

DELAWARE FIRST

Training for Early Care and Education (TECE) 1 and 2

Delaware recognizes the critical importance of the well-trained adult in supporting the development and learning of young children in early care and education programs. The state offers a two-part, 132-hour training for early childhood professionals called Training for Early Care and Education (TECE). TECE 1 content provides fundamental knowledge for those individuals who are working with young children. TECE 2 content is designed to offer strategies for supporting and guiding young children's development and learning. TECE is graded and includes readings, assignments, observations, quizzes, and a portfolio requirement. TECE 1 and 2 support the training requirements for the Child Development Associate (CDA) credential and the Department of Labor Early Childhood Apprenticeship Certificate. The training is an integral component of Delaware's licensing regulations and Delaware Stars, the state's quality rating system.

Training for Early Care and Education (TECE) 1 (course includes a 3 hour introduction & 3 hour conclusion session)

Professionalism (6 hours)

The training defines what it means to be a professional. It provides information about Delaware: the state's vision – *Early Success*, the standards for young children's development and learning – Early Learning Foundations and Infant and Toddler Early Learning Foundations, and the standards for adults – Delaware Core Knowledge and Competencies for Early Care and Education. The training introduces participants to the attributes of effective early childhood professionals and helps them think about opportunities and strategies for their professional growth and development.

Health Issues in Child Care (3 hours)

Training participants are introduced to the critical importance of creating a healthy environment for young children. They learn how to perform daily health appraisals and manage mild illness. The training offers information about common communicable diseases, HIV/AIDS, and chronic health conditions. Participants also learn how to communicate with families about health issues.

Safety Issues in Child Care (3 hours)

The training introduces participants to the safety concerns associated with early care and education programs. They learn how to evaluate the environment for potential safety hazards and how to manage emergencies, accidents, and injuries. Participants also learn about the signs of child abuse and neglect. The training provides information about strategies for the supervision of young children.

Nutrition Issues in Child Care (3 hours)

Training participants learn about the connection between nutrition and children's development. The training provides information about the food pyramid and strategies for promoting good eating habits. Participants learn how to teach children and families about nutrition. They also learn about safe food handling.

Child Development (15 hours)

The training provides an overview of human development. Participants are introduced to the theories and concepts associated with children's development and the social context for children's development. They learn about children's physical, cognitive, language, social, and emotional development – being provided with an overview of each area of development and information about typical patterns of development. They also learn about each stage of development and how the early childhood professional can support learning and development at those stages – infants, toddlers, preschoolers, and school-age children. The training helps participants recognize concerns about children's development. They are also provided with strategies for talking with families about children's development.

Early Childhood Curriculum (12 hours)

The training offers a definition of child-centered, early childhood curriculum. It introduces participants to the concept of developmentally appropriate practice and the importance of play in the early childhood curriculum. Participants learn about the unique aspects of curriculum for infants and toddlers. They are introduced to appropriate curriculum for young children in traditional academic areas – literacy, mathematics, science, social studies, and the arts. The training enables participants to design and organize a supportive learning environment, including the outdoor environment – choosing toys, developing schedules and routines, and planning interest areas. And, participants learn about teaching strategies that support the learning and development of young children, including observation techniques.

Understanding Children’s Behavior (12 hours)

The training helps participants understand why young children behave the way they do. It reviews typical patterns of emotional and social development, and discusses typical challenging behaviors. The training introduces participants to the positive guidance approach, providing them with specific strategies for using the approach. Participants learn how to create a supportive environment that nurtures children’s self-esteem, social competence, and prosocial behavior. The training also offers information about structuring the environment to prevent behavior problems.

Working with Families (6 hours)

The training explores the roles of the family and the professional in supporting children’s development and learning. Participants learn how to develop positive, respectful relationships with families. They also explore ways to partner with families when the relationship is difficult. The training also provides information about a variety of strategies for communicating with families.

Training for Early Care and Education (TECE) 2 (course includes a 3 hour introduction & 3 hour conclusion session)

Focus on Quality (3 hours)

The training discusses the current focus on improving the quality of early childhood education, defining quality and the indicators of quality programming. The training offers a discussion about Delaware’s standards – Early Learning Foundations, Infant and Toddler Early Learning Foundations, Delaware Stars, and Delaware’s Core Knowledge and Competencies. The training introduces participants to NAEYC and NAFCC accreditation. Participants are also introduced to the nationally-recognized assessment tools – the Environment Rating Scales. The training presents an overview of the quality improvement process.

Developing Relationships with Children (3 hours)

This training helps participants understand the critical importance of positive adult-child relationships and interactions to children’s development and learning and the quality of early childhood programs – theory and research and characteristics of such relationships. The training asks participants to practice using observation to support relationship building. In addition, the training offers strategies for ways that adults can become more involved with children.

Supporting Children’s Social Emotional Development (6 hours)

The training defines social and emotional development and discusses seven critical skills that develop while children are young. The training discusses factors that support the development of social emotional skills. Participants learn about the Teaching Pyramid which is a model for supporting social competence and preventing challenging behavior in young children. They learn how to follow the five steps in the Process of Positive Behavior Support – establishing a team and identifying goals, gathering information, developing a hypothesis, creating a behavior plan and monitoring outcomes.

Supporting Children's Learning (6 hours)

The training helps participants understand how young children learn, presenting information about children's construction of knowledge, brain research, and multiple intelligences. Participants learn about teaching methods that are appropriate when working with young children and, particularly, how to support the learning of infants and toddlers. Participants are presented with strategies for supporting emergent learning in the traditional academic areas. They also learn how to help families understand how young children learn.

Play: Context for Children's Learning (6 hours)

The training defines play and introduces participants to the theories and research about play. It presents information about how play supports the development of young children and how play changes as children grow. Participants learn how to plan for an environment that supports children's play, particularly how to plan for dramatic play, block areas, and sand and water play. They learn how to educate families about the importance of play. The training also offers an opportunity for participants to discuss issues related to children's play, such as guns and super heroes.

The Learning Environment (6 hours)

The training offers information about the key components and functions of an effective learning environment. Participants learn how environments support childhood, encourage exploration, support all aspects of children's development, nurture relationship-building, and support the inclusion of children with disabilities. Participants also learn about how to use the outdoor environment to enrich learning. The training reviews the use of the Environment Rating Scales to assess the learning environment.

Language and Literacy (6 hours)

This training introduces participants to the rationale for the current focus on language and literacy. Participants learn about the foundational skills of oral language, phonological and phonemic awareness, print awareness and alphabet knowledge, and comprehension. They are introduced to the essentials of early literacy instruction – such things as rich teacher talk, reading aloud to children, using phonological awareness and alphabet activities, etc. They also learn about best teacher practices for supporting language and literacy development, such as developing reading centers and book areas and creating a print rich environment. Participants are also introduced to the needs of English language learners.

Including Children with Special Needs (6 hours)

Participants are provided with background information about inclusion – definitions, terminology, rationale for inclusion, laws, and research about the benefits of inclusion. The training provides information about children with special needs – what it means to have a disability, different types of disabilities, and the causes of disabilities. Participants learn about the family-centered approach and how to work with families of children with special needs. And, the training offers participants strategies for making inclusion work – how to make adaptations to the environment, encourage social interaction, support play, and support language development.

Observation and Assessment of Young Children (6 hours)

The training defines assessment as it relates to young children and introduces participants to the concept of formal and informal assessment. Participants learn about the critical importance of observation as part of the assessment process for young children. The training provides step-by-step directions for setting up a system for using children's portfolios for assessment purposes. Participants learn how to gather information, becoming familiar with narrative and anecdotal records, checklists and rating scales, and children's work samples. Participants also learn how to use assessment information – for planning purposes and for adapting interactions with children. The training provides strategies for gathering information from families and communicating with them about children's assessment results.

Curriculum: A Conceptual Framework (3 hours)

The training defines curriculum and discusses the purpose of the early childhood curriculum. It offers information about effective curricula – children’s goals, learning environment, sense of community, content, teaching practices, observation and assessment, and a cycle that links planning, guiding learning, observing, and assessing. Participants are introduced to tools for implementing curricula.

Curriculum: Curriculum Planning (6 hours)

The training reviews important curriculum concepts, children’s learning, the professional’s role, the learning environment, and appropriate content. The training provides participants with a process and forms for curriculum planning. Participants work together to practice using the process and forms.

Partnering with Families of Young Children (3 hours)

This training focuses on providing participants with strategies for communicating with families, supporting families, and involving families. Participants learn about parent conferences, home visits and inviting feedback from families. They learn how to respond to the stressors and challenges families face and how to support the parenting role. The training also provides strategies for involving families in the program.