



Albany High School
Early Childhood Education Employability Profile
Program Year I__ II__ III__ IV__

Student Name: _____ Student ID: _____
(Last) (First)

I. TECHNICAL SKILLS

Key:

- (1) Limited skills, requires instruction and close supervision
- (2) Moderately skilled, needs limited supervision
- (3) Skilled, can work independently without supervision
- (NE) No Exposure in this area

Health and Safety

- __ Identify safety hazards in and around the child care setting
- __ Identify characteristics of common childhood illnesses
- __ Describe universal precautions/infection control
- __ Explain rest and relaxation techniques
- __ Explain the importance of nutritionally balanced meals and snacks
- __ Identify indicators and reporting procedures involving child abuse/neglect

Cognitive Development

- __ Explain cognitive development stages and how they correlate to social, emotional, and physical development
- __ Give examples of cognitive development
- __ Describe equipment and activities that promote cognitive development
- __ List learning opportunities and conditions that develop creative/critical thinking
- __ Recognize the factors that impact brain development

Language Development and Communication

- __ Describe the stages of language development
- __ Describe strategies to encourage expressive and receptive language
- __ List materials that encourage and support literacy skills
- __ Demonstrate effective literacy strategies
- __ List various methods of story presentation
- __ Describe the factors affecting language development

Physical Development

- __ Explain the stages of fine and gross motor development
- __ Recognize the factors that impact physical development
- __ Describe strategies and conditions that encourage physical development
- __ Select age-appropriate indoor and outdoor play equipment and activities for physical development
- __ Describe the effects of play on children's physical development
- __ Explain how physical development correlates to social, emotional and cognitive development

Social and Emotional Development

- __ Discuss teaching techniques that encourage the development of a positive self-concept
- __ Describe the stages of social and emotional development of children
- __ Recognize the factors that impact social and emotional development
- __ Discuss caregiving techniques that develop appropriate social skills
- __ Identify positive techniques for conflict resolution and mediation
- __ List strategies to promote self-help skills

Community and Family Relationships

- __ Describe the importance of cooperative relationships with families
- __ Identify methods of family involvement
- __ Describe the components of effective school and home communication

(over)

Observation, Documentation, and Assessment

- List observation purposes and techniques
- Observe and record children's developmental learning
- Communicate and interpret observation results

Professionalism

- Identify career-related skills and employment opportunities
- Identify resources for professional development
- Recognize the need for self-assessment for continued professional growth
- Explain the role of a child advocate
- Identify the importance and legal mandates of confidentiality
- Exhibit appropriate characteristics in an educational team setting
- Apply the NAEYC Code of Ethical Conduct to professional practices

Classroom Organization and Arrangement

- Arrange age-appropriate classroom environment
- Prepare and maintain materials and equipment storage
- Identify characteristics of a balanced daily schedule
- Implement developmentally appropriate activities
- Describe a variety of transition-time activities
- Demonstrate awareness of licensing laws and regulations
- Identify recordkeeping and clerical functions in a child care setting

Creativity

- List strategies for facilitating and displaying/presenting creative products
- Identify appropriate materials and equipment that encourage creative development
- Explain sensory activities and supporting materials

Diversity in the Classroom

- Identify components of a diverse/multicultural curriculum
- Describe ways to incorporate children's home language and traditions

Inclusion of Children with Special Needs

- Identify concerns and basic rights of special needs children
- Describe how to adapt the learning environment to accommodate special needs

Positive Guidance Techniques and Reinforcement

- Demonstrate positive adult-child communication
- Identify positive guidance techniques
- Describe how rules and supervision should be set and managed

WORKPLACE SKILLS

Key:

- (1) Unsatisfactory
- (2) Needs Improvement
- (3) Meets Expectations
- (4) Exceeds Expectations

1. _____ Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. _____ Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. _____ Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. _____ Communicate clearly, effectively and with reason.

Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. _____ Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. _____ Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7. _____ Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

8. _____ Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. _____ Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. _____ Plan education and career path aligned to personal goals.

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

11. _____ Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

12. _____ Work productively in teams while using cultural/global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

I hereby certify that the technical skills listed above are true and correct and that the named student has successfully completed all technical skills identified. I also hereby certify that the student has received training in the workplace skills listed above. A copy of this completed employability profile has been provided to the student.

Instructor Name

Student Name

Instructor Signature

Date

Student Signature

Date