**NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period(s):\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_\_\_ / 300**

**ECE2 Performance Objective Fast Track**

This assignment packet is **only** **for** **those students who have not taken the ECEB** course prior to being enrolled in the ECE3 course. Complete the entire packet to meet the course requirements. The work can be typed or neatly written. **If you have any questions or need help, see Miss Terry or Mrs. Johnson.**

This packet is **due to Mrs. Johnson** (rm 172) on or before: **midterms of 2nd or 4th quarter.**

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| **Writing a Statement of Competence (CS)**    Prepare a written statement, approximately **175+ words in length**, on your own teaching practices and beliefs. **Refer** to **each unit’s** competency statement **instructions,** the section format below, and the sample that follows**.**   * ***WHY section***:   + **Introduce** or **briefly** **restate,** in your own words, the Competency Statement**.**   + **Describe why** you think the competence is **important** for you as a caregiver, to the children, to the families of the children, to other employees, and to the center or school. * ***HOW section****:*    + **Name** the functional area**.**   + **Restate** or **introduce** the functional area’s definition in your own simplified words**.**   + Provide at least **three specific examples** that you can or will do to meet **each** of the listed functional area(s). * See the **CDA functional statement packet** for example ideas. |

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| **Statement of Competence (CS III) *Sample:***     * ***WHY section***:   ***I will*** *support social and emotional development and provide positive guidance by developing a warm, positive, and trusting relationship with the children and their families* ***because,* I also feel that many children come from a home where it is unknown how to effectively guide and communicate with a child. This skill will be used and modeled within the center. Through these examples, the children and the families will learn what a strong emotional relationship and sense of self looks like and feels like, what positive social skills are and how to use them, and how to use positive guidance.**   * ***HOW section****:*   ***Self:*** *I will develop a warm, positive, supportive, and responsive relationship with each child, and help each child learn about and take pride in their own individual and cultural identity.*  **My environment will be a place where children can develop their own individual talents through appropriate DAP play. I will use the children’s names and acknowledge their culture to build self-identity. Children will have marked space to store their things and their work. I will encourage children to do those tasks that they can do.**  ***Social:*** *I will help each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promotes mutual respect among children and adults.*  ***My environment will be a place where children can interact and play with each other. Props for curriculum areas will represent many cultural groups. I will encourage cooperation and respect between children rather than competition.***  ***Guidance:*** *I will provide a supportive environment and uses effective strategies to promote children’s self-regulation and support acceptable behaviors, and effectively intervenes for children with persistent challenging behaviors. The room environment, space, and materials will provide ample opportunities for appropriate playing and choices.* ***I will verbally and non-verbally sincerely acknowledge when a child is exhibiting appropriate behaviors. I will stick to routine and schedules so children know what to expect. I will model appropriate and expected social skills. I will help children use their words rather than emotions. (320 words)*** |

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| **CDA Competency Standard I** | **Functional Areas** | **Definitions** |
| **I.** To establish and maintain a safe, healthy learning environment | 1. Safe Environment  2. Healthy Environment  3. Learning Environment | 1. Candidate provides a safe environment and teaches children safe practices to prevent and reduce injuries.  2. Candidate provides an environment that promotes health and prevents illness and teaches children about good nutrition and practices that promote wellness.  3. Candidate organizes and uses relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting, and enjoyable environment that promotes engagement, play, exploration, and learning of all children including children with disabilities and special needs. |

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| **I will** |

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| **CDA Competency Standard III** | **Functional Areas** | **Definitions** |
| **III.** To support social and emotional development and  to provide positive guidance | 8. Self  9. Social and Emotional Development  10. Guidance | 8. Candidate develops a warm, positive, supportive, and responsive relationship with each child, and helps each child learn about and take pride in their own individual and cultural identity.  9. Candidate helps each child function effectively in the group, learn to express feelings, acquire social skills, and make friends, and promotes mutual respect among children and adults.  10. Candidate provides a supportive environment and uses effective strategies to promote children’s self-regulation and support acceptable behaviors, and effectively intervenes for children with persistent challenging behaviors. |

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| **I will** |

**RC VI-1 Child care regulating**

Provide the name and contact information (website, phone number, address, etc.) of your state’s agency that regulates child care centers and family child care homes. <https://childcarelicensing.utah.gov/>

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| **Website, Name, address, and phone number of your state’s agency** |

* **VI-1a Qualification requirements for personnel**

Find information that describes qualification requirements for personnel. <https://childcarelicensing.utah.gov/centerinterpretation.html> *section 7 Personnel and Training, pages 5-9*

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| **Center Directors** | **Caregivers** | **Volunteers, Guests, Students** |
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* **VI-1b Ratio Requirements**

Find information that states the requirements for group size and adult-child ratio requirements. <https://childcarelicensing.utah.gov/centerinterpretation.html> *section 10 Ratios and Group size, page 2*

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| **Minimum Caregiver to Child Ratios and Group Sizes** | | | |
| **Ages of Children** | **# of Caregivers** | **# of Children** | **Maximum Group Size** |
| **Birth – 23 months** | **1** |  |  |
| **2 years old** | **1** |  |  |
| **3 years old** | **1** |  |  |
| **4 years old** | **1** |  |  |
| **5 years old and school** | **1** |  |  |

**RC VI-3 Reporting Child Abuse and Neglect**

* **State Agency for Reporting Child Abuse and Neglect**

Identify the contact information (agency name, phone number, website, address, etc.) of the state agency to which you would report child abuse and neglect. <https://pcautah.org/>

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* **Mandatory Reporting Guidelines**

Explain the mandatory child abuse and neglect reporting guidelines for your state. <https://pcautah.org/>

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| <https://attorneygeneral.utah.gov/duty-to-report-child-abuse-or-neglect> |