

Competency Task List – Secondary Component
Child Care and Support Services Management CIP 19.0708
 High School Graduation Years 2022, 2023, 2024

100 Orientation and Safety

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
101	Follow school, classroom, and clinical rules and regulations.		

200 Professionalism

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
201	Compare and contrast different types of early learning programs.		
202	Identify personal qualities for employment and career opportunities.		
203	Develop a professional portfolio to include clearances.		
204	Investigate the requirements of the CDA Credential and PA School-Age Credential.		
205	Examine NAEYC Standards and the Code of Ethical Conduct.		
206	RESERVED		
207	Participate in a professional advocacy event or training.		
208	Identify resources for professional development.		
209	Identify state, national, and international models of early learning programs.		
210	Investigate the Keystone Stars requirements.		

300 Health and Safety

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
301	Identify Department of Human Services regulations and PA Department of Education codes.		
302	Obtain Pediatric First Aid and infant/child CPR certification		
303	Complete Mandated Reporter Training.		
304	Identify communicable diseases and chronic medical conditions.		
305	Identify characteristics of a safe, healthy environment.		
306	Describe infection control procedures, sanitation practices and prevention of illness policies.		
307	Identify nutritional requirements, including CACFP guidelines.		
308	Plan nutritious meals and snacks.		
309	Identify guidelines and procedures to care for the mildly ill child.		
310	Comply with industry standard adult health regulations.		
311	Complete a health and safety checklist and develop recommend changes for compliance.		
312	Describe safe transportation practices in childcare settings.		
313	Identify components of an emergency management plan for a childcare setting.		
314	Identify liability issues of childcare workers regarding children's safety in a childcare setting.		
315	Identify and describe program records, budgets, and reports.		
316	Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.		
317	Complete industry required health and safety training.		

400 Learning Environment (Physical Space)

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
401	Examine the value of play and use best practices to support children's play.		
402	Examine the process and use best practices for developing children's creativity.		
403	Examine, evaluate, and use culturally responsive learning centers and materials.		
404	Evaluate and maintain the indoor and outdoor learning environments.		
405	Investigate classroom environment rating tools, e.g., ITERS, ECERS, SACERS, TPOT.		

500 Child Development (Social, Emotion, Physical, Intellectual, Language Development)

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
501	Identify educational theorists and their concepts.		
502	Identify developmental stages and areas.		
503	Identify the stages of artistic and musical development.		
504	Identify characteristics of infant development.		
505	Identify characteristics of toddler development.		
506	Identify characteristics of preschool development.		
507	Identify characteristics of school-age development.		
508	Identify characteristics of children with special needs.		
509	Define early language and literacy development for school success.		
510	Integrate literacy/language development throughout all activities.		
511	Investigate the needs of dual language learners.		

600 Classroom Management and Positive Guidance

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
601	Use positive methods to guide children's behavior.		
602	Describe the influence of environment and caregiver management techniques on children's behavior.		
603	Observe, supervise, and/or record the daily routines of children.		

700 Standards, Curriculum, and Assessment

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
701	Use basic tools and types of observations.		
702	Observe, record, and assess children's learning and behavior.		
703	Develop appropriate learning experiences based on observations.		
704	Link the Pennsylvania Learning Standards for Early Childhood (infant-toddler, pre-kindergarten, and kindergarten) to all learning experiences.		
705	Demonstrate the connections between learning standards, curriculum, and assessment.		
706	Describe the elements of curriculum (individualized goals, family and environment, learning environment, content resources).		

800 Curriculum Development

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
801	Investigate a variety of curriculum models.		
802	Develop long and short-range curriculum goals.		
803	Determine and write objectives.		
804	RESERVED		
805	Compile a resource of learning materials including culturally responsive and diverse experiences.		

806	RESERVED		
807	Plan weekly curriculum.		
808	Develop daily lesson plans that link to the Pennsylvania Learning Standards for Early Childhood.		

900 Learning Activities/Experiences

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
901	Prepare, present and reflect on self-care activities.		
902	Prepare, present and reflect on activities which promote a positive self-concept.		
903	Prepare, present and reflect on science activities.		
904	Prepare, present and reflect on music activities.		
905	Prepare, present and reflect on puppetry activities.		
906	Prepare, present and reflect on flannel board activities.		
907	Prepare, present and reflect on children's literature.		
908	Prepare, present and reflect on language and literacy activities.		
909	Prepare, present and reflect on math activities.		
910	Prepare, present and reflect on creative art activities.		
911	Prepare, present and reflect on food and nutrition related activities.		
912	Prepare, present and reflect on health and safety activities.		
913	Prepare, present and reflect on social studies activities.		
914	Prepare, present and reflect on fine motor activities.		
915	Prepare, present and reflect on gross motor activities.		
916	Prepare, present and reflect on transitions.		
917	Prepare, present and reflect on creative drama activities.		
918	Prepare, present and reflect on creative movement activities.		
919	Prepare, present and reflect on woodworking activities.		
920	Identify steps to plan field trips as a learning experience.		
921	Incorporate current technology in a developmentally appropriate way.		

1000 Program Partnerships

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
1001	Communicate with families through written documentation.		
1002	Create a resource file of community services.		
1003	Describe and implement best practices for supporting children and families during daily and age group transitions.		
1004	Identify the family’s role in developing individualized goal plans for children.		
1005	Identify the role that cultures and values of the family play in children’s upbringing and individualize experiences for children.		

1100 Clinical Experience

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
1101	Participate in an infant program.		
1102	Participate in a toddler program.		
1103	Participate in a preschool program.		
1104	Participate in an elementary/primary school program.		
1105	Participate in a special needs and/or inclusive program.		

1200 Reserved

Item	Task	(X) Indicates Proficiency ¹	Secondary Course Crosswalk
1201	RESERVED		
1202	RESERVED		
1203	RESERVED		
1204	RESERVED		
1205	RESERVED		
1206	RESERVED		

1207	RESERVED		
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¹ Student Demonstrated Entry-Level Industry Proficiency as Indicated by (X)

Secondary CTE Instructor Signature _____ Date _____

Student Signature _____ Date _____