Career and technical education is critical in preparing students for success in a global workforce. Professional development, workforce support, and appropriate compensation is needed for all child care professionals. Career and technical education includes opportunities to earn industry-based certifications. One such certification is for the Assistant Child Care Teacher (ACCT) program.

The Department of Public Instruction (DPI) was given approval in August 1988 to develop, implement, and monitor secondary-level ACCT programs. The DPI and the Wisconsin Department of Health and Family Services have worked together to create a program that meets the competencies for this certification. Assistant Child Care Teacher Certification: A Program Planning Guide resulted from secondary teachers working together to develop a planning guide for a course to meet the requirements of the child care services industry certification.

Quality child care is a major concern of parents, schools, and industry. The need for trained child care workers has increased along with the concern for quality child care. The research shows that children who participate in high-quality child care have higher achievement and show better social skills. The Assistant Child Care Teacher Certification: A Program Planning Guide was developed with these factors in mind to help teachers prepare workers who provide early child care.

The teachers who worked on this guide hope it will be helpful to those making decisions about training assistant child care teachers. The guide is designed to help with the development of excellent programs for the industry-based certification program of ACCT in the program area of family and consumer sciences education.

I commend the work of the authors of this guide and appreciate their time and effort given for the good of family and consumer sciences education programs throughout the state of Wisconsin. I know that this guide will be an invaluable planning tool for every teacher of the certification program for assistant child care teachers.

Carolyn Stanford Taylor
State Superintendent
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A special thanks to Wisconsin educators, the Wisconsin Department of Children and Families, and the Wisconsin Technical System who have provided comment and feedback to the revision process to improve the quality of the workforce in the child care industry. The Wisconsin Department of Public Instruction is highly appreciative of the willingness of these individuals to share their expertise with their professional community. Our students will be prepared to become career and college ready.

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Acknowledgments

A special thanks goes to the many individuals at the Wisconsin Department of Public Instruction who spent extra time assisting with the development of this guide. Without their dedication and energy, this guide would not have been possible.

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Introduction to Resource Units

The format of the units in this teachers’ guide is unique. Each unit consists of the following sections:

1. Course objectives, academic standards, learning priorities, and performance indicators.
2. An overview of the unit.
3. A content or subject matter section designed as a reference for teachers. This section outlines the scope and sequence of the subject matter included in the unit.
4. Classroom interaction detailing activities for each content section. These are arranged in the same order as the content or subject matter in the resource units.
5. Student handouts are provided that might be particularly useful in teaching this unit.
6. Resources are listed with each unit and in the appendices. These resources are listed specifically for that specific unit. The Appendix has selected resources that are related to the course in general. It includes books, articles, periodicals, websites, and catalogs.

More classroom activities are listed than a teacher may be able to use, given the number of hours allotted per unit. Teachers are free to select those activities that are most appropriate for their students, but they should try to select activities from each of the designated content areas. Teachers also may wish to design some of their own student activities to meet the required course and unit objectives. Student achievement should be based on the required course standards, learning priorities, and assessments.
Assistant Child Care Teacher Course Outline

The required course outline, as listed here, is based on an analysis of research results. The competencies and performance tasks and checklist are located in the appendices. The Department of Children and Families (DCF) administrative rules and information are an important part of the basis of the course outline. Most Wisconsin schools have 50- to 55-minute class periods; therefore, the course outline is based on 90 hours. The course outline is divided into the following 12 units:

- Introduction to Child Care Services (4 hours)
- The Center Environment (4 hours)
- The Children (9 hours)
- Interacting with Children (4 hours)
- Classroom Activities (10 hours)
- Classroom Safety (3 hours)
- Health and Safety (7 hours)
- Meals and Snacks (2-3 hours)
- Center Relationships (4 hours)
- Working with Children (3 hours in class and 7 hours outside of class)
- Professional Development (4 hours)
- Infant and Toddler (10 hours plus 10 hours student observation in licensed regulated centers)

Teacher Qualifications

The DPI-approved Assistant Child Care Teacher Certification program is considered an advanced-level vocational career and technical education industry credential course. The students who take this course are encouraged to take other courses in the programs of study in the Human Services or Education and Training career clusters. Courses in the learning plan could include child development or parenting. The teacher who teaches this course must have a #1210 Family and Consumer Sciences teacher license and a #1211 supplemental vocational child care services license. The #1216-HERO Co-op license requires 2,000 hours of family-and-consumer-sciences-related industry-based work experience, with at least 1,000 hours are required in the child care services licensed regulated child care facilities where students eventually will enter the workforce.

Approval and Monitoring Process

Initial approval of the ACCT program requires the school district to submit a proposal to the DPI family and consumer sciences education consultant in the year preceding the
implementation of the course. Guidelines are available on the DPI website: http://dpi.wi.gov/cte/skills-standards.

An online DPI registration of students enrolled in the ACCT course will be required each fall. The ACCT certificate is an industry credential allowing students who successfully complete the program to work at age 17 in licensed regulated centers. The regulation available in the legislative code through the Department of Children and Families is DCF 251.05(1)(g)2.c.

Districts are required to ensure the following enrollment standards are met:

- Student enrollees must be 11th or 12th grade student or at least 17 years of age.
- Student enrollees must show and have potential career interests in the programs of study in early childhood education.
- The class size should be no more than 20 students as each student is required to complete 10 hours of community-based observations in licensed regulated centers. Fifteen students is the recommended class size.

To certify the students, the districts are required to maintain records, and students must meet the following requirements:

- The attendance minimum shall be 85 percent of the proposed training hours. Excused absences of 15 percent of the hours could be made up at the discretion and approval of the instructor.
- The student shall receive a C grade or better based on the evaluation in the state course content.
- The student shall be physically, mentally, and emotionally able to provide responsible care for all children including children with disabilities. Code regulation is available: DCF 251.05(1)(a).

Certification

The local district will submit the names of the students who have successfully completed the approved program to the DPI through the online skills certificate program registration. The school district will assume responsibility for awarding the certificates to the students and saving the records in the files so the district has evidence of successful completion of the Assistant Child Care Teacher Certification program. For the infant and toddler certification, the teacher must also submit the names and issue the certificates to those who have completed the competencies for the program.

Assistant Child Care Teacher Course Units

Standard EC1: Students will integrate knowledge, skills, and practices required for careers in early childhood education and services.

Unit 1: Introduction to Child Care Services (4 hours)

Learning Priority:
EC1.a: Investigate the necessity for and purpose of quality group care for young children.
Course Objective:
Describe the career opportunities in the child care industry.

Unit Objectives:
The student will be able to
- describe the necessity and purpose of group care for young children;
- explain the services child care centers provide;
- explain the types of child care centers: parent cooperative, chain, sick child care, church-sponsored, employer-sponsored, and family day care;
- describe the typical staffing patterns used in a child care center: director, head child care teacher, and assistant child care teacher;
- compare the staff qualifications, roles, and responsibilities of child care workers within a center setting; and
- identify the historical contributions that have influenced how child care services are currently provided.

Unit 2: The Center Environment (4 hours)
Learning Priorities:
EC1.c: Cultivate positive relationships with children in a child care setting.
EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

Course Objective:
Arrange space and provide equipment.

Unit Objectives:
The student will be able to
- describe the impact that licensing has on center space;
- evaluate how group size affects the selection and organization of center space;
- explain room arrangement for each of the classroom areas: block building, art, socio-dramatic play, woodworking, science, mathematics, small manipulative activities, storytelling, music, and eating;
- describe the importance of safety in planning the physical space of a child care center; and
- identify equipment and supplies needed for infants, toddler, and mixed groups of children ages 2½ to 5.

Unit 3: The Children (9 hours)
Learning Priorities:
EC1.b: Apply theories of developmentally appropriate practice to classroom situations.
EC1.e: Create and facilitate developmentally appropriate activities for a variety of child care curricula areas.
HD1.a: Analyze principles of human growth and development across the lifespan.
HD1.b: Analyze conditions that influence human growth and development.

**Course Objective:**
Describe the developmental sequence of children from birth through 12 years of age, incorporating cultural differences.

**Unit Objectives:**
The student will be able to:

- describe how children develop physically, socially and emotionally, intellectually, and morally;
- investigate how cultural differences may affect a child's development;
- differentiate characteristics of children at different ages and stages of their development;
- compare and contrast different methods of recording observations of young children;
- observe a group of young children and record their activities;
- apply brain development theories on learning and behavior;
- incorporate critical windows of opportunity; and
- recognize the importance of the first five years of life.

**Unit 4: Interacting with Children (4 hours)**

**Learning Priorities:**
EC1.d: Guide children in appropriate behaviors.
IR1.c: Demonstrate communication skills and contribute to positive relationships.
IR1.d: Evaluate effective conflict prevention and management techniques.

**Course Objective:**
Describe appropriate guidance techniques for interacting with children.

**Unit Objectives:**
The student will be able to:

- illustrate positive verbal and nonverbal interaction techniques;
- apply appropriate behavioral limits for each stage of a child’s development;
- describe how different parenting styles, cultural backgrounds, and social class may influence children's reactions to guidance techniques;
- create a daily schedule related to the children's needs;
- explain the importance of and plan transitions for moving children from one activity to another: large group, small group, outdoor, indoor, nap, and meals; and
- plan positive center arrival and departure techniques.
Unit 5: Classroom Activities (10 hours)

Learning Priority:
EC1.e: Create and facilitate developmentally appropriate activities for a variety of child care curricula areas.

Course Objective:
Comprehend the importance of planning classroom activities based on the children’s developmental levels.

Unit Objectives:
The student will be able to:
- choose developmentally appropriate equipment and activities;
- plan and coordinate activities appropriate for children’s developmental stages and cultural backgrounds;
- present a variety of activities related to the five areas of development: intellectual, social, emotional, physical, and moral;
- organize space and materials for self-selected activities during free play;
- identify resources that can be useful in planning developmentally and culturally appropriate programs for young children;
- create an activity for each of the curriculum areas such as: storytelling, art, music and movement, dramatic play, block building, science, and mathematics; and
- select developmentally appropriate storybooks for children using the following criteria: size of book, illustration, length, content, and cultural variety.

Unit 6: Classroom Safety (3 hours)

Learning Priorities:
EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

EC1.h: Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.

EC1.i: Implement modifications to accommodate special needs.

FMM1.b: Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.

FMM1.c: Demonstrate sanitation procedures for a clean and safe environment.

Course Objective:
Describe the assistant child care teacher’s role in maintaining a safe environment.

Unit Objectives:
The student will be able to
- create a safe day care center environment to prevent accidents and to allow open space according to state licensing rules;
• explain the importance of constant supervision;
• identify possible classroom and outdoor safety hazards; and
• recognize the importance of a well-designed evacuation plan for any emergency.

Unit 7: Health and Safety (7 hours)

Learning Priority:
EC1.h: Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.

Course Objective:
Explain the importance of health and knowledge of safety in a child care center.

Unit Objectives:
The student will be able to
• recognize symptoms of contagious diseases and childhood illnesses including typical behavior patterns;
• apply first aid for bumps, bruises, and minor cuts;
• demonstrate skills necessary for CPR and infant CPR skills;
• assess the liability of transporting children in center-owned vehicles;
• identify center procedures to use when a child becomes ill; and
• explain the importance of sanitary procedures and universal precautions including washing hands, brushing teeth, toileting, and disposing of soiled materials.

Unit 8: Meals and Snacks (2-3 hours)

Learning Priority:
EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.

Course Objective:
Explain the importance of guiding children during snacks and mealtime experiences.

Unit Objectives:
The student will be able to
• explain how independent eating habits can be fostered at mealtime;
• describe appropriate table manners for children;
• evaluate family service, listing tasks children can assist with during meal and snack times;
• identify foods that could cause children to choke;
• explain the importance of not touching other people’s food or using other children’s utensils; and
• recognize the importance of planning menus.
Unit 9: Center Relationships (4 hours)

Learning Priority:
EC1.c: Cultivate positive relationships with children in a child care setting.

Course Objective:
Describe the importance of maintaining positive relationships with staff, parents, and volunteers.

Unit Objectives:
The student will be able to
- determine positive behaviors that would foster cooperative relationships with staff;
- identify ways of supporting the director and head child care teacher;
- describe ways of initiating positive parental contacts;
- explain how to make volunteers feel accepted and needed in the center;
- identify possible stressors present in a child care center environment; and
- examine ways of positively managing stress in the role of the assistant child care teacher.

Unit 10: Working with Children
(3 hours in class and 7 hours outside of class in licensed regulated child care centers)

Learning Priorities:
EC1.b: Apply theories of developmentally appropriate practice to classroom situations.
EC1.c: Cultivate positive relationships with children in a child care setting.
EC1.d: Guide children in appropriate behaviors.
EC1.e: Create and facilitate developmentally appropriate activities for a variety of child care curricular areas.
EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.
EC1.h: Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.

Course Objective:
Participate in a classroom with a group of young children.

Unit Objectives:
The student will be able to
- recognize basic child observation skills;
- design, implement, and evaluate developmentally appropriate activities for individuals and groups;
- demonstrate acceptable behavior, hygiene, and attire;
• prepare children in learning daily routines;
• differentiate children’s behavior in adjusting to new activities;
• model correct grammar and vocabulary;
• analyze children’s body language for signs of aggression;
• encourage children to participate in cleanup activities;
• supervise and comfort children as needed;
• evaluate snack and mealtime; and
• model the classroom teachers in their daily routines with children.

**Unit 11: Professional Development (4 hours)**

**Learning Priorities:**
EC1.f: Develop a career portfolio.
CCLC1.b: Demonstrate transferable and employability skills in school, community, and workplace settings.

**Course Objective:**
Recognize the importance of self-management and development as an assistant child care teacher.

**Unit Objectives:**
The student will be able to
• identify the importance of a positive attitude in the workplace;
• explain the importance of accepting advice and supervision from the director and head child care teacher; and
• explain the importance of the following skills and abilities, which are essential for the assistant child care teacher. These include
  o has positive work attitude
  o has good work habits, is on time, is dependable
  o is safety conscious
  o understands the value and importance of work
  o is friendly and courteous
  o works well with others
  o accepts advice and supervision
  o is flexible
  o listens well enough to understand
  o models a lead child care teacher for a day, recording his or her responsibilities and routines
discovering further opportunities for child care education in the field of child care at the post-secondary and college levels
interprets the state licensing rules for which the assistant child care teacher is responsible
examines major child care resources, such as publications and equipment catalogs

Unit 12: Infant and Toddler Certification and Curriculum
(10 hours class time plus 10 hours student observation in licensed regulated child care centers)

Learning Priorities:
EC1.a: Investigate the necessity for and purpose of quality group care for young children.
EC1.b: Apply theories of developmentally appropriate practice to classroom situations.
EC1.c: Cultivate positive relationships with children in a child care setting.
EC1.d: Guide children in appropriate behaviors.
EC1.g: Adhere to current United States Department of Agriculture Dietary Guidelines and Wisconsin State Licensing Regulations.
EC1.h: Create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations.
EC1.i: Implement modifications to accommodate special needs.
FMM1.c: Demonstrate sanitation procedures for a clean and safe environment.
HD1.a: Analyze principles of human growth and development across the life span.
HD1.b: Analyze conditions that influence human growth and development.
HD1.c: Analyze strategies that promote growth and development across the life span.
P1.b: Evaluate parenting practices that maximize human growth and development.

Course Objective:
The infant and toddler caregiver will be able to adequately meet a child’s physical, emotional, social, and intellectual needs.

Unit Objectives:
The student will be able to

- apply appropriate practice related to the social-emotional development of children ages birth to 3;
- apply appropriate practice related to the physical development of children ages birth to 3;
- apply appropriate practice related to the brain development of children ages birth to 3;
- communicate effectively with parents and other staff members regarding children ages birth to 3; and
• demonstrate licensing guidelines related to sanitation, health, and safety for children ages birth to 3.