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The Early Childhood Education Program

CIP 19.0708

Instructor: Heather Yobb

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Have Questions?

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READING MUHLENBERG CAREER & TECHNOLOGY CENTER

MISSION STATEMENT

The Reading Muhlenberg Career & Technology Center, in partnership with our diverse community, sponsoring districts, and business and industry, is committed to providing quality career and technical education, resulting in opportunities for students to gain employment, pursue post-secondary education, and develop an appreciation for lifelong learning.

VISION STATEMENT

To empower Reading Muhlenberg Career & Technology Center students with the technical knowledge and skills to confidently pursue a career.

BELIEFS

- We believe in valuing the diversity of each student
- We believe education leads to opportunity
- We believe quality education starts with quality leadership
- We believe a career and technical education is a critical component of workforce development
- We believe technology is vital to learning and will help students connect with a rapidly changing world
- We believe technology must be embraced by teachers as a tool to help prepare students to meet current and future labor market demands
- We believe in providing all students with a positive educational experience
- We believe students should feel proud of what they have accomplished each day
- We believe students will be provided the opportunity to achieve their highest potential
- We believe students will be provided the opportunity to acquire and cultivate leadership skills
- We believe in providing students with a safe school environment
- We believe the success of a student is enhanced by parents and/or other influential adults through their support and involvement
- We believe in encouraging students to maintain a lifelong affiliation with the school
- We believe change is an ongoing process, not an event, and is fundamental for building quality programs of study
- We believe instruction must accommodate individual student learning styles

Dear Parent/Guardian and Student:

It gives me great pleasure to introduce myself as the Early Childhood Education teacher. I am looking forward to providing your child with the knowledge, skill and work ethics needed to obtain a position in early childhood care and education.

My name is Heather Yobb and I am a graduate of Penn State University. I have earned my Bachelor of Science in Human Development and Family Studies with a focus on Children, Youth and Family. My teaching certificate is from Immaculata University in Family and Consumer Sciences. I have recently earned my Master's degree in education with a focus on differentiated instruction from Gratz College. My teaching experience is very broad. I have taught high school, middle school, kindergarten and I have also worked as a childcare center Director. I am extremely excited about the Early Childhood Education (ECE) program here at RMCTC. I am also excited that your child has chosen a program in which they will make a difference in a young child's life.

The Early Childhood Education program at RMCTC will give your child an opportunity to learn in depth child development, child care, and all the aspects of being a classroom teacher. This program offers a "hands on" experience with the Head Start program that is housed next door to our classroom. This is a wonderful opportunity for your child to have interactions with preschool children.

As we all know, young children are highly influenced by role models. It is your child that will become a role model to many of the preschool students. Your child must be dedicated and committed to setting a good example for the young lives in which they interact. Your child must come to school with a desire to learn and a passion to be a role model in every aspect.

Students will obtain "hands on" experience through the Head Start program located next door. Students are required to be in compliance with regulations that are required in the Early Childhood Education field. Your child must obtain the following in order to participate in the ECE program:

- Pennsylvania Child Abuse History Clearance
- Criminal Record Check
- Physical Exam and Tuberculosis test: completed by your health care provider

This paperwork will be completed online during the first week of school. At that time, students will be required to submit payment for the cost of the clearances. Failure to do so may result in removal from the program. The above requirements are typical of an employee within the Early Childhood Education field. At any point during the school year, the instructor has the option of removing the student from the "hands on" experience in Head Start for the following reasons:

- Students maintain a grade of 70 % at all times
- Excessive Absenteeism
- Uniform violation/Student ID
- Discipline Infractions

It is imperative that students are role models both inside the classroom and outside the classroom. Students will be working with children that live in our local community and we want them to be a positive influence.

Students are also required to wear an approved RMCTC polo shirt or RMCTC Hoodie in this program. Students may purchase the RMCTC shirt at the start of the school year. Students need to maintain an appropriate appearance when obtaining their “hands on” experience in the Head Start program. Students must adhere to the dress code regulations outlined in the Program Guidelines letter.

Thank you for taking an interest in your child’s future. I am looking forward to a great school year. If you have any questions or concerns, you can reach me at 610-921-7300.

Sincerely,

Mrs. Heather Yobb
ECE instructor, RMCTC



Early Childhood Education

- Acquire knowledge of the four areas of child development: physical, cognitive, social, and emotional to develop proper guidance and discipline techniques.
- Create meaningful learning activities for preschool-aged children.
- Assist teachers in an established preschool laboratory with daily activities and classroom management.
- Prepare for employment in the childcare industry by earning the Child Development Associate Certification.
- Enhance knowledge and prepare for college as an elementary school teacher.



CTC knowledge transfers to college credits at:

Community College of Allegheny County
 Community College of Beaver County
 Harcum College
 Harrisburg Area Community College
 Lackawanna College
 Manor College
 McCann's School of Business
 Montgomery County Community College
 Pennsylvania College of Technology
 Pennsylvania Highlands Community College
 Reading Area Community College



Job Titles – Career Pathways

- 11-9031 Education Administrators, Preschool and Childcare Center/Program
- 21-1021 Child, Family & School Social Workers
- 25-2011 Preschool Teachers, except Special Education
- 25-2021 Elementary School Teachers, except Special Education
- 39-9011.01 Nannies



Student Certifications

NOCTI – National Occupational Competency Testing Institute Certification
 * Child Care and Support Services
 American Heart Association-Heartsaver AED, CPR, First Aid
 CDA Ready
 Health and Safety Basics
 Act 31 - Mandatory Reporter



Instructor – Mrs. Heather Yobb

Biography

I grew up in Bucks County, PA, and moved to Berks County in 2003. I have a true love of teaching and inspiring students of all ages. My wide variety of teaching experience includes high school, middle school, and kindergarten. My experience also includes working as a director of a local childcare center. These experiences, along with my post-secondary education, have helped me acquire the knowledge and expertise I possess and want to share with students pursuing careers in Early Childhood Education.

Education

M.A.Ed., Gratz College

B.S., Human Development and Family Studies, Penn State University

Certifications and Awards

Certification, Family and Consumer Science Teacher, Immaculata University

Work Experience

Before coming to RMCTC, I worked as a director of a local child care center that enrolled children ages 6 weeks to 10 years. Prior to that experience, I was teaching high school, middle school, and kindergarten children. My range of experience brings a lot to the Early Childhood program at RMCTC. I have been working as an FCCLA (Family Careers and Community Leaders of America) advisor since the start of my career at RMCTC. I enjoy watching students build their leadership skills through participating in the state and national conferences.

Hire Date

2009



Program Planning Tool

Program Title: CIP 19.0708 EARLY CHILDHOOD EDUCATION

Student Name: _____

This document has been designed as a tool to facilitate student placement decisions and provides important information about the program. The chart on the reverse side is designed to assist in the identification of necessary skills, present educational levels, and supports, if any, that are needed to foster program success.

Program Completion Elements

A successful student will...

- Secondary Academic Course Requirements: The PA Dept. of Education's focus is to ensure every student is college and career ready, therefore all students are recommended to follow a college prep sequence of academic classes. Courses such as applied math or general science are not appropriate for this program. PDE's goal is to have all students perform at the competent or advanced level on the Keystone Exams and Program of Study end-of-program assessment (NOCTI).
- Complete an Occupational Competency Assessment (i.e. NOCTI end-of -program exam) and score at the "competent" or "advanced" level. This end-of -program exam will cover the full scope of the program of study curriculum and includes (1) a multiple choice test and (2) a performance test consisting of occupational related tasks scored and evaluated by industry judges.
- Earn a minimum of one industry recognized certification. Students will be encouraged and expected to earn all recognized industry certifications that make up the scope of the curriculum. Accommodations are not permitted for industry certifications. These include: CDA Ready Certification and, Heartsaver CPR.
- Complete the approved program curriculum and earn a minimum of one RMCTC Job Title aligned with the student's career objective. Job titles are identified on the program task list, aligned with local workforce needs and high priority employment occupations, and annually reviewed and approved by the program's occupational advisory committee.
- Successful completion of Keystone Exams as determined by sending school district.
- Maintain a 95% attendance rate or better.
- Transition on to a post-secondary institution, military or related fulltime employment aligned to their CTC program of study.

Instructional Process/Specifications

A successful student will...

- Perform a wide variety of tasks in a laboratory environment with equipment consistent with industry standards. Up to 25 students are assigned to work "independently" and in "small teams". Students' progress by using learning guides in a self-directed manner. Students will be participating in clinical experiences where they will be exposed to children in various community settings. Students will be required to utilize proper safety awareness and safety practices to insure the well-being of the children at all times.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 70% of their time in classroom theory and 30% of their time doing laboratory applications and live work.
- Complete written and performance tests. Students will be evaluated weekly on occupational skill performance using rubrics. In addition, students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- Participate in Career & Technical Student Organizations including FCCLA, SkillsUSA and/or National Technical Honor Society.
- Participate in a paid or unpaid work based learning related to the Program of Study (cooperative education, clinical internship, and/or job shadowing).
- Read and study textbooks and technical manuals. Most textbooks are written at a 11th – 13th grade reading level and most technical manuals are written at a higher level and are accessed on line.
- Complete homework on time. Homework typically involves chapter or workbook assignments, online research assignments and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment. Following are estimated costs: UNIFORM: \$13; CLEARANCES; Cost of physical

Program Planning Tool

CTE Elements	Present Educational Ability/Level	Support Needs
<p>Program Completion – Strong self-determination skills and understanding of personal strengths and weaknesses. Ability to meet industry established standards of performance, complete the program of study without curriculum modifications, and earn industry certifications without testing accommodations.</p>		
<p>Reading & Language Arts Level- Text and manuals written on a 11th-13th grade reading level. Proficient on end-of-course exam (Keystone). Understanding written sentences and paragraphs in work related documents. NOCTI Assessment (with text to speech and extended time option for IEP students) & Industry Certification Exams require a proficiency in English language skills.</p>		
<p>Math Level - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications.</p>		
<p>Aptitude – Dependability, cooperation, self-control, social orientation, integrity, initiative, stress tolerance, concern for others, oral expression and comprehension, active listening, selective attention, problem solving and troubleshooting skills. Artistic ability/creativity. Maturity. Patience.</p>		
<p>Safety & Physical – Arm-hand steadiness, finger dexterity, manual dexterity, trunk strength (ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without fatiguing), multi-limb coordination, hand-eye coordination. Ability to lift 30 lbs, good physical health (current physical & TB test required), personal cleanliness, prolonged standing, bending, & stooping.</p>		
<p>Interpersonal/ Social – Assisting and caring for others, provide emotional support, ability to work independently and in a team, communication with supervisors, peers and patients, establishing and maintaining interpersonal relationships. Professionalism.</p>		
<p>Other Occupational/Program Considerations - A strong desire to work with children, ability to demonstrate initiative and dependability, excellent organizational skills, neat in appearance & excellent personal hygiene, be creative, understand the importance of confidentiality Not disturbed by incidences of handling various bodily fluids and waste.</p>		

19.0708 Child Care & Support Services Management Early Childhood Education

Learn about RMCTC

Orientation to RMCTC.

Learn about FCCLA and Skills USA

State the organizations objectives.

Introduction to Early Care and Education

Identify child care programs.

Identify educational theorists.

Review Pre-kindergarten Early Learning standards.

Identify career opportunities, qualities, personal habits needed for job success.

Identify resources of Professional Development.

Identify state, national and international models of pre-kindergarten.

Health and Safety

Identify health, safety, regulations and liability in relation to the Department of Public Welfare.

Identify nutritional requirements.

Analyze NAEYC Standards & Code of Ethical Conduct.

Examine, identify and demonstrate safe transportation practices.

Develop an emergency management plan for child care settings.

Obtain Pediatric First Aid Certification or any other PDE recognized Certification .

Learning Environment

Examine indoor and outdoor space.

Identify and demonstrate knowledge of square footage concepts.

Evaluate classroom environment using ECERS.

Child Development

Identify characteristics of infant development.

Identify characteristics of toddler development.

Identify characteristics of preschool development.

Identify characteristics of school-age development.

Identify the characteristics of children with special needs.

Classroom Management and Positive Guidance

Identify and evaluate positive guidance and guidance challenges.

Create daily routines and self care activities.

Curriculum Identification

Demonstrate Approaches to Teaching and Learning.

Prepare, present and evaluate self care activities.

Prepare, present and evaluate activities which promote a positive self concept.

Prepare, present and evaluate food and nutrition related activities.

Prepare, present and evaluate fine motor activities.

Prepare, present and evaluate gross motor activities.

Prepare, present and evaluate woodworking activities.

Prepare, Present and evaluate science activities.

Prepare, Present and evaluate music activities.

Prepare, present and evaluate puppetry activities.

Prepare, present and evaluate flannel board activities.

Prepare, present and evaluate children's literature through storytelling.

Prepare, present and evaluate math activities.

Prepare, present and evaluate creative art activities.

Prepare, present and evaluate health and safety activities.

Prepare, present and evaluate social studies activities.

Prepare, present and evaluate transition activities.

Prepare, present and evaluate creative drama activities.

Prepare, present and evaluate creative movement activities.

Identify steps to prepare field trips as a learning experience.

Assessment

Identify types of assessment and tracking.

Learning Activities

Prepare and evaluate resource unit.

Parent and Community Relations

Identify Family Program Partnerships.

Clinical Experience

Participate in an Infant, Toddler and Preschool Program.

Participate in an Elementary School program.

Complete Requirements for CDA Portfolio

Create philosophy statement.

Compile resource for Collection #1.

Compile resource for Collection #2.

Compile resource for Collection #3.

Compile resource for Collection #4.

Compile resource for Collection #5.

Compile resource for Collection #6.

Review and finalize CDA Portfolio.

Complete I-VI Competency Goal Statements.

Professionalism

Identify and evaluate Employability Skills.

Identify and evaluate Professional Skills.

Employability Skills

Establish career goals and develop a plan to meet goals.

Complete a job application.

Compose a resume, reference list and cover letter.

Prepare for a job interview.

Compose various employment letters, i.e. thank you and resignation.

Participate in online career search & develop online accounts.

Create a career portfolio.

STUDENTS OCCUPATIONALLY & ACADEMICALLY READY



- *Earn college credits which will save you money on tuition*
 - *Shorten college attendance*
 - *Get on the right career path*
 - *Enter the job market prepared*
 - *Get a consistent education*
- *See your CTC School Counselor for More Information*

TO QUALIFY CTC STUDENTS MUST:

1. Earn a high school diploma, achieve a minimum 2.5 GPA on a 4.0 scale in your CTC program and complete the PDE approved Program of Study.
2. Earn the industry certifications offered by your program (if applicable).
3. Achieve Competent or Advanced on the NOCTI End of Program Assessment.
4. Achieve proficiency on ALL of the Program of Study Competency Task List.
5. Provide documentation to Postsecondary Institution that you have met all of the requirements!

Find out more about the colleges offering course credits you can earn while attending RMCTC. Go to collegetransfer.net, search: PA Bureau of CTE SOAR Programs, and find your program by CIP Code.



**To receive college credits, qualifying students have three years from their date of graduation to apply and matriculate into the related career and technical program at a partnering institution.*

Reading Muhlenberg Career and Technology Center

Early Childhood Education

PROGRAM GUIDELINES

Individuals who are involved in childcare have the ability to obtain positions in day care centers, nursery schools, elementary schools, special educations programs, Head Start classes, playgrounds, recreation centers and early childhood education centers. An individual completing this program will have the background needed to go into childcare as well as continue their education within Early Childhood development.

Students within this program will study all aspects of child development including the following physical, social, emotional and intellectual development. Areas studied include guidance, discipline, nutrition, daily living skills, play, literature, music, art, math and science. Each of these areas are extremely important in the development of a young child. Students will work independently to demonstrate their gained knowledge of child development as well as demonstrating their knowledge “hands on” in the Head Start program located within the RMCTC building.

Skills Required:

Ability to work independently	Ability to adjust to change
Ability to work within deadlines	Communication skills
Patience	Artistic ability
Creative ability	Analytical Thinking Skills
Problem Solving	Troubleshooting
Endurance	Flexibility

Physical Requirements:

Physical Exam	Tuberculosis test
Heavy Lifting	Walking
Jumping	Running
Carrying heavy items	Good hand-eye coordination
Ability to utilize peripheral vision	
Ability to move from floor to standing position	

Interaction within ECE:

- Establish and maintain a safe, healthy learning environment
- Support social, emotional, physical and intellectual competence
- Demonstrate knowledge within nutrition, guidance and discipline
- Demonstrate knowledge of curriculum development in play, literature, art, music, math and science
- Provide positive guidance and redirection
- Ensure a purposeful program responsive to children’s needs
- Participate in internship experiences
- Maintain good health wellness within self
- Complete student projects
- Seek employment with in ECE

Occupational Titles:

Child Care Aide	Family/Group Day Care Provider
Assistant Group Supervisor	Group Supervisor
Child Care Director	
Elementary Teacher	
Elementary Teacher	
Elementary Classroom Aide	

*Some of these positions will require further Post Secondary Education

Grading for ECE:

Students will be graded in two areas: Work Ethics (40%) and Knowledge (60%). See grading policy for further detail.

ECE Classroom and Student Responsibilities:

1. Students must wear the required uniform assigned at all times.
2. Students are not permitted to use any electronic devices including cell phones at any time. Use will result in confiscation and will be turned over to administration.
3. Students must maintain professional appearance and demonstrate good hygiene. This includes not wearing large and/or excessive jewelry.
4. Student attendance is critical within the success of this program.
 - Students who will be absent are required to call the school the day of absence at 610-921-7301 (This is typical of business and industry). Students must ALSO bring in a signed excuse blank in order for the absence to be considered excused.
5. Students must be on time to school daily.
6. Students must complete work in a timely fashion.
7. Students must demonstrate "role model" abilities at all times.

Guidelines for admission and continuation in Early Childhood Education (These are guidelines and/or requirements that are typical within the ECE business and industry):

1. Physical exam
2. Tuberculosis Exam
3. Act 151 clearance
4. Act 34 clearance
5. May not have a criminal record which includes arrests and/or convictions for summary, misdemeanor and felony offenses
6. May not be involved in substance abuse of any kind
7. Must have the ability to read, write understand and interpret text material
8. Must be self-disciplined
9. Must have the ability to demonstrate common sense and decision making
10. Demonstrate good attendance
11. Must be honest and trustworthy
12. Must demonstrate the ability to be patient and not prone to aggressive behavior
13. Must adhere to all school/employer rules and regulations at all times

ECE Dress Code:

1. Students must wear a burgundy RMCTC polo shirt or a RMCTC hoodie everyday.
2. No pajama pants
3. No large/excessive jewelry
4. No facial piercings, includes tongue(maintain professionalism)
5. Hair must not block vision
6. Hair must be an average color (maintain professionalism)
7. **When working with children:** #1-6 apply AND no sweatpants, no jeans with holes, no open toed shoes (flip flops, sandals, etc.)

(cut on line, keep the above for your records)

I have read and understand the guidelines and/or requirements of the Early Childhood Education program at RMCTC and hereby agree that I will obtain the required information and adhere to the guidelines.

I understand that falsification of any of the above information will result in my removal of the ECE program.

Student Signature

Date

Parent Signature

Date

**Guidelines for Admissions and Continuation in
Early Childhood Education**

Prior to admission and for continuation in the program students must:

- Not have a criminal record which includes arrests and/or convictions for summary, misdemeanor and felony offenses.
- Not be involved with substance abuse.
- Have the ability to read, understand and interpret complex text materials.
- Be self-disciplined, and display common sense and good decision making skills.
- Demonstrate the ability to adhere to the discipline code of both the district and RMCTC.
- Demonstrate good attendance.
- Be honest, even-tempered and not prone to violent or aggressive behavior.

I have read and understand the guidelines of the Early Childhood Education Program. I hereby agree that the following statements are true by initialing each statement that is correct:

_____ I do not have a criminal record which includes arrests and/or convictions for summary, misdemeanor and felony offenses.

_____ I am not involved with substance abuse.

_____ I have the ability to read, understand and interpret complex text materials.

_____ I am self-disciplined, and display common sense and good decision making skills.

_____ I will adhere to the discipline code of both the district and RMCTC.

_____ I will demonstrate good attendance.

_____ I am honest, even-tempered and not prone to violent or aggressive behavior.

I understand that falsification of any of the above information will result in my removal for the Early Childhood Education Program.

Student Signature

Date

Parent/Guardian Signature

Date

3 Year Itinerary for Early Childhood Education

Year One:

Theory Assignments (Chapter work)

Projects (posters, PowerPoint presentations, room layout, etc.)

Children's Literature

Once-a-week Observation time in Head Start

Year Two:

Theory (Chapter work)

Lesson planning

Bulletin Boards

Projects

Children's Literature

Lesson Delivery- Every other week in Head Start (observation on alternate weeks)

Unit project (4th Marking period)

Year Three:

Theory (Chapter work & CDA Portfolio Development)

Internship- Experience working in childcare centers within the community

Lesson Planning

Projects

CDA Portfolio Development

Child Development Associate (CDA) Ready Certification

Students in Early Childhood Education will be given assignments which will enable them to achieve the CDA Ready certification. The Child Development Associate (CDA) National Credentialing Program is a major national effort initiated in 1971. The purpose of the program is to enhance the quality of childcare by defining, evaluating, and recognizing the competence of childcare providers and home visitors.

Candidates for the CDA Credential are assessed based on the CDA Competency Standards. These national standards are the criteria used to evaluate a caregiver's performance with the children and families.

The Competency Standards are divided into six Competency Goals, which are statements of a general purpose or goal for caregiver behavior. The six goals are defined in more detail through the 13 Functional Areas, which describe the major tasks or functions that a caregiver must complete to carry out the Competency Goal.

A CDA assessment is the process by which a caregiver's competence is evaluated by the Council for Professional Recognition. In preparation for the assessment, the candidate (ECE student) documents his/her skill in relation to the CDA Competency Standards. Five components make up the documentation:

1. The Professional Resource File
2. The Parent Opinion Questionnaire
3. The CDA Assessment Observation Instrument
4. The Early Childhood Studies Review
5. The Oral Interview

Although the National Council will not allow the student to complete the Credentialing process until after graduation from high school, RMCTC Early Childhood Education Students will be able to work towards this goal during their studies here.

"Becoming a CDA is a process that you work at, learn, and nurture until it grows from within. It is a process by which you grow as an individual and as a professional."

GRADE REPORTING

Purpose: The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress will be measured in the areas of work ethics, and knowledge. All activities and assessments that are required as the student progresses through their skills (learning guides) will be reflected within the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic 40%
Knowledge 60%
100%

Teachers must be able to justify grade percentages in the event of inquiries or concerns.

Interpreting a Grade: The two levels of evaluation are described below:

Work Ethics Grade (40%): Each school day, every student receives a Work Ethics or daily grade. Criteria that comprise these grades are safety, student behavior, preparation/participation, productivity or time on task, professional appearance and extra effort. The Work Ethics grade range is based on a 0 to 10 model that students may earn each day depending on how many criteria they satisfactorily meet.

NOTE: Impact of Absenteeism, Tardiness/Early Dismissals - The direct effect of absenteeism on a students' grade will be through the Work Ethic component of the grading formula. If a student is Tardy or has an Early Dismissal the Work Ethic grade will automatically be defaulted to a five (5) from a possible ten (10) points. The instructor may change this value as they see fit.

Knowledge Grade (60%): Throughout the marking period, a student's cognitive knowledge about various career-specific topics will be evaluated and recorded by the instructor. Examples of knowledge activities include: lab/shop assignments, homework, quizzes, tests, and research activities. The Knowledge grade range is based on actual points earned divided by the total accumulative points.

Task tracking: For the purpose of students earning a job title associated with their program are, teachers track students' skill/task work. Teachers identify specific criteria to evaluate each task performed, ranging from a 0 to 5 (not completed to mastery). Students must earn a 4 or 5, in order to credit the task towards earning the specific job title. Students have the opportunity to revisit a task multiple times until successfully receiving credit. The job titles a student earns will be listed on the student's RMCTC certificate that is awarded at Senior Recognition Night.

GRADE REPORTING (continued)

CTC Letter Conversion Table Grade Letter

100 – 97 A+
96 – 93 A
92 – 90 A-
89 – 87 B+
86 – 83 B
82 – 80 B-
79 – 77 C+
76 – 73 C
72 – 70 C-
69 – 65 D
64 – under F

Final Grade average is based on the student's four (4) numerical marking period grades. The final average will directly align to the letter conversion table listed above.

If a student has three (3) marking period grades of "F" the teacher shall give appropriate consideration to that student not passing for the year. If a student is on an **upward trend** at the end of the school year, this **may** justify having the student pass for the year. If the opposite is true, and the student is on a **downward trend**, the student **should** receive a failing grade.

The individual teacher must evaluate each student's achievement in terms of the expected goals for their program area.

Failure to complete assignments, frequent lateness or absence, and demonstrated indifference to school are major contributors to student failure. **Blatant refusal** to attempt or to complete a significant number of course requirements may, by itself, justify a final course grade of "F".

The following divisions are given as a guide to recording and interpreting the grading system. It remains for each teacher to objectively and fairly rate each student, not based upon personality, but performance.

Determination of Grades: Teachers will give thorough consideration using all grading components in determining students' grades to both class work and test results.

A = Excellent

1. This grade represents **superior work** and is distinctly an honor grade.
2. The excellent student **has reached all course objectives** with high quality achievement.
3. The excellent student displays unusual effort and works willingly and effectively in reaching required objectives.

GRADE REPORTING (continued)

B = Good

1. This grade represents **above average** quality achievements.
2. The good student **has reached a large majority of course objectives.**
3. The good student is industrious and willing to follow directions.

C = Average

1. This grade represents **acceptable** quality achievements.
2. The average student **has reached a majority of course objectives.**
3. The average student is cooperative and follows directions, yet extra effort and improvement are needed for more complete mastering of the material.

D = Passing

1. This grade represents a **minimum acceptable** quality achievement.
2. The student is performing below-average work and **has not reached a majority of course objectives.**
3. This achievement level indicates there is a great need for improvement, daily preparation and improved dedication and attendance.

F = Failure

1. This grade represents **unacceptable** quality achievements.
2. The failing student **has not reached necessary course objectives.**
3. The failing student has not attempted to complete assignments, is constantly late or absent, and generally has failed to accomplish the fundamental minimum essentials necessary in the program area.
4. It may be noted that generally a student does not fail because of a lack of ability; failure may be caused by laziness, non-dedication, or a general disregard to directions of the teacher and the unwillingness to use whatever ability he/she possesses.

Incomplete Grades: Incomplete grades must be updated no later than ten (10) days from the close of the marking period. As soon as the work is completed and the grade is available, it must be reported to the appropriate person.

Failures: Students who receive a failing final grade in a program area are permitted to repeat that program, but are urged not to do so for obvious reasons. If this situation presents itself, students and parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes and not merely satisfying a short-term or unrealistic desire.

Attendance and its Impact upon Grades: The importance of regular school attendance and its positive impact upon a student's performance grade cannot be overstated. If a student is absent, he or she does not have the opportunity to keep pace with their classmates and must work independently to acquire the information missed during any absence. Regardless of how well a student performs when he/she is present, habitual absenteeism usually results in a failing performance grade. This situation is not unlike the conditions of the business or industry for which the student is being trained.

GRADE REPORTING (continued)

Make up Work for Absences: Students have the opportunity to make-up school work due to an illness/being absent from school. **PROVIDED** their absence is excused. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absences – five (5) school days to complete assigned work.
2. Four (4) or more days excused absence – ten (10) school days to complete assigned work.

All work missed through unexcused absences will be graded as a zero

Report Cards (See Progress Reports): Students will receive a report card from the sending school district which will reflect the student's grade from their Career & Technology program. Students will also receive a report card from RMCTC reflecting their program grade and Social Studies grade, where applicable. In addition, grades are available on the parent portal.

Senior Recognition Night: Reading Muhlenberg Career & Technology Center hosts an annual Senior Recognition Night, which honors our senior students. During this event, all senior students in attendance are recognized and may also receive awards that they have earned relevant to their accomplishments while attending Reading Muhlenberg CTC.

PARENT PORTAL: The Parent Portal is available for parents/guardians to view your child's progress by accessing the RMCTC District Portal on the School's web-site; www.rmctc.org. This will give you up to date information related to your child's attendance, grades (work ethic and knowledge), discipline referrals and schedule. In order to use this resource, you must provide the CTC with a current email address and register online.

Log onto www.rmctc.org, click on "**Parents**", then click on "**parent portal**" which will navigate you to the link where you will log into the portal. You will have to "**create an account**" on your first visit to the portal by using your email address (you need to use the email address you provided us on your child's application) and setting up a password. Once registered you may return at any time to view your child's information.

Please utilize our website, to track your child's progress by viewing their grades and attendance, along with any discipline action. In addition you will be able to review your child's report cards & progress reports as soon as they are available. You also have the ability to select the option to receive email notifications for specific instances that you choose. You can choose to receive an email automatically if your child is absent/tardy or both, if your child receives a discipline referral or suspension and if your child receives a specific grade.

CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSO)

All students enrolled in Reading Muhlenberg Career & Technology Center have the opportunity to participate in at least one Career & Technical Student Organization (CTSO) while enrolled at the CTC. Students who become members in these co-curricular organizations have the opportunity to participate in team building, leadership, community service and social events.

Students also have the opportunity to attend skill competitions where the skills they have learned are "put to the test" against other competitors. These competitions include testing of knowledge and hands-on skills in a variety of trade and leadership events. Students who are fortunate enough to win their events at a district or state competition are able to compete at the national level and travel to locations such as Louisville, KY, Kansas City, MO, San Diego, CA, Orlando, FL, and Cleveland, OH.

Family, Community and Career Leaders of America (FCCLA)



www.fclainc.org

Family, Career, and Community Leaders of America (FCCLA) is a dynamic and effective national student organization that helps young men and women build healthy families, have successful careers, and strengthen communities through family and consumer sciences education. It involves approximately 230,000 students in all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands.

Family and Consumer Sciences teachers serve as local FCCLA advisers. Members are students through grade 12 who are taking or have taken family and consumer sciences courses. Working through nearly 10,000 local chapters, FCCLA members develop and lead projects that address important personal, family, career, and societal issues related to family and consumer sciences education. FCCLA is a non-profit national career and technical student organization for young men and women.

SkillsUSA



<http://skillsusa.org>

SkillsUSA is a national organization of students, teachers and industry representatives who are working together to prepare students for careers in technical, skilled and service occupations. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

National Technical Honor Society (NTHS)



www.nths.org

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the NTHS. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

NTHS members receive: the NTHS membership certificate, pin, card, window decal, white tassel, official NTHS diploma seal, and three personal letters of recommendation for employment, college admission, or scholarships. Students will have access to our online career center including these valuable services: MonsterTRAK, Wells Fargo, Career Safe, and Career Key.