

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 and Training	
Name of High School:	Lincoln Co. High School, Eureka	
Names of Secondary Lead Teacher and Counselor:	Suzy DeShazer and Sheila Bartmess	
<i>The Lead Secondary Teacher will be contacted if OPI has questions about this request</i>		
sdeshazer@lchigh.net		
Lead Teacher's email address:	406-297-5700	
Lead Teacher's phone number:		
Name of College:	Flathead Valley Comm. 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 <i>National Standards for Family Life + Consumer Science</i>	✓
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 <u>MCIS</u> 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: <i>[Signature]</i>		Date: 2-2-11
H.S. Advisory Committee Member's Signature: <i>[Signature]</i>		Date: 2-2-11
College Chief Academic Officer's Signature: <i>[Signature]</i>		Date: 3/7/11
College Lead Faculty Member's Signature: <i>[Signature]</i>		Date: 2/3/11
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: <i>[Signature]</i>	Date of Approval:	10/27/11
OCHE Approval: <i>[Signature]</i>	Date of Approval:	11/7/11
<i>Both the college and the high school will receive a signed copy when the BSP is approved</i>		

HIGH SCHOOL: Lincoln County High School		BIG SKY PATHWAY PROPOSAL 
COLLEGE: Flathead Valley Community College		
COLLEGE DEGREE PROGRAM: Early Childhood Education A.A.S.		
Cluster Overview: Careers in the Education and Training Cluster involve planning, managing and providing education and training services, and related learning support services.	Pathway Options: <ul style="list-style-type: none"> • Administration and Administrative Support • Professional Support Services • Teaching/Training 	Occupation Examples: Administrator, Assessment Specialist, Child Care Worker, Clinical Psychologist, Coach, Counselor, Principal, College/University Faculty, Curriculum Developer, Elementary Teacher, High School Teacher, Middle School Teacher, Speech-Language Pathologist <i>For a complete listing, go to:</i> http://online.onetcenter.org/find/career?c=5&q=Go

SUGGESTED HIGH SCHOOL COURSES

9th	Graduation Requirements Workforce/2-Year College Prep	English 9, Math, Physical/Earth Science, P.E./Health 9, Career Experiences/ Human Relations	Recommended CTE Cluster Foundation Course(s): FCS 7 th & 8 th Career Experiences Human Relations
	4-Year MT College/Univ Prep (Rigorous Core)	English 9, Algebra I, Physical/Earth Science, P.E./Health 9, Jobs for Montana Grads/ Human Relations, and 3 years of the following: World Language/Computer Science/Visual or Performing Arts/Career & Tech Ed	
	<i>CTE and/or Electives</i>	<i>See Recommended CTE Cluster Foundation Courses</i>	
10th	Graduation Requirements Workforce/2-Year College Prep	English 10, Math, Biology, World History, P.E./Health 10,	Recommended CTE Pathway Courses: Life Experiences Child Psychology Early Childhood Practicum
	4-Year MT College/Univ Prep (Rigorous Core)	English 10, Geometry, Biology, World History, P.E./Health 10, and 3 years of the following: World Language/Computer Science/Visual or Performing Arts/Career & Tech Ed	
	<i>CTE and/or Electives</i>	<i>Life Experience</i>	
11th	Graduation Requirements Workforce/2-Year College Prep	English 11, Am. Hist. I, Consumer Economics (junior or senior)	Other Recommended CTE Courses: Accounting Street law
	4-Year MT College/Univ Prep (Rigorous Core)	English 11, Am. Hist. I, Consumer Economics (junior or senior), Algebra II or Pre-calculus, Science (Adv. Biology, Chemistry, Physics, or Forest Ecology) and 3 years of the following: World Language/Computer Science/Visual or Performing Arts/Career & Tech Ed	
	<i>CTE and/or Electives</i>	Child Psychology, Early Childhood Education Practicum Teacher Aide, Title Aide	
12th	Graduation Requirements Workforce/2-Year College Prep	English 12 Composition and Literature, Am. Hist. II, Consumer Economics (junior or senior),	Career & Technical Student Organization(s):
	4-Year MT College/Univ Prep (Rigorous Core)	English 12 Composition and Literature, Am. Hist. II, Consumer Economics (junior or senior), Pre-calculus or Calculus, Science (Adv. Biology, Chemistry, Physics, or Forest Ecology) and 3 years of the following: World Language/Computer Science/Visual or Performing Arts/Career & Tech Ed	
	<i>CTE and/or Electives</i>	Child Psychology, Early Childhood Education Practicum Teacher Aide, Title Aide	

ADVANCED LEARNING OPPORTUNITIES

High School to College/Career Linkages

CTE START courses:
Advanced Placement or IB courses:
Dual Enrollment courses: Psyx 100A, Soci 101A, Writ 101W
Online courses: Montana Digital Academy
Other: <i>Work-based Learning, Work Experience, Career and Technical Education Awareness (CTEA) Club</i>

POSTSECONDARY PROGRAM OF STUDY				
	Math	English	Major	Other
13—Semester 1		SP 120C	ECE 101 ECE 127	PSYX 100A
13—Semester 2		WRIT 101W	ECE 128 ECE 257 ECE 231	SOCI 101A
14—Semester 1	M106		ECE 130 ECE 247 ECE 235	BIOI 101NL PSYX 230A EDUC 270T
14—Semester 2			ECE 241 ECE 252 ECE 253 ECE 258	ANTH 110G ANTH 232G

MONTANA POSTSECONDARY OPPORTUNITIES			
<p>Montana University System Degree and Program Inventory: http://www.homepage.montana.edu/~mus/drginv/ Your Guide to Montana's Certificate and Associate Degree Programs: http://mus.edu/twoyear/YourGuide.html</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 	Paraprofessional Educator — MCC	
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 	Coaching — BFCC Early Childhood Education — UMW, 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>) 	Education Studies — UMW Early Childhood Education — UMW, DCC, FVCC	
BACCALAUREATE DEGREE	<ul style="list-style-type: none"> Requires 4-year college prep for admission 128 credits (approximately) Complete in four years 	Early Childhood Education — MSU, UMW, SKC Elementary Education — MSU, UM, MSUB, MSUN, UMW, SKC Secondary Education — MSU, UM, MSUB, MSUN, UMW Special Education — MSU, MSUB	

Degree and Program Inventory above may not be all inclusive

Career Clusters Knowledge and Skills

HMC05.01.01 Design programs or activities to meet specific organizational and professional development needs.
 Document that programs and activities effectively address needs.
HMC05.02 **Select and employ available human resources to accomplish team objectives in the human services setting.**
 Accomplish team objectives using available human resources.
 Document that team objectives have been met.
 Provide professional development opportunities for improvement.

HS	PS	Course Notes
	I, R, E. edu 241	
	I, R, E. edu 128	community resources
	I, R, E. edu 128	community resources

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.

Describe, assess, and demonstrate rules and laws which should be followed in a human services setting to promote occupational safety and health.

Demonstrate knowledge of rules and laws designed to promote safety and health and their rationale.

Identify key rights of employees related to occupational safety and health. Identify the responsibilities of employers related to occupational safety and health.

Explain the role of government agencies in providing a safe workplace.

Demonstrate methods to correct common hazards.

Demonstrate personal and group health and safety practices.

Implement procedures to protect the health and safety of all individuals.

Manage the physical and social environment to reduce conflict and promote safety.

Follow regulations and organizational policies and procedures to assure a safe and healthy environment.

LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

Model behaviors that demonstrate support for the organization's mission and ensure quality service in order to provide quality human services to clients.

Develop organizational priorities that reflect the organization's mission.

Assist in setting organizational priorities to ensure quality.

Establish working relationships with all levels of personnel.

Use interpersonal skills to build effective working relationships.

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.

Develop service guidelines with other co-workers.

Maintain working relationships with all levels of personnel.

HS	PS	Course Notes
I, R, CP, ECP	I, R, E, ECE 241, ECE 127	Policies, Environment
I- LE, CE	I, R, E ece 241	Policy
	I, R, E ece 241	Policy
	I, R, E. ece 127	safety
I- LE, CE	I, R, E. ece 127	safety
	I, R, E. all ece courses	
	I, R, E. Eece 231, ece 247	environment
I- All Courses	I, R, E. ece 127	health and safety
	R, E. All ece courses, psyx 230	
	I, R, E. all ece courses	define priorities
	I, R, E. ece 241	
I- HR, CP, ECP	I, R, E. sp 120, psyx 230, pysx, 100	psychology
I- HR, CP, ECP	I, R, E. ece 128, ece 241	culture, policies
I- HR, CET, CP, ECP	I, R, E. 257, ece 258	fieldwork

Cluster Topic
HMC06

HMC06.01

HMC06.01.01

Sample Indicators

HMC06.01.02

HMC06.01.03

HMC06.01.04

HMC06.01.05

HMC06.01.06

Cluster Topic
HMC07

HMC07.01

HMC07.01.01

Sample Indicators

HMC07.01.02

Sample Indicators

HMC07.01.03

Sample Indicators

HMC07.01.04

HS	PS	Course Notes
<p>Cluster Topic HMC08 HMC08.01</p> <p>ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities. Model ethical and legal conduct while working in the human services industry.</p> <p>Comply with legal requirements to assure appropriate conduct. Assess and document legal compliance. Adhere to recognized ethical standards to inspire confidence. Assess and document adherence to ethical standards. Maintain compliance by seeking ethical and legal guidance from appropriate sources. Document, review, and resolve ethical and legal conflicts. Demonstrate actions that comply with legal requirements for personal liability to guide personal conduct in the human services setting.</p> <p>Prevent personal liability by following legal requirements. Assess adherence to appropriate personal liability requirements.</p>	<p>I, R, E. ece 241</p> <p>I, R, E. ece 241</p> <p>I, R, E. ece 241</p> <p>I, R, E. ece 241, ece 128</p> <p>I, R, E. ece 241</p> <p>I, R, E. ece 241</p> <p>I, R, E. ece 241</p> <p>I, R, E. ece 241</p>	<p>policy</p> <p>policy</p> <p>policy</p> <p>policy, culture</p> <p>policy</p> <p>policy</p> <p>policy</p>
<p>Cluster Topic HMC09 HMC09.01</p> <p>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.</p> <p>Explain written organizational policies, rules and procedures to help employees perform their jobs.</p> <p>Locate appropriate information on organizational policies in handbooks and manuals. Identify the contents of various organizational publications. Select the appropriate document(s) as reference for the situation. Discuss how specific organizational policies and rules influence a specific work situation. Locate and identify specific organizational policy, rule or procedure to assist with a given situation. Explain specific organizational policy, rule or procedure to improve a given situation.</p>	<p>I, R, E. ece 257, ece 258</p> <p>I, R, E. ece 241</p> <p>I, R, E. ece 241</p> <p>I, R, E. ece 102</p>	<p>fieldwork</p> <p>policy</p> <p>policy</p>

Career Clusters Knowledge and Skills

HS	PS	Course Notes
I- HR, CET, CE, CP, ECP	I, ede 270	computer
I- CET, CP, ECP	I, R, ede 270	computer
	I, Edu 270, ece 241	computer, process
	I, E, ece 241	plan and deliver
	R, E, all ece courses	skills
	I, R, E, psyx 230, sp120, psyx 100, soci 101	Psychology and Development
	I, ece 128, ece 231	Document, Relationship

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.

HMPA01.01.01 <i>Sample Indicators</i>	Obtain a high school diploma. Present legitimate credentials at job interview.	R, ece 101	intro to career
HMPA01.01.02 <i>Sample Indicators</i>	Obtain a bachelors degree in early childhood development. Present legitimate credentials at job interview.	I,R, ece 101	intro to career
HMPA01.01.03 <i>Sample Indicators</i>	Maintain minimum of a CDA certification. Document continuing education classes. Provide documentation to supervisor for review and filing.	I, ece 101	intro to career
HMPA01.01.04	Meet state-specific early childhood requirements for employment.	I,R, ece 101	intro to career

Pathway Topic HMPA02

HMPA02.01

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

Engage children in meaningful and developmentally appropriate conversations to enhance learning and direct behavior.

Confirm that children understand and respond by following directions.

Support curriculum development and classroom management by engaging in meaningful conversations with parents and children.

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.

Use grammatically correct speech and written language to communicate with both the children and families.

Use strategies when providing guidance/intervention for inappropriate behavior (e.g. redirection, appropriate choices, etc).

HMPA02.02

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

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.

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.

Re-phrase and respond to comments appropriately and accurately.

Provide positive role model to the children.

Encourage participation by showing interest and listening intently to children..

HMPA02.03

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

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.

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

I- all courses, R- CP, ECP

I- CP

I, R, E. ece 130

I, R, E ece 247

language
guidance through
language

I, R, E. All ece courses

I, R, E. All ece courses

I- ECP

E. All ece courses

I- CP

I, R, E. ece 247

Guidance

I, R- ECP

I, R, E. All ece courses

I, R- ECP

R, E. All ece courses

I, R- CP, ECP

R, E. All ece courses

I, R- ECP

R, E. All ece courses

really emphasized in ece
241

I, R, E. all ece courses

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

ece 258

curriculum, fieldwork.

Career Clusters Knowledge and Skills

HS

PS

Course Notes

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.).

I, R, E. ece 231

portfolios of development

Sample Indicators

HMPA02.03.03

Document parents' actions and comments indicating understanding of information provided.
Engage parents in meaningful conversations (showing interest and openness when listening) to encourage participation.

I, R, E. ece 241

Parents to Partners

Career Clusters Knowledge and Skills		HS	PS	Course Notes
HMPA02.04	Listen and communicate respectfully and attentively to staff members to facilitate child development activities.			
HMPA02.04.01	Communicate about classroom activities.	I- ECP	I, R, E. ece 241 I, R, E. ece 231	Administration
<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.			
HMPA02.04.02	Communicate information among staff from family members.	I- CP, ECP	I, R, E. all ece courses I, R, E. ece 101	Child development code of ethics
HMPA02.04.03	Write plainly, synthesizing and summarizing information to assure it is easily understood by parents and staff members.			
HMPA02.05.01	Document children's development and services provided.			No Jargon emphasized in ece 231
HMPA02.05.02	Inform parents through a variety of methods.	I- ECP	I, R, E. all ece courses R, E. all ece courses I, R, E. ece 241	Parents to Partners
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.		I, R, E. ece 257, ece 258, ece 128, ece 231 R, E. ece 231	fieldwork and portfolio, community, portfolios Portfolios
Pathway Topic	PROBLEM-SOLVING AND CRITICAL THINKING			
HMPA03	Analyze situations and apply problem-solving and critical thinking skills to provide solutions in an early childhood setting.			
HMPA03.01	Manage the learning environment using appropriate techniques.		R. all ece courses, M95	
HMPA03.01.01	Establish a developmentally-appropriate learning environment in which children are able to succeed. Make changes when necessary.	I, R- CP I, R- CP	I, R, E. all ece courses I, R, E. all ece courses	emphasized ece 247
<i>Sample Indicators</i>	Provide intervention (when needed) by utilizing knowledge regarding typical and atypical child development. 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.			emphasized ece 247 and field work/practicum
HMPA03.01.02	Use first aid with universal precautions. Inform supervisor of problem and action. Document incident report.	I, R- CP	I, R, E. all ece courses	
<i>Sample Indicators</i>				

Pathway Topic HMPA04 HMPA04.01

R. edu 270 technology
R. edu 270, ece 241 technology, organize
I, R, E. edu 270 technology

Select and use appropriate technology to enhance and organize early care and education programs.

Use computer and applicable software for record keeping, lesson plans, and children's learning activities.

Sample Indicators

Keep lesson plans and accurate records up-to-date and readily available.
Engage children in utilizing computer technology.

Pathway Topic HMPA05 HMPA05.01

SYSTEMS

Maintain working partnerships with child development licensing and certification organizations to keep abreast of current procedures and changes.

I- CP
I- CP

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

Identify appropriate licensing regulations.

Sample Indicators

Document that program is compliant with current licensing regulations.
Comply with licensing regulations.
Respond to all licensing and certification communications in a timely manner.

I- CP

I, R. ece 241 administration

Sample Indicators

Maintain required credentials.

Initiate communication as needed to resolve situations.

Respond proactively when problems arise.

Follow through with suggestions provided.

Cooperate with all service providers.

Respond to requests or concerns.

Follow through with solutions in a timely manner.

I, ece 241 create a program

I, R. ece 241 parents to partners

I, R. ece 128, ece 241 Service Providers,

Foster and create working relationships between staff and parents/family members to encourage involvement and enhance learning.

I, R, E. all ece courses relationships, development

Develop activities that promote staff and parent/family member involvement.

I, R. ece 241 create a program

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.

Demonstrate strategies to establish and communicate the parent's and family's role as primary teachers.

I, R, E. ece 241

Pathway Topic HMPA06 HMPA06.01

HEALTH, SAFETY AND ENVIRONMENT

Complete safety and sanitation procedures associated with the early childhood education environment to assure compliance and readiness for potential hazards.

Meet health requirements.

Provide a safe and sanitary environment.

Provide supervision at all times.

Provide and maintain safety indoors and outdoors.

Respond to emergency situations appropriately.

I- CP, ECP

health and safety

R, E. ece 127, ece 231

I, R, E. ece 127

I, R. ece 127

I- CP, ECP

toy, sanitation, etc...

R, E. all ece courses
I, R. ece 257, ece 258 field work

Pathway Topic HMPA07 HMPA07.01	LEADERSHIP AND TEAMWORK Create an inviting and encouraging atmosphere to encourage parent and family participation. Present opportunities to enhance parent's and family's roles as primary teachers. 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.	I- ECP I- ECP	All ece courses I, R, E. ece 241, ece 231 parents, environment Parents as Partners, I, R, E. ece 241, ece 128 Relationships
Sample Indicators HMPA07.01.01			
Pathway Topic HMPA08 HMPA08.01	ETHICS AND LEGAL RESPONSIBILITIES Describe and adhere to ethical and legal responsibilities, laws and regulations to protect children and families. Comply with early childhood education laws and regulations. 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. Treat children, parents and other staff with respect at all times. Recognize and report abuse and neglect.	I- HR, CP, ECP I, R- CP, ECP I- HR, CP, ECP I, R, E - HR, CP, ECP	I, R, E. ece 241 administration I, R, E. ece 241 create a program I, R, E. all ece courses I, R, E. ece 101 basics I, ece 101 careers
Sample Indicators HMPA08.01.01 HMPA08.01.02 HMPA08.01.03			
Pathway Topic HMPA09	EMPLOYABILITY AND CAREER DEVELOPMENT <i>No additional statements in the topic beyond those found in the Cluster and Essential Knowledge and Skills Charts.</i>		
Pathway Topic HMPA10 HMPA10.01	TECHNICAL SKILLS Employ principles of child growth and development, including social, emotional, physical and cognitive milestones to provide comprehensive program offerings. Create developmentally appropriate activities and lesson plans to reflect various interests and developmental levels. Observe, assess, and document children's progress. Implement developmentally appropriate activities and lesson plans to reflect various interests and developmental levels. Observe, assess, and document children's progress. Evaluate curriculum for compliance with state-specific and NAEYC standards.	I, R- CP, ECP I, R- ECP I, R, E- ECP I- CP, ECP I, R- CP, ECP	I, R, E. ece 257, ece 258 fieldwork I, R, E. ece 231, 257, 130, 235, 252, 253, 258, fieldwork/activities I, R, E. ece 231, 257,130, 235, 252, 253, fieldwork/activities I, R, E. ece 231, 257, 258 curriculum, DAP
Sample Indicators HMPA10.01.01 HMPA10.01.02 Sample Indicators HMPA10.01.03			
Sample Indicators HMPA10.01.04	Observe, assess, and document children's participation type and level. Observe, assess, and document children's developmental progress. Document that curriculum meets standards. Evaluate child's strengths and needs.	I, R- CP, ECP I, R, E. ece 231	Observe, assess,

Career Clusters Knowledge and Skills

HS

PS

Course Notes

Sample Indicators

Create rapport with the children and parents/family members.
Analyze children's developmental level from observation and elicited information.

HMPA10.01.05

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

I- CP

I, R, E. ece231

observe, assess, implement

Sample Indicators

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

Career Clusters Knowledge and Skills

	HS	PS	Course Notes
HMPA10.02			
HMPA10.02.01	I-CP, ECP	I, R, E all ece courses	play based
<i>Sample Indicators</i>	I-CP, ECP	I, R, E all ece courses	
HMPA10.03			
HMPA10.03.01	I-CP, ECP	I, R, E. ece 102, 128, 231, 257, 130, 235, 252,	activities, culture, awareness and sensitivity
<i>Sample Indicators</i>		I, R, E. ece 231	environment
HMPA10.04			
HMPA10.04.01	I-ECP	I, R, E all ece courses	includes section on
HMPA10.04.02	I-CP, ECP	i. ece 128	community resources
HMPA10.04.03	I-CP	I, R, E ece 128	community resources child first language and mentality