Minnesota State-Approved Technical Skill Assessments

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)

Clusters: Human Services + Education and Training

CLUSTER/ PATHWAY/ PROGRAM	CERTIFICATION / ASSESSMENT TITLE	TYPE	ISSUING ORGANIZATION	WEBSITE Please report broken web links	ELIGIBILITY REQUIREMENTS / PREREQUISITES	ADMINISTRA-TION ELIGIBILITY (Written, Oral, Practical, etc.)	PASSING SCORE	COST	COMMENTS
● **For use at SECONDARY**	For use at SECONDARY		For use at SECONDARY		For use at SECONDARY				
	NOCTI Testing Information for Consortia Leaders and/or Testing Coordinators	NOCTI	TESTING AGREEMENT	Each institution/ consortium should have a Testing Coordinator who contacts NOCTI to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for getting started: http://www.nocti.org/gettingstarted.cfm					
FACS Child Develop-ment or Child Related Occupations	Early Childhood Care & Education - Basic	Academic Assessment	NOCTI	http://nocti.org/BlueprintCategoryLinks.cfm?category=Human%20Services		Online	National Norm	$18 - $30 per exam	Job Ready Assessment
FACS Child Develop-ment or Child Related Occupations	Education and Training Pathway	Academic Assessment	NOCTI	http://nocti.org/BlueprintCategoryLinks.cfm?category=Education%20%26%20Training		Online	National Norm	$18 - $30 per exam	Pathway Assessment

Minnesota State-Approved Technical Skill Assessments

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)

Clusters: Human Services + Education and Training

CLUSTER/ PATHWAY/ PROGRAM	CERTIFICATION / ASSESSMENT TITLE	TYPE	ISSUING ORGANIZATION	WEBSITE Please report broken web links	ELIGIBILITY REQUIREMENTS / PREREQUISITES	ADMINISTRA- TION ELIGIBILITY (Written, Oral, Practical, etc.)	PASSING SCORE	COST	COMMENTS
FACS Child Develop- ment or Child Related Occupations	Early Childhood Education	Academic Assessment	American Association of Family & Consumer Sciences (AAFCS)	http://www.aafcs.org/CredentialingCenter/index.asp	Family & Consumer Sciences Credentialing Center	Online		$20 per exam consortium member; $25 per exam non-consortium member	Minnesota has a state license so costs are reduced at this time; currently FCCLA is supporting the state consortium fee is $5000
FACS Child Develop- ment or Child Related Occupations	Education Fundament- als	Academic Assessment	American Association of Family & Consumer Sciences (AAFCS)	http://www.aafcs.org/CredentialingCenter/index.asp	Family & Consumer Sciences Credentialing Center	Online		$20 per exam consortium member; $25 per exam non-consortium member	Minnesota has a state license so costs are reduced at this time; currently FCCLA is supporting the state consortium fee is $5000

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)

Clusters: Human Services + Education and Training

CLUSTER/ PATHWAY/ PROGRAM	CERTIFICATION / ASSESSMENT TITLE	TYPE	ISSUING ORGANIZATION	WEBSITE Please report broken web links	ELIGIBILITY REQUIREMENTS / PREREQUISITES	ADMINISTRA-TION ELIGIBILITY (Written, Oral, Practical, etc.)	PASSING SCORE	COST	COMMENTS
● **For use at POSTSECONDARY**				For use at POSTSECONDARY		For use at POSTSECONDARY			
	NOCTI Testing Information for Consortia Leaders and/or Testing Coordinators	NOCTI	TESTING AGREEMENT	Each institution/ consortium should have a Testing Coordinator who contacts NOCTI to obtain assessment exams, proctoring information, data management needs, and other important functions. Click here for getting started: http://nocti.org/GettingStarted.cfm					
Early Childhood Education	Early Childhood Care & Education - Basic	Academic Assessment	NOCTI	http://nocti.org/BlueprintCategoryLinks.cfm?category=Human%20Services		Online	70%	$18 - $30 per exam	Job Ready Assessment
Early Childhood Education	Early Childhood Care & Education - Advanced	Academic Assessment	NOCTI	http://nocti.org/BlueprintCategoryLinks.cfm?category=Human%20Services		Online	70%	$18 - $30 per exam	Job Ready Assessment

Minnesota State-Approved Technical Skill Assessments

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)

Clusters: Human Services + Education and Training

CLUSTER/ PATHWAY/ PROGRAM	CERTIFICATION / ASSESSMENT TITLE	TYPE	ISSUING ORGANIZATION	WEBSITE Please report broken web links	ELIGIBILITY REQUIREMENTS / PREREQUISITES	ADMINISTRA-TION ELIGIBILITY (Written, Oral, Practical, etc.)	PASSING SCORE	COST	COMMENTS
Early Childhood Education	Education and Training Pathway	Academic Assessment	NOCTI	http://nocti.org/Blueprint CategoryLinks.cfm?category=Education%20%26%20Training		Online	70%	$18 - $30 per exam	Pathway Assessment
Early Childhood Education	Early Childhood Education	Academic Assessment	American Association of Family & Consumer Sciences (AAFCS)	http://www.aafcs.org/CredentialingCenter/index.asp	Family & Consumer Sciences Credentialing Center	Online		$20 per exam consortium member; $25 per exam non-consortium member	Minnesota has a state license so costs are reduced at this time; currently FCCLA is supporting the state consortium fee is $5000.
Early Childhood Education	Education Fundament- als	Academic Assessment	American Association of Family & Consumer Sciences (AAFCS)	http://www.aafcs.org/CredentialingCenter/index.asp	Family & Consumer Sciences Credentialing Center			$20 per exam consortium member; $25 per exam non-consortium member	Minnesota has a state license so costs are reduced at this time; currently FCCLA is supporting the state consortium fee is $5000.
Early Childhood Education	Child Development - Basic	Skills Assessment	CDA	http://www.cdacouncil.org				$325 Assessment fee	

Minnesota State-Approved Technical Skill Assessments

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)

Clusters: Human Services + Education and Training

CLUSTER/ PATHWAY/ PROGRAM	CERTIFICATION / ASSESSMENT TITLE	TYPE	ISSUING ORGANIZATION	WEBSITE Please report broken web links	ELIGIBILITY REQUIREMENTS / PREREQUISITES	ADMINISTRA-TION ELIGIBILITY (Written, Oral, Practical, etc.)	PASSING SCORE	COST	COMMENTS
Early Childhood Education	Early Childhood Education (Birth-Grade 3)	MN Teacher Licensure Exams (MTLE) Practice Tests	Pearson	http://www.pearsonclinical.com/childhood.html	Pearson for Education				Early Childhood Education (Birth-Grade 3).
Early Childhood Education	Early Childhood Education (Birth-Grade 3)	MN Teacher Licensure		http://www.mtle.nesinc.com/PageView.aspx?f=GEN_Tests.html	Minnesota Department of Education http://education.state.mn.us/MDE/index.html				

Minnesota State-Approved Technical Skill Assessments

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)

Clusters: Human Services + Education and Training

CLUSTER/ PATHWAY/ PROGRAM	CERTIFICATION / ASSESSMENT TITLE	TYPE	ISSUING ORGANIZATION	WEBSITE Please report broken web links	ELIGIBILITY REQUIREMENTS / PREREQUISITES	ADMINISTRA-TION ELIGIBILITY (Written, Oral, Practical, etc.)	PASSING SCORE	COST	COMMENTS
● **For use at POSTSECONDARY***	**For use at POSTSECONDARY***			**For use at POSTSECONDARY***					
*The assessment listed below would not be currently acceptable as a stand-alone, state-approved technical skill assessment but could be paired with one of the formal assessments listed above.									
Early Childhood Education	Early Childhood Career Pathways	Skill Performance & Academic Assessment **		http://efoliomn.com http://education.state.mn.us/MDE/index.html	Minnesota State Colleges & Universities; eFolioMinnesota™ and eFolioWorld™	Online	TBD	No Cost to Minnesota Residents, Workers, or Students	**SPECIAL NOTE:** This assessment would not be currently acceptable as a stand-alone solution but could be paired with a formal test and used within the programs to establish validity and reliability over time.

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES - Consensus among work group -		COMMENTS
		Secondary	**Postsecondary**	

KEY: **Y**=Essential   **N**=Not Essential   **O**=Optional

TOPIC 1: 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.

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	Secondary	Postsecondary	COMMENTS
INDICATOR 01.01 Obtain necessary education and state-specific requirements in order to practice within early childhood development and services institutions. [HMPA01.01]	**MEASURE 01.01.01** Obtain a high school diploma.	Y	Y	
	MEASURE 01.01.04 Meet state-specific early childhood requirements for employment.	Y	Y	
INDICATOR 01.02 Explain written organizational policies, rules and procedures to help employees perform their jobs. [HMC09.01]	**MEASURE 01.02.01** Locate appropriate information on organizational policies in handbooks and manuals.	Y	Y	
	MEASURE 01.02.02 Discuss how specific organizational policies and rules influence a specific work situation.	Y	Y	
INDICATOR 01.03 Explore, describe, and determine career options using research skills in order to plan for a career in education and training. [EDC09.01]	**MEASURE 01.03.01** Use self-assessment and assessment by others to match personal characteristics to those associated with successful professional practice.	Y	Y	
	MEASURE 01.03.02 Explain career trajectories in education and training.	Y	Y	
	MEASURE 01.03.03 Use relationships with other professionals to explore career options.	Y	Y	
	MEASURE 01.03.04 Construct an individual career plan.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: **Y**=Essential **N**=Not Essential **O**=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	**Postsecondary**	
INDICATOR 01.04 Acquire state-specific certification/ license/credentialing in order to practice within educational and training settings. [EDC09.02]	**MEASURE 01.04.01** Complete the requirements for certification, licensing, or credentialing.	N	Y	
INDICATOR 01.05 Complete state-specific professional development requirements to maintain employment and advance in an education and training career. [EDC09.02]	**MEASURE 01.05.01** Complete professional development requirements.	N	Y	
	MEASURE 01.05.02 Complete assessments of knowledge and skills.	N	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES - Consensus among work group -		COMMENTS
		KEY: Y=Essential **N**=Not Essential **O**=Optional		
		Secondary	**Postsecondary**	
TOPIC 2: COMMUNICATIONS - Use oral and written communication skills in creating, expressing, and interpreting information and ideas including technical terminology and information.				
INDICATOR 02.01 Describe and use grammatically correct language to enhance learning, direct behavior, and strengthen classroom management. [EDC09.03]	**MEASURE 02.01.01** Engage children in meaningful and developmentally appropriate conversations to enhance learning and direct behavior.	Y	Y	
	MEASURE 02.01.02 Support curriculum development and classroom management by engaging in meaningful conversations with parents and children.	Y	Y	Could be assessed without direct observation (e.g., case scenario, mock role playing).
	MEASURE 02.01.03 Engage in meaningful conversations with parents and children to support curriculum development and classroom management.	Y	Y	Could be assessed without direct observation (e.g., case scenario, mock role playing).
	MEASURE 02.01.04 Use grammatically correct speech and written language to communicate with both the children and families.	Y	Y	Could be assessed without direct observation (e.g., case scenario, mock role playing).
	MEASURE 02.01.05 Use strategies when providing guidance/intervention for inappropriate behavior (e.g., redirection, appropriate choices, etc.).	Y	Y	

Minnesota Common Core Competencies

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	**Postsecondary**	
INDICATOR 02.02 Listen and communicate respectfully and attentively to the child to facilitate ongoing development. [HMPA02.02]	**MEASURE 02.02.01** Interact with child as an individual and in group settings.	Y	Y	
	MEASURE 02.02.02 Provide positive role model to the children.	Y	Y	
	MEASURE 02.02.03 Encourage participation by showing interest and listening intently to children.	Y	Y	
INDICATOR 02.03 Listen and communicate respectfully and attentively to parents to facilitate ongoing child development. [HMPA02.03]	**MEASURE 02.03.01** Communicate with family members (e.g., greet parents upon arrival and departure, etc.).	Y	Y	
	MEASURE 02.03.02 Educate families on the development of their child (e.g., send out information such as journal articles, safety recalls, community events, etc.).	N	Y	
	MEASURE 02.03.03 Engage parents in meaningful conversations (showing interest and openness when listening) to encourage participation.	Y	Y	Could be assessed without direct observation (e.g., case scenario, mock role playing).
INDICATOR 02.04 Listen and communicate respectfully and attentively to staff members to facilitate child development activities. [HMPA02.04]	**MEASURE 02.04.01** Communicate about classroom activities.	Y	Y	
	MEASURE 02.04.02 Communicate about the developmental abilities of the children in the classroom.	Y	Y	
	MEASURE 02.04.03 Communicate appropriate information among staff from family members.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	Postsecondary	
INDICATOR 02.05 Write plainly, synthesizing and summarizing information to assure it is easily understood by parents and staff members. [HMPA02.05]	**MEASURE 02.05.01** Document children's development and services provided.	N	Y	
	MEASURE 02.05.02 Inform parents through a variety of methods.	N	Y	
INDICATOR 02.06 Create and organize parent-teacher conferences, open houses and family forums to enhance family and community involvement. [HMPA02.06]	**MEASURE 02.06.01** Discuss children's progress with parents at formal and informal meetings.	N	Y	

Minnesota Common Core Competencies

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	*KEY:* **Y**=Essential **N**=Not Essential **O**=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	**Postsecondary**	
TOPIC 3: PROBLEM-SOLVING AND CRITICAL THINKING - Solve problems using critical thinking (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.				
INDICATOR 03.01 Analyze situations and apply problem-solving and critical thinking skills to provide solutions in an early childhood setting. [HMPA03.01]	**MEASURE 03.01.01** Manage the learning environment using appropriate techniques.	Y	Y	
	MEASURE 03.01.02 Provide intervention (when needed) by utilizing knowledge regarding typical and atypical child development.	Y	Y	
TOPIC 4: INFORMATION TECHNOLOGY APPLICATIONS - Use information technology tools specific to the career cluster to access, manage, integrate, and create information.				
INDICATOR 04.01 Select and use appropriate technology to enhance and organize early care and education programs. [HMPA04.01]	**MEASURE 04.01.01** Use computer and appropriate software for record keeping, lesson plans, and children's learning activities.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	**Postsecondary**	
TOPIC 5: SYSTEMS - Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance.				
INDICATOR 05.01 Maintain working partnerships with child development licensing and certification organizations to keep abreast of current procedures and changes. [HMPA05.01]	**MEASURE 05.01.01** Identify appropriate licensing regulations.	Y	Y	
INDICATOR 05.02 Foster and create working relationships between staff and parents/family members to encourage involvement and enhance learning. [HMPA05.02]	**MEASURE 05.02.01** Develop activities that promote staff and parent/family member involvement.	Y	Y	
	MEASURE 05.02.02 Demonstrate strategies to establish and communicate the parent's and family's role as primary teachers.	N	Y	
INDICATOR 05.03 Explain models of education delivery using system theory to demonstrate understanding of key relationships in the learning system. [EDC05.01]	**MEASURE 05.03.01** Explain factors that affect learning systems.	Y	Y	
	MEASURE 05.03.02 Explain the role of the individual in learning systems.	Y	Y	
	MEASURE 05.03.03 Explain the role of organizations in learning systems.	Y	Y	
	MEASURE 05.03.04 Identify systems that deliver education and training.	Y	Y	
	MEASURE 05.03.05 Identify systems that fund education and training.	O	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	Postsecondary	
INDICATOR 05.04 Form, sustain, and modify instructional systems to facilitate learning within educational and training settings. [EDC05.02]	**MEASURE 05.04.01** Explain concepts of systemic change as it applies to instructional systems.	O	Y	Examples of instructional systems include: agency, school system, government system, children, parents, community.
	MEASURE 05.04.02 Communicate about instructional systems with stakeholders.	N	O	
	MEASURE 05.04.03 Use instructional system resources to meet learner needs.	N	Y	
	MEASURE 05.04.04 Advocate for learning organization and learners.	N	Y	
	MEASURE 05.04.05 Monitor instructional system outcomes.	N	Y	

Minnesota Common Core Competencies

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	**Postsecondary**	
TOPIC 6: SAFETY, HEALTH AND ENVIRONMENTAL - Understand the importance of health, safety, and environmental management systems in organization and their importance to organizational performance and regulatory compliance.				
INDICATOR 06.01 Complete safety and sanitation procedures associated with the early childhood education environment to assure compliance and readiness for potential hazards. [HMPA06.01]	**MEASURE 06.01.01** Meet health requirements.	Y	Y	
	MEASURE 06.01.02 Provide and maintain safety indoors and outdoors.	Y	Y	
	MEASURE 06.01.03 Respond to emergency situations appropriately.	Y	Y	
INDICATOR 06.02 Describe, assess, and demonstrate rules and laws which should be followed in a human services setting to promote occupational safety and health. [HMC06.01]	**MEASURE 06.02.01** Demonstrate knowledge of rules and laws designed to promote safety and health and their rationale.	Y	Y	
	MEASURE 06.02.02 Demonstrate methods to correct common hazards.	Y	Y	
	MEASURE 06.02.03 Demonstrate personal and group health and safety practices.	Y	Y	
	MEASURE 06.02.04 Implement procedures to protect the health and safety of all individuals.	Y	Y	
	MEASURE 06.02.05 Manage the physical and social environment to reduce conflict and promote safety.	Y	Y	
	MEASURE 06.02.06 Follow regulations and organizational policies and procedures to assure a safe and healthy environment.	Y	Y	

Minnesota Common Core Competencies

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES - Consensus among work group -		COMMENTS
		KEY: **Y**=Essential **N**=Not Essential **O**=Optional		
		Secondary	**Postsecondary**	
INDICATOR 06.03 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments. [ESS06.01]	**MEASURE 06.03.01** Assess workplace conditions with regard to safety and health.	Y	Y	
	MEASURE 06.03.02 Align safety issues with appropriate safety standards to ensure a safe workplace/jobsite.	Y	Y	
	MEASURE 06.03.03 Identify safety hazards common to workplaces.	Y	Y	
	MEASURE 06.03.04 Identify safety precautions to maintain a safe worksite.	Y	Y	
	MEASURE 06.03.05 Select, inspect, use, and dispose of appropriate personal protective equipment as needed for a safe workplace/jobsite.	Y	Y	
	MEASURE 06.03.08 Employ a safety hierarchy and communication system within the workplace/jobsite.	Y	Y	
	MEASURE 06.03.09 Implement safety precautions to maintain a safe worksite.	Y	Y	
INDICATOR 06.04 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health. [ESS06.02]	**MEASURE 06.04.01** Identify rules and laws designed to promote safety and health in the workplace.	Y	Y	
	MEASURE 06.04.02 State the rationale of rules and laws designed to promote safety and health.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	Postsecondary	
INDICATOR 06.04 Employ emergency procedures as necessary to provide aid in workplace accidents. [ESS06.03]	MEASURE 06.04.01 Use knowledge of First Aid procedures as necessary.	O	O	
	MEASURE 06.04.02 Use knowledge of CPR procedures as necessary.	O	O	
	MEASURE 06.04.03 Use safety equipment as necessary.	O	O	
INDICATOR 06.05 Employ knowledge of response techniques to create a disaster and/or emergency response plan. [ESS06.04]	MEASURE 06.05.01 Complete an assessment of an emergency and/or disaster situation.	Y	Y	
	MEASURE 06.05.02 Create an emergency and/or disaster plan.	Y	Y	
INDICATOR 06.06 Recognize signs of emotional distress, child abuse, and neglect in children and responsibilities and procedures for reporting known or suspected abuse or neglect to appropriate authorities.	MEASURE 06.06.01 Identify signs of emotional distress.	Y	O	
	MEASURE 06.06.02 List the responsibilities and procedures for appropriate intervention and follow-up plans.	Y	O	
	MEASURE 06.06.03 Identify behaviors and signs of child abuse and neglect.	Y	Y	
	MEASURE 06.06.04 List the mandatory procedures for reporting known or suspected concerns/observations to appropriate authorities.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	**Postsecondary**	
TOPIC 7: LEADERSHIP AND TEAMWORK - Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.				
INDICATOR 07.01 Create an inviting and encouraging atmosphere to encourage parent/guardian/caregiver/family participation. [HMPA07.01]	**MEASURE 07.01.01** Present opportunities to enhance parent's roles as primary teachers.	Y	Y	
TOPIC 8: ETHICS AND LEGAL RESPONSIBILITIES - Know and understand the importance of professional ethics and legal responsibilities.				
INDICATOR 08.01 Describe and adhere to ethical and legal responsibilities, laws and regulations to protect children and families. [HMPA08.01]	**MEASURE 08.01.01** Identify the need to comply with early childhood education laws and regulations including criminal background check.	Y	Y	
	MEASURE 08.01.02 Demonstrate respect for diversity in the early childhood environment.	Y	Y	
	MEASURE 08.01.03 Recognize and report abuse and neglect.	Y	Y	
INDICATOR 08.02 Analyze and explain ethical and legal boundaries of professional practice in learning settings to enhance professionalism in education and training. [EDC08.01]	**MEASURE 08.02.01** Explain major laws that govern behavior within learning settings.	Y	Y	
	MEASURE 08.02.02 Analyze ethical responsibilities in professional practice within learning settings.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	Postsecondary	
	MEASURE 08.02.03 Explain institutional policies and procedures that relate to ethical and legal behavior.	Y	Y	
INDICATOR 08.03 Model ethical and legal conduct while working in the human services industry. [HMC08.01]	**MEASURE 08.03.01** Comply with legal requirements to assure appropriate conduct.	Y	Y	
	MEASURE 08.03.02 Adhere to recognized ethical standards to inspire confidence.	Y	Y	
	MEASURE 08.03.03 Maintain compliance by seeking ethical and legal guidance from appropriate sources.	Y	Y	
INDICATOR 08.04 Explain legal rights that apply to stakeholders and practitioners within learning settings to enhance professionalism in education and training. [EDC08.02]	**MEASURE 08.04.01** Explain legal rights of stakeholders within learning settings.	N	Y	
	MEASURE 08.04.02 Explain legal rights of professional practitioners within learning settings.	N	Y	
INDICATOR 08.05 Exhibit ethical and legal behavior within educational and training settings to model professional behaviors. [EDC08.03]	**MEASURE 08.05.01** Perform work duties according to legal boundaries.	N	Y	
	MEASURE 08.05.02 Perform work duties in accordance with legal rights of stakeholders and coworkers.	Y	Y	
	MEASURE 08.05.03 Perform work duties according to ethical boundaries.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	**Postsecondary**	
TOPIC 9: TECHNICAL SKILLS - Use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.				
INDICATOR 09.01 Employ principles of child growth and development, including social, emotional, physical and cognitive milestones to provide comprehensive program offerings. [HMPA10.01]	**MEASURE 09.01.01** Create developmentally appropriate activities and lesson plans to reflect various interests and developmental levels.	Y	Y	
	MEASURE 09.01.02 Implement developmentally appropriate activities and lesson plans to reflect various interests and developmental levels.	Y	Y	
	MEASURE 09.01.03 Evaluate curriculum for compliance with recognized state and national standards.	N	Y	
	MEASURE 09.01.04 Assess child's strengths and needs.	Y	Y	
	MEASURE 09.01.05 Analyze information and observations to individualize a plan of instruction for each child.	Y	Y	
INDICATOR 09.02 Examine play and other activities to develop children's skills. [HMPA10.02]	**MEASURE 09.02.01** Create activities suitable for varied learning styles and needs.	O	Y	
INDICATOR 09.03 Examine curriculum for multicultural awareness activities to ensure a culturally rich and inviting learning environment . [HMPA10.03]	**MEASURE 09.03.01** Create an environment to highlight richness and diversity of staff, children, and their families.	O	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	Postsecondary	
	MEASURE 09.03.02 Create multicultural awareness activities to introduce and highlight human diversity.	O	Y	
INDICATOR 09.04 Examine curriculum for inclusiveness of children with special needs. [HMPA10.04]	**MEASURE 09.04.01** Recognize developmental delays in children.	O	Y	
	MEASURE 09.04.02 Identify community agencies to provide services for children with special needs.	O	Y	
	MEASURE 09.04.03 Identify strategies that support the development of children with special needs.	O	Y	
INDICATOR 09.05 Recognize responsibility for early identification of mental health disorders in children and promoting children's mental health.	**MEASURE 09.05.01** Identify the developmental consequences of stress and trauma.	Y	Y	
	MEASURE 09.05.02 Plan strategies to support healthy social and emotional development of children.	Y	Y	
	MEASURE 09.05.03 Identify protective factors and plan strategies to foster resilience.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	Postsecondary	
TOPIC 10: PLANNING/PREPARING				
INDICATOR 10.01 Use fundamental knowledge of subject matter to plan/prepare effective instruction. [EDPC01.01]	**MEASURE 10.01.01** Use resources and professional development to update knowledge and skills on an ongoing basis.	Y	Y	
	MEASURE 10.01.02 Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.	Y	Y	
	MEASURE 10.01.03 Apply principles of scope and sequence while planning instruction.	Y	Y	
	MEASURE 10.01.04 Integrate various content to make explicit the connections to other subject matter.	Y	Y	
	MEASURE 10.01.05 Explain connection to life and career applications when making content relevant.	Y	Y	
INDICATOR 10.02 Meet the needs of learners and organizations to design courses/programs. [EDPC01.02]	**MEASURE 10.02.01** Analyze standards, organization goals, and learners when selecting content.	O	Y	
	MEASURE 10.02.02 Use assessment tools when determining needs of learners and organizations.	O	Y	
	MEASURE 10.02.03 Employ analytical skills while evaluating instructional resources and program materials.	O	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3) Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	Postsecondary	
INDICATOR 10.03 Demonstrate knowledge of learning and developmental theory to describe individual learners. [EDPC01.03]	**MEASURE 10.03.01** Locate theory-based information to describe individual learners.	Y	Y	
	MEASURE 10.03.02 Apply learning and developmental theory to relate individual characteristics to the learning process.	Y	Y	
INDICATOR 10.04 Use content knowledge and instructional skills to construct standards based educational goals. [EDPC01.04]	**MEASURE 10.04.01** Use knowledge of learners to align goals with learners' developmental level, abilities, interests, and future objectives.	Y	Y	
	MEASURE 10.04.02 Use National, State, Business and Industry, or Regulatory standards to establish learner performance standards.	O	Y	
	MEASURE 10.04.03 Identify learning goals that establish performance standards for learners.	Y	Y	
	MEASURE 10.04.04 Identify multiple learning goals to establish performance standards for learners.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus
Clusters: Human Services + Education and Training

| PERFORMANCE INDICATOR | PERFORMANCE MEASURE | KEY: Y=Essential   N=Not Essential   O=Optional | | COMMENTS |
| | | **COMMON CORE COMPETENCIES** - Consensus among work group - | | |
		Secondary	Postsecondary	
INDICATOR 10.05 Examine and apply teaching/learning theory and instructional skills to plan appropriate educational strategies. [EDPC01.05]	**MEASURE 10.05.01** Use knowledge of learners when aligning instructional strategies to learners' backgrounds.	Y	Y	
	MEASURE 10.05.02 Apply teaching/learning theory while selecting learning activities.	Y	Y	
	MEASURE 10.05.03 Compare/ contrast multiple methods for grouping learners.	Y	Y	Could be assessed without direct observation (e.g., case scenario, mock role playing).
	MEASURE 10.05.04 Design a sequence of instructional strategies.	N	Y	
	MEASURE 10.05.05 Incorporate strategies to encourage the transfer of knowledge and skills.	N	Y	
INDICATOR 10.06 Identify and locate materials/resources needed to support instructional plans. [EDPC01.06]	**MEASURE 10.06.01** Identify materials and resources needed to enhance instruction.	Y	Y	
	MEASURE 10.06.02 Identify resources to aid learners in learning.	Y	Y	
INDICATOR 10.07 Use knowledge of content, teaching/learning, and assessment to plan assessment/evaluation strategies. [EDPC01.07]	**MEASURE 10.07.01** Select appropriate assessment/evaluation strategies while applying assessment theory.	N	Y	
	MEASURE 10.07.02 Select appropriate assessment/evaluation strategies using knowledge of content and teaching/learning.	N	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	**Postsecondary**	
TOPIC 11: LEARNING ENVIRONMENT				
INDICATOR 11.01 Establish a positive climate to promote learning. [EDPC02.01]	**MEASURE 11.01.01** Demonstrate strategies to foster respect and build rapport through positive interactions.	Y	Y	
	MEASURE 11.01.02 Explain the importance of content that builds on children's experiences in their classroom, home, and community to promote interest in learning.	Y	Y	
	MEASURE 11.01.03 Establish challenging expectations for each learner.	Y	Y	
INDICATOR 11.02 Employ motivational, social, and psychological theory and effective practices to guide learners' personal conduct. [EDPC02.02]	**MEASURE 11.02.01** Document standards of behaviors and expectations clearly.	Y	Y	
	MEASURE 11.02.02 Monitor learners' personal behaviors using a variety of strategies.	Y	Y	
	MEASURE 11.02.03 Respond to learners' personal behaviors by providing appropriate feedback.	Y	Y	
INDICATOR 11.03 Use organizational and relationship-building skills to manage instructional activities and related procedures. [EDPC02.03]	**MEASURE 11.03.01** Utilize engagement of learners to optimize benefits of instructional groups.	Y	Y	
	MEASURE 11.03.02 Design appropriate scheduling and routines to promote optimal development and learning.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	Postsecondary	
	MEASURE 11.03.03 Manage instructional transitions.	Y	Y	
	MEASURE 11.03.04 Employ organizational skills while managing instructional resources (i.e., tools, equipment, supplies, and materials).	Y	Y	
	MEASURE 11.03.05 Supervise learners using organizational and relationship-building skills.	Y	Y	
INDICATOR 11.04 Consider physical elements in an educational or training setting to optimize learning. [EDPC02.04]	MEASURE 11.04.01 Arrange space, equipment, and furniture within the learning environment to optimize development and learning.	O	Y	Could be assessed without direct observation.
	MEASURE 11.04.02 Design a learning setting that uses physical space to provide accessibility and mobility to promote learning and development while meeting ADA standards.	O	Y	Could be assessed without direct observation.
	MEASURE 11.04.03 Select, arrange, and display materials to promote development and learning.	Y	Y	Could be assessed without direct observation.

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: **Y**=Essential **N**=Not Essential **O**=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	**Postsecondary**	
TOPIC 12: INSTRUCTION				
INDICATOR 12.01 Employ instructional strategies in a learning setting to advance learning. [EDPC03.01]	**MEASURE 12.01.01** Use appropriate representations to make content meaningful to all learners.	Y	Y	Appropriate: realistic, unbiased, non-stereotypical, and gender-free.
	MEASURE 12.01.02 Use learning activities and assignments to challenge and engage all learners.	Y	Y	
	MEASURE 12.01.03 Use content and knowledge of teaching/learning while delivering instruction.	Y	Y	
	MEASURE 12.01.04 Use instructional materials and resources to enhance learning.	Y	Y	
	MEASURE 12.01.05 Use questioning techniques to encourage higher-order thinking.	Y	Y	
	MEASURE 12.01.06 Use discussion techniques to engage all learners.	Y	Y	
	MEASURE 12.01.07 Use educational technology to enhance learning.	Y	Y	
	MEASURE 12.01.08 Use cooperative learning techniques to engage all learners.	Y	Y	
	MEASURE 12.01.09 Use work-based learning techniques to extend learning.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3) — Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	COMMON CORE COMPETENCIES - Consensus among work group -		COMMENTS
		Secondary	**Postsecondary**	KEY: **Y**=Essential **N**=Not Essential **O**=Optional
	MEASURE 12.01.10 Use project-based learning techniques to extend learning.	Y	Y	
	MEASURE 12.01.11 Provide support for experiences and activities to extend learning opportunities.	Y	Y	
INDICATOR 12.02 Use learner response to plan appropriate in-process adaptations in instructional plans in order to advance learning. [EDPC03.02]	**MEASURE 12.02.01** Identify needed adjustments in instructional plans using an analysis of learner performance.	Y	Y	
	MEASURE 12.02.02 Incorporate learner questions and interests to make instruction relevant and responsive to learners.	Y	Y	
	MEASURE 12.02.03 Incorporate spontaneous events to enhance learning.	Y	Y	Examples: child-directed learning, current events.
INDICATOR 12.03 Employ assessment tools and data in learning settings to advance a child's development and learning. (EDPC03.03)	**MEASURE 12.03.01** Use instruments to assess development and learning.	Y	Y	
	MEASURE 12.03.02 Interpret assessment data to enhance development and learning.	Y	Y	
	MEASURE 12.03.03 Plan curricula adjustments for individual children's development and learning.	Y	Y	

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: Y=Essential N=Not Essential O=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	Postsecondary	
TOPIC 13: PROFESSIONAL RESPONSIBILITIES				
INDICATOR 13.01 Assess past teaching/training performance to determine effectiveness of instructional practices. [EDPC04.01]	**MEASURE 13.01.01** Construct an active philosophy of instruction to form criteria for assessing effective instructional practice.	Y	Y	
	MEASURE 13.01.02 Use various strategies while systematically monitoring effectiveness of instruction.	N	Y	
	MEASURE 13.01.03 Refine instructional practice based upon analysis of past actions.	N	Y	
INDICATOR 13.02 Pursue opportunities to improve knowledge and skills within learning environments to propel professional development. [EDPC04.02]	**MEASURE 13.02.01** Use participation in professional associations to improve knowledge and skills.	Y	Y	
	MEASURE 13.02.02 Employ in-service education to improve knowledge and skills.	N	O	
INDICATOR 13.03 Employ community-building skills and strategies with others to advance the education profession and learning organizational vision. [EDPC04.03]	**MEASURE 13.03.01** Form partnerships with colleagues to establish a community of learners.	Y	Y	
	MEASURE 13.03.04 Participate in community affairs to engage community in organization vision.	N	O	

Minnesota Common Core Competencies

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)   Teacher-Faculty Group Consensus

Clusters: Human Services + Education and Training

PERFORMANCE INDICATOR	PERFORMANCE MEASURE	KEY: **Y**=Essential **N**=Not Essential **O**=Optional		COMMENTS
		COMMON CORE COMPETENCIES - Consensus among work group -		
		Secondary	**Postsecondary**	
INDICATOR 13.04 Maintain accurate records through the use of organization skills in order to monitor and guide learner progress. [EDPC04.04]	**MEASURE 13.04.01** Use an organized system for recording learner assignments.	Y	Y	
	MEASURE 13.04.02 Use an organized system for recording learner progress.	Y	Y	
INDICATOR 13.05 Implement strategies to maintain relationships with stakeholders to increase support for the organization. [EDPC04.05]	**MEASURE 13.05.01** Advocate for needs of learners, organization, community, and profession.	Y	Y	
	MEASURE 13.05.02 Seek opportunities to promote instructional program.	Y	N	
	MEASURE 13.05.03 Seek opportunities to engage stakeholders in organization vision.	Y	Y	Examples: Advisory committee, focus groups, exit interviews, parent meetings.
	MEASURE 13.05.04 Provide information to meet appropriate accountability standards.	Y	Y	E.g., portfolio.

Minnesota Technical Skill Assessment Blueprint

Pathways: Early Childhood Development and Services + Teaching/Training (Birth to Grade 3)
Clusters: Human Services + Education and Training

An "assessment blueprint" is a document that indicates the knowledge and skills that will be covered in an assessment instrument and the percentage of the assessment that will be devoted to each area of knowledge and skills. The Minnesota assessment blueprints will be used to review the appropriateness of existing assessments by determining how closely those assessments match up to what the Foundation Knowledge & Skills teams have determined should be assessed. The assessment blueprints can also be used to guide the development of new assessments where suitable third-party assessments do not exist.	SECONDARY % of Assessment ↓	POST-SECONDARY % of Assessment ↓	BUSINESS & INDUSTRY % of Assessment ↓
C01 **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.	**8%**	**5%**	**7%**
C02 **Communications:** Use oral and written communication skills in creating, expressing, and interpreting information and ideas including technical terminology and information.	**12%**	**10%**	**13%**
C03 **Problem-Solving and Critical Thinking:** Solve problems using critical thinking (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.	**15%**	**10%**	**15%**
C04 **Information Technology Applications:** Use information technology tools specific to the career cluster to access, manage, integrate, and create information.	**6%**	**5%**	**6%**
C05 **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.	**7%**	**5%**	**11%**
C06 **Safety, Health, and Environmental:** Understand the importance of health, safety, and environmental management systems in organization and their importance to organizational performance and regulatory compliance. Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance.	**13%**	**15%**	**10%**
C07 **Leadership and Teamwork:** Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	**9%**	**10%**	**8%**
C08 **Ethics and Legal Responsibilities:** Know and understand the importance of professional ethics and legal responsibilities.	**10%**	**5%**	**10%**
C09 **Skills (Technical, Planning/ Preparing; Learning Environment; Instruction; and Professional Responsibilities):** Use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.	**20%**	**40%**	**20%**
	100%	**105%**	**100%**

Human Services: Early Childhood Development and Services
Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Early Childhood Development and Services Pathway of the Human Services Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Early Childhood Development and Services Pathway	SAMPLE Occupations Relating to This Pathway
		Interest Inventory Administered and Plan of Study Initiated for all Learners						
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	• Introduction to Human Services	**Occupations Requiring Less Than a Baccalaureate Degree** ▶ Childcare Assistant/Worker ▶ Nanny ▶ Teacher Assistant
SECONDARY	10	English/ Language Arts II	Geometry	Biology	U.S. History		• Information Technology Applications • Human Growth and Development	
SECONDARY	11	English/ Language Arts III	Algebra II	Chemistry	World History Sociology		• Parenting and Child Development	**Occupations Requiring Baccalaureate Degree** ▶ Assistant Director, Childcare Facilities ▶ Director, Childcare Facilities ▶ Educator for Parents ▶ Elementary School Counselor ▶ Preschool Teacher
		College Placement Assessments-Academic/Career Advisement Provided						
SECONDARY	12	English/ Language Arts IV	Trigonometry or Statistics or other math course	Physics or other science course	Psychology Economics or Personal Finance		• Early Childhood Development and Services	
		Articulation/Dual Credit Transcripted-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.						
POSTSECONDARY	Year 13	English Composition	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	• Introduction to Early Childhood Development Services • Ethics, Legal and Organizational Responsibilities	
POSTSECONDARY	Year 14	Speech/ Oral Communication	Statistics	Biological Science Physical Science	American History Educational or Child Psychology		• Principles of Child Growth and Development • Safety and Health for Children	
POSTSECONDARY	Year 15	Technical Writing			Sociology		• Continue Courses in the Area of Specialization	
POSTSECONDARY	Year 16	Continue courses in the area of specialization.					• Complete Early Childhood Development and Services Major (4-Year Degree Program)	