



PROGRAM ARTICULATION AGREEMENT

College Program: Early Childhood Education
Career Pathway: Teaching/Training
Career Cluster: Education and Training

CIP 13.1210

The purpose of this agreement is to grant college credit to high school students who have achieved the level of knowledge and skill required for the college-equivalent entry-level course(s) identified in this agreement. Upon successful completion of the identified course competencies with a grade of ‘B’ (3.0) or higher and the high school teacher’s endorsement that the competency requirements have been met, students will be qualified to receive college credit.

The following Spokane Falls Community College course(s) have been approved for Tech Prep articulation with Central Valley School District high school course(s) as listed below:

High School / Course Title	College / Course Title	Credits
Central Valley, University, Mica Peak Child Development 1 (STARS – 30hrs)	SFCC ECED& 100 Child Care Basics	3
Child Development 1 and 2 (180 hrs)	ECED& 132 Infants and Toddlers ECED 133 Infants/Toddlers Care	3 2
Child Development 3 (90 hrs)	ECED& 190 Observation and Assessment ECED 191 Practicum: Observation and Assessment	3 2

**see attached list(s) of competencies for articulated courses*

Student Articulation Procedure:

1. Be enrolled in the required high school class.
2. Register for Tech Prep/Dual Credit articulated course during the same academic year the high school class is completed. If a series of courses are involved in the articulation, students register for credit during the same academic year the last course in the series is completed.
3. Earn a grade of ‘B’ (3.0) or better in all courses required under the articulation agreement.
4. Complete all required skills as identified on the competency profile.
5. If an exam or review of completed work is required under the terms of this agreement, students must receive a passing score (determined by college or industry certification) to earn college credit (*see competency list for requirements*).
6. Within seven years of completing the articulated class, enroll at SCC or SFCC and submit the SERS Tech Prep Registration Confirmation to the Transcript Office. Articulation requirements will be reviewed and verified by the appropriate office or department. Credit will be awarded to qualifying students.

High School Instructors:

1. Ensure all students receive a copy of the course syllabus outlining information about Tech Prep, the college course competencies and the process required to earn college credit.
2. Hold students accountable for the same competency standard and course expectations as required by the college-equivalent course (*see competency list attached*).
3. If required for articulation, ensure students are prepared to take industry certification exams, complete a professional portfolio documenting their work, or take a final exam to measure their level of skill and competence in the coursework.
4. Submit final grades for all students registered to earn Tech Prep college credit no later than June of the current academic year.
5. Attend scheduled meetings, workshops or in-service activities that enhance the high school/college partnership & support implementation of the Tech Prep articulated program.

Articulation Review and Renewal:

The designated program facilitators, college administrators and/or instructors and high school faculty will meet regularly to revise or discuss the articulation agreement. Agreements must be reviewed/updated and re-signed by college faculty/deans and CTE directors/HS teachers on a schedule, not to exceed a three (3) year rotation, or as deemed necessary due to changes in HS/college course content or structure. Individual teacher verification forms must be signed and submitted annually. Minor revisions can be made via phone calls, correspondence or e-mail.

**PROGRAM ARTICULATION AGREEMENT
Early Childhood Education**

PARTICIPATING INSTITUTIONS

Central Valley School District and Spokane Falls Community College

We the undersigned representatives of the Northeast Washington Technical Education Consortium (NEWTEC), agree to all provisions of the articulation program/course agreement, have reviewed the course competencies, and understand the process to which students may be granted college credit through the Tech Prep program. We commit staff time and resources to ensure successful program implementation.

Susan Christenson 4/1/2016
Susan Christenson, Date
Central Valley SD CTE Director

LeighAnna Drake 02/29/16
LeighAnna Drake, Date
SFCC Faculty

Carolyn Schafer 3/29/16
Carolyn Schafer, Date
Central Valley HS Teacher

Joseph Jozwiak 3/2/14
Joseph Jozwiak, Date
SFCC Program Assistant Dean

Lois Stranberg 3-29-16
Lois Stranberg, Date
Central Valley HS Teacher

Kevin Brockbank 4/18/16
Kevin Brockbank, Date
Vice Provost for Strategic Partnerships

Brauna M Russell 3/29/16
Date
HS Teacher

Sarah Hattenburg 2/21/16
Sarah Hattenburg, Date
University HS Teacher

Original: 01/05/05 ECED 124; 06/20/06 ECED 135; Modify/Renew: 10/01/08 renewal rotation, combine in new format -gmf; Revised: 02/11/09: Add ECED 100 -gmf; Renewal Rotation: 09/07/11; Renewal Rotation: 05/19/14; 9/22/14 update course to ECED& 100 3 cr per curriculum change.
Revised: 02/16/16: update college courses due to curriculum change.
Minor Revision 10/27/16 to add Mica Peak HS - email approval LeighAnna Drake

EARLY CHILDHOOD EDUCATION
ECED&100 Basic Child Care Basics
Outline

I. Valuing Each Child and Family

- A. Communicating with families
- B. Getting to know families
- C. Attributes of diversity
- D. Collaborating with children and adults

II Child Growth and Development

- A. Ages and Stages
- B. Identifying typical development of children
- C. Observing
- D. Developmental characteristics

III Celebrating Child Growth

- A. Learning through play
- B. Planning Activities based on observations
- C. Allowing for individual differences
- D. Child development information

IV. Curriculum and Learning Environment

- A. Designing a classroom
- B. Incorporating the culture of individual child into interest areas
- C. Child-centered learning environments
- D. Planning activities based on children's needs

V. Family and Community Partnerships

- A. Ways to involve families
- B. Create parent newsletters
- C. Issues of abuse
- D. Providing resources for families

VI. Healthy Practices: Safety and Wellness

- A. Communicable diseases
- B. Environmental safety
- C. Accident reporting
- D. Hand washing and disinfecting

VII. Healthy Practices: Nutrition and Fitness

- A. Food temperatures and food preparation
- B. Dishwashing procedures
- C. Feeding children
- D. Meal planning

VII. Interactions and Guidance

- A. Guidance styles
- B. Guidance Techniques
- C. Classroom behavior
- D. Conflict resolution

IX. Program Planning and Development

- A. WA Administrative Codes related to child care
- B. Program policies
- C. Record keeping
- D. Staff responsibilities

X. Professional Practice

- A. Reflection of training
- B. Professional code of ethics
- C. Professional behavior
- D. What makes a professional

EARLY CHILDHOOD EDUCATION
ECED&132 Infants/Toddlers Care
Outline

I. Describe developmental milestones from birth to 36 months articulating the influences of individual development, temperament and cultural norms.

A. Child Growth & Development

- a) Recognizes that development occurs in a continuum.
- b) Recognizes that infant and toddler development occurs within the context of a secure relationship with a consistent caregiver.*
- c) Respects and accepts cultural differences, including family values and strengths, and the positive effects those differences may have on behavior and development.
- d) Recognizes that interaction with people and the environment stimulates the child's brain function and therefore brain growth and development.*
- e) Identifies developmental stages or milestones of infant development from birth through 12 months in three-month increments identified in the *Washington State Early Learning and Development Benchmarks*.*
- f) Identifies developmental stages of toddler development from 13-36 months in six-month increments.*

B. Curriculum & Learning Environment

1. Understands that gross and fine motor skills develop along a continuum.
2. Understands that cognitive skills and abilities develop along a continuum.
3. Understands that language and communication skills develop along a continuum.
 - a) Identifies developmental stages of infant language development from birth through 12 months in three-month increments as identified in the *Washington State Early Learning and Development Benchmarks*.*
 - b) Identifies developmental stages of toddler language development from 13-26 months in six-month increments as identified in the *Washington State Early Learning and Development Benchmarks*.*
4. Understands that social interactions are infants' and toddlers' primary method of developing skills in all developmental areas.*
 - a) Articulates the importance of attachment in caring for infants and toddlers.*
 - b) Understands that infants' and toddlers' social/emotional development is influenced by their ability to form attachments.*

- c) Recognizes that each infant and toddler will have unique temperaments that require individualized responses from the caregiver/teacher.*
 - C. Ongoing Measurement of Child Progress
 - 1. Views children as individuals and acknowledges that children develop at their own rate.
 - 2. Identifies the screening and assessment tools used by the program.
- II. Develop a plan to create reciprocal, culturally sensitive partnerships with families.
 - A. Understands that children and families have different needs.
 - B. Family & Community Partnerships (Core Competency IV)
 - 1. Relationships with Families
 - a) Invites family members to play an active role in their child's education, recognizing that family's attitudes influence children's ability and interest in learning.
 - b) Creates and maintains open, friendly, and cooperative relations with families and communicates daily events.
 - c) Provides opportunities for families to share skills and talents.
 - d) Supports children's relationships with their families.
 - e) Works effectively with families from a variety cultural, linguistic, ethnic, and socio-economic backgrounds.
 - f) Communicates with families about curriculum, individual child progress and developmental growth.
 - g) Understands how cultural perspectives influence the relationship among families, schools and communities.
 - h) Recognizes that information on cultural and family beliefs about child-rearing is learned through active outreach and engagement with parents.
 - i) Strives to ensure that community diversity and cultures are reflected in the setting.
- III. Describe state infant/toddler child care regulations and procedures related to group size, health, nutrition and safety.
 - A. Health, Safety & Nutrition (Core Competency V)
 - 1. Ensures safety equipment, such as smoke detector and fire extinguisher, is in place and operable.
 - B. Program Planning & Development (Core Competency VII)
 - a) Compiles with program policies and state child care licensing rules and laws.
 - b) Conducts program observations.

IV. Describe guidance techniques that are appropriate and effective with Infants and toddlers.

A. Interactions (Core Competency VI)

1. Individual Guidance

- a) Responds positively to children on a daily basis.
- b) Recognizes that interactions and secure relationships form the basis for development.
- c) Recognizes when a child is in distress and requires adult support to console or soothe the child.
- d) Recognizes that children mirror emotions evident in adults.
- e) Promotes interactions that reflect warmth, sensitivity, nurturance, acceptance, and safety.
- f) Avoids actions that would cause physical and emotional harm.
- g) Provides appropriate supervision of children.
- h) Interacts in a manner reflecting respect for the child's family, self and others.
- i) Promotes children's security and attachment by responding promptly and consistently to their needs, providing frequent and affectionate one-on-one contact, and offering predictable daily routines and interactions.
- j) Establishes and communicates limits for acceptable behavior.
- k) Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.
- l) Follows a variety of positive direct and indirect guidance methods and avoids negative methods.
- m) Provides an environment that helps each child to know, accept, and take pride in him or herself and to develop a sense of independence and belonging.
- n) Builds a trusting relationship with children, providing physical and emotional security.
- o) Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.
- p) Addresses problem behavior or situation, rather than labeling the child.
- q) Adapts the learning environment and curriculum to minimize potential challenging behaviors.

- r) Maintains appropriate expectations of infant and toddler attention spans, interests, social abilities, and physical needs.*
 - s) Allows infants and toddlers flexibility with activities throughout the daily routine.*
- V. Create and critique infant and toddler early learning environments.
 - A. Creates environments and experiences that affirm and respect cultural, linguistic, ethnic and socio-economic diversity.
 - B. Curriculum & Learning Environment
 - 1. Recognizes that infants and toddlers need spaces that promote movement and exploration.*
 - 2. Maintains and monitors a daily schedule that allows for individual infant routines and flexible toddler routines.*
 - 3. Provides for a balance of infant-led and caregiver/teacher-guided activities, always following the infant's lead.*
 - 4. Provides for a balance of child-directed and caregiver/teacher-guided activities throughout the day for toddlers.*
 - 5. Uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, ethnic, socio-economic and special needs.
 - 6. Uses opportunities throughout the day to incorporate activities that facilitate development in language, fine/gross motor, social-emotional and cognitive areas.
 - 7. Builds children's understanding of their own and other cultures by providing cultural experiences using songs, stories and language familiar to the child.
 - C. Health, Safety & Nutrition (Core Competency V): Verbalizes and adheres to ratio requirements.
 - D. Program Planning & Development (VII): Applies knowledge of federal, state, and local legislation, regulations, and professional standards to provide healthy and safe practices for infants and toddlers.*
- VI. Construct a plan for developmentally appropriate, culturally relevant curriculum that supports language, physical, cognitive, creative, social and emotional development.
 - A. Child Growth & Development
 - a) Recognizes that infant and toddler needs and caregiving routines set the framework for embedded learning.*
 - b) Recognizes different personalities and individual differences of children and families in development and their impact on children's needs.
 - B. Curriculum & Learning Environment

1. Recognizes that infants and toddlers need spaces that promote movement and exploration.*
2. Creates and identifies opportunities throughout the day when infants and toddlers can incorporate fine and gross motor play.*
3. Cognitive Development
 - a) Provides predictable and consistent routines.
 - b) Provides infants and toddlers opportunities to explore characteristics of safe, appropriate objects by allowing them to see, touch, taste (or mouth), smell and hear the object.*
 - c) Recognizes that learning for infants and toddlers takes place in the context of a relationship.
 - d) Explains cognitive development and the relationship of children's earliest experiences to their individual differences.
 - e) Displays responsiveness to infants through interacting as a partner in interactions, setting up the environment, and providing interesting and appropriate materials.
 - f) Recognizes when infants and toddlers are alert and ready for interaction with adults, other children, or materials in the environment as well as when infants and toddlers are disengaged.*
4. Language Development
 - a) Recognizes that language and communication in infants and toddlers is developed through interactions with adults and the environment.*
 - b) Communicates actively with infants and toddlers by talking with them and taking on the role of a conversational partner.*
 - c) Shows knowledge of the role of culture in the development of communication skills.
5. Social/Emotional Development
 - a) Recognizes that crying and other sounds of distress from infants signal need for food, warmth, safety, touch and/or comfort.*
 - b) Helps infants and toddlers feel valued by responding to their needs.*
 - c) Recognizes that peer conflict between toddlers is age-appropriate and uses these opportunities to teach empathy and cooperation.*

VII. Identify resources supporting infant/toddler programs and infant/toddler specialists.

A. Professional Development & Leadership (Core Competency VIII)

1. **Displaying Professionalism**
 - a) **Engages routinely in reflection of teaching practices and the behavior of children.**
 - b) **Exhibits familiarity with current trends in early childhood education, specifically infant-toddler early childhood education.***
2. **Ongoing Professional Growth**
 - a) **Demonstrates a commitment to professional code of ethics.**
 - b) **Engages routinely in reflection of teaching practices and the behavior of children.**
 - c) **Articulates professional code of ethics.**

EARLY CHILDHOOD EDUCATION

ECED 133 Practicum: Infant and Toddler

Outline

- I. Construct a plan for developmentally appropriate, culturally relevant curriculum that supports language, physical, cognitive, creative, social and emotional development.
 - A. Maintains appropriate expectations of infant and toddler attention spans, interests, social abilities, and physical needs.
 - B. Allows infants and toddlers flexibility with activities throughout the daily routine.
 - C. Provides for a balance of infant-led and caregiver/teach-guided activities, always following the infant's and/or toddler's lead.
 - D. Uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, ethnic, socio-economic and special needs.
 - E. Uses opportunities throughout the day to incorporate activities that facilitate development in language, fine/gross motor, social-emotional and cognitive areas.
 - F. Provides infants and toddlers opportunities to explore characteristics of safe, appropriate objects by allowing them to see, touch, taste (or mouth), smell and hear the object.
 - G. Recognizes that learning for infants and toddlers takes place in the context of a relationship.
 - H. Recognizes when infants and toddlers are alert and ready for interaction with adults, other children, or materials in the environment as well as when infants and toddlers are disengaged.
 - I. Ongoing Measurement of Child Progress
 1. Views children as individuals and acknowledges that children develop at their own rate.
 2. Identifies the screening and assessment tools used by the program.
- II. Describe guidance techniques that are appropriate and effective with infants and toddlers.
 - A. Responds positively to children on a daily basis.
 - B. Recognizes when a child is in distress and requires adult support to console or soothe the child.
 - C. Recognizes that peer conflict between toddlers is age-appropriate and uses these opportunities to teach empathy and cooperation.
 - D. Avoids actions that would cause physical and emotional harm.
 - E. Provides appropriate supervision of children.
 - F. Establishes and communicates limits for acceptable behavior.

- G. Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.
 - H. Addresses problem behavior or situation, rather than labeling the child.
 - I. Adapts the learning environment and curriculum to minimize potential challenging behaviors.
- III. Create and critique infant and toddler early learning environments.
- A. Creates environments and experiences that affirm and respect cultural, linguistic, ethnic and socio-economic diversity.
 - B. Recognizes that infants and toddlers need spaces that promote movement and exploration.
 - C. Provides an environment that helps each child to know, accept, and take pride in him or herself and to develop a sense of independence and belonging.
 - D. Displays responsiveness to infants through interacting as a partner in interactions, setting up the environment, and providing interesting and appropriate materials
 - 1. Understands that social interactions are infants' and toddlers' primary method of developing skills in all developmental areas.
 - 2. Understands that infants' and toddlers' social/emotional development is influenced by their ability to form attachments.
 - 3. Recognizes that each infant and toddler will have unique temperaments that require individualized responses from the caregiver/teacher.
 - 4. Recognizes that infant and toddler needs and caregiving routines set the framework for embedded learning.
 - 5. Recognizes that crying and other sounds of distress from infants signal need for food, warmth, safety, touch and/or comfort.
 - 6. Promotes children's security and attachment by responding promptly and consistently to their needs, providing frequent and affectionate one-on-one contact, and offering predictable daily routines and interactions.
 - 7. Promotes interactions that reflect warmth, sensitivity, nurturance, acceptance, and safety.
- IV. Identify resources supporting infant/toddler programs and infant/toddler specialists.
- A. Engages routinely in reflection of teaching practices and the behavior of children.
 - B. Understands that employees' personal behaviors and actions within the work setting reflect upon the setting.
 - C. Enjoys working with children and models a positive attitude.
 - D. Manages demands of personal and professional commitments.
 - E. Demonstrates a commitment to professional code of ethics.
 - F. Articulates professional code of ethics.

EARLY CHILDHOOD EDUCATION

ECED& 190 Observation & Assess (Observation and Assessment)

Outline

- I. Describe reasons for collecting observation and assessment data.
 - A. On-going Measurement of Child Progress (Core Competency III) Verbally states why the collection of observations and documentation is important.
 - B. Understands that children's developmental milestones should be observed and monitored.
 - C. Explains the importance of ongoing assessment to families and other staff.
- II. Identify characteristics and signs of growth, development, learning and social behaviors:
On-going Measurement of Child Progress (Core Competency III)
 - A. Understands range of developmental milestones as identified in the *Washington Early Learning and Development Benchmarks*.
 - B. Appreciates and accommodates the range of development and skills among children.
 - C. Applies basic elements of child development theory to observation.
- III. Identify techniques for avoiding bias, judgements and assumptions in observations.
 - A. Child Growth & Development (Core Competency I) Recognizes different personalities and individual differences of children and families in development and their impact on children's needs.
 - B. On-going Measurement of Child Progress (Core Competency III) Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families and life situation.
- IV. Collect factual, descriptive information using a variety of tools i.e., running records, anecdotal records, checklists, time and event samples, portfolios and developmental continuums.
 - A. On-going Measurement of Child Progress (Core Competency III)
 1. Assists with collection of information about each child's development.
 2. Identifies the screening and assessment tools used by the program.
 - B. Program Planning & Development (Core Competency VII)
 1. Assists in gathering information for evaluation.
 2. Conducts program observations.
- V. Record information in an appropriate manner for future interpretation.
 - A. On-going Measurement of Child Progress (Core Competency III) Communicates observation in written and oral form.
 - B. Health, Safety & Nutrition (Core Competency V) Identifies, documents, and reports suspected emotional distress, abuse, and neglect of children in an immediate and appropriate way.

- C. Program Planning & Development (Core Competency VII)
 - 1. Behaves as a responsible staff member and participates in the program team.
 - 2. Organizes plans, keeps records, and communicates with families and staff effectively.
- VI. Interpret the information as it relates to general growth and development and the specific child(ren) observed.
 - A. Child Growth & Development (Core Competency I)
 - 1. Documents through child observation and screening any risk factors, delays or disabilities that may indicate a need for special services.
 - 2. Works with the family and intervention team to meet the requirements of children with special needs.
 - B. On-going Measurement of Child Progress (Core Competency III)
 - 1. Appreciates and accommodates the range of development and skills among children.
 - 2. Administers and interprets formal and informal assessments in a non-biased manner.
 - 3. Recognizes when development is not progressing at a typical rate in one or more developmental areas and seeks guidance.
- VII. Describe and demonstrate professional ethics and etiquette that applies to the collection and communication of observation data.
 - A. On-going Measurement of Child Progress (Core Competency III) Maintains confidentiality between the program and the child's family regarding each child's observation and assessment.
 - B. Professional Development & Leadership – Professionalism in Practice (Core Competency VII)
 - 1. Demonstrates awareness of the professional code of ethics for early care and education and its main topics.
 - 2. Demonstrates a commitment to professional code of ethics.
 - 3. Articulates professional code of ethics.
 - 4. Recognizes potentially unethical practices.

EARLY CHILDHOOD EDUCATION
NEW OBSERVATION AND ASSESSMENT PRACTICUM
Outline

EARLY CHILDHOOD EDUCATION
ECED 191: Practicum Observation and Assessment
Outline

- I. Collect factual, descriptive information using a variety of tools i.e., running records, anecdotal records, checklists, time and event samples, portfolios and developmental continuums.
 - A. On-going Measurement of Child Progress (Core Competency III)
 1. Assists with collection of information about each child's development.
 2. Identifies the screening and assessment tools used by the program.
 3. Meets federal, state and program documentation requirements by collecting and organizing accurate, objective, and complete information about each child, such as collecting samples of the child's work, recording anecdotal notes, and keeping accurate records.
 - B. Program Planning & Development (Core Competency VII)
 1. Assists in gathering information for evaluation.
 2. Conducts program observations.
- II. Record information in an appropriate manner for future interpretation.
 - A. On-going Measurement of Child Progress (Core Competency III): Communicates observation in written and oral form.
 - B. Health, Safety & Nutrition (Core Competency V): Identifies, documents, and reports suspected emotional distress, abuse, and neglect of children in an immediate and appropriate way.
 - C. Program Planning & Development (Core Competency VII)
 1. Behaves as a responsible staff member and participates in the program team.
 2. Organizes plans, keeps records, and communicates with families and staff effectively.
- III. Interpret the information as it relates to general growth and development and the specific child(ren) observed.
 - A. Child Growth & Development (Core Competency I): Documents through child observation and screening any risk factors, delays or disabilities that may indicate a need for special services.
 - B. On-going Measurement of Child Progress (Core Competency III)
 1. Appreciates and accommodates the range of development and skills among children.
 2. Administers and interprets formal and informal assessments in a non-biased manner.

3. Views children as individuals and acknowledges that children develop at their own rate.
 4. Identifies the screening and assessment tools used by the program.
 5. Recognizes when development is not progressing at a typical rate in one or more developmental area and seeks guidance.
- IV. Describe and demonstrate professional ethics and etiquette that applies to the collection and communication of observation data.
- A. Maintains confidentiality between the program and the child's family regarding each child's observation and assessment.
 - B. Professional Development & Leadership – Professionalism in Practice (Core Competency VII)
 - C. Identify resources supporting infant/toddler programs and infant/toddler specialists.
 - D. Engages routinely in reflection of teaching practices and the behavior of children.
 - E. Understands that employees' personal behaviors and actions within the work setting reflect upon the setting.
 - F. Enjoys working with children and models a positive attitude.
 - G. Manages demands of personal and professional commitments.
 - H. Demonstrates a commitment to professional code of ethics.
 - I. Articulates professional code of ethics.