



## Auburn School District

### Careers with Children

**Total Framework Hours up to: 360**

**CIP Code: 190708**    Exploratory    Preparatory

**Date Last Modified: January 30, 2013**

**Career Cluster: Education and Training**

**Career Pathway: Social and Personal Services**

#### Power Standards

- PS 1: FCS 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global)
- PS 2: FCS 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
- PS 3: FCS 4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services
- PS 4: FCS 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
- PS 5: FCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- PS 6: FCS 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.
- PS 7: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
- PS 8: FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- PS 9: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services
- PS 10: FCS 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- PS 11: FCS 4.3.1 Analyze a variety of curriculum and instructional models.

#### Unit Outline

	<u>Hours</u>
Unit 1: Professional Screening	5
Unit 2: Professional Development	30
Unit 3: Licensing Guidelines	5
Unit 4: Practicum Learning Centers/Schools	10
Unit 5: Ages and Stages	10
Unit 6: Field Site Practicum	150
Unit 7: STARS	25
Unit 8: Planning, implementing and Supervising	<u>125</u>
<b>Total Hours</b>	<b>360</b>

## UNIT 1 Professional Screening

### Performance Assessments:

Students will complete professional screening, including:

- CPR
- First Aid
- Police Screening
- Tuberculosis Screening
- Food Handlers Permit ( Optional )

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. Use interpersonal and problem solving skills to influence and guide others towards a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior using influence and power. Act responsibly with the interests of the larger community in mind.

### **STANDARDS AND COMPETENCIES**

#### Standard/Unit:

PS 1: FCS 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global)

PS 2: FCS 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

#### Competencies

**Total Learning Hours for Unit: 5**

1.1 FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.

1.2 FCS 4.4.2 Apply safe and healthy practices that comply with state regulations.

1.3 FCS 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.

### **ALIGNED WASHINGTON STATE STANDARDS**

<b>Communications</b>	SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>COMMON CORE Speaking and Listening Standards</b>	
<b>Educational Technology</b>	2.2.1 Develop skills to use technology effectively.
<b>Health and Fitness</b>	2.1.1 Evaluates dimensions of health and relates to personal health behaviors. 2.3: Understands the concepts of prevention and control of disease. 2.3.1 Analyzes personal health practices, and how they affect communicable diseases. 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices

## UNIT 2 Professional Development

### Performance Assessments:

Professional Goal Paper  
Journal Writing (Observations)  
Portfolio Requirements

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. Use interpersonal and problem solving skills to influence and guide others towards a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior using influence and power. Act responsibly with the interests of the larger community in mind.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 3: FCS 4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services

#### Competencies

**Total Learning Hours for Unit: 30**

- 2.1 FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.  
2.2 FCS 4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.  
2.3 FCS 4.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.

### ALIGNED WASHINGTON STATE STANDARDS

<b>Communications</b>  <b>COMMON CORE</b> <b>Speaking and</b> <b>Listening</b> <b>Standards</b>	1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>Educational</b> <b>Technology</b>	2.2.1 Develop skills to use technology effectively.
<b>Writing</b> <b>COMMON CORE</b>	W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences WHST5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

## UNIT 3 Licensing Guidelines

### Performance Assessments:

Students will work in a small group process and will research and present the WAC code governing WAC regulations for daycare and childcare programs in Washington State.

- Licensing
- Programs, Activities and Routines
- Staffing, Ratios, Group Size and Training
- Health and Nutrition
- Care of Young Children, Infants and Toddlers
- Safety and Environments
- Agency Practices
- Records, Reports

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. Use interpersonal and problem solving skills to influence and guide others towards a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior using influence and power. Act responsibly with the interests of the larger community in mind.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 4: FCS 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.

#### Competencies

**Total Learning Hours for Unit: 5**

- 3.1 FCS 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
- 3.2 FCS 4.4.2 Apply safe and healthy practices that comply with state regulations.
- 3.3 FCS 4.4.3 Implement strategies to teach children health, safety, and sanitation habits

### ALIGNED WASHINGTON STATE STANDARDS

<b>Communications</b>	
<b>COMMON CORE Speaking and Listening Standards</b>	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
<b>Educational Technology</b>	2.1 Communicate and collaborate to learn with others.
<b>Reading COMMON CORE</b>	RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
<b>Language Standards COMMON CORE</b>	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

## UNIT 4 Practicum Learning Centers/Schools

### Performance Assessments:

Review, report and observe the following through either individual or group processes, . A class presentation via power point presentation and pre determined grading rubric will assess their knowledge of the following:

Childhood Programs

- Daycare Centers
- Pre-schools
- Head Start
- Kindergarten
- Primary- Grade 5
- Children With Exceptional Needs

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. Use interpersonal and problem solving skills to influence and guide others towards a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior using influence and power. Act responsibly with the interests of the larger community in mind.

### **STANDARDS AND COMPETENCIES**

#### Standard/Unit:

PS 5: FCS 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

PS 6: FCS 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.

#### Competencies

**Total Learning Hours for Unit: 10**

- 4.1 FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- 4.2 FCS 4.1.6 Analyze the role of professional organizations in education and early childhood.
- 4.3 FCS 4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.4 FCS 4.5 Demonstrate techniques for positive collaborative relationships with children.

### **ALIGNED WASHINGTON STATE STANDARDS**

<b>Communications</b>	SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>COMMON CORE Speaking and Listening Standards</b>	
<b>Educational Technology</b>	2.1 Communicate and collaborate to learn with others.
<b>Reading COMMON CORE</b>	RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

<b>Writing COMMON CORE</b>	WHST2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>Language Standards COMMON CORE</b>	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## UNIT 5 Ages and Stages

### Performance Assessments:

Review, report and apply recognized theorists study of the stages of child development to age appropriate observations, learning activities, and assessments. Methods include presentations, power points, info graphics, planning observations and application of developmental theories.

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. Use interpersonal and problem solving skills to influence and guide others towards a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior using influence and power. Act responsibly with the interests of the larger community in mind.

### **STANDARDS AND COMPETENCIES**

#### Standard/Unit:

PS 7: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

#### Competencies

**Total Learning Hours for Unit: 10**

- 5.1 STARS 3.1 1 Demonstrate knowledge of age appropriate practices
- 5.2 FCS 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 5.3 FCS 4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.
- 5.4 FCS 12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.
- 5.5 FCS 12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

### **ALIGNED WASHINGTON STATE STANDARDS**

<b>Communications</b>  <b>COMMON CORE Speaking and Listening Standards</b>	SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<b>Educational Technology</b>	2.2.1 Develop skills to use technology effectively.
<b>Health and Fitness</b>	2.2: Understands stages of growth and development. 2.2.1 Analyzes the physiological and psychological changes throughout the lifetime.
<b>Reading COMMON CORE</b>	RI3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

<p><b>Writing COMMON CORE</b></p>	<p>W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST9 Draw evidence from informational texts to support analysis, reflection, and research</p>
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## UNIT 6 Field Site Practicum Placements

### Performance Assessments:

Field Site Practicum

- Review of Site Manuals
- Review of Site Philosophy
- On-site Interview of Staff

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. Use interpersonal and problem solving skills to influence and guide others towards a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior using influence and power. Act responsibly with the interests of the larger community in mind.

### **STANDARDS AND COMPETENCIES**

#### Standard/Unit:

PS 8: FCS 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.

#### Competencies

**Total Learning Hours for Unit: 150**

6.1 FCS 4.1.6 Analyze the role of professional organizations in education and early childhood.

6.2 FCS 4.5.1 Apply developmentally appropriate guidelines for behavior.

### **ALIGNED WASHINGTON STATE STANDARDS**

<p><b>Communications</b></p> <p><b>COMMON CORE Speaking and Listening Standards</b></p>	<p>SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p><b>Educational Technology</b></p>	<p>.2.1 Communicate and collaborate to learn with others.</p>
<p><b>Reading</b></p> <p><b>COMMON CORE</b></p>	<p>RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
<p><b>Language Standards</b></p> <p><b>COMMON CORE</b></p>	<p>L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

## UNIT 7 STARS

### Performance Assessments:

STARS- Review and apply the concepts in STARS curriculum as they relate to:

Child Growth and Development (physical, emotional, social, cognitive)

- Birth To Two Years
- Two to Three Years
- Four to Five Years
- School Age 6-12 Years

Present knowledge and mastery of child development concepts, theories through small group process, individual projects and assigned observations of appropriate age groups.

Study, review and report on through assigned readings, films and observations.

- Age Appropriate Discipline
- Cultural Diversity

Explore and show knowledge of the following topics related to safety through readings, films, small group process and quizzes.

- Toys
- Equipment
- Furniture
- Disaster Preparation
- Child Abuse - Identification and Reporting

Demonstrate knowledge of the following Health issues as they relate to CWC through group presentations, quizzes, readings and film reviews.

- Child Diseases and Immunizations
- Diapering and Hand Washing Procedures
- Medication Dispensing

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. Use interpersonal and problem solving skills to influence and guide others towards a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior using influence and power. Act responsibly with the interests of the larger community in mind.

## STANDARDS AND COMPETENCIES

### Standard/Unit:

PS 9: FCS 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

PS 10: FCS 4.2.1 Analyze child development theories and their implications for educational and childcare practices.

### Competencies

**Total Learning Hours for Unit: 25**

- 7.1 FCS 4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.
- 7.2 FCS 4.2.3 Analyze cultural and environmental influences when assessing children's development.
- 7.3 FCS 4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.
- 7.4 FCS 4.2.5 Analyze strategies that promote children's growth and development.
- 7.5 FCS 4.5 Demonstrate techniques for positive collaborative relationships with children.
- 7.6 FCS 4.5.1 Apply developmentally appropriate guidelines for behavior.
- 7.7 FCS 4.5.2 Demonstrate problem-solving skills with children.
- 7.8 FCS 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children
- 7.9 FCS 4.5.4 Implement strategies for constructive and supportive interactions between children and families.
- 7.10 FCS 4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.
- 7.11 FCS 4.4 Demonstrate a safe and healthy learning environment for children.
- 7.12 FCS 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 7.13 FCS 4.4.2 Apply safe and healthy practices that comply with state regulations.
- 7.14 FCS 4.4.3 Implement strategies to teach children health, safety, and sanitation habits.
- 7.15 FCS 4.4.4 Plan safe and healthy meals and snacks.
- 7.16 FCS 4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
- 7.17 FCS 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
- 7.18 FCS 4.4.2 Apply safe and healthy practices that comply with state regulations.
- 7.19 FCS 4.4.3 Implement strategies to teach children health, safety, and sanitation habits.

**ALIGNED WASHINGTON STATE STANDARDS**

<b>Communications</b>	SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>COMMON CORE Speaking and Listening Standards</b>	
<b>Reading</b>	R17 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
<b>COMMON CORE</b>	
<b>Writing</b>	W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>COMMON CORE</b>	
<b>Language Standards</b>	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
<b>COMMON CORE</b>	

## UNIT 8 Planning, Implementing and Supervising

### Performance Assessments:

Students will present proof of understanding and application to the following activities through either a group or individual assignment. Assessment is by previously set grading rubric.

- Small Groups Circle Time
- Activities Using Large and Small Muscles
- Story Telling Techniques
- Indoor/ Outdoor Activities
- Art, Language, Math, Science, Reading Activities/Lessons
- Meals and Snacks

### Embedded Leadership Activities

Complete a Power of One activity that utilizes the FCCLA planning process and focuses on the home, school or community. Use interpersonal and problem solving skills to influence and guide others towards a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior using influence and power. Act responsibly with the interests of the larger community in mind.

### STANDARDS AND COMPETENCIES

#### Standard/Unit:

PS 11: FCS 4.3.1 Analyze a variety of curriculum and instructional models.

#### Competencies

**Total Learning Hours for Unit: 125**

- 8.1 FCS 1.2.3 Apply communication skills in school, community and workplace settings.
- 8.2 FCS 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 8.3 FCS 4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.
- 8.4 FCS 4.2.3 Analyze cultural and environmental influences when assessing children's development.
- 8.5 FCS 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 8.6 FCS 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.
- 8.7 FCS 4.3.6 Establish activities, routines, and transitions.
- 8.8 FCS 4.4.4 Plan safe and healthy meals and snacks.

### ALIGNED WASHINGTON STATE STANDARDS

<b>Art</b>	.1 Understand arts concepts and vocabulary 1.2 Develop arts skills and techniques
<b>Educational Technology</b>	1.2.1 Communicate and collaborate to learn with others.
<b>Health and Fitness</b>	2.2: Understands stages of growth and development.
<b>Reading COMMON CORE</b>	RI 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
<b>Science</b>	INQA: Scientists generate and evaluate questions to investigate the natural world.
<b>Writing COMMON CORE</b>	W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<b>Language Standards COMMON CORE</b>	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
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**21<sup>st</sup> CENTURY SKILLS**

**Check those that students will demonstrate in this standard/unit:**

<p align="center"><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p><b>Critical Thinking and Problem Solving</b></p> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems <p><b>Communication and Collaboration</b></p> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	<p align="center"><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p><b>Media Literacy</b></p> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <input checked="" type="checkbox"/> Apply Technology Effectively	<p align="center"><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p><b>Initiative and Self-Direction</b></p> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p><b>Social and Cross-Cultural</b></p> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p><b>Productivity and Accountability</b></p> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p><b>Leadership and Responsibility</b></p> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others
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