Vermont Career Technical Education (CTE) Program Critical Proficiencies

Law, Public Safety, Emergency and Fire Services CTE Programs

The Critical Proficiencies identify the essential knowledge, skills, and abilities that VT CTE students need to demonstrate (1) to be program completers, and (2) to be prepared for future learning. Critical proficiencies promote high expectations for all students, and support students' personal, professional, and academic development. At the high school level, VT's Proficiency-Based Graduation Requirements (PBGRs) reflect the critical proficiencies that lead to postsecondary career and college readiness.

For each of the unique program areas which categorize VT's CTE programs, the proficiency template includes:
- Program-Area Descriptions
- Career Ready Practices
- Career Cluster(s) and Pathway(s)
- Anchor Standards
- Program Technical Standards
- Academic Alignment
- CTE Program Elements

Advance CTE Common Career Technical Core - Career Ready Practices

The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education (CTE). The CCTC includes a set of standards for each Career Cluster® and corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include statements that address the knowledge, skills, and dispositions that are important to becoming career ready.

The Career Ready Practices were developed from a state-led initiative sponsored by the National Association of State Directors of Career Technical Education Consortium (NASDCTEC).

> Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. (NASDCTEC, 2012)

The Career Ready Practices

- are applicable across all program areas.
- align with the VT Transferable Skills Proficiency-Based Graduation Requirements (PBGRs) and VT Portrait of a Graduate.
- are the *transferable skills* of the Common Career Technical Core and the *portrait* of a VT CTE program completer.

Advance CTE Common Career Technical Core - Career Cluster and Pathway Standards

The Common Career Technical Core is divided into Career Cluster and Pathway standards. Each Career Cluster contains one or more pathways with pathway-specific technical standards. The template shows which CCTC Career Cluster and Pathway standards are relevant to VT CTE programs.

Anchor Standards

The Anchor Standards build upon the Career Ready Practices and show the overarching standards categories which are common across all technical programs within their Career Cluster(s) and Pathway(s). The VT CTE Anchor Standards are derived from and align with the CCTC Anchor Standards.

Program Technical Standards

The Program Technical Standards build on and continue the Anchor Standards with more complexity, rigor, and career specificity. Knowledge and skills are learned and applied within a standards-based CTE program that integrates classroom, laboratory, and work-based instruction. The VT CTE Program Technical Standards are tailored to the unique characteristics and structure of each of the program areas.

Academic Alignment

Each program-area template includes academic alignment with the VT Content-Area Sample Graduation Proficiencies as part of VT's Proficiency-Based Graduation Requirements (PBGRs). These include Common Core State Standards in English Language Arts and Mathematics, Next Generation Science Standards, as well as other adopted national and state academic standards.

CTE Critical Proficiency Template

Critical Proficiency Template:	Attributes:
Program-Area Descriptions	For VT CTE Program Areas
Common Career Technical	1. Act as a responsible and contributing citizen and

Critical Proficiency Template:	Attributes:
Core - Career Ready Practices	employee. 2. Apply appropriate academic and technical skills. 3. Attend to personal health and financial well-being. 4. Communicate clearly and effectively and with reason. 5. Consider the environmental, social, and economic impacts of decisions. 6. Demonstrate creativity and innovation. 7. Employ valid and reliable research strategies. 8. Utilize critical thinking to make sense of problems and persevere in solving them. 9. Model integrity, ethical leadership, and effective management. 10. Plan education and career paths aligned to personal goals. 11. Use technology to enhance productivity. 12. Work productively in teams while using cultural global competence.
Common Career Technical Core - Career Cluster(s) and Pathway(s)	Relevant to VT CTE Program Areas
Anchor Standards	1. Academics 2. Communication 3. Problem Solving and Critical Thinking 4. Technology 5. Systems (Responsibility and Flexibility) 6. Health and Safety 7. Leadership and Teamwork 8. Ethics and Legal Responsibilities 9. Career Planning and Management 10. Technical Knowledge and Skills (see Program Technical Standards) 11. Demonstration and Application (see CTE Program Elements)
Program Technical Standards	Build on the Anchor Standards with more complexity, rigor, and career specificity
Academic Alignment	With VT Content-Area Graduation Proficiencies
CTE Program Elements	Demonstration and application:

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Critical Proficiency Template:	Attributes:
	- Dual Enrollment/Fast Forward Courses - Industry Recognized Credentials (IRCs) - Work-Based Learning/Co-op/Apprenticeship - National Career Technical Student Organizations - Entrepreneurship - Portfolio/Personalized Learning Plan

VT Law, Public Safety, Emergency and Fire Services CTE Programs

Students in **Law and Public Safety** programs have in-depth, hands-on experiences in civil law, criminal law, legal and ethical issues; corrections, policing, and the government; the American Legal System; law enforcement techniques and processes; basic functions of law enforcement; written policies and court systems; interrogations, use of force, and emergency management.

Students in **Emergency Services** programs have in-depth, hands-on experiences in emergency response skills; telecommunication centers, dispatching, and use of 911 computer systems; participation in emergency scenarios and rescue; public service; basic life support and medical care skills.

Students in **Fire Services** programs have in-depth, hands-on experiences in fire prevention and safety; fire science techniques and processes; risk assessment and management; wildland fire behavior and suppression; fire investigations; CPR/First Aid; and engine companies.

The standards in this program area are designed to prepare students for technical training, postsecondary education, and/or entry-level employment in law enforcement, public safety, emergency, and fire services. Students engage in an instructional program that integrates academic and technical preparation, career exploration, and preparation for postsecondary education and/or training. Knowledge and skills are learned and applied within a standards-based CTE program that integrates classroom, laboratory, and work-based instruction.

Advance CTE Common Career Technical Core - Career Ready Practices

Advance CTE Common Career Technical Core - **Career Ready Practices**:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
1. Act as a responsible and contributing citizen and employee.	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment

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Advance CTE Common Career Technical Core - Career Ready Practices:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
	around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
2. Apply appropriate academic and technical skills.	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
3. Attend to personal health and financial well-being.	Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice healthy diet, exercise, and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
4. Communicate clearly and effectively and with reason.	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
5. Consider the environmental, social, and economic impacts of decisions.	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and

Advance CTE Common Career Technical Core - **Career Ready Practices**:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
	utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment, and the profitability of the organization.
6. Demonstrate creativity and innovation.	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks, or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
7. Employ valid and reliable research strategies.	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use reliable research processes to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
8. Utilize critical thinking to make sense of problems and persevere in solving them.	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
9. Model integrity, ethical leadership, and effective management.	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights

Advance CTE Common Career Technical Core - **Career Ready Practices**:	Aligned with **VT Transferable Skills** Proficiency-Based Graduation Requirements (PBGRs) and **VT Portrait of a Graduate**
	into human behavior to change others' actions, attitudes, and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals, and organizational culture.
10. Plan education and career paths aligned to personal goals.	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
11. Use technology to enhance productivity.	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.
12. Work productively in teams while using cultural global competence.	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Advance CTE Common Career Technical Core - Law, Public Safety, Corrections and Security Career Cluster and Pathway Standards

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The following Career Cluster and Pathway standards are relevant to VT Law, Public Safety, Emergency and Fire Services CTE programs:	This Career Cluster® is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.
Law, Public Safety, Corrections and Security Career Cluster	1. Formulate ideas, proposals, and solutions to ensure effective and efficient delivery of law, public safety, corrections, and/or security services. 2. Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections, and/or security environment. 3. Conduct law, public safety, corrections, and security work tasks in accordance with employee and employer rights, obligations, and responsibilities, including occupational safety and health requirements. 4. Analyze the various laws, ordinances, regulations, and organizational rules that apply to careers in law, public safety, corrections, and security. 5. Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways. 6. Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections, and security play in society and the economy.
Law Enforcement Services Pathway	1. Demonstrate effective communication skills (e.g., writing, speaking, listening, and nonverbal communication) required in law enforcement. 2. Demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center. 3. Utilize anger and conflict management strategies to resolve problems in law enforcement settings. 4. Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals. 5. Analyze the impact of federal, state, and local laws on law enforcement procedures. 6. Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments. 7. Manage crime and loss prevention programs in

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The following Career Cluster and Pathway standards are relevant to VT Law, Public Safety, Emergency and Fire Services CTE programs:	This Career Cluster® is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.
	collaboration with the community. 8. Explain the appropriate techniques for managing crisis situations in order to maintain public safety. 9. Evaluate for the signs of domestic violence, child abuse and neglect. 10. Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies. 11. Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations. 12. Demonstrate the procedures to properly protect, document, and process the crime scene and all related evidence. 13. Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel. 14. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.
Legal Services Pathway	1. Demonstrate effective communication skills (e.g., writing, speaking, listening, and nonverbal communication) required in the legal services environment; interpret nonverbal communication cues in order to discern facts from fabrication. 2. Produce written legal materials using writing strategies applicable to the legal services environment. 3. Apply information technology tools to perform daily tasks assigned to legal services professionals. 4. Analyze the role forensics plays in preventing and solving crimes. 5. Use legal terminology to communicate within the legal services community. 6. Compare and contrast different career fields in the legal services. 7. Analyze the influence of the three branches of the U.S. Government (Judicial, Legislative, and Executive) on legal services.

The following Career Cluster and Pathway standards are relevant to VT Law, Public Safety, Emergency and Fire Services CTE programs:	This Career Cluster® is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.
	8. Analyze the impact of the Fourth, Fifth, Sixth, and Fourteenth Amendments on the provision of legal services.
Security and Protective Services Pathway	1. Demonstrate effective communications skills (e.g., writing, speaking, listening, and nonverbal communication) when communicating security-related directives, technical concepts, and other information. 2. Utilize conflict resolution skills to resolve conflicts among individuals. 3. Compare and contrast the roles, responsibilities, tools, and techniques of the criminal justice and security fields. 4. Describe the legal, regulatory, and organizational guidelines governing the security and protective services. 5. Analyze the impact of federal, state, and local laws on the security and protective services field. 6. Apply ethical and legal responsibilities of security and protective services personnel to various situations in the security and protective services field. 7. Analyze the impact of the Fourth, Fifth, Sixth, and Fourteenth Amendments on the security and protective services. 8. Compare and contrast the different career fields in the security and protective services. 9. Evaluate the application and relevance of crime prevention concepts and security assessments to security and protective services functions. 10. Explain the application of risk management principles to the protection of assets in various settings. 11. Describe the importance of utilizing good public relations techniques and building relationships in security and crisis situations. 12. Describe the role of security systems in an overall security strategy. 13. Explain the duties of security and protective services personnel in terrorism, homeland security, and disaster preparedness. 14. Compare types and techniques of security approaches within the public and private sectors.

The following Career Cluster and Pathway standards are relevant to VT Law, Public Safety, Emergency and Fire Services CTE programs:	This Career Cluster® is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.
	15. Summarize the importance and roles of intelligence analysis in crime prevention and homeland security.
Emergency and Fire Management Pathway	1. Demonstrate effective communication skills (e.g., writing, speaking, listening, and nonverbal communication) while utilizing communications equipment and platforms common to emergency and/or fire management services. 2. Explain how to manage an incident scene as the first responder using emergency response skills. 3. Utilize up-to-date technology equipment and applications to facilitate the management of emergency and/or fire management situations. 4. Demonstrate an understanding of the objectives and a commitment to the mission of emergency and/or fire management services. 5. Demonstrate safety procedures and protocols associated with local, state, and federal regulations. 7. Describe the legal, regulatory, and organizational guidelines governing emergency and/or fire management services. 8. Compare and contrast the different career fields in fire and/or emergency management services. 9. Explain protocols for handling emergency situations that range from minor medical and/or fire emergencies to area-wide incidents. 10. Demonstrate the use and various applications of the equipment commonly used in emergency and/or fire management services. 11. Identify an appropriate Incident Command System to effectively manage an incident scene. 12. Summarize and analyze hazardous materials transportation modes. 13. Explain how public relations plans are implemented to enhance public awareness and safety in fire and/or emergency situations. 14. Describe the elements and issues involved in using the preparedness and response systems available to manage large-scale disasters.

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The following Career Cluster and Pathway standards are relevant to VT Law, Public Safety, Emergency and Fire Services CTE programs:	This Career Cluster® is focused on planning, managing, and providing legal, public safety and protective services and homeland security, including professional and technical support services.
	15. Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters.

VT CTE Program Anchor Standards

Anchor Standards:	Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards
1. Academics	Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities.
2. Communication	Acquire and accurately use terminology and information at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
3. Problem Solving and Critical Thinking	Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques.
4. Technology	Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the workplace environment.
5. Systems (Responsibility and Flexibility)	Initiate, and participate in, a range of collaborations to demonstrate behaviors that reflect personal and professional responsibility, flexibility, and respect in the workplace environment and community settings.
6. Health and Safety	Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the workplace environment.
7. Leadership and Teamwork	Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce

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Anchor Standards:	Aligned with Advance CTE Common Career Technical Core - Career Cluster Anchor Standards
	diversity, and conflict resolution.
8. Ethics and Legal Responsibilities	Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
9. Career Planning and Management	Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
10. Technical Knowledge and Skills (see Program Technical Standards)	Apply essential technical knowledge and skills common to the Career Cluster and Pathway(s), following procedures when carrying out experiments and/or performing technical tasks.
11. Demonstration and Application (see CTE Program Elements)	Demonstrate and apply technical knowledge and skills across a variety of CTE-specific opportunities in classroom, laboratory, and workplace settings.

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Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
1. Academic and Technical Foundations	a. Identify the skills and equipment needed to deal with various types of situations found in public safety occupations (e.g., working with special populations, responding to emergencies, and assisting with incidents). b. Describe the history, shared mission, and roles of public safety agencies and professionals at the national, state, and local government levels. c. Summarize and analyze the legal responsibilities associated with different roles and functions within law and public safety organizations. d. Identify the major components of the American criminal justice system, including law enforcement agencies, the courts, rehabilitation, and detention facilities. e. Explain and interpret proper application of the law. f. Summarize the major U.S. Constitutional amendments and Supreme Court decisions applicable to the American criminal justice system. g. Evaluate Constitutional law as it affects law enforcement and public safety personnel, and the incidents and issues they face in their careers. h. Connect the history of criminal investigations, the evolution of research and science in forensic science and criminal investigation research, and the role of the criminal investigator. i. Recognize how crime is reported and identify theories for criminal behavior (i.e., various psychological and sociological theories that account for criminal behavior). j. Articulate how society responds to criminal behavior and analyze the American penal system. k. Explain and demonstrate disaster preparedness and emergency management techniques.
2. Communication	a. Recognize and demonstrate communication skills required of law enforcement and public safety professionals.

Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
	b. Explain and demonstrate how to accurately complete various law and public safety reports and documents. c. Develop community outreach and public relations skills.
3. Problem Solving and Critical Thinking	a. Research, synthesize, create, and present information to diverse audiences to promote understanding of criminal justice initiatives. b. Critically examine how data on crime, recidivism, and crime prevention are reported. c. Evaluate crime scene investigation techniques and articulate the importance of scene security, and the identification, proper collection, and documentation of evidence.
4. Safety, Health and Environmental	a. Classify the personal, physical, and psychological qualities required for a successful career in public safety. b. Utilize proper safety procedures and equipment required in law enforcement and public safety. c. Recognize disaster preparedness and emergency management agencies, including the Department of Homeland Security, Federal Emergency Management Agency, and VT Emergency Management Agency.
5. Leadership and Teamwork	a. As part of a team, apply crime scene investigation techniques in a simulated incident and produce a thorough criminal investigation report.
6. Ethics and Legal Responsibilities	a. Model behaviors that demonstrate integrity and a commitment to the ethical behavior required in law enforcement and public safety. b. Recognize cultural factors that define cultural differences between and among different ethnic, racial, and cultural groups in communicating with and responding to the public.
7. Career Development	a. Describe the laws, ordinances, regulations, and organizational policies that guide law enforcement

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Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
	and public safety career fields. b. Identify and explore career opportunities in law enforcement and public safety and determine the training and required certification processes.

VT Emergency and/or Fire Services CTE Program Technical Standards

Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
1. Academic and Technical Foundations	a. Research and define what are considered to be hazardous materials incidents and threats. b. Explain the fundamental mission of emergency and/or fire services occupations and the responsibility to preserve life and property, promote public safety, and reduce deaths. c. Identify and demonstrate the immediate basic life support and interim medical care skills required for a sick, injured, or compromised person until advanced medical care is provided, or transport is initiated. d. Describe and analyze the functions and responsibilities of federal, state, and local wildland services. e. Execute protocols for handling emergency situations that range from minor medical and/or fire emergencies to area-wide incidents to demonstrate the application and enhancement of key skills used to respond effectively in such instances. f. Examine equipment and summarize the various applications for equipment commonly used in emergency and/or fire management services in order to ensure one is prepared to use the equipment when needed. g. Identify and design an appropriate Incident Command System in order to ensure the effective management of logistical procedures at an incident

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Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
	scene. h. Recognize materials as hazardous using common codes and icons used in the fire and/ or emergency management environment in order to properly handle potentially hazardous material. i. Describe how public relations plans involving key community audiences and the local fire and/or emergency management service facilities enhance public awareness and safety in fire and/or emergency situations. j. Describe special operation rescue teams that address situations with unusual needs in order to demonstrate the ability to recognize emergencies that have unusual conditions. k. Explain the various elements and issues involved in using Preparedness and Response Systems during disaster situations to illustrate the systems available for managing large scale disasters. l. Summarize and examine the key functions and techniques of critical infrastructure protection in order to assure protection of potential targets for terrorism and/or natural disasters. m. Recognize the processes by which emergency management organizations and emergency managers exert command and control over an emergency response and recovery operation.
2. Communication	a. Speak, read, and write using communication equipment and platforms common to emergency and/or fire management services in order to communicate effectively and professionally while facilitating work duties. b. Operate radio communication systems common to emergency and/or fire management services in order to convey and receive urgent information.
3. Problem Solving and Critical Thinking	a. Demonstrate how to manage an incident scene as the first responder using emergency response skills in order to facilitate on-scene incident activities until relieved by a supervisor, a more qualified person, or

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Program Technical Standards:	Standards for each career path build on and continue the Anchor Standards with more complexity, rigor, and career specificity.
	superior officer. b. Utilize technology applications to facilitate the management of emergency and/or fire management situations.
4. Safety, Health and Environmental	a. Identify and execute safety procedures and protocols associated with local, state, and federal regulations in order to effectively and safely conduct duties within fire and emergency services. b. Explain the level of nutrition, fitness, strength, agility, and psychological health and wellbeing required for safely working in emergency response career fields.
5. Leadership and Teamwork	a. Demonstrate necessary leadership qualities, team concepts, and personal integrity for emergency and/or fire response personnel. b. Model behaviors, strategies and protocols that define objectives and a commitment to the mission of emergency and/or fire services in order to carry out duties while responding to a variety of incidents.
6. Ethics and Legal Responsibilities	a. Summarize laws, ordinances, regulations, and organizational rules that define guidelines governing emergency and/or fire management service in order to perform assigned duties within a set of established rules and protocols. b. Recognize the roles of federal, state, and local agencies in catastrophic event planning, preparation, response, and recovery.
7. Career Development	a. Compare and contrast relevant aspects of different career fields available for professionals in fire and/or emergency management services, and research training and certification requirements.

VT Law, Public Safety, Emergency and Fire Services CTE Program - Academic Alignment with VT Content Area Graduation Proficiencies (PBGRs)

Graduation Proficiencies:	Indicators:
English Language Arts	High School 1. **Reading**: a, b, c, d, g, h, i 2. **Writing**: a, b, d, e 3. **Writing**: a, c 4. **Speaking and Listening**: a, b, c, d 5. **Speaking and Listening**: a, b, c, d 6. **Language**: a, c, e
Mathematics	High School 1. **Modeling**: a, b, d 2. **Number & Quantity**: c 3. **Algebra**: g, h, k 6. **Statistics and Probability**: a, b, c, e
Science	High School 1. **Physical Sciences**: Structure/Properties of Matter, Forces, and Interactions: h 2. **Physical Sciences**: Energy, Waves, and Electromagnetic Radiation: c 4. **Life Sciences**: Structure, Function, and Information Processing: c, g
Global Citizenship/Social Studies	End of Gr. 12 **Inquiry:** Constructing compelling and supporting questions: a, b, c, d; Determining helpful sources: a **Civics**: Civic and Political Institutions: a, c, d; Participation and Deliberation: Applying Civic Virtues and Democratic Principles: b; Processes, Rules, and Laws: a, b **Economics**: Economic Decision Making: a; Exchange and Markets: a **Geography**: Human Environment Interaction: Place, Regions, and Culture: a **Evaluating Sources and Using Evidence**: Gathering and Evaluating Sources: a; Developing Claims and Using Evidence: a, b **Communicating Conclusions and Taking Informed Action**: Communicating: a, b
Physical Education	High School 1. **Knowledge and Motor Skills**: a 3. **Physical Fitness**: a, c 4. **Affective Qualities and Social Interaction**: b, d

VT Law, Public Safety, Emergency and Fire Services CTE Program Elements

Demonstration and Application:	Available Options:
Dual Enrollment/Fast Forward Courses	**CCV:** The Constitution (POS-1050), Intro to Criminal Justice (CRJ-1010), Human Growth & Development (PSY-1050-VC50), Intro to Business (BUS-1010-VC50), Startup 802: An Entrepreneurial Mindset (BUS-1125-VC50) **VTC:** First Aid & CPR (AHS 2035)
Industry Recognized Credentials (IRCs)	**Tier 1:** - American Heart Association - CPR or CPR/AED - American Heart Association - First Aid - American Heart Association - First Aid, CPR/AED - American Heart Association - Pediatric First Aid and CPR - American Red Cross - CPR/AED - American Red Cross - First Aid - American Red Cross - First Aid, CPR/AED - American Red Cross - Child, Infant, and Adult CPR - American Red Cross - Blood Borne Pathogens - Conover Workplace Readiness - FEMA-IS 5.A - Introduction to Hazmat - FEMA-IS 20.22 - Diversity Awareness - FEMA-IS 21.22 - Civil Rights and FEMA Disaster Assistance - FEMA-IS 42A - Social Media in Emergency Management - FEMA-IS 100 - Introduction to Incident Command System (ICS) - FEMA-IS - ICS for Law Enforcement - FEMA-IS - Basic ICS for Initial Response - FEMA-IS - ICS for Single Resources and Initial Action Incidents - FEMA-IS - Leadership and Influence - FEMA-IS - Effective Communication - FEMA-IS - Radiological Emergency Management - FEMA-IS - Hazardous Material Prevention - FEMA-IS - Planning for the Needs of Children in Disasters

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Demonstration and Application:	Available Options:
	● FEMA-IS - National Incident Management System (NIMS) Introduction ● FEMA-IS - Workplace Security Awareness ● FEMA-IS - Community Preparedness ● Hazardous Materials Awareness ● Hazardous Materials Operations ● Management of Aggressive Behaviors ● OSHA 10 **Tier 2:** ● Federal Aviation Administration (FAA) - Part 107 Remote Pilot Certification (Drones) ● National Registry of Emergency Medical Technicians (NREMTC) - Emergency Medical Responder (EMR) ● National Registry of Emergency Medical Technicians (NREMTC) - Emergency Medical Technician - Basic (EMT Basic) ● National Registry of Emergency Medical Technicians (NREMTC) - Advanced Emergency Medical Technician (AEMT) ● Vermont Fire Academy - Firefighter 1 ● ACT - National Career Readiness Certificate - Levels 5, 6, or 7 up)
National Career Technical Student Organizations (CTSOs)	SkillsUSA
Work-Based Learning/Co-op (WBL)	Varies by CTE Center
Entrepreneurship Opportunities	Varies by CTE Center
Portfolio/Personalized Learning Plan (PLP)	Varies by CTE Center

VT CTE Law, Public Safety, Emergency, Fire Services
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