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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 also have 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 passionate about what the Early Childhood Education (ECE) program has to offer 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 follow 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 crewneck sweatshirt in this program. Students will be provided 1 polo and 1 crewneck sweatshirt. Any additional uniform pieces desired, students will need to purchase them. 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
- 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  
AHA Instructor Certification

### **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 11<sup>th</sup> – 13<sup>th</sup> 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><b>Program Completion</b> – 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><b>Reading &amp; Language Arts Level</b>- Text and manuals written on a 11<sup>th</sup>-13<sup>th</sup> 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) &amp; Industry Certification Exams require a proficiency in English language skills.</p>		
<p><b>Math Level</b> - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications.</p>		
<p><b>Aptitude</b> – 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><b>Safety &amp; Physical</b> – 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 &amp; TB test required), personal cleanliness, prolonged standing, bending, &amp; stooping.</p>		
<p><b>Interpersonal/ Social</b> – 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><b>Other Occupational/Program Considerations</b> - A strong desire to work with children, ability to demonstrate initiative and dependability, excellent organizational skills, neat in appearance &amp; excellent personal hygiene, be creative, understand the importance of confidentiality Not disturbed by incidences of handling various bodily fluids and waste.</p>		



**Competency Task List – Secondary Component**  
**Child Care and Support Services Management CIP 19.0708**  
**High School Graduation Years 2026, 2027, 2028**

**100 Orientation and Safety**

Item	Task
101	Follow school, classroom, and clinical rules and regulations.

**200 Professionalism**

Item	Task
201	Compare and contrast different types of early learning programs.
202	Identify personal qualities for employment and career opportunities.
203	Develop a professional portfolio to include clearances.
204	Investigate the requirements of the CDA Credential and PA School-Age Credential.
205	Examine NAEYC resources including Standards and the Code of Ethical Conduct.
	RESERVED (206)
207	Participate in a professional advocacy event or training.
208	Utilize resources for professional development including online PA Keys Registry and PSU Better Kid Care.
209	Identify state, national, and international models of early learning programs.
210	Investigate the Keystone Stars requirements.
211	Investigate components of a program budget.

**300 Health and Safety**

Item	Task
301	Identify Department of Human Services regulations and PA Department of Education codes.
302	Obtain Pediatric First Aid and infant/child CPR certification from a Department of Human Services approved provider.
303	Complete Mandated Reporter Training.
304	Identify communicable diseases and chronic medical conditions.
305	Identify characteristics of a safe, healthy environment.
306	Describe infection control procedures, sanitation practices and prevention of illness policies.
307	Identify nutritional requirements, including CACFP guidelines.
308	Plan nutritious meals and snacks.
309	Identify guidelines and procedures to care for the mildly ill child.
310	Comply with industry standard adult health regulations.
311	Complete a health and safety checklist and develop recommend changes for compliance.
312	Describe safe transportation practices in childcare settings.
313	Identify components of an emergency management plan for a childcare setting.
314	Identify liability issues of childcare workers regarding children's safety in a childcare setting.
315	Identify and describe program records and reports.
316	Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.
317	Complete industry required health and safety training.
318	Complete DHS (Department of Human Services) fire safety training.

**400 Learning Environment (Physical Space)**

Item	Task
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401	Examine the value of play and use best practices to support children's play.
402	Examine the process and use best practices for developing children's creativity.
403	Examine, evaluate, and use culturally responsive learning centers and materials.
404	Evaluate and maintain the indoor and outdoor learning environments.
405	Investigate classroom environment rating tools, e.g., ITERS, ECERS, SACERS, TPOT.

### **500 Child Development (*Physical, Intellectual/Cognitive, Emotional, Social, Language Development*)**

Item	Task
501	Identify educational theorists and their concepts.
502	Identify developmental stages and areas.
503	Identify the stages of artistic and musical development.
504	Identify characteristics of infant development.
505	Identify characteristics of toddler development.
506	Identify characteristics of preschool development.
507	Identify characteristics of school-age development.
508	Identify characteristics of children with special needs.
509	Define early language and literacy development for school success.
510	Integrate literacy/language development throughout all activities.
511	Investigate the needs of dual language learners.
512	Describe developmentally appropriate uses of technology.
513	Create bibliographies for developmentally appropriate children's literature.

### **600 Classroom Management and Positive Guidance**

Item	Task
601	Use positive methods to guide children's behavior.
602	Describe the influence of environment and caregiver management techniques on children's behavior.
603	Observe and record the daily routines of children.
604	Demonstrate active supervision techniques.

### **700 Standards, Curriculum, and Assessment**

Item	Task
701	Use basic tools and types of observations.
702	Observe, record, and assess children's learning and behavior.
703	Develop appropriate learning experiences based on observations.
704	Link the Pennsylvania Learning Standards for Early Childhood (infant-toddler, pre-kindergarten, and kindergarten) in all learning experiences.
705	Demonstrate the connections between learning standards, curriculum, and assessment.
706	Describe the elements of curriculum (individualized goals, family and environment, learning environment, content resources).

### **800 Curriculum Development**

Item	Task
801	Investigate a variety of curriculum models.
802	Develop long and short-range curriculum goals.
803	Determine and write learning objectives/outcomes.
	RESERVED (804)
805	Compile a resource of learning materials including culturally responsive and diverse experiences.

	RESERVED (806)
807	Plan weekly curriculum.
808	Develop daily lesson plans that link to the Pennsylvania Learning Standards for Early Childhood.
809	Identify differentiated instruction strategies when creating lesson plans.

## 900 Learning Activities/Experiences

Item	Task
901	Prepare, present and reflect on self-care activities.
902	Prepare, present and reflect on activities which promote a positive self-concept.
903	Prepare, present and reflect on science activities.
904	Prepare, present and reflect on music activities.
905	Prepare, present and reflect on puppetry activities.
906	Prepare, present and reflect on flannel board activities.
907	Prepare, present and reflect on children's literature.
908	Prepare, present and reflect on language and literacy activities.
909	Prepare, present and reflect on math activities.
910	Prepare, present and reflect on creative art activities.
911	Prepare, present and reflect on food and nutrition related activities.
912	Prepare, present and reflect on health and safety activities.
913	Prepare, present and reflect on social studies activities.
914	Prepare, present and reflect on fine motor activities.
915	Prepare, present and reflect on gross motor activities.
916	Prepare, present and reflect on transitions.
917	Prepare, present and reflect on creative drama activities.
918	Prepare, present and reflect on creative movement activities.
919	Prepare, present and reflect on woodworking activities.
920	Identify steps to plan field trips as a learning experience.
	RESERVED (921)
922	Prepare, present and reflect on sensory activities.
923	Prepare, present and reflect on social activities.
924	Prepare, present and reflect on emotional/regulation activities.

## 1000 Program Partnerships

Item	Task
1001	Communicate with families through written documentation.
1002	Create a resource file of community services.
1003	Describe and implement best practices for supporting children and families during daily and age group transitions.
1004	Identify the family's role in developing individualized goal plans for children.
1005	Identify the role that cultures and values of the family play in children's upbringing and individualize experiences for children.

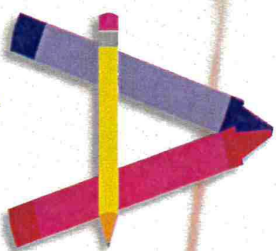
## 1100 Clinical Experience

Item	Task
1101	Participate in an infant program.
1102	Participate in a toddler program.

1103	Participate in a preschool program.
1104	Participate in an elementary/primary school program.
1105	Participate in a special needs and/or inclusive program.



For more information about the Teacher Academy:  
BCTC students: 610.374.4073 or berkscareer.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

<b>Level 1</b>	<b>Sophomore</b>		
ECE-105	EC Professional (enroll in spring)		3
ECE-140	Health, Safety & PE (enroll in spring)		3
<b>Level 2</b>	<b>Junior</b>		
ECE-125	Intro to ECE (enroll in spring)		3
ECE-115	Integrated Arts (enroll in spring)		3
<b>RACC</b>	<b>Capstone Year Senior</b>		
ECE-120	Observation & Assessment (on campus or online)		3
MA1-150	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

<b>SUMMER</b>			
SPE-100	Intro to Special Education		3
MA1-155	Found of Math II		3
	• Take DEV classes if needed/Boot Camp		
	• Take Paps or Praxis for math		
<b>FALL</b>			
COM-121	English Comp I		3
ECE-220	Curric Dev & Inst Materials (FA)		3
ECE-222	Emerging Literacy (FA)		3
ECE-180	Math Found for Toddlers through Grade 1		3
PSY-180	General Psychology (ALL)		3
<b>SPRING</b>			
ECE-260	ECE Practicum (SP)		3
COM-151	Found of Speech (online)		3
ECE-261	Family & School Relations (SP)		3
PSY-210	Child Psychology (Winter/FA/SP)		3
BIO-120	Biological Concepts (ALL)		4
	<b>Credits while at RACC</b>		<b>37</b>

## Kutztown Courses

### First Year Fall/Winter/Spring

EEU-300	Early Literacy Dev		
EEU-325	Assessment II		
ELLU-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		
ELLU-325	Differentiated Instruction		

### First Year Summer Courses

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:

0. 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.
1. Earn the industry certifications offered by your program (if applicable).
2. Achieve Competent or Advanced on the NOCTI End of Program Assessment.
3. Achieve proficiency on ALL of the Program of Study Competency Task List.
4. 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](http://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
- Complete student projects
- Seek employment with in ECE

**Occupational Titles:**

Child Care Aide

Assistant Group Supervisor

Child Care Director

Elementary Teacher

Elementary Teacher

Elementary Classroom Aide

Family/Group Day Care Provider

Group Supervisor

\*Some of these titles 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.

Head Start assignments (both observations and lesson plans) will close at the end of the week, which means students may not be permitted to submit those assignments late, which may result in a grade of a zero. All other classroom assignments will have a 1-week grace period. Students may submit assignments up to 1 week late, however, students will lose 5% points for each day the assignment is late.

**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.
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. Hair must not block vision
5. **When working with children:** #1-4 apply AND no sweatpants, no jeans with holes, no open toed shoes (flip flops, sandals, etc.)

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*(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.

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Student Signature

Date

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Parent Signature

Date

*Example of the letter that will be with the “beginning of the school year” paperwork that will need to be signed by a parent or guardian.*

### **Grade / Attendance for Head Start**

Please understand that if your child is absent on the day he/she is required to participate in Head Start, grades may be affected. Head Start grades (lessons & observations) will be **30% of your child’s grade**. It will be very difficult for your child to make up the assignment due to time constraints and the number of students in class. **Please make every effort to schedule all appointments on a day opposite of when your child is required to be in the Head Start classroom.**

Also note, that if your child is NOT doing well in Early Childhood, it is most likely because he or she is not following through on their responsibilities and completing the Head Start assignments. This is the hands-on portion of our class; therefore, it is weighed heavily. Should you have any questions, please call me at 610-921-7300. Thank you!

~ Mrs. Yobb\_

**“I understand that every effort will be made to schedule all appointments on a day opposite of when I’m scheduled to be in the HS classroom.”**

**Student Signature** \_\_\_\_\_ **Parent Signature** \_\_\_\_\_

**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.)  
Child Development (domains of development)  
Health and Safety  
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 (4<sup>th</sup> Marking period)

## **Year Three:**

Theory (Chapter work & CDA Portfolio Development)  
Lesson Planning  
Projects-Curriculum Binder  
CDA Portfolio Development  
Possibility of Co-op work placement

## 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 student information system 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 inquiries or concerns.

### Interpreting a Grade:

**Work Ethics Grade (40%):** Each school day, every student receives a Work Ethics or daily grade. Criteria that compromise these grades are safety, student behavior, preparation/participation, productivity or time on 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 student’s 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 can reflect a deduction in points earned for that class period. 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 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.

Student grades will be reflected as a percentage, and will be reported directly to the student’s sending school to be added to the report cards.

Final Grade average is based on the student’s four (4) numerical marking period grades.

If a student has three (3) marking period grades of “F” consideration will be given 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 may be asked to select a new program or return to the sending school on a full-time basis.

The individual teacher must evaluate each student's achievements 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 failures. **Blatant refusal** to attempt or to complete a significant number of course requirements may lead to poor performance and possible removal.

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 direction, 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 failing student **has not reached necessary 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.**

**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. 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 are 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 students' 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.

**Makeup Work for Absences:** Students have the opportunity to make-up schoolwork due to an illness/being absent from school. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absence – five (5) school days to complete assigned work.
2. Four (4) or more days excused – ten (10) school days to complete assigned work. All work missed through unexcused absences will be graded zero (0).

**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. 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.

**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](http://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](http://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.