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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 year in the program. There is no fee for volunteer 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.



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



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



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 and Support Services Management

ORIENTATION AND SAFETY

Follow school classroom and clinical rules and regulations.

PROFESSIONALISM

Compare and analyze types of early learning programs.

Identify personal qualities for employment and career opportunities.

Develop a personal and professional portfolio.

Investigate the requirements of the CDA Credential and PA School-Age Credential.

Analyze NAEYC Standards and the Code of Ethical Conduct.

Investigate the importance of advocacy in the profession.

Identify resources for professional development.

Identify state national and international models of pre-kindergarten.

Investigate the Keystone Stars Requirements.

HEALTH AND SAFETY

Identify Department of Human Services regulations and PA Department of Education codes.

Obtain Pediatric First Aid and infant/child CPR certification

Complete Mandated Reporter Training

Identify communicable diseases and chronic medical conditions.

Identify characteristics of a safe healthy environment.

Describe infection control procedures sanitation practices and prevention of illness policies.

Identify nutritional requirements. including CACFP guidelines

Plan nutritious meals and snacks.

Identify guidelines and procedures to care for the mildly ill child.

follow adult health regulations.

Complete a health and safety checklist and develop recommendations for implementation of a checklist.

describe safe transportation practices in child care settings.

Identify components of an emergency management plan for a child care setting.

Identify liability issues of child care workers regarding children s safety in a child care setting.

Identify and describe program records budgets and reports.

Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.

Complete Health & Safety Basics Requirements for Certification (6 hours).

LEARNING ENVIRONMENT (PHYSICAL SPACE)

Examine the value of play and use best practices to support children s play.

Examine the process and use best practices for developing children s creativity.

Examine evaluate and use culturally relevant learning centers and materials.

Evaluate and maintain the indoor and outdoor learning environments.

Evaluate classroom environment using the ITERS ECERS and/or SACERS.

CHILD DEVELOPMENT (SOCIAL EMOTION PHYSICAL INTELLECTUAL LANGUAGE DEVELOPMENT)

Identify educational theorists and their concepts.

Identify developmental stages and areas.

Identify the stages of artistic and musical development.

Identify characteristics of infant development.

Identify characteristics of toddler development.

Identify characteristics of preschool development.

Identify characteristics of school-age development.

Identify characteristics of special needs children.

Research the importance of early language and literacy development for school success.

Integrate literacy/language development throughout all activities.

Investigate the needs of dual language learners.

CLASSROOM MANAGEMENT AND POSITIVE GUIDANCE

Use positive methods to guide children s behavior.

Analyze the influence of environment and caregiver management techniques on children s behavior.

Observe supervise and record the daily routines of children.

STANDARDS CURRICULUM AND ASSESSMENT

Use basic tools and types of observations.

Observe record and analyze children s behavior.

Develop appropriate learning experiences based on observations.

Link the Pennsylvania Learning Standards for Early Childhood (infant-toddler pre-kindergarten and kindergarten) to all learning experiences.

Demonstrate the connections between learning standards curriculum and assessment.

Describe the elements of curriculum (individualized goals family and environment learning environment content resources).

CURRICULUM DEVELOPMENT

Investigate a variety of curriculum models.

Develop long and short-range curriculum goals.

Determine and write objectives.

Compile a resource of learning materials including culturally relevant and diverse experiences.

Plan weekly curriculum.

Develop daily lesson plans that link to the Pennsylvania Learning Standards for Early Childhood.

LEARNING ACTIVITIES/EXPERIENCES

Prepare present and evaluate self care activities.
Prepare present and evaluate activities which promote a positive self concept.
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.
Prepare present and evaluate language and literacy activities.
Prepare present and evaluate math activities.
Prepare present and evaluate creative art activities.
Prepare present and evaluate food and nutrition related activities.
Prepare present and evaluate health and safety activities.
Prepare present and evaluate social studies activities.
Prepare present and evaluate fine motor activities.
Prepare present and evaluate gross motor activities.
Prepare present and evaluate transition activities.
Prepare present and evaluate creative drama activities.
Prepare present and evaluate creative movement activities.
Prepare present and evaluate woodworking activities.
Identify steps to plan field trips as a learning experience.
Prepare present and evaluate activities incorporating current technology.

PROGRAM PARTNERSHIPS

Communicate with families through written documentation.
Create a resource file of community services.
Describe and implement best practices for supporting children and families during transition.
Identify the family's role in developing individualized goal plans for children.
Identify the role that cultures and values of the family play in children's upbringing and individualize experiences for children.

CLINICAL EXPERIENCE

Participate in an infant program.
Participate in a toddler program.
Participate in a preschool program.
Participate in an elementary school program.
Participate in a special needs and/or inclusive program.

VALUE ADDED

80.1 - Establish Career Goals.
80.2 - Complete Job Application.
80.3 - Compose Resume.
80.4 - Prepare for Job Interview.
80.5 - Compose Employment Letters.
80.6 - Participate in Online Job Search.
80.7 - Prepare Career 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.



For more information about the Teacher Academy:
BCTC students: 610.374.4073 or berkscarer.com
RMCTC students: 610.921.7310 or rmctc.org



Earn college credit toward an
AAS in Early Childhood Education
while still in high school.

The Teacher Academy

is a college-credit career pathway where students will be able to begin their

Associate of Applied Science in Early Childhood Education (ECE) while still in high school. The classes are taught at the Berks Career and Technology Center and Reading Muhlenberg Career and Technology Center. Students may be able to complete their AAS in Early Childhood Teaching in about a year after graduating from high school before seamlessly transitioning to Kutztown University's BSED (PreK-4 Certification) program offered right at RACC's campus.

RACC's Early Childhood Teaching (PreK-Grade 4) program is designed to prepare graduates for immediate employment in the ECE field as well as provide the first 61 credits of the bachelor's degree leading to PreK-Grade 4 Teacher certification. Graduates of this program may seek employment opportunities with Head Start and early childhood programs serving infants, toddlers, pre-schoolers, and school-aged children. In addition, graduates may also seek employment as educational assistants or para-educators in public and private schools.



How it works:

The Teacher Academy enrollment period occurs at the beginning of the high school year. A RACC representative will assist students at the Career & Technology Center (CTC) with applying to RACC and registering for the Teacher Academy courses to be completed by the student within the academic year.

Students need to meet with their CTC counselor about specific financial responsibility for Teacher Academy courses, including financial hardship.

The college credits earned while at the CTC in the student's sophomore and Junior Year will be tuition free if the student immediately attends RACC to complete their associate degree.

Tuition and textbooks for the senior year courses taken at RACC's campus or online while students are still in high school may be subsidized by alternative funding sources and is dependent on benefactor, state, and federal funding.

Courses at CTC

Level 1	Sophomore	
ECE-105	EC Professional (enroll in spring)	3
ECE-140	Health, Safety & PE (enroll in spring)	3
Level 2	Junior	
ECE-125	Intro to ECE (enroll in spring)	3
ECE-415	Integrated Arts (enroll in spring)	3
RACC	Capstone Year Senior	
ECE-120	Observation & Assessment (on campus or online)	3
MAT-150	Found of Math (on campus, spring)	3
ENG-125	Intro to Literature (enroll at sending school)	3
IFT-110	Micro Comp Apps (on campus or online, fall)	3

Courses to complete post HS RACC AS Early Childhood Teaching (PreK-4) suggested sequence

SUMMER		
SPE-100	Intro to Special Education	3
MAT-155	Found of Math II	3
	• Take DEV classes if needed/Boot Camp	
	• Take Paps or Praxs for math	
FALL		
COM-121	English Comp I	3
ECE-220	Curre Dev & Inst Materials (FA)	3
ECE-222	Emerging Literacy (FA)	3
ECE-180	Math Found for Toddlers through Grade 1	3
PSY-130	General Psychology (ALL)	3
SPRING		
ECE-260	ECE Practicum (SP)	3
COM-151	Found of Speech (online)	3
ECE-261	Family & School Relations (SP)	3
PSY-210	Child Psychology (withintrn/FA/SP)	3
BIO-120	Biological Concepts (ALL)	4
	Credits while at RACC	37

Kutztown Courses

First Year Fall/Winter/Spring		
EEU-300	Early Literacy Dev	
EEU-325	Assessment II	
ELU-353	Language Dev, Reading Assess & Intervention	
EEU-305	Teaching Science Early Childhood	
SPU-314	Effective Instructional Strategies	
SPU-316	Literacy Dev Core & Intervention	
EEU-220	Children's Literature for Pre-K-4	
EEU-211	Family Collaboration & Diversity	
ELU-325	Differentiated Instruction	
First Year Summer Courses		
RACC Elective		
RACC Elective		
RACC Elective		
Second Year Fall/Winter/Spring		
EEU-301	Pro-Sem Teaching Literacy In Grades 2-4	
EEU-303	Pro-Sem Lang, Dev & Teaching Lang Arts In Pre-K-4	
EEU-304	Pro-Sem Teaching Social Studies In Pre-K-4	
EEU-306	Pro-Sem Integrating Principles of Learning In Pre-K-4	
EEU-309	Pro-Sem Teaching Math In Grades 2-4	
EEU-390	Clinical Experience I	
EEU-391	Clinical Experience II	

start earning an
**ASSOCIATE
DEGREE**
while still in
high school!

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 education 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.
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 teal colored RMCTC polo shirt or a RMCTC black crew neck sweatshirt every day.
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 is measured in the areas of work ethics, knowledge and the practical skills aligned to the program area learning guides. Student performance for learning guide activities and assignments are reflected in 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	<u>60%</u>
	100%

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

Interpreting a Grade:

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.

Skill (Learning Guide): A task list guides every RMCTC program. Tasks are evaluated on a 0-5 scale with a 4 or 5 considered proficient. Learning guides are normally aligned to lab assignments or shop projects where a student will physically perform a task. The student and teacher will discuss, at the beginning of each quarter, student expectations and the required tasks that must be completed or "contracted" by the end of the marking period. This allows a student to work productively with the expectation to make constant progress during the marking period. All assignments, activities and rubrics associated with learning guides are documented in the "knowledge" grading component. It is important to note that poor productivity will have a negative impact on a student's grade.

NOTE: For the purpose of students earning a job title associated with their program area, 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.

CTC Letter Conversion Table

<u>Grade</u>	<u>Letter</u>
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

GRADE REPORTING (continued)

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.

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 **satisfactory** achievement.
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 **minimally satisfactory** 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 **unsatisfactory** achievement.
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

GRADE REPORTING (continued)

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.

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. (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 classes. In addition, grades are available on the parent portal.

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

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.