

Request for Approval with Assurances Montana Big Sky Pathways (Programs of Study)

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) calls for states to offer "career and technical programs of study," known as Big Sky Pathways in Montana, as an option to students and their parents when planning for and completing future coursework. These programs, at a minimum, must:

- Incorporate and align secondary and postsecondary education elements,
- Include academic and CTE content in a coordinated, non-duplicative progression of courses,
- Offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits, and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Assurances:

By my signature on this form, I assure that the proposed Big Sky Pathway submitted for approval by this high school/college satisfies the 10 stated requirements. For approval, all 10 requirements must be checked.

Name of Big Sky Pathway (cluster level):	Education - Training	
Name of High School:	St. Ignatius H.S.	
Names of Secondary Lead Teacher and Counselor:	Terry Cable - Leah Springer	
<i>The Lead Secondary Teacher will be contacted if OPI has questions about this request!</i>		
Lead Teacher's email address:	tcable@st.ignatius.schools.org	
Lead Teacher's phone number:	(406) 745-3811 x 221	
Name of College:	Flathead Valley Community College	
Name of College Program:	Early Childhood Education	
Name of College Lead Faculty Member:	Marlyn James	

REQUIREMENTS FOR APPROVAL

1.	Includes all state and local graduation requirements	✓
2.	Identifies the appropriate secondary CTE, academic, and recommended elective courses offered by this high school which will prepare the student for college-level courses without remediation	✓
3.	Outlines a non-duplicative sequence of courses from grades 9-12 and from secondary to postsecondary education	✓
4.	Prepares students for entry into a postsecondary program or apprenticeship	✓
5.	Leads to an industry-recognized postsecondary credential, degree or employment	✓
6.	Includes appropriate state standards and/or industry skills standards. Identify standards used: NAEYC National FCS standards	✓
7.	Aligns with an AAS program offered by a Montana college (college of technology, community college, tribal college, MSU-Northern)	✓
8.	Links with a web-based guidance delivery system such as MCIS. If using something other than MCIS, please indicate:	✓
9.	When applicable, dual enrollment opportunities have been identified.	✓
10.	When applicable, Advanced Placement, IB courses and CTE START (statewide articulations) have been identified.	✓


High School Principal's Signature:		Date: 2/2/11
H.S. Advisory Committee Member's Signature:		Date: 2-2-11
College Chief Academic Officer's Signature:		Date: 3-7-11
College Lead Faculty Member's Signature:		Date: 2/2/11

Please submit this Request for Approval form and a copy of the Big Sky Pathway Proposal to:
OPI, Career and Technical Education, P.O. Box 202501, Helena, Montana 59620-2501

OPI Specialist Approval:	Date of Approval: 9-16-11
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OCHE Approval:	Date of Approval: 11/14/11
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Both the college and the high school will receive a signed copy when the BSP is approved

HIGH SCHOOL: St. Ignatius		BIG SKY PATHWAY PROPOSAL 
COLLEGE: Flathead Valley Community College		
COLLEGE DEGREE PROGRAM: Early Childhood Education		
Cluster Overview: Jobs in the human services career cluster involve tending to families and to human needs.	Pathway Options: <ul style="list-style-type: none"> • Early Childhood Development and Services • Counseling and Mental Health Services • Family and Community Services • Personal Care Services • Consumer Services 	Occupation Examples: Community Service Director, Consumer Advocate, Cosmetologist, Director of Childcare Facility, Personal Trainer, Social Worker <i>For a complete listing, go to:</i> http://online.onetcenter.org/find/career?c=10&q=Go

SUGGESTED HIGH SCHOOL COURSES

9th	Graduation Requirements Workforce/2-Year College Prep	English, Math, Health/PE, Science	Recommended CTE Cluster Foundation Course(s): FCS 1, Computer Application MS FCS
	4-Year MT College/Univ Prep (Rigorous Core)		
	CTE and/or Electives	Fine Arts, Vocational courses	Recommended CTE Pathway Courses: FCS 1 & 2 Child Development 1 & 2
10th	Graduation Requirements Workforce/2-Year College Prep	English, Math, Science, World History, Health/PE	
	4-Year MT College/Univ Prep (Rigorous Core)		
CTE and/or Electives	FCS 1 & 2, Computer Application 1 & 2, Fine Arts, Vocational	Other Recommended CTE Courses: Computer application 1 & 2 Spanish Art	
11th	Graduation Requirements Workforce/2-Year College Prep		English, Math, Science, History
	4-Year MT College/Univ Prep (Rigorous Core)		
CTE and/or Electives	FCS 1 & 2, Computers Application 1 & 2 Fine Arts, Vocational	Career & Technical Student Organization(s): FCCLA Sills USA SOAR	
12th	Graduation Requirements Workforce/2-Year College Prep		English Math, Science, History, Personal Finance
	4-Year MT College/Univ Prep (Rigorous Core)		
CTE and/or Electives	Adv. Computer, FCS 2, Baking & Foreign Foods, Fine Arts, Vocational		

ADVANCED LEARNING OPPORTUNITIES
High School to College/Career Linkages

CTE START courses:
Advanced Placement or IB courses: Digital Academy
Dual Enrollment courses:
Online courses: Odyssey Ware, Virtual High School
Other:

POSTSECONDARY PROGRAM OF STUDY

	Math	English	Major	Other
13—Semester 1			ECE: 101, 102, 127	PSYX 100, SP 1120c
13—Semester 2		WRIT 101W	ECE: 128, 231, 257	SOCI 101A
14—Semester 1	M106		ECE: 130, 235, 247	BIOB 160 or PSHX 230 EDU 270
14—Semester 2			ECE: 241,22, 253, 258	ANTH 110 or 232

MONTANA POSTSECONDARY OPPORTUNITIES			
<p><i>Montana University System Degree and Program Inventory: http://www.homepage.montana.edu/~mus/drginv/</i></p> <p><i>Your Guide to Montana's Certificate and Associate Degree Programs: http://mus.edu/twoyear/YourGuide.html</i></p>			
Colleges of Technology: BLCOT—Billings; GFCOT—Great Falls; HCOT—Helena; TECHCOT—Butte; UMCOT—Missoula; GCP—Bozeman	Community Colleges: DCC—Glendive; FVCC—Kalispell; MCC—Miles City	Tribal Colleges: BFCC—Browning; CDKC—Lame Deer; FBCC—Harlem; FPCC—Poplar; LBHC—Crow Agency; SCC—Box Elder; SKC—Pablo	Four Year Colleges/Universities: MSU—Bozeman; MSUB—Billings; MSUN—Havre; TECH—Butte; UM—Missoula; UMW—Dillon
MILITARY	<ul style="list-style-type: none"> Requires diploma or GED 17 with parental consent; 18 without 	Air Force, Air Guard, Army, Coast Guard, Marines, and Navy For more information: http://todaysmilitary.com	
PROFESSIONAL CERTIFICATE	<ul style="list-style-type: none"> Requires diploma or GED Less than 30 credits; little/no general ed credits Complete in one year or less 	Gerontology – FVCC	
APPRENTICESHIP	<ul style="list-style-type: none"> Requires diploma or GED Must be at least 18 Minimum 2,000 hours of supervised experience 	See the MT Dept of Labor website for more information: http://wsd.dli.mt.gov/apprenticeship/default.asp	
CERTIFICATE OF APPLIED SCIENCE	<ul style="list-style-type: none"> Requires diploma or GED 30-45 credits; limited general education credits Complete in one year or less 	Gerontology – BFCC Personal Trainer – FVCC, SCC Early Childhood Education – DCC	
ASSOCIATE'S OF APPLIED SCIENCE DEGREE	<ul style="list-style-type: none"> Requires diploma or GED 60-72 credits; includes 15-25 general ed credits Complete in two years (<i>if prepared academically in math and English</i>) 	Human Services – DCC, FVCC Substance Abuse Counseling – FVCC, BLMSU, DCC, BFCC, SCC Early Childhood Education – UMW, DCC Education Studies – UMW	
BACCALAUREATE DEGREE	<ul style="list-style-type: none"> Requires 4-year college prep for admission 128 credits (approximately) Complete in four years 	Communication & Human Relationships – UM Community Health – MSU Early Childhood Education – MSU, UMW Family & Consumer Sciences – MSU Psychology – UM, MSU Social Work – UM, SKC Sociology – MSU	

Degree and Program Inventory above may not be all inclusive

St Ignatius-FVCC

PATHWAY DESCRIPTION

Early Childhood Development and Services Pathway: People with careers in early childhood development and services nurture and teach children. They provide services in childcare centers, nursery schools, preschools, public schools, private households, family childcare homes, and before- and after-school programs.

C. CLUSTER (FOUNDATION) KNOWLEDGE AND SKILLS

The following Cluster (Foundation) Knowledge and Skill statements apply to all careers in the Human Services Cluster. Persons preparing for careers in the Human Services Cluster should be able to demonstrate these skills in addition to those found on the Essential Knowledge and Skills Chart.

<p>Cluster Topic HMC01</p>	<p>ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster. No additional statements in this topic beyond those found in the Essential Knowledge and Skills Chart.</p>	<p>I, R, English, Math, FACS 1&2, I, R ECE 101</p>
<p>Cluster Topic HMC02</p>	<p>COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information. No additional statements in this topic beyond those found in the Essential Knowledge and Skills Chart.</p>	<p>I, English, Speech R, E all courses, edu 270T, sp120, writ 101,</p>
<p>Cluster Topic HMC03</p>	<p>PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation. No additional statements in this topic beyond those found in the Essential Knowledge and Skills Chart.</p>	<p>I, R, Adv Biology, Math Adv. FACS R, E. All ECE courses</p>
<p>Cluster Topic HMC04</p>	<p>INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information. No additional statements in this topic beyond those found in the Essential Knowledge and Skills Chart.</p>	<p>I, R, E, Computer Application I, R, E. Edu 270T</p>

Cluster Topic HMC05	<p>SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.</p> <p>Apply principles of planning, design, development, and evaluation when creating professional programs to accomplish long-range goals.</p>	<p>I,R, Senior Projects</p> <p>I,R, E. edu 241</p>
HMC05.01 HMC05.01.01	<p>Design programs or activities to meet specific organizational and professional development needs.</p>	<p>I,R, E. edu 241</p> <p>I,R, E. edu 241</p>
Sample Indicators HMC05.02 HMC05.02.01 Sample Indicators	<p>Document that programs and activities effectively address needs.</p> <p>Select and employ available human resources to accomplish team objectives in the human services setting.</p> <p>Accomplish team objectives using available human resources.</p> <p>Document that team objectives have been met.</p>	<p>Ichild D2, FACS 2</p> <p>I,R, E. edu 128</p> <p>I,R, E. edu 128</p>
<p>Provide professional development opportunities for improvement.</p>		
Cluster Topic HMC06	<p>SAFETY, HEALTH AND ENVIRONMENTAL: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.</p> <p>Describe, assess, and demonstrate rules and laws which should be followed in a human services setting to promote occupational safety and health.</p>	<p>I,R,FACS 1&2 Child D 1&2</p> <p>I, R, E. ECE 241, ECE 127</p>
HMC06.01 HMC06.01.01	<p>Demonstrate knowledge of rules and laws designed to promote safety and health and their rationale.</p> <p>Identify key rights of employees related to occupational safety and health.</p>	<p>I, child d 2</p> <p>I, R, E ece 241</p> <p>I, R, E ece 241</p>
Sample Indicators	<p>Identify the responsibilities of employers related to occupational safety and health.</p> <p>Explain the role of government agencies in providing a safe workplace.</p>	
HMC06.01.02 HMC06.01.03 HMC06.01.04	<p>Demonstrate methods to correct common hazards.</p> <p>Demonstrate personal and group health and safety practices.</p> <p>Implement procedures to protect the health and safety of all individuals.</p>	<p>I, R, E. ece 127</p> <p>I, R, E. ece 127</p>
HMC06.01.05	<p>Manage the physical and social environment to reduce conflict and promote safety.</p>	<p>I, R, E. all ece courses</p>
HMC06.01.06	<p>Follow regulations and organizational policies and procedures to assure a safe and healthy environment.</p>	<p>I, R, E. Eece 231, ece 247</p> <p>I, R, E. ece 127</p>

Career Clusters Knowledge and Skills

HS PS

<p>Cluster Topic HMC07</p>	<p>LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p>	<p>I, FCCLA projects</p>	<p>R, E. All ece courses, psyx 230</p>
<p>HMC07.01</p>	<p>Model behaviors that demonstrate support for the organization's mission and ensure quality service in order to provide quality human services to clients.</p>		<p>I, R, E. all ece courses</p>
<p>HMC07.01.01</p>	<p>Develop organizational priorities that reflect the organization's mission.</p>		<p>I, R, E. ece 241</p>
<p><i>Sample Indicators</i></p>	<p>Assist in setting organizational priorities to ensure quality.</p>		
<p>HMC07.01.02</p>	<p>Establish working relationships with all levels of personnel.</p>		<p>I, R, E. sp 120, psyx 230, pysx, 100</p>
<p><i>Sample Indicators</i></p>	<p>Use interpersonal skills to build effective working relationships.</p>		

Career Clusters Knowledge and Skills

HS PS

HMC07.01.03	Develop culturally competent practices that are sensitive to cultural, religious, disability, and gender issues. Set up and/or participate in workshops relating to cultural, religious, disability, and gender issues specific to human services careers.		I, R, E. ece 128, ece 241
<i>Sample Indicators</i>			
HMC07.01.04	Develop service guidelines with other co-workers . Maintain working relationships with all levels of personnel.		I, R, E. 257, ece 258
<i>Sample Indicators</i>			
Cluster Topic HMC08	ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities.		
HMC08.01	Model ethical and legal conduct while working in the human services industry.	I, FACS 1&2, ChildD 1&2	I, R, E. ece 241
<i>Sample Indicators</i>	Comply with legal requirements to assure appropriate conduct.	I, child d 2	I, R, E. ece 241
<i>Sample Indicators</i>	Assess and document legal compliance.		I, R, E. ece 241
<i>Sample Indicators</i>	Adhere to recognized ethical standards to inspire confidence.		
<i>Sample Indicators</i>	Assess and document adherence to ethical standards.		I, R, E. ece 241, ece 128
<i>Sample Indicators</i>	Maintain compliance by seeking ethical and legal guidance from appropriate sources.		
<i>Sample Indicators</i>	Document, review, and resolve ethical and legal conflicts.		I, R, E. ece 241
HMC08.02	Demonstrate actions that comply with legal requirements for personal liability to guide personal conduct in the human services setting.		
<i>Sample Indicators</i>	Prevent personal liability by following legal requirements.	I, FACS 1&2, Child D 1&2	I, R, E. ece 241
<i>Sample Indicators</i>	Assess adherence to appropriate personal liability requirements.		I, R, E. ece 241
<i>Sample Indicators</i>	Assess adherence to appropriate personal liability requirements.		
Cluster Topic HMC09	EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.		
HMC09.01	Explain written organizational policies, rules and procedures to help employees perform their jobs.	I, FACS 2 & Child D 2	I, R, E. ece 257, ece 258
<i>Sample Indicators</i>	Locate appropriate information on organizational policies in handbooks and manuals.		I, R, E. ece 241
<i>Sample Indicators</i>	Identify the contents of various organizational publications.		I, R, E. ece 241
<i>Sample Indicators</i>	Select the appropriate document(s) as reference for the situation.		
<i>Sample Indicators</i>	Discuss how specific organizational policies and rules influence a specific work situation.		
<i>Sample Indicators</i>	Locate and identify specific organizational policy, rule or procedure to assist with a given situation.		
<i>Sample Indicators</i>	Explain specific organizational policy, rule or procedure to improve a given situation.		I, R, E. ece 102
<i>Sample Indicators</i>			
<i>Sample Indicators</i>			

I, FACS 2 & Child D 2	I, ede 270
I, FACS 2, Child d 2	I, R, ede 270
	I, Edu 270, ece 241
	I, E, ece 241
	R, E. all ece courses
	I, R, E. psyx 230, sp120, psyx 100, soci 101
	I, ece 128, ece 231

TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

Describe and apply technical knowledge and skills required to be successful in careers in the human services area.
 Practice skills in a chosen career path to gain familiarity with technical processes.
 Maintain successful employment.
 Establish an entrepreneurial enterprise.

Select and use cost effective resources to assist with planning the delivery of human services.
 Practice skills in a chosen career path to gain familiarity with technical processes.

Appropriately use resources.
Describe and apply human development principles to enhance the well being of individuals served by the human services industry.

Demonstrate services that align with human development principles.
 Assess and document the satisfaction of clients/customers/participants with services provided.

D. PATHWAY KNOWLEDGE AND SKILLS

The following knowledge and skill statements apply to all careers in the Early Childhood Development and Services Pathway. The statements are organized within ten topics.

EMPLOYABILITY AND CAREER DEVELOPMENT

Obtain necessary education and state-specific requirements in order to practice within early childhood development and services institutions.

- Obtain a high school diploma.
- Present legitimate credentials at job interview.
- Obtain a bachelors degree in early childhood development.
- Present legitimate credentials at job interview.
- Maintain minimum of a CDA certification.
- Document continuing education classes.
- Provide documentation to supervisor for review and filing.
- Meet state-specific early childhood requirements for employment.

R, ece 101
 I,R, ece 101
 I, ece 101
 I,R. ece 101

Pathway Topic
HMPA02

COMMUNICATIONS

Describe and use grammatically correct English to enhance learning, direct behavior, and strengthen classroom management.

HMPA02.01.01	Engage children in meaningful and developmentally appropriate conversations to enhance learning and direct behavior. Confirm that children understand and respond by following directions.	I,R, english, speech I, R, E. ece 130
<i>Sample Indicators</i> HMPA02.01.02	Support curriculum development and classroom management by engaging in meaningful conversations with parents and children.	I, R, E ece 247
<i>Sample Indicators</i> HMPA02.01.03	Confirm that children seek information, ask questions, and engage in conversations with adults. Engage in meaningful conversations with parents and children to support curriculum development and classroom management. Provide children with learning opportunities that are meaningful and developmentally-appropriate. Make changes in expectations as needed. Ask children for input on classroom rules and routines. Seek parental input for suggestions and advice. Ask parents to indicate their expectations and hopes.	I, R, E. All ece courses
<i>Sample Indicators</i> HMPA02.01.04	Use grammatically correct speech and written language to communicate with both the children and families.	I, R, child d 1 & 2
HMPA02.01.05	Use strategies when providing guidance/intervention for inappropriate behavior (e.g. redirection, appropriate choices, etc).	E. All ece courses
HMPA02.02	Listen and communicate respectfully and attentively to the child to facilitate ongoing development.	I, R, E. ece 247
HMPA02.02.01	Interact with child as an individual and in group settings. Interact with children on their level, bend down to engage children and provide support. Confirm that staff members comment and question children when appropriate.	I,R child d 1 & 2 I,R child d 1 & 2
<i>Sample Indicators</i>	Regularly engage parents in conversations concerning their child's development, child development in general and current issues in the program or classroom. Regularly engage children in meaningful conversations about areas of interest to the child. Ask children to comment and question openly and often.	I, R, E. All ece courses
HMPA02.02.02	Re-phrase and respond to comments appropriately and accurately. Provide positive role model to the children.	R, E. All ece courses
HMPA02.02.03	Encourage participation by showing interest and listening intently to children..	I, R child d 1& 2 R, E. All ece courses

HMPA02.03

Listen and communicate respectfully and attentively to parents to facilitate ongoing child development.

HMPA02.03.01

Communicate with family members (e.g. greet parents upon arrival and departure, etc).

Discuss lesson plans and progress notes with other staff members and parents.

Sample Indicators

Store past lesson plans and progress notes that are available for review.

HMPA02.03.02

Educate families on the development of their child (e.g. send out information such as journal articles, safety recalls, community events, etc.).

Sample Indicators

Document parents' actions and comments indicating understanding of information provided.

I, R, E. all ece courses

I, R, E. ece 231, ece 257, ece 258

I, R, E. ece 231

HMPA02.03.03	Engage parents in meaningful conversations (showing interest and openness when listening) to encourage participation.		
HMPA02.04	Listen and communicate respectfully and attentively to staff members to facilitate child development activities.		I, R, E. ece 241
HMPA02.04.01	Communicate about classroom activities.		I, R, E. ece 241
<i>Sample Indicators</i>	Communicate scheduled meetings to parents and family. Keep accurate meeting records. Implement action plans that are agreed to by all parties. Communicate about the developmental abilities of the children in the classroom.		I, R, E. all ece courses I, R, E. ece 101
HMPA02.04.02	Communicate information among staff from family members.		I, R, E. all ece courses R, E. all ece courses I, R, E. ece 241
HMPA02.05	Write plainly, synthesizing and summarizing information to assure it is easily understood by parents and staff members.		I, R, E. ece 257, ece 258, ece 128, ece 231
HMPA02.05.01	Document children's development and services provided.		R, E. ece 231
HMPA02.05.02	Inform parents through a variety of methods.		
HMPA02.06	Create and organize parent-teacher conferences, open houses and family forums to enhance family and community involvement.		
HMPA02.06.01	Discuss children's progress with parents at formal and informal meetings.		
Pathway Topic	PROBLEM-SOLVING AND CRITICAL THINKING		
HMPA03		I, Child D 2	R. all ece courses, M95
HMPA03.01	Analyze situations and apply problem-solving and critical thinking skills to provide solutions in an early childhood setting.		
HMPA03.01.01	Manage the learning environment using appropriate techniques.		I, R, E. all ece courses I, R, E. all ece courses
<i>Sample Indicators</i>	Establish a developmentally-appropriate learning environment in which children are able to succeed. Make changes when necessary.	I, Child d 1 & 2	
HMPA03.01.02	Provide intervention (when needed) by utilizing knowledge regarding typical and atypical child development.		
<i>Sample Indicators</i>	Respond quickly to situations that require adult intervention, such as injury or behavior issues. Take immediate action to help a child, which may include first aid or calling 911. Use first aid with universal precautions. Inform supervisor of problem and action. Document incident report.	I, Child d 1 & 2	I, R, E. all ece courses
Pathway Topic	INFORMATION TECHNOLOGY APPLICATIONS		
HMPA04			R. edu 270
HMPA04.01	Select and use appropriate technology to enhance and organize early care and education programs.		
HMPA04.01.01	Use computer and applicable software for record keeping, lesson plans, and children's learning activities.		R. edu 270, ece 241 I, R, E. edu 270

Keep lesson plans and accurate records up-to-date and readily available.

Sample Indicators

Engage children in utilizing computer technology.

Pathway Topic HMPA05	SYSTEMS		
HMPA05.01	Maintain working partnerships with child development licensing and certification organizations to keep abreast of current procedures and changes.		
HMPA05.01.01	Identify appropriate licensing regulations. Document that program is compliant with current licensing regulations.		I, R. ece 241 I, R, E.. ece 241
<i>Sample Indicators</i>			
HMPA05.01.02	Comply with licensing regulations.		I, R. ece 241
HMPA05.01.03	Respond to all licensing and certification communications in a timely manner.		I, ece 241
<i>Sample Indicators</i>			
HMPA05.01.04	Maintain required credentials.		I, R. ece 241
<i>Sample Indicators</i>			
HMPA05.01.05	Initiate communication as needed to resolve situations. Respond proactively when problems arise. Follow through with suggestions provided.		I, R. ece 128, ece 241
<i>Sample Indicators</i>			
HMPA05.02	Foster and create working relationships between staff and parents/family members to encourage involvement and enhance learning.		
HMPA05.02.01	Develop activities that promote staff and parent/family member involvement. Greet parents and family members when they enter the program or classroom. Use correct names for parents and family members. Talk to parents and families.		I,R,E. all ece courses I, R. ece 241
<i>Sample Indicators</i>			
HMPA05.02.02	Demonstrate strategies to establish and communicate the parent's and family's role as primary teachers.		I, R, E. ece 241
Pathway Topic HMPA06	HEALTH, SAFETY AND ENVIRONMENT		
HMPA06.01	Complete safety and sanitation procedures associated with the early childhood education environment to assure compliance and readiness for potential hazards.		
HMPA06.01.01	Meet health requirements. Provide a safe and sanitary environment. Provide supervision at all times.		R, E. ece 127, ece 231
<i>Sample Indicators</i>			
HMPA06.01.02	Provide and maintain safety indoors and outdoors.		I, R, E. ece 127 I, R. ece 127
HMPA06.01.03	Respond to emergency situations appropriately.		R, E. all ece courses I, R. ece 257, ece 258
Pathway Topic HMPA07	LEADERSHIP AND TEAMWORK		
HMPA07.01	Create an inviting and encouraging atmosphere to encourage parent and family participation.		
			All ece courses I, R, E. ece 241, ece 231

HMPA07.01.01

Present opportunities to enhance parent's and family's roles as primary teachers.

I, R, E. ece 241, ece 128

Sample Indicators

- Write and phone parents/family regularly to inform them about child's progress and activities.
- Request parents' suggestions for curriculum development.
- Schedule appointments at parents' requests or on own initiative to discuss child's development.
- Provide parents with developmental information about their child and typically developing children of their child's age.

Pathway Topic
HMPA08

ETHICS AND LEGAL RESPONSIBILITIES

I, Child D 2, FACS 2

HMPA08.01

Describe and adhere to ethical and legal responsibilities, laws and regulations to protect children and families.

I, R, E. ece 241
I, R, E. ece 241

HMPA08.01.01

Comply with early childhood education laws and regulations.

Sample Indicators

- Follow through with reporting cases of child abuse.
- Maintain confidentiality when handling any information concerning children, parents or other staff members.
- Demonstrate respect for diversity in the early childhood environment.

HMPA08.01.02

Demonstrate respect for diversity in the early childhood environment.

I, R, E. all ece courses

Sample Indicators

- Treat children, parents and other staff with respect at all times.
- Recognize and report abuse and neglect.

HMPA08.01.03

I, R, E. ece 101

Pathway Topic
HMPA09

EMPLOYABILITY AND CAREER DEVELOPMENT

I, FAACS 1&2, child d 1&2

No additional statements in the topic beyond those found in the Cluster and Essential Knowledge and Skills Charts.

Pathway Topic
HMPA10

TECHNICAL SKILLS

I, R, Child D 2

HMPA10.01

Employ principles of child growth and development, including social, emotional, physical and cognitive milestones to provide comprehensive program offerings.

I, R, E. ece 257, ece 258
I, R, E. ece 231, 257, 130, 235, 252, 253, 258, 102

HMPA10.01.01

Create developmentally appropriate activities and lesson plans to reflect various interests and developmental levels.

Sample Indicators

Observe, assess, and document children's progress.

HMPA10.01.02

Implement developmentally appropriate activities and lesson plans to reflect various interests and developmental levels.

I, R, E. ece 231, 257, 130, 235, 252, 253, 258

Sample Indicators

Observe, assess, and document children's progress.

HMPA10.01.03

Evaluate curriculum for compliance with state-specific and NAEYC standards.

I, R, E. ece 231, 257, 130, 235, 252, 253, 258

Sample Indicators

- Observe, assess, and document children's participation type and level.
- Observe, assess, and document children's developmental progress.

HMPA10.01.04

Sample Indicators

Document that curriculum meets standards.

Evaluate child's strengths and needs.

Create rapport with the children and parents/family members.

Analyze children's developmental level from observation and elicited information.

I, R, E. ece 231

HMPA10.01.05

Analyze information and observations to individualize a plan of instruction for each child.

Observe, assess, and document that children can follow the plan successfully and the progress of the children.

I, R, E. ece231

Sample Indicators

HMPA10.02

Incorporate play and other activities to develop children's skills.

HMPA10.02.01

Sample Indicators

Create activities suitable for varied learning styles and needs.
Observe, assess, and document children's participation level.
Observe, assess, and document children's developmental progress.

I,R, Child D 2
I,R, Child D 2

I,R, E all ece courses
I,R, E all ece courses

HMPA10.03

Evaluate curriculum for multicultural awareness activities to ensure a culturally rich and inviting learning environment.

HMPA10.03.01

Sample Indicators

Create an environment to highlight richness and diversity of staff, children, and their families.
Behave courteously and respectfully to people of all cultures.
Create learning activities focused on various cultures.

I,R, Child D 2

I, R, E. ece 102, 128, 231, 257,
130, 235, 252, 253, 258
I, R, E. ece 231

Give parents an opportunity to share their culture in the classroom.

HMPA10.04

Evaluate curriculum for inclusiveness of special needs children.

HMPA10.04.01

HMPA10.04.02

HMPA10.04.03

Recognize developmental delays in children.

Network with community agencies to provide special needs services.

Integrate practices that support the development of special needs children.

I,R, Child D 2

I,R, E all ece courses
I. ece 128

I, R, E ece 128

I,R, E all ece courses

Course Notes

create a program

create a program

community resources
community resources

Policies, Environment

Policy

Policy

safety

safety

environment

health and safety

Course Notes

define priorities
psychology

Course Notes

culture, policies

fieldwork

policy

policy

policy

policy, culture

policy

policy

policy

fieldwork

policy

policy

Course Notes

computer

computer

computer, process

plan and deliver

skills

Psychology and Development

Document, Relationship

intro to career

intro to career

intro to career

intro to career

language

guidance through language

Guidance

Course Notes

really emphasized in ece 241

curriculum, fieldwork.

portfolios of development

Course Notes

Parents to Partners

Administration

Child development
code of ethics

No Jargon
emphasized in ece 231
Parents to Partners

fieldwork and portfolio, community,
portfolios

Portfolios

emphasized ece 247

emphasized ece 247 and field
work/practicum

technology

technology, organize

technology

administration
administration

administration

create a program

parents to partners

Service Providers, systems

relationships, development

create a program

health and safety

toy, sanitation, etc...
field work

parents, environment

Parents as Partners, Relationships

administration
create a program

basics

careers

fieldwork

fieldwork/activities

fieldwork/activities

curriculum, DAP

Course Notes

Observe, assess, implement

observe, assess, implement

Course Notes

play based

activities, culture, awareness and sensitivity

environment

includes section on inclusion
community resources

community resources

child first language and mentality