GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Introduction to Early Childhood Education

UNIT: Unit 6 Licensing and Accreditation

INTRODUCTION

Annotation:

This unit will focus on regulation and accountability of Early Childhood Education programs. State licensing laws outline rules and regulations that programs must follow. These rules set minimum standards that protect children's safety and well-being.

Grade(s):

x	9th
x	10th
x	11th
x	12th

Time: 7 Hours

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Special Education Review: Lindsey Welborn

Additional Review: Rhonda Colwell

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-IECE-11:

Students will analyze licensing and accreditation standards.

> **a.** Demonstrate an understanding of the state licensing rules and regulations.
> **b.** Research the NAEYC accreditation standards.
> **c.** Evaluate an early childhood program using licensing and/or accreditation checklists.
> **d.** Identify other agencies that review and evaluate child care centers.

IECE-10.f:

Describe effective record keeping.

GPS Academic Standards:

- ELA9-12W3
- ELA9-12RL5
- ELA9-12LSV2
- SSEF5

National / Local Standards / Industry / ISTE:

- NFACS4.6

UNDERSTANDINGS & GOALS

Enduring Understandings:

- Early childhood programs are licensed through local or state regulation, which set minimum standards.
- Many programs undergo voluntary accreditation through state and national organizations.

Essential Questions:

- How are early childhood education programs regulated and held accountable?
- What are the minimum standards of licensing?
- Why is it beneficial to consider higher standards of accreditation?
- What organizations establish these standards?

Knowledge from this Unit:

Georgia CTAE Resource Network Unit Plan Resource

- Vocabulary Terms
- State licensing requirements
- NAEYC accreditation standards
- Agencies that evaluate centers

Skills from this Unit:

- Compare and contrast licensing and accreditation
- Identify and locate agencies that evaluate child care centers
- Observe and evaluate local centers

✅ 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

  x   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
         _x_ 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

  x   Dialogue and Discussion
         __ Student/teacher conferences
         _x_ Partner and small group discussions
         _x_ Whole group discussions
         _x_ Interaction with/feedback from community members/speakers and business partners

  x   Constructed Responses
         __ Chart good reading/writing/listening/speaking habits
         __ Application of skills to real-life situations/scenarios

       Post-test

Attachments for Assessment(s):

LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

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

2. Review Essential Questions.

3. Identify and review the unit vocabulary: credential, qualification, regulation, licensing, accreditation, professionalism…

4. Obtain licensing information for child care programs in the state. With a group of classmates, evaluate the regulations. What is the reasoning behind specific regulations? What would the group add or eliminate? Why? (11 – a. c.)

5. Visit a child care program and examine licensing requirements. Where is the license posted? Is it within view of visitors? Count the number of children in the building. Is this number less than, or more than, what is shown on the license? Is the license current? Is all of the other information on the license accurate? What are some of the repercussions if the license is not correct or has expired? Should the families be told? Why or why not? (11 – a. c. d.)

6. Take a field trip to a referral agency or a child care licensing office. Observe the tasks of the staff. What knowledge about child care programs do the people who staff these agencies need in order to serve their clients? Ask for brochures, current legislation, and any other pertinent information to share in class. (11 – a. c. d.)

7. Students work in pairs or groups to create a graphic organizer comparing/contrasting NAEYC accreditation standards and state licensing. (11 – b.)

8. Research other countries and what they are doing there to handle child care (China, Japan, Africa, Sweden, Italy, etc). Students present by PowerPoint slides, posters, etc… Graphic organizers can also be used with this research to compare and contrast diverse methods of early care and education. (11 – c.)

9. Utilize quest speakers from Child Care Resource and Referral to speak to students about the evaluation process and what key aspects they look for and want to see, as well as do not want to see. (11 – a. d.)

10. Have a class discussion or debate to explore points of view on the following issues: (11 – c. d.)

a. A large company announces that the child care center it provides on site will be closing. Describe possible points of view of the company, a parent with a child currently enrolled, and an employee who has no children.

b. A child care center is barely staying in business when new licensing rules require the center to make costly improvements to the facility. Describe possible points of view of the licensing agency, the center owners, and the parents of children in the center.

11. View <mark>Daddy Day Care</mark>: view and reflect with prepared questions to analyze the movie based on what the class has learned about licensing. (11 – a. d.)

12. The ECERS (Early Childhood Environmental Rating Scale) and ITERS (Infant) have a very easy-to-follow guide book and video accompaniment. This is the scale used to evaluate on-site child development centers for ECE programs pursuing industry certification. Once students have practiced using the scale while following along with the video, they can divide the standards and evaluate the programs where they participate in lab experiences. (11 – a. c.)

13. Using Starting and Operating a Child Care Center, Billman, McGraw-Hill and/or The Business of Child Care: Management and Financial Strategies, Jack, Thomson Delmar Learning, pick the forms and aspects of record keeping most relevant to the on-site child development center or off-campus lab sites used in the ECE program. Give students hypothetical or past experience scenarios to use when deciding which forms need to be completed and the proper way to complete them. (11 – a. c. d.)

Attachments for Learning Experiences:

Contrast/Comparison diagram

Notes & Reflections:

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.

UNIT RESOURCES

Web Resources:

- Bright From The Start
  http://www.decal.state.ga.us/

- Child Care Licensing Offices
  http://www.childcare.net/licensing.shtml

- National Resource Center for Health and Safety in Child Care and Early Education (Georgia)
  http://nrc.uchsc.edu/STATES/GA/georgia.htm

Textbook:

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Professional Resources for Instructor:

- Early Childhood Environment Rating Scale, Harms, Clifford, & Cryer, Teachers College Press, Guidebook and video

- Preparing Early Childhood Professionals: NAEYC's Standards for Programs NAEYC #256, 800-424-2460

- Starting and Operating a Child Care Center, Billman, McGraw-Hill

- The Business of Child Care: Management and Financial Strategies, Jack, Thomson Delmar Learning

What 21st Century Technology was used in this unit:

	Slide Show Software		Graphing Software		Audio File(s)
	Interactive Whiteboard		Calculator	x	Graphic Organizer
	Student Response System		Desktop Publishing		Image File(s)
	Web Design Software		Blog	x	Video
	Animation Software		Wiki		Electronic Game or Puzzle Maker
	Email	x	Website		