Program Information & Skill Alignment Chart for:

Elementary and Secondary Education – CIP Code 13.0101

Willow Street Campus

Form to be submitted to IU 13 with PIF

Program Description	• Explore the education profession and K-12 career pathways, including certification and postsecondary requirements. • Study learning theory, educational psychology, student development, classroom culture, instructional planning, assessment, school safety, ethics, and the social foundations of education. • Plan standards-aligned instruction and develop lessons, learning activities, and assessments for diverse K-12 learners. • Participate in observation, clinical, and work-based learning experiences in educational settings. • Develop professional communication, collaboration, reflection, and leadership skills expected of educators. • Create a professional portfolio supporting college transition and future teacher preparation.
Program Information	**Textbooks (Provided)** ● PA Academic Standards / Standards Aligned System Resources **Uniforms** ● LCCTC Polo Shirt (at least two) (Color TBD) ● Crew Neck Sweatshirt ● Black Scrub Pants (at least two) ● Closed toed, non-skid shoes with tie laces **Clearances (Approximately $25)** ● State Police Criminal Record Check (Volunteer/Free) ● DHS Child Abuse (Volunteer/Free) ● FBI Fingerprinting- $25 ● National Sex Offender Registry (Volunteer/Free) **Additional Requirements** ● Two Professional References ● Health Appraisal with TB Test **Program Certifications (No Cost to Students)** ● First Aid/CPR ● Mandated Reporter Training ● Fire Safety Training ● Other certifications possible upon development

Program Outline & Pathways	State Program of Study Task Outline ● Orientation to the Edu. Profession ● Planning and Preparation ● Learning Env. and Classroom Mgmt. ● Human Growth and Development ● Clinical Experience (Obs. and Participation) ● Culturally Relevant and Sustaining Edu. and Inclusion. ● Professionalism, Ethics, and Reflective Practice	Pathways ● Classroom Instructional Aide ● Teacher Assistant ● Child/Youth Program Support Staff ● Substitute Teacher Pathway, where eligible ● Elementary School Teacher (BD + Cert) ● Middle School Teacher (BD + Cert) ● High School Teacher (BD + Cert) ● Special Education Teacher (BD + Cert) ● School Counselor / School Psychologist (MD) ● Educational Administrator / Instructional Leader (MD + Cert)
Other Information	**Student/Teacher Ratio 25:1** **Articulation Agreements** ● Millersville University – 9 Credits Credits for additional community colleges are offered through the SOAR program for completion of the Teacher Academy. The average number of credits offered through SOAR is 9 credits. SOAR Articulations SOAR is a Pennsylvania Department of Education (PDE) program which enables high school students who successfully complete a PDE approved career and technical program to earn college credits. The number of credits available varies by school, program and from one school year to another. Please discuss these options with your counselor.	

Student Name: _____ District: _____

Skill Alignment Chart for:

Early Childhood Education – CIP Code 19.0708

Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
Program Safety / Physical Considerations	• Ability to move safely throughout classrooms, hallways, school facilities, and instructional spaces. • Ability to stand, walk, sit, bend, and interact with students for extended periods. • Visual and auditory awareness sufficient for observation, supervision, and communication. • Ability to respond appropriately to routine school safety and emergency procedures.	

	• Professional hygiene and attire appropriate for K-12 settings. • Ability to maintain student safety and confidentiality.	
Action/Need:		
Program Environment	• Combination of classroom theory, project-based learning, simulation, observation, and clinical/field experiences. • Work occurs in LCCTC classrooms and partner K-12 school environments. • Frequent collaboration with peers, teachers, students, and school professionals. • Students must accept feedback, revise work, and demonstrate a growth mindset. • Clinical placements require professional behavior, punctuality, confidentiality, and compliance with host-school expectations.	
Action/Need:		
Typical level of support	At CTC, we have itinerant IU13 support teachers and paraeducators. In the itinerant model, the support teachers have multiple programs and provide check-ins during the day. The itinerant model does not include co-taught classes where teachers are in classes for extended periods of time. IU13 paraeducators also support several teachers, spreading out their day between multiple programs. The learning center is available at scheduled times for testing accommodations, study/instructional groups, and work completion support. Since time there takes away from lab time, students are encouraged to use it strategically.	
Action/Need:		

Reading / ELA levels	• High school reading level with readiness for college-level professional texts. • Read education research, professional articles, policies, standards, lesson materials, and case studies. • Identify main ideas, analyze evidence, compare instructional approaches, and apply reading to classroom situations.	
Action/Need:		
Writing Levels	• High school writing level with emphasis on clear professional and academic writing. • Write lesson plans, reflections, observation notes, professional communications, assessments, and portfolio artifacts. • Synthesize learning from readings, observations, and clinical experiences using appropriate conventions and terminology.	
Action/Need:		
Math Levels	• Algebraic and quantitative reasoning appropriate for high school coursework. • Use percentages, ratios, averages, graphs, tables, and basic statistics to interpret student performance and assessment data. • Apply measurement, time, budgeting, and numerical reasoning when planning instruction and classroom activities.	
Action/Need:		
Science Levels	• General high school science literacy. • Apply inquiry, evidence-based reasoning, and scientific literacy when planning or supporting K-12 instruction. • Understand basic health, safety, human development, and environmental concepts relevant to school settings.	
Action/Need:		

Theory time	• Approximately 2–3 hours of theory, planning, discussion, and project-based instruction per day when on campus. • Direct instruction decreases during scheduled clinical/field experiences.	
Action/Need:		
Homework	• Varies by unit, clinical placement, and project deadlines.	
Action/Need:		
Lab Time	• Supervised practice begins with classroom simulations, peer teaching, observation, and guided lesson planning. • Students progress toward increased independence through clinical/field experiences in K-12 settings. • Field experience time varies by placement schedule, school calendar, lesson assignments, and student readiness.	
Action/Need:		
Tests	• Unit quizzes/tests and written assignments • Project-based assessments and lesson demonstrations • Lesson plans, observations, reflections, and portfolio artifacts • Performance assessments during simulations and clinical experiences • PDE-aligned technical competency/task-list assessments as applicable • Assessments may be electronic; documented accommodations will be provided as required.	
Action/Need:		

Behavioral Expectations *Executive Function* *Organizational skills*	• Demonstrate initiative, reliability, punctuality, and professionalism. • Work independently and collaboratively. • Maintain strong organization and time-management skills. • Communicate respectfully with children, adolescents, families, peers, and professionals. • Protect confidentiality and follow ethical expectations. • Demonstrate patience, flexibility, empathy, cultural awareness, and a growth mindset. • Receive, reflect on, and apply feedback to improve instructional practice.	
Action/Need:		
Other	• Strong interest in teaching, learning, and working with K-12 students. • Strong verbal, written, and nonverbal communication skills. • Comfortable using common educational technology and productivity tools. • Problem-solving, creativity, critical thinking, and collaboration skills. • Previous education, psychology, child development, leadership, tutoring, coaching, or youth-service experiences are helpful but not required. • Willingness to complete clearances and participate in off-campus clinical experiences.	
Action/Need:		

*District Representative Signature*_____ *Date* _____