Massachusetts Career Technical Education

Early Education and Care Framework

2014

DESE is in the process of updating all CTE Frameworks. This framework was adopted in 2014. More information about the process to update frameworks will be provided in DESE’s CCTE Newsletter.

# [Strand 2: Technical Knowledge and Skills](#_bookmark0)

* 1. Safety Practices and the Learning Environment
     1. Establish and maintain a safe learning environment.
        1. Explain appropriate safety practices to prevent injury to children.
        2. Ensure that the indoor and outdoor play areas and equipment are safe and in good repair.
        3. Explain safety precautions in a manner that reassures children.
        4. Maintain a current list of phone numbers for contacting parents/guardians.
        5. Communicate emergency information and procedures using age- appropriate language and tools.
        6. Maintain the contents of mandated first aid kit.
        7. Apply developmentally appropriate supervision.
        8. Maintain industry required safety certifications such as First Aid and CPR/ AED.
     2. Performance example
        + Write a letter to parents/guardians explaining the pick-up policy of the center. Create the form that documents parental authorization for pick-up.
     3. Establish and maintain a healthy learning environment.
        1. Assist children in developing and maintaining physical and mental health.
        2. Inspect environment for adequate ventilation and lighting, comfortable room temperatures, and appropriate sanitation.
        3. Identify procedures for maintaining health records and administering medications and first aid.
        4. Identify symptoms of abuse and neglect.
        5. Communicate children’s unusual or atypical behaviors and physical symptoms to staff.

2.A.02 Performance Example:

* Deliver an oral presentation to families regarding a health and safety topic such as healthy eating habits, developmentally appropriate physical activities, or communicable diseases.
  + 1. Establish and maintain a high quality learning environment.
       1. Design space into identifiable learning or activity areas that encourage appropriate and independent use of materials.
       2. Plan a balance of active and quiet, free and unstructured, individual and group, and indoor and outdoor activities.
       3. Facilitate spontaneous, child initiated activities in order to support emergent curriculum.
       4. Analyze individual, small and large group activities to implement modifications as appropriate.
       5. Facilitate routines (mealtimes, toileting, naps, transitions, and clean-up) that support children’s individual needs.
       6. Take advantage of teachable moments.
       7. Facilitate responsive relationships between adults and children and among children.

2.A.03 Performance Example:

* Work as a member of a team to design an early childhood classroom, including appropriate square footage. Include an office, bathroom, appropriate flooring, and developmentally appropriate learning centers.

2.A.04\* Research and develop a health care policy for a learning center.

* 1. Growth/Development and Curriculum
     1. Identify the theories of human growth and development.
        1. Compare and contrast the principles of the major child development theorists, including but not limited to Erikson, Gardner, Maslow, Piaget, Vygotsky.
        2. Apply appropriate theories to activities for and interactions with young children.
     2. Performance Example:
        + Research the principles of a child development theorist. Develop an oral presentation of the research.
     3. Facilitate the advancement of physical competencies.
        1. Identify the stages of prenatal development.
        2. Identify fine motor developmental milestones.
        3. Identify gross motor developmental milestones.
        4. Document children’s physical development.
        5. Develop appropriate fine motor activities.
        6. Develop appropriate gross motor activities.
        7. Implement appropriate fine motor activities.
        8. Implement appropriate gross motor activities.
        9. Describe how physical development influences self-concept and social development.

2.B.02. Performance Example:

* Create a “baby book” documenting the first year of life and the developmental milestones.
  + 1. Facilitate the advancement of cognitive competencies.
       1. Explain the fundamentals of brain development.
       2. Identify cognitive developmental milestones.
       3. Identify the stages of handwriting.
       4. Document children’s cognitive development and readiness for new learning opportunities.
       5. Develop activities that strengthen curiosity, inventiveness and problem- solving abilities.
       6. Develop activities that introduce/reinforce math concepts.
       7. Develop activities that develop pre-literacy and literacy.
       8. Develop activities that introduce/reinforce science concepts.
       9. Implement activities that strengthen curiosity, inventiveness and problem- solving abilities.
       10. Implement activities that introduce/reinforce math concepts.
       11. Implement activities that develop pre-literacy and literacy.
       12. Implement activities that introduce/reinforce science concepts.
       13. Choose appropriate children’s literature.
       14. Implement repetition of familiar experiences to promote mastery of skill.
       15. Explain how cognitive development influences self-concept and other domains within the whole child.

2.B.03 Performance Example:

* Write a lesson plan that introduces/reinforces science concepts, including appropriate scientific vocabulary.
  + 1. Facilitate the advancement of communication and language competencies.
       1. Identify receptive and expressive language milestones and factors affecting mastery.
       2. Describe the educator’s role as a language model for children.
       3. Demonstrate respectful tone, clear speech and responsive conversation.
       4. Demonstrate active listening to facilitate children’s self-expression.
       5. Identify types of non-verbal communication.
       6. Demonstrate awareness of local speech patterns, idioms and cultural differences.
       7. Describe possible signs of hearing and speech delays or challenges.
       8. Identify the needs of English language learners.
       9. Develop learning materials and activities that advance communication and language skills.

2.B.04.10 Implement learning materials and activities that advance communication and language skills.

2.B.04 Performance Example:

* Role play active listening with a peer. Provide feedback regarding appropriate tone, speech and responsiveness.
  + 1. Facilitate growth and development through creative expression.
       1. Explain the importance of creative expression.
       2. Identify the developmental stages of drawing.
       3. Explain the importance of process versus product in creative expression.
       4. Identify materials that support creative exploration of the arts.
       5. Develop activities for open-ended visual art.
       6. Develop activities for open-ended creative movement.
       7. Develop activities for open-ended music.
       8. Develop activities for open-ended dramatic play.
       9. Implement activities for open-ended visual art.
       10. Implement activities for open-ended creative movement.
       11. Implement activities for open-ended music.
       12. Implement activities for open-ended dramatic play.
       13. Develop a variety of materials to enhance dramatic play in various learning centers.

2.B.05 Performance Example:

* Develop a resource showing various tools and materials to enhance open-ended art experiences in the classroom.
  + 1. Facilitate the advancement of social and emotional development.
       1. Define the stages of social and emotional development.
       2. Identify basic emotions as expressed by children at different stages of development.
       3. Explain how social and emotional development impacts the other domains of the whole child.
       4. Explain the importance of love, affection, identity and acceptance in the development of self-worth.
       5. Identify realistic expectations for children’s developmentally appropriate behavior.
       6. Explain appropriate responses to various stressors in children’s lives (transition and family crises).
       7. Explain the role of the educator in identifying and responding appropriately to children’s emotions.
       8. Assist children in identifying and expressing their feelings and asserting their rights in socially acceptable ways.
       9. Accommodate differences in the expression of feelings and independence in various cultural settings.
       10. Assist children in respecting the rights and possessions of others.
       11. Provide appropriate verbal and non-verbal responses to children’s behavior and emotions.
       12. Explain the stages of social play.
       13. Develop activities that facilitate play, develop relationships among children and develop a child’s sense of self and independence.
       14. Implement activities that facilitate play, develop relationships among children, and develop a child’s sense of self and independence.

2.B.06 Performance Example:

* Compile a bibliography of children’s books to help children cope with various situations.

2.B.07\* Research a topic and present a professional development workshop to peers.

* 1. Behavior Management
     1. Establish positive guidance techniques.
        1. Explain positive guidance methods and techniques.
        2. Describe the role of the educator in helping parents/guardians develop appropriate expectations for children’s behavior.
        3. Compile a variety of resources about child-rearing techniques, guidance and self-discipline for various audiences.
        4. Document clear, reasonable, and consistent guidelines for children’s behavior.
     2. Apply positive guidance techniques.
        1. Apply positive guidance methods and techniques appropriate to the situation.
        2. Implement consistent, reliable, yet flexible, routines and transitions to meet children’s needs.
        3. Implement positive strategies to address challenging behaviors.

2.C.01/2.C.02 Performance Example:

* Research an article on behavior management. Write a review and provide a copy of the review and article to families. Have a debate with peers on the specific technique described in the article.

2.C.03\* Write a research paper on a challenging behavior citing best practices from informational text.

* 1. Relationships with Families
     1. Identify the characteristics of families.
        1. Describe the various compositions of families.
        2. Describe the various cultures of families.
     2. Build relationships with families.
        1. Explain strategies that build relationships with children and their families.
        2. Describe various means to support families.
        3. Explain the importance of communicating classroom policies to families.
        4. Explain the importance of encouraging families to visit the center and participate in activities.
        5. Identify ways to help family members separate from their children.

2.D.01/2.D.02 Performance Example:

* Plan a special classroom event that celebrates each family’s specific customs and/or traditions.

2.D.03\* Gather information about a specific culture through research and interviews. Use data collected to write a children’s book.

* 1. Assessment Techniques
     1. Demonstrate knowledge of various assessment techniques.
        1. Describe various assessments.
        2. Evaluate methods used to assess learner progress.
        3. Determine appropriate assessments.
     2. Implement various assessment techniques.
        1. Observe children objectively to identify their strengths and needs.
        2. Evaluate assessment data for progress and/or mastery.
        3. Utilize assessment data to adapt activities.
        4. Describe appropriate methods of communicating assessment and observation results.

2.E.01/2.E.02 Performance Example:

* Research various assessment tools. Use an appropriate assessment tool to identify a child’s strengths and weaknesses. Prepare the information in an appropriate manner to be delivered to families.

2.E.03\* Analyze data attained from multiple assessment methods that identify a child’s strengths and needs. Create a unit to support learning.

* 1. Professional Knowledge
     1. Develop effective management practices.
        1. Summarize rules/guidelines of relevant regulatory, licensing and professional agencies.
        2. Explain the importance of psychological health of staff in the learning setting.
        3. Describe the current laws and policies concerning the reporting of suspected child abuse.
        4. Prepare an individual portfolio including a personalized professional development plan, including Community Service activities.
     2. Demonstrate a commitment to professional standards.
        1. Explain characteristics of an effective educator including consistent use of professional language and demeanor.
        2. Explain the philosophy of developmentally appropriate practice.
        3. Implement the NAEYC Code of Ethics, especially confidentiality regarding children, families and staff.
        4. Prepare a lesson plan that meets industry standards.
        5. Participate as a team member within the classroom.
        6. Demonstrate sensitivity to the values and customs of various cultures.
        7. Reflect on practice to promote positive outcomes for each child.
        8. Engage in continuous, collaborative learning to inform practice.

2.F.01/2.F.02 Performance Example:

* Document work samples following the CDA Portfolio requirements. Update the portfolio as needed, and present the portfolio for review.
  + 1. Apply knowledge of special education laws and regulations.
       1. List the components of EI, IFSP, IEP, Section 504 and ADA.
       2. Identify community and professional resources for learners with a variety of needs and abilities.
       3. Identify learning challenges and the appropriate referral process.
       4. Compare various positive communication strategies to use with children with developmental delays or impairments.
       5. Identify adaptive learning materials and equipment for children with disabilities.

2.F.03 Performance Example:

* Write a research paper on a specific special need, including: the definition of the need; problems faced by the child and family; how the center can aid the child and family; and support resources and agencies for the family and teacher.

2.F.04\* Create a presentation that teaches professionalism in the Early Education field.

# [Embedded Academic Crosswalks](#_bookmark0)

### [Embedded English Language Arts and Literacy](#_bookmark0)

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| CTE  Learning Standard Number | Strand Coding Designation Grades ELAs  Learning Standard Number | Text of English Language Arts Learning Standard |
| 2.A.01 | L.1. a.b; L.2.a.b.c; L.4.c;  W.2.a.b.c.d.e.f.; R.I.1.2.3 | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  Determine or clarify the meaning of known and multiple-meaning words and phrases based on grades 11-12 reading and contents, choosing flexibility from a range of strategies.  Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of  content.  Performance Example:  Write a letter to parents/guardians explaining the pick-up policy of the center. Create the form that documents parental authorization for pick-up. |
| 2.A.02 | W.1.a.b.c.d.e; W.4.5.6.7.8.9.a.b; R.I.1.2.3; L.3.a | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating  understanding of the subject under investigation.  Performance Example:  Deliver an oral presentation to families regarding a health and safety topic such as healthy eating habits, developmentally appropriate physical activities or communicable diseases. |
| 2.B.01 | W.1.a.b.c.d.e; W.4.5.6.7.8.9.a.b; R>I.1.2.3; L.3.a | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating  understanding of the subject under investigation.  Performance Example:  Research the principles of a child development theorist. Develop an oral presentation of the research. |
| 2.B.02 | R.L.1.2.3; W.9.a.b | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Performance Example:  Create a “baby book” documenting the first year of life and the developmental milestones. |
| 2.B.04 | S.L.1.a.b.c.d.; S.L.2.3 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 9-12 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.  Performance Example:  Role play active listening with a peer. Provide feedback regarding appropriate tone, speech and responsiveness. |
| 2.C.01/2.C.02 | S.L.4.5.6 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience and a range for formal  and informal tasks.  Performance Example:  Research an article on behavior management. Write a review and provide a copy of the review and article to families. Have a debate with peers on the specific technique described in the article. |

### [Embedded Mathematics](#_bookmark0)

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| CTE  Learning Standard Number | Math Content Conceptual Category and Domain Code Learning Standard Number | Text of Mathematics Learning Standard |
| 2.A.03 | 6.G.1; MA.1.a; MA1.b | Find the area of right triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shape; apply these techniques in the context of solving real- world and mathematical problems.  Use the relationships among radius, diameter and center of a circle to find its circumferences and area.  Solve real-world and mathematical problems involving the measurement of circles  Performance Example:  Work as a member of a team to design an early childhood classroom, including appropriate square footage. Include an office, bathroom, appropriate flooring and developmentally appropriate learning centers. |
| 2.B.05 | 7.RP.1 | Compute unit rates associated with ratios of fractions, including ratios of fractions, including ratios of lengths, areas, and other quantities measure in like or different units.  Performance Example:  Calculate the amount of ingredients needed when tripling a play dough recipe. |
| 2.B.05 | 7.EE.1, 2, 3 | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.  Understand that rewriting an expression in different forms in a problem context can shed light on the problem context can shed light on the problem and how the quantities in it are related.  Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fraction and decimals), using tools strategically. Apply properties of  operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.  Performance Example:  Complete a purchase order for materials needed to replenish the art area. |
| 2.A.02 | A.N-Q2, 3 | Define appropriate quantities for the purpose of descriptive modeling.  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  Performance Example: Estimate the number of servings in a carton to identify total number of cartons needed for a specific snack. |
| 2.B.03 | 5.G.3 | Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category.  Performance Example:  Create labels and identify shapes of each block figure for the purpose of labeling shelves in the block area. |
| 2.B.03 | 7.G.2 | Draw (freehand, with a ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides notching when the  conditions determine a unique triangle, more than one triangle, or no triangle.  Performance Example:  Using a ruler, draw 1 inch lines across the width of a 9x12 piece of construction paper for children to practice scissor skills on a straight line. |
| 2.B.03 | 7.G.3 | Describe the two-dimensional figures that result from slicing three- dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.  Performance Example:  Plan an activity for children to gain an understanding of what an apple will look like if cut vertically or horizontally. |
| 2.B.02 | 5.MD.1, 3, 4, 5a.b.c.; 8.SP.1 | Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving  multi-step, real world problems.  Performance Example:  Measure children’s heights and weights at the beginning and end of the year. Record the heights in feet and inches, and then only feet (ex. 2.75 feet). Create a graph to document the changes. |
| 2.B.03 | A.CED.1; A.REI.1 | Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a  viable argument to justify a solution method.  Performance Example:  Determine the costs of transportation for a field trip. Compare costs of two bus companies one that charges a flat fee, one that charges per child. How many children do you need to have the flat fee company be more affordable? |

### [Embedded Science and Technology/Engineering](#_bookmark0)

#### [Earth and Space Science](#_bookmark0)

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| CTE  Learning Standard Number | Subject Area, Topic Heading and  Learning Standard Number | Text of Earth and Space Science Learning Standard  Text of Science, Engineering & Technology Learning Standard |
| 2.B.03.05  2.B.03.09  2.B.03.08  2.B.03.12 |  | Differentiate between weight and mass, recognizing that weight is the amount of gravitational pull on an object.  Performance Example:  Mass vs Weight  Mass children on scale and observe increases in mass throughout the year. Each time, a different planet will be noted at the scale. Students will convert child’s mass to weight on that particular planet. |
| Replace above with High School Chemistry  1.3 |  | Describe the three normal states of matter (solid, liquid, gas) in terms of energy, particle motion, and phase transitions.  Performance Example:  Phase Change  Students create and implement a lesson plan for preschool children to demonstrate a phase change. Activities such as making ice cream; clouds-in-a-bottle; melting ice, are all suited to such a lesson.  You are the Business Manager of an online portal that hosts e-lesson packages for preschools so that they can be accessed from anywhere around the world. You are tasked to develop an e-learning package on the  topic of normal states of matter for preschool students of different abilities. The school will evaluate the package created by your company before deciding to hire you.  Standards and Criteria for Success   * Your e-lesson package should have:   o a storyline where the students will be a character and they learn about the lessons as the story develops.  o power point slides  o worksheets  o self-evaluation  o video clips or animations  o higher-order thinking problems  The lessons should meet the objectives required for the topic. |
| 2.B.02  2.B.03.05  2.B.03.09  2.B.03.08  2.B.03.12 |  | Explain and give examples of how the motion of an object can be described by its position, direction of motion, and speed.  Performance Example: Motion of an Object  Plan and implement a *ramps & balls* activity for preschool children. |
| Replace above with High School Physics  1.6 |  | Distinguish qualitatively between static and kinetic friction, and describe their effects on the motion of objects.  Performance Example:  Effects of Friction on Motion  Students work with preschoolers to make inclined planes and provide different materials to cover the ramps (e.g., foil, sandpaper). Students then ask preschoolers to predict how toy cars, balls, or marbles will move differently on different surfaces (varying degrees of friction). Students work with preschoolers to observe and measure (e.g., time, distance traveled) how objects move down the ramps. Students then help preschoolers work through the steps of a  scientific investigation, including which variables are constant, manipulated, and responding to change. |
| 2.B.02  2.B.03.05  2.B.03.09  2.B.03.08  2.B.03.12 |  | Describe the function of individual body systems within humans and how these functions are integrated to maintain a homeostatic balance in the body.  Performance Example:  Cardiovascular Homeostasis  Students choose an activity and compare how *two forms* of this activity affect the pulse rate of preschoolers. Design an investigation that compares normal pulse rate to each of these activities.  Example:  Students may choose an activity which uses upper body movements. Two forms of this activity would be *air punches* and *pull-ups*. To investigate this activity, you would gather data on normal pulse rate and compare it to pulse rate after your subject has done punches for one minute. After an appropriate rest period, you would gather additional data for your subject after doing pull-ups for one minute.  Prepare an Inquiry Report including:   * Introduction - Explain homeostasis, oxygen/carbon dioxide feedback loop, effect of pulse rate. What is a stressor? * Question - How does upper body exercise affect the pulse rate? * Hypothesis - Explain how the heart might be affected. * Design - Do several trials. * Data - Chart and graph data (graph averages). * Analysis - Explain each graph citing average data. How was pulse rate affected? * Interpretation -   + Why did the feedback loop change with each form of exercise?   + How did the exercise feedback compare to the normal feedback?   + How do CO2 and O2 levels affect the heart rate?   + How does the heart rate affect pulse rate?   + How does this affect homeostasis?   + Is the respiratory rate also affected?   How can the design be improved? |
| 2.B.03.05  2.B.03.09  2.B.03.08  2.B.03.12 |  | Distinguish between chemical and physical changes.  Performance Example:  Chemical Change  Facilitate the baking soda and vinegar experiment for young children. |
| 2.B.03.05  2.B.03.09  2.B.03.08 |  | Use knowledge of the human cell and its functions to make decisions about personal health and safety in an educational/instructional  model.  Performance Example:  GRASPS: You Are What You Eat!  Students create an illustrated brochure to teach younger children about the importance of good nutrition for healthful living.  G: Goal:  Your goal is to create an illustrated brochure to teach Preschoolers about the importance of good nutrition for healthful living.  R: Role:  You are a teacher of nutrition.  A: Audience:  The target audience is a preschool class.  S: Situation:  You need to show the difference between a balanced diet and an unhealthy diet.  P: Product:  You need to create a brochure that describes healthy vs. unhealthy eating and shows at least 2 health problems that can occur as a result of poor eating.  S: Standards for Success:  Your brochure should...   * contain accurate information * easy for preschoolers to understand   Another Performance Example:  Hand Washing Concept Map  Students create and implement a lesson plan to teach preschoolers how to wash their hands and the importance of  washing hands properly. Upon completion of lesson, preschoolers should be able to demonstrate their understanding hand washing by completing a hand washing concept map (below).  Hand washing concept |
| 2.B.03.05  2.B.03.09  2.B.03.08  2.B.03.12 |  | Identify energy conservation issues and strategies for the classroom/work environment. |
| 2.B.03.05 |  | Demonstrate the ability to instruct others in the scientific inquiry |
| 2.B.03.09 |  | process for an early education classroom setting.  Perform |
| 2.B.03.08 |  | Performance Example: Plan and implement “What and why” experiments with children |
| 2.B.03.08 |  | Discuss the value of biodiversity as the sum total of different kinds of |
| 2.B.03.12 |  | organisms and relate how it is affected by alterations of habitats. |
| 2.B.03.12 |  | process for an early education classroom setting.  Performance Example:  Plan and implement block activities for children.  Another Performance Example:  Apply the engineering design process to construct a prototype of a new toy for a preschooler that meets developmentally appropriate specifications. |
| 2.B.03.08  2.B.03.12 |  | Describe the differing greenhouse conditions on Earth, Mars, and  Venus; the origins of those conditions; and the climatic consequences of each.  Performance Example:  Design an experiment to demonstrate the greenhouse effect to preschool children. Provide written directions and a graphic display to guide an absent classmate through your procedure. Your experimental procedure should meet the following criteria:  Your experimental procedure should be convincing; correct; polished; and thorough so that another experimenter can follow your procedure and determine how to demonstrate the greenhouse effect to preschoolers.  Another Performance Example:  Take the temperature of soil in an uncovered container, and the temperature of soil in a covered container to observe differences in the temperatures.  Performance Example:  Create a model goal: Your goal is to create a larger than life model of a butterfly and write/illustrate a book with a fiction and nonfiction section about your butterfly.  *G: Goal*  R: Role:  You are a preschool teacher. Your job is to teach preschoolers about butterflies.  A: Audience:  A preschool class who will be ready to learn about butterflies.  S: Situation:  Your challenge is to teach preschoolers about butterflies by performing with your model and using your book.  P: Product:  You will present your book with your butterfly model.  S: Standards for Success:  Your book and performance will be judged by you, your teacher, and two of your peers using a student-created rubric |

[Industry Recognized Credentials](#_bookmark0) (Licenses and Certifications/Specialty Programs)

Department of Early Education & Care Teacher License (DEEC) Occupational Safety & Health Administration (OSHA)

First Aid/CPR Certification