from the hearings were incorporated into the initial draft and presented to the Florida Education Standards Commission's School Readiness Subcommittee and the full Education Standards Commission on January 18 & 19, 2001, by Dr. John Hansen and Dr. Charles Wolfgang. At this meeting, the ESC decided that all activities on this initiative be tabled until such time that the Florida Department of Education made a final decision on the certification areas for Birth-Age 5 and K-6, and the elimination of Age 3-Grade 3. It was also decided that a small group of early childhood educators be brought together to review the revised subject/content standards incorporated from the public hearings.

On February 21, 2001, the Florida Department of Education Articulation Committee met, under the chairmanship of Connie Graunke, State Board of Community Colleges, to begin the process for the development of an articulated career path from entry level to baccalaureate degree level for school readiness professionals pursuant to Section 240.115(1)(e), Florida Statutes. Dr. Sandra Robinson, Judy Etemadi, and Dr. Adeniji Odutola were invited to represent the Florida Education Standards Commission.

At this meeting, Mr. David Ashburn, Director, Division of Professional Educators, Florida Department of Education, presented the final decision of the Department on the certification areas. Mr. Ashburn indicated that the Department was going to maintain the current certification areas Birth-Age 4 and Age 3-Grade 3, but change the current elementary coverage from Grades 1-6 to Grades K-6.

On March 30-31, 2001, Dr. Cheryl Fountain, Executive Director, and Dr. Madelaine Cosgrove, Associate Director for School Readiness, Florida Institute for Education coordinated a meeting, Pathways to Professionalism: Florida's Strategy for Early Childhood Career Advancement – Phase II, and held in Tampa. Representation from the State included: Dr. Jon Rogers, Postsecondary Education Planning Commission; Susan Muenchow, Florida Partnership for School Readiness; Connie Graunke, State Board of Community Colleges; and Dr. Adeniji A. Odutola, Florida Education Standards Commission.

One of the purposes of the meeting was to review the Florid Education Standards Commission's Subject Matter Content Standards for Florida's Early Childhood Teachers at the Childcare Worker Level (40 clock hours and the Child Development Associate-CDA) and at the Childcare Associate Level (Associate of Arts Degree-AA/Associate of Science Degree-AS) in comparison with other state and national initiatives in early childhood.

The outcome of the proposed review and comparative analysis resulted in modifications to the Florida Education Standards Commission's Childcare Worker Level. Specifically, the Commission's proposed standards for the Childcare Worker were divided into two levels: Childcare Assistant (40 clock hours) and Childcare Associate (CDA).
The Commission's Childcare Associate Level (AA/AS) was renamed Childcare Teacher Level (AA/AS) and reconfigured into the National Association for the Education of Young Children's (NAEYC) standards by the meetings' participants.

The early childhood profession's recommendations via the “Pathways meeting” were sent to the Florida Education Standards Commission's School Readiness Subcommittee and the Executive Committee for review and approval. Upon approval by the Subcommittee and the Executive Committee, the standards were sent to fifteen (15) early childhood professionals across Florida for them to see how the standards had been modified after the regional public hearings, and to provide additional input if necessary. These modifications included the career path levels below:

- Childcare Assistant (40 clock hours)
- Childcare Associate (CDA)
- Childcare Teacher (AA/AS)
- Teacher (Baccalaureate)

The Core Knowledge and Skills at the four levels were being nationally validated.

**Part II: School Readiness in Florida: An Overview of the Early Childhood Profession in Florida**

The surveys and the literature review conducted by the Florida Education Standards Commission and the Postsecondary Education Planning Commission (PEPC) were compiled into a second document, Part II, School Readiness Initiative in Florida: Market Survey. The following are included in the Part II document:

1. A Review of the Literature,
2. A Survey of Certificate and Career Paths in Other States (Articulation),
3. A Survey of the Early Childhood Workforce,
4. The State of Training for Childcare and Early Childhood Education in Florida, and
5. Recommendations.

The Florida Education Standards Commission collected additional data through the following methodologies:

1. Presentations by:
   Dr. Martha Miller, Educational Policy Analyst, Office of Strategy Planning, Florida Department of Education, on Supply and Demand of Teachers in Florida (Prekindergarten Data);
   Dr. Wayne Fetter, Professor and Director
   Dr. Florie Babcock, Associate Professor
   Nancy DeGraw, Director, Early Learning Laboratory
   School of Education, Florida Southern College;

   Dr. Sandy Hightower, Program Manager, Early Childhood Education,
   Polk Community College;

   Carole Jenkins Barnett, Member, Florida Partnership for School Readiness;

   Barbara Brigety, Coordinator of Early Education and Intervention, School Readiness, School District of Duval; and
Dr. Janice Wood, Associate Professor of Early Childhood Education, College of Education, and Human Services, University of North Florida.

2. Site visits of preschool/early childhood centers in Polk County School District:
   · Crystal Lake Elementary School (PreK Early Intervention)
   · Medulla Elementary School (PreK Early Intervention and ESE)
   · Beacon Hill School (Contracted site for PreK Intervention)
   · Early Learning Laboratory, School of Education, Florida Southern College

3. Panel presentation by:
   Diana Myrick, Director, Elementary Education
   Dr. Nanette Rodgers, Coordinator, Child Care Services/Pre-K
   Matti Friedt, Pre-K Resource Specialist/Trainer
   Jodie Bailey, Title I/Migrant Program Manager
   Sandi Opalinski, Resource Teacher
   Virginia Robinson, Vice President, Family and Children Services/Early Childhood Resources
   Joanne Stidham, Pre-K Speech Pathologist
   Gwen Parish, RN, and Lorrie Jernigan, RN, Pre-K Health Service
   Polk County School District

IV. Pathways to Professionalism: Florida’s Strategy for Early Childhood Career Advancement – Phase II

Building on the work completed in Phase I and the ongoing work of the Florida Education Standards Commission, Pathways to Professionalism: Florida’s Strategy for Early Childhood Career Advancement – Phase II was developed to help build the foundation needed to create “an articulated career path for school readiness-related professions, which shall lead from entry-level employment in child care and early childhood education to a baccalaureate degree.” Phase II work included:

1. Consolidating the work of Pathways to Professionalism: Florida’s Strategy for Early Childhood Career Advancement – Phase I and the work of the Florida Education Standards Commission identifying what early childhood professionals need to know and be able to do to help children demonstrate the School Readiness Performance Standards adopted by the Florida Partnership for School Readiness and which are correlated with the Sunshine State Standards.

2. Gathering additional input from a broad spectrum of individuals involved in delivering school readiness-related early care and education services, as well as individuals who prepare and train early childhood professionals and other stakeholders across the state. Input was sought concerning the kinds of knowledge and skills needed by early childhood professionals to support the learning of children from birth-5 and about how linkages to the Florida Readiness Performance Standards, professional content and competencies, and preparation programs could be made.

3. Developing a shared vision of career role definitions and needed professional content and competencies. This task was tackled by developing a proposed framework for a career path for school readiness-related professions that takes into account an entry level of employment that assumes no specific knowledge or skills and provides a series of intermediate career path levels that expect increasing levels of knowledge and skills needed to help all children be ready for success in school.

The Early Childhood Education Articulation Committee asked the Florida Institute of Education (FIE), working with other committee members, to take the leadership for Phase II work. With financial support
from the State University System, a process was designed to gather broad-based input and develop a proposed framework that would support the development of an articulated career path for early childhood professionals. In collaboration with the Florida Head Start State Collaboration Office and the Florida Education Standards Commission, *Pathways to Professionalism – Phase II* work began with reviewing and reaching consensus about what early childhood professionals need to know and be able to do to ensure high quality learning and care of children birth to 5.

**SUS Involvement in School Readiness**

In 1999-2000, the State University System (SUS), under the leadership of Chancellor Adam W. Herbert, committed to become an active partner in helping create a seamless Early Childhood-Through-University Learning System. This included working with other early childhood stakeholders on the implementation of the 1999 School Readiness Act. Two SUS initiatives preceding *Pathways to Professionalism – Phase II* helped strengthen local and state level partnerships needed for *Phase II* work. First, Chancellor Herbert appointed a SUS Readiness Leadership Team. Under the leadership of the Florida Institute of Education staff, this team produced a concept paper that provided a framework for the involvement of the universities in Florida’s efforts to enhance school readiness. Then, in November 1999, the 10 state university presidents appointed campus-based School Readiness Liaisons and resource teams to assist the Florida Partnership for School Readiness as well as the 57 local coalitions to develop and design their application plans. This initial work of the SUS Readiness Liaisons and their resource teams resulted in the creation of positive working relationships among the local readiness coalitions, the Florida Partnership for School Readiness, and the SUS and laid the foundation for the statewide collaboration needed to develop a proposed framework for an articulated career path for school readiness-related professions in Florida.

**The Work: A Proposed Framework for an Articulated Career Path for School Readiness-Related Professions in Florida**

**January: Getting Organized**

In January 2001, FIE hosted a 1-day orientation and organization meeting for the SUS School Readiness Liaisons. Liaisons were asked to facilitate the *Phase II* work through regional focus sessions. Specific tasks included: (1) establishing Regional Steering Committees in their areas (see Appendix E for Regional Focus Session Groupings); (2) attending and helping implement a 2-day work session to develop a draft framework for an articulated career path linked to role titles, definitions, and supported by core knowledge and skills; (3) conducting regional focus sessions to gather broad-based input and summarize results in written reports; and (4) attending a 1-day work session to refine the draft framework d(using input from regional focus sessions) for an articulated career path linked to career role titles, definitions, and supported by core knowledge and skills.

Regional Steering Committee members included the SUS School Readiness Liaison, one representative from local school readiness coalitions in their region, one representative from the community colleges in their region, one representative from vocational/technical programs preparing child care professionals in the region, and three other key early care stakeholders.

**February/March: Establishing Regional Steering Committees**

The 10 SUS School Readiness Liaisons convened and chaired the Regional Steering Committees to help facilitate and conduct the regional focus sessions. The purpose of these regional focus sessions was to provide a forum for interactive discussion among *all* participants that would lead to consensus around the titles, role definitions, and core knowledge and skills for early childhood professionals. The regional focus sessions were planned to take place in April/May.
March 30-31: Implementing a 2-day Work Session to Develop a Draft Framework for an Articulated Career Path Linked to Role Titles and Definitions and Supported by Core Knowledge and Skills

In March 2001, a group of early childhood stakeholders, identified by Katherine Kamiya, Director of the Head Start State Collaboration Office; Susan Muenchow, Executive Director of the Florida Partnership for School Readiness; and Connie Graunke, Director of Articulation, State Board of Community Colleges, met to continue the work of Pathways to Professionalism – Phase I. Their task was to create a draft for a proposed framework for an articulated career path for school readiness-related professions linked to career-role definitions and supported by core knowledge and skills. Invitees (see Appendix F for a complete list) represented the following groups:

- 40-hour state-mandated trainers
- Agency for Workforce Innovation
- Childcare center owners
- Child Development Associate trainers
- Child Development Education Alliance
- Childcare of Southwest Florida, Inc.
- Community colleges
- Early care consultants
- Early care program directors
- Florida Children’s Forum
- Florida Department of Education
- Florida Department of Health, Maternal and Child Health
- Florida Department of Health
- Florida Education Standards Commission
- Florida Institute of Education
- Florida Partnership for School Readiness
- Head Start Community
- Lawton and Rhea Chiles Center for Healthy Mothers and Babies
- Postsecondary Education Planning Commission
- Pre-K Program for Children With Disabilities
- Public and private universities
- Readiness Coalitions
- Sarasota County Technical Institute
- School districts and school boards
- State representatives
- Subsidized care representatives
- United Way of Florida

To set the stage for the Phase II work, Connie Graunke discussed the role of articulation. Katherine Kamiya described the Phase I work summarizing the workgroup reports for Core Knowledge and Skills, Training Systems and Voluntary Portfolio, and Compensation Improvement Initiatives and Leadership Development/Mentoring. Dr. Madelaine Cosgrove set the work session objectives and work plan for refining the proposed framework for an articulated career path for school readiness-related professions and supported by core knowledge and skills. The participants were provided with the following materials (mailed in advance of the meeting):

1. **Pathways to Professionalism: Florida’s Strategy for Early Childhood Career Advancement – Phase I:** Core Knowledge and Skills: Definitions of Early Childhood Professional Categories Level I (Awareness) to Level VI (Leadership Level) and Core Knowledge and Skills for Levels I and II as well as Guidelines for Associate Degree-Granting Institutions and Technical Schools;

2. **Florida Education Standards Commission Subject Content Standards for Florida’s Early Childhood Teachers:** Teacher (Baccalaureate Degree Level), Childcare Associate (AA/AS Degree Level), and Childcare Worker (Credential Level);

3. **Additional Materials** giving background information and related standards for children, standards for care givers and teachers, samples of what other state and universities are doing in early childhood education; and

4. **Information** regarding community college and university degree programs.
Taking advantage of the work completed during Pathways to Professionalism – Phase I and the Florida Education Standards Commission, the work session participants \((n = 39)\) set to work. Working in small groups, they identified the core knowledge and skills needed for early childhood professionals to support the education of young children and reflect current state and national efforts in this area.

While the primary task of the participants was to review the core knowledge and skills, several additional important issues surfaced during discussions. Work session participants, recognizing that these issues were beyond the scope of this forum, felt strongly, however, that these issues required attention. These implementation issues included:

- *What will be the impact of new core knowledge and skills on the available workforce?*
- *How much will additional training cost? Who will pay for it? How will it fit into the existing structures?*
- *Will changing expectations for what early childhood professionals are expected to know and be able to do require us – at the same time – to look at licensure?*
- *If we expect early childhood professionals to demonstrate new knowledge and skills, will additional compensation and benefits also be provided? If the answer is “yes,” how will we pay for it?*
- *How will we garner the needed support from the legislature, community, and others for making these kinds of changes happen in the current system?*

These same implementation issues were raised time and again during the 38 regional focus sessions conducted around the state.

Given this important caveat, the work session participants worked to reach consensus regarding draft titles, role definitions, and core knowledge and skills needed to develop a draft framework for building an articulated career path for school readiness-related professions. Six broad domains (areas of focus) were identified:

1. Child Development and Learning,
2. Curriculum Development,
3. Culture and Diversity,
4. Family and Community,
5. Assessment and Evaluation, and
6. Professionalism and Field Experience.

These domains were further delineated to reflect both the knowledge and skills early childhood professionals need to know and be able to do to help children demonstrate school readiness performance standards adopted by the Florida Partnership for School Readiness (adopted May 2000).

In summary, the 2-day work session resulted in a draft proposed framework for an articulated career path for school readiness-related professions *as well as* identifying a set of important issues raised during the discussions and that have yet to be addressed.

*Note:* While the 1999 School Readiness Act requires “an articulated career path for school readiness-related professions, which shall lead from entry-level employment in child care and early childhood education to a baccalaureate degree,” the *Phase II* work did not address the bachelor level as state law gives that responsibility to the Florida Education Standards Commission. In an effort to create a seamless continuum of preparation and a related career path, both the Standards for Early Childhood Teachers (Birth to 4) and the Standards for Early Childhood Teachers (Age 3 to Grade 3), developed by the Florida Education Standards Commission, were used as reference resources by the work session participants.
In addition, Florida State University, which currently offers a non-state-licensure-seeking bachelor’s degree in child development, provided information regarding the current non-state-licensure-seeking path. This non-state-licensure degree includes blocks of study related to general education requirements, child development, guidance and counseling, family and community, and field experiences.

April/May: Conducting 38 Regional Focus Sessions Across the State
The commitment to this project by the early childhood community was exemplified by the efforts of the SUS School Readiness Liaisons and the Regional Steering Committees to include input from many diverse groups of early childhood professionals and stakeholders. Susan Muenchow, Executive Director of the Florida Partnership for School Readiness, mailed a letter to all local readiness coalition chairs informing them of the regional focus sessions and encouraging their participation and support. During April and May, 38 regional focus sessions (from two to nine in each region) were conducted. A typical session was scheduled to last between 1 and 2 hours with many lasting 3 to 4 hours. More than 400 attendees, representing a host of early childhood professionals including private and public providers and stakeholders, participated in the regional focus sessions. Since the early childhood profession has many different titles for employees – even for the same level of teaching responsibility – it was difficult to account for every participant role group. However, participants included teachers, directors, service providers, staff, early childhood specialists, administrators, post-secondary faculty, parents, principals, program coordinators and supervisors, owners and operators, trainers, coalition chairs and consultants, primary teachers, resource teachers, and students representing the following groups:

- 4-C
- Apprentice Programs
- Beta Center
- Child Care Resource and Referral
- Child Care Resource Network
- Child Development Associates
- Child Development Education Alliance
- Child Development Education Research Centers
- Childhood Development Service
- Children’s Home Society
- Community colleges
- Community College Apprentice Programs
- Cooperative Extension Services
- Day Schools
- Department of Children and Families
- Early Childhood Education and Title I
- Early childhood sites
- Early Head Start
- Faith-Based Programs
- Family Care
- Florida Diagnostic and Learning Resources
- Head Start Programs Systems (FDLRS)
- Health Care
- Home Schools
- Kid’s Inc.
- Lab Schools
- Licensing Boards
- Literacy Coalition
- Migrant Head Start
- National Association of Family Child Care (NAFCC) Board
- Pre-K Early Intervention
- Private childcare centers
- Public and Private Universities
- Public Schools Teachers/Districts
- Redlands Christian Migrant Association
- School Readiness Coalitions
- School Readiness Programs
- Special Training/Rehabilitative Services
- Subcontracted Programs
- Subsidized Care Programs
- Vocational Technical Trainers

Participants across the state became actively involved in the process, sharing their thoughts and conveying their concerns.
The following questions, reflective of the discussion during the March meeting, were given to Regional Steering Committees to help guide their work and the regional focus sessions:

1. What titles do participants prefer for each of the four levels? Identify one for each.
2. Are the six knowledge and skills categories inclusive of the work at each level?
3. Are the knowledge and skill items appropriate to the levels?
4. Should the 40 clock hours of mandated training be increased to 45 hours? Be competency based? Available for college credit?
5. Should the CDA training be available for college credit?
6. Are there any other issues/concerns related to articulation that must be addressed?

At every regional focus session, presentations (e.g., Power Point, posters, overheads) were made regarding the proposed draft framework for an articulated career path for school readiness-related professions. Materials were mailed to participants in advance of meetings as well as being available at meetings. Materials were also mailed electronically to interested participants. Individuals could return documents with recommendations and suggestions to focus session leaders if they were unable to attend a focus session in their region and/or wanted more time to respond.

The SUS School Readiness Liaisons summarized the comments and concerns related to articulation and more specifically to the draft framework for articulated career path and core knowledge and skills. While the work of Phase II included entry level to baccalaureate degree articulation, the focus remained on entry level through associate in arts or associate in science degree.

Summary of the Focus Session Reports
The following responses capture the most frequently cited comments/concerns found in the regional focus session reports and raised during the regional focus sessions. The responses are organized around the six questions used to structure the regional focus sessions.

Q1. What titles did focus session participants prefer for each of the four levels? Identify one for each.

While no consensus could be developed around specific titles for the levels of early childhood professionals, several general recommendations were found to be consistent among the reports from the regional focus sessions. First, early care professionals believe that terms such as “childcare” and “worker” have negative connotations and should not be used in titles. Second, to avoid offensive and confusing labels like “assistant” and “associate,” the general use of “early care professionals” was favored. While it is generally agreed that all adults will be called “teachers,” for articulation purposes, no real consensus was reached regarding titles. The following suggestions were most frequently made:

<table>
<thead>
<tr>
<th>Level</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry</td>
<td>New hire, trainee</td>
</tr>
<tr>
<td>Level I</td>
<td>Early Childhood Caregiver, Early Childhood Trainee, Early Childhood Provider, Early Childhood Teacher – Level I</td>
</tr>
<tr>
<td>Level II</td>
<td>Early Childhood Assistant, Early Childhood Teacher – Level II</td>
</tr>
<tr>
<td>Level III</td>
<td>Early Childhood Associate, Early Childhood Teacher – Level III</td>
</tr>
</tbody>
</table>

Note: There was much discussion during, both the focus sessions held across the state and the June meeting, around the draft core knowledge and skills expectations at the entry level considering the demand for early childhood professionals and training/preparation levels of the current workforce. Many felt that requiring prior training would negatively impact the potential workforce. Therefore, it was recommended that a trainee level for entry-level employees should be added to the proposed framework.
permitting new employees with no prior training to gain beginning knowledge and skills, including state rules and regulations, while working with young children. As a result of the input received in the regional focus sessions, the Early Childhood Professional Trainee level was added to provide an opportunity for newly hired early childhood professionals with no prior training to learn about the profession and become familiar with the childcare setting and site procedures as well as state rules and regulations.

Q2. **Are the six knowledge and skills categories inclusive of the work at each level?**

Generally, regional focus session participants agreed that the six domains were inclusive of the work at each level.

Q3. **Are the knowledge and skill items appropriate to the levels?**

While there was considerable agreement that the six categories were inclusive and appropriate, there was much uneasiness about the draft core knowledge and skills at the entry level. The first draft core knowledge and skills at the entry level were described as “excessive,” “unrealistic,” “not fitting the entry level skills of current early childhood professionals,” and “being overwhelming and/or too inclusive.”

The majority of the regional focus session reports reflected this sentiment, and as a result, significant changes were made to the original draft document to address this concern. Level I items were restated, moved to another level, and in some cases deleted in the proposed framework.

Because many entry-level early childhood professionals enter the field with little or no training yet work with children on a daily basis, verbs like “observes,” “discusses,” “explains,” and “has awareness of” were omitted from this section of core knowledge and skills in the next draft.

**Note:** The draft core knowledge and skills were once again refined to reflect the input and concerns of the regional focus session participants, and an additional entry level that required no prior training was added to the proposed framework.

Q4. **Should the 40 clock hours of mandated training be increased to 45 hours? Be competency based? Available for college credit?**

There was strong support for the idea of making the 40-hour clock time training competency based and increasing the number of clock hours to at least 45. Also, there was consensus that, while college credit for these hours would benefit the early childhood profession, consideration should be given to an individual who may not be interested in obtaining a college degree. Many comments reflected the position that coursework for early childhood professionals should be available for credit and also provide a non-credit option to accommodate both degree-seeking and non-degree-seeking individuals. Interest was also expressed in offering CEU hours.

While consideration was given to requiring the 45-hour mandated training prior to entering the classroom, the reality of a shortage in the early childhood workforce dominated the conversation. At the current time, many early childhood professionals work in the field for as much as a year with no training.

**Note:** Regional focus session participants generally agreed on three suggestions related to state-mandated training and a proposed framework for an articulated career path for early childhood professions: (1) increase the state-mandated hours from 40 hours to 45 hours; (2) require all training for early childhood professionals be competency based; and (3) provide early childhood professionals the option of taking training for college credit, if they wish.
Q5. Should the CDA training be available for college credit?

Several issues were raised in the regional focus sessions around offering credit for CDA training. These included:

- The question regarding credit for CDA training reflects the expressed opinions regarding the 45-hour state-mandated competency requirement. That is, coursework for early childhood professionals should be available for credit as well as non-credit to accommodate degree-seeking and non degree-seeking individuals.
- If college credit is offered, accessibility and availability must be considered. CDA trainers are often available and can start training more readily than community college/university faculty.
- Some community colleges/junior colleges already offer college credit for the Florida CDA training embedded in credit-bearing coursework.
- Some consideration should be given to offering vocational technical training as equivalent to college credit.

Q6. Are there any other issues/concerns related to articulation that must be addressed?

Issues raised during the regional focus sessions included:

- Salary and benefits – compensation for increased knowledge and skills; health insurance
  - The salary for more highly trained early childhood professionals must be competitive with the school system or other agencies in order to attract and retain committed personnel.
- Staffing – shortage of workers and retention of current workforce
  - A suggestion was made requiring a high school diploma and GED of all early childhood professionals; others were concerned that this requirement would further deplete the workforce. There was no consensus regarding this issue, and, as a result, no final recommendation regarding this issue was made.
- Staff training – quality and accessibility (location and timing)
  - There was universal agreement that scholarships and grant money should be available for early childhood professionals to move through the educational levels and obtain a degree.
  - Encourage and support the use of T.E.A.C.H. scholarships.
  - Fund more T.E.A.C.H. scholarships.
  - Make funds available for substitutes to allow staff members to attend special trainings or have study time, especially if advancement is expected.
  - Offer training in Spanish (where needed) as well as English.
  - Offer training on a regular basis and in places that are easily accessible.
  - Consider “Mobile Training Centers” for rural areas.
  - Provide incentives for directors to assist and support training for employees.
  - Offer training “clusters” in geographical regions to ensure networking between and among early childhood professionals.
  - Monitor and improve training continuously.
  - Use the Local School Readiness Coalitions to help establish/facilitate requirements/criteria for school readiness programs.
- Program administration core knowledge and skills need to be addressed.
- Legislative support – Strategies need to be developed to garner the support needed for making substantive changes to the current system to achieve significant differences and improved outcomes for all children.
- Increase state-mandated 8 hours of continuous improvement training per year to 16 per year.
Additional considerations:
- Study licensing standards in other states and assess their applicability to Florida.
- Create an Early Childhood Education Clearinghouse to help individuals obtain timely and accurate information regarding all issues related to the early education and care of young children birth-5.
- Acknowledge the many very successful and competent early childhood professionals already in the field.
- Provide incentives to encourage teachers to continue on their education path.
- Bring consistency to state-mandated and CDA training across the state.

Note: All the regional focus session input was synthesized and incorporated into the draft that was used at the June meeting. Six early childhood professionals, including practitioners and community college and university faculty (see Appendix G), helped to facilitate this work.

The input from the regional focus sessions made dramatic changes to the draft Core Knowledge and Skills and the Proposed Framework for an Articulated Career Path for School Readiness-Related Professions by adding a level and by refining the core knowledge and skills at each level.

**June 22 Meeting: Revising the Draft Framework for an Articulated Career Path Linked to Role Titles and Definitions and Supported by Core Knowledge and Skills**

In June 2001, the work session participants met a second time to take on three tasks:

1. Come to a consensus on common career titles and role definitions for the proposed framework for an articulated career path and supporting knowledge and skills;
2. Come to a consensus on recommendations regarding increasing state-mandated training, requiring all training be competency based, and providing college credit for state-mandated and CDA training; and
3. Review and revise the draft Core Knowledge and Skills from Level I to Level III to ensure the knowledge areas were appropriate, the skills were representative of the knowledge area and appropriate to the level, and the skills flowed appropriately from entry level to Level III.

Note: Level IV Core Knowledge and Skills were not addressed as the Florida Education Standards Commission was carrying out this work and focused on standards for baccalaureate degrees, Birth to 4 and Age 3 to Grade 3.

Invitees (see Appendix H for a complete list of invitees and participants) were representative of the following groups:

- 40-hour state-mandated trainers
- Agency for Workforce Innovation
- Childcare owners
- Child Care Concepts, Inc.
- Child Development Associate trainers
- Child Development Education Alliance
- Childcare of Southwest Florida, Inc.
- Community colleges
- Early care consultants
- Early care program directors
- Florida Association for Child Care Management
- Florida Children’s Forum
- Florida Department of Children and Families
- Florida Department of Education
- Florida Department of Health, Maternal and Child Health
- Florida Department of Health
- Florida Education Standards Commission
- Family Health Services
- Florida Institute of Education
- Florida Partnership for School Readiness
- Head Start Community
To ensure the recommended Core Knowledge and Skills were appropriate for the expectations of work at each level and that the Core Knowledge and Skill levels build on one another, participants were divided into six groups and asked to review each of the six domains across the levels of the proposed career path:

1. Child Development and Learning,
2. Curriculum Development,
3. Culture and Diversity,
4. Family and Community,
5. Assessment and Evaluation, and
6. Professionalism and Field Experience.

Each group reviewed the draft core knowledge and skills, paying particular attention to the extent to which demonstration of core knowledge and skills would increase the likelihood children would come to school ready to learn. They, then, reported their findings and recommendations to the entire group. From this review, the following recommendations, reflecting widespread input from the field and consideration of current knowledge from research and best practices, are offered.

V. Recommendations Organized Around the Proposed Framework for an Articulated Career Path Linked to Role Titles and Definitions and Supported by Core Knowledge and Skills

Three groups, Pathways to Professionalism – Phase I, the Florida Education Standards Commission, and the Pathways to Professionalism – Phase II, worked together to develop the components needed for a Proposed Framework for an Articulated Career Path for School Readiness-Related Professions. These groups actively sought to include broad-based representation and participation from practitioners; professional organizations; vocational/technical, community college, and university faculty; and other interested early childhood stakeholders. Broad-based input came from the nine regional public hearings sponsored by the Florida Education Standards Commission and 38 regional focus sessions held across the state and facilitated by the state universities as well as from the committees more directly involved with the work of the three groups. The following recommendations reflect the combined findings from this work.

1. Make the training and/or preparation for Early Childhood Professional Levels I - IV competency based using the Core Knowledge and Skills for Levels I-III and the Standards for Level IV. See Framework depicted on page 18.

Note: The Early Childhood Professional Level Trainee is defined as entry level and no prior core knowledge and skills are expected at this level.
2. Consistent language for all titles and use of this language in the profession is important to building an articulated career path and supporting knowledge and skills. Therefore, the following framework for titles and role descriptions are recommended:

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Professional Trainee</td>
<td>The <em>Early Childhood Professional Trainee</em> is an entry-level childcare professional learning new information and becoming familiar with the field and/or classroom setting and site procedures. (No prior training.)</td>
</tr>
<tr>
<td>Early Childhood Professional – Level I</td>
<td>The <em>Early Childhood Professional – Level I</em> • has completed the state-mandated early childcare training and • has successfully demonstrated Level I Core Knowledge and Skills.</td>
</tr>
<tr>
<td>Early Childhood Professional – Level II</td>
<td>The <em>Early Childhood Professional – Level II</em> • builds on Level I Core Knowledge and Skills, • has successfully completed a culminating CDA credential or equivalent (120 classroom hours + 480 hours on-the-job training), and • has successfully demonstrated Level II Core Knowledge and Skills.</td>
</tr>
<tr>
<td>Early Childhood Professional – Level III</td>
<td>The <em>Early Childhood Professional – Level III</em> • builds on Levels I and II Core Knowledge and Skills, • has completed an associate in arts or an associate in science degree (or an equivalent) in early childhood or in a related field in the associate degree program, and • has successfully demonstrated Level III Core Knowledge and Skills.</td>
</tr>
<tr>
<td>Early Childhood Professional – Level IV</td>
<td>The <em>Early Childhood Professional – Level IV</em> • builds on Levels I, II, and III Core Knowledge and Skills, • has completed a baccalaureate degree in early childhood or a related field, and • holds a Florida Educator’s Professional Certificate.</td>
</tr>
</tbody>
</table>

*Note:* Core Knowledge and Skills beginning at Level I reflect research and best practice in the field of early childhood.

3. Increase the current state-mandated 40-clock hour training to 45 clock hours and make this training competency based. Provide a college-credit option for the state-mandated training by increasing the state-mandated competency-based 45-clock-hour training to a state-mandated competency based 60-clock-hour training.

4. Make the Florida CDA equivalency-training competency based. Provide an option for college credit for the CDA training to accommodate the needs of degree-seeking students.

5. Ensure that the Core Knowledge and Skills at the Early Childhood Professional Levels I – III form the foundation for high quality programs and articulate from entry level to associate degree level. Ensure that the hours at Early Childhood Professional Level I and Level II are configured such that they articulate to the community college level.

6. Ensure that the Standards at Early Childhood Professional Level IV (the preservice teacher preparation education programs – Birth to 4 and Age 3 to Grade 3) form the foundation for program quality, continued program approval, development of subject area tests for certification, and alternative certification. Ensure that the hours at the Early Childhood Professional Level III are articulated to the baccalaureate degree program (Level IV) at a four-year postsecondary institution in Florida.

7. Adopt the Framework for an Articulated Career Path for School Readiness-Related Professions from entry level to baccalaureate degree level.
The following figure illustrates the relationship of the proposed five levels of school readiness professions from trainee level (entry) to baccalaureate degree linked by increasing levels of core knowledge and skills and culminating in standards for early childhood teachers at the baccalaureate level.

Based on input from the focus sessions held across the state, an option to take state-mandated and Florida CDA Equivalency as a non-credit alternative is presented.
Finally, a small workgroup of early childhood professionals (see Appendix I) met to synthesize and incorporate the changes to the Core Knowledge and Skills documents from the June work session, ensuring the regional focus session input was accurately reflected in the final draft. This draft of the Core Knowledge and Skills was electronically mailed to all Phase II invitees for review and inclusion in this report.

Note: The Core Knowledge and Skills are presented by level following this narrative. A “Definition of Terms” is presented in Appendix J.

VI. Conclusion

Collaboration across school readiness and education sectors is necessary to achieve the shared goal of improved services for all of Florida's children. This report summarizes the input and wisdom from those participating in the Pathways to Professionalism: Florida’s Strategy for Early Childhood Career Advancement – Phase I and Phase II and the Florida Education Standards Commission and the hundreds of individuals who participated in the nine regional hearings and 38 focus sessions held across the state. The following statement, taken from the focus group reports, reflects the participants’ dedication to this effort:

Our committee became reacquainted and reunited as neighboring School Readiness Coalitions and diverse Early Childhood Professional communities experiencing similar challenges and seeking common goals came together. Our discussions helped us understand and define commonalities and concerns about where we are as a profession and where we would like to go.

Through the work of the Pathways to Professionalism – Phase II initiative, a Proposed Framework for an Articulated Career Path for School Readiness-Related Professions was developed. It encourages a common language and understanding needed for an articulated career path for school readiness-related professions by:

1. Identifying five levels of school readiness-related professions from entry level to baccalaureate,
2. Proposing titles for those levels,
3. Identifying six domains of Core Knowledge and Skills regarding what early childhood professionals need to know and be able to do for each level, and
4. Linking the six domains of the Core Knowledge and Skills in Levels I to III to the standards articulated in Level IV.

The Core Knowledge and Skills are not standards but rather guidelines from which detailed requirements and coursework can be developed. They provide the foundation needed to change preparation/training and sustain new practice by focusing on new outcomes for children, especially those at risk of school failure.

Finally, it is clear from input gathered at the regional focus sessions that establishing an articulated career path for school readiness professions cannot be accomplished without also addressing implementation issues (e.g., rewarding increased competence, providing ongoing professional development, and attending to licensing issues). Further, funding strategies must recognize and honor the limitations of working families to absorb additional costs.

The work of both those who deliver direct services to children and their families and those who prepare and train early childhood professionals is reflected in the proposed framework component titles for each level, role descriptions, and the core knowledge and skills and standards needed to better prepare Florida’s children for a lifetime of learning and success as depicted in the following framework documents.
A Proposed Framework for an Articulated Career Path for School Readiness-Related Professions in Florida

CORE KNOWLEDGE AND SKILLS

EARLY CHILDHOOD PROFESSIONAL TRAINEE
(No Prior Training)

EARLY CHILDHOOD PROFESSIONAL LEVEL I
(State-mandated Training + Level I Core Knowledge and Skills)

EARLY CHILDHOOD PROFESSIONAL LEVEL II
(CDA Training + Level II Core Knowledge and Skills)

EARLY CHILDHOOD PROFESSIONAL LEVEL III
(Associate of Arts/Science Degree)

EARLY CHILDHOOD PROFESSIONAL LEVEL IV
(Baccalaureate Degree)

The Core Knowledge and Skills presented at Levels I and II are configured to articulate to the community college. The Core Knowledge and Skills presented at Level III are configured to articulate to a 4-year postsecondary institution in Florida.
CORE KNOWLEDGE AND SKILLS

Preface

Core knowledge and skills refer to what professionals in the field of early care and education should know and be able to do at each level of a career path. Established core knowledge and skills:

- Identify what professionals should know and be able to do to help children demonstrate school readiness performance standards,

- Clarify roles and expectations,

- Provide common nomenclatures,

- Facilitate planning by educational institutions who offer professional preparation programs, and

- Provide a framework for developing education and training programs as well as for preparing faculty and instructors.

The format and domains provided in the core knowledge and skills documents are consistent from one level to the next. This parallel format:

- Is linked to nationally approved guidelines, including the Association for Teacher Educators, the Division of Early Childhood of the Council for Exceptional Children, the International Reading Association, the National Association for the Education of Young Children, the National Board of Professional Teacher Standards, and the National Council for Accreditation of Teacher Education,

- Will facilitate the development of professional preparation programs, and

- Will minimize redundancy.
A PROPOSED FRAMEWORK FOR AN ARTICULATED CAREER PATH FOR SCHOOL READINESS-RELATED PROFESSIONS IN FLORIDA

EARLY CHILDHOOD PROFESSIONAL - LEVEL IV
The Early Childhood Professional - Level IV builds on Levels I, II, and III Core Knowledge and Skills, has completed a baccalaureate degree in early childhood or in a related field, and holds a Florida Educator's Professional Certificate.

EARLY CHILDHOOD PROFESSIONAL - LEVEL III
The Early Childhood Professional - Level III builds on Levels I and II Core Knowledge and Skills, has completed an associate in arts or an associate in science degree (or an equivalent) in early childhood or in a related field in the associate degree program, and has successfully demonstrated Level III Core Knowledge and Skills.

EARLY CHILDHOOD PROFESSIONAL - LEVEL II
The Early Childhood Professional - Level II builds on Level I Core Knowledge and Skills, has successfully completed a culminating CDA credential or equivalent (120 classroom hours + 480 hours on-the-job training), and has successfully demonstrated Level II Core Knowledge and Skills.

EARLY CHILDHOOD PROFESSIONAL - LEVEL I
The Early Childhood Professional - Level I has completed the state-mandated early childhood training and has successfully demonstrated Level I Core Knowledge and Skills.

EARLY CHILDHOOD PROFESSIONAL TRAINEE
The Early Childhood Professional Trainee is an entry-level early childhood professional learning new information and becoming familiar with the field and/or the classroom setting and site procedures (no prior training).

EARLY CHILDHOOD PROFESSIONAL TRAINEE
A Proposed Framework for an Articulated Career Path for School Readiness-Related Professions in Florida

CORE KNOWLEDGE AND SKILLS

Early Childhood Professional Trainee

The Early Childhood Professional Trainee is an entry-level childcare professional learning new information and becoming familiar with the field and/or the classroom setting and site procedures.

No prior training is expected prior to employment. No core knowledge and skills are expected prior to employment.
A PROPOSED FRAMEWORK FOR AN ARTICULATED CAREER PATH FOR SCHOOL READINESS-RELATED PROFESSIONS IN FLORIDA

EARLY CHILDHOOD PROFESSIONAL - LEVEL I

The Early Childhood Professional - Level I has completed the state-mandated early childhood training and has successfully demonstrated Level I Core Knowledge and Skills.

EARLY CHILDHOOD PROFESSIONAL - LEVEL II

The Early Childhood Professional - Level II builds on Level I Core Knowledge and Skills, has successfully completed a training program, and is eligible for certification.

EARLY CHILDHOOD PROFESSIONAL - LEVEL III

The Early Childhood Professional - Level III builds on Level II Core Knowledge and Skills, has completed a program in early childhood education, and is eligible for certification.

EARLY CHILDHOOD PROFESSIONAL - LEVEL IV

The Early Childhood Professional - Level IV builds on Level III Core Knowledge and Skills, has completed a program in early childhood education, and is eligible for certification.
A Proposed Framework for an Articulated Career Path for School Readiness-Related Professions in Florida

CORE KNOWLEDGE AND SKILLS

Early Childhood Professional – Level I*

The Early Childhood Professional – Level I has completed the state-mandated early childcare training and has successfully demonstrated Level I Core Knowledge and Skills.

I. CHILD DEVELOPMENT AND LEARNING. Understands child growth and development, the guiding element in planning quality programs for young children and emphasizes the developmental domains – physical health, approaches to learning, social and emotional, language and communication, cognitive development and general knowledge, motor development, and culture – within the context of the whole child.

The Early Childhood Professional – Level I:

I.A. Recognizes the characteristics of child development at various stages and the implications for best early childhood practices as exemplified in the following ways:

1. Recognizes and responds to the differences among children due to age, maturity, development, and disability status.
2. Identifies and implements activities to support physical/motor, language and communicative, cognitive, social/emotional, and cultural differences among children within the context of the whole child.
3. Recognizes the importance of being responsive to the needs of infants, toddlers, and preschoolers.
4. Displays a respect for all children.

I.B. Recognizes the major influences – environment, experiences, heredity, health status, and developmental obstacles – on child growth and learning as exemplified in the following ways:

1. Identifies and follows best instructional practices when implementing learning activities.
2. Identifies and attends to variations in the rate of children’s learning.
3. Creates a warm and caring environment in which children are encouraged to solve problems and make their own decisions.

I.C. Recognizes principles of positive guidance to support each child’s development of self-discipline and sense of responsibility as exemplified in the following ways:

*Note: Roman Numerals (I, II …) = Domains Letters (A, B …) = Knowledge Numbers (1, 2 …) = Critical Indicators
1. Uses appropriate guidance methods that help children learn self-discipline, independence, and a sense of responsibility.
2. Implements individual behavior management strategies for children with identified needs.
3. Models appropriate positive behaviors for children to follow.
4. Uses positive and appropriate intervention techniques when disciplining children.
5. Reflects an understanding of the impact of discipline on children’s growth and development by using positive methods and strategies to reinforce expected behavior.

I.D. Uses a variety of activities that facilitate development of all domains – physical health, approaches to learning, social and emotional, language and communication, cognitive development and general knowledge, motor development, and culture – as exemplified in the following ways:

1. Recognizes the important role of play in children’s learning.
2. Identifies and uses various types of play to promote children’s learning and physical development in all domains.
3. Uses a wide range of materials and equipment to nurture all domains of children’s development.
4. Implements indoor and outdoor activities that provide for and support the learning and physical development of all children.

I.E. Recognizes the similarities and differences between children who are developing typically and those with special needs as exemplified in the following ways:

1. Identifies and responds to similarities and differences among all children.
2. Encourages and supports independence for all children.

I.F. Uses a variety of activities that develop children’s motivation to learn as exemplified in the following ways:

1. Recognizes the importance of motivation in learning.
2. Uses children’s natural curiosity when implementing activities.

II. CURRICULUM DEVELOPMENT. Young children learn from their experiences. Adults guide and encourage learning by ensuring that the environment is rich with materials and equipment that invite active exploration.

The Early Childhood Professional – Level I:

II.A. Uses a variety of developmentally, culturally, and linguistically appropriate practices to promote learning for all children as exemplified in the following ways:

1. Encourages all children to participate in learning activities.
2. Uses the physical setting for both large and small group and individual activities.
3. Uses a variety of teaching strategies including cooperative learning, group instruction, and one-on-one instruction.
4. Encourages cooperation rather than competition among the children.
5. Uses activities that reflect an integrated curriculum (e.g., a cooking activity that involves measuring [math], looking at pictorial recipes [emergent literacy], and changes in ingredients [science]) focused on children’s needs and interests.

II.B. Uses instructional strategies to encourage children’s cognitive development as exemplified in the following ways:

Literacy, Listening, and Language:
1. Identifies language development milestones.
2. Fosters the development of language skills.
3. Uses home language and culture to help children develop language skills.
4. Expands on children’s early attempts to talk.
5. Helps children use words to express their thoughts.
6. Reads to children daily.
7. Reads to children for a variety of purposes, including pleasure and information.
8. Introduces books by title, author, and illustrator.
10. Models appropriate speech.
11. Leads children in singing simple songs, poems, and nursery rhymes.
12. Models appropriate listening techniques.
13. Listens thoughtfully to children’s ideas.
14. Implements activities that encourage children’s listening skills.

Mathematics:
1. Provides opportunities for use of manipulatives, blocks, puzzles, and sequencing activities for development of mathematical concepts.
2. Uses mathematical language with children.
3. Uses objects to represent numbers, including one-to-one correspondence.

Scientific Thinking:
1. Raises questions about objects in the environment.
2. Encourages children to explore a variety of materials.
3. Encourages children to describe objects in their environment.

Social Studies:
1. Recognizes similar and different characteristics of people.
2. Recognizes the importance of developing positive relationships.
3. Provides opportunities for children to explore their surrounding spaces.

Creative Expression:
1. Uses a variety of visual arts, drama, music, and movement activities to encourage young children’s creative expression.
a. Visual Arts: selects materials that allow children opportunities to explore various art techniques and media.

b. Drama: selects props that allow children opportunities to explore role playing and script development.

c. Music: selects musical instruments, along with other materials, that allow children opportunities to explore rhythm, meter, and tonal aspects of music.

d. Movement: selects activities that allow children opportunities to explore different forms of bodily movement and dance.

2. Implements an environment that allows for both planned and spontaneous creative expression activities.

Physical Development/Motor:

1. Introduces and uses basic motor skills and physical activities with children.
2. Applies rules and procedures for safe practices.
3. Provides opportunities for children to explore their surroundings through physical activities.
4. Implements activities that support the development of both fine and gross motor skills.
5. Provides opportunities for children to use the five senses to observe characteristics and behaviors of living and non-living things.
6. Uses a daily routine that balances active/quiet, large motor/small motor, indoor/outdoor, individual/group, and teacher-directed/child-directed work and play opportunities.

II.C. Uses instructional strategies to encourage children’s social/emotional development as exemplified in the following ways:

1. Recognizes the importance of talking with and developing a relationship with each child.
2. Encourages conversations and promotes social skills among children (e.g., helping one another, listening to others, and sharing).
3. Expresses enthusiasm for children’s successes.
4. Attends to the special needs of all children including children who are learning English as a second language.

II.D. Maintains a learning environment that is physically and psychologically safe and supports children’s individual health, safety, nutrition, and well-being, as per the Florida state licensing requirements, as exemplified in the following ways:

1. Follows state and local regulations and attends to the general health, safety, and nutritional needs of infants, toddlers, and preschoolers.
2. Recognizes common health problems (earache, chicken pox, measles) and uncommon health problems (fatigue, malnutrition) and follows established procedures for all children.
3. Applies common health and safety regulations (arrival/departure protocols, basic first aid, disaster plans, emergency procedures, reporting abuse).
4. Uses procedures that prevent illness and promote children’s health and well-being, such as practicing appropriate food handling and sanitation procedures.
5. Takes corrective measures to ensure children’s safety.
6. Supervises all children by sight and sound at all times.
7. Recognizes safety issues and risk factors when conducting physical activities.
8. Monitors the planned physical environment to support appropriate behavior.
9. Discusses common health and safety principles with children, emphasizing their importance, such as washing hands and caring for colds.
10. Recognizes signs and symptoms of communicable diseases in children and staff and follows established procedures to promote public health safety.

II.E. Maintains supportive conditions for learning through appropriate health appraisal and management procedures as exemplified in the following ways:

1. Follows guidelines for assessing young children’s health and safety.
2. Follows state and county guidelines for administering and storing of medications.
3. Recognizes signs of abuse and neglect and follows appropriate procedures to report suspected cases.
4. Administers standard first aid and cardiopulmonary resuscitation (CPR) for young children.
5. Assists children in making healthy choices.
6. Follows guidelines for daily and routine health habits, for example, washing hands before eating.
7. Follows state and county guidelines for maintaining health record confidentiality.

II.F Recognizes developmentally, culturally, and linguistically appropriate materials, books, equipment, and environments that are stimulating for all children as exemplified in the following ways:

1. Uses age-appropriate and bias-free materials for individual developmental levels, interests, language, and culture.
2. Uses the available physical space in a manner that will enhance learning for all children. Discusses ways the learning environment, including room arrangement, selection of materials, and daily schedule, affects children’s learning and socialization.
3. Uses a rich variety of materials, which allow for children’s use in both open-ended and planned activities.
4. Uses and places a variety of books in several environments that allows children access to them while involved in different activities.

II.G. Uses technology for instructional purposes as exemplified in the following ways:

1. Uses computers and other technology to reinforce children’s learning.
2. Provides opportunities for computers to be used by children, as developmentally appropriate.
III. CULTURE AND DIVERSITY. Understands the effects of culture and diversity on the child and his/her family.

The Early Childhood Professional – Level I:

III.A. Displays sensitivity and respect for differences in family structures and social, linguistic, and cultural backgrounds as exemplified in the following ways:

1. Recognizes that cultural differences exist in families and in society.
2. Recognizes the effects of cultural and linguistic influences on the child and family.
3. Welcomes individual children’s culture into classroom activities.

III.B. Uses a variety of inclusionary practices respectful of culture, language, individual and family differences, and diverse abilities as exemplified in the following ways:

1. Communicates in a manner that is respectful of cultural diversity.
2. Recognizes that it is helpful to communicate with families in their preferred language.
3. Communicates in a manner that is sensitive to the individual needs of children.
4. Recognizes the needs of children from different cultures.
5. Participates in activities that reflect various cultures.

IV. FAMILY AND COMMUNITY. Early childhood programs provide opportunities and encourage collaboration and partnerships with families and the community in the education of children.

The Early Childhood Professional – Level I:

IV.A. Maintains positive, collaborative partnerships with families as exemplified in the following ways:

1. Recognizes that the family is the primary caregiver for children.
2. Develops attachment to children without competing with families.
3. Recognizes that the primary caregiver(s) may include parents, a single parent, stepparents, grandparents, foster parents, guardians, and/or some other family member(s).
4. Respects families’ goals for their children.
5. Communicates positively with families.

IV.B. Demonstrates sensitivity to differences in family structures, as well as social and cultural backgrounds, as exemplified in the following ways:

1. Recognizes families live at various educational and income levels and may have members with special needs.
2. Recognizes that families are important to the educational progress of their children.
3. Positively supports family members who have a special needs child.
4. Ensures confidentiality regarding children.

**IV.C.** Recognizes family members can be resource persons for early childhood setting activities as exemplified in the following ways:

1. Seeks and encourages family participation in early childhood setting activities.
2. Communicates in a positive, professional manner with families – both in giving and receiving information.
3. Participates in a collaborative team process in working with children and their families.

**IV.D.** Keeps families informed about their children’s progress as exemplified in the following ways:

1. Identifies and uses techniques which regularly communicate to families about their child’s activities and progress.
2. Encourages families to talk with their children about their experiences at the early childhood setting.
3. Sends home projects or items that their children have made.

**IV.E.** Becomes involved with other professionals and agencies in the larger community to support children’s development, learning, and well-being as exemplified in the following ways:

1. Describes local resources offering support to early childhood programs.
2. Recognizes ways to establish collaborative relationships with the community and resource groups.

**V. ASSESSMENT AND EVALUATION.** Assessment information provides the insights essential for planning curriculum to meet the individual needs of the children in a program.

The *Early Childhood Professional – Level I*:

**V.A.** Recognizes the importance of appropriate assessments of young children’s strengths and needs as exemplified in the following ways:

1. Understands the benefits of identifying strengths and needs.
2. Identifies and discusses with colleagues various ways (e.g., observation notes, anecdotal observations, informal interviews, checklists, work samples, and language samples) to assess children.
3. Seeks help, as needed, to address concerns about individual children.
4. Understands the importance of assuring that confidentiality is maintained.
5. Attends to child and family rights regarding assessment.
V.B. Maintains appropriate records of children’s development as exemplified in the following ways:

1. Understands the importance of keeping records to document children’s progress:
   a. Identifies the types of records that are required to be maintained on children.
   b. Assists in completing the various records required to be maintained on children.
2. Maintains confidentiality.

V.C. Involves families and other professionals in the assessment of children as exemplified in the following ways:

1. Identifies and discusses with colleagues and others ways to involve families in assessing children’s developmental strengths and needs in setting individual and program goals.
2. Identifies and discusses possible accommodations that need to be considered for involving families in the assessment process.
3. Participates as an observer in home visits.
4. Seeks assistance from other professionals for interpreting assessment results and identifying resources for referral.

VI. PROFESSIONALISM AND FIELD EXPERIENCES. Early childhood educators assuming responsibility for the care and education of young children must also assume responsibility for their own professional growth and behavior.

The Early Childhood Professional – Level I:

VI.A. Understands that professional development of teachers is related to the quality of early childhood programs, and program quality predicts development outcomes for children as exemplified in the following ways:

1. Participates in continuous professional development.
2. Uses professional development training to implement effective classroom practices.

VI.B. Maintains professional work habits including dependability, responsibility, teamwork, time management, self-evaluation, and collaboration with families and community as exemplified in the following ways:

1. Understands that professional growth is an ongoing process.
2. Identifies and addresses personal and professional responsibilities to the early childhood setting’s programs.
3. Practices professional knowledge in decision making with young children.
4. Develops and follows a professional development plan.
5. Follows the profession’s code of ethics and principles of professional conduct.

*Note: Roman Numerals (I, II …) = Domains Letters (A, B …) = Knowledge Numbers (1, 2 …) = Critical Indicators
6. Follows procedures consistent with the early childhood setting and state policies, regulations, and laws.
7. Seeks and actively participates in opportunities that promote professional development and currency in practices.
8. Engages in formal and informal professional development activities (e.g., in-service workshops and conference sessions).
10. Establishes and maintains professional relationships with colleagues, other professionals, community, and families.
11. Participates in organizations that advocate for early childhood and special education professionals, families, and programs.
12. Reads and uses information from publications and materials from professional organizations to inform and improve practice.
13. Responds to feedback from supervisors to improve classroom performance.

**VI.C.** Uses field experiences to reflect on his/her own educational philosophy and practices as exemplified in the following ways:

1. Observes early childhood settings that have teachers using best practices.
2. Under supervision, demonstrates best practices when working with children.
3. Reflects, in writing, on both observations and supervised teaching experiences in the beginnings of a professional portfolio.
4. Participates in operating within existing budget constraints.
5. Complies with maintaining an inventory of materials, equipment, and supplies.
A PROPOSED FRAMEWORK FOR AN ARTICULATED CAREER PATH FOR SCHOOL READINESS-RELATED PROFESSIONS IN FLORIDA

EARLY CHILDHOOD PROFESSIONAL - LEVEL II
The Early Childhood Professional - Level II builds on Level I Core Knowledge and Skills, has completed a degree in early childhood education or in a related field, and holds a Florida Educator’s Professional Certificate.

EARLY CHILDHOOD PROFESSIONAL - LEVEL III
The Early Childhood Professional - Level III builds on Levels I and II Core Knowledge and Skills, has completed an associate in arts or an associate in science degree (or an equivalent) in early childhood education or in a related field in the associate degree program, and has successfully demonstrated Level III Core Knowledge and Skills.

EARLY CHILDHOOD PROFESSIONAL - LEVEL IV
The Early Childhood Professional - Level IV builds on Levels I, II, and III Core Knowledge and Skills, has completed a baccalaureate degree in early childhood education or in a related field, and holds a Florida Educator’s Professional Certificate.

EARLY CHILDHOOD PROFESSIONAL TRAINEE
The Early Childhood Professional TraINEE is an entry-level childcare professional learning new information and becoming familiar with the field and/or the classroom setting and site procedures (no prior training).
A Proposed Framework for an Articulated Career Path for School Readiness-Related Professions in Florida

CORE KNOWLEDGE AND SKILLS

Early Childhood Professional – Level II*

The Early Childhood Professional – Level II builds on Level I Core Knowledge and Skills, has successfully completed a culminating CDA credential or equivalent (120 classroom hours + 480 hours on-the-job training), and has successfully demonstrated Level II Core Knowledge and Skills.

I. CHILD DEVELOPMENT AND LEARNING. Understands child growth and development, the guiding element in planning quality programs for young children, and emphasizes the developmental domains – physical health, approaches to learning, social and emotional, language and communication, cognitive development and general knowledge, motor development, and culture – within the context of the whole child.

The Early Childhood Professional – Level II:

I.A. Demonstrates an understanding of child development at various stages and the implications for best early childhood practices as exemplified in the following ways:

1. Uses developmental milestones, typical behaviors, and learning processes in planning instruction and creating educational environments.
2. Plans and implements a variety of activities that address children’s different learning styles and show an understanding of child development.
3. Identifies resources for appropriate services and/or referrals for the special needs of children.
4. Recognizes and documents signs of physical disabilities and developmental delays and follows established procedures for services and referrals.
5. Understands and reflects the importance of attachment when working with infants, toddlers, and preschoolers.

I.B. Demonstrates an understanding of the major influences – environment, experiences, heredity, health status, and developmental obstacles – on child growth and learning as exemplified in the following ways:

1. Implements strategies that positively influence healthy growth and development in children.
2. Implements learning experiences that reflect the variation in development among children.

*Note: Roman Numerals (I, II …) = Domains Letters (A, B …) = Knowledge Numbers (1, 2 …) = Critical Indicators
3. Describes how these major influences – environment, experiences, heredity, health status, and developmental obstacles – may be observed in children’s behavior and interactions.
4. Applies the knowledge of children’s behavior and interactions when designing and implementing classroom and instructional activities.

I.C. Demonstrates an understanding of principles of positive guidance to support each child’s development of self-discipline and sense of responsibility as exemplified in the following ways:

1. Plans and implements a variety of guidance methods that encourage, persuade, and reinforce positive behavior in children.
2. Demonstrates appropriate communication techniques for guiding young children.
3. Establishes and implements guidelines for children’s behavior that are reasonable, consistent, and encourage self-control.
4. Implements guidance practices that are appropriate to each child’s level of development and personality.
5. Engages children in setting realistic limits and expectations for classroom behaviors.
6. Orient children and their family members to expected behavior in the early childhood setting.
7. Encourages children to use positive techniques of problem solving and conflict resolution.

I.D. Develops and uses a variety of activities that facilitate development of all domains – physical health, approaches to learning, social and emotional, language and communication, cognitive development and general knowledge, motor development, and culture – as exemplified in the following ways:

1. Schedules and implements activities in order to provide for all children’s developmental levels.
2. Plans for and supports children’s changing needs for active play, quiet activity, and rest.
3. Adapts the activities, materials, and equipment to meet the needs of all children.
4. Uses children’s backgrounds and cultures when planning and integrating play activities.
5. Plans and implements activities that use the outdoor environment to support development and learning.

I.E. Demonstrates knowledge of the similarities and differences between children who are developing typically and those with special needs as exemplified in the following ways:

1. Assists in modifying environments and experiences to meet the individual needs of all children, including children with special needs, developmental delays, and special abilities.
2. Creates and implements a learning environment that supports independence for all children.
I.F. Develops and uses a variety of activities that develop children’s motivation to learn as exemplified in the following ways:

1. Plans and facilitates activities that meet a variety of learning styles.
2. Motivates children to learn through their natural curiosity.

II. CURRICULUM DEVELOPMENT. Young children learn from their experiences. Adults guide and encourage learning by ensuring that the environment is rich with materials and equipment that invite active exploration.

The Early Childhood Professional – Level II:

II.A. Develops and implements a variety of developmentally, culturally, and linguistically appropriate practices to promote learning for all children as exemplified in the following ways:

1. Plans and implements best early childhood instructional practices.
2. Creates a supportive learning environment.
3. Applies appropriate educational activities and instructional materials to meet the needs of individual children.
4. Uses variation and balance in the delivery of learning activities for children.
5. Establishes a classroom with varying opportunities for hands-on experimentation.
7. Encourages children to talk about ways to solve problems and helps them discover ways to solve problems that occur during daily activities.
8. Plans and implements play experiences that support the total development of the children.
9. Provides opportunities for young children to make appropriate choices.
10. Provides opportunities for and models decision-making processes and skills.
11. Engages children in cooperative learning and group instruction.
12. Facilitates large and small group activities.
13. Uses children’s needs and interests as a guide for planning an integrated curriculum.
14. Adapts and/or modifies instructional strategies and the environment to meet the specific needs of all children.

II.B. Develops and implements instructional strategies to encourage children’s cognitive development as exemplified in the following ways:

Literacy, Listening, and Language:

1. Recognizes how language develops, including how culture, home language, and experiences shape language development in the formative years.
2. Describes the typical language abilities of infants, toddlers, and preschoolers.
3. Communicates actively with each child – modeling appropriate speech patterns, listening carefully, responding actively to their expressions, and engaging in conversations.
4. Identifies and uses activities to help children listen, respond to questions, and express their own thoughts.
5. Involves children in daily reading activities.
6. Helps children hold a book correctly and know where to begin reading.
7. Encourages children to request favorite books to be read.
8. Assists children in identifying themes of a text.
9. Helps children identify beginning, middle, and end of stories.
10. Uses all types of questions to facilitate children’s thinking and planning.
11. Uses picture clues to help children identify unfamiliar words.
12. Discusses familiar topics, events, stories, or new experiences with both large and small groups.
13. Collaborates with specialists to modify and adapt curriculum activities/experiences to meet individual language and literacy developmental needs.

Mathematics:
1. Provides opportunities for children to perform rudimentary classification activities.
2. Provides opportunities for children to identify primary shapes.
3. Provides opportunities for children to experiment with geometry by making sense of environmental shapes.
4. Provides opportunities for children to use counting experiences through songs and rhymes.
5. Uses mathematical words to communicate.
6. Uses open-ended questions to help children respond to problem solving and exploration.
7. Plans activities for children to use positional words (e.g., up and over).
8. Plans activities for children to collect and organize information.

Scientific Thinking:
1. Identifies ways for children to make observations using their senses.
2. Provides opportunities for children to develop curiosity regarding the environment.
3. Identifies ways for children to describe, compare, sort, and classify.
4. Encourages children to use simple tools.
5. Provides opportunities for children to actively investigate.

Social Studies:
1. Uses strategies that display cultural sensitivity.
2. Provides activities that identify various cultures and patterns of living.
3. Develops anthropology concepts by singing songs and reciting poems from different cultures.
4. Uses procedures to develop positive values and social skills: smiling, friendship, listening, and following directions.
5. Plans activities for children to become environmentally responsible citizens.
6. Models the concepts of living and working together.
7. Implements activities that help children develop a sense of responsibility to the environment.
8. Implements activities that help children develop a sense of time, including yesterday, last week, and tomorrow.

Creative Expression:
1. Uses a variety of visual arts, drama, music, and movement activities to encourage young children’s creative expression.
a. Visual Arts: creates an environment and uses materials that allow children opportunities to explore various art techniques and media.

b. Drama: plans an environment and selects props that allow children opportunities to explore role-playing and script development.

c. Music: provides an environment and collects and makes available musical instruments, along with other materials, that allow children opportunities to explore rhythm, meter, and tonal aspects of music.

d. Movement: provides an environment and develops activities that allow children opportunities to explore different forms of bodily movement and dance.

2. Develops an environment that allows for both planned and spontaneous creative expression activities.

Physical Development/Motor:

1. Provides opportunities for large motor activities in the classroom and on the playground.

2. Provides opportunities for children to develop eye-hand coordination and other fine motor skills.

3. Provides opportunities for children to express pleasure in movement activities.

4. Provides opportunities for children to develop rudimentary motor skills, such as jumping, kicking, and catching.

5. Provides opportunities for children to engage in balancing activities.

6. Provides opportunities for children to practice safe physical movement.

7. Uses the outdoor environment appropriately as an extension of classroom learning experiences.

8. Provides opportunities for children to use their senses to observe characteristics and behaviors of living and non-living things.

II.C. Develops instructional strategies to encourage children’s social/emotional development as exemplified in the following ways:

1. Supports bilingual children’s attempts to use their second language.

2. Demonstrates to children and models appropriate ways to express needs.

3. Supports inclusion of children with special needs in all activities.

4. Promotes ways for children to start and finish activities independently.

5. Plans and implements an orderly routine in an environment with rotation of materials and activities.

6. Plans and implements activities for smooth transitions from one activity to another.

7. Plans and implements opportunities for children to interact positively with adults and other children.

8. Plans and implements opportunities for children to participate in imaginative play.

9. Provides opportunities for children to work in cooperative group settings.
II.D. Creates a learning environment that is physically and psychologically safe and supports children’s individual health, safety, nutrition, and well-being, as per the Florida state licensing requirements, as exemplified in the following ways:

1. Identifies aspects of the physical environment that may need to be modified or adapted to reduce risk or enhance educational activities.
2. Supports children and families in making positive health choices and decisions.
3. Uses procedures that prevent illness and promotes children’s health and well-being.
4. Incorporates health support requirements for children with special needs.
5. Adapts instruction to ensure the safety of children with special needs.
6. Plans and implements appropriate educational activities on safety, health, and nutrition.
7. Administers to the individual health needs of children (diet, medications, allergy, precautions).
8. Identifies potential environmental hazards and risks and takes corrective measures to ensure the safety of all children.
9. Establishes routines for continuous supervision of all children.
10. Develops and maintains procedures for any child or adult suspected of having signs and symptoms of a communicable disease as defined in 65C-22.004 FAC.

II.E. Creates supportive conditions for learning through appropriate health appraisal and management procedures as exemplified in the following ways:

1. Maintains guidelines for assessing young children’s health, safety, nutritional, and wellness needs.
2. Maintains health records, ensures confidentiality, and adheres to children’s health requirements such as the Florida Certification of Immunization requirements as defined in 65C-22.006 FAC.
3. Maintains record of nutritional intake for infants and children with special diets.
4. Develops and maintains procedures for first aid and emergencies.
5. Ensures that state and local regulations related to health, safety, and nutrition are followed.
6. Follows established procedures for making health referrals and reporting to parents or other legal guardian.
7. Maintains a record of emergency telephone numbers for all children.
8. Recognizes signs of abuse and neglect and follows appropriate procedures to report suspected cases.
9. Administers standard first aid and cardiopulmonary resuscitation (CPR) for young children.
10. Influences and supports children in making positive health choices and decisions by modeling appropriate health behaviors.
11. Follows guidelines for daily and routine health habits, for example, washing hands before eating.
12. Administers medications and follows safety procedures for storage and dispensing requirements pursuant to 65C-22.004 FAC.
II.F. Demonstrates knowledge of developmentally, culturally, and linguistically appropriate materials, books, equipment, and environments that are stimulating for all children as exemplified in the following ways:

1. Provides age-appropriate and bias-free materials for individual developmental levels, interests, language, and culture.
2. Utilizes the available physical space in a manner that will enhance learning for all children, including small areas in which small groups or individual children can work or play.
3. Utilizes a rich variety of materials, which allow for children’s use in both open-ended and planned activities.
4. Provides for and uses a variety of books in several environments allowing children access to them while involved in different activities.

II.G. Plans and implements technology for instructional purposes as exemplified in the following ways:

1. Infuses technology into instructional activities.
2. Plans and implements activities to use computers and other technologies with all children, including those with special needs.

III. CULTURE AND DIVERSITY. Describes the effects of culture and diversity on the child and his/her family.

The Early Childhood Professional – Level II:

III.A. Demonstrates methods and activities to meet the needs of children from diverse cultural and linguistic backgrounds and children with diverse abilities as exemplified in the following ways:

1. Describes and demonstrates practices that are authentic and bias free.
2. Labels classroom materials and equipment with pictures and words in various languages.
3. Displays and uses authentic materials representing diverse cultures.
4. Displays and uses adaptive materials.
5. Uses an approach that appreciates all cultures in formal and informal learning activities.
6. Provides a variety of activities from children’s culture(s), such as dance, music, finger plays, active games, and traditions.
7. Recognizes and adapts teaching to the variations in family structures, cultural backgrounds, religious beliefs, and child-rearing practices.
8. Displays pictures of children’s families and others from diverse backgrounds and abilities.

III.B. Develops and uses a variety of inclusionary practices respectful of differences in family structure and social and cultural backgrounds as exemplified in the following ways:

1. Describes how cultural differences impact interactions between adults and between adults and young children.
2. Describes the effects of cultural influences on family.
3. Recognizes culturally determined behaviors and traditions.
4. Describes variations in family structure, cultural backgrounds, religious beliefs, and child-rearing practices.
5. Demonstrates knowledge of culturally sensitive behaviors with families and children.
6. Supports parenting skills that are respectful of families’ cultural values.
7. Plans for alternative activities for children who cannot participate in planned classroom activities due to cultural or religious beliefs.
8. Demonstrates methods of communication with families in their preferred language.
9. Demonstrates methods of communication that are respectful of cultural diversity.
10. Demonstrates methods of communication that are sensitive to the individual needs of children and their families.

IV. FAMILY AND COMMUNITY. Early childhood programs provide opportunities and encourage collaboration and partnerships with families and the community in the education of children.

The Early Childhood Professional – Level II:

IV.A. Creates and maintains positive, collaborative partnerships with families as exemplified in the following ways:

1. Assists in supporting all families as they nurture their child’s development.
2. Demonstrates ability to work effectively with children and their families.
3. Demonstrates ability to interact with parents in a positive and nurturing manner.
4. Uses a variety of strategies for maintaining communication with families.
5. Invites family members to visit the classroom.

IV.B. Demonstrates sensitivity of and respect for differences in family structures, as well as social and cultural backgrounds, as exemplified in the following ways:

1. Plans and supports the families’ goals for their children.
2. Invites family members to visit the early childhood setting and participate in activities.
3. Ensures strict confidentiality regarding children.
4. Recognizes the effects on a family member who has a special needs child.

IV.C. Involves family members as resource persons for early childhood setting activities as exemplified in the following ways:

1. Includes families in planning and sharing cultural events that are appropriate activities for young children.
2. Assists families in understanding the importance of play for preschool children.
3. Suggests activities and materials that families can share with their children at home.
4. Works in collaboration with other professionals with families who have unique needs.
5. Assists families in identifying local resources to support children and families.
6. Helps families seek and use community resources.
7. Shares information about community resources regularly with families.

IV.D. Involves families in planning and keeps them regularly informed about their children’s progress as exemplified in the following ways:

1. Communicates with families orally and in writing about their children’s progress on a regular basis and in a constructive and supportive manner.
2. Suggests activities and materials that families can share with their children at home.
3. Involves families in planning learning activities for their children.

IV.E. Communicates with other professionals and agencies in the larger community to support children’s development, learning, and well-being as exemplified in the following ways:

1. Establishes, in cooperation with early childhood setting administrators, and implements ways to seek and use support from community resources.
2. Shares information about community resources regularly with families.
3. Identifies the wide range of community people and resources available to assist families.
4. Assists families in identifying local resources to support children and families.

V. ASSESSMENT AND EVALUATION. Assessment information provides the insights essential for planning curriculum to meet the individual needs of the children in a program.

The Early Childhood Professional – Level II:

V.A. Demonstrates knowledge and use of appropriate assessment of young children’s strengths and needs as exemplified in the following ways:

1. Gathers information through regular observation of children in order to have a better understanding of children’s strengths and needs.
2. Demonstrates knowledge of the importance of ongoing observations to assure valid information.
3. Uses appropriate techniques to assess children’s strengths, needs, interests, and reactions to the environment.
4. Describes ways to assure that observations are objective, respectful, and accurate.
5. Describes the ways assessment information will be used to implement the concept and content of best practices for improving early childhood teaching and learning.
6. Complies with regulations regarding rights and responsibilities of families and children regarding assessment.
V.B. Creates and maintains appropriate records of children’s development as exemplified in the following ways:

1. Plans and implements specific procedures for gathering information and maintaining ongoing records of children’s progress.
2. Uses information found in children’s records for planning and implementing learning activities.
3. Maintains confidentiality.

V.C. Involves families and other professionals in the assessment of children as exemplified in the following ways:

1. Implements appropriate procedures to involve families in the assessment process.
2. Implements and maintains appropriate procedures for accommodating special needs of families (e.g., interpreters and transportation).
3. Implements and maintains procedures that protect child and family rights.
4. Conducts home visits and completes family surveys.

VI. PROFESSIONALISM AND FIELD EXPERIENCES. Early childhood educators assuming responsibility for the care and education of young children must also assume responsibility for their own professional growth and behavior.

The *Early Childhood Professional – Level II*:

VI.A. Demonstrates an understanding that professional development of teachers is related to the quality of early childhood programs, and program quality predicts development outcomes for children as exemplified in the following ways:

1. Compares own personal and professional characteristics and skills to those required in early care and education to establish personal and professional goals.
2. Develops and implements a plan to achieve those goals.
3. Works with and assists colleagues in working with young children, families, and the community.
4. Participates in organizations that advocate for early childhood and special education professionals, families, and programs.

VI.B. Creates and maintains professional work habits including dependability, responsibility, teamwork, time management, self-evaluation, and collaboration with families and community as exemplified in the following ways:

1. Pursues ongoing opportunities for professional development:
   a. Maintains affiliations with professional organizations through membership and regular conference attendance.
   b. Seeks and pursues opportunities and attends courses, in-service training, and conferences in order to enhance professional knowledge.
2. Seeks and actively participates in opportunities that promote professional development and currency in practice.
4. Adheres to a professional code of ethical conduct and principles of professional conduct.
5. Serves as an advocate on behalf of young children and their families.
6. Discusses and addresses implications of regulatory, legislative, and workforce issues for the welfare of young children and their families.

VI.C. Completes field experiences and uses them to reflect on his/her own educational philosophy and practices as exemplified in the following ways:
1. Extends teaching experiences by participating in a variety of classroom settings, under the supervision of qualified professionals.
2. Extends teaching experiences by planning learning experiences for both large and small groups of children.
3. Extends teaching experiences by planning for children’s individual needs.
4. Continues development of reflective activities by adding to and revising the professional portfolio.
5. Participates in early childhood setting decision-making activities.
6. Assists in maintaining inventory of materials, equipment, and supplies.
7. Operates within existing budget constraints.
A PROPOSED FRAMEWORK FOR AN ARTICULATED CAREER PATH FOR SCHOOL READINESS-RELATED PROFESSIONS IN FLORIDA

LEVEL IV

SOCIAL AND HUMAN SERVICES-RELATED PROFESSIONS
HEALTH-RELATED PROFESSIONS
AGE 3-GRADE 3 TEACHER
BIRTH - 4 TEACHER

LEVEL III

Child Development and Learning
Curriculum Development
Culture and Diversity
Family and Community Assessment and Evaluation
Professionalism and Field Experiences

EARLY CHILDHOOD PROFESSIONAL - LEVEL IV
The Early Childhood Professional - Level IV builds on Levels I, II, and III Core Knowledge and Skills, has completed a baccalaureate degree in early childhood or in a related field, and holds a Florida Educator’s Professional Certificate.

EARLY CHILDHOOD PROFESSIONAL - LEVEL III
The Early Childhood Professional - Level III builds on Levels I and II Core Knowledge and Skills, has completed an associate in arts or an associate in science degree (or an equivalent) in early childhood or in a related field in the associate degree program, and has successfully demonstrated Level III Core Knowledge and Skills.

EARLY CHILDHOOD PROFESSIONAL - LEVEL II
The Early Childhood Professional - Level II builds on Level I Core Knowledge and Skills, has successfully completed a culminating CDA credential or equivalent (120 classroom hours + 480 hours on-the-job training), and has successfully demonstrated Level II Core Knowledge and Skills.

EARLY CHILDHOOD PROFESSIONAL - LEVEL I
The Early Childhood Professional - Level I has completed the state-mandated early childhood training and has successfully demonstrated Level I Core Knowledge and Skills.

EARLY CHILDHOOD PROFESSIONAL TRAINEE
The Early Childhood Professional Trainee is an entry-level childcare professional learning new information and becoming familiar with the field and/or the classroom setting and site procedures (no prior training).

EARLY CHILDHOOD PROFESSIONAL - LEVEL III
A Proposed Framework for an Articulated Career Path for School Readiness-Related Professions in Florida

CORE KNOWLEDGE AND SKILLS

Early Childhood Professional – Level III*

The Early Childhood Professional – Level III builds on Levels I and II Core Knowledge and Skills, has completed an associate in arts or an associate in science degree (or an equivalent) in early childhood or in a related field in the associate degree program, and has successfully demonstrated Level III Core Knowledge and Skills.

I. CHILD DEVELOPMENT AND LEARNING. Understands child growth and development, the guiding element in planning quality programs for young children and emphasizes the developmental domains – physical health, approaches to learning, social and emotional, language and communication, cognitive development and general knowledge, motor development, and culture – within the context of the whole child.

The Early Childhood Professional – Level III:

I.A. Promotes an understanding of the characteristics of child development at various stages and the implications for best early childhood practices as exemplified in the following ways:

1. Applies child development theories to planning and practice.
2. Creates learning activities that demonstrate knowledge of differences in children.
3. Accommodates the range of development and skills among all children, including those with special needs.
4. Plans and implements an inclusive learning environment for all children.
5. Illustrates knowledge of play and creativity in the design and implementation of activities for children.

I.B. Promotes an environment that reflects an understanding of the major influences – environment, experiences, heredity, health status, and developmental obstacles – on child growth and learning as exemplified in the following ways:

1. Plans the environment and implements activities that reflect an understanding of the importance of developmental domains
2. Integrates strategies that positively influence healthy growth and development in children.

*Note: Roman Numerals (I, II …) = Domains Letters (A, B …) = Knowledge Numbers (1, 2 …) = Critical Indicators
3. Prepares and modifies learning experiences that reflect the variation in development among children.
4. Plans the environment and implements activities that are inclusionary for children with special needs.
5. Measures and evaluates the impact of major influences – environment, experiences, heredity, health status, and developmental obstacles – on children’s behavior when designing and implementing classroom activities.

I.C. Promotes and adapts principles of positive guidance to support each child’s development of self-discipline and sense of responsibility as exemplified in the following ways:

1. Tailors guidance practices to children’s level of development and personality.
2. Uses individual and group guidance and problem-solving techniques to:
   a. develop positive relations with children;
   b. encourage positive social interaction among children;
   c. promote positive strategies of conflict resolution; and
   d. develop personal self-motivation, control, and esteem in children.
3. Designs and implements a variety of guidance methods that encourage, persuade, and reinforce positive behavior in children.
4. Measures and evaluates the effectiveness of guidance practices.
5. Prepares, integrates, and monitors practices that support appropriate behavior in children (e.g., transition times, room arrangement, and work in the early childhood setting).
6. Uses guidance techniques appropriate to the age of the children and to individual children’s special needs.

I.D. Adapts activities that facilitate development of all domains – physical health, approaches to learning, social and emotional, language and communication, cognitive development and general knowledge, motor development, and culture – as exemplified in the following ways:

1. Adapts and creates activities to meet the individual strengths and needs of all children.
2. Uses results of observation and assessment of children to plan and implement classroom activities.
3. Assesses and revises activities based on results of observation and assessment.

I.E. Promotes an environment that recognizes the similarities and differences between children who are developing typically and those with special needs as exemplified in the following ways:

1. Modifies environments and experiences to meet individual needs of all children, including children with special needs, developmental delays, and special abilities.
2. Adapts practices that support and meet the needs of individual children.
3. Recommends children, as appropriate, for referral and/or further assessment and evaluation.
I.F.  Adapts and implements activities that develop children’s motivation to learn as exemplified in the following ways:

1. Uses learning theories to create environments to meet the learning styles of all children.
2. Identifies high interest materials, equipment, and activities to use with children.
3. Plans and facilitates activities that meet a variety of learning styles and motivate children to learn through their natural curiosity.
4. Monitors and revises activities to ensure they are motivating, of high interest, and meet the diverse learning styles of children.

II.  CURRICULUM DEVELOPMENT. Young children learn from their experiences. Adults guide and encourage learning by ensuring that the environment is rich with materials and equipment that invite active exploration.

The Early Childhood Professional – Level III:

II.A.  Adapts and implements a variety of developmentally, culturally, and linguistically appropriate practices to promote learning for all children as exemplified in the following ways:

1. Develops learning goals and objectives and plans and implements related activities.
2. Establishes variation and balance in the delivery of learning activities for children.
3. Identifies and integrates instructional activities related to children’s developmental level.
4. Implements and monitors Individual Education Plans (IEP) for children.
5. Works with colleagues in the achievement of Individual Family Services Plan (IFSP) outcomes as appropriate.
6. Provides, uses, and balances the delivery of a wide variety of appropriate activities (e.g., individual, small group, and large group).
7. Collaborates with colleagues to coordinate the smooth transition of children from one educational setting to another.
8. Demonstrates current knowledge of and ability to implement meaningful, integrated learning experiences in curriculum content areas, including language and literacy, mathematics, science, health, safety, nutrition, social studies, the arts, music, drama, and movement.
9. Implements thematic units for instruction.
10. Plans and implements an integrated curriculum that focuses on children’s needs and interests and takes into account culturally valued content and children’s home experiences.

II.B.  Adapts and/or modifies instructional strategies in order to encourage children’s cognitive development as exemplified in the following ways:

Literacy, Listening, and Language:
1. Provides a physical and social environment that supports and promotes emergent literacy.
2. Uses program activities to enhance and enrich children’s language development and emergent literacy.
3. Plans for and implements activities that require interactions with children in ways that facilitate the development of expressive language and thought.
4. Demonstrates and promotes high quality interactions with children.
5. Respects and responds to the language of non-English-speaking children by adapting the educational environment.
6. Uses strategies in planning lessons for children that enhance language acquisition.
7. Integrates daily reading activities into the curriculum.
8. Uses strategies for identifying words and constructing meaning from text.
9. Maintains a classroom library with a wide range of texts for children to use.
10. Reads for a variety of purposes including for pleasure and information.
11. Plans and implements activities that encourage children to ask all types of questions.
12. Asks questions that help children to extend a story using their own words.
13. Models appropriate use of the English language.
14. Plans opportunities for children to read independently.
15. Discusses with children familiar topics, events, stories, or new experiences in a variety of planned and spontaneous activities.
16. Observes, describes, and seeks help in addressing potential warning signs of communication/language delays or disorders.

Mathematics:
1. Provides a physical and social environment that supports and promotes age-appropriate mathematics knowledge and skills.
2. Plans and implements age-appropriate mathematical activities.
3. Provides opportunities for children to use hands-on mathematical activities.
4. Provides opportunities for children to organize, compare, contrast, and problem solve.
5. Provides opportunities for children to solve mathematical problems.
6. Provides opportunities for children to use and expand mathematical vocabulary.
7. Provides opportunities for children to participate in ordering and seriation concepts.
8. Plans activities for children to recognize patterns.
9. Helps children to understand the concept of numbers by providing counting activities.
10. Provides opportunities for children to estimate and measure using non-standard units.
11. Provides opportunities for children to collect information and make graphs.
12. Follows planned mathematical operations that include pre-numbers, geometry (shapes), measurement, data analysis (charts), probability, and algebra.

Scientific Thinking:
1. Designs activities for children to identify basic needs of all living things.
2. Uses technology to help children solve problems.

Early Childhood Professional – Level III

*Note:  Roman Numerals (I, II …) = Domains  Letters (A, B …) = Knowledge  Numbers (1, 2 …) = Critical Indicators
3. Provides opportunities for children to engage in simple operations using predicting skills, interpreting skills, and concluding skills.
4. Incorporates learning activities that encourage children to participate in collaborative problem solving.

Social Studies:
1. Designs learning activities that include geography, history, economics, and social relations.
2. Plans and implements activities that help children to understand various family structures.
3. Incorporates learning activities that facilitate children’s understanding of the importance of rules.
4. Incorporates learning activities that facilitate children’s understanding of the importance of regular routines, holidays, and family and country traditions.
5. Explores and provides planned activities for children to explore ways in which language, stories, music, and artistic creations serve as expressions of various cultures.
6. Helps children develop ways to be productive members of the classroom.
7. Develops and implements plans regarding economic concepts, including wants and needs, scarcity, resources, goods and services, and consumption.

Creative Expression:
1. Designs and modifies a variety of visual arts, drama, music, and movement activities to encourage young children’s creative expression.
   a. Visual Arts: adapts the environment and materials to allow children opportunities to explore various art techniques and media.
   b. Drama: creates an environment and uses props that allow children opportunities to explore role playing and script development.
   c. Music: creates an environment and uses musical instruments, along with other materials, that allow children opportunities to explore rhythm, meter, and tonal aspects of music.
2. Creates an environment that supports the integration of both planned and spontaneous creative expression activities.

Physical Development/Motor:
1. Adapts the physical environment to be consistent with instructional strategies being implemented.
2. Designs and implements basic motor skills and physical activities in a variety of settings.
3. Provides opportunities for children to try new movements.
4. Designs and implements activities that facilitate development of children’s large and fine motor skills as well as their senses.
5. Designs and implements outdoor activities to extend the classroom learning experience.

II.C. Modifies instructional strategies to encourage children’s social/emotional development as exemplified in the following ways:
1. Implements appropriate rules, routine activities, and procedures for children based on realistic expectations about their attention spans, interests, social abilities, and physical needs.
2. Manages transition periods so that children are actively involved.
3. Encourages children to make appropriate choices in activities and behaviors.
4. Models and implements appropriate cooperative strategies when working with more than one child.
5. Facilitates the social inclusion of all children.
6. Arranges and monitors the physical environment to support positive interactions between children and their environment.
7. Works with colleagues to create and implement whole class and individualized behavior plans.
8. Recommends, when necessary, further evaluation and assessment of children.
9. Intervenes, when necessary, to promote the social development of all children.

II.D. Establishes and maintains a learning environment that is physically and psychologically safe and that supports children’s individual health, safety, nutrition, and well-being, as per the Florida state licensing requirements, as exemplified in the following ways:

1. Monitors sanitary conditions and risk factors in the early childhood environment, both inside and outside.
2. Develops procedures for common health and safety regulations (arrival/departure protocols, basic first aid, disaster plans, emergency procedures).
3. Monitors the supervision of all children at all times.
4. Assesses and makes community referrals for children with special needs.
5. Discusses and implements universal health precautions.
6. Develops and maintains procedures for any child or adult suspected of having signs and symptoms of communicable disease as defined in 65C-22.004 FAC.

II.E. Establishes supportive conditions for learning through appropriate health appraisal and management procedures as exemplified in the following ways:

1. Maintains guidelines for assessing young children’s health, safety, nutritional, and wellness needs.
2. Maintains health records, ensures confidentiality, and adheres to children’s health requirements such as the Florida Certification of Immunization requirements as defined in 65C-22.006 FAC.
3. Maintains records of nutritional intake for infants and children with special diets.
4. Develops and maintains procedures and equipment for first aid and other emergencies.
5. Ensures that state and local regulations related to health, safety, sanitation, and nutrition are followed.
6. Follows established procedures for referrals and reporting to parents or other legal guardian.
7. Maintains a record of emergency telephone numbers for all children.
8. Recognizes signs of abuse and neglect and follows appropriate procedures to report suspected cases.

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9. Administers standard first aid and cardiopulmonary resuscitation (CPR) for young children.
10. Influences and supports children in making positive health choices and decisions by modeling appropriate health behaviors.
11. Follows guidelines for daily and routine health habits, for example, washing hands before eating.
12. Provides supports required for children with special health needs.
13. Administers medications and follows safety procedures for storage and dispensing requirements pursuant to 65C-22.004 FAC.
14. Recognizes signs and symptoms of communicable disease and follows appropriate state and local protocol such as 65C-22.004 FAC to promote public health safety.

II.F. Becomes knowledgeable about the research base related to developmentally appropriate materials, books, equipment, and environments that are stimulating for all children as exemplified in the following ways:

1. Uses age-appropriate and bias-free materials for individual developmental levels, interests, language, and culture.
2. Designs the available physical space in a manner that will enhance learning for all children.
3. Uses a variety of materials that allow for children’s use in both open-ended and planned activities.
4. Uses a variety of books and materials in a variety of environments that allow children access to them when involved in a variety of activities.

II.G. Shares the knowledge and uses technology for instructional purposes as exemplified in the following ways:

1. Infuses technology in instructional activities.
2. Coordinates the use of computers and other technology with colleagues.
3. Evaluates software as to its appropriateness for classroom and children’s use.
4. Implements the use of computers and other technology, as directed, with children with special needs, including their use as an alternative communication strategy.

III. CULTURE AND DIVERSITY. Demonstrates an understanding of the effects of culture and diversity on the child and his/her family.

The *Early Childhood Professional – Level III:*

III.A. Plans and implements activities that meet the needs of children from diverse cultures and linguistic backgrounds and children with diverse abilities as exemplified in the following ways:

1. Involves the family in planning early childhood programs that help young children to understand and respect different cultural traditions.
2. Promotes activities that reflect community diversity and cultures.
3. Develops plans and instructional strategies to infuse multicultural activities throughout the curriculum.

*Note: Roman Numerals (I, II …) = Domains  Letters (A, B …) = Knowledge  Numbers (1, 2 …) = Critical Indicators*
III.B. Adapts and implements a variety of inclusionary practices respectful of differences in family structure and social and cultural backgrounds as exemplified in the following ways:

1. Implements practices that support varying family dynamics.
2. Promotes interaction between adults and between adults and young children that are sensitive to cultural differences.
3. Adapts or makes accommodations for culturally determined traditions and behaviors.
4. Promotes parenting skills that are respectful of each family’s cultural values.
5. Uses methods to meet the needs of children from diverse cultural and linguistic backgrounds.
6. Uses oral and written communication skills that are sensitive to the cultural diversity and needs of individual children.
7. Uses the family to assist young children in understanding and appreciating different cultural traditions.
8. Develops activities that celebrate the diversity and cultures reflected in the schools and community.
9. Recognizes and responds appropriately to culturally determined traditions and responses in children.
10. Uses oral and written communication skills that are sensitive to and accepting of cultural diversity.

IV. FAMILY AND COMMUNITY. Early childhood programs provide opportunities and encourage collaboration and partnerships with families and the community in the education of children.

The Early Childhood Professional Level III:

IV.A. Establishes and maintains positive, collaborative partnerships with families as exemplified in the following ways:

1. Supports all families as they nurture their child’s development.
2. Communicates regularly with families about program goals, student progress, and developmental growth in the context of the family’s goals for the education of their child.
3. Identifies factors that influence a family’s use or non-use of resources.
4. Researches ways to create an inclusive environment that represents the particular children and families in the early childhood setting.
5. Promotes and supports parenting skills that are respectful of family and cultural values.
6. Develops strategies for promoting parent/child communication that are respectful of family and cultural values.
7. Seeks and encourages family participation in decision making that affects children.

IV.B. Promotes sensitivity to and respect for differences in family structures, as well as social and cultural backgrounds, as exemplified in the following ways:
1. Works with families to develop appropriate expectations for their children’s behavior.
2. Assists families in identifying community services and resources that may help them.
3. Promotes parenting skills that are respectful of family and cultural values.
4. Identifies coping strategies used by families of special needs children.
5. Develops strategies for promoting parent/child communication that are respectful of family and cultural values.
6. Seeks and encourages family participation in decision making that affects children.
7. Establishes regular support communication between home and the early childhood setting.
8. Ensures confidentiality regarding children.

IV.C. Promotes family members as resource persons for early childhood setting activities as exemplified in the following ways:

1. Identifies and uses family information and uniqueness in planning activities for children.
2. Includes parents in planning and sharing cultural events that are appropriate for young children.
3. Demonstrates sensitivity to differences in family structures and social and cultural backgrounds.
4. Researches ways to create an inclusive environment that represents the particular children and families in the early childhood setting.
5. Communicates effectively with local professionals and agencies to support children’s development, learning, and well-being.

IV.D. Promotes family involvement in planning and keeps them regularly informed about their children’s progress as exemplified in the following ways:

1. Assists families to develop appropriate expectations for their children’s behavior.
2. Assists families in identifying community services and resources that may help them.
3. Works in collaboration with other professionals with families who have unique needs.
4. Communicates effectively with local professionals and agencies to support children’s development, learning, and well-being.

IV.E. Communicates regularly with other professionals and agencies in the larger community to support children’s development, learning, and well-being as exemplified in the following ways:

1. Identifies community agencies and resources and develops strategies for obtaining services.
2. Works with colleagues to assist families in the development of Individual Family Service Plans (IFSP) and Individual Education Plans (IEP) for an individual child.
3. Makes appropriate use of resources and services for children with special needs.

**V. ASSESSMENT AND EVALUATION.** Assessment information provides the insights essential for planning curriculum to meet the individual needs of the children in a program.

The *Early Childhood Care Professional - Level III:*

**V.A.** Demonstrates knowledge and use of appropriate assessment of young children’s strengths and needs as exemplified in the following ways:

1. Observes children and their environment, analyzes the acquired information, and applies the findings to practice.
2. Uses appropriate assessment instruments to assess children and uses the findings to enhance young children’s learning and environment.
3. Selects and uses a variety of informal and formal assessment instruments, including observational and interview methods.
4. Understands and utilizes information from written assessment reports conducted by other professionals.
5. Participates with colleagues in the development of a written report on the findings from formal and informal assessments.
6. Monitors the effects of the child’s environments on behavior and learning.
7. Uses assessment information to organize classrooms to provide for effective instruction.
8. Complies with and supports regulations regarding rights and responsibilities of families and children regarding assessment.

**V.B.** Establishes and maintains appropriate records of children’s development as exemplified in the following ways:

1. Maintains a system for keeping all required records.
2. Involves families in the development and implement of IFSPs and IEPs.
3. Assures that confidentiality is maintained.

**V.C.** Involves families and other professionals in the assessment of children as exemplified in the following ways:

1. Participates in collaborative activities that involve family members in the screening and assessment of their children.
2. Conducts family conferences and home visits.
3. Conducts observations and assures compliance with local, state, and federal regulations, as appropriate.
4. Interprets assessment results and makes appropriate referrals.
VI. PROFESSIONALISM AND FIELD EXPERIENCES. Early childhood educators assuming responsibility for the care and education of young children must assume responsibility for their own professional growth and behavior.

The Early Childhood Professional – Level III:

VI.A. Demonstrates an understanding that professional development of teachers is related to the quality of early childhood programs, and program quality predicts development outcomes for children as exemplified in the following ways:

1. Continues to pursue personal and professional goals related to early childcare and education.
2. Actively participates in organizations that advocate for early childhood and special education professionals, children, and families.
3. Participates in team decision-making activities.
4. Demonstrates knowledge of the scope of the early childhood profession.

VI.B. Establishes and maintains professional work habits including dependability, responsibility, teamwork, time management, self-evaluation, and collaboration with families and community as exemplified in the following ways:

1. Pursues ongoing opportunities for professional development in advocacy and leadership.
2. Communicates in a manner that is sensitive to the individual needs of children, families, and colleagues.
3. Adheres to and promotes standards and procedures set for the early childhood setting.
4. Adheres to and promotes the profession’s code of ethics and principles of professional conduct.
5. Plans, develops, and evaluates his/her own activities and participates in similar functions for the early childhood setting as a whole.
6. Supervises and maintains inventory of materials, supplies, and equipment.
7. Works to strengthen the early childhood setting’s team of staff, administration, and volunteers.
8. Supports staff, as assigned, in mentoring, coaching, or leadership role.

VI.C. Completes field experiences to reflect on his/her own educational philosophy and practices as exemplified in the following ways:

1. Relates a variety of teaching experiences to planning and developing own classroom.
2. Reflects on and modifies both observed and implemented teaching experiences in all types of settings.
3. Examines and modifies teaching experiences to meet individual children’s needs.
4. Continues development of reflective activities by adding to, explaining, and making connections between experiences and best practices in the professional portfolio.
5. Illustrates decision making to less experienced early childhood practitioners.

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6. Illustrates and promotes maintenance of necessary materials, equipment, and supplies.
7. Assists in developing budgets and operates within budget constraints.
A PROPOSED FRAMEWORK FOR AN ARTICULATED CAREER PATH FOR SCHOOL READINESS-RELATED PROFESSIONS IN FLORIDA

EARLY CHILDHOOD PROFessional - LEVEL IV
The Early Childhood Professional - Level IV builds on Levels I, II, and III Core Knowledge and Skills, has completed a baccalaureate degree in early childhood or in a related field, and holds a Florida Educator's Professional Certificate.

EARLY CHILDHOOD PROFessional - LEVEL III
The Early Childhood Professional - Level III builds on Levels I and II Core Knowledge and Skills, has completed an associate in arts or an associate in science degree (or an equivalent) in early childhood or in a related field in the associate degree program, and has successfully demonstrated Level III Core Knowledge and Skills.

EARLY CHILDHOOD PROFessional - LEVEL II
The Early Childhood Professional - Level II builds on Level I Core Knowledge and Skills; has successfully completed a culminating CDA credential or equivalent (120 classroom hours + 480 hours on-the-job training), and has successfully demonstrated Level II Core Knowledge and Skills.

EARLY CHILDHOOD PROFessional - LEVEL I
The Early Childhood Professional - Level I has completed the state-mandated early childhood training and has successfully demonstrated Level I Core Knowledge and Skills.

EARLY CHILDHOOD PROFessional Trainee
The Early Childhood Professional Trainee is an entry-level early childhood professional learning new information and becoming familiar with the field and/or the classroom setting and site procedures (no prior training).

EARLY CHILDHOOD PROFESSIONAL – LEVEL IV
A Proposed Framework for an Articulated Career Path for School Readiness-Related Professions in Florida

Early Childhood Professional – Level IV

The *Early Childhood Professional – Level IV* builds on *Levels I, II, and III* Core Knowledge and Skills, has successfully completed a baccalaureate degree in early childhood or in a related field, and holds a Florida Educator’s Professional Certificate.

**Standards for Early Childhood Teachers (Birth to 4)**

1. **CHILD GROWTH AND DEVELOPMENT**
   
   *The early childhood teacher can:*
   
   1.1 Demonstrate knowledge of major historical and current child development theories and their effects upon early childhood practices.
   
   1.2 Describe how the concepts of early childhood theories have changed over time.
   
   1.3 Demonstrate knowledge of appropriate guidelines for applying theories to practice.
   
   1.4 Demonstrate knowledge of early brain development in children, infant to age four.
   
   1.5 Apply theories that are culturally sensitive to the children being served.
   
   1.6 Apply child development theories to children with disabilities.
   
   1.7 Demonstrate knowledge of physical/motor development, perceptual development, cognitive/language/communicative development, social/emotional development, and socio-cultural development of children from birth to age 4.
   
   1.8 Demonstrate knowledge of the effects of disabilities and risk conditions (including child abuse and neglect; violence, etc.) on the development of children from birth to age 4.
   
   1.9 Identify prenatal, perinatal, and postnatal biological and environmental factors that contribute to typical and atypical development.
   
   1.10 Demonstrate knowledge of how the functions of play and the role of creativity affect the development of children from infant to age 4.
   
   1.11 Demonstrate knowledge of the development and functions of play and the role of creativity of children -- infants to age 4.
   
   1.12 Discuss the impact of inclusion on the learning and development of young children with and without disabilities.
   
   1.13 Demonstrate knowledge of how language develops in children-birth to grade 3.

2. **SOCIAL & EMOTIONAL**
   
   *The early childhood teacher can:*
   
   2.1 Demonstrate an understanding of children's emergent self-concept and self-awareness and the effects of disabilities and risk conditions on this understanding.
   
   2.1.1 Provide appropriate nurture and care for infants and toddlers.
   
   2.1.2 Demonstrate knowledge of children who show comfort with self as someone growing in skills and abilities.
   
   2.1.3 Plan the environment to allow children to show self-direction in actions.
   
   2.2 Establish appropriate rules, routines, and procedures for groups and individual children.
2.2.1 Plan the environment so children can use materials purposefully and respectfully.
2.2.2 Encourages children to accept responsibility for maintaining the environment.

2.3 Demonstrate understanding of children's exploration and use of materials.
2.3.1 Provide opportunities for children to show eagerness and curiosity as a learner.

2.4 Establish and maintain effective routines and make accommodations when needed to meet needs of individual children.
2.4.1 Help children select one activity from several suggested alternatives.
2.4.2 Help children choose new as well as a variety of familiar activities.
2.4.3 Plan the environment for children to approach tasks with flexibility and inventiveness.

2.5 Model appropriate cooperative strategies for working with more than one child.
2.5.1 Plan activities for children to interact with one or more children.
2.5.2 Allow children opportunities to interact with familiar adults.
2.5.3 Create learning activities that allow children to participate in groups.
2.5.4 Allow children to participate and follow simple rules.
2.5.5 Encourage children to help others.

2.6 Understand the emergence of prosocial behaviors and the effects of disabilities and risk conditions on those behaviors.
2.6.1 Encourage children to show empathy and caring for others.
2.6.2 Encourage children to seek adult help when needed to resolve conflicts.
2.6.3 Plan activities that allow children to identify self as a boy or girl, and a member of a specific family and cultural group.
2.6.4 Encourage children to demonstrate increasing independence.
2.6.5 Encourage and support children in their ability to separate from primary care-givers.

2.7 Utilize effective techniques to support the social and emotional development of children whose behavior and/or appearance may put them at risk for less than optimal social and emotional development.

3. EDUCATIONAL PRACTICES
The early childhood teacher can:

3.1 Develop, implement, and evaluate curriculum based upon knowledge of individual children, the family, community, cultural context, and curriculum goals and content.

3.2 Adapt curriculum content and/or strategies to meet the needs of all children.

3.3 Plan, develop, implement and evaluate lesson activity plans.

3.4 Use children’s play as the basis for the curriculum.

3.5 Integrate Family Service Plans (FSPs) outcomes and Individualized Educational Plan (IEP) objectives within the context of lesson activity plans.

3.6 Organize and adapt the physical and social environments to provide for effective individualization and instruction.

3.7 Identify skills and strategies that contribute to the development of
3.7.1 positive self-concept,
3.7.2 self-esteem,
3.7.3 prosocial behavior,
3.7.4 social-emotional learning,
3.7.5 effective critical thinking skills,
3.7.6 cause-and-effect relationships,
3.7.7 prediction, and
3.7.8 creative thinking.

3.8 Integrate content areas to promote a creative, imaginative, and relevant success-oriented environment.
3.9 Effectively collaborate with paraprofessionals and teaching assistants to implement the childcare program.

3.10 Use appropriate materials and methods of adapting materials in order to meet individual needs.

3.11 Enrich and extend activities and experiences in early education and care programs.

3.12 Integrate specialized services into a child’s daily routines and activities.

3.13 Demonstrate knowledge of developmentally appropriate practices for children ages 0-4 and the relationship of those practices for young children’s development.

3.14 Identify goals and activities that provide for active learning, such as independent exploration, discovery, and multisensory involvement.

3.15 Provide a balance between individual and group activities, between small and large group activities, between teacher-initiated and child-initiated activities, and between quiet and active activities.

3.16 Demonstrate knowledge of play as related to child development and methods of observing, facilitating, and adapting children’s play.

3.17 Select strategies for implementing and developing appropriate activities/ experiences that:
   3.17.1 support the development of both fine and gross motor skills,
   3.17.2 enhance language acquisition and/or communicative competence,
   3.17.3 promote social development, and
   3.17.4 facilitate the development of cognitive and emergent literacy skills through establishment of a print-rich environment.

3.18 Organize space, equipment, facilities, and materials to create a developmentally appropriate environment to support:
   3.18.1 early education and care curricula,
   3.18.2 the development of the whole child,
   3.18.3 children’s positive social and emotional behavior, and
   3.18.4 adult-child interactions.

3.19 Facilitate the transition of children and families from one setting to another.

3.20 Integrate children with disabilities and diverse linguistic/cultural background into general early childhood settings.

3.21 Promote aesthetic learning experiences such as visual arts, music, drama, and movement.

4. **ASSESSMENT AND EVALUATION**

   *The early childhood teacher can:*

4.1 Define and identify the roles of screening, assessment, and evaluation in determining best practices for children’s learning.

4.2 Select the appropriate assessment strategy, given the purpose of the assessment and needs of the individuals involved in the assessment process.

4.3 Adapt formal and informal assessment strategies to meet the needs of individual children.

4.4 Objectively gather information about children from a variety of sources.

4.5 Understand the implications of the child’s developmental level when interpreting information obtained from observations and interviews.

4.6 Outline the importance of consulting professional and family resources and information before drawing conclusions about a particular child’s variation in development.

4.7 Select and use a variety of informal and formal assessment instruments, including observational and interview methods.

4.8 Identify and interpret measurement terms and principles used in screening and assessment.

4.9 Understand and utilize information from written assessment reports conducted by other professionals, including information regarding past and current medical, disabling, and risk conditions.

4.10 Interpret assessment data and identify appropriate intervention, remediation, enrichment, or need for further evaluation.
4.11 Provide a written report of the findings from informal and formal assessments.
4.12 Identify procedures for accurately establishing, maintaining, and using formal and informal student records and evaluation results that respect legal rights of children and families in the process.
4.13 Identify procedures and legal requirements that provide for appropriate, supportive, and effective family conferences and/or home visits regarding the education, growth, and development of their children.
4.14 Use collaborative methods for involving family members in screening and assessment.
4.15 Identify procedures for developing, conducting, and interpreting the results of comprehensive program evaluations.
4.16 Identify the possible effects of disabilities and/or risk conditions and cultural backgrounds on child behavior during assessments.
4.17 Evaluate the effects of the child’s environment on development and behavior.
4.18 Assess the physical, social, and learning environments in an early childhood setting, including the home environment.

5. HEALTH, NUTRITION, AND SAFETY
The early childhood teacher knows:
5.1 How to ensure the physical health and well being of Age 0 to 4 children to promote optimal physical, emotional, mental, and cognitive growth.
   5.1.1 Common health problems of children, including disabling conditions, and their effects on growth, development, and behavior.
   5.1.2 Healthy ways for healthy children to express needs, wants, care, consideration, and feelings.
   5.1.3 Indicators of mental, emotional, social, and physical health.
   5.1.4 How to influence and support others in making positive health choices.
   5.1.5 Physical and nutritional needs of young children.
   5.1.6 Individualized adaptations required to maintain the physical, emotional, dental, and cognitive health and growth of children who experience disabilities.
5.2 Universal health precautions, including the elimination of risky and harmful behaviors.
5.3 Procedures that prevent illness and promote children’s health and well-being.
   5.3.1 The relationships between personal health behaviors and individual well-being.
   5.3.2 How the family influences health.
   5.3.3 Influences of culture on family practices and values related to the physical health and well-being of children.
   5.3.4 Refusal skills to enhance health.
   5.3.5 Procedures for administering standard first aid and cardiopulmonary resuscitation (CPR) for young children.
   5.3.6 Health supports required for children with special needs (e.g., tracheotomies, feeding tubes, medications, positioning and handling, etc.).
   5.3.7 Strategies for maintaining accurate medical and immunization records of children.
   5.3.8 Procedures for identifying and reporting child abuse and neglect.
5.4 National, state, and local regulations, standards, procedures, policies, and practices that promote and protect young children’s physical and dental health.
5.5 Community resources that promote children’s health.
   5.5.1 How to collaborate with community agencies that advocate for healthy individuals, families, and communities to benefit children and families.
   5.5.2 How culture, media, technology, and peers influence health.
   5.5.3 How to analyze the validity of health information.
5.6 How to establish a safe environment for children through opportunities for play, exploration, and learning.
   5.6.1 How to prevent or reduce injuries to children.
   5.6.2 How to foster optimal growth and development.

5.7 How to adapt the environment for children with disabilities to provide opportunities for independent play, exploration, and learning.

6. GUIDANCE

The early childhood teacher knows:

6.1 A variety of guidance systems and a range of guidance techniques.
6.2 The relationship between guidance and discipline for young children.
6.3 How to provide consistent guidance and discipline for young children.
6.4 Guidance theories and approaches to child guidance: discipline, and communication.
6.5 Communication techniques for guiding young children.
6.6 Appropriate approaches to guiding young children toward self-direction.
6.7 The role that staff plays in facilitating the development of self-control in children.
6.8 Demonstrate an understanding of children's emergent self-concept and self-awareness and the effects of disabilities and risk conditions on this understanding.
6.9 How to enhance and guide positive social interactions among children, with and without disabilities.
6.10 How to arrange the physical environment and implement a meaningful curriculum to support developmentally appropriate behavior.
6.11 When a child’s behavior warrants an individualized support system.
6.12 How to develop an individual behavior support program.
6.13 The implications of disabling and risk conditions for the use of guidance techniques.
6.14 Appropriate approaches for accessing outside resources.

7. FAMILY AND COMMUNITY

The early childhood teacher knows:

7.1 Family systems theory including family structures and roles of individual family members in meeting the needs of its members.
7.2 Cultural influences on family structure, family functions, and roles of individual family members throughout the family life cycle.
7.3 How cultural values and past experiences of families influence their interactions with professionals.
7.4 How the presence of a family member who has a disability influences family structure, family functions, and roles of individual family members throughout the family life cycle.
7.5 How the family systems has impacted individual thought and early childhood practices.
7.6 Processes for assisting family members in evaluating appropriate resources for families.
7.7 How to assist a family in selecting resources that will help in achieving a specific goal for their child and/or family.
7.8 How to establish regular, meaningful, and supportive communication between the school and the home.
7.9 How to promote/support parenting skills that are respectful of family and cultural values.
7.10 The rationale for and legal requirements of family-focused intervention.
7.11 How to involve families in the development of FSPs and IEPs, including the identification of family priorities, strengths, and concerns.
7.12 How to work with families who have unique needs.
7.13 Community services and resources and how to assist families in obtaining services.
7.14 Coping strategies used by families of children with special needs.
7.15 How to seek and encourage parental participation in decision-making that affects children.
7.16 Appropriate models for visiting, working with, and supporting families.
8. **CULTURE AND DIVERSITY**

*The early childhood teacher understands:*

8.1 Various types of cultural diversity existing within a pluralistic society.
8.2 How personal and cultural values, attitudes, beliefs, and biases can impact interactions between adults and young children.
8.3 How personal and cultural values, attitudes, beliefs, and biases can impact interactions between professionals and family members, professionals and other professionals, and professionals and paraprofessionals.
8.4 How the family can help children understand and appreciate different cultural traditions.
8.5 How parents and family members can be resource persons in multicultural learning and in learning about diversity.
8.6 How to use strategies that promote the acceptance and celebration of diversity.
8.7 How to use programs, curricula, and activities that provide for the language needs of children and their families who have limited English proficiency or alternative forms of communication, such as sign language.
8.8 Methods of implementing and evaluating an anti-bias curriculum.
8.9 How to infuse anti-bias awareness throughout all content areas of the early childhood curriculum
8.10 His/her own prior experience in his/her home culture.
8.11 Families who live at various income levels, have alternative life styles, have members with disabilities, including:
   8.11.1 The impact of having a child with disabilities on the daily activities of families.
   8.11.2 The cultures, learning styles, special needs, and socioeconomic backgrounds of the children served.
   8.11.3 How to recognize culturally determined behaviors.
   8.11.4 How explicit and implicit cultural knowledge affects the participation of linguistic minority children.
8.12 Oral and written communication skills that are sensitive to and accepting of cultural diversity and of children’s individual needs.

9. **PROFESSIONALISM**

*The early childhood teacher knows:*

9.1 Effective communication skills (including problem-resolution) for use when collaborating with children, families, staff, and other professionals, paraprofessionals, and community helpers.
9.2 State licensing standards that apply to early education and care and special education programs and settings.
9.3 How to use a variety of regulatory and quality standards to create early childhood and special education settings.
9.4 The profession's code of ethical conduct and principles of professional conduct.
9.5 How to identify ethical issues related to the delivery of services to young children and their families.
9.6 Early childhood and special education professional development and career options.
9.7 How to use professional development planning for continuous improvement.
9.8 Organizations that advocate for early childhood and special education professionals, families, and programs.
9.9 How to advocate for early childhood and special education professionals and quality programs for young children and families.
9.10 The collaborative team process used in working with young children, families, colleagues, and the community.
9.11 Principles and strategies necessary for an effective collaborative team process that includes families of diverse backgrounds and ability levels.

9.12 The implications of the American with Disabilities Act (ADA), and Individuals with Disabilities Education Act (IDEA) for teachers, programs and children.

10. ADMINISTRATION AND SUPERVISION

*The early childhood teacher knows:*

10.1 Federal, state, and local laws and other regulatory systems that guide Florida's early childhood and special education programs.

10.2 How to plan, develop, and evaluate an early childhood program.

10.3 How to identify the roles and responsibilities of all personnel involved in differentiated staffing models as they apply to early education and care programming.

10.4 How to demonstrate knowledge of and procedures for supervising staff in early education and care settings.

11. TECHNOLOGY

*The early childhood teacher can:*

11.1 Identify the appropriate use of computers and other technology with young children.

11.2 Demonstrate a sound understanding of technology operations and concepts.

11.3 Plan and design effective learning environments supported by technology.

11.4 Apply technology to facilitate a variety of effective assessment and evaluation strategies.

11.5 Implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

11.6 Use technology to enhance communication with parents, newsletters, productivity and professional practice.

11.7 Understand the social, ethical, legal, and human issues surrounding the use of technology in early childhood programs and apply those principles in practice.

11.8 Identify characteristics of appropriate software for young children.

11.9 Identify ways to adapt computers and other technology so that they are accessible to children with disabilities.

11.10 Understand various assistive technologies and seek support from trained medical personnel in their use with children.

11.11 Use computers and other technology as an alternative communication strategy for children with disabilities.

12. PRE-READING/LITERATURE

*The early childhood teacher understands:*

The Emergent Literacy/Reading Process

12.1 Concepts of print.

12.2 Phonemic awareness.

12.3 Knowledge of letters, sounds, and their relationships.

12.4 Prediction of a passage based on its title and illustrations.

12.5 Age and developmental-level vocabulary.

12.6 Comprehension by retelling, and discussion of stories read aloud.

12.7 The impact of reading aloud on emergent literacy acquisition and skills.

12.8 Effects of various disabilities on learning to read.

12.9 Authors and illustrators appropriate for birth – 4 children.

12.10 The pre-reading instructional needs of non-English speakers.

12.11 Effects of a child’s family and environment on learning to read.
13. **PRE-WRITING**

The early childhood teacher understands:

13.1 The stages of writing development, with an understanding that learning to write begins with “scribbling”.

13.1.1 Stories represented through pictures, dictation, and play.
13.1.2 Letter-like shapes, symbols, letters, and words to convey meaning.
13.1.3 Prewriting strategies.

13.2 Effects of various disabilities on expressing ideas through written communication.

13.3 The challenges faced by non-English speakers in learning to write in English.

13.4 Effects of a child’s family and environment on learning to write.

14. **LISTENING, VIEWING, AND SPEAKING**

The early childhood teacher understands:

14.1 The usage of effective listening and viewing strategies.

14.1.1 Follows simple to multi-step directions.
14.1.2 The ability to listen and respond to oral and visual presentations.
14.1.3 The ability to extract information for oral and visual presentations.
14.1.4 The ability to interpret visual clues and non-verbal language.
14.1.5 The ability to retell specific details of information heard.

14.2 The effects of various disabilities on the ability to listen, view, and communicate orally.

14.3 The usage of effective speaking strategies.

14.3.1 Emergent language and language acquisition.
14.3.2 Expanding vocabulary and using language for a variety of purposes.
14.3.3 Speaking clearly, conveying ideas in discussion and conversation.
14.3.4 Eye contact and gestures as techniques.

14.4 Use of alternative and augmentative communication strategies.

15. **LANGUAGE**

The early childhood teacher understands:

15.1 The effects of a child’s family and environment on language acquisition.

15.2 The nature of language.

15.2.1 Patterns and functions of emergent language.
15.2.2 Sound-symbol relationship.
15.2.3 Language formality varies according to situations and audiences.
15.2.4 Alternative communication forms.

15.3 Power of language.

15.3.1 Word choices can shape reactions, perceptions, and beliefs.
15.3.2 The value of repetition, rhyme, and rhythm in oral and written text.
15.3.3 Various vehicles of electronic communication and mass media (billboards, newspapers, radio, television).

15.4 Literature.

15.4.1 Rhyme, rhythm, and patterned structures in children's texts.
15.4.2 Basic characteristics of fables, stories, and legends.
15.4.3 Story elements of setting, plot, character, problem, and solution/resolution.
15.4.4 The use of poetry, songs, fingerplays, and storybooks as transitions.
15.4.5 The use of stories, songs, poems, and other children’s literature to help children gain conceptual understanding about themselves, their families, and the world around them.

15.5 Command of the English language in oral form.

15.5.1 Clear enunciation when speaking English with a native or near-native pronunciation and intonation.
Fluency, appropriateness, and richness of expression in both oral and written communication.

Effective utilization of stress, pitch, volume, intonation, rate, and pauses to convey meaning orally.

Ability to repeat, paraphrase and explain key concepts and/or vocabulary in English.

The effects of various disabilities on the ability to acquire language and in learning to communicate.

**16. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

*The early childhood teacher knows:*

16.1 Languages as patterned systems, as socialization processes, and as mediational tools.

16.2 The multifaceted nature and complexity of inter-language development.

16.3 The crucial role of language socialization and culturally determined interaction patterns in a child’s education.

16.4 How sign language is used as a first language.

**17. MUSIC**

*The early childhood teacher understands:*

17.1 Relationship in music.

17.1.1 Children's need for creative movement, dance, and drama.

17.1.2 Relationships among music, the other arts, and disciplines outside the arts.

17.1.3 The interaction of the subject matter of other curriculum disciplines with music.

17.1.4 The use of music to enhance emergent literacy skills.

17.2 Appreciation.

17.2.1 Understand music in relation to history, culture, and everyday living.

17.2.2 Identify elements of music used by other cultures of the world.

17.2.3 Identify and demonstrate various uses of music in everyday living.

**18. HISTORY: TIME, CONTINUITY, AND CHANGE**

*The early childhood teacher understands:*

18.1 Historical chronology and the historical perspective.

18.1.1 Significant events in history.

18.1.2 Differing lifestyles of people, places, and dates from past, present, and future times.

18.1.3 Differing interpretations of historical data and events on similar issues.

18.2 World history from both a western and non-western perspective.

18.2.1 Examples of ways in which past cultures, language, music, artistic creations, and technological developments influenced history.

18.2.2 Similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

18.2.3 Examples of how experiences may be interpreted differently by people from diverse cultural perspectives with differing frames of reference.

18.3 United States history including the contributions made by native Americans, immigrant, religious, racial, ethnic, disability, and gender groups.

18.3.1 The relationship of historical events of people in other times and places to present-day society.

18.3.2 Factors that led to the founding colonies in America including religious and economic reasons and disputes among the various European powers.

18.3.3 The cultural, economic, and philosophic differences between North and South and how these differences, as portrayed through significant historical figures, caused conflict and strife in American civilization.
18.3.4 The changes in communities over time and identification of significant changes with respect to lifestyles of historical figures in the past.
18.3.5 The relationship of geography on the development of U.S. society.
18.3.6 Cultural differences and their influence on America's political, economic, and social development.

18.4 History of Florida and its people.
18.4.1 The significant ethnic groups in Florida, their settlement patterns and their contributions to present-day society.
18.4.2 The geographical correlation to social, cultural, economic, and political development in Florida.
18.4.3 The social, economic, political, and religious characteristics common to varying Florida regions and cultures.
18.4.4 The ways in which language, stories, folktales, music, and artistic creations served as expressions of culture and influence behavior of people living in Florida.

19. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS
The early childhood teacher understands:

19.1 The world in spatial terms.
19.1.1 The significant places, major land forms, and geographic features as well as major political or cultural divisors, on differing maps.
19.1.2 Appropriate resources, data sources, and geographic tools used to coordinate, locate, and interpret information.
19.1.3 The key vocabulary terms related to frames of reference on maps.

19.2 Interactions of people and the physical environment.
19.2.1 The ways the Earth’s physical features have changed over time.
19.2.2 The ways humans create places that reflect culture, ideas, wants, and needs related to the physical environment in which they live.
19.2.3 The characteristics and variety of ecosystems on Earth.
19.2.4 The usefulness of geographic understanding in solving environmental problems at various scales.

20. GOVERNMENT AND THE CITIZEN
The early childhood teacher understands:

20.1 Structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.
20.1.1 The traditional patriotic symbols, activities, and democratic values and their relevance to American government.
20.1.2 The rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.

20.2 The role of the citizen in American democracy.
20.2.1 The role, privileges and responsibilities of citizens and the purpose of government.
20.2.2 The contributions of individuals throughout history that model responsible citizenship including representative leaders among national, local, and state government.
20.2.3 The ways in which a citizen can bring changes to American government.
20.2.4 How groups and organizations encourage unity and deal with diversity.
21. **ECONOMICS**

*The early childhood teacher understands:*

21.1 The role of production, resources, and scarcity in shaping economic systems.
21.2 The basic concepts of economics such as the difference between needs and wants, scarcity and choice, and supply and demand.
21.3 The role of money in market economy including examples that show how scarcity and choice govern our economic decisions.
21.4 The economic structures and concepts with examples from local community jobs and how they contribute to production.

22. **FINE/GROSS MOTOR SKILLS**

*The early childhood teacher:*

22.1 Has competency in many different movement forms and proficiency in a few forms of physical activity.

22.1.1 Knows critical elements and sequencing of basic motor skills.

22.2 Applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

22.2.1 Demonstrates knowledge of expected developmental progressions and ranges of individual variation and can identify levels of readiness from birth to age 4.

22.2.2 Knows that expected developmental progressions might be impacted by physical disabilities.

22.2.3 Plans and implements activities using knowledge of safety and risk issues (e.g., environmental checks for equipment, field and movement space; contraindicated exercises and body positions; basic first aid and CPR).

22.2.4 Knows how learning and development occur—how learners grow and develop, become physically fit, construct knowledge, and acquire skills.

22.3 Advocates and promotes physically active lifestyles.

22.3.1 Knows participation in physical activity promotes inclusion and understanding of abilities and cultural diversity among people.

22.3.2 Knows the value of practice opportunities for growth and development.

22.3.3 Knows that individual experiences, talents, and prior learning, as well as culture, family, and community values, influence physical development.

22.4 Structures activities to promote improvement in the use of motor skills.

22.4.1 Structures activities to allow children to move with enough control to perform simple, large motor tasks.

22.4.2 Structures activities so children will coordinate movement to perform more complex tasks.

22.4.3 Structures activities so children will use strength and control to perform simple fine motor tasks.

22.4.4 Structures activities that require the use of eye-hand coordination to perform tasks.

22.4.5 Encourages children to begin to perform self-care skills independently.

22.4.6 Encourages children to follow basic health and safety rules.

22.4.7 Structures activities that use small muscles for self-help skills.

22.4.8 Structures activities that promote the use of writing and drawing tools with control and intention.

22.4.9 Helps children to walk up and down steps.

22.4.10 Helps children to climb up and down equipment without falling.

22.4.11 Structures activities that allow children to throw an object in the intended direction.

22.4.12 Structures activities that allow children to catch a ball or beanbag.
23. MATHEMATICS

The early childhood teacher understands:

23.1 Number Sense, Concepts and Operations.
   23.1.1 Adding and subtracting rational numbers, including decimal forms.
   23.1.2 Multiplying and dividing rational numbers, including decimal forms.
   23.1.3 Calculating percent increase and percent decrease.
   23.1.4 Solving the sentence “a% of b is c”, where values for two of the variables are given.
   23.1.5 Equivalent forms of positive rational numbers involving decimals, percents, and fractions.
   23.1.6 A reasonable estimate of a sum, average, or product of numbers.
   23.1.7 Real-world problems not requiring the use of variables nor percentages.
   23.1.8 Problems that involve the structure and logic of arithmetic.

23.2 Measurement, Geometry, and Spatial Sense.
   23.2.1 Basic measurement concepts, units of measure, and measurements to the nearest given unit of the measuring device used.
   23.2.2 Standard and non-standard units of measure as tools for problem solving.
   23.2.3 Basic concepts of spatial relationships, symmetry, congruency, and similarity.
   23.2.4 Classifying simple plane figures by recognizing their properties.
   23.2.5 Appropriate units of measurement for geometric objects.
   23.2.6 Real-world problems involving perimeter, area, and volume of geometric figures.
   23.2.7 Coordinate geometry as a tool to locate objects and describe them algebraically.

23.3 Data Analysis and Probability.
   23.3.1 Information contained in bar, line, and circle graphs.
   23.3.2 A repertoire of data collection techniques and tools.
   23.3.3 Properties and interrelationships among the mean, median, and mode in a variety of distributions.
   23.3.4 The probability of a specified outcome in an experiment.
   23.3.5 How to make accurate conclusions and predictions from studying real-world data.
   23.3.6 Real-world data analysis involving frequency, cumulative frequency tables, and probabilities.

23.4 Logical reasoning.
   23.4.1 How to draw logical conclusions from data.
   23.4.2 That an argument may not be valid even though its conclusion is true.
   23.4.3 Valid reasoning patterns as illustrated by valid arguments in everyday language.
   23.4.4 Applicable rules for transforming statements without affecting their meaning.

24. SCIENCES

The early childhood teacher understands:

24.1 The nature of matter: That objects can be described, classified, and compared by their composition.
   24.1.1 The three states of matter: solid, liquid, and gas.
   24.1.2 The effect that temperatures change has upon the state of matter.
   24.1.3 That combining substances, objects, and materials may produce materials with different properties than found in the original substances.

24.2 Energy.
   24.2.1 That the Sun supplies heat and light energy to Earth.
24.2.2 Various methods of producing and transferring heat.
24.2.3 The various forms of energy, its transformation, and sources.
24.2.4 The environmental risks imposed by the use of non-renewable energy.

24.3 Force and motion.
24.3.1 That types of motion and their effects can be described, measured, and predicted.
24.3.2 The relationships among mass, speed, and force.
24.3.3 The forces of gravity, magnetism, and electricity.
24.3.4 Wave actions: sound, effect on materials, and speed.

24.4 Processes that shape the Earth.
24.4.1 That the planet Earth is made up of gases, liquids, and solid materials of different sizes.
24.4.2 The reasons why the Earth can support life.
24.4.3 That the Earth is in a continuous state of change.

24.5 Earth and Space.
24.5.1 The Earth’s rotational pattern, its tilt and axis.
24.5.2 The sun and the moon, their characteristics, energy, and effect upon life on Earth.
24.5.3 The interaction and organization of the solar system and the universe and their effect upon life on Earth.

24.6 The Processes of life.
24.6.1 Basic requirements of all living things.
24.6.2 The human body, its systems, its structure, and its functions.
24.6.3 The structure of living things: how they change, adapt, and grow.
24.6.4 The interdependence of plants and animals.

24.7 How living things interact with their environment.
24.7.1 The competitive, interdependent, and cyclic nature of living things in environments.
24.7.2 Environments are the space, conditions, and factors that affect an individual’s and a population’s ability to survive and also affect their quality of life.
24.7.3 That environments have both living and non-living parts.
24.7.4 How different habitats support different forms of life, how they change, and the effects of those changes.
24.7.5 The consequences of our interaction with the environment.

24.8 The nature of science.
24.8.1 That the natural and designed world is complex; it is too large and complicated to investigate and comprehend all at once.
24.8.2 That scientific explanations are based upon evidence of observations and data.
24.8.3 How to use the scientific processes and habits of mind to solve problems.
24.8.4 Science is a human endeavor -- that many individuals have made significant contributions to science.
24.8.5 Science will never be finished and much more remains to be understood.
24.8.6 Most things are in the process of becoming different; however, some properties of objects are characterized by constancy.

25. VISUAL ARTS

The early childhood teacher understands:

25.1 Art Production – Applying media, techniques, and processes.
25.1.1 The differences between materials, techniques, and processes.
25.1.2 Developmentally appropriate activities in the various art media.
25.1.3 How different materials, techniques, and processes cause different responses.
25.1.4. The use of different media, techniques, and processes to communicate ideas, experiences, and stories.

25.2 Structures and functions of art.
   25.2.1 Differences among visual characteristics and purposes of art, in order to convey ideas.
   25.2.2 How different expressive features and organizational principles cause different responses.
   25.2.3 The use of visual structures and functions of art to communicate ideas.

25.3 Aesthetics.
   25.3.1 Selection and use of subject matter, symbols, and ideas to communicate meaning.
   25.3.2 How contexts, values, and aesthetics communicate meaning in a work of art.

25.4 Art history and culture: The visual arts in relation to history and cultures.
   25.4.1 That the visual arts have both a history and specific relationships to various cultures.
   25.4.2 That specific works of art as belonging to particular cultures, times, and places.
   25.4.3 How history, culture, and the visual arts can influence each other in making and studying works of art.

25.5 Art criticism: Reflecting upon and assessing the characteristics and merits of artwork.
   25.5.1 How people’s experiences influence the development of specific artworks.
   25.5.2 That there are different responses to specific artwork.
   25.5.3 A variety of individual responses to artworks from various eras and cultures.

25.6 Making connections between visual arts and other disciplines.
Early Childhood Professional – Level IV

The Early Childhood Professional – Level IV builds on Levels I, II, and III Core Knowledge and Skills, has successfully completed a baccalaureate degree in early childhood or in a related field, and holds a Florida Educator’s Professional Certificate.

Standards for Early Childhood Teachers
(Age 3-Grade 3)

1. CHILD GROWTH AND DEVELOPMENT

The early childhood teacher can:

1.1 Demonstrate knowledge of major historical and current child development theories and their effects upon early childhood practices.
1.2 Describe how the concepts of early childhood theories have changed over time.
1.3 Demonstrate knowledge of appropriate guidelines for applying theories to practice.
1.4 Apply theories that are culturally sensitive to the children being served.
1.5 Apply child development theories to children with disabilities.
1.6 Demonstrate knowledge of physical/motor development, cognitive/language development, social/emotional development, and socio-cultural development of children from birth to grade 3.
1.7 Demonstrate knowledge of brain development in children, birth to grade three.
1.8 Demonstrate knowledge of the effects of disabilities and risk conditions on physical/motor development, cognitive/language development, social/emotional development, and socio-cultural development of children from birth to grade 3.
1.9 Identify prenatal, perinatal, and postnatal biological and environmental factors that contribute to typical and atypical development.
1.10 Demonstrate knowledge of how the functions of play and the role of creativity affect the development of children from birth to grade 3.
1.11 Discuss the impact of inclusion on the learning and development of young children.

2. SOCIAL & EMOTIONAL

The early childhood teacher can:

2.1 Demonstrate an understanding of children's emergent self-concept and self-awareness.
   2.1.1 Establish appropriate rules, routines, and procedures for groups and individual children.
2.2 Demonstrate understanding of children's exploration and use of materials.
2.3 Establish and maintain effective routines and makes accommodations when needed to meet needs of individual children.
2.4 Model appropriate cooperative strategies for working with more than one child.
2.5 Understand the emergence of prosocial behaviors.
2.6 Utilize effective techniques to support the social and emotional development of children whose behavior and/or appearance may put them at risk for less than optimal social and emotional development.

3. EDUCATIONAL PRACTICES

The early childhood teacher can:

3.1 Develop, implement, and evaluate curriculum based upon knowledge of individual children, the family, community, cultural context, and curriculum goals and content.
3.2 Adapt curriculum content and/or instructional strategies to meet the needs of all children.
3.3 Plan, implement and evaluate lesson activity plans.
3.4 Integrate Family Service Plan (FSP) outcomes and Individualized Educational Plan (IEP) objectives within the context of lesson activity plans.
3.5 Organize and adapt the physical and social environments to provide for effective instruction in individuals, small groups, or whole class.
3.6 Identify skills and teaching strategies that contribute to the development of effective literal, interpretive, and critical thinking.
3.7 Identify skills and teaching strategies necessary to integrate content areas into the instructional process.
3.8 Effectively collaborate with paraprofessionals and teaching assistants to implement the childcare program.
3.9 Use appropriate instructional materials and approaches and methods of adapting instructional materials for developmentally appropriate activities.
3.10 Use a variety of teaching strategies to meet the needs of all children.
3.11 Identify strategies to enrich and extend activities and experiences.
3.12 Integrate art, music, movement and the visual arts through developmentally appropriate activities.
3.13 Integrate children’s literature into math, science, and social studies instruction.
3.14 Implement strategies to facilitate the transition of children and families from one educational setting to another.
3.15 Implement strategies that facilitate the inclusion of children with disabilities into general early childhood settings.
3.16 Adapt and modify curriculum models to meet the needs of all children.

4. ASSESSMENT AND EVALUATION

The early childhood teacher can:

4.1 Use formal and informal assessment strategies to plan and individualize curriculum and instructional practices.
4.2 Adapt formal and informal assessment strategies to assess the needs of all children.
4.3 Use multiple resources to gather information about children.
4.4 Discuss the importance of consulting professional and family resources and information before drawing conclusions about a particular child’s variation in development in relation to his same age peers.
4.5 Adapt a variety of informal and formal assessment instruments to meet the needs of all children.
4.6 Develop and use authentic, performance-based assessments of children’s learning to assist in curriculum planning.
4.7 Identify and interpret measurement terms and principles used in screening and assessment.
4.8 Understand and utilize information from written assessment reports conducted by other professionals, including information regarding past and current medical history, risk factors, and disabling conditions.
4.9 Interpret assessment data and identify appropriate intervention, remediation, enrichment, adaptations, or need for further evaluation.
4.10 Provide a written report of the findings from informal and formal assessments.
4.11 Establish, maintain, and use formal and informal student records that respect legal rights of children and families in the process.
4.12 Provide for appropriate, effective, and supportive family conferences and/or home visits regarding the education, growth, and development of their children.
4.13 Utilize collaborative methods for involving family members in screening and assessment.
4.14 Identify procedures for developing, conducting, and interpreting the results of comprehensive program evaluations.
4.15 Identify the possible effects of disabilities and/or risk conditions and cultural backgrounds on child behavior/performance during assessments.
4.16 Evaluate the physical, social, and learning environment of an early childhood program.

5. HEALTH, NUTRITION, AND SAFETY

The early childhood teacher knows:

5.1 How to ensure the physical health and well being of Age 3 to Grade 3 children to promote optimal physical, emotional, mental, and cognitive growth.
   5.1.1 Common health problems, including disabling conditions, of children and their effects on growth, development, and behavior.
   5.1.2 Healthy ways to express needs, wants, care, consideration, and feelings.
   5.1.3 Indicators of mental, emotional, social, and physical health.
   5.1.4 How to influence and support others in making positive health choices and decisions.
   5.1.5 Individualized adaptations required to maintain the physical, emotional, dental, and cognitive health and growth of children who experience disabilities.
   5.1.6 How to recognize signs of neglect and child abuse.

5.2 Universal health precautions, including the elimination of risky and harmful behaviors.

5.3 Procedures that prevent illness and promote children’s health and well-being.
   5.3.1 The relationships between personal health behaviors and individual well-being.
   5.3.2 How the family influences health.
   5.3.3 How the culture influences health-related practices and behaviors.
   5.3.4 Refusal skills to enhance health.
   5.3.5 Health supports required for children with special needs (e.g., tracheostomies, feeding tubes, medications, positioning and handling, etc.)

5.4 National, state, and local regulations, standards, procedures, policies, and practices that promote and protect young children’s physical, mental and dental health.

5.5 Community resources that promote children’s health.
   5.5.1 Community agencies that advocate for healthy individuals, families, and communities.
   5.5.2 How culture, media, technology, and peers influence health.
   5.5.3 How to analyze the validity of health information.
   5.5.4 Community agencies that provide family and child services that promote children’s health.

5.6 Nutritional needs of young children for optimal physical, social, emotional, and cognitive development.
   5.6.1 Effects of medications on nutritional needs.
   5.6.2 Effects of disabling conditions on nutritional.
   5.6.3 Techniques to enhance nutritional intake for children with feeding difficulties.

5.7 How to establish a safe environment for children that prevents or reduces injuries to children and fosters optimal growth and development through opportunities for play, exploration, and learning.
   5.7.1 Can set personal health goals and track progress toward achievement.
   5.7.2 Individualized adaptations to ensure the safety of children with disabilities.

6. GUIDANCE

The early childhood teacher knows:

6.1 A variety of guidance systems and a range of guidance techniques.
6.2 The relationship of guidance and discipline to young children.
6.3 Guidance theories and approaches to child guidance: discipline and communication.
6.4 Communication techniques for guiding young children.
6.5 Appropriate approaches to guiding young children toward self-direction.
6.6 The role that staff plays in facilitating the development of self-control in children.
6.7 Positive responsive, modeling, and prompting techniques used to facilitate children's positive interactions within their environment.
6.8 How to arrange the physical environment and implement a meaningful curriculum to support appropriate behavior.
6.9 When a child’s behavior warrants an individualized behavior support program.
6.10 How to develop an individual behavior support program.
6.11 The effects of disabling conditions on children’s behavior and implications of these effects for the use of guidance techniques.

7. FAMILY AND COMMUNITY
The early childhood teacher knows:
7.1 Family systems theory.
7.2 Family structures and roles of individual family members in meeting the needs of its members.
7.3 Cultural influences on family structure, family functions, and roles of individual family members throughout the family life cycle.
7.4 How cultural values and past experiences of families influence their interactions with professionals.
7.5 How the family systems has impacted individual thought and early childhood practices.
7.6 Processes for assisting family members to evaluate appropriate resources for families.
7.7 How to assist a family in selecting resources that will help in achieving a specific goal for their child and/or family.
7.8 Factors that influence a family’s use of resources.
7.9 How to establish regular, meaningful, and supportive communication between the school and the home.
7.10 How to promote/support parenting skills that are respectful of family and cultural values.
7.11 The rationale for and legal requirements of family-focused intervention.
7.12 How to involve families in the development of FSPs and IEPs, including the identification of family priorities, strengths, and concerns.
7.13 How to work with families who have unique needs, including families living in poverty, single-parent families, families living with domestic violence, etc.
7.14 Community services and resources and how to assist families in obtaining services.
7.15 Coping strategies used by families of children with developmental variations and/or physical challenges.
7.16 How to seek/encourage parental participation in decision-making that affects children.
7.17 Strategies that support and facilitate family involvement with children with special needs.

8. CULTURE AND DIVERSITY
The early childhood teacher understands:
8.1 Various types of cultural diversity existing within a pluralistic society.
8.2 How personal and cultural values, attitudes, beliefs, and biases can impact interactions between adults and young children.
8.3 How personal and cultural values, attitudes, beliefs, and biases can impact interactions between professionals and family members, other professionals, paraprofessionals.
8.4 How the family can help young children understand and appreciate different cultural traditions.
8.5 How parents and other family members can be resource persons in multicultural learning and in learning about diverse cultures.
8.6 How to use strategies that promote the celebration of diversity.
8.7 How to plan programs, curricula, and activities that provide for the language needs of children and their families.
8.8 Methods of implementing and evaluating an anti-bias curriculum.
8.9 How to infuse anti-bias awareness throughout all content areas of the early childhood curriculum.
8.10 His/her own prior experience in his/her home culture.
8.11 Families who live at various income levels, have alternative life styles, have members with disabilities, including:
   8.11.1 The impact of having a child with disabilities on the daily activities of families.
   8.11.2 The cultures, learning styles, special needs, and socioeconomic backgrounds of the children served.
   8.11.3 How to recognize culturally determined behaviors.
   8.11.4 How explicit and implicit cultural knowledge affects the participation of linguistic minority children.
8.12 Oral and written communication skills that are sensitive to and accepting of cultural diversity and of children’s individual needs.

9. PROFESSIONALISM

The early childhood teacher can:

9.1 Use effective communication skills (including problem-resolution skills) when dealing with children, families, staff, and other professionals, and volunteers.
9.2 Use oral and written communication skills that are sensitive to and accepting of cultural diversity and individual needs of children and families.
9.3 Demonstrate knowledge of federal, state, and local standards, policies, regulations, and laws that impact young children, families, programs, and early childhood and special education professionals.
9.4 Demonstrate knowledge of compliance of early childhood and special education settings using a variety of regulatory and quality standards.
9.5 Adhere to the profession's code of ethics and principles of professional conduct.
9.6 Identify ethical issues related to the delivery of educational and therapeutic services to young children and their families.
9.7 Demonstrate knowledge of the value of the early childhood and special education professional development and career options.
9.8 Develop, implement, and evaluate a professional development plan.
9.9 Demonstrate knowledge of organizations that advocate for early childhood and special education professionals, families, and programs.
9.10 Advocate for early childhood and special education professionals and quality programs for young children and families.
9.11 Use a collaborative team process in working with young children, families, colleagues, and the community.
9.12 Demonstrate knowledge of the scope of the early childhood care and special education profession.
9.13 Explain the implications of the American with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) for teachers, programs and children.
9.14 Develop and use a Family Service Plan (FSP), an Individualized Education Plan (IEP), and other planning methods for accommodating children’s needs.

10. ADMINISTRATION AND SUPERVISION

The early childhood teacher knows:

10.1 Federal, state, and local laws and other regulatory systems that guide Florida's early childhood and special education programs.
10.2 How to plan, develop, and evaluate an early childhood and special education program.
10.3 How to identify the roles and responsibilities of all personnel involved in early education and child-care settings.
10.4 How to demonstrate knowledge of and procedures for supervising staff in early education and care settings.

11. TECHNOLOGY

The early childhood teacher can:
11.1 Identify the appropriate use of computers and other technology with young children.
11.2 Demonstrate a sound understanding of technology operations and concepts.
11.3 Plan and design effective learning environments supported by technology.
11.4 Apply technology to facilitate a variety of effective assessment and evaluation strategies.
11.5 Implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
11.6 Use technology to enhance communication with parents, newsletters, productivity and professional practice.
11.7 Understand the social, ethical, legal, and human issues surrounding the use of technology in early childhood programs and apply those principles in practice.
11.8 Identify characteristics of appropriate software for young children.
11.9 Identify ways to adapt computers and other technology so that they are accessible to children with disabilities.
11.10 Understand various assistive technologies and seek support from trained medical personnel in their use with children.
11.11 Use computers and other technology as an alternative communication strategy for children with disabilities.

12. READING

The early childhood teacher understands:
12.1 The Emergent Literacy/Reading Process.
   12.1.1 Concepts of print.
   12.1.2 Phonemic awareness.
   12.1.3 Knowledge of letters, sounds, and their relationships.
   12.1.4 Ability of children to respond to literature.
   12.1.5 Prediction of a passage based on its title and illustrations.
   12.1.6 Age and developmental-level vocabulary.
   12.1.7 Comprehension by retelling, and discussion of stories read aloud.
   12.1.8 The impact of reading aloud on emergent literacy acquisition and skills.
   12.1.9 Effects of various disabilities on learning to read.
   12.1.10 Authors and illustrators appropriate for age 3 – grade 3 children.
   12.1.11 The pre-reading instructional needs of non-English speakers.
   12.1.12 Effects of a child's family and environment on learning to read.

12.2 Constructing meaning from a wide range of texts.
   12.2.1 Main idea and relevant supporting details.
   12.2.2 Strategies to use to discover whether information is true.
   12.2.3 How to use materials of the reference system to obtain information.
   12.2.4 How to use quality literature to allow children to see themselves mirrored in stories and poetry.

12.3 Reading for a variety of purposes.
   12.3.1 Reading for pleasure.
   12.3.2 Reading for information.
   12.3.3 Ability of children to respond to literature.
12.3.4 Influence of culture on a child’s understanding of the purpose of reading.
12.3.5 The influence of folk tales and literature of multiple cultures.

13. WRITING

The early childhood teacher understands:

13.1 Pre-writing strategies including:
   13.1.1 The stages of the writing process.
   13.1.2 That learning to write begins with “scribbling”.
   13.1.3 Stories represented through pictures, dictation, and play.
   13.1.4 Letter-like shapes, symbols, letters, and words to convey meaning.
   13.1.5 Focusing on a central idea and related ideas.

13.2 The writing process
   13.2.1 Drafting strategies focusing on awareness of topic and audience, sequence, vocabulary, supporting details, and legible printing.
   13.2.2 Revising strategies focusing on effective use of common words and communicating meaning.
   13.2.3 Publishing strategies for final documents which include attention to spelling, punctuation, capitalization, sentence structure, subject/verb agreement, and noun/pronoun agreement.
   13.2.4 Effects of various disabilities on expressing ideas through written communication.
   13.2.5 The problems of non-English speakers in learning to write in English.
   13.2.6 Effects of a child’s family and environment on learning to write.

13.3 Writing to communicate ideas and information.
   13.3.1 Writing questions and observations about familiar topics, stories, or new experiences.
   13.3.2 Writing for familiar occasions, audiences, and purposes.
   13.3.3 The use of computer technology for writing.
   13.3.4 Composition of simple sets of instruction using logical sequencing of steps.

14. LISTENING, VIEWING, AND SPEAKING

The early childhood teacher understands:

14.1 The usage of effective listening and viewing strategies.
   14.1.1 The ability to listen and respond to oral and visual presentations.
   14.1.2 The ability to extract information for oral and visual presentations.
   14.1.3 The ability to interpret visual clues and non-verbal language.
   14.1.4 The ability to retell specific details of information heard.
   14.1.5 How to plan lessons for children with auditory processing or visual-perception disabilities.
   14.1.6 Effects of English as a Second Language on learning to speak.
   14.1.7 Effects of a child’s environment (e.g., exposure to language on a daily basis in multiple environments) on learning to speak.

14.2 The usage of effective speaking strategies.
   14.2.1 Clarity and appropriate volume for reaching the audience.
   14.2.2 The value of questioning to clarify a speaker's message.
   14.2.3 Eye contact and gestures as techniques.
   14.2.4 Effects of various disabilities on learning to speak.

14.3 The effects of various disabilities on the ability to listen and communicate orally.

14.4 Use of alternative and augmentative communication strategies.
15. LANGUAGE

The early childhood teacher understands:

15.1 The nature of language.
   15.1.1 Patterns and functions of language.
   15.1.2 Sound-symbol relationship.
   15.1.3 Language formality varies according to situations and audiences.
   15.1.4 Alternative communication forms.

15.2 Power of language.
   15.2.1 Word choices can shape reactions, perceptions, and beliefs.
   15.2.2 The value of repetition, rhyme, and rhythm in oral and written text.
   15.2.3 Various vehicles of electronic communication.

15.3 Literary Concepts.
   15.3.1 Rhyme, rhythm, and patterned structures in children's texts.
   15.3.2 Basic characteristics of fables, stories, and legends.
   15.3.3 Story elements of setting, plot, character, problem, and solution/resolution.
   15.3.4 The use of stories, songs, poems, and other children's literature to help children gain conceptual understanding about themselves, their families, and the world around them.

15.4 A native or near-native command of the English language in oral form.
   15.4.1 Clear enunciation when speaking English with a native or near-native pronunciation and intonation.
   15.4.2 Fluency, appropriateness, and richness of expression in both oral and written communication.
   15.4.3 Effective utilization of stress, pitch, volume, intonation, rate, and pauses to convey meaning orally.
   15.4.4 Ability to repeat, paraphrase and explain key concepts and/or vocabulary in English.

15.5 The effects of various disabilities on the ability to acquire language and in learning to communicate.

15.6 The effects of a child's family and environment on language acquisition.

16. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

The early childhood teacher must understand:

16.1 Languages as patterned systems, as socialization processes, and as mediational tools.

16.2 Processes of first and second language acquisition and the differences between reading and decoding between a first and a second language.

16.3 The multifaceted nature and complexity of inter-language development.

16.4 The crucial role of language socialization and culturally determined interaction patterns in the preparation of children for the American experience.

17. MUSIC

The early childhood teacher understands:

17.1 Relationship in music.
   17.1.1 Children's need for creative movement, dance, and drama.
   17.1.2 Relationships among music, the other arts, and disciplines outside the arts.
   17.1.3 The interaction of the subject matter of other curriculum disciplines with music.
   17.1.4 The use of music to enhance emergent literacy skills.

17.2 Appreciation.
   17.2.1 Understand music in relation to history, culture, and everyday living.
17.2.2 Identify elements of music used by other cultures of the world.
17.2.3 Identify and demonstrate various uses of music in everyday living.

18. HISTORY: TIME, CONTINUITY AND CHANGE

The early childhood teacher understands:

18.1 Historical chronology and the historical perspective.
18.1.1 Significant events in history.
18.1.2 Differing lifestyles of people, places, and dates from past, present, and future times.
18.1.3 Various primary and secondary sources for reconstructing the past, (e.g., letters, diaries, documents, maps, photos, etc.).
18.1.4 Differing interpretations of historical data on similar issues.

18.2 World history from both a western and non-western perspective.
18.2.1 Examples of ways in which past cultures, language, music, artistic creations, and technological developments influenced history.
18.2.2 Past significant contributions, events, and historical figures that shape contemporary civilization.
18.2.3 Similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
18.2.4 Examples of how experiences may be interpreted differently by people from diverse cultural perspectives with differing frames of reference.

18.3 United States history including the contributions made by native American, immigrant, religious, racial, ethnic, disability, and gender groups.
18.3.1 The relationship of historical events of people in other times and places to present-day society.
18.3.2 The factors that led to the founding colonies in America including religious and economic reasons and disputes among European countries.
18.3.3 The cultural, economic, and philosophic differences between North and South and how these differences, as portrayed through significant historical figures, caused conflict and strife in American civilization.
18.3.4 The changes in communities over time and identification of significant changes with respect to lifestyles of historical figures in the past.
18.3.5 Past social, political, and economic experiences and their relationship to current conditions.
18.3.6 Relationship of physical and cultural geography on the development of U.S. society.
18.3.7 Cultural differences and their influence on America's political, economic, and social development.
18.3.8 The values and ideals reflected in U.S. historical documents and symbols.
18.3.9 The rights, liberties, and obligations of citizenship during various periods of our history.

18.4 History of Florida and its people.
18.4.1 The significant ethnic groups in Florida, their settlement patterns and their contributions to present-day society; e.g., native American, European, African Americans, etc.
18.4.2 The geographical correlation to social, cultural, economic, and political development in Florida.
18.4.3 The social, economic, political, and religious characteristics common to varying Florida regions and cultures.
18.4.4 The ways in which language, stories, folktales, music, and artistic creations served as expressions of culture and influence behavior of people living in Florida.

19. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS

The early childhood teacher understands:

19.1 The world in spatial terms.
   19.1.1 The significant places, major land forms, and geographic features as well as major political or cultural divisors, on differing maps.
   19.1.2 The appropriate resources, data sources, and geographic tools to coordinate, locate, and interpret information.
   19.1.3 The key vocabulary terms related to maps.

19.2 Interactions of people and the physical environment.
   19.2.1 The ways the Earth’s physical features have changed over time.
   19.2.2 The ways humans create places that reflect culture, ideas, wants, and needs related to the physical environment in which they live.
   19.2.3 The characteristics and variety of ecosystems on Earth.
   19.2.4 The usefulness of geographic understanding in solving environmental problems at various scales.

20. GOVERNMENT AND THE CITIZEN

The early childhood teacher understands:

20.1 Structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.
   20.1.1 The traditional patriotic symbols, activities, and democratic values and their relevance to American government.
   20.1.2 The rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.

20.2 The role of the citizen in American democracy.
   20.2.1 The privileges and responsibilities of good citizenship and government.
   20.2.2 The ways in which a citizen can bring changes to American government.
   20.2.3 The factors that contribute to cooperation and cause disputes within and among groups, nations, and individuals.
   20.2.4 How groups and organizations encourage unity and deal with diversity.

21. ECONOMICS

The early childhood teacher understands:

21.1 The role of production, resources, and scarcity in shaping economic systems.
21.2 The basic concepts of economics such as the difference between needs and wants, scarcity and choice, and supply and demand.
21.3 The role of money in market economy including examples that show how scarcity and choice govern our economic decisions.
21.4 The economic structures and concepts with examples from local community jobs and how they contribute to production.

22. PHYSICAL EDUCATION

The early childhood teacher:

22.1 Has competency in many different movement forms and proficiency in a few forms of physical activity.
   22.1.1 Knows critical elements and sequencing of basic motor skills.
   22.1.2 Demonstrates basic motor skills and physical activities in competence.
22.2 Applies concepts and principles of human movement to the development of motor skills and the learning of new skills.
   22.2.1 Knows expected developmental progressions and ranges of individual variation and can identify levels of readiness.
   22.2.2 Knows safety issues to consider when planning and implementing instruction.
   22.2.3 Knows how learning and development occur—how learners grow and develop, become physically fit, construct knowledge, and acquire skills.

22.3 Advocates and promotes physically active lifestyles.
   22.3.1 Participation in physical activity promotes inclusion and understanding of abilities and cultural diversity among people.
   22.3.2 Knows the value of practice opportunities for growth and development.
   22.3.3 Knows that individual experiences, talents, and prior learning, as well as culture, family, and community values, influence physical development.

22.4 Structures activities to promote improvement in the use of motor skills.
   22.4.1 Structures activities to allow children to move with enough control to perform simple, large motor tasks.
   22.4.2 Structures activities so children will coordinate movement to perform more complex tasks.
   22.4.3 Structures activities so children will use strength and control to perform simple fine motor tasks.
   22.4.4 Structures activities that require the use of eye-hand coordination to perform tasks.
   22.4.5 Structures activities that explore the use of various drawing and art tools.
   22.4.6 Encourages children to begin to follow basic health and safety rules and to perform self-care skills independently.
   22.4.7 Structures activities that use small muscles for self-help skills.

23. MATHEMATICS

The early childhood teacher understands:

23.1 Number Sense, Concepts and Operations.
   23.1.1 Adding and subtracting rational numbers, including decimal forms.
   23.1.2 Multiplying and dividing rational numbers, including decimal forms.
   23.1.3 Calculating percent increase and percent decrease.
   23.1.4 Solving the sentence “a% of b is c”, where values for two of the variables are given.
   23.1.5 The meaning of exponents.
   23.1.6 The role of the base number in determining place value in the base-ten numeration system.
   23.1.7 Equivalent forms of positive rational numbers involving decimals, percents, and fractions.
   23.1.8 A reasonable estimate of a sum, average, or product of numbers.
   23.1.9 Relationships between numbers, in general, by examining particular numbers pairs.
   23.1.10 Real-world problems not requiring the use of variables nor percentages.
   23.1.11 Problems that involve the structure and logic of arithmetic.

23.2 Measurement, Geometry, and Spatial Sense.
   23.2.1 Basic measurement concepts, units of measure, and measurements to the nearest given unit of the measuring device used.
   23.2.2 Standard and non-standard units of measure as tools for problem solving.
   23.2.3 Basic concepts of spatial relationships, symmetry, reflections, congruency, and similarity.
23.2.4 Relationships between angle measures.
23.2.5 Classifying simple plane figures by recognizing their properties.
23.2.6 Similar triangles and their properties.
23.2.7 Appropriate units of measurement for geometric objects.
23.2.8 Applicable formulas for computing measures of geometric figures.
23.2.9 Real-world problems involving perimeter, area, and volume of geometric figures.
23.2.10 Coordinate geometry as a tool to locate objects and describe them algebraically.
23.2.11 How to apply the order-of-operations agreement to computations involving numbers and variables.

23.3 Algebraic Thinking.
23.3.1 Correct use of the properties of operations.
23.3.2 Whether a particular number, diagram, or symbolic expression is among the solutions of a given equation or inequality.
23.3.3 Real-world problems involving the use of variables, patterns, relations, and functions.
23.3.4 Real-world problems that involve the structure and logic of algebra.

23.4 Data Analysis and Probability.
23.4.1 Information contained in bar, line, and circle graphs.
23.4.2 A repertoire of data collection techniques.
23.4.3 The tools of data analysis (e.g., mean, median, mode, etc.).
23.4.4 The fundamental counting principle.
23.4.5 Properties and interrelationships among the mean, median, and mode in a variety of distributions.
23.4.6 The most appropriate procedure for selecting an unbiased sample from a target population.
23.4.7 The probability of a specified outcome in an experiment.
23.4.8 How to make accurate conclusions and predictions from studying real-world data.
23.4.9 Real-world data analysis involving frequency, cumulative frequency tables, and probabilities.
23.4.10 How to deduce facts of set inclusion or set non-inclusion from a diagram.

23.5 Logical reasoning and problem solving
23.5.1 Statements equivalent to the negations of simple and compound statements.
23.5.2 Equivalence or nonequivalence of statements.
23.5.3 How to draw logical conclusions from data.
23.5.4 That an argument may not be valid even though its conclusion is true.
23.5.5 Valid reasoning patterns as illustrated by valid arguments in everyday language.
23.5.6 The nature of problem solving and its application to basic mathematical understands.

24. SCIENCES
The early childhood teacher understands:
24.1 The nature of matter: That objects can be described, classified, and compared by their composition.
24.1.1 The three states of matter: solid, liquid, and gas.
24.1.2 The effect that temperature changes has upon the state of matter.
24.1.3 How to compare and contrast varied observable property changes.
24.1.4 That combining substances, objects, and materials may produce materials with different properties than found in the original substances.

24.2 Energy.
24.2.1 That the Sun supplies heat and light energy to Earth.
24.2.2 The processes that involve electrical energy.
24.2.3 Various methods of producing and transferring heat.
24.2.4 The various forms of energy, its transformation, and sources.
24.2.5 The environmental risks imposed by the use of non-renewable energy.

24.3 Force and motion.
24.3.1 That types of motion and their effects can be described, measured, and predicted.
24.3.2 The relationship between objects, forces, and motion.
24.3.3 The relationships among mass, speed, and force.
24.3.4 The forces of gravity, magnetism, and electricity.
24.3.5 Wave actions: sound, effect on materials, and speed.

24.4 Processes that shape the Earth.
24.4.1 That the planet Earth is made up of gases, liquids, and solid materials of different sizes.
24.4.2 The reasons why the Earth can support life.
24.4.3 That the Earth is in a continuous state of change.
24.4.4 That people have a direct influence on the Earth.

24.5 Earth and space.
24.5.1 The effects of the solar system and the universe upon life on Earth.
24.5.2 The Earth’s rotational pattern, its tilt and axis.
24.5.3 The phases of the moon.
24.5.4 The sun, its characteristics, its energy, and its effect upon life on Earth.
24.5.5 The interaction and organization of the solar system and the universe.
24.5.6 The nature and characteristics of stars.

24.6 The processes of life.
24.6.1 Basic requirements of all living things.
24.6.2 The basic food chains.
24.6.3 The human body, its systems, its structure, and its functions.
24.6.4 How and why human bodies differ in their abilities.
24.6.5 The structure of living things: how they change, adapt, and grow.
24.6.6 Animal and plant cells and reproduction.
24.6.7 The interdependence of plants and animals.

24.7 How living things interact with their environment.
24.7.1 The competitive, interdependent, and cyclic nature of living things in environments.
24.7.2 Environments are the space, conditions, and factors that affect the ability to survive and also affect the quality of life.
24.7.3 That environments have both living and non-living parts.
24.7.4 How different habitats support different forms of life, how they change, and the effects of those changes.
24.7.5 The consequences of our interaction with the environment.

24.8 The nature of science.
24.8.1 That the natural and designed world is complex; it is too large and complicated to investigate and comprehend all at once.
24.8.2 That scientific explanations are based upon evidence of observations and data.
24.8.3 How to use the scientific processes and habits of mind to solve problems.
24.8.4 Science is a human endeavor -- that many individuals have made significant contributions to science.
24.8.5 Science will never be finished and much more remains to be understood.
24.8.6 Most things are in the process of becoming different; however, some properties of objects are characterized by constancy.

25. VISUAL ARTS
The early childhood teacher understands:

25.1 Art Production – Applying media, techniques, and processes.
   25.1.1 The differences between materials, techniques, and processes.
   25.1.2 How different materials, techniques, and processes cause different responses.
   25.1.3 The use of different media, techniques, and processes to communicate ideas, experiences, and stories.

25.2 Structures and functions of art.
   25.2.1 Differences among visual characteristics and purposes of art, in order to convey ideas.
   25.2.2 How different expressive features and organizational principles cause different responses.
   25.2.3 The use of visual structures and functions of art to communicate ideas.

25.3 Aesthetics.
   25.3.1 The selection and use of subject matter, symbols, and ideas to communicate meaning.
   25.3.2 How contexts, values, and aesthetics communicate intended meaning in a work of art.

25.4 Art history and culture: The visual arts in relation to history and cultures.
   25.4.1 That the visual arts have both a history and specific relationships to various cultures.
   25.4.2 That specific works of art as belonging to particular cultures, times, and places.
   25.4.3 How history, culture, and the visual arts can influence each other in making and studying works of art.

25.5 Art criticism: Reflecting upon and assessing the characteristics and merits of artwork.
   25.5.1 How people’s experiences influence the development of specific artworks.
   25.5.2 That there are different responses to specific artwork.
   25.5.3 A variety of individual responses to artworks from various eras and cultures.

25.6 Making connections between visual arts and other disciplines.
Appendices
## Appendix A

### Early Childhood Education Articulation Committee

<table>
<thead>
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</thead>
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Appendix B

Early Childhood Education Articulation Committee Meeting
Wednesday, February 21, 2001
10:00 a.m. - 4:00 p.m. (1724 TUR)

Meeting Minutes

Members present: Connie Graunke, Barbara Sloan, Elaine Camerin, Barbara Glowaski, Carl Backman, Cheryl Fountain, Sandy Robinson, Wendy Cheyney, Adeniji Odutola, Loretta Costin, Katherine Kamiya.

Resource staff present: Michelle Sizemore, Margaret Bowman, Jon Rogers

Guests: Marsha Garman (HCC), Lynn Hartle (UCF), Alisa Ghazvini (Consultant), Julie Rogers (Consultant), Judy Etemadi (FESC), Nancy Cordill (DOE)

Agenda Items

1./2./3. Welcome and Introductions/Review Agenda/Charge to the Committee: Connie Graunke

Connie Graunke, State Board of Community Colleges, welcomed members and guests and explained that the purpose of the meeting was to identify a framework and implementation timeline for a statewide articulated career path for school-related professions. The committee has been charged with working through the issues related to early childhood education articulation and making recommendations to the Articulation Coordinating Committee on how to meet the requirements set forth in F.S. 240.115 (1)(e).

The group was asked to consider how an A.S. degree in Early Childhood Education may articulate into a B.S. degree. Connie mentioned that an A.S. degree is a career degree--a “go-to-work” degree--and that the group needed to keep that in mind as it discussed articulation, because of SACS requirements. The current A.S. degree is not a degree designed to transfer, and we (the committee) need to consider how our recommendations will affect institutions’ accreditation.

Recommendation 1: Jon Rogers recommended adding an ICUF member to the committee because of the language in F.S. 240.115(1)(e)(3) “credit awarded by public and private institutions”. The committee agreed and will recruit a member. A recommendation was also made later in the meeting to add a representative from the Bureau of Teacher Certification.

4. Overview of Head Start Legislation: Katherine Kamiya

Katherine Kamiya, State Head Start Collaboration Office, distributed and explained information on new head start teacher requirements (Head Start Act, as amended, Oct. 1998). She explained that the long-term intent of the legislation is to raise the credentials of teachers in the classroom by increasing the percentage of teachers who hold associate degrees. Currently, 34% of teachers in the state meet the AS certification requirement. State collaboration offices have been asked to address professional development of early childhood education professionals.

A discussion followed on the requirements of early childhood education teachers. There are several different levels of certification, and relatively little standardization across the sectors (federal, state, private sectors), which is a problem, especially for articulation. Currently, a Child Development Associate (CDA) is the minimum requirement within the state. The CDA equivalent, at the state level (Florida), consists of 40 clock hours of training, and is offered by the Department of Children and Families (DCF). To receive a CDA at the national level, an individual must complete 120 clock hours of training and complete verification visits. The national certification presents a barrier for many workers, because there is a charge...
of $325 for the verification visits. The national CDA is desirable, however, because some community colleges will articulate the 120 clock hours of national training into 9 credit hours. There are approximately 100 CDA equivalency programs in Florida, offered by public and private organizations. This presents a problem for articulation because all programs are different; they have the same curriculum frameworks, but different ways of implementing programs and measuring competencies. This also presents a problem when considering vocational occupation completion points (OCPs), through which state institutions receive funding. The current OCP funding points in early childhood education are: 6, 9, 15, 36, 63. CDA training hours typically equate to the same number of OCPs within state institutions, but not necessarily the same number of credit hours (e.g., 120 clock hours = 9 or 12 OCPs = x semester hours). Also, OCP competencies are the same at each institution, but not necessarily the same course number.

The group discussed the idea of making the national CDA a minimum requirement of all early childhood education teachers in Florida. One issue with this consideration is the $325 verification visit fee. It was suggested that we ask DCF to pay for 90% of the cost of national CDA training if the group recommends making national CDA a basic requirement. Currently, Teach Scholarships pay some of this, but childcare teachers still have to pay a fee. There are some grant dollars available for this and funds are available through early childhood programs. Financial support is a major concern for the national CDA requirement.

Recommendation 2: Focus on establishing a public articulated path first, and then look at a private articulated path. Issue: How can we forge an agreement between the current milestones: 40-hour CDA training → Ntl. CDA certification → A.S. degree → B.S. degree?

5. Subject Matter Content for Florida’s Early Childhood Teachers: Adeniji Odutola
Dr. Adeniji Odutola, Florida Education Standards Commission (FESC), distributed and discussed Subject Matter Content Standards for Florida’s Early Childhood Teachers, a document developed by FESC, the Florida Partnership for School Readiness, and the Postsecondary Education Planning Commission (PEPC). The recommendations contained in the document are a result of surveys conducted on other states, a review of Florida’s workforce and market demands, and a review of pertinent literature. Recommended content standards and expectancies were developed and presented to the public through a series of public hearings. The content standards focus on three areas: teachers for age 0 - age 4 (bachelor’s degree level); teachers for age 3 - grade 3 (bachelor’s level); expectancies for child-care associates for birth to age 5 (associate degree level); expectancies for child-care worker for birth to age 5 (CDA level).

The public hearings, although intended to discuss the content standards, focused on certification issues, due to concerns over how the proposed content standards would be impacted by certification coverage. Current certification areas are: age 0 - 4; age 3 - grade 3; grade 1 - grade 6; and a pre-k handicap endorsement. Colleges of Education are approved based on standards in these areas. New, proposed certification areas are: age 0 - age 5, and kindergarten - grade 6 (January 1, 2000, Review of Florida Educator Certification.) The FESC, PEPC, and the Florida Partnership for School Readiness would have to go back and align the proposed standards and expectancies to the proposed certification areas, if they pass. Dr. Odutola informed the group that the content standards are on hold until the DOE can settle the issue of teacher certification areas, because the teacher certification levels impact the content standards, which ultimately impact the articulation path. District personnel are advocating for a k-grade 6 certification to provide for greater flexibility in the classroom. There is a rule writing workshop scheduled for this change, and the teacher certification exam is being rewritten.

David Ashburn (Director) and Kathy Hebeda from the Division of Professional Educators joined the group, at Adeniji Odutola’s request. David informed the group that the DOE is moving forward with the proposed recommendation to keep certification coverage in early childhood education as it is, but add kindergarten to the grade 1 - grade 6 certification area. Certification areas would include: age 0 - age 4; age 3 - grade 3;
kindergarten - grade 6. In light of this information, the FESC, PEPC, and the Florida Partnership for School Readiness will review the standards and make recommendations for necessary changes. It was stressed that these groups need to ensure that the content standards of teachers match the performance standards of students. Further, colleges of education will have to be very clear on what tests their students are taking (new teacher certification tests vs. old teacher certification tests). Dr. Odutola informed the group that the next ESC meeting is scheduled for March 22-23 in Tallahassee.

Note: Dr. Cheryl Fountain, UNF/FIE, is coordinating a workgroup, consisting of representatives from all involved sectors, that will take on the task of reviewing content standards to match certification areas, and is scheduled to meet on March 30 - 31 in Tampa.

David informed the group that the division is currently drafting rules to accommodate the teacher preparation law that went into effect last year. David will provide the group with a copy of the intent to develop a rule before it goes before the board and public to be heard.

Other important considerations that were raised in the hearings included: the developmental stages of children and how those translate into standards; the cross-over between the non-certified part of the field and the certified part of the field; the problem of institutions changing their programs to accommodate new certification categories…there needs to be stability in the field.

Issue: Dr. Sandy Robinson, UCF, raised the following issues facing the universities: 1) there is a federal mandate for universities to report on assessment of graduates (Title II); 2) there is a new DOE rule just implemented that increases the hour requirements in specific general education and academic areas (education programs); universities must show success in 90% of graduates. Universities can create a 0-grade 5, four-year degree program that is non-certificated. It would articulate, but would not meet state licensure requirements.

Issue: We have statewide policies that are going in two different directions.

(The group stopped for lunch at 12:15).

When the group reconvened, Connie brought the committee back to the agenda and stressed that it was not the place of the committee to make certification recommendations, although those should be considered when discussing articulation paths.

Carl Backman, Board of Regents, offered to get a list of all approved education programs from the Program Approval Office and supply it to the committee. Carl will also try and find out how many people graduate with age 3-grade 3 degree coverage (bachelor’s level).

Issue: How do we (community colleges/universities) advise students? Advising students on articulated paths needs to be very clear up front, since many students initially work towards an A.S. degree only to decide to go back and get additional schooling to open their career options. Should we do away with A.S. degrees in this area?

Recommendation 3: Develop a similar matrix to New Mexico’s Career Lattice in Early Care, Education & Family Support (Birth-Age Eight), which details the education requirements, preparation programs, and credentials necessary for early childhood workers (see attached).

6. Analysis of Articulation Issues: Dr. Cheryl Fountain

Dr. Cheryl Fountain, Florida Institute of Education (UNF) distributed a presentation entitled, Articulation - A Broader View: Building a High-Quality School Readiness System for Florida. She explained that one of
the difficulties facing the group is that it is trying to link a non-certificated group to a certificated group. She also reiterated that part of the problem with articulation is that any organization can offer the 40-hour minimum state-mandated CDA training, and there is nothing in rule that defines what we (colleges and universities) give for credit for this training.

Another model the group can consider for articulation is the Childcare Worker, which includes: age 0-age 5 competencies; 120 clock-hours of training; a 480-hour practicum. The community colleges issue a certification of completion for this program, and it meets the national and state CDA requirements. NCATE is moving in the direction of considering child outcomes. This model has three outcomes: demonstrate competencies in eight areas; demonstrate competencies in ESC; ability to produce child (student) outcomes.

The group discussed the idea of starting articulation at the national Child Development Associate (CDA) that is credit-bearing (120 hours = 9 semester hours). The committee needs to decide whether or not to ignore the 450 hours of hands-on experience included in the Childcare Worker model or accept it towards a certain number of additional credit hours.

The group discussed the following possible articulation paths: Offer an A.S. degree in early childhood education with three tracks:

- Track 1: current A.S. capstone degree model, to include 18 general education hours and 45 technical hours for a total of 63 credit hours.
- Track 2: transferable A.S. degree, to include 45 general education hours (include 9 common prerequisites and the 6 gen. ed. required by rule) and 18 technical hours, for a total of 63 credits. 60 hours would be required at the upper division level.
- Track 3: non-transferable A.A.S. degree, to include 18 hours of general education and 45 technical/professional hours.
- Four degrees could be included in the career lattice: special education, early childhood education, elementary education, and consumer/family sciences.

Carl Backman offered to pull the common prerequisites for other programs--like psychology--to see if they could be included in the career lattice.

7. Next Steps: The group concluded its discussion by identifying necessary next steps that needed to occur before it could proceed with its recommended action:

1. Connie and Carl will determine what is happening with the common prerequisites, in light of rule changes (note: the Oversight Committee will meet via conference call on 3/16 to finalize all changes recommended by the Education Discipline Committee. Recommendations will then be made to the Articulation Coordinating Committee on March 21, 2001.)
2. The FESC and Florida Partnership for School Readiness will discuss identified competencies to see if any additional action needs to be taken prior to approval.
3. Cheryl Fountain will work with other committee members to define competencies and common nomenclature of roles (e.g., Childcare Worker; Childcare Associate; etc.)

A date was not scheduled for a next meeting. The group agreed that it would need to meet again, but would be at least a month before it could meet, due to the legislative session.

8. Adjourn - The group adjourned at 3:00 p.m.
Appendix C

State and National Standards Considered for Inclusion into the Subject/Content Standards Developed for Florida Teachers in Preschool/Early Childhood Education

- Florida Sunrise Skill Builders
- Florida Sunshine State Standards
- Florida PreK Handicapped Standards (Debbie Houston/Shan Goff)
- Florida Early Childhood Teacher Competencies (Dr. Ann Levy)
- State Education Goal 1 (School Readiness), Florida's System of School Improvement and Accountability
- Indicators for measuring School Readiness (To be developed by the Florida Partnership for School Readiness)
- Florida Administrator Standards (Julie Rogers)
- Florida Children and Family Child Care (Debby Russo)
- Gold Seal Programs Standards (Julie Rogers and Regina Pleas)
- National Association for the Education of Young Children (NAEYC) Standards
- National Council for Exceptional Children Prekindergarten Standards
- National Montessori Standards
- Federal Title I Standards
- Federal Head Start Standards (Julie Rogers)
- Federal High Scope Standards
- Preschool/Early Childhood Standards from other states
- Southern Accreditation Council Standards for Early Childhood Education
- Others
Appendix D

Location of the Nine Regional Public Hearings Held Across the State for the Purpose of Providing Input to the Florida Education Standards Commission

<table>
<thead>
<tr>
<th>DATES</th>
<th>LOCATIONS</th>
</tr>
</thead>
</table>
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Tampa, Florida  
Contact: Ms. Teri Carmody  
813/873-8675 |
| December 11, 2000| Florida Department of Education  
Turlington Building, Room 1706  
325 West Gaines Street  
Tallahassee, Florida  
Contact: Dr. Adeniji A. Odutola  
850/488-1523 |
|                  | Escambia County School District  
Administrative Building  
215 West Garden Street  
Pensacola, Florida  
Contact: Ms. Linda English  
850/469-6130 |
| December 12, 2000| Duval County School District  
School Board Building, Conference Room 613  
1701 Prudential Drive  
Jacksonville, Florida  
Contact: Mr. Martin Miller  
904/390-2111 |
|                  | Santa Fe Community College  
S Building, Room 029  
3000 NW 83rd Street  
Gainesville, Florida  
Contact: Ms. Donna Sparks  
352/395-5521 |
| December 13, 2000| Palm Beach Community College  
Boca Raton Campus, CA 101  
3000 Saint Lucie Avenue  
Boca Raton, Florida  
Contact: Ms. Tunjarnika Coleman-Ferrell  
561/367-4518 |
|                  | University of Central Florida  
Student Union, Cape Florida Ballroom  
Room 316CD  
4000 Central Florida Boulevard  
Orlando, Florida  
Contact: Dr. Sandra Robinson  
407/823-5529 |
December 14, 2000

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Appendix E

Regional Focus Session Groupings for 38 Focus Sessions Conducted Across the State

Prepared by the Florida Institute of Education In collaboration with the Florida Partnership for School Readiness
Appendix F

Invitation List – March Meeting

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Appendix G

Small Group Meeting to Merge Liaison Reports – Participants
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Appendix I

Small Group Meeting to Summarize June Meeting Notes – Participants
July 10, 2001

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Appendix J

Definition of Terms

**All Children** refers to all children and is meant to embrace children of diverse ethnicity, race, language, religion, socioeconomic status, gender, regional or geographic origin, and children with special needs.

**Assessment/Evaluation** a general term that includes a full range of procedures used to gain information about children's learning (observations, ratings of performance, paper-pencil tests).  

Assessment alone is a clinical look at performance, its characteristics, its strengths, and weaknesses. Evaluation makes a further judgment to determine whether such a performance is good enough in light of expectations.

**Communicable disease** a disease that may be transmitted directly or indirectly from one individual to another.

**Signs and symptoms of a suspected communicable disease include the following:**
1. severe coughing, causing the child to become red or blue in the face or make a whooping sound.
2. difficult or rapid breathing.
3. stiff neck.
4. diarrhea (more than one abnormally loose stool within a 24-hour period).
5. temperature of 101 degrees Fahrenheit or higher when in conjunction with any other signs of illness.
6. conjunctivitis (pink eye).
7. exposed, open skin lesions.
8. unusually dark urine and/or gray or white stool.
9. yellowish skin or eyes.
10. any other sign or symptom of illness.

**Culture** distinctive creativity of a particular group of people, an expression of aesthetic principles, i.e., art, philosophy, music, literature (Winzer, 1998).

**Diversity** individual variations on a theme, recognition and respect are given to differences within and between such things as gender and sexual orientation, special needs or exceptionality, age, race, and ethnicity (Gordon and Browne, 1996).

**Field Experience** a wide-range of site-based opportunities and experiences designed to help the early childhood professional:

- gain an understanding of child growth and development,
- gain first hand knowledge – through observation and participation – about the teaching and learning process,

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• gain knowledge about classroom organization and management,
• gain knowledge about site procedures, rules, and regulations,
• become familiar with classroom curriculum and teaching techniques, and
• gain an understanding of the early childhood profession in order to make a commitment to a career in teaching.

Knowledge  the act of knowing.

Multiculturalism  the information a group uses to create the meaning necessary for its members to survive as a group. In interacting with their environment, a group establishes rules or guidelines that include referred ways of perceiving, judging, and organizing ideas, situations, and events (Wurzel, 1988).

Individualized Education Plan (IEP)  provision in IDEA requiring that students with disabilities receive an educational program based on multidisciplinary assessment and designed to meet individual needs. The program must include consideration of the student’s present level of performance, annual goals, short-term instructional objectives, related services, percent of time in general education, time-line for special services, and an annual evaluation.3

Individualized Family Service Plan (IFSP)  a plan of intervention for infants and toddlers, similar in content to the IEP. It includes statements regarding the child’s present development level, the family’s strengths and needs, the major outcomes of the plan, dates of initiation and duration of services, and a plan for transition into public schools.4

Skill  ability to demonstrate proficiency or knowledge or representative actions to demonstrate knowledge.

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