Amarillo College Early Childhood Business & Leadership Council

Location: WCAH - 139

Date: Wednesday, Dec 4, 2024

Time: 11:30am to 1:15pm

Attendees (Please check those in attendance)

- ☐ April Slatter - Workforce Commission Panhandle
- ☑ Aimee Rossi - Workforce Commission Panhandle
- ☐ Kim Winegeart – Community Day Care – Pampa
- ☐ Kristi Hanes – Night and Day
- ☑ Wanda McCown – Opportunity School
- ☑ Steve Burton – Children's Learning Center
- ☑ Janessa Kennedy– Region 16
- ☐ Brittany Hinz – Amarillo ISD
- ☐ Autumn Barraza - Family Support Services
- ☐ Patricia Keith – Amarillo College Early Learning Centers Coordinator
- ☑ April Nelson - Amarillo College - Hagy Child Care Center (Minutes)
- ☐ Erica Cole - Amarillo College - Lab School
- ☑ Destini Proby – Texas Premiere
- ☑ Taneria Lawrence - AC Student
- ☐ Tamra Brannon - Lil' Colts - Claude
- ☐ Kimberly Anderson - Amarillo Area Foundation
- ☑ Rochelle Fouts-Education Department Chair
- ☑ Becky Easton - Dean of Liberal Arts
- ☑ Ryan Francis – Coordinator Perkins Activities
- ☐ Linda Munoz-Dean of Employer Engagement
- ☑ Luis Salazar - Education Program Advisor
- ☐ April Williams- Adjunct Faculty
- ☐ Kelsey Lorenz- Adjunct Faculty
- ☑ Lesley Webb – Adjunct Faculty
- ☑ Angelica Bargas - Education Administrator Assistant
- ☑ Trena Rider - Amarillo College EC Program Coordinator

Agenda

- Welcome: Trena Rider
- Old Business: Current Certs & Degrees along with Module Layout
- New Business: Student/Employee Agreement (GIPWE), Exploring Changes Based on Challenges (CDA, MOU's, Workforce Collaboration)
- Thank you

Old Business: Approved Last Meeting

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

Notes: BLC agreed to the following adjustments.

1. Module 1: For Provider Courses: Instructors will connect and review each student's Educator Growth Plan
2. Module 7: Instructors will review students' Educator Growth Plan via phone, Class Collaborate or In person.

New Business:

Student/Employee Agreement:

Educator Growth Plan: Vote via email, 12/6

Four sections:

1. Attendance
   a. I arrive at work on time 100% of the time.
   b. When I am going to be absent or tardy, I effectively communicate with my supervisor based on established rules.
2. Professional Communication
   a. Families - Communication is positive with families at drop off and/or pick up.
   b. Colleagues - Communication is focused on the growth of the children and each other.
   c. Supervisor - Communication is direct and professional.
   d. Instructor - Communication is proactive rather than reactive.
   e. Community Partners - I represent myself as an ambassador for my center.
3. Company Policy
   a. I follow the company dress code 100% of the time.

    b. I fully understand my job description.

    c. I 100% follow our policy on the use of technology.

4. Professional Demeanor based on Texas Rising Star Warm & Responsive Practices

    a. I create a warm, safe and nurturing environment.

    b. I use frequent, positive nonverbal behaviors to increase feelings of acceptance.

    c. I have a patient, relaxed style that helps maintain calmness in the classroom.

    d. I notice and attend to children's needs and signals.

    e. I respond promptly and sensitively to children's cognitive and affective signals.

    f. I demonstrate an ability to adjust one's own behavior to meet the needs, interests, and abilities of individual/groups of children.

Exploring Changes based on Challenges:

CDA will be dropped from the first 16 hours. The portfolio may still be used as a document of professional growth and monitoring degree plan.

Exam the option for the CDA to be continuing education.

Program Coordinator Signature:

Trena J. Rider

Trena Rider: Program Coordinator Early Childhood Education

Note: First Meeting was March 25, 2022

**Documents that were included in the presentation for attendees: TSR "Teacher-Child Interactions", Degree Plan, CDA Portfolio, Sample Contract from GIPWE, KSA's for our BLC.

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.