



Early Childhood Education Industry Certification

Procedure Manual

2010 Revision

The ECE Industry Certification Review is conducted by the Georgia Early Childhood Education Foundation (GECEF). GECEF is comprised of early childhood education professionals from business/industry, post secondary institutions/secondary institutions, representatives from the Georgia Department of Early Care and Learning, Georgia Department of Education and Georgia FCCLA. Many of these professionals are members of GAYC.

PROCEDURES FOR SEEKING ECE INDUSTRY CERTIFICATION

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1. CERTIFICATION INQUIRIES

Contact should be made with the Georgia Department of Education (DOE) Education Program Specialist indicating interest in applying for ECE Industry Certification. The ECE Industry Certification Standards with Rating Scales and the applications are available on the DOE website and are Appendices to this Procedure Manual.

2. Certification Information

- a. Schools with an existing program for 3 consecutive years are applicable to pursue ECE Industry Certification – whether they have an on-site or off-site lab(s).
- b. All ECE teachers are required to pass a content knowledge test.
- c. There are 2 components to the Industry Certification process:
 - 1) The high school program will be evaluated using the standards included in this packet, and this material may be compiled into notebooks or folders/crates.
 - 2) If the school operates a lab school for children, the Infant/Toddler Environment Rating Scale (ITERS-R, B-30 months) and/or the Early Childhood Environment Rating Scale (ECERS-R, 30 months-5 years) will be used to assess the children’s programs. These rating scales are available through most educational vendors. We strongly advise purchasing the books *All About the ECERS-R* or *All About the ITERS- R* depending on the age of children served in the program.
 - 3) During the summer, the high school teacher should attend industry certification staff development covering the ECE Industry Certification procedures and expectations, standards, evaluation tools, the ECE Content Knowledge Test and the Site Review. The scheduled date is July 15, 2010 – and the ECERS books will be given to all attendees. Please register on the CTAERN website: www.ctaern.org.

3. INSTRUCTION FOR SELF-ASSESSMENT AND PREPARATION FOR THE ECE CONTENT KNOWLEDGE TEST

The self-assessment is a process whereby the program compares itself to the standards. The process includes a review of the standards by the local school’s self assessment team to ensure the school will be ready for the Industry Certification site visit by the GECEF and ECERS team. The following steps are recommended:

- a. Review the standards, criteria, rating scales and required documentation to meet each criterion. See Appendix A.
- b. Read ECE content material, study for, apply for and pass the Early Childhood Education Knowledge Test, a pre-requisite for the Site Visit Application. A passing score is 70 of 100 possible points on this test consisting of 100 objective questions (mostly multiple choice and true-false). The test may be taken twice. After the second try, there is a required six month study period prior to the third attempt. The Knowledge Test should be scheduled very early in the process by completing the “Application for the ECE Content Knowledge Test” which is available on the DOE website and is Appendix D in this Procedure Manual.
- c. Form a local self-assessment certification team using school administrators, faculty members and advisory committee members from the community or use a sub-set of your advisory committee as the self-assessment team. The goal is to solicit help from individuals with expertise in early childhood, the ECERS-R Rating Scales and in the nine GECEF standards.
- d. Generate detailed documentation for each standard in the order in which they appear. Under each criterion provide documentation (pictures, emails, lesson plans, flyers, student portfolios, forms, etc.) and recommend improvements that still need to be made. Describing what you have done or giving examples does not count as evidence. Get in the habit early of collecting evidence that may be useful for later compilation of your binders. Some teachers begin with a file folder labeled for each of the 9 standards to collect evidence prior to compiling the binders. Binders, folders or electronic compilations are acceptable for review. If you choose to use binders, we prefer that you hole punch multiple page documents for easy viewing rather than placing them into pocket protectors.
- e. As part of your local self-assessment prior to your Site Visit, a team of at least two individuals well-versed in ECE should use the ITERS-R and/or ECERS-R to assess the children’s program, as applicable. It is strongly recommended that the schools with children’s programs also purchase a copy of *All About the ECERS-R* or *All About the ITERS- R* depending on the age of children served in the program. The *All About* books are very detailed and easy to read. They explain the rating scales and how your program will be rated, they describe how excellent early childhood learning environments function, what they contain and provide many illustrations. **The ECERS will be distributed at the July 15th workshop** and if you are unable to attend, may be purchased through most early childhood education vendors.

- f. Set realistic time schedules for completion of the program self-assessment and for group sessions to summarize team members' findings/documentation and their recommendations for improvement. Keep in mind funding application deadlines, grants ending June 30th, time to schedule the Site Review and for decision making by GECEF.
- g. The team can use the evaluation form to document self-assessment ratings, identify and make recommendations for criteria needing additional work.
- h. Adjustments or corrections to the program and documentation should be completed prior to the formal Site Review by the Georgia Early Childhood Education Foundation.
- i. After all reviews and observations are completed and improvements made the local self-assessment team should compile the binders for the Site Visit by the GECEF Review Team.

4. APPLICATION FOR SITE REVIEW

When the school has completed all requirements for the self-assessment, an "Application for ECE Industry Certification Site Review" should be made.

- a. When the program feels ready for the formal site review, the Site Visit applications must be approved and signed by the CTAE Supervisor before submission to the Education Program Specialist for approval.
- b. The Education Program Specialist will authorize via signature the "Application for ECE Industry Certification Site Review" and forward a copy to GECEF.
- c. Currently, GECEF will cover mileage reimbursement for a minimum of 2 GECEF team members. If a children's program is to be reviewed, the SCHOOL will pay the \$250 fee for one ITERS-R/ECERS-R assessor. Currently assessors are available in the Athens, Atlanta, Statesboro, Savannah and Augusta areas.

The GECEF review team may consist of university or technical college faculty, GAYC Board members, current or previous Bright from the Start consultants or other local early child care industry individuals with expertise in early childhood education programs for children.

- d. The high school teacher will plan cooperatively with the DOE Education Program Specialist, as well as the GECEF director to plan site review dates, schedules, agendas, etc.

5. REVIEW AND RECOMMENDATION FOR CERTIFICATION

The ECE Industry Certification Site Review Team will spend approximately one day reviewing the program in terms of the ECE Industry Standards. The children's programs will be reviewed on the same day and will typically last 3-5 hours depending on the size and schedule for the children's program.

- a. The GECEF Review Team will review the high school/program documentation, observe and visit the facilities and the children's programs, if applicable, and interview the teacher, students and advisory committee members.
- b. The GECEF Review Team will use the same standards as the local self assessment team to rate each criteria.
- c. The review team will discuss general findings in an exit interview with the high school teacher. The final recommendations, ratings and detailed findings of the team; however, will not be discussed during the exit interview.
- d. The findings of the Review Team will be forwarded to GECEF for processing based on the recommendation of the review team.
- e. On the basis of the review ratings, the team's recommendation and final review by GECEF, the program will be awarded certification, deferral or denial of certification . The decision will be accompanied by written identification of the areas needing improvement and an explanation of what improvements are needed to earn certification, if applicable.
- f. A plaque/recognition will be awarded to those programs meeting ECE Industry Certification Standards by DOE at the Summer GACTE Conference.

6. MINIMUM STANDARD REQUIRED

- a. The Industry Certification Instructional Program must include at least 180 hours of classroom and/or laboratory instruction per the state recommended curriculum guide.
- b. **For the High School Standards I-IX**, the average rating on each subscale (e.g. 1.1) shall be no less than four (4) on the five-point scale. An average rating of less than three on any of the 9 standards may be cause for denying certification. High school programs must score 90% of the possible points on Part I. For minimum score totals required, see the "Criteria Summary Sheet, Part I: High School Programs."

- c. **If a children’s program is offered**, an overall average score of five (5) on the ITERS-R and/or ECERS-R is required to meet ECE Industry Certification with a minimum score requirement of 4 on each subscale. The ITERS-R has 7 subscales. The ECERS-R also has 7 subscales. On each of the subscales a score of 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent. For minimum scores required, see the “Criteria Summary Sheet, Part II: Preschool Programs.”
- d. A program may be awarded certification, deferred or denied. If deferred, due to minor improvements that must be made, the program may submit documentation to GECEF to show that the high school has addressed areas needing improvement and now meets Industry Standards within 6 months of the site visit. A site visit usually is not needed unless the criteria needing improvement are primarily observable. The fee to review documents from deferred programs is \$250. If either the high school program component or the children’s program is denied, the program must make the recommended improvements and resubmit an application along with the appropriate fee as follows. Travel reimbursement must also be planned since deferred programs require another on-site visit.

2010-2011 Academic Year Fees to be paid by the School:

- \$250 ECERS site evaluator fee
- \$250 deferred program fee
- \$50 per annual report

2010-2011 Academic Year Fees to be paid by GECEF:

- \$100 Testing fee for each instructor
- Travel costs for evaluators.

7. Annual Reports and Recertification

- a. An Annual Report Form should be completed each year by May 15th. Major changes in the program (e.g., hiring a teacher that does not meet the required qualifications, the elimination of the lab school without sufficient off-site field experiences or adequate guidelines) may require additional follow-up. Each new high school teacher hired will be required to pass the ECE Knowledge Test – or attend the 20 hour professional workshop. The fee for processing an Annual Report Form is \$50.
- b. Recertification is required every 5 years and requires the same Site Visit procedures as the initial certification – review of the high school program, and ECERS (on-site labs).

8. CONTACT INFORMATION FOR THE GEORGIA EARLY CHILDHOOD EDUCATION FOUNDATION

- a. For logistics and basic questions, contact:
Laura Ergle, DOE Education Program Specialist
lergle@doe.k12.ga.us
404-463-6406

- b. For questions about the site visit, contact:
Dr. Martha Staples, GECEF Director
mstaples@gmail.com
404-402-0135



Appendix A

Early Childhood Education Industry Certification

Standards and Criteria

The following is an abbreviated version of the Early Childhood Education (ECE) Industry Certification Standards and Criteria without the rating scales. There are two parts to program certification, Part I: High School Program and Part II: Programs for Young Children. Part I, in general, refers to the high school students experiences while Part II refers to on-site laboratory programs for young children (if applicable).

In the rating version, each of the following 9 Standards in Part I have space after each criterion to rank each from 1 to 5 based on the evidence provided. Evidence is proof that the criteria are met (photos, completed forms, portfolios, lesson plans, lists, policies, observation by Review Team, etc.). Each criterion also has space for observations and recommendations. For Part II: Programs for Young Children the revised editions of the Infant/Toddler Environment Rating Scale (ITERS-R) for children birth through 30 months and the Early Childhood Environment Rating Scale (ECERS-R) for children 30 months through five years will be used.

The complete version of Part I along with the ITERS-R and/or ECERS-R, if applicable, is first used by the High School Self-Assessment Team to identify strengths and areas needing improvement. The same tools are later used by the Site Review Team to formally evaluate the program in terms of meeting Industry Certification. The Standards and Criteria are identical in both this abbreviated version and in the rating version.

Part I: High School Program

Standard I Instruction

Instruction must be systematic and reflect the program goals. Specific performance standards will insure that students will meet their education goals in the ECE Program. The instructional program must reflect the principles of sound instruction for a career and technical education program.

1.1 Curriculum

- A. Is the program using the DOE curriculum and meeting the Georgia Performance Standards (GPS) for ECE? [\(provide a chart for each course that indicates Week/Topic or Lesson Plan Title/GPS/Assessment\)](#)
- B. Do the high school classroom materials and equipment support students understanding about a variety of child learning experiences for young children i.e. (a)

encouraging the preschool child to learn about his/her world, (b) encourage both social and cultural awareness in guiding the development of young children.

(provide evidence that demonstrates variety and availability)

C. Are the goals for the curriculum based on current learning and child development theory? (provide evidence)

D. Does the curriculum include developmentally appropriate objectives and experiences in each child development domain: affective, cognitive, language, fine arts and motor?

(provide evidence)

E. Are supplies and equipment available to support hands-on laboratory experiences that will promote developmentally appropriate activities and experiences for preschoolers?

(provide evidence that demonstrates variety and availability)

F. Are the courses designed so that students can complete all the requirements for a career pathway in ECE within 2 years?

(provide schedule of courses offered over a 2 year period)

Note – lesson plan example may justify more than one criterion in a single standard – ex. 1.2.

Copy of lesson plan must be in each different standards number though to avoid flipping back and forth.

1.2 Methodology

A. Do the instructor’s lesson plans and instructional support materials reflect organization and detailed preparation for instruction? (provide sample lesson plan)

B. Does the program utilize on-site lab-based instruction? If the answer is no, are the students given the opportunity to observe and go off-site to work with children?

(provide off-site lab names and descriptions)

C. Are all off-site labs licensed by the state - Bright from the Start: Georgia Department of Early Care and Learning? (list labs without licenses, explain why you are using labs that are not licensed)

D. Are students given the opportunity to explore all aspects of the ECE Industry during lab and classroom experiences? (provide evidence)

E. What rationale/goal underlies the amount of time and the type of lab experiences the students are able to participate in for each course? (identify days/hours, experience/goal expected, type of setting and who supervises for each course)

1.3 Preparation Time

A. Does the teacher’s daily schedule provide adequate time for planning and course development? (provide schedule and explanation of when B and C are accomplished)

B. Is time provided for teachers to work on student projects and student organizational activities? (note availability of time on provided schedule)

C. Does the teacher have adequate time for supervision of off-site learning experiences?

(if no, provide off-site coordinator’s name/title/responsibilities)

1.4 Provisions for Individual Differences

- A. Is there evidence to indicate that special materials/activities/projects are used to accommodate special needs for high school students? (provide evidence)
- B. Are activities/materials/projects changed frequently enough to maintain high school student interest? (provide evidence)
- C. Is there evidence to indicate that the instructor is aware of different learning styles and addresses them? (provide evidence)
- D. Is there evidence of a variety of curriculum materials and activities to encourage the acceptance of diversity as it relates gender, sexual orientation, age, language ability, race, religion, family structure, background or culture?
(provide evidence)

1.5 Academic Integration

- A. Does evidence exist to indicate that Literacy and Language, Reading, Math, Social Studies and Science are integrated into the high school classroom?
(provide evidence)
- B. Does evidence exist to indicate that the instructor provides learning experiences, group work and projects that require higher order academic skills beyond acquiring knowledge and understanding, such as application, analysis, synthesis and evaluation?
(provide evidence)

1.6 Management of Instruction

- A. Is each student provided with a course syllabus?
(provide syllabus for each course)
- B. Is the program organized around developmentally appropriate practices for young children?
(provide evidence)
- C. Are students taught how to develop lesson plans for the lab setting?
(provide evidence of how taught and a sample student lesson plan)

Standard II Equipment & Facilities

Equipment used in the training program must be of the type and quality found to provide training to meet the program goals and performance objectives. The facilities must be appropriate for the variety of learning activities which occur in the ECE classrooms.

2.1 Standard Equipment

- A. Is the ECE classroom equipped per DOE requirements?
(observation and provide list of DOE requirements with available items checked)
- B. Has out of date or broken equipment been discarded or tagged for repair?
(observation and examples of what has been discarded in the past 2 years)
- C. Is there a locally or teacher developed long range equipment replacement plan on file for major equipment?
(provide copy)

- D. Is there evidence to support equipment being replaced according to the replacement plan? (observation and sample replacement order/purchase order/request)
- E. Does the equipment in the classroom encourage exploration, experimentation and discovery as needed in the workplace? (provide evidence)
- F. Does the equipment in the classroom encourage students to incorporate content, concepts and activities that foster all domains (social–emotional, physical, language and cognitive) of early childhood development? (provide evidence)

2.2 Funding

- A. Are the consumable supply monies utilized to provide quality instructional materials for students? (provide evidence of how money has been spent)
- B. How have the IC grants funds have been utilized to improve your program?
(Provide a detailed list and purchase orders/invoices)

2.3 Housekeeping

- A. Is the classroom clean, orderly and reflective of an efficient environment for learning? (observation)

2.4 Storage

- A. Is the storage area adequate to support activities outlined in the program goals and performance objectives? (observation)
- B. Is the storage area for student work/supplies/files adequate to support the activities outlined in the program goals and performance objectives? (observation)
- C. Is the storage area used for its intended purpose? (observation)
- D. Is the storage area neat and organized? (observation)
- E. Are there locked storage areas? (observation)

2.5 Layout/Floor Plan/Space

- A. Is the layout of the ECE classroom suitable for large/small group, team and individual high school student work? (observation)
- B. Does the square footage of the classroom meet or exceed state recommendations?
(provide square footage amount compared to the state recommendations)
- C. Is there an area available and convenient for the ECE teacher to use for planning and clerical duties? (observation)

Standard III Learning Resources

Support material consistent with both program goals and performance objectives must be available to staff and students.

3.1 Instructional Resources

- A. Are up-to-date texts available in ECE for each student enrolled in the program?
(observation and provided number of students per typical class, copyright dates of major texts)
- B. Are the number of copies adequate for out-of-class assignments or are required materials available via internet? (observation of texts. If applicable, provide evidence of alternatives to texts)
- C. Are up-to-date software packages, audio-visual materials and web-based resources used to facilitate efficient and effective teaching? (observation and provide sample list of used up-to date software, AV materials and web-based resources)

3.2 Instructional Workbooks/Manuals/Resource Books/Periodicals

- A. Are assorted specialized (ECE, Curriculum, Health and Safety, Learning Environment) workbooks, manuals, and/or resource books available to support the program goals and performance objectives? (observation and provide list of sample specialized materials that are used)
- B. Are current general and ECE professional magazines and newspapers related to the instructional program available and accessible for student and instructor use?
(observation and provide list sorted by classroom and library availability)

3.3 Multi Media Equipment

- A. Are appropriate, up-to-date multi media equipment and hardware such as flip charts, LCD projectors, "Smart Boards," speakers, digital cameras and video cameras, DVD players and writers and other emerging instructional technologies readily available to the classroom? (observation and list of items available in the classroom)
- B. Is the library multi media equipment sufficient to support the ECE curriculum?
(provide list of different multi-media equipment available in the library)
- C. Are funds provided in the annual budget for the purchase of multi-media equipment and software? (How many dollars annually? Provide list of previous 2 year's purchase of multi-media equipment, software and technology related resources)

3.4 Computer/Computer Related Materials

- A. Is a computer used by the teacher as a management tool? (provide evidence)
- B. Is there a computer available in the FACS classroom for every 2 high school students?
(observation)
- C. Is there evidence of high school students using classroom computers to complete program objectives? (provide evidence)
- D. Is appropriate software available for self-directed learning?
(provide list)

3.5 Development of Instructional Materials

- A. Does the ECE classroom, media center and/or school provide equipment and supplies for the development of support materials such as laminating, letter machines and duplication? (indicate who provides which equipment for developing materials)
- B. Does the instructor develop materials to utilize in the instructional program? (provide evidence)

Standard IV – Instructional Staff

The instructional staff must have technical competency and meet all state and local requirements for certification in ECE.

4.1 Professional Competency

- A. Does the high school teacher hold a current teaching certificate in ECE, B-5, P-5 or FACS education?
(provide copy of certificate for each teacher)
- B. If an on-site lab is part of the program, does the preschool teacher have an ECE, B-5, P-5 or Child Development Associate Credential (CDA or equivalent)?
(provide copy of certifications for the lab preschool teacher or equivalent ECE college coursework or a plan to meet this requirement by 2012)
- C. Is the teacher an active member of ACTE/GACTE/GATFACS?
(provide copy of membership cards or receipts for each high school teacher)
- D. Is the teacher an active member of GAYC/SECA/NAEYC and/or AAFCS/GAFCS?
Membership is strongly encouraged, but not required.
(provide copy of membership cards or receipts for each high school teacher)

4.2 Professional Learning

- A. Has the instructor completed any of the following within the last three years and how many units or hours were earned?
(provide list or transcript that documents hours earned)
- State/University/Business sponsored internship(s) and/or
 - Staff development to earn Professional Learning Units (PLU's) sponsored by DOE and/or
 - In-service sponsored by GAYC (Georgia Association on Young Children) and/or
 - In-service sponsored by GAFCS (Georgia Association of FACS) and/or
 - State sponsored professional development through CTAERN and/or
 - College credit coursework

- B. Which of those professional development activities were in early childhood education or in the care and guidance of young children? (highlight on above, if a conference, attach workshops attended)

Standard V - CTSO's

The program will provide student leadership opportunities through a career technical student organization (CTSO).

5.1 State and National Membership Affiliation

- A. Do all students enrolled in ECE have access to an affiliated FCCLA or FEA chapter at your school? (Provide number of students enrolled in ECE and provide list of students enrolled in chapter. If no, why not?)
- B. Is the local chapter currently affiliated with the state and national level? (provide evidence of affiliation)

5.2 Co-Curricular Instruction

- A. Is there evidence that FCCLA or FEA is an integral part of the ECE program? (provide evidence of integration into ECE program)
- B. Does the organization promote interest in child care centers and related occupations through national projects, state projects and community service activities? (provide evidence of projects and activities)
- C. Have longer term partnerships and professional relationships been formed with local business, industry, institutions or agencies to support and enhance ECE Program and/or FCCLA/FEA activities? (provide evidence of longer term partnerships/relationships)

5.3 Competitive Events

- A. Are students encouraged to compete in FCCLA STAR Events i.e., ECE, Focus on Children, Career Investigation, Job Interview, Teach & Train, or Entrepreneurial FCCLA STAR Events? (provide list of ECE students who participated in past 2 years in STAR Events and sample of event entered)

OR

Are students encouraged to compete in FEA (Future Educators of America) Competitive Events?

(provide list of ECE students that participated in past 2 years and evidence of events entered)

Standard VI Program Promotion

Program promotion can be achieved through paid and non-paid public relations.

6.1 Promotion

- A. Does the ECE program conduct a variety of in-school promotional activities such as exhibits, bulletin boards, posters and brochures? (provide evidence)
- B. Does the ECE program conduct a variety of out-of-school activities such as newspaper articles, radio/television appearances, billboards, exhibits in the community and community service? (provide evidence)
- C. Does the ECE program provide for student presentations within the community? (provide evidence)
- D. Are records (scrapbooks, files etc.) kept to document internal and external promotion of the program? (provide evidence)
- E. Is written literature on the ECE program available to students prior to enrollment? (provide evidence of flyers, brochure, website, etc.)

Standard VII Advisory Committee

An advisory committee consisting of a majority of child care professionals (GAYC members, business and child care leaders, educators and parents) is in place for the ECE program in this specific school.

7.1 Advisory Committee

- A. Does the program have a local ECE advisory committee that meets at least twice a year? (provide date the ECE Advisory Committee was established and dates of meetings for the past 2 years)
- B. Is the advisory committee composed of male and female representatives, minority groups, expertise in the ECE field, the local child care and related services industry and parents? (provide current list of ECE committee members and their job positions, indicate males and minority representation)

7.2 Committee Impact

- A. Do minutes of the meetings indicate the dates of meetings, agenda, members present, committee's direct involvement in the program, and promotion of the ECE program? (provide a minimum of minutes from 2 meetings)
- B. Is the curriculum reviewed by an advisory committee at least once a year with suggestions made for improvement as needed? (provide copy of advisory committee review with suggestions for improvement. See Standard VIII for Advisory Committee)
- C. Does the advisory committee work with the local education agency in decisions regarding the ECE program? (provide evidence of discussions and/or emails, etc. that show communication/decision-making between committee members and the local education agency members besides yourself)

- D. Are high school students and preschool families informed of community events that would meet their needs?
(provide evidence)

Standard VIII Student Career Related Services

Systematic pre-admission testing, interviews, counseling services, school placement and follow-up procedures must be used.

8.1 Career Guidance Opportunities

- A. Is contact made to the middle school students about the ECE program at the high school?
(provide evidence)
- B. Is there an organized plan for providing early childhood career guidance information to students? (provide written plan)
- C. Is there evidence in the daily lesson plans that career awareness and employability skills are being taught in the ECE curriculum? (provide sample lesson plans with career awareness and employability skills highlighted)
- D. Is there evidence that opportunities are provided for students to participate in work-based learning experiences both during and following high school?
(provide evidence for both during and following high school)
- E. Does the program have a system for following up on former students who planned to pursue a career in ECE? (provide evidence)
- F. Are students given opportunities to hear resource people speak about the professions of child care, teaching and related professions? (provide evidence)
- G. Is there evidence of interaction with feeder schools to provide information regarding the ECE career opportunities and utilization of the ECE Individual Career Plan?
(provide evidence)
- H. Is there collaboration between secondary and post-secondary schools with articulation for ECE courses? (provide evidence)
- I. Provide the local job markets related to ECE where your students might find employment.
(provide listing of local jobs in ECE and related fields)

8.2 ECE Internships

- A. Is there documentation of the rules, regulations, policies, and procedures provided that support coordination between the school and the intern's worksite?
(provide handout/procedures on coordination guidelines)
- B. How are training plans and training agreements used to support student progress?
(provide evidence)
- C. Is the instructor or Work Based Learning Coordinator (WBLC) using C-Net or similar software to report student data and lab experiences? (provide evidence)

- D. Internship students can show they have mastered proficiencies in their pathway?
(provide student portfolio, portfolio requirements and workplace readiness certificate requirements etc., if utilized)

Standard IX Health & Safety

Health and safety rules must be observed by teachers and students at all times in the ECE Program.

9.1 Health & Safety

- A. Are students familiar with emergency procedures (fire, tornado, bomb, etc.?)
(provide evidence that shows students are familiar)
- B. Are safety instructions given prior to lab experiences?
(provide evidence)
- C. Is a safety test administered with students required to meet a minimum standard of instruction with at least 80% accuracy before being allowed in the lab or classroom with children?
(provide completed safety tests)
- D. Are proper hand washing procedures taught and practiced prior to experiences with children? (provide evidence of practice and written hand washing policy)
- E. Are students taught appropriate methods of sanitizing toys and equipment?
(provide evidence and a copy of the sanitizing policy)
- F. Do fire extinguishers have regular, current inspection tags attached and meet fire codes? (observation, if applicable to this classroom. If not in classroom, where is nearest fire extinguisher?)
- G. Is lighting adequate for classroom experiences? (observation)
- H. Are exits clearly marked and free of obstruction? (observation)
- I. Are fire alarms available and working? (observation, proof of last fire drill)
- J. Do instructors hold current pediatric first aid, Infant/Child CPR and fire safety certificates? (provide copies of certificates for each high school teacher and lab teacher)
- K. Do all interns hold current emergency pediatric first aid, Infant/Child CPR certificates and have fire safety training prior to working in the lab? (provide evidence or copies of certificates)

Appendix B

ECE Industry Certification Scoring Sheet

Part I: High School Program (Standards I-X) Criteria Summary

	Maximum Possible Score	Minimum Score Needed for 90%	ECE High School Program Score	ECE High School Program Percentage
Standard I: Instruction	115	103.5		
Standard II: Equipment & Facilities	85	76		
Standard III: Learning Resources	70	63		
Standard IV: Instructional Staff	30	27		
Standard V: CTSO's	30	27		
Standard VI: Program Promotion	25	22.5		
Standard VII: Advisory Committee	30	27		
Standard VIII: Student Career Related Services	65	58.5		
Standard IX: Health & Safety	55	49.5		
TOTAL	505	454		

Appendix C

ECE Industry Certification – ECERS SUMMARY SHEET

PART II – PROGRAM FOR PRESCHOOL CHILDREN CRITERIA SUMMARY SHEET

Early Childhood Environment Rating Scale Revised Edition (ECERS-R) Subscales	Maximum Possible Average	Minimum Average Needed	ECE Lab Score Average
Space & Furnishings	7	4	
Personal Care Routines	7	4	
Language-Reasoning	7	4	
Activities	7	4	
Interaction	7	4	
Program Structure	7	4	
Parents and Staff	7	4	
Overall Average Based on 43 of 43 Item Scores.		5	

**Please note: On the ECERS-R a score of 1 = Inadequate, 3 = Minimal, 5 = Good, 7 = Excellent
An overall average of 5 is required to meet ECE Industry Certification with a minimum score
requirement of 4 on each subscale.**

**The ECE Industry Certification Review is conducted by the
Georgia Early Childhood Education Foundation (GECEF). GECEF is comprised
of early childhood education professionals from business/industry, post
secondary institutions, and secondary institutions. Many of these professionals
are members of GAYC.**

Appendix D



Application for the ECE Content Knowledge Test

Name _____ School _____

School Address _____ City _____ Zip _____

Teacher Email: _____ Phone _____

A. I wish to take the ECE Content Knowledge Test on the following date at the following location:

Date: _____ Location _____

Mailing Address _____ City _____ Zip _____

Individual Administering the Test: _____ Phone _____

Title: _____ Email: _____

B. I understand that:

1. This test is confidential and should not be reproduced in any fashion.
2. There is not a set time limit for this test; however, it must be completed in one time segment.
3. The administrator of this test is not from my school, they are either at the county or system level.
4. I am providing at least a three week notice to take the test.
5. This test will be mailed immediately after completion by the test administrator to the following address:

Dr. Pat Minish
GAYC Executive Director
368 Moreland Avenue NE, Suite 240,
Atlanta GA 30307-1927

Teacher Signature _____

School CTAE Director Signature _____

C. Please sign and forward to Laura Ergle, Education Program Specialist for her signature, via email, fax or mail: lergle@doe.k12.ga.us or fax: 770-344-4435

Education Program Specialist Signature _____

Appendix E



Application for the ECE Industry Certification Site Visit

Name _____ School _____
School Address _____ City _____ Zip _____
Email _____ Phone _____

A. I wish to schedule my ECE Industry Certification Site Visit on any of the following dates:

1st Choice Date: _____ 4th Choice Date: _____
2nd Choice Date: _____ 5th Choice Date: _____
3rd Choice Date: _____ 6th Choice Date: _____

*Note: Please provide at least 5 dates. We will have 3-5 team member schedules to work around.

B. Our school has: 0 1 2 3 4 on-site labs (classrooms for children). I understand that I will need to choose dates when the preschool children are present.

C. Please attach your revised tentative schedule (see attached sample) for the visit, to include the following components based on your and your students' schedule:

- 30 minutes for Continental Breakfast with Advisory Committee members and others
- 15 minutes for tour of ECE Department
- 1.5 hours to review each preschool lab*
- 3-4 hours to review notebooks/files
- 30 minutes to visit high school classroom with teacher, but without students present, if possible.
- 1 hour for working lunch
- 30 minutes to interview high school students
- 30 minutes for an exit interview with the high school teacher and lab school teacher(s)

* If you have 2 labs, we will visit them both.

D. Please sign and forward to Laura Ergle, Education Program Specialist, Georgia Department of Education for her signature via email: lergle@doe.k12.ga.us or fax: 770-344-4435 or mail: 1752 Twin Towers East, Atlanta, GA 30334

Teacher Signature _____

School CTAE Director Signature _____

Education Program Specialist Signature _____

Appendix F

_____ COUNTY HIGH SCHOOL
_____, Principal

Industry Certification Site-Visit Sample Agenda (revise to meet your and your student's schedule)

8:00 a.m. - 8:30 a.m.	Breakfast with Advisory Board and System Administrators*
8:30 a.m. - 8:45 a.m.	Tour ECE Department
8:45 a.m. - 12:00 noon	Lab Observation by ECERS-R Team Member**
8:45 a.m. - 11:30 a.m.	Review Notebooks
11:30 a.m. - 12:00 noon	Visit High School Classroom (Teacher present, but not students)
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 1:30 p.m.	Informal Group Interview of 3-5 Students on Different Levels
1:30 p.m. - 3:00 p.m.	Review Notebooks
3:00 p.m. - 3:30 p.m.	Exit Interview with High School and Preschool Teachers

*Continental Breakfast with Certification Team and Advisory Committee Members

Suggested attendees at breakfast: Advisory Committee Members, High School Administrators, System Administrators, FCS Department Teachers, School Partnership Members

Sample Information about Preschool Labs (identify age level, teachers' names and room location for each lab)

**Lab 1: GA Pre-K (Teacher is Ms. _____ and paraprofessional is Ms. _____)
Room # _____

Lab 2: Tuition-based 3 year old Preschool (Ms. _____) Room # _____

ECE Teacher's Schedule and Location for Day of Site Visit:

Appendix G

2010-2011 Annual Update Industry Certification for ECE Programs

SCHOOL INFORMATION

School Name		School Enrollment	
Principal's Name		School Phone Number	
ECE Phone Number		ECE Fax Number	
School Mailing Address			
School Website Address		Year Program Certified	

ECE TEACHER(S)

Name _____

Teacher's Email Address: _____

Yrs Teaching _____ Does the teacher plan to return 2011-2012? _____

Other responsibilities (FCCLA, FEA, Dept. Chair, Coach etc.)

Name _____

Teacher's Email Address: _____

Yrs Teaching _____ Does the teacher plan to return 2011-2012? _____

Other responsibilities (FCCLA, FEA, Dept. Chair, Coach etc.)

I. RECOMMENDATIONS & CHANGES

List any recommendations cited in your program's last certification visit. For each recommendation identified, describe the progress you have made in correcting the condition/problem.

Describe the specific changes that have taken place this school year in the following areas:

- a. Organization and administration of your program/department.

- b. Students (increases/decreases in enrollment/recruitment/placement).

- c. Student organizations (changes in FCCLA membership, activities, advisers).

d. Facilities and/or Budget

--

II. Statistical Summaries

a. Course Offerings

List the enrollment for each course in the pathway:

COURSE NAME	TEACHER	ENROLLMENT	
		MALE	FEMALE

b. List of Local Advisory Council

Please list the names of all members of your Local Advisory Council members and indicate the company/organization he/she represents. Instructors and school administrators should not be included.

MEMBER NAME	COMPANY/ORGANIZATION REPRESENTED

III STANDARDS

Listed on the following pages are the current industry certification standards. Please indicate whether each of the standards is being met in your school. Explain "NO" answers in the spaces provided.

STANDARD	MET YES / NO
1.1 CURRICULUM Program is using the current State GPS for ECE.	
1.2 METHODOLOGY Students are given opportunities for lab experiences on or off site, and all off site labs are licensed.	
1.3 PREPARATION TIME Instructor has a dedicated planning period.	
1.4 INDIVIDUAL DIFFERENCES The program maintains differentiated instruction to meet the diverse needs of students.	
1.5 ACADEMIC INTEGRATION The program offers integrated academics in lessons.	
1.6 Students are provided with a course syllabus.	
2.1 EQUIPMENT Equipment has been maintained and if inoperable, has been discarded and replaced.	
2.2 FUNDING Consumable supply funds were utilized to provide instructional materials.	
2.4 STORAGE A locked storage area is still available for program use.	
3.1 INSTRUCTIONAL RESOURCES Textbooks have been purchased in the most recent adoption year.	
3.2 INSTRUCTIONAL RESOURCES ECE Professional publications, as well as ECE resource books have been purchased during this school year.	
3.3 MULTI MEDIA EQUIPMENT All multi media equipment is still in use and good working condition.	
3.4 COMPUTERS An instructor and student computers are still in use and in good working condition.	

STANDARD	MET YES / NO
3.5 Program has access to laminating machine and die cut machine.	
4.1 PROFESSIONAL ORGANIZATIONS Instructor is involved in at least one professional organization - include the number of current memberships.	
4.2 PROFESSIONAL LEARNING Instructor has attended at least one ECE related professional activity - include number .	
5.1 CTSO Program has affiliated at the state and national level this year, include student count.	
5.3 CONTESTS Students participated in competitive activities, provide number of students involved.	
6.1 PROMOTIONS The ECE program conducted a variety of promotional activities.	
7.1 ADVISORY COMMITTEE Program maintained bi-annual meetings with attendance, agenda and minutes.	
8.1 CAREER GUIDANCE Students were provided opportunities for work based learning in the community as well as career guidance in the ECE field.	
8.2 INTERNSHIPS Training agreements and training plans were maintained on all internship students.	
9.1 SAFETY & HEALTH Students are provided with health and safety guidelines, as well as emergency procedures.	
9.1 SAFETY & HEALTH Instructors have maintained current First Aid/CPR/Fire Safety certifications.	

Explanation of any standards that are not currently being met.

Standard #	Explanation for NO

Standard #	Explanation for NO

IV PROFESSIONAL DEVELOPMENT / CTSO's

Each teacher in the department should complete this page for 2010-2011 activities:

Name _____ - School _____

Business-Related Professional Organization Memberships:

ORGANIZATION NAME	MEMBERSHIP NUMBER

2010-2011 Staff Development

DATE	CONTACT HRS	TITLE OF EVENT	SPECIFIC ECE RELATED ACTIVITY – i.e. workshops/sessions attended

2010-2011 FCCLA / FEA Involvement

DATE	Student / Adviser	TITLE OF EVENT	# Students Participating

