

## WTCS Repository

# Program Design

50-307-1 EARLY CHILDHOOD EDUCATOR APPRENTICE

Description

Early Childhood Educators support the cognitive, social/emotional, and physical development of children through developmentally appropriate programming and environments.

External Requirements

|  |  |
| --- | --- |
| **Title** | Early Childhood Education Specialist |
| **Type** | Hybrid: Apprentices' progress in required on-the-job learning duties is assessed by the sponsor through time and competency requirements. |
| **Minimum Total Length of the Apprenticeship Program** | 4000 hours (which includes at least 432 hours of related instruction) |
| **Related Instruction** | 432 hours (24 associate degree credits/lecture type) |
| **Special Provisions** | Special provisions are any type of learning the apprentice is required to do in addition to the on-the-job learning or related instruction. Common examples are industry-specific safety training or certifications.  The following certifications are required—some may be included in the related instruction:  · Basic Infant Child First Aid/CPR/AED Certification  · Shaken Baby Syndrome (SBS) Prevention  · Sudden Infant Death Syndrome Prevention  · Child Abuse and Neglect Certification |
| **Minimum Qualifications for Applicants** | · Be at least 18 years of age  · Have a high school diploma, GED, or equivalent  · Have a valid government-issued photo identification  · DCF fingerprint-based background check  · TB Test  · Physician cleared to work with children (health report) |
| **Minimum Qualifications for Employers** | None |

Entry Requirements

As defined by the BAS.  At the time of publish the following were identified:

Be at least 18 years of age

Have a high school diploma, GED, or equivalent

Have a valid government-issued photo identification

DCF fingerprint-based background check

TB Test

Physician cleared to work with children (health report)

External Standards

|  |  |
| --- | --- |
| Title | Early Childhood Education Specialist Modified DACUM |
| Sponsoring Organization | Employ Milwaukee |

###### Description

Sponsoring Organization: Employ Milwaukee

Date of Modified DACUM: July 17, 2019, Employ Milwaukee, WI

Organized By: Cindy Anderson, Employ Milwaukee

Facilitated By: Terri Johnson, WIDS –WTCS Foundation

DACUM Panel of Experts

The following participants participated in the meeting.

| **Participant** | **Title** | **Organization** |
| --- | --- | --- |
| Sarah Smith | Director of Early Education | La Causa |
| Phan Sanford | Early Childhood Program Manager | Neighborhood House of Milwaukee |
| Christine Larson Salerno | Early Childhood Education Operations Executive | YMCA of Metropolitan Milwaukee Child Care |
| Lisa Coombs-Gerou | VP Operations/Healthy Living | YMCA of Metropolitan Milwaukee |
| Katie Roberts | Education Director | WTCS |
| Leslie Hundt | Curriculum Specialist | Ebenezer Child Care |
| Renee Hundt | Director of Childcare Services | Penfield Children’s Center |
| Myranda Syrjanen | Vice President of Programs | Next Door Milwaukee |

### Program Outcomes

|  |  |
| --- | --- |
| 1 | Duty A: Maintain a safe environment |
| 2 | Duty B: Promote Child Development |
| 3 | Duty C: Promote child nutrition and hygiene |
| 4 | Duty D: Guide Children’s Behavior |
| 5 | Duty E: Implement Curriculum |
| 6 | Duty F: Engage Families |
| 7 | Duty G: Demonstrate Leadership and Professionalism |

# 50-307-1 Early Childhood Educator Apprentice Related Instruction Model [FY20]

Description

This program configuration represents a statewide model for class cohorts in the related instruction portion of the apprenticeship. The model outlines related instruction. These courses are all part of the WTCS technical diploma/associate degree programs. Courses can be spread out across the apprenticeship. It represents up to 432 hours of related instruction. This model provides foundational skills apprentices will need in on-the-job learning during the 2 years of their apprenticeship. This model aligns WTCS learning outcomes with relevant industry standards as identified by an industry validated DACUM and Exhibit A work processes. Supporting documentation may be found in the Job Book. This curriculum model may be interpreted and implemented by the colleges as required to meet local needs and in support of local work processes by the steering committee and DWD-BAS.

Credits

|  |  |
| --- | --- |
| Total Credits | 24 |

## Related Instruction Model

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| 10-307-148 | ECE: Foundations of Early Childhood Education | 3 |
| 10-307-151 | ECE: Infant & Toddler Development | 3 |
| 10-307-108 | ECE: Early Language & Literacy | 3 |
| 10-307-167 | ECE: Health, Safety, and Nutrition | 3 |
| 10-307-179 | ECE: Child Development | 3 |
| 10-307-188 | ECE: Guiding Children's Behavior | 3 |
| 10-307-187 | ECE: Children with Differing Abilities | 3 |
| 10-307-195 | ECE: Family and Community Relationships | 3 |
| 47-455-455 | Transition to Trainer: Your Role as a Journey Worker |  |

### Program Course List

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Number | Title | Credits | Description | Pre/Corequisites |
| 10-307-108 | ECE: Early Language & Literacy | 3 | This course explores strategies to encourage the development of early language and literacy knowledge and skill building in children birth to 8 years of age.  Learners will investigate the components of literacy including; literacy and a source of enjoyment, vocabulary and oral language, phonological awareness, knowledge of print, letters and words, comprehension and an understanding of books and other texts.  Theories and philosophies regarding children's language and literacy development will be addressed.  Dual language learning will be examined within the context of developmentally appropriate practices.  Assessment tools for early language and literacy acquisition will be reviewed. |  |
| 10-307-148 | ECE: Foundations of Early Childhood Education | 3 | This 3-credit course introduces you to the early childhood profession. Course competencies include: explore the concepts of diversity, cultural responsiveness, and anti-bias as it relates to early childhood education, investigate the history of early childhood education, examine regulatory requirements for early childhood education programs in WI, summarize types of early childhood education settings, identify the components of a quality early childhood education program, summarize responsibilities of early childhood education professionals, explore early childhood curriculum models and examine the critical role of play as it relates to developmentally appropriate practice. |  |
| 10-307-151 | ECE: Infant & Toddler Development | 3 | In this 3-credit course you will study infant and toddler development as it applies to an early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze development of infants and toddlers (conception to thirty-six months); correlate prenatal and postnatal conditions with development; summarize child development theories; analyze the role of heredity and the environment; examine culturally and developmentally appropriate environments for infants and toddlers, examine the role of brain development in early learning (conception through thirty-six months); examine caregiving routines as curriculum; and examine developmental and environmental assessment strategies for infants and toddlers. |  |
| 10-307-167 | ECE: Health, Safety, and Nutrition | 3 | This 3-credit course examines the topics of health, safety, and nutrition within the context of the early childhood educational setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; examine governmental regulations and professional standards as they apply to health, safety, and nutrition; plan a safe early childhood environment; plan a healthy early childhood environment; plan nutritionally sound menus; examine child abuse and neglect issues and mandates; describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies, describe strategies to prevent the occurrence of Shaken Baby Syndrome (SBS); incorporate health, safety, and nutrition concepts into the children's curriculum. |  |
| 10-307-179 | ECE: Child Development | 3 | The 3-credit course examines child development within the context of the early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze social, cultural, and economic influences on child development; summarize child development theories; analyze development of children ages three through five; analyze development of children ages five through eight; relate child development research findings to teaching practice; analyze the role of heredity and the environment; examine the role of brain development in early learning (ages 3-8); examine developmental and environmental assessment strategies for children ages 3-8. |  |
| 10-307-187 | ECE: Children with Differing Abilities | 3 | This 3-credit course focuses on the child with differing abilities in an early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; promote inclusive programs for young children; apply legal and ethical requirements including, but not limited to, ADA and IDEA; examine the consultation process to embed intervention in natural based settings; differentiate between typical and exceptional development; analyze the differing abilities of children with physical, cognitive, health/medical, communication, and/or behavioral/emotional disorders; identify community and professional resources; interpret an individual educational plan (IEP/IFSP) for children with developmental differences; adapt curriculum to meet the needs of children with developmental differences; examine strategies for cultivating partnerships with families who have children with developmental differences. |  |
| 10-307-188 | ECE: Guiding Children's Behavior | 3 | This 3-credit course examines positive strategies to guide children's behavior in the early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze techniques for and effects of strong relationship-building with children and families; identify positive and proactive guidance principles and techniques to support children; analyze environmental influences on child behavior; identify strategies that support children’s active engagement in the learning environment; identify strategies that proactively teach emotional literacy and regulation techniques; identify strategies that proactively teach friendship skills; identify strategies that proactively teach children calming, relaxation, and problem-solving techniques; utilize observation and assessment techniques to assess and interpret behavior; create a behavior support plan based on a functional behavior assessment; create a guidance philosophy. This course meets the requirements of the "24 hour Wisconsin" Pyramid Model training. |  |
| 10-307-195 | ECE: Family and Community Relationships | 3 | In this 3-credit course you will examine the role of relationships with family and community in early childhood education. Course competencies include: implement strategies that support diversity, cultural responsiveness, and anti-bias perspectives when working with families and community; analyze contemporary family patterns and trends; identify strategies to strengthen and support families; explore effective communication strategies; discover strategies for developing respectful and reciprocal relationships with families; analyze strategies to promote family engagement in early childhood education programs; explore a variety of formats for meeting with families in their contexts; advocate for children and families; and explore community resources that provide a range of services for children and families. |  |
| 47-455-455 | Transition to Trainer: Your Role as a Journey Worker |  | Apprenticeship training is a collaborative partnership: employer and employee associations, government, and educational institutions each play a part. In reality, most learning takes place through the daily interaction between an apprentice and his/her co-workers. Surveys have shown that the apprentices are least satisfied with the on-the-job portion of their training--particularly the ability of journey level workers and supervisors to pass on their knowledge of the trade.   You have already learned to use the tools of your chosen trade. In this workshop you will be introduced to a new set of basic tools--the tools of a jobsite trainer. You will explore the skills that are necessary to be an effective trainer, discover how to deliver hands-on training, and examine the process for giving useful feedback. During the workshop you will build a Training Toolkit to take back to your work on the job. |  |

10-307-108 ECE: Early Language & Literacy

# Course Outcome Summary

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | This course explores strategies to encourage the development of early language and literacy knowledge and skill building in children birth to 8 years of age.  Learners will investigate the components of literacy including; literacy and a source of enjoyment, vocabulary and oral language, phonological awareness, knowledge of print, letters and words, comprehension and an understanding of books and other texts.  Theories and philosophies regarding children's language and literacy development will be addressed.  Dual language learning will be examined within the context of developmentally appropriate practices.  Assessment tools for early language and literacy acquisition will be reviewed. |
|  | Instructional Level | A.A.S. - Associate in Applied Science |
|  | Total Credits | 3 |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Examine the concepts of developmentally appropriate practice and developmental theory as they relate to early literacy development and dual language learners for children birth to 8 years of age. |
| 2. | Describe the role and progression of literacy skills in children birth to age 8. |
| 3. | Practice interactive reading strategies for children birth to age 8. |
| 4. | Integrate culturally responsive strategies to promote language and early literacy skills for all children birth to age 8. |
| 5. | Examine local language and literacy assessment tools and strategies. |
| 6. | Assess the components of a literacy rich environment. |
| 7. | Explain emergent literacy and the interrelationship of language and literacy development. |
| 8. | Plan effective strategies to support emergent readers and writers. |
| 9. | Explore language and literacy resources for young children. |

10-307-148 ECE: Foundations of Early Childhood Education

# Course Outcome Summary

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | This 3-credit course introduces you to the early childhood profession. Course competencies include: explore the concepts of diversity, cultural responsiveness, and anti-bias as it relates to early childhood education, investigate the history of early childhood education, examine regulatory requirements for early childhood education programs in WI, summarize types of early childhood education settings, identify the components of a quality early childhood education program, summarize responsibilities of early childhood education professionals, explore early childhood curriculum models and examine the critical role of play as it relates to developmentally appropriate practice. |
|  | Total Credits | 3 |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Explore the concepts of diversity, cultural responsiveness, and anti-bias as it relates to early childhood education |
| 2. | Investigate the history of early childhood education. |
| 3. | Examine regulatory requirements for early childhood education programs in WI |
| 4. | Summarize types of early childhood education settings. |
| 5. | Identify the components of a quality early childhood education program. |
| 6. | Summarize responsibilities of early childhood education professionals. |
| 7. | Explore early childhood curriculum models. |
| 8. | Examine the critical role of play as it relates to developmentally appropriate practice |

10-307-151 ECE: Infant & Toddler Development

# Course Outcome Summary

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | In this 3-credit course you will study infant and toddler development as it applies to an early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze development of infants and toddlers (conception to thirty-six months); correlate prenatal and postnatal conditions with development; summarize child development theories; analyze the role of heredity and the environment; examine culturally and developmentally appropriate environments for infants and toddlers, examine the role of brain development in early learning (conception through thirty-six months); examine caregiving routines as curriculum; and examine developmental and environmental assessment strategies for infants and toddlers. |
|  | Instructional Level | A.A.S. - Associate in Applied Science |
|  | Total Credits | 3 |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Integrate strategies that support diversity, cultural responsiveness and anti-bias perspectives. |
| 2. | Analyze development of infants and toddlers (conception through thirty-six months) |
| 3. | Correlate prenatal and postnatal conditions with development. |
| 4. | Summarize child development theories |
| 5. | Analyze the role of heredity and the environment |
| 6. | Examine culturally and developmentally appropriate environments for infants and toddlers. |
| 7. | Examine the role of brain development in early learning (conception through thirty-six months). |
| 8. | Examine caregiving routines as curriculum. |
| 9. | Examine developmental and environmental assessment strategies for infants and toddlers |

10-307-167 ECE: Health, Safety, and Nutrition

# Course Outcome Summary

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | This 3-credit course examines the topics of health, safety, and nutrition within the context of the early childhood educational setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; examine governmental regulations and professional standards as they apply to health, safety, and nutrition; plan a safe early childhood environment; plan a healthy early childhood environment; plan nutritionally sound menus; examine child abuse and neglect issues and mandates; describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies, describe strategies to prevent the occurrence of Shaken Baby Syndrome (SBS); incorporate health, safety, and nutrition concepts into the children's curriculum. |
|  | Instructional Level | A.A.S. - Associate in Applied Science |
|  | Total Credits | 3 |
|  | Total Hours | 48 |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives. |
| 2. | Examine governmental regulations and professional standards as they apply to health, safety, and nutrition. |
| 3. | Plan a safe early childhood environment |
| 4. | Plan a healthy early childhood environment |
| 5. | Plan nutritionally sound menus. |
| 6. | Examine child abuse and neglect issues and mandates |
| 7. | Describe Sudden Infant Death Syndrome (SIDS) risk reduction strategies. |
| 8. | Describe strategies to prevent the occurrence of Shaken Baby Syndrome (SBS). |
| 9. | Incorporate health, safety, and nutrition concepts into the children's curriculum. |

10-307-179 ECE: Child Development

# Course Outcome Summary

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | The 3-credit course examines child development within the context of the early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze social, cultural, and economic influences on child development; summarize child development theories; analyze development of children ages three through five; analyze development of children ages five through eight; relate child development research findings to teaching practice; analyze the role of heredity and the environment; examine the role of brain development in early learning (ages 3-8); examine developmental and environmental assessment strategies for children ages 3-8. |
|  | Instructional Level | A.A.S. - Associate in Applied Science |
|  | Total Credits | 3 |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives. |
| 2. | Analyze social, cultural, and economic influences on child development. |
| 3. | Summarize child development theories. |
| 4. | Analyze development of children ages three through five. |
| 5. | Analyze development of children ages five through eight. |
| 6. | Relate child development research findings to teaching practice. |
| 7. | Analyze the role of heredity and the environment. |
| 8. | Examine the role of brain development in early learning (ages 3-8). |
| 9. | Examine developmental and environmental assessment strategies for children ages 3-8. |

10-307-187 ECE: Children with Differing Abilities

# Course Outcome Summary

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | This 3-credit course focuses on the child with differing abilities in an early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; promote inclusive programs for young children; apply legal and ethical requirements including, but not limited to, ADA and IDEA; examine the consultation process to embed intervention in natural based settings; differentiate between typical and exceptional development; analyze the differing abilities of children with physical, cognitive, health/medical, communication, and/or behavioral/emotional disorders; identify community and professional resources; interpret an individual educational plan (IEP/IFSP) for children with developmental differences; adapt curriculum to meet the needs of children with developmental differences; examine strategies for cultivating partnerships with families who have children with developmental differences. |
|  | Total Credits | 3 |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives. |
| 2. | Promote inclusive programs for young children. |
| 3. | Apply legal and ethical requirements including, but not limited to, ADA and IDEA |
| 4. | Examine the consultation process to embed intervention in natural based settings. |
| 5. | Differentiate between typical and exceptional development. |
| 6. | Analyze the differing abilities of children with physical, cognitive, health/medical, communication and/or behavioral/emotional disorders. |
| 7. | Identify community and professional resources. |
| 8. | Interpret an individual educational plan (IEP/IFSP) for children with developmental differences. |
| 9. | Adapt curriculum to meet the needs of children with developmental differences. |
| 10. | Examine strategies for cultivating partnerships with families who have children with developmental differences. |

10-307-188 ECE: Guiding Children's Behavior

# Course Outcome Summary

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | This 3-credit course examines positive strategies to guide children's behavior in the early childhood education setting. Course competencies include: integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives; analyze techniques for and effects of strong relationship-building with children and families; identify positive and proactive guidance principles and techniques to support children; analyze environmental influences on child behavior; identify strategies that support children’s active engagement in the learning environment; identify strategies that proactively teach emotional literacy and regulation techniques; identify strategies that proactively teach friendship skills; identify strategies that proactively teach children calming, relaxation, and problem-solving techniques; utilize observation and assessment techniques to assess and interpret behavior; create a behavior support plan based on a functional behavior assessment; create a guidance philosophy. This course meets the requirements of the "24 hour Wisconsin" Pyramid Model training. |
|  | Instructional Level | A.A.S. - Associate in Applied Science |
|  | Total Credits | 3 |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Integrate strategies that support diversity, cultural responsiveness, and anti-bias perspectives |
| 2. | Analyze techniques for and the effect of strong relationship-building with children and families |
| 3. | Identify positive and proactive guidance principles and techniques to support children |
| 4. | Analyze environmental influences on child behavior |
| 5. | Identify strategies that support children’s active engagement in the learning environment |
| 6. | Identify strategies that proactively teach emotional literacy and regulation techniques |
| 7. | Identify strategies that proactively teach friendship skills |
| 8. | Identify strategies that proactively teach children calming, relaxation, and problem-solving techniques |
| 9. | Utilize observation and assessment techniques to assess and interpret behavior |
| 10. | Create a behavior support plan based on a functional behavior assessment |
| 11. | Create a guidance philosophy |

10-307-195 ECE: Family and Community Relationships

# Course Outcome Summary

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | In this 3-credit course you will examine the role of relationships with family and community in early childhood education. Course competencies include: implement strategies that support diversity, cultural responsiveness, and anti-bias perspectives when working with families and community; analyze contemporary family patterns and trends; identify strategies to strengthen and support families; explore effective communication strategies; discover strategies for developing respectful and reciprocal relationships with families; analyze strategies to promote family engagement in early childhood education programs; explore a variety of formats for meeting with families in their contexts; advocate for children and families; and explore community resources that provide a range of services for children and families. |
|  | Instructional Level | A.A.S. - Associate in Applied Science |
|  | Total Credits | 3 |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Implement strategies that support diversity, cultural responsiveness, and anti-bias perspectives when working with families and community. |
| 2. | Analyze contemporary family patterns and trends |
| 3. | Identify strategies to strengthen and support families |
| 4. | Explore effective communication strategies. |
| 5. | Discover strategies for developing respectful and reciprocal relationships with families. |
| 6. | Analyze strategies to promote family engagement in early childhood education programs |
| 7. | Explore a variety of formats for meeting with families in their contexts. |
| 8. | Advocate for children and families. |
| 9. | Explore community resources that provide a range of services for children and families. |

47-455-455 Transition to Trainer: Your Role as a Journey Worker

# Course Outcome Summary

### Course Information

|  |  |  |
| --- | --- | --- |
|  | Description | Apprenticeship training is a collaborative partnership: employer and employee associations, government, and educational institutions each play a part. In reality, most learning takes place through the daily interaction between an apprentice and his/her co-workers. Surveys have shown that the apprentices are least satisfied with the on-the-job portion of their training--particularly the ability of journey level workers and supervisors to pass on their knowledge of the trade.   You have already learned to use the tools of your chosen trade. In this workshop you will be introduced to a new set of basic tools--the tools of a jobsite trainer. You will explore the skills that are necessary to be an effective trainer, discover how to deliver hands-on training, and examine the process for giving useful feedback. During the workshop you will build a Training Toolkit to take back to your work on the job. |
|  | Total Hours | 8 |

### Course Competencies

|  |  |
| --- | --- |
| 1. | Value your role as a journey worker trainer |
| 2. | Serve as a mentor and job coach |
| 3. | Foster a positive work environment by acting as an ally/advocate |
| 4. | Provide hands-on skills training |
| 5. | Provide feedback on apprentice performance |