

Amarillo College Early Childhood Business & Leadership Council

Location: Google Meet ([CLICK HERE](#))

Date: Wednesday, May 15, 2023

Time: 1:00pm to 2:00pm

Attendees

April Slatter - Workforce Commission Panhandle
Aimee Rossi - Workforce Commission Panhandle
Kim Winegeart - Community Day Care - Pampa
Kristi Hanes - Night and Day
Kathryn White- Amarillo College TSR Coordinator (took minutes)
Cheryl Sims- Amarillo College Coach
Wanda McCown - Opportunity School
Lesley Webb - Opportunity School
Steve Burton - Children's Learning Center
Trena Rider - Amarillo College EC Program Coordinator
Ryan Francis - Coordinator Perkins Activities
April Williams- Adjunct Faculty
Margarita Rocha - Adjunct Faculty
Rochelle Fouts-Education Professor
Becky Easton - Dean of Liberal Arts
Amanda Cothrin - Region 16
Brittany Hinz - Amarillo ISD
Autumn Barraza - Family Support Services
Patricia Keith - Amarillo College Early Learning Centers Coordinator
Nick Escoto - Pleasant Valley
Destini Proby - Texas Premiere
Linda Munoz-Dean of Employer Engagement
Kelsey Lorenz- Adjunct Faculty
Luis Salazar - Education Program Advisor

Agenda

- Welcome: Trena Rider
- Old Business: Results from Table Talk
- New Business: Approve the designed curriculum based on your selection of "Critical" Knowledge, Skills and Abilities
- Questions & Vote
- Thank you
- Sign Off

Old Business

Summarized Report from Table Talk

TECA 1303 Families, School, and Community

- Show and Tell something from their culture/family/Tradition.
Result - Artifact Assignment
- Parent involvement and classroom participation/volunteering
Result - Parent Conference Scenarios
- Act professionally in all situations. Students should not know you are frustrated.
Result - Research on Professionalism

TECA 1311 Educating Young Children

- Know DAP for the age group you will be working with
Result - DAP Research Lesson
- Hands-on training/continued education
Result - Center Visits

TECA 1354 Child Growth and Development

- Meet once a month online or in person for group discussion. -
Result - More EOL Offerings
- Assign or have everyone pick a study buddy.
Result - Encouraging Collaboration
- Include videos with real-life scenarios for online classes who don't get the lectures where these scenarios may get discussed or may get brought up organically.
Result - Using CLI Engage and additional video resources.

CDEC 1164 Practicum in Early Childhood

CDEC 1319 Child Guidance

CDEC 1359 Children With Special Needs

New Business:

Connecting Critical Knowledge, Skills and Abilities (KSA) for Early Childhood Professionals to Curriculum: The alignment of the curriculum using an 8 Module/8 Week systematic delivery.

(Review the "Critical" KSA's, then approve the Curriculum Outline)

Please review this Critical Areas List...Outline for Curriculum:

Critical Areas to address based on Early Childhood BLC Recommendations
Assisting and Caring for Others
Assist children with special developmental needs
Demonstrate quality supervision for children
Coaching and Developing Others
Develop strategies to promote critical thinking and problem solving skills for children
Explain how guidance promotes autonomy, self-discipline and pro-social skills
Communicating with Persons Outside Organization
Apply strategies to maintain positive relationships with diverse families
Conduct family conferences to review children's development and progress
Discuss ongoing developmental progress with families
Communicating with Supervisors, Peers, or Subordinates
Collaborate with other early childhood professionals
Demonstrate appropriate written and verbal communication skills
Discuss children's developmental needs with school personnel
Explain the importance in maintaining a code of ethics
Report physical or emotional abuse
Controlling Machines and Processes
Documenting/Recording Information
Summarize and analyze student progress in all areas of development
Establishing and Maintaining Interpersonal Relationships
Establish relationships with parents, students and staff
Getting Information
Compare and apply theories of development in early childhood
Explain the value of family involvement in an Early Childhood environment
Interacting With Computers
Judging the Qualities of Things, Services, or People
Evaluate children's development based on the developmental domains: physical, language, cognitive, emotional, and social
Evaluate instructional materials to align with developmentally appropriate practices
Identify physical or emotional abuse
Making Decisions and Solving Problems
Administer developmentally appropriate standardized or state-mandated assessments
Describe ways to work effectively with abused and neglected children and their families
Monitor Processes, Materials, or Surroundings
Create safe environments for children
Monitor children's behavior, social development, and health needs
Monitor environments to ensure safety
Monitor student classroom activities
Recognize signs of abuse and neglect
Performing for or Working Directly with the Public
Demonstrate legal and ethical behavior, safety practices, and teamwork skills
Processing Information
Scheduling Work and Activities
Align instructional activities with developmentally appropriate practices
Develop age appropriate daily schedules for children
Thinking Creatively
Create literacy, math, science and social studies environments for children
Plan discovery experiences using observation and assessment
Plan developmentally appropriate activities to meet the needs of diverse learners
Select developmentally appropriate materials and activities for infants and toddlers

Training and Teaching Others
Adapt teaching methods and/or materials to meet individual learning styles of children
Analyze components of teacher/child interaction and positive guidance techniques
Analyze various early childhood programs and curriculum models
Apply best practices in early childhood education
Apply classroom observation and assessment to determine learning activities
Apply multiple teaching methods for literacy and math
Create a learning environment which support exploration in science and social studies
Create intentional instructional materials to support learning
Demonstrate and discuss health or hygiene practices supporting health and safety
Demonstrate and model appropriate social social skills for children
Demonstrate learning activities for improving social behavior
Demonstrate safety practices aligned with early childhood standards
Design and create developmentally appropriate lesson plans focused on literacy, math, science and social studies
Design social/emotional activities for children which support best practices
Develop teaching aids to support learning
Explain the benefits of high quality teaching materials which support physical, language, cognitive, social and emotional development
Identify the importance of play and sensory based instruction
Select appropriate methods for teaching daily living skills and cooperative behaviors
Select developmentally appropriate learning activities
Updating and Using Relevant Knowledge
Identify and stay up to date on early childhood policies and regulations
Identify characteristics relating to diverse lifestyles
Knowledge Domains
Education and Training
Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
Law and Government
Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
Psychology
Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

8 Modules/8 Weeks - Systematic Delivery of our first 16 Hours (Provider Certification)

Walk Through Blackboard.

Module 1: Professional Introduction, Course Outcomes (pre-assessment), Exit Ticket

Module 2: Developmental Domains, Theory connected to Practice, Exit Ticket

Module 3: Podcast, Quality Environments, Exit Ticket

Module 4: Professional Research, Midterm (Course Outcomes: Round 2), Exit Ticket

Module 5: Vidgrid, Scenario Based Assignment, Exit Ticket

Module 6: Quality Lesson Planning, Observations: Quality Early Childhood Assessment (ILP), Exit Ticket

Module 7: CLI Engage Training, Center Visits (ILP Focus), Exit Ticket

Module 8: FINAL, CDA Portfolio Collection

Questions and Vote

Thank You and Sign-Off

Minutes: Kathryn White

- **Welcome: Trena Rider**
- Thank you for everyone being here.
- **Old Business: Results from Table Talk**
 - Summarize from table talk- In our previous meeting we did table talk we had each table thing about what we could do in the program. Allowing group to take a while to read over old business and new business.
 - Categories we talked about:
 - TECA 1303 Families, School, and Community
 - TECA 1311 Educating Young Children
 - TECA 1354 Child Growth and Development
 - CDEC 1164 Practicum in Early Childhood
 - CDEC 1319 Child Guidance
 - CDEC 1359 Children with Special Needs
 - These are the courses the students get in the first 16 hours.
 - Blackboard overview of what the classes look like:
 - 8 modules for 8 weeks of classes will have the same routine and same schedule. This is meant to be familiar for them. I want them to know this is what we do with children. We want children to have a schedule and routine.
 - Every module they have to get to know your area and then an exit ticket. In the exit ticket the teacher can really talk to the teacher and I am able to help the teacher with coaching.
- **Breakdown of each module.**
 - Ideas: adding real world scenarios that will make the instructor put scenarios into the class.
 - Create a BLC video scenario bank that we could share with students.
 - Lesley has tried to add some accountability for digging into the reading materials. The students need to read it but give them key facts that the students read. We need to be more intentional on what the focus is of reading.

- Rochelle- Consistency among the classes will be appreciated. The courses look well organized.

- New Business: Approve the designed curriculum based on your selection of "Critical" Knowledge, Skills and Abilities

- Questions & Vote

- Kathryn White- yes

- Cheryl Sims yes

- April Williams yes

- Lesley Webb yes

- Night and Daycare yes

- Steve Burton- yes

- Wanda Mccown- yes

- Aimee -yes

- Margarita Rocha-Zubia- Yes

- April Slatter -Yes

Program Coordinator Signature:



Trena Rider

Program Coordinator Early Childhood Education

Note: First Meeting was March 25, 2022

December 17, 2024 Meeting?