

## Update to Content Accepted by SRP

### Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Indicate if the changes in the content were reviewed and accepted by the SRP to determine coverage of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or Texas Prekindergarten Guidelines (TPG) by selecting a box below. (**Note:** All request to update editions that do not change content reviewed and accepted by the SRP must be entered on the *Update to Content Not Reviewed by SRP* document.)

TEKS       ELPS       TPG       TEKS and ELPS

**Proclamation Year:** 2024

**Publisher:** The Curriculum Center for Family and Consumer Sciences

**Subject Area/Course:** Child Development Associate Foundations

#### Adopted Program Information:

**Title:** Child Development Associate Foundations

**ISBN:** 9781953248299

#### Adopted Component Information

**Title:** Child Development Associate Foundations

**ISBN:** 9781953248299

#### Publisher's overall rationale for this update

Enter the primary reason for the update request.

The initial TEKS score was below our acceptable threshold of 100% TEKS coverage.

#### Publisher's overall description of the change

Enter an overall description of the change(s).

We submitted new content and citations that cover the required TEKS.

## Update to Content Accepted by SRP

### Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

**Currently Adopted Content URL:** [https://ttu-ce.blackboard.com/ultra/courses/\\_557\\_1/outline](https://ttu-ce.blackboard.com/ultra/courses/_557_1/outline)

**Currently Adopted Content Username:** proclamation2024

**Currently Adopted Content Password:** Digitaedu2!

**Proposed Updated Content URL:** [https://ttu-ce.blackboard.com/ultra/courses/\\_557\\_1/outline](https://ttu-ce.blackboard.com/ultra/courses/_557_1/outline)

**Proposed Updated Content Username:** proclamation2024

**Proposed Updated Content Password:** Digitaedu2!

### Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note:** Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

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#### (SE)(Breakout(s)) and (Citation Type(s))

##### (1)(D)(ii), Narrative

T1\_U3 – Attitude III

##### (1)(D)(ii), Activity

T1\_U3 – Attitude III

##### (1)( E)(i), Activity

T1\_U4\_Ethical Dilemmas I

##### (1)( E)(i), Narrative

T1\_U4\_Ethical Dilemmas I

##### (2)(E )(iii), Narrative

T2\_U4\_Childcare Facilities and Special Populations

##### (2)(E )(iii), Narrative

T2\_U4\_Childcare Facilities and Special Populations

#### Description of the specific location and hyperlink to the exact location of currently adopted content

- [https://ttu-ce.blackboard.com/ultra/courses/\\_557\\_1/outline](https://ttu-ce.blackboard.com/ultra/courses/_557_1/outline)

#### Description of the specific location and hyperlink to the exact location of the proposed new content

- Updated SRP Folder CDAF
  - [T1\\_U3 – Attitude III – Updated Content](#)
  - [T1\\_U4\\_Ethical Dilemmas I – Updated Content](#)

## Update to Content Accepted by SRP

- [T2 U4 Quality Childcare Facilities – Updated Content](#)

### Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

The screenshot displays a curriculum page for Unit 3: Characteristics of Professionalism. At the top, there is a folder icon and the unit title. Below the title, there is a visibility toggle set to 'Visible to students' and a three-dot menu icon. The unit is associated with TEKS: 1(D); NS: 4.1 & 4.6. The main content area lists four sub-topics, each with a document icon, a title, a visibility toggle, and a list of instructional strategies:

- Work Excellence**
  - Visible to students
  - Instructional Strategies: 1. Class Discussion, Individual Activity, Pair Activity, Brainstorm; 2. FCCLA
- Productive Work Habits & Attitudes**
  - Visible to students
  - Instructional Strategies: 1. Individual or Group Activity, Writing Assignment (Newsletter), Class Discussion (Note: This is an English language arts literacy strategy.); 2. FCCLA
- Professional Attitude**
  - Visible to students
  - Instructional Strategies: 1. Online Lesson by Junior Achievement
- Attitude I**
  - Visible to students
  - Instructional Strategies: 1. Class Discussion, Individual Activity, Writing Assignment (Note: This is an English language arts literacy strategy.)

# Update to Content Accepted by SRP



## UNIT 4: EFFECTIVE WORK ETHIC PRACTICES

Visible to students ▼

TEKS: 1(E); NS: 4.1 & 4.6



### Work Ethic

Visible to students ▼

Instructional Strategies: 1. Class Discussion, Group Activity, Student-Produced Video



### Ethics

Visible to students ▼

Instructional Strategies: 1. Class Discussion, Class Activity



### Ethics I

Visible to students ▼

Instructional Strategies: 1. Guest Speaker, Individual Activity/Writing Assignment (Note: This is an English language literacy strategy.)



### Ethics II

Visible to students ▼

Instructional Strategies: 1. Class Discussion, Small Group Activity; 2. FCCLA



### Ethical Dilemmas I

Visible to students ▼

Instructional Strategies: 1. Class Discussion, Pair Activity/Scenario, Comic Strip



## TOPIC 2: ESTABLISHING HEALTHY AND SAFE LEARNING ENVIRONMENTS

Visible to students ▼



### Unit 1: Safe Indoor Environments

Visible to students ▼

TEKS: 2(A); NS: 4.3 & 4.4



### Unit 2: Safe Outdoor Environments

Visible to students ▼

TEKS: 2(B); NS: 4.3 & 4.4



### Unit 3: Techniques that Promote Child Wellness

Visible to students ▼

TEKS: 2(D); NS: 4.3 & 4.4



### Unit 4: Effective Learning Environments

Visible to students ▼

TEKS: 2(C & E); NS: 4.3 & 4.4



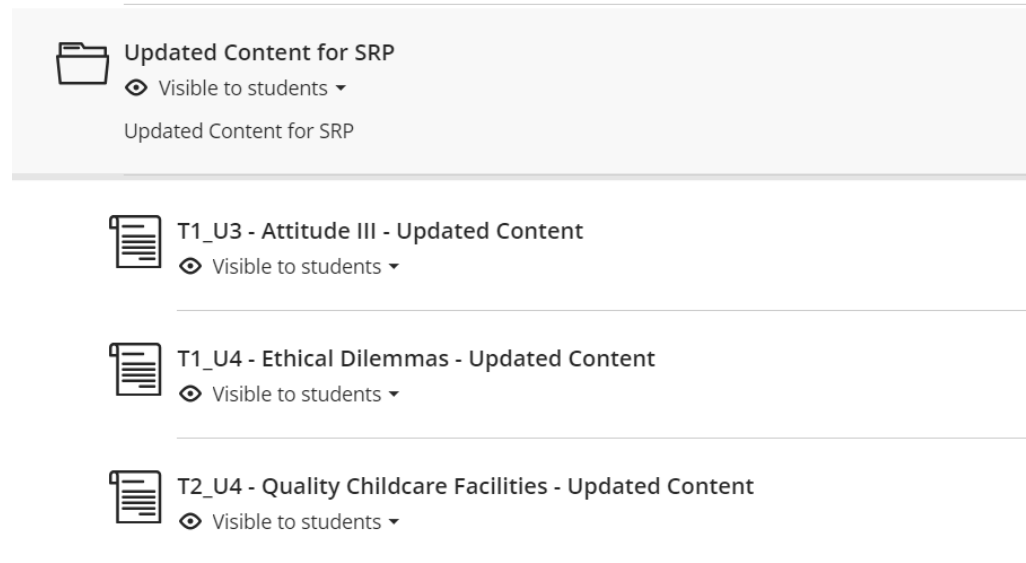
### Childcare Facilities and Special Populations

Visible to students ▼

## Update to Content Accepted by SRP

### Screenshot of Proposed New Content

Insert a screenshot of your proposed new content.



The screenshot displays a list of updated content items. At the top is a folder icon labeled "Updated Content for SRP" with a visibility icon and the text "Visible to students". Below this are three document icons, each with a title and a visibility icon:

- T1\_U3 - Attitude III - Updated Content
- T1\_U4 - Ethical Dilemmas - Updated Content
- T2\_U4 - Quality Childcare Facilities - Updated Content

### Assurances

These assurances apply to all material submitted to update content in state-adopted instructional materials.

Publisher acknowledges that:

- There will be no additional cost to the state;
- The new material meets the applicable Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (EIPS), or Texas Prekindergarten Guidelines (TPG) and is free from factual errors; and
- The updates in the new edition do not affect the product's coverage of Texas Education Code (TEC), §28.002(h), as it relates to that specific subject and grade level or course(s), understanding the importance of patriotism and functioning productively in a free-enterprise society with appreciation for the basic democratic values of our state and national heritage.

**Signature:** By entering your name below, you are confirming the above assurances, and signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

*Arnessa Dotson*

**Date Submitted: 11/6/2024**

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TEKS

ELPS

TPG

TEKS and ELPS

Proclamation Year:

Publisher: The Curriculum Center for Family and Consumer Sciences

Subject Area/Course:

#### Adopted Program Information:

Title: Child Development Associate Foundations

ISBN: 9781953248299

#### Adopted Component Information

Title: Child Development Associate Foundations

ISBN: 9781953248299

Enter the identical component title of your identical product that will contain the identical updates.

Identical Component Title: Child Development Associate Foundations

Identical Component ISBN: 9781953248299

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### (SE)(Breakout(s)) and (Citation Type(s))

Example: (10)(A)(i), Narrative

#### 1.A.i Breakout i – Narrative/Activity

The screenshot shows the TEKS alignment interface for '1.A - KSS 1, Student Expectation (SE) A'. It includes the TEKS for 10th Grade Career Development and Career and Technical Education, the knowledge and skills statement, and the student expectation. The 'Enter Citations' section shows one breakout (1.A.i Breakout i) with the description 'demonstrate effective written communication' and a 'Met' status.

#### 1.B.i Breakout i - Narrative/Activity

The screenshot shows the TEKS alignment interface for '1.B - KSS 1, Student Expectation (SE) B'. It includes the TEKS for 10th Grade Career Development and Career and Technical Education, the knowledge and skills statement, and the student expectation. The 'Enter Citations' section shows two breakouts: 1.B.i Breakout i (practice various forms of communication used in education settings) and 1.B.ii Breakout ii (practice various forms of communication used in career settings), both with 'Met' status.

# Update to Content Accepted by SRP

Description of the specific location and hyperlink to the exact location of currently adopted content

- [https://ttu-ce.blackboard.com/ultra/courses/\\_557\\_1/outline](https://ttu-ce.blackboard.com/ultra/courses/_557_1/outline)

Description of the specific location and hyperlink to the exact location of the proposed new content

- **Updated SRP Folder CDAF**
  - [https://ttu-ce.blackboard.com/ultra/courses/\\_557\\_1/outline](https://ttu-ce.blackboard.com/ultra/courses/_557_1/outline)
    - [Interpersonal Communication Stories - Update](#)
    - [Interpersonal Communication Skills - Update](#)

Screenshot of Currently Adopted Content

Insert a screenshot of your currently adopted content.

The screenshot shows a Blackboard course page for 'ULTRA - TX - 1812 Child Development Associate Foundations'. The page title is 'Interpersonal Communication Skills Test'. The content is organized into several sections:

- Instructional Strategies**
  - Class Discussion
  - Individual Activity
  - Self-Assessment
- Objectives**

The student will evaluate their personal communication skills through an online assessment.
- Instructions**
  1. Explain to students that interpersonal communication refers to the process and skills used to communicate thoughts, ideas, and feelings to another person.
  2. Lead students to discuss why positive interpersonal communication skills are important in the workplace. (Use the *Questions for Discussion*.)
  3. Have each student complete the Quendom.com [Interpersonal Communication Skills test](#) to evaluate their personal communication skills. The test consists of 25 questions and should take approximately 10 minutes to complete. (Click the linked title.)
  4. Once the students are finished, they will receive an interpretation for part of their score. The full report is available for purchase.
  5. Instruct each student to review the interpretation of their results and develop a list of ways they can improve their interpersonal communication skills.
- Questions for Discussion**
  - Why are interpersonal communication skills important in the workplace?
  - How might poor interpersonal communication skills affect a person's job performance?
  - What are examples of interpersonal communication skills?
- Standards**

(TEKS) CDAF 127.319 The Child Development Associate Foundations course is a laboratory course addressing the knowledge and skills related to applying Child Development Associate Competency Standards in early childhood environments and understanding how these competencies help young children move with success from one developmental stage to the next.

  - 319.d.1 The student identifies professional standards/employability skills as required by business and industry.
  - 319.d1A The student is expected to demonstrate effective written communication.
  - 319.d1B The student is expected to practice various forms of communication such as verbal and non-verbal communication skills used in education and career settings.
- Resources**

[https://www.quendom.com/tests/access\\_page/index.htm?idR=egTest\\*2288](https://www.quendom.com/tests/access_page/index.htm?idR=egTest*2288)



# Update to Content Accepted by SRP

### Instructional Strategies

- Class Discussion
- Individual Activity
- Self-Reflection

### Objectives

The student will discuss and reflect on the influences of interpersonal communication skills and why interpersonal communication skills are important in the workplace.

### Instructions

1. Explain to students that interpersonal communication refers to the process and skills used to communicate thoughts, ideas, and feelings to another person.
2. Lead students to discuss why positive interpersonal communication skills are important in the workplace. (Use the *Questions for Discussion*.)
3. Display and review the **Influences on Interpersonal Interactions Presentation** with students. (Resource)
4. The teacher should clarify/verify as needed during the presentation and discussion.
5. After the presentation and discussion have the students write a 1-2 paragraph reflection about why interpersonal skills are important in business, industry, and personal relationships.
6. To extend the strategy create a list or scenarios of good and challenging communication skills. Next, have students create and role play the good communication scenarios and challenging communication scenarios.

### Questions for Discussion

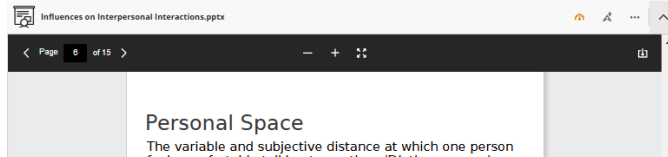
- Why are interpersonal communication skills important in the workplace?
- How might poor interpersonal communication skills affect a person's job performance?
- What are examples of interpersonal communication skills?

### Standards

(TEKS) CDAF 127.319 The Child Development Associate Foundations course is a laboratory course addressing the knowledge and skills related to applying Child Development Associate Competency Standards in early childhood environments and understanding how these competencies help young children move with success from one developmental stage to the next.

- 319.d.1 The student identifies professional standards/employability skills as required by business and industry.
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- 319.d.1B The student is expected to practice various forms of communication such as verbal and non-verbal communication skills used in education and career settings.

### Resources



Screenshot of Proposed New Content  
Insert a screenshot of your proposed new content.

### Instructional Strategies

- Class Discussion
- Individual Activity
- Self-Assessment

### Objectives

The student will evaluate their personal communication skills through an online assessment.

### Instructions

1. Explain to students that interpersonal communication refers to the process and skills used to communicate thoughts, ideas, and feelings to another person.
2. Lead students to discuss why positive interpersonal communication skills are important in the workplace. (Use the *Questions for Discussion*.)
3. Have students create short stories about communicating effectively and ineffectively.
4. Once the students are finished, have them role play their stories in small groups or as a class.
5. Instruct each student to review their short stories and develop a list of ways they can improve their interpersonal communication skills.
6. The **Rubrics for Written Report and Role Play** can be used to assess student work. (Resource)

### Questions for Discussion

- Why are interpersonal communication skills important in the workplace?
- How might poor interpersonal communication skills affect a person's job performance?
- What are examples of interpersonal communication skills?

### Standards

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### Resources

- Rubric for Skit or Role Play.doc
- Rubric for Written Report.doc

# Update to Content Accepted by SRP

ULTRA - TX - 1812 Child Development Associate Foundations  
Interpersonal Communication Skills - Update

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### Instructional Strategies

- Class Discussion
- Individual Activity
- Self-Reflection

### Objectives

The student will discuss and reflect on the influences of interpersonal communication skills and why interpersonal communication skills are important in the workplace.

### Instructions

1. Explain to students that interpersonal communication refers to the process and skills used to communicate thoughts, ideas, and feelings to another person.
2. Lead students to discuss why positive interpersonal communication skills are important in the workplace. (Use the Questions for Discussion.)
3. Display and review the **Influences on Interpersonal Interactions Presentation** with students. (Resources)
4. The teacher should clarify/verify as needed during the presentation and discussion.
5. After the presentation and discussion have the students write a 1-2 paragraph reflection about why interpersonal skills are important in business, industry, and personal relationships.
6. To extend the strategy create a list of scenarios of good and challenging communication skills. Next, have students create and role play the good communication scenarios and challenging communication scenarios.

### Questions for Discussion

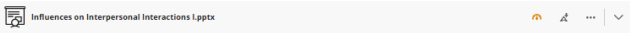
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### Resources

 Influences on Interpersonal Interactions L.pptx

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**Signature:** By entering your name below, you are confirming the above assurances, and signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

*Ariessa Dotson*

**Date Submitted: 11/6/2024**