



www.westerncenter.org

EARLY CHILDHOOD EDUCATION

CIP 19-0708

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Have Questions?

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*Additional information about these items can be found in the student handbook .

Western Montgomery Career and Technology Center

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Mission Statement

The Mission of the Western Montgomery Career and Technology Center is to prepare quality citizens for lifelong productivity in a challenging and changing world by forming innovative partnerships among family, school and community. In addition to preparation for direct entry into the workforce, WMCTC students are prepared to enroll in college studies. Many two- and four-year institutions offer programs of study which complement the occupational and technical areas offered at WMCTC.

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

Early Childhood Education - EC

Program Description

Offered for 9th, 10th, 11th, and 12th graders, the Early Childhood Education program offers training for employment in the Early Childhood profession or a strong foundation for continuing into post-secondary education. This "teacher training" course emphasizes that the curriculum is the development of the knowledge and skills necessary to provide safe, healthy, positive, developmentally appropriate, high-quality care for young children. Classroom instruction is reinforced through hands-on experience teaching toddler- and preschool-age children enrolled in the WMCTC Panda Preschool. Coursework includes: instruction in PA Dept. of Welfare regulations; CPR certification; first aid; nutrition; child development; structuring routines; time management; curriculum planning; positive guidance techniques; observing children's behavior; and supervisory skills related to children. Emphasis is placed on self-help skills, self-concept, art, language arts, music, math, science, social sciences, infection control, room arrangement, and developmentally appropriate practices.

Job Titles- Career Pathways

Assistant Group Supervisor

Childcare Aide

Instructional Assistant

CTC Knowledge transfers to college credits at:

Reading Area Community College

Luzerne County Community College

Community College of Beaver County

Harcum College

Student Certifications

NOCTI - National Occupational Competency Testing Institute Certification

Pediatric First Aid CPR and AED

OSHA 10 Hour - General (Career Safe)

Mandated Reporter

[PA Required Health and Safety for Centers-Group Child Care Part 1](#)

[PA Required Health and Safety for Centers-Group Child Care Part 2](#)

Instructor - Mrs. Stephanie German

Hire Year: 2005

Biography

I reside in Pottstown, South Coventry Township, Chester County, with my husband, Ken, who teaches at Daniel Boone SD; my son Gavin, who is an electrician with AN Lynch; and my 4 cats!. My daughter, Grace, is a Geologist and works in Washington state.

Education

Temple University- Vocational II Instructional Certification

West Chester University - BSED - Elementary Education

Phoenixville Area Senior High School

Certifications

Instructional I - Elementary K-6

Vocational Instruction II - Child Care Services

Work Experience

I have worked at WMCTC for the past 21 years; before this, I was employed as the Youth Development Director at the Spring Valley YMCA, where I was responsible for the School Age, Child Care, Nursery School, and Summer Camp programs. It seems like forever ago I was an Instructional Assistant in the PVSD.

Dear Parents,

I am excited to welcome your child to the Western Montgomery Career and Technology Center – Early Childhood Program. This school year, we will focus on CPR/First Aid certification, setting up the nursery school classrooms, writing lesson plans, developing a professional portfolio and child portfolio, teaching 2-, 3-, and 4-year-old students starting in October, and visiting child care facilities in the area.

Your child will have the opportunity to visit and observe at childcare facilities in the area. Students will go off-site when they are NOT teaching in the Buckaroo Nursery school program here at WMCTC. Visiting facilities allows first-year students to see licensed child care and observe certified teachers in a classroom setting. Observation and visitation are worth skill points and provide additional hours working with children, which are needed when obtaining their CDA – Child Development Associate.

Students in Level III and VI will complete their CDA - Child Development Associate and teach 3 days a week in Buckaroo Nursery.

For your child to participate, ALL clearances, along with their updated physical and TB test, are needed to be on file.

If you have any questions, please feel free to contact me!

Looking forward to a great school year!

Mrs. Stephanie German

ECE Instructor

SkillsUSA Advisor

Early Childhood Education Behavior and Safety Procedures

- ❖ All school rules apply in the ECE classroom.
 - When entering the classroom, wash hands.
- ❖ Tardiness and/or absences will be reflected in the student's quarterly grade.
- ❖ Locker areas must be kept neat and orderly. Nothing should be left on the floor. All lockers should be closed and locked at all times. All work should be kept neatly in your bin.
- ❖ Personal belongings should be kept in the locker provided to you. Theft is possible if you do not lock your belongings in the locker.
- ❖ Students should report to the Early Childhood Education classroom on time.
- ❖ Uniforms consist of a smock, which should be buttoned. Properly fitting pants (NO JEANS) or shorts that are LONGER than the smock length. They may not hang past the waist or drag on the floor. They will not have holes or frayed edges. ECE t-shirts (that we design) will be available for purchase. If a TEAM chooses to wear the shirt instead of the uniform, a DAY of the week must be chosen so the whole team is dressed alike. If you are NOT in uniform, you will not be permitted in the ECE classroom or offsite. A suggestion would be to keep pants/shoes in your locker.
You represent the Early Childhood Education class to parents, people visiting the program, and when we go on trips; please look professional - ONLY smocks/ECE shirts will be allowed on offsite days.
- ❖ No excessive, offensive, hanging, or dangerous jewelry may be worn.
- ❖ Closed-toed shoes must be worn at ALL times. No slippers.
- ❖ Students must wear WMCTC Identification badges at all times on smocks/shirts.

- ❖ No one is permitted to leave the Early Childhood Education classroom without written permission from the instructor. This includes working in an area outside of our classroom walls, visiting the nurse or the office.
- ❖ Food may be eaten in the Early Childhood Education theory area as long as it is cleaned up. Please bring in a reusable water bottle.
- ❖ Foul language, profanity, dirty jokes, or otherwise inappropriate behaviors will not be tolerated and will be reflected on the ATTITUDE grade.
- ❖ Anyone involved in any type of illegal activity will immediately be reported to Student Services and the local authorities.
- ❖ Students are to demonstrate respect for the materials and equipment in the facility. Equipment should be handled with care and safety in mind at all times.
- ❖ Respect yourself, others, and your surroundings.
- ❖ Malicious damage will not be tolerated.
- ❖ Conversation while working in the classroom will be professional.
- ❖ I should not be able to hear or see your gum. **NO GUM ON FIELD TRIPS.**
- ❖ Field trips are a privilege, and the teacher and/or administration has the right to deny you the privilege of attending one or all trips. Behavior, attitude, uniform, attendance, grades, and discipline referrals will all be considered when considering students' attendance on trips.
- ❖ Think of this class as a job. If you do, the following should be no problem for you.
 - **Attendance-** Be here! Be on time!
 - **Attitude/Behavior/Cooperation-**
These are all necessary components for the class to run smoothly.
 - **Accountability-**

You are a member of a teaching team. Preschool students and your peers are counting on you. Be PREPARED!

- ❖ PHONES should be kept away unless we are using them for a school project. DEVICES DOWN means exactly that!

All students must have a current Child Abuse, Criminal Check, Physical with TB test, Volunteer Disclosure Statement, and National Sex Offender Registry Verification on file to participate in the classroom and on field trips.

Early Childhood Education Tool and Equipment List

Requirements:

- Uniform - SMOCK
 - Closed-toe shoes
 - NO Jeans
- Materials
 - Binders
 - Clear Protective Sheets
 - Workbook (\$27.00 good for all 3 years)
 - Scissors
- Clearances
 - CRIMINAL CHECK
 - FBI CLEARANCES
 - CHILD ABUSE
- Training
 - TRAINING
 - OSHA
 - CPR & First Aid
 - Bloodborne Pathogens
 - Mandated Reporter
 - Better Kid Care
- Physical
 - STAFF HEALTH ASSESSMENT

Western Montgomery Career and Technology Center Grading

Grade Scale

100 – 93 (A) Excellent

92 – 85 (B) Above Average

84 – 77 (C) Average

76 – 70 (D) Below Average

69 – 0 (F) Failing

Grading

Technical education involves more than academic work; therefore, it becomes necessary to consider other factors when grading students. Attitude, knowledge, and skills are prime factors in determining the grades of technical students. Students will have the opportunity to improve their performance rating with regard to competencies as determined by the technical instructor.

Teachers will gladly discuss a student's progress at any time. A grade record sheet and anecdotal record sheet are kept on every student. Grades are recorded as numerical grades. The school term is divided into two (2) semesters or four (4) marking periods.

Report cards give an objective measure of the pupil's performance and also give some indication of the following student attributes:

- Academic growth.
- Predicted ability to succeed.
- Ability to extend or limit future educational plans.
- Self-concept.
- Student's reliability.

→ **COMPUTATION OF QUARTERLY GRADES- PROCEDURES**

When computing quarterly grades, 3 major areas will be considered: Theory/Knowledge, Skill Development, and Work Attitude. A breakdown of sample criteria under each main heading follows:

1. THEORY/KNOWLEDGE – 30% of grade

Tests will be the main factor when calculating the theory grade. This portion of the grade will include:

- Written and/or oral tests and quizzes
- Written and/or oral reports
- Homework assignments

2. SKILL – 40% of grade

This portion of the grade will include:

- Demonstration of safety practices
- Projects – quality of work
- Basic skills competencies
- Procedures
- Operation of equipment

3. WORK ATTITUDE – 30% of grade

This portion of the grade will include:

- Working independently and without need for constant supervision and direction
- Staying with and following tasks through completion
- Coming to class prepared
- Participating in lab cleanup
- Showing interest, initiative, and pride in work
- Respecting the authority of school staff

- Respecting the rights of others and working cooperatively with others
- Taking pride in personal appearance and dressing appropriately for the program
- Maintaining good attendance

To derive a quarterly grade, the instructors will assign the above weighting to each of the 3 categories. The final course grade will be derived as follows: Qtr. 1 (20%), Qtr. 2 (20%), Qtr. 3 (20%), Qtr. 4 (20%), Final Exam (20%)

Program of Study Task Tracking Syllabus

The student's level of achievement for each skill/task listed on the program's task grid is tracked continuously. Task evaluation is updated on a weekly basis as a student completes skills/tasks. Students and parents shall be provided with an up-to-date skill evaluation upon request and upon completion of the program. Prospective employers are encouraged to review a student's task grid to supplement the student's transcript. These skill/task grades are also used to determine the awarding of articulated credits at postsecondary institutions. This task grid is retained as part of the student's permanent performance record. The following evaluation criteria will be used and recorded when assigning the level of skill achievement for the various Program of Study tasks:

Below Basic - Student requires close supervision to complete the skill/ task. Full retraining and practice of the task/skill is required

Basic - (Pre-Entry Level) Students require limited supervision to complete the skill/ task. Some additional training and practice is required.

Competent - (Entry Level) Student is minimally competent and able to perform skill/task independently, to industry standards, and without supervision.

Advanced - Student is proficient and has mastered skill/task. Student is considered highly qualified for entry-level employment

Grading System:

Students' grades are reported to their respective high schools based on a numerical percentage. Students are expected to maintain a minimum grade of 70% in their technical program to return the

following year. Students who fail may repeat their level, only if there is space in that particular classroom program level for the upcoming year. The WMCTC does not hold seats for students who failed the previous school year.

Incomplete Grades:

WMCTC Joint Committee Policy 213: Individual teachers may assign an incomplete grade in any marking period except the fourth. An incomplete grade may be assigned to allow a student additional time to complete specific work or assignments. All make-up work must be completed before the end of the second week of the next marking period. For example, an incomplete grade assigned in the first marking period must be satisfied by the second week of the second marking period. An incomplete grade cannot be assigned as a fourth marking period grade, final exam grade, and/or final grade. Students who do not complete assigned work as scheduled will receive an "F".

Early Childhood Education, Child Care and Support Services Management Task List

Task Number	Description	Hours	Level
<i>*State Approved Program of Study</i>			
PA100	ORIENTATION AND SAFETY		
PA101	Follow school, classroom and clinical rules and regulations.		
PA200	PROFESSIONALISM		
PA201	Compare and analyze types of early learning programs.		
PA202	Identify personal qualities for employment and career opportunities.		
PA203	Develop a personal and professional portfolio.		
PA204	Investigate the requirements of the CDA Credential and PA School Age Credential.		
PA205	Analyze NAEYC Standards and the Code of Ethical Conduct.		
PA206	RESERVED		
PA207	Investigate the importance of advocacy in the profession.		
PA208	Identify resources for professional development.		
PA209	Identify state, national and international models of pre-kindergarten.		
PA210	Investigate the Keystone Stars Requirements.		
PA300	HEALTH AND SAFETY		
PA301	Identify Department of Human Services regulations and PA Department of Education codes.		
PA302	Obtain Pediatric First Aid and infant/child CPR certification		
PA303	Complete Mandated Reporter Training		
PA304	Identify communicable diseases and chronic medical conditions.		
PA305	Identify characteristics of a safe, healthy environment.		

PA306	Describe infection control procedures, sanitation practices and prevention of illness policies.		
PA307	Identify nutritional requirements. including CACFP guidelines		
PA308	Plan nutritious meals and snacks.		
PA309	Identify guidelines and procedures to care for the mildly ill child.		
PA310	follow adult health regulations.		
PA311	Complete a health and safety checklist and develop recommendations for implementation of a checklist.		
PA312	describe safe transportation practices in child care settings.		
PA313	Identify components of an emergency management plan for a child care setting.		
PA314	Identify liability issues of child care workers regarding children's safety in a child care setting.		
PA315	Identify and describe program records, budgets and reports.		

Task Number	Description	Hours	Level
PA316	Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.		
PA317	Complete Health & Safety Basics: Requirements for Certification (6 hours).		
PA400	LEARNING ENVIRONMENT (PHYSICAL SPACE)		
PA401	Examine the value of play and use best practices to support children's play.		
PA402	Examine the process and use best practices for developing children's creativity.		
PA403	Examine, evaluate and use culturally relevant learning centers and materials.		
PA404	Evaluate and maintain the indoor and outdoor learning environments.		
PA405	Evaluate classroom environment using the ITTERS, ECERS and/or SACERS.		

PA500	CHILD DEVELOPMENT (SOCIAL, EMOTION, PHYSICAL, INTELLECTUAL, LANGUAGE DEVELOPMENT)		
PA501	Identify educational theorists and their concepts.		
PA502	Identify developmental stages and areas.		
PA503	Identify the stages of artistic and musical development.		
PA504	Identify characteristics of infant development.		
PA505	Identify characteristics of toddler development.		
PA506	Identify characteristics of preschool development.		
PA507	Identify characteristics of school-age development.		
PA508	Identify characteristics of special needs children.		
PA509	Research the importance of early language and literacy development for school success.		
PA510	Integrate literacy/language development throughout all activities.		
PA511	Investigate the needs of dual language learners.		
PA600	CLASSROOM MANAGEMENT AND POSITIVE GUIDANCE		
PA601	Use positive methods to guide children's behavior.		
PA602	Analyze the influence of environment and caregiver management techniques on children's behavior.		
PA603	Observe, supervise and record the daily routines of children.		
PA700	STANDARDS, CURRICULUM, AND ASSESSMENT		
PA701	Use basic tools and types of observations.		
PA702	Observe, record and analyze children's behavior.		
PA703	Develop appropriate learning experiences based on observations.		
PA704	Link the Pennsylvania Learning Standards for Early Childhood (infant-toddler, pre-kindergarten and kindergarten) to all learning experiences.		
PA705	Demonstrate the connections between learning standards, curriculum and assessment.		

Task Number	Description	Hours	Level
PA706	Describe the elements of curriculum (individualized goals, family and environment, learning environment, content resources).		
PA800	CURRICULUM DEVELOPMENT		
PA801	Investigate a variety of curriculum models.		
PA802	Develop long and short-range curriculum goals.		
PA803	Determine and write objectives.		
PA804	RESERVED		
PA805	Compile a resource of learning materials including culturally relevant and diverse experiences.		
PA806	RESERVED		
PA807	Plan weekly curriculum.		
PA808	Develop daily lesson plans that link to the Pennsylvania Learning Standards for Early Childhood.		
PA900	LEARNING ACTIVITIES/EXPERIENCES		
PA901	Prepare, present and evaluate self care activities.		
PA902	Prepare, present and evaluate activities which promote a positive self concept.		
PA903	Prepare, present and evaluate science activities.		
PA904	Prepare, present and evaluate music activities.		
PA905	Prepare, present and evaluate puppetry activities.		
PA906	Prepare, present and evaluate flannel board activities.		
PA907	Prepare, present and evaluate children's literature.		
PA908	Prepare, present and evaluate language and literacy activities.		
PA909	Prepare, present and evaluate math activities.		
PA910	Prepare, present and evaluate creative art activities.		

PA911	Prepare, present and evaluate food and nutrition related activities.		
PA912	Prepare, present and evaluate health and safety activities.		
PA913	Prepare, present and evaluate social studies activities.		
PA914	Prepare, present and evaluate fine motor activities.		
PA915	Prepare, present and evaluate gross motor activities.		
PA916	Prepare, present and evaluate transition activities.		
PA917	Prepare, present and evaluate creative drama activities.		
PA918	Prepare, present and evaluate creative movement activities.		
PA919	Prepare, present and evaluate woodworking activities.		
PA920	Identify steps to plan field trips as a learning experience.		
PA921	Prepare, present and evaluate activities incorporating current technology.		
PA1000	PROGRAM PARTNERSHIPS		
PA1001	Communicate with families through written documentation.		
PA1002	Create a resource file of community services.		

Task Number	Description	Hours	Level
PA1003	Describe and implement best practices for supporting children and families during transition.		
PA1004	Identify the family's role in developing individualized goal plans for children.		
PA1005	Identify the role that cultures and values of the family play in children's upbringing and individualize experiences for children.		
PA1100	CLINICAL EXPERIENCE		
PA1101	Participate in an infant program.		
PA1102	Participate in a toddler program.		

PA1103	Participate in a preschool program.		
PA1104	Participate in an elementary school program.		
PA1105	Participate in a special needs and/or inclusive program.		
PA1200	RESERVED		
PA1201	RESERVED		
PA1202	RESERVED		
PA1203	RESERVED		
PA1204	RESERVED		
PA1205	RESERVED		
PA1206	RESERVED		
PA1207	RESERVED		

Career and Technical Student Organizations (CTSO)

All students enrolled in Western Montgomery Career & Technology Center have the opportunity

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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.



FCCLA - Family, Career and Community Leaders of America

FCCLA builds strong leaders and addresses important personal, family, work, and societal issues through family and consumer sciences education. PA Family, Career and Community Leaders of America Opens In A New Window (state website) Family, Career and Community Leaders of America Opens In A New Window (national website)



HOSA - Health Occupations Students of America

HOSA's two-fold mission is to promote career opportunities in the healthcare industry and to enhance the delivery of compassionate, quality health care to help students meet the needs of the health care community. HOSA's goal is to encourage all health science technology instructors and students to affiliate and be actively involved in the HOSA-HSTE (Health Science Technology Education) Partnership and serve as a major pipeline of health care professionals in the future.



SkillsUSA is a national student organization that strives to make each student more employable through the development of participatory, and leadership skills to complement the occupational skills developed by students in technical education classrooms or work-based learning sites. SkillsUSA is an integral part of approved technical education occupation programs.



NTHS

The National Technical Honor Society is an educational non-profit that exists to honor, recognize, and empower students and teachers in Career & Technical Education. As the honor society for Career & Technical Education, NTHS serves over 100,000 active members annually in both secondary and postsecondary chapters across the country.

Western Montgomery Career and Technology Center

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Cooperative Education Guidelines

Students are eligible for the Cooperative Education Program based on their technical teacher's recommendations, grades, NOCTI pre-test score, attendance and school discipline history. Students in the Co-Op Program are paid by their employer for the hours they work. Some students also participate in un-paid internships for one or more days throughout the school year. Both programs have the same requirements for students. Students become eligible to participate during the second semester of their junior year and at any time throughout their senior year. A student who has five (5) or more unexcused absences from school or more than ten (10) days excused absences from school may not be eligible for the Cooperative Education Program. A student who accumulates three (3) unexcused tardies may be required to conference with school administration to continue the work-based component of the School to Work Program. (Tardy days are counted both at school and at work.)

The only exception to this attendance requirement will be for students who have had an extended illness that has been documented by a physician. In the event of extenuating circumstances, the school administration will consider Cooperative Education placement for the students in this category.

Application Procedure:

1. Interested students should discuss the possibility of a paid Co-Op or unpaid Internship placement with his/her instructor to determine if the instructor feels the student is prepared for a work-based learning experience.
2. The student should then meet with the School to Work Coordinator to begin the application process.
3. Enrollment forms must be completed online via forms that are emailed to the student, parent/guardian, home school personnel and technical instructor.

Securing a Cooperative Education Position:

1. The School to Work Coordinator will attempt to secure placement for the student in his/her specific technical trade area. All Cooperative Education placements must directly relate to the student's course of study. The student may assist in the search for a job by filing applications for employment with industries related to their course of study.
2. WMCTC is not responsible for providing transportation to the work site therefore the student or family must have reliable transportation to the job site.

3. Students may be terminated or suspended from the Cooperative Education Program for inappropriate behavior at school or the work site, poor grades, poor attendance, or disciplinary actions.

For More Information Contact:

Ms. Barb Mueller

bmueller@westerncenter.org

610-489-7272 ext. 218

Program Articulation Agreements

The Western Montgomery Career and Technology Center Has agreements with the following:

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Eastern University
St Francis Worldwide

Career & Technical Education Students SOAR

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The Pennsylvania Department of Education (PDE) supports career and technical education students aligning their high school courses to a college program in order to complete a degree, diploma or certificate. If you are a career and technical education student, use the resources below to learn about the credentials needed to qualify for SOAR program credit.

What Is SOAR?

SOAR stands for *Students Occupationally and Academically Ready*. SOAR programs articulate skills and tasks gained at the secondary school (high school) level to course credit earned in a postsecondary (college) degree, diploma or certificate program.

SOAR programs can help students:

- Prepare for entering the job market with college and career ready skills
- Choose the best career pathway
- Save money on college tuition
- Save time by not duplicating coursework in college

How Do I Qualify for SOAR Credits?

Qualified SOAR program students are eligible to apply for credits up to 3 years after their high school graduation date. In order to qualify for SOAR program post secondary credits a student must:

- Earn a high school diploma, with a minimum 2.75 GPA on a 4.0 scale in the technical core courses
- Complete the secondary school component of the approved PDE Program of Study
- Achieve proficiency on all tasks of the approved PDE Program of Study Competency Task List
- Achieve competent or advanced level on the secondary school end-of-program assessment that is appropriate for the approved PDE Program of Study

WMCTC CERTIFICATE OF COMPETENCE SAMPLE