***Wisconsin Assistant Child Care Teacher***

***Cooperative Education Certificate Assessment***

The *Wisconsin Assistant Child Care Teacher (ACCT) Cooperative Education Certificate* recognizes a student’s mastery of employability skills valued by employers in a variety of worksite settings while helping students explore career interests. The program allows:

* students to document their employability skills
* employers to assess the skills they are looking for in quality employees
* educators to customize instruction to help students to acquire skills that today’s workplace requires

|  |
| --- |
| ***Areas to Complete*** |
| ***Assistant Child Care Teacher Competencies*** |
| 1. Investigate the necessity for and purpose of quality group care for young children 2. Illustrate factors that affect space organization such as program goals, group size, licensing rules, etc. 3. Discriminate among the varying stages of child development 4. Analyze techniques of positive guidance for interacting with young children 5. Select developmentally appropriate activities, equipment, and materials for children 6. Explore career advancement opportunities within child care services 7. Apply the USDA dietary guidelines for children and infants 8. Identify center responsibilities related to health and safety of children 9. Identify modifications needed for children with special needs   Student complete 10 hours of volunteer experience in a licensed child care facility. |

***Directions for Employer***

Thank you for your help in mentoring an entry-level employee at the beginning of their work experiences to become a more effective future employee. Please use this student portfolio checklist to rate the employee based on the ***3-2-1 scale***. Select the appropriate ***work experience environment code or codes*** to show where the student has demonstrated the skills or attitudes. Be sure to provide as much feedback as possible to the student under ***comments***. Periodically, review these competencies with the employee throughout the year. If you cannot assess the employee on some of the items due to lack of access to practice or opportunity to observe the skill, please rank the student at a 1 level and provide ways for the student to gain this experience in the ***goal*** section after the category.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | STUDENT information | | | | | | |  | |
| Student/Employee Name | | | | Supervising Teacher | | | Supervising Teacher’s Email | | | |
| Student Grade | | | | | Student Address: (Street, City, State, and Zip) | | | | | |
| Student Email | | | | | Student Telephone *Area/No.* | | | | | |
| School District | | | | | | School Name and Address: (Street, City, State, and Zip) | | | | |
|  | **MENTOR/WORKSITE INFORMATION** | | | | | | | | |  |
| Workplace Mentor | | | Mentor’s E-Mail Address | | | | | Mentor’s Phone | | |
| Student’s Position | | | | | | | | Start Date | | |
| Work-Based Learning Site *(Employer name, street address, city, state, zip code)* | | | | | | | | | | |
| Primary Responsibilities: | | | | | | | | | | |

***School:*** Please review this ***Certificate Assessment*** (student portfolio checklist) with the participating employee and ensure that s/he understands the items to be assessed. Between the employer, community based partner, or the school, all items must be rated.

***Rating Scale: Work Experience Environment Code:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3** | ***Exceeds Expectations:*** Exceeds entry-level criteria; requires minimal supervision; consistently displays this behavior | **SB** School Based (Supervising Teacher)  **WB** Work Based (Workplace Mentor)  **CB** Community Basedor Service Agency Based | | |
| **2** | ***Meets Expectations:***  Meets entry-level criteria; requires some supervision; often displays this behavior |
| **1** | ***Working to Meet Expectations:*** Needs improvement; requires much assistance and supervision; rarely displays behavior |
| ***Introduction to Child Care*** | | | | |
| **1. Investigate the necessity for and purpose of quality group care for young children**  *Students demonstrate their competence when they:*   * Identify trends that impact child care * Differentiate among the various types of quality child care programs * Point out the historical contributions that have influenced how child care services are currently provided | | | | *Choose one here:*  3  2  1  *Choose one or more here:*  WB  SB  CB |
| **Job Specific Examples:**    **Comments:**    **Goals:** | | | | |
| ***Center Environment*** | | | | |
| **2. Illustrate factors that affect space organization such as program goals, group size, licensing rules, etc.**  *Students demonstrate their competence when they:*   * Describe the safety of physical space of a child care center * Describe the impact of licensing has on center space * Discuss the room arrangement for each of the classroom areas | | | *Choose one here:*  3  2  1  *Choose one or more here:*  WB  SB  CB | |
| **Job Specific Examples:**    **Comments:**    **Goals:** | | | | |
| ***Children*** | | | | |
| **3. Discriminate among the varying stages of child development**  *Students demonstrate their competence when they:*   * Identify developmentally appropriate practice for each age * Differentiate among physical, intellectual, social, emotional, and moral development | | | | *Choose one here:*  3  2  1  *Choose one or more here:*  WB  SB  CB |
| **Job Specific Examples:**    **Comments:**    **Goals:** | | | | |
| ***Guiding Children*** | | | | |
| **4. Analyze techniques of positive guidance for interacting with young children**  *Students demonstrate their competence when they:*   * Identify appropriate behavioral limits for a child based on the developmentally appropriate practice * Cite resources for positive guidance when caring for children * Cite state licensing rules related to guiding children * Identify strategies for handling behavioral issues | | | *Choose one here:*  3  2  1  *Choose one or more here:*  WB  SB  CB | |
| **Job Specific Examples:**    **Comments:**    **Goals:** | | | | |
| ***Activities Curriculum*** | | | | |
| **5. Select developmentally appropriate activities, equipment, and materials for children**  *Students demonstrate their competence when they:*   * Include a learning objective * Include materials needed * Are developmentally appropriate for the age * Are referenced appropriately | | | | *Choose one here:*  3  2  1  *Choose one or more here:*  WB  SB  CB |
| **Job Specific Examples:**    **Comments:**    **Goals:** | | | | |
| ***Professional Development*** | | | | |
| **6. Explore career advancement opportunities within child care services**  *Students demonstrate their competence when they:*   * Identify the roles and functions of individuals engaged in early childhood, education, and services * Analyze opportunities for employment * Summarize education and training requirements and opportunities for career paths in child care services * Explain the role of professional organizations in education and early childhood | | | *Choose one here:*  3  2  1  *Choose one or more here:*  WB  SB  CB | |
| **Job Specific Examples:**    **Comments:**    **Goals:** | | | | |

|  |  |  |
| --- | --- | --- |
| ***Food and Nutrition*** | | |
| **7. Apply the USDA dietary guidelines for children and infants**  *Students demonstrate their competence when they:*   * Identify the nutritional needs of children * Describe safety modifications of food choices for children of different ages and abilities * Explain modifications for children with special dietary needs and restrictions * Explain procedures for food safety, storage, preparation and handling | | *Choose one here:*  3  2  1  *Choose one or more here:*  WB  SB  CB |
| **Job Specific Examples:**    **Comments:**    **Goals:** | | |
| ***Health and Safety*** | | |
| **8. Identify center responsibilities related to health and safety of children**  *Students demonstrate their competence when they:*   * Relate the WI licensing rules and regulations * Identify first aid, emergency, sanitary and routine care procedures * Obtain SIDS training * Obtain the Shaken Baby Syndrome certification * Obtain Child Abuse prevention training | *Choose one here:*  3  2  1  *Choose one or more here:*  WB  SB  CB | |
| **Job Specific Examples:**    **Comments:**    **Goals:** | | |
| ***Special Needs*** | | |
| **9. Identify modifications needed for children with special needs**  *Students demonstrate their competence when they:*   * Explain the need for inclusive programming * Identify specific modifications for special needs children | | *Choose one here:*  3  2  1  *Choose one or more here:*  WB  SB  CB |
| **Job Specific Examples:**    **Comments:**    **Goals:** | | |

***Wisconsin Assistant Child Care Teacher***

***Cooperative Education Assessment Summary***

|  |  |
| --- | --- |
| Date of Evaluation | Grading Period *(if applicable)* |
| Student/Employee | School |
| Workplace | Position |

|  |  |  |
| --- | --- | --- |
| **Date** | **Employer Observations and Recommendations** | **Employee Reflection** (accomplishments, potential obstacles, goals, strategies) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Final Evaluation |  |  |

|  |  |  |
| --- | --- | --- |
| ***Evaluation Summative Chart*** | | |
| **Criteria** | **Points Necessary** | **Points Earned** |
| Assistant Child Care Teacher (ACCT) Competencies | 18 |  |
| **On-the-job** Student completes 10 hours of volunteer experience in a licensed child care facility. | **Hours Required** | **Hours Worked** |
| Total Hours Worked | 10 |  |

I/We, the undersigned, attest that the information in this document is correct and has been reviewed by all parties collaboratively.

|  |  |
| --- | --- |
| Signature of Workplace or Community Mentor Signature | Date |
| Teacher Supervisor Signature | Date |
| Student/Employee Signature | Date |

(*Typed name is accepted for signature on forms returned via e-mail or fax*)

|  |  |
| --- | --- |
| **Please direct any questions concerning the Wisconsin Child Care Teacher Cooperative Education Program to:** | Career and Technical Education Team  Department of Public Instruction  P.O. Box 7841  Madison, WI 53707-7841  Fax: 608-267-9275  Phone: 608-267-9088 |

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.