

**2020/2021 Student Competency Record**  
**Early Childhood Education I**  
**8285 - 36 weeks, 280 hours**

<hr/> <b>Student</b>	<hr/> <b>School Year</b>
<hr/> <b>School</b>	<hr/> <b>Teacher Signature</b>

Traditional letter or numerical grades do not provide adequate documentation of student achievement in competency-based education; therefore, the Virginia Standards for CBE require a recording system to provide information about competencies achieved to employer, student-employee, and teacher. The Student Competency Record provides a means for keeping track of student progress. Ratings are assigned by the teacher for classroom competency achievement and by the teacher-coordinator in conjunction with the training sponsor when competence is evaluated on the job.

Tasks/competencies designated "Required" are considered essential statewide and are required of all students. In some courses, all tasks/competencies have been identified as required. Tasks/competencies marked "Optional" are considered optional; they and/or additional tasks/competencies may be taught at the discretion of the school division. Tasks/competencies marked with an asterisk (\*) are considered sensitive, and teachers should obtain approval by the school division before teaching them. Student competency records should be kept as long as the student is enrolled in the school and for five years after the student graduates/leaves the school.

**Note: Students with an Individualized Education Program (IEP) or an Individualized Student Alternative Education Plan (ISAEP) will be rated, using the following scale, only on the competencies identified in their IEP or ISAEP.**

Students will be expected to achieve a **satisfactory rating** (one of the three highest marks) on the Student Competency Record (SCR) rating scale on at least 80% of the required (essential) competencies in a CTE course.

**...RATING SCALE...**

- 1 - Can teach others**
- 2 - Can perform without supervision**
- 3 - Can perform with limited supervision**
- 4 - Can perform with supervision**
- 5 - Cannot perform**

<b>8285</b>	<b>Early Childhood, Education, and Services I</b>		
<b>36 weeks, 280 hours</b>	<b>TASKS/COMPETENCIES</b>	<b>Date</b>	<b>Rating</b>
<b>Demonstrating Personal Qualities and Abilities</b>			
Required	1	Demonstrate creativity and innovation.	

Required	2	Demonstrate critical thinking and problem solving.		
Required	3	Demonstrate initiative and self-direction.		
Required	4	Demonstrate integrity.		
Required	5	Demonstrate work ethic.		
<b>Demonstrating Interpersonal Skills</b>				
Required	6	Demonstrate conflict-resolution skills.		
Required	7	Demonstrate listening and speaking skills.		
Required	8	Demonstrate respect for diversity.		
Required	9	Demonstrate customer service skills.		
Required	10	Collaborate with team members.		
<b>Demonstrating Professional Competencies</b>				
Required	11	Demonstrate big-picture thinking.		
Required	12	Demonstrate career- and life-management skills.		
Required	13	Demonstrate continuous learning and adaptability.		
Required	14	Manage time and resources.		
Required	15	Demonstrate information-literacy skills.		
Required	16	Demonstrate an understanding of information security.		
Required	17	Maintain working knowledge of current information-technology (IT) systems.		
Required	18	Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.		
Required	19	Apply mathematical skills to job-specific tasks.		
Required	20	Demonstrate professionalism.		
Required	21	Demonstrate reading and writing skills.		
Required	22	Demonstrate workplace safety.		
<b>Examining All Aspects of an Industry</b>				
Required	23	Examine aspects of planning within an industry/organization.		
Required	24	Examine aspects of management within an industry/organization.		
Required	25	Examine aspects of financial responsibility within an industry/organization.		
Required	26	Examine technical and production skills required of workers within an industry/organization.		
Required	27	Examine principles of technology that underlie an industry/organization.		
Required	28	Examine labor issues related to an industry/organization.		
Required	29	Examine community issues related to an industry/organization.		
Required	30	Examine health, safety, and environmental issues related to an industry/organization.		
<b>Addressing Elements of Student Life</b>				
Required	31	Identify the purposes and goals of the student organization.		

Required	32	Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.		
Required	33	Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.		
Required	34	Identify Internet safety issues and procedures for complying with acceptable use standards.		
<b>Exploring Work-Based Learning</b>				
Required	35	Identify the types of work-based learning (WBL) opportunities.		
Optional	36	Reflect on lessons learned during the WBL experience.		
Required	37	Explore career opportunities related to the WBL experience.		
Optional	38	Participate in a WBL experience, when appropriate.		
<b>Balancing Work and Family</b>				
Required	39	Analyze the meaning of work and the meaning of family.		
Required	40	Compare how families affect work life and how work life affects families.		
Required	41	Identify management strategies for balancing work and family roles.		
<b>Providing a Positive, Safe, and Healthy Learning Environment</b>				
Required	42	Identify ways to manage physical space to maintain a developmentally appropriate learning environment for each child.		
Required	43	Explain state and local health and safety regulations for an early childhood education environment.		
Required	44	Demonstrate strategies designed to teach children personal health, safety, and sanitation habits.		
Required	45	Give examples of meals and snacks that accommodate allergies and promote healthy eating practices.		
Required	46	Describe signs and symptoms of child abuse and neglect and the role of a mandated reporter.		
Required	47	Describe signs and symptoms of child trauma.		
Required	48	Describe the components of a daily child health check.		
Required	49	Identify procedures for staff, parents, and children that help prevent childhood illnesses and communicable diseases.		
Required	50	Outline security procedures for an early childhood education environment.		
Required	51	Explain emergency and safety procedures used in an early childhood education environment.		
<b>Promoting Physical, Cognitive, Language, Social, and Emotional Development</b>				
Required	52	Analyze child development theories for early childhood best practices.		
Required	53	Examine a variety of research-based assessment methods and tools that are used to interpret a child's growth and development.		
Required	54	Describe cultural, family, economic, and environmental factors that may affect a child's development.		

Required	55	Identify the developmental needs of a child.		
Required	56	Explain developmentally appropriate practices that promote children's growth and development.		
Required	57	Identify developmentally appropriate guidance techniques.		
Required	58	Describe self-regulation skills that are practiced with children to promote positive social interaction.		
Required	59	Identify the interpersonal skills that promote positive and productive relationships with children.		
<b>Exploring Curricula Responsive to Children's Needs</b>				
Required	60	Examine a variety of research-based curriculum and instructional models used in early childhood education.		
Required	61	Plan developmentally appropriate learning experiences in all curriculum areas.		
Required	62	Analyze an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values into developmentally appropriate learning experiences.		
Required	63	Identify a variety of teaching methods to accommodate each child's learning style.		
Required	64	Evaluate learning centers that encourage a child's interests, exploration, discovery, and development.		
Required	65	Create a schedule of activities, routines, and transitions.		
<b>Promoting Positive and Productive Relationships with Families</b>				
Required	66	Identify strategies for constructive and supportive interactions that promote family partnerships.		
Required	67	Assess ways to share information with parents/guardians regarding developmental topics and concerns related to children.		
<b>Maintaining Careers and Professionalism</b>				
Required	68	Explain the current and emerging roles and functions of individuals engaged in careers related to early childhood education.		
Required	69	Examine education and training requirements and opportunities for career paths in early childhood education and services.		
Optional	70	Identify opportunities for continuing education and training in early childhood education and related fields.		
Required	71	Describe ethical standards of professional organizations that are associated with early childhood education.		
Required	72	Explore federal, state, and local government regulations that affect early childhood development programs.		
Required	73	Complete a self-assessment to identify personal assets.		
Required	74	Describe the desired characteristics of professionals working with young children.		
Required	75	Examine the changing social and family dynamics that have increased the need for early childhood education and services.		
<b>Locally Developed Tasks/Competencies</b>				

