



PATHWAY: Early Childhood Education

COURSE: Health, Safety & Nutrition

UNIT 14: Issues in the Child Care Industry



INTRODUCTION

Annotation:

Within the field of early childhood education, several issues are currently being debated and many new developments are emerging. They include:

1. The expansion and redefinition of early childhood education to include all educational experiences for children from birth to 8 years of age.
2. Increased interest in developmentally appropriate education.
3. The renewed interest in integrated curricula.
4. Authentic assessment of children's learning.
5. Increased interest in mixed-age groupings in preschools and non-graded education in early primary grade programs.
6. Multicultural education and anti-bias curricula in early childhood in response to rapidly growing minority populations, and increasing cultural pluralism and global awareness.

This is not a complete list, but a sample of the kinds of issues that are being discussed as they relate to early childhood care and education.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: 4 hours

Author: Suzanne Mooney, ECE Instructor, Whitfield Career Academy

Academic Reviewer: Sharon Bickford

Special Education Reviewer: Holly Spivey

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

EDU- HSN 2 –

Students will determine career opportunities and professional requirements and issues for the child care industry.

- i. Identify current issues and legislation relating to early childhood care and education.

GPS Academic Standards:

ELA11W3. The student uses research and technology to support writing.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will identify current issues and legislation relating to early childhood care and education.

Essential Questions:

- What are the national trends for access, quality, and spending on preschool and child care in the United States?
- Is there a need for a comprehensive national policy towards childcare and early childhood education?
- Why is a greater allocation of resources going to early childhood care?

Unit Vocabulary:

- Trends
- Issues
- Developmentally appropriate education
- Integrated curricula
- Mixed-age groupings
- Multicultural education

Knowledge from this Unit:

- Students will have an understanding of how legislation and current trends in education affects early childhood care and education.
- Students will know how to find information on current issues in early childhood care and education.

Skills from this Unit:

- Students will apply their knowledge of research, reading and comprehension skills.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☒ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

- Group Presentations on Current Issues/Legislation in Early Childhood Care and Education.

Assessment(s) Description/Directions:

Using the attached rubrics, teachers will be able to grade the student projects for knowledge and understanding of the unit.

Attachments for Assessment(s):

- Rubrics for Teacher Graded Presentations



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

EDU- HSN 2 –

Students will determine career opportunities and professional requirements and issues for the child care industry.

- i. Identify current issues and legislation relating to early childhood care and education.
2. Review Essential Questions.
 - What are the national trends for access, quality, and spending on preschool and child care in the United States?
 - Is there a need for a comprehensive national policy towards childcare and early childhood education?
 3. Identify and review the unit vocabulary.
 - Trends
 - Issues
 - Developmentally appropriate education
 - Integrated curricula
 - Mixed-age groupings
 - Multicultural education

Lecture: Introduction to Trends and Issues

EDU- HSN 2 - Students will determine career opportunities and professional requirements and issues for the child care industry.

- i. Identify current issues and legislation relating to early childhood care and education

See attached information from the National Conference of State Legislatures.

Activity: Group research and presentation preparation.

- 1) Divide students into groups of four-six.
- 2) Using the Internet, newspapers and magazines, they are to look for articles related to current trends and legislative issues in early childhood care and education. Parenting magazines are a good source of information. Newspapers can be online or hardcopy. Websites are listed in Website Resources.
- 3) They will have six articles, two from each of the sources above.
- 4) After their research, they will prepare a presentation for the entire class. Groups must let the teacher know which articles they have chosen. This will insure that there are no duplications of presentations.

- 5) Groups may choose to do a PowerPoint or verbal presentation with a visual. Teacher graded rubrics are attached.
- 6) Group presentations. Use rubrics for grading.

Attachments for Learning Experiences:

- National Conference of State Legislatures Handout on Current Issues in Early Childhood Care and Education



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

- Group Presentations on Current Issues/Legislation in Early Childhood Care and Education.

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

In groups of four-six, students will look for current information on issues and legislation related to early childhood care and education, from newspapers, magazines and internet. They will choose two from each source and summarize each one. They will have six articles, two from each of the sources above. After their research, they will prepare a presentation for the entire class. Groups must let the teacher know which articles they have chosen. This will insure that there are no duplications of presentations. Groups may choose to do a PowerPoint or verbal presentation with a visual.

Attachments for Culminating Performance Task:

- Rubrics for grading the task



RESOURCES

Web Resources:

- <http://www.ncsl.org/programs/cyf/legupdec07.htm>
- <http://www.ncsl.org/statefed/EDUCATE.HTM#EarlychildhoodEd>
- http://www.public-works.org/docs/CNP_earlycare_Report.pdf
- <http://www.naeyc.org/policy/excellence.asp>
- <http://www.naeyc.org/policy/state/pdf/State%20ECEPolicyDev.pdf>
- <http://ed.gov/programs/eceducator/legislation.html>
- <http://www.naeyc.org/policy/ecwsi/default.asp>

Attachment(s):

- National Conference of State Legislatures Handout
- Rubric for PowerPoint
- Rubric for Poster and Verbal Presentation with Visual

Materials & Equipment:

- Computers, newspapers, and magazines.
- “Health, Safety & Nutrition for the Young Child” eResource CD (includes basic PowerPoint for each chapter and test-bank) – <http://www.earlychilded.delmar.cengage.com/>

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		

**NATIONAL CONFERENCE OF STATE LEGISLATURES
2008**

HANDOUT ON CURRENT ISSUES IN EARLY CHILDHOOD CARE AND EDUCATION

The National Conference of State Legislatures (NCSL) supports early childhood education and its benefits, especially in lessening the developmental deficiencies of childhood poverty. Studies dramatically demonstrate that participation in preschool programs can increase the percentages of young adults who are literate, employed, and enrolled in postsecondary education. Early childhood education can also reduce the number of youths who drop out of school, are incarcerated, become pregnant and use welfare. In the short-term, evidence shows that, for those at-risk, these programs can help improve children's intellectual and social performance in school and ultimately can help children achieve greater school success and possibly greater socioeconomic success and social responsibility.

NCSL recognizes that the success of such programs is contingent on the establishment and application of clear, challenging standards for curricula and assessments, on the selection of appropriately trained teachers, on adequate facilities, appropriate teacher-to-student ratios, and active parent involvement. Such programs are relatively expensive, but show promise of a high return on investment.

To establish such programs on a broader basis than is currently available through Head Start or other state and locally initiated programs may require an enhanced partnership with the federal government.

NCSL's current policy, "Improving Opportunities for Early Learning," expands this partnership to include a pool of federal funds for early learning programs that is flexible enough to meet local needs and would allow states to supplement existing programs. Such a partnership is in keeping with established policy that good education is in the national interest, but primarily a state responsibility and a local function. NCSL also would emphasize that any state-federal partnership in this area would primarily be for the expansion of service to low-income children, not the alteration of existing programs.

If the federal government expands its involvement in pre-kindergarten education, these are the tenets on which such an effort should be built:

1. Preservation of state flexibility, including maintaining the states' authority to determine how the program is administered, evaluated and what population is served;
2. Promotion of early learning;
3. Requirement for federal funding to meet the expectation of the state;
4. Preservation of state authority in these matters and
5. Avoidance of unfunded mandates.

Head Start

The federally supported Head Start program has been successful, despite only being funded to serve three out of five of the eligible children. With the numbers of children in poverty increasing and the need for more child development/child care services for low-income families increasing, it is essential that Head Start be fully-funded to assure school readiness for all

eligible children. NCSL urges federal policymakers to consider the importance of greater coordination among Head Start, early childhood and child care programs and elementary schools to improve educational opportunities for disadvantaged populations. It should be emphasized that parental involvement, which benefits both parents and children, is the critical component of Head Start.

NCSL commends the Congress on its legislative activity in recent years that allows states more program choice and fewer mandates in early education. NCSL would expect that any proposed legislation in early childhood education would do the same. States should be able to establish a flexible plan of action within federal parameters and to designate how the program will be operated and administered in keeping with state laws. Since state legislatures have ultimate responsibility for the establishment of state education policies and appropriation of state education funds, any new funding option should be part of state appropriations processes. A state coordinating or advisory body required by federal statute must include, at a minimum, a representative of each chamber of the state legislature selected by the presiding officer.

Better coordination between Head Start, pre-kindergarten, and child care providers would strengthen the quality of early childhood education. Such coordination is the responsibility of the state, which can best define and determine its needs. NCSL's child care policy further details this coordination.

NCSL supports a state option to have more control over Head Start and the authority to coordinate Head Start with other state early childhood education efforts. NCSL welcomes a more complete discussion about such an option and notes that the following issues must be addressed in such a proposal:

- There should be language in the proposal describing and limiting the expenditures that are part of an MOE requirement, and child care expenditures should not be included;
- Head Start teachers in a state controlled program should meet state, not federal certifications;
- State policy processes must govern the approval of a decision to participate or not participate;
- Funds for a Head Start program run under this option must be integrated into the state budgeting process and appropriated by state legislators;
- States must be able to set accountability measures and performance expectations; and
- States must be able to determine which state agency will administer the program.

Family Support and Parenting

NCSL further recognizes that we cannot continue to treat family conditions as a matter separate from education and that such a focus is particularly important for younger children. Staff development and training is critical for quality Head Start programs. Funds should be allocated for training staff and enriching program curricula. Programs to support parents and family members as the first teachers of their children should be promoted and strengthened in both public and private sectors.

POWERPOINT RUBRIC

TRENDS AND ISSUES IN EARLY CHILDHOOD CARE AND EDUCATION

Names of Group members: _____

_____ Informed teacher of articles used to prevent overlap.

_____ 6 articles related to current trends and legislative issues in early childhood care and education

2 from each source:

_____ Internet

_____ newspapers (can be online or hardcopy)

_____ magazines (Parenting magazines are a good source of information.)

	4 points	3 points	2 points	1 point
Presentation	Well-rehearsed with smooth delivery that holds audience's attention, uses eye contact with audience. Long enough to adequately cover assigned material	Rehearsed with fairly smooth delivery that holds audience attention most of the time, uses eye contact with audience.	Portions of delivery are smooth and holds audience's attention part of the time	Delivery not smooth and audience's attention often lost or presentation is read
Knowledge of Content	Confident and shows an understanding of the material. Able to answer questions	Fairly well versed on content but may seem a little uneasy. Able to answer questions.	Unsure of content, but able to manage answers to questions	Shows very little knowledge of content. Unable to answer most questions.
Design	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation, content is well organized. Very Creative. Easy to see and follow. No unnecessary graphics	Makes good use of font, color, graphics, effects, etc. to enhance to presentation and content organized. Fairly easy to follow.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content or content is not organized, facts are irrelevant. A little difficult to follow.	Little use of color, graphics, effects etc. Presentation is not interesting to view, there is no clear organizational structure of facts. May have completely unrelated graphics.
Participation Requirements	All requirements are met or exceeded. Does their "fair share" in presenting the material Participates in each part of the presentation	All requirements are met but one is not adequately developed	All except one requirement met or all met but two requirements not fully developed	More than three requirements were not completely met. Does not assist in presenting material.
Mechanics	No misspellings or grammatical errors.	One - three misspellings and/or mechanical errors	Four or five misspellings and/or grammatical errors.	Six or more grammatical errors and misspellings.
Hands-on Activity	Included class in the learning process by some sort of activity. Did more than lecture to the class.	More lecture, but involved class in learning process. Asked a few questions.	Read most of PowerPoint. May have asked a question.	Read PowerPoint almost word for word.
Content (x2)	Topic is covered thoroughly, points are clear and concise. Did not exclude and	Topic is covered, but not elaborated. Enough information to understand basics	Topic is understood, but has holes in information, facts not supported. May	Topic is not covered, facts are not supported

	important information or include unnecessary information.	of topic.	have some unnecessary information.	
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TOTAL ____/32____

POSTER/ORAL PRESENTATION RUBRIC

TRENDS AND ISSUES IN EARLY CHILDHOOD CARE AND EDUCATION

NAMES _____

Criteria	Below expected level	At expected level	Above expected level
Introduction of topic	Topic introduced.	Topic introduced clearly, and purpose of talk was made clear.	Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given.
Development of topic	Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well-organized and developed with sufficient and appropriate details.
Ability to engage and involve audience	Some eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective.	An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation.	Speaker monitored audience and adapts presentation accordingly. An interesting or original approach taken to the topic. Speaker used techniques such as visual aids and props, anecdote, humor, surprising facts, direct audience participation.
Voice: clarity, pace, fluency	Presenter occasionally spoke clearly and at a good pace.	Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.	Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.
Vocabulary, sentence structure, grammar	The vocabulary of the presentation was mainly appropriate for the topic. The presentation content was occasionally grammatically correct.	The vocabulary of the presentation was appropriate for the topic. Sentence structures were usually correct. The presentation content was usually grammatically correct.	The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct.
Pronunciation	Pronunciation occasionally correct, but often hesitant and inaccurate.	Pronunciation and intonation is usually correct.	Pronunciation and intonation is correct and confident.

Use of visual aids	No visual aids were used; OR Visual aids were occasionally appropriate and related to the spoken message.	Visual aids supported the presentation effectively. They clarified and reinforced the spoken message.	Visual aids were carefully prepared and supported the presentation effectively. They clarified and reinforced the spoken message. The aids added impact and interest to the presentation.
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