

Standards	Course Title (a or b, if applicable, e.g. Game Design 1a)	Unit Name(s)	Lesson(s) Number	How Standard is Taught	How Standard is Assessed	Comments	Student Rating (Fully Met / Partially Met / Not Met)
1. Demonstrate industry identified competencies while integrating state and national core standards comprised of a sequenced progression of multiple courses that are technically intensive and rigorous.							
1.1 Current industry defined standards, as evidenced in the curriculum framework, endorsed by a local advisory committee, and approved by the CTE program supervisor at CDEP.	Early Childhood Education: 1a	All Units	All Lessons	This course aligns with post-secondary expectations and the level of competency is defined by industry and content-specific standards.	Unit 2: Lab	This course has numerous assessments, including activities, quizzes, and exams to assess this standard.	Fully Met
1.1.1 The level of competency is defined by industry or national standards.							
1.1.2 In the absence of national or state standards, locally developed, industry-defined standards will be validated by program-specific advisory committees.							
1.1.3 Align with post-secondary education allowing for articulated credit, where applicable.							
1.2 Curriculum based on identified need and developed and maintained in consultation with program specific advisory committees.	Early Childhood Education: 1a	All Units	All Lessons	This course curriculum is based upon identified needs and developed in consultation with advisory committees.	Unit 6: Activity	This course has numerous assessments, including activities, quizzes, and exams to assess this standard.	Fully Met
1.3 Safe and appropriate environments that support CTE standards.	Early Childhood Education: 1a	Unit 2: A Clean, Healthy, and Safe Childcare Environment	Lab	Students complete a lab activity where they identify safe and appropriate environments for a childcare facility. Students complete an assignment to create short videos identifying proper health and safety measures within a childcare facility.	Lab		Fully Met
1.3.1 Facilities and equipment meet or exceed the related industry, state and county safety standards.							
1.3.2 Locations and equipment meet or exceed industry standards, and facility safety standards.							
1.3.3 Learning and training facilities are sufficient quantity to ensure safe and appropriate supervision, delivery of instruction and student skill development.							
1.4 Certified CTE teachers with appropriate certification, knowledge, skills, and occupational experience.	Early Childhood Education: 1a	All Units	All Lessons	All teachers are appropriately certified and licensed to teach this course.	Unit 8: Activity	This course has numerous assessments, including activities, quizzes, and exams to assess this standard.	Fully Met
1.4.1 After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years.							
1.5 Extended learning into the community.	Early Childhood Education: 1a	Unit 2: A Clean, Healthy, and Safe Childcare Environment	Lab	Students create brief instructional videos on how to maintain a safe and healthy childcare environment. Students learn techniques for maintaining a childcare facility and share findings with members of the childcare community to create these instructional videos. All videos are submitted to the CTE teacher.	Lab		Fully Met
1.5.1 Extended learning is managed and/or supervised by certified CTE teachers.							
1.6 Assessment of student competency of knowledge and skills as determined by industry defined standards.	Early Childhood Education: 1a	Unit 7: Special Needs and Inclusion	Discussion 2	Students complete a discussion activity where they will discuss special education legislation and identify the risks involved with a special education student. Students include supporting details in their discussion and explain why legislation was so important for the special education community. Students submit the discussion as an assessment item.	Discussion 2		Fully Met
1.7 Instruction that develops an understanding of all aspects of an industry associated with a specific CTE course.	Early Childhood Education: 1a	Unit 1: Childcare Roles and Obligations	Discussion 2	Students complete a discussion question to identify how the roles and responsibilities of a childcare provider differ from those of a parent. Students use supporting details to outline the responsibilities of a childcare provider and how these responsibilities are essential for creating a safe and healthy childcare experience. Through this activity, students gain a comprehensive understanding of the childcare industry and how it operates within a community.	Discussion 2		Fully Met
1.8 Work-based learning opportunities as identified in the Washington State work-based learning document.	Early Childhood Education: Developing Early Learners	Unit 8: Personal Goals and Development	Lab	Students complete a research activity to learn more about childcare facilities in their area. Students conduct research on facilities in their community and complete a practice resume for their own potential childcare facility.	Lab		Fully Met
1.9 Instruction leads to state/nationally recognized industry assessment or certification necessary for employment or advancement in the field and/or articulated college credit leading to post-secondary education.	Early Childhood Education: Developing Early Learners	Unit 8: Personal Goals and Development	Lessons 1-3	Throughout the unit, students complete critical thinking exercises, lab projects, and discussion questions to prepare for employment in the childcare industry.	Critical Thinking 1, 4, Lab, Discussion 1, 2		Fully Met
2. Demonstrate leadership skills and employability skills.							
2.1 Leadership and employability skill development for all students is a required and integral component of all CTE courses.	Early Childhood Education: Developing Early Learners	Unit 8: Personal Goals and Development	Lab	Students complete a research activity to prepare for leadership and employment in the childcare industry. Students conduct research to identify industry norms in their community, and then complete additional assignments to apply these best practices to their potential childcare facility. Students are expected to highlight their leadership role in the community and describe the industry norms and requirements for their project plan.	Lab		Fully Met
2.1.1 These leadership and employability skills are identified in the CTE Core Leadership Skills document, CTE Core Employability Skills document and/or 21st Century Skills document.							
2.1.2 These leadership and employability skills are integrated in the approved curriculum framework and applied in real-world family, community, business and industry applications.							
2.1.3 These skills are developed and practiced at the highest professional level through integration of aligned state recognized Career and Technical Student Organizations (CTSOs).							
2.1.4 Locally developed leadership plans must demonstrate that these skills are developed and practiced at the highest level through classroom integration of individual, group and community projects and activities.							
3. Demonstrate employment readiness and/or preparation for postsecondary options using state and local programs of study, including:							
3.1 Information about post-secondary education, training options, industry certifications, and employment.	Early Childhood Education: Developing Early Learners	Unit 8: Personal Goals and Development	Activity	Students complete an activity where they create two plans: 1) personal and 2) professional to make a road map of their career growth over the upcoming years. Students conduct research to identify local and regional educational opportunities, including training, certifications, and licenses, and create an advancement plan to grow within the childcare industry.	Activity		Fully Met
3.2 Articulation and apprenticeship programs and post-secondary education, where feasible.	Early Childhood Education: Developing Early Learners	Unit 1: Play: A Child's Work	Lab	Students analyze a sample childcare classroom schedule and think creatively about how more play elements can be added into the child's day. Students research professional educational trends, identify relevant teacher blogs, community childcare resources, and other post-secondary resources to learn more about how experts in the field incorporate more play into early childhood education.	Lab		Fully Met
3.3 Opportunities for nontraditional and special populations receive training.	Early Childhood Education: Developing Early Learners	Unit 8: Personal Goals and Development	Activity	Students create their own personal and professional development plan. All students have the opportunity to receive training in the childcare field as given the opportunity to participate.	Activity		Fully Met
3.4 The utilization of data from student follow-up surveys to improve courses.	Early Childhood Education: Developing Early Learners	Teacher Resources	Show Your Feedback Survey	Teachers have the opportunity to complete a survey and provide feedback on the course. Teachers can include relevant student data and feedback in their survey responses.	Show Your Feedback Survey		Fully Met
3.5 The utilization of current national, state or regional labor market information to demonstrate occupational need.	Early Childhood Education: Developing Early Learners	Unit 8: Personal Goals and Development	Activity	Students create a personal and professional development plan and gather current national and local childcare industry market information to make their career path plan.	Activity		Fully Met