



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: FACS – Health, Safety and Nutrition

UNIT 15: Professional Requirements



INTRODUCTION

Annotation:

Students will learn the connection of continuing education and joining ECE professional organizations to career advancement and being informed on current critical health and safety issues in the field. Students will participate in discussions, Internet searches, and group activities that will allow them to demonstrate their knowledge.

Grade(s):

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

Time: Five 50 minute periods

Author: ECE teacher

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: Please list the standard and elements covered.

EDU-HSN-2g

Determine continuing education opportunities that enhance career advancement

EDU-HSN –2h

Demonstrate knowledge of early childhood professional organizations

EDU-HSN – 10b

Explain the importance of teacher in service to remain abreast of the latest developments in health and safety issues.

GPS Academic Standards:

- ELA11W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
- SSEPF6. The student will describe how the earnings of workers are determined in the marketplace.
- ELA11W3. The student uses research and technology to support writing.

National / Local Standards / Industry / ISTE:

- NAFACS4.1. Analyze career paths within early childhood, education and services.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- In order to be committed in the fields of in Early Childhood Education one must understand that continuing education and lifelong learning are vital ingredients to career advancement and to being a trusted caretaker of children.
- As progression is made in health and safety measures for children, requirements will evolve and change. It is essential that child care providers and educators keep up with those advancements to make sure life is continually better for children.
- Professional organizations provide opportunities for the networking that is sometimes, central to career advancement. These organizations offer chances to practice leadership skills that can enhance one's career.
- Becoming actively involved in FCCLA can provide leadership opportunities that can expand academic skills and increase understanding of how organizations work.

Essential Questions:

- Why is life long learning important in the modern workplace?
- What is a career ladder?
- What is the relationship between salary and career advancement to continuing education?
- How can being an active member of a professional organization benefit your career?
- What is networking? How is it done? How can it assist in a job search?
- How can student membership in FCCLA benefit your future career?
- What is in service?

- How might in service sessions be different from continuing education classes?

Knowledge from this Unit:

- Identify terms; continuing education, career ladder, career enhancement, in service, professional organization, networking, CDA, baccalaureate degree, national board certification, post graduate, Master's degree, Specialist degree, Ed.D, PhD. , and CDA.
- Continuing education and in service courses may require a fee or be free. Some examples are first aid/CPR classes, observing other teachers/caregivers, workshops on various subjects of interest, such as nutrition, college classes to advance degree, conferences sponsored by GAYC, NAEYC, AAFCS or other professional organizations, online courses, study groups, and reading current books and professional journals.
- Earning the CDA is a type of continuing education. The CDA is an entry-level credential which is required in most states for family child care licensing and to be a lead teacher or a director in center-based programs.
- The CDA process requires 120 clock hours of training, a collection of documentation, observation at the workplace by a CDA Advisor, and participation in a Verification Visit with a Council Representative.
- In addition, there are other certifications, such as the Family Development Credential, and Director's Certification that can be attained to enhance one's career in the field or childcare.
- A career ladder begins with entry level positions and goes up to the most advanced position.
- Usually career advancement includes more responsibility, more accountability and more salary.
- Professional organizations, such as NAEYC, help you to stay on top of current practices and developments in the field.
- NAEYC is the primary and largest organization for the early childhood field. In addition to a national affiliate, it has state affiliates, and both offer conferences for members.
- NAEYC publishes a journal and other materials that help to keep members informed about the latest developments in ECE.
- NAEYC has also created a Code of Ethical Conduct for early childhood professionals based on the most recent knowledge of child development and early childhood education, which seeks to align all who work young children, with exceptional work ethics.
- Family and Consumer Sciences classes offer Family, Career and Community Leaders of America (FCCLA), a Career Technical Student Organization (CTSO), to provide opportunities for students to practice leadership skills that will enhance their ability to climb the career ladder of their chosen occupation.
- Some current health and safety issues that might be addressed through continuing education or in-service include: allergic reactions and how to administer Epi-pen, sexual predators and the need for background checks for child caregivers, child pornography via Internet, cyber bullying, car seat and bicycle safety, brain development research, increase in obesity/diabetes, stranger danger, sunscreen protection, post traumatic stress disorder (Sept. 11), HIV, crack babies, flu pandemic, or MRSA.

Skills from this Unit:

- Identify jobs that are entry level and ones that require advanced knowledge and/or certification.
- Interpret a Georgia State Salary Schedule.
- Illustrate a simple career ladder for an ECE career.
- Identify ECE professional organizations by name and benefits.



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:

Unit Test

Assessment(s) Description/Directions:

Objective test

Attachments for Assessment(s):

Attached at the end of this unit, with key.



LEARNING EXPERIENCES

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
HSN-2g Determine continuing education opportunities that enhance career advancement.
2. Review Essential Questions.
Why is lifelong learning important in the modern workplace?
What is a career ladder?
What is the relationship between salary and career advancement to continuing education?
How can being an active member of a professional organization benefit your career?
What is networking? How is it done? How can it assist in a job search?
How can student membership in FCCLA benefit your future career?
What is in service?
How might in service sessions be different from continuing education classes?
3. Identify and review the unit vocabulary.

Continuing education	baccalaureate degree	Doctor of Philosophy (Ph.D) degree
Career ladder	national board certification	Doctorate in Education (Ed.D)
Career advancement	post graduate	Child Development Associate (CDA)
Career enhancement	Master's degree	Certification
Daycare Director's certificate	Specialist's degree	Organizational chart
Para professional	Lead Teacher	Child and Family specialist
State Salary Schedule	GAYC	NAEYC
ACEI	SECA	Childcare Apprenticeship Program

4. Interest approach –
Introduction:
Start discussion by asking:
 - What is lifelong learning? Why is it so important in today's workplace?
 - Why is it important to desire to be a lifelong learner?
 - What is continuing education? What is its relationship to your career advancement and pay increase?

LESSON 1

HSN 2g- Determine continuing education opportunities that enhance career advancement.

EQs - Why is lifelong learning important in the modern workplace?

- What is a career ladder?
- What is the relationship between salary and career advancement to continuing education?

1. Play the “fruits” opening game – directions attached.
2. In small groups or pairs, brainstorm to list five ways to continue your education after high school or college. Compile the list on the board. You may choose to do this using a graphic organizer.
3. Using the hierarchy of your school and county (to include the superintendent), lead the students in determining a general organizational chart of your county’s board of education system.
 - After short discussion, show your county’s organizational chart if one exists or use the following website to show students what one looks like:
<http://www.docstoc.com/docs/1019258/organization-chart> Or Use a restaurant, grocery store, or other places students frequent, to have them consider who’s in charge and how career advancements were made.
 - After completing the chart, have students brainstorm the role continuing education may play in career enhancement and advancement.
4. Give students a copy of the current Georgia State Salary Schedule. It can be found at http://public.doe.k12.ga.us/fbo_budget.aspx.
 - Identify it as the chart used to determine the salary of teachers and administrators.
 - In pairs, have students briefly analyze the chart, writing at least five details that they notice about the chart. As they are given opportunities to point out the details, lead them in a discussion about the chart, pointing out the levels of degrees and certification, and years of experience, leading them to the conclusion that more continuing education generally equates to more pay.
 - Return to the organizational chart you made earlier and use it in the discussion.
5. In groups, make a simple career ladder, using Early Childhood Educator or Childcare giver as the career. <http://www.calmis.ca.gov/file/occmisc/careerladdersconstruction.pdf> has examples of models of career ladders for their use. Print and have them available.
 - Use the Occupational Outlook Handbook <http://www.bls.gov/oco/ocos069.htm#training> for assistance in job titles and descriptions.
 - Have groups share their visuals and discuss the types of continuing education or in service that is required to advance up the ladder.

LESSON 2

HSN – 10b Explain the importance of teacher in service to remain abreast of the latest developments in health and safety issues.

Review Essential Questions.

- What is in service?
- How might in service sessions be different from continuing education classes?
- What is networking? How is it done? How can it assist in a job search?

1. Begin with discussion to determine what in service is and compare and contrast it to continuing education coursework.
2. Invite a school nurse, biology teacher or other health care individual to briefly discuss the health and safety changes that have occurred in recent years and the value of staying current on these issues. Give each student a large index card upon entering the room, on which to write at least 5 facts about why caregivers and ECE teachers should attend in service classes about health and safety issues as they listen to the talk. This is their “ticket out the door”.

LESSON 3

HSN –2h Demonstrate knowledge of early childhood professional organizations.

Review Essential Questions.

- How can being an active member of a professional organization benefit your career?
 - What is networking? How is it done? How can it assist in a job search?
 - How can student membership in FCCLA benefit your future career?
1. Invite a state FCCLA officer to come speak to your class regarding involvement in their organization.
 2. Contact ACEI, SECA, GAYC, or NAEYC for literature concerning their professional organizations and a possible guest speaker.
 3. Begin with discussion: What is a professional organization? What are some examples? Have professional journals available for students to pass around as discussion takes place.
 4. Take notes on short PowerPoint presentation entitled “ ECE professional Organizations”.
 5. Choose one organization to make a poster, brochure or flyer about, being sure to include membership benefits.

Notes & Reflections: Choose one of these games to use as a review for the unit test.

Review games

BOUNCE BACK

Here is how it works: Divide the class into two groups. The students organize their groups so that each student has a number. A moderator asks a question of the first student in group A. That student could answer for 5 points or he/she could bounce the question back to student 1 in group B. The student in Group B (student 1) would either answer for 5 points or bounce it back to student 1 in group A. If student 1 got it right they would get 10 points.

Then the challenge goes to the 2nd student in each group - but group B gets to start the next time. The students get to take chances, trying to earn more points by “bouncing” the questions back.

BLUFF

Again the class is divided into two groups. The teacher takes turns giving each group a question. When the teacher gives a question to group A, all the students who think they know the answer stand up. Then, the students in group B get to decide which of the students in group A should

answer the question. If the selected student can answer the question, that group gets as many points as the number of people who stood up, but if the student cannot answer the question, then group B gets to answer (any student in that group can answer) and group B will get the same number of points. The fun part of this game is that student try and bluff the other team into thinking that they know the answer so they can push their points up! The teacher then alternates the teams who get to answer the question first.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Product for Professional Portfolio

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

- 1) Make a list of the ECE professional membership organizations, their mission and their membership fees.
- 2) List continuing education classes available in your county by contacting your local board of education.
- 3) Interview an ECE teacher or childcare operator, inquiring the types of continuing education or in-service classes they've taken within the last 5 years.
- 4) Interview a school nurse or health care professional to find out the current issues in the early childhood field.

Attachments for Culminating Performance Task:

- "Career Project – Professional Organizations"



UNIT RESOURCES

- [The Childcare Professional](#), Stephens, 1999 Ed. Pages 560 -561 (gives good description of continuing ed.)
- [Working With Young Children](#), Herr, 2004 Ed., pages 21 – 23

Web Resources:

- <http://www.seekingwdc.org/lssp/ladder6.pdf>
definition of career ladder
- <http://www.businessdictionary.com/definition/career-ladder.html>
definition of career ladder
- <http://dictionary.bnet.com/definition/career+ladder.html>
definition of career ladder
- <http://www.docstoc.com/docs/2063226/Career-Ladder>
worksheet about career ladder you can print
- <http://www.careeronestop.org/competencymodel/careerpathway/Demos/CLL/demo02.htm>
has a demo that allows you to make a career ladder
- <http://www.calmis.ca.gov/file/occmisc/careerladdersconstruction.pdf>
examples of career ladders models
- <http://www.gapsc.com/ParaProfessional/home.asp> paraprofessional certification
- <http://www.earlychildhoodlinks.com/teachers/associations.htm>

- http://www.smartstartcolorado.org/professionals/organizations_directory.html
- http://www.teach-nology.com/teachers/early_education/organizations/

Attachment(s):

- "Unit 15 Terms and Definitions" with website sources
- "Importance of Joining Professional Organizations" article
- "Reasons to join professional organizations" 1
- "Reasons to join professional organizations" 2
- Career Project- Professional Organization
- "Importance of Joining Professional Organizations" PowerPoint

Materials & Equipment:

Chairs

Computers

21st Century Technology used in this unit?:

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker