



Careers in Education

Huron Area Technical Center
1160 South Van Dyke Rd
Bad Axe, Michigan 48413
Telephone (989) 269-9284 Fax (989)269-2844
Principal: Lane Walker
Assistant Principal: Theresa Hessling

Huron Area Technical Center Mission Statement

The Huron Area Technical Center accepts the challenge to provide each individual and business with access to career and technical education which meets the changing needs of our global society. We expect all learners to strive toward their highest potential and to become lifelong learners, thereby improving quality of life.

Program	Careers in Education
National Career Cluster	Education/Training Educational General
Instructor Paraprofessional	Mrs. Jillian Steinman Ms. Jeni Campbell
Credentials	Master of Arts in Guidance and Development Bachelor's Degree in Communications Occupationally Certified in Education CIP 13.0000 Authorized Instructor in First Aid/CPR/AED by the American Red Cross
Office Hours	8:00 – 8:15 a.m. & 2:30 - 3:30 p.m.
E-mail	jsteinman@huronisd.org

Philosophy

We believe that students enrolled in the Careers in Education Program should have the opportunity to acquire skills that prepare them for successful career entry, advancement and/or continuing education. These skills should be transferable as well as job specific. Students should also acquire skills, which are basic to overall general education that will provide them with the foundation for lifelong learning.

The Careers in Education Program has been developed to meet the needs of current and future students by integrating educational concepts with occupational training and related work experience.

Program Mission and Description

The Careers in Education program provides high school students with the opportunity to work with learners in the community under the direction of teaching professionals while experiencing the field of teaching. It teaches students skills useful for careers as educators as well as community leaders. The program brings together many segments of the community including students of various levels and teachers, as well as other professionals involved in education.

The Careers in Education program operates Kid's World Preschool in which the students work directly with children ages three to five years old in a laboratory setting. Students learn age appropriate activities and behaviors for preschool age children. Students can also be placed on work-based learning to utilize these skills learned. Students earn certification in CPR, First Aid, and AED, they can receive their Child Development Associate (CDA), a widely known credential, and have the opportunity to receive articulated credits from local colleges and universities giving them a head start on their college success.

Instruction is provided by traditional and non-traditional techniques. Instruction is provided in the classroom, the site-based laboratory preschool, on field trips into the community, and on job shadowing experiences. The overall emphasis of the first year program is providing the cluster core, which includes integrated foundation skills, personal management skills and employability skills.

Program Overview

As students in the Careers in Education program you will be taking the Teacher Cadet Course along with a designed curriculum that follows the Michigan Department of Education segments for Education General.

The following Michigan Department of Education segments are covered in the two year program:

- Employability Skills, Career Planning and Development
- Human Growth and Development
- Trends and Structures
- Diverse Learners
- Classroom Management and Guidance
- Field Experiences
- Health and Safety
- Learning Environment
- Ethics, Legal, and Professional Responsibilities
- Instructional Strategies and Technology
- Curriculum and Lesson Planning
- Assessment and Evaluation

Careers in Education – 1ST Year

The Careers in Education Program provides to all students transferable skills and technical experiences to meet the needs of the educational field. Instruction is provided by traditional and non-traditional techniques. Instruction is provided in the area center classroom, the site-based laboratory preschool, and on field trips into the community. The overall emphasis of the first year program is providing the cluster core, which includes integrated foundation skills, personal management skills and employability skills. Participation in community service projects such as the Huron County Child Abuse and Neglect Council is strongly encouraged.

Careers in Education - 2ND Year

The second year in the Careers in Education Program includes any upgrading of skills needed, completion of the individualized program of study in professions in education and completion of competencies at a variety of several work site based facilities in the community. Students will also work towards completing the Child Development Associate (CDA). Additional job-specific skills and materials, and the integration of foundation skills, personal management skills and employability skills are continued.

Community service projects are continued and encouraged. Students will also be members of a Career and Technical Student Organization (CTSO).

Individual learning styles are taken into consideration and various teaching methods are used. The program is two and one-half hours in length, two sessions per day, five days per week and includes both first and second year students. Sessions may include high school students as well as adults.

Academic Objectives for Careers in Education- 1st year

- Explore Teaching as a profession
- What it takes to become a teacher
 - Preschool Teaching
 - Elementary & Secondary
 - Special Education
 - Speech and Language Pathology
 - School Social Work/School Counseling
 - Administration
- Understanding human development/Brain development
- Understanding of Early Childhood, Middle Childhood, and Teen Growth & Development
- Schools and Society - how they are governed/funded, structure, and community impact
- Teaching Diverse Learners
- Planning for Instruction and the Role of Assessment
- Classroom Management
- Employability Skills

Academic Objectives for Careers in Education- 2nd year

1. Understand what makes an effective teacher
2. Identify characteristics of self as a learner (e.g. learning styles, multiple intelligences).
3. Explain the concept of self-esteem regarding the learner.
4. Identify and explain the stages of human growth and development.
5. Identify the components of effective groups.
6. Recognize barriers to learning and develop methods of dealing with these problems effectively.
7. Distinguish between effective and ineffective teaching.
8. Explain and demonstrate the process of teaching.

9. Identify and utilize various methods of instruction.
10. Participate in an extended field experience assisting a teacher with individual tutoring, group monitoring and tutoring, and whole class instruction.
11. Research the history and development of education in the public schools.
12. Distinguish between various alternatives to public education in the public-private, charter, etc.
13. Explain the structure/organization of a school and a school district.
14. Research on the internet and debate in various educational issues.
15. Explain how individuals and schools react to and handle the need for change.
16. Develop one's own vision of the transformation of education.
17. Employability Skills

After completing this course with the knowledge of the Instructor implementing the use of the Text Book, *Teaching* by Sharleen L. Kato 2016 and *Working with Young Children* by Judy Herr 2016 the student will be able to:

1. Analyze career paths within early education, general education, and special services.
2. Analyze developmentally appropriate practices to plan for early educational goals, education, and services.
3. Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
4. Demonstrate a safe and healthy learning environment for children.
5. Demonstrate techniques for positive collaborative relationships with children.
6. Demonstrate professional practices and standards related to working with young children.
7. Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
8. Arrange learning centers that provide for children's exploration, discovery, and development.
9. Gather ideas through work experience and observation in order to create an employment portfolio for use with applying for positions in the field of education and work-based learning opportunities in education.
10. Manage time efficiently in order to perform classroom core curriculum as well as perform a short-term voluntary non-paid job training which will allow them the opportunity to work under direct supervision and gain exposure to a particular occupation and establish work references.

Foundation Skills

Foundation skills are integrated throughout the curriculum and in both first and second year programs into the teaching of both core and job-specific areas. They are reinforced when necessary and if extensive remedial study is indicated, the student is referred to Support Services and/or the appropriate home school personnel are notified. We accommodate remedial work with the help of a Paraprofessional and with student peers.

Foundation skills

Applied mathematics

Computer applications

Applied communication

- Listening and speaking
- Reading
- Writing skills

Applied science and technology
Problem solving
Teamwork
Personal management skills
Entrepreneurial awareness

Students Responsibilities/Unique Program Features/Make-Up Work

Students will participate in SkillsUSA where they will learn leadership skills and interact with many other students interested in this occupational area. Community Service projects such as the Children's Fun Fair, Adoption Works and Family Parenting Days enhance student learning. Students are responsible for ALL work missed during any absence from the program. Be sure to follow the class outline and communicate with teachers. All missing work must be made up on the next day for eligible credit.

Recommendations for Student Success

Students will need to come to class everyday with a willingness to learn. A positive attitude is a necessity when working with young children, as students serve as role models for these children. It is also necessary to be able to function as a "team teacher" for the benefit of the program. High priority is placed on health and safety. Students will read textbooks and journals related to the teaching occupations and will work with technology to research and design teaching materials and lesson plans.

Program Success Indicators

- Good decision making skills
- Appropriate and mature behavior
- Sincere interest in working with students
- Good communication skills both orally and written
- Follow written and verbal directions
- Good attendance and professionalism
- Responsible/age appropriate social skills

Student Requirements

In order to meet State Licensing requirements for Preschool Centers, all students must obtain a Negative Tuberculosis test (TB test). These are done at the local Health Department as well as Doctor Offices. Also students are required to have a child abuse and neglect background check.

Professionalism

Conversations must be professional in the Careers in Education program and while on work experience (this includes the classroom, observation room, and the preschool classroom. We are modeling to children, parents, and the community.

You are not allowed to take pictures/videos of children on your personal device. All pictures must be with our classroom camera/SD card and used for educational purposes (parent permission). Pictures are not to be taken at work experience.

Please refrain from requesting/accepting any parents on social media. You are not allowed to share information/conversations via social media (Facebook, Snapchat, Twitter, etc.).

Attendance

Attendance is the main reason why people continue to lose their jobs, according to the majority of employees we talk to on our Advisory Committees. Since attending the HATC is comparable to being employed, students are held responsible for their attendance. Having good attendance is a habit students have to work on and develop.

Since 80% of the learning at the HATC happens on site, using our teachers' extensive experience and knowledge in their fields, hands-on projects using the same equipment and technology as professionals; the learning cannot be made up at home, and therefore attendance will influence students' overall grades.

Students are accountable and can still earn work ethic points by prearranging their absences ahead of time when possible, and/or having a parent call in. **HATC Hotline # 989-269-3405**

We understand that things will happen during the school year and some students may have to miss some days due to illness and other uncontrollable reasons. Employers know this too: students have to develop the maturity, accept responsibilities and do the right thing when this occurs. Be Honest & Work Hard 😊

Work Based Learning Opportunities

First Year Students will work and operate the Laboratory Preschool, Kid's World Preschool, which is located within the program. Second year students will have the opportunity to explore numerous teaching fields through work experience at facilities including Head Start/Preschool Programs, K-12 classrooms, Special Populations Programs.

Resources

1. *Teaching* by Sharleen L. Kato 2016
2. *Working with Young Children* by Judy Herr 2016
3. Professions in Education Texts, classroom files and resources
4. Kid's World Preschool – Laboratory
5. Community Work Sites
6. Advisory Committee

Credentials Available

- CPR Certification/AED trained
- Various Safe Schools trainings
- CDA; Child Development Associate Credential (starts as a 1st year and finishes as a 2nd year)
- MiSAYD- Michigan School-Age Youth Development Certificate and Credential Program

Evaluation

Student evaluation is conducted on a nine week basis making four reporting periods throughout the school year. A Center report card is sent to the home school each marking period.

The standard letter grading scale of A, B,C,D,E, or I is used. The letter grade is a combination of achievement 60% and Career Skills/Work Ethics 40%. You will be graded daily using a Timesheet.

Areas considered in determining a student's grade are

1. Reports
2. Quality of work
3. Quizzes
4. Tests (written and performance)
5. Number of tasks completed

6. Understanding, demonstrating and applying career skills/work ethics
The semester grade is the average of the two marking period grades.

Letter Grading Scale

93-100%	A
90-92%	A-
88-89%	B+
83-87%	B
80-82%	B-
78-79%	C+
73-77%	C
70-72%	C-
68-69%	D+
63-67%	D
60-62%	D-
Below 60%	E

Students must obtain an 80% or better to be considered proficient in the task; thus making the student eligible for college articulation.

Credit Available

Elective High School Credit: Recommended by HATC and awarded by sending School.
Michigan Merit Curriculum: 4th year math credit and Visual Performing Arts Credit

WORK BASED LEARNING ENTRANCE REQUIREMENTS HURON AREA TECHNICAL CENTER

1. The job must be related to the students training program.
2. The student should be in the second year of his/her Huron Area Technical Center training program.
3. The student must demonstrate good attendance while in training at the Huron Area Technical Center.
4. The student must understand, demonstrate and be able to apply proper career skills.
5. The student must be certified by the program instructor as job entry ready and must have completed the skills in at least one job title.
6. Individual extenuating circumstances relative to any of the above requirements can be considered by the instructors, placement coordinator and administration.



CLASSROOM RULES

Each Student Shall:

1. Be in your seat at 8:15 a.m. or 11:30 a.m. (whichever time is appropriate to your schedule), quiet, ready and waiting for directions from the instructor. If the instructor is detained for some reason you should be reviewing classroom work.
2. Remain at your seat at dismissal time until the bell sounds.
3. Work on this program material only, except with permission of the instructor.
4. Be attentive to classroom discussion, lecture, and/or demonstrations by the instructor, speakers or fellow classmates.
5. Act as employees and be respectful of your instructor, each other, all adults encountered and of HATC furniture, equipment and textbooks.
6. Be sure there is no more than one person out of the classroom at a time; leave only with permission of the instructor; sign out by name
7. Complete all assignments on time; take the responsibility for asking the instructor for all missed assignments upon returning from absences.
8. Complete time sheets as defined by the instructor.
9. Be expected to abide by the Tech Center rules as outlined and discussed from the student handbook.
10. Demonstrate appropriate career skills.
11. Refrain from eating or drinking in the classroom unless permission has been given.
12. Share, at the end of each class period, in the responsibility of putting the classroom in as good or better condition than when you arrived.
13. Sign out all materials and books before removing them from the classroom.
14. Vacuum and sweep both rooms each day scheduled.
15. Students must work in the assigned or scheduled area and must remain attentive to the area until the end of the session. You are in charge of a center on a weekly basis.
16. All students must wear clothing that is appropriate for preschool activities.
17. NO CELL PHONE use during class unless given permission.

Appropriate Dress

This is a professional learning environment for high school students, preschool children, and families. It is important that we dress in a way that shows this and represents our facility.

- **BE CAUTIOUS OF THE LENGTH OF YOUR SHORTS**
- **BE CAUTIOUS OF JEANS WITH HOLES IN THEM.**
- **BE CAUTIOUS OF DROPPING SHIRTS**

Non-Preschool Days: School Appropriate attire (see handbook).

Cell Phone Policy

Per the student handbook – There is a no cell phone policy here at the HATC. This is strictly enforced. We HAVE a Cell Phone tower with availability to charge your phones and this is where your phones will be kept. If you have your cell phone out, it will spend time on my desk for the remaining time. If it becomes a problem, it will be in the assistant principal's office.



Fire Drill Procedure

Signal to evacuate the classroom and preschool room:

Either: Alarm sounding continuously and/or
First indication of fire
(Smell of smoke or sight of flames or smoke)

Procedure for Evacuation:

1. The staff will assist the children in lining up at the appropriate door. (The principal will decide upon the evacuation route and designate the appropriate door.) Exit the preschool door to the playground and out to the parking lot.
2. The staff will lead the children out of the building. The student assistants will go outside with the children.
3. The Instructor will make a final check of the preschool room, classroom, restroom, the observation room, the storage room, and the office. Bring the attendance book and close all doors before proceeding outside.
4. The Instructor will take role or do a head count of the children.
5. The group will remain outside until the all-clear signal is sounded.



Tornado Procedure

Signal to evacuate the classroom and preschool room:

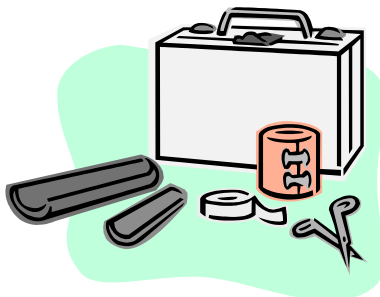
Either: Dinging alarm
Warning siren by the Sheriff's Department, or
Spotting of the Tornado

Procedure for Evacuation:

1. The Instructors and the student assistants will line up the children and hold on to their hand while escorting them to the corridor outside the classroom. Proceed to the hall in the front of the classrooms across for the main office. The children and adults are to sit on the floor facing the center of the hallway.
2. The Instructor will check the preschool room, classroom, restroom, the observation room, the storage room, and the office. Bring the attendance book and proceed to the hallway.
3. The Instructor will take role or do a head count of the children and staff.
4. Upon the all clear signal, the children and staff will return to the room.

ACCIDENT REPORT PROCEDURE PROFESSIONS IN EDUCATION

1. Assess the situation and call Mrs. Jillian and Ms. Jeni
 - A. What is wrong?
 - B. What is happening?
 - C. Call designated person
2. Is there an open wound? If there is blood or any other body fluids present, put on vinyl gloves – wash hands first.
3. Wash the wound (break in the skin) with soap and water cover with a sterile covering ex. Sterile band aid or gauze squares.
4. Remove gloves and wash hands.
5. Apply ice pack if any swelling or bruising.
6. Call the parents.
7. Fill out an accident report. Document whether or not an exposure incident occurred.
8. Give original to Principal. Keep a copy on file in preschool room.



STUDENTS SAFETY PROCEDURES

The administration and Staff of the Huron Area Technical Center are very concerned about your safety and welfare while you are in training with us. We hope that you will develop a safety attitude that will carry over into your work experience and your personal life. We wish to have you become very familiar with the following safety procedures.

GENERAL SAFETY PROCEDURE

1. All students must wear appropriate clothing, which are clean slacks, skirts or jeans with a blouse or sweater.
2. Accident report must be filled out on all injuries.
3. All materials and equipment damaged must be reported.
4. Students must know fire and tornado evacuation procedures.
5. Students must use only the equipment on which they have had instruction.
6. Harmful materials or items must be kept and stored out of reach of children or in a locked storage area.
7. Report conditions in the room or on the playground that may harm children.
8. Small children need to be supervised at all times. Be aware and have concern for their safety.
9. Small children can on be in the kitchen area with supervision.
10. Small children may use only the fenced in playground and the preschool area.
11. Small children need to be assisted in the bathroom are by the Instructor or Paraprofessional.
12. In play and cooking activities, only plastic utensils should be used.

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I, _____ have had the opportunity to go over the previously listed rules with the instructor and understand what each means. I will try my best to be aware of these procedures and follow them at all times. I am aware if the safety procedure for each machine. I will not operate any machine without having passed the safety test for that machine and without the instructor's knowledge.

Date

Signature

CAREERS IN EDUCATION ARTICULATION



- Central Michigan University EDU 107 Intro to Teaching, 3 credits
45 Clock hours
- Saginaw Valley State University TE 100/101 Exploring Teaching, 3 credits
- Oakland University Waiver of the admission requirement of work experience and the waiver of EED or SED 1000

- Western Michigan University Up to 6 credits in Child & Family Studies
- Mott Community College ECED 110 Child Development & Family studies
ECED 105 School Age Development
ECED 103 Professional Ethics

- Baker College ECE 101B Intro to Early Childhood
ECE 111B Early Childhood Development
ECE 131A Healthy Environment
ECE 141A Creative Activities

- St. Clair Community College ECE 105 Intro to Early Childhood
- Mid-Michigan College ECE 101 Intro to Early Childhood
ECE 150 Prep for Child Development Associate

NON-DISCRIMINATION POLICY

It is the policy of the Huron Intermediate School District not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight, or marital status in its programs, activities, or employment. Inquiries regarding this nondiscrimination policy should be directed to: Assistant Principal, Huron Area Technical Center, 1160 S. Van Dyke, Bad Axe, MI 48413 (989-269-9284).

Careers in Education
Course Requirements Check off List 2020-2021

Name: _____

- _____ Emergency Form
- _____ Child Abuse Clearance/SORS Registry Form
- _____ TB Test Paperwork
- _____ Signed Confidentially Form
- _____ Signed Classroom rules/safety procedures Form
- _____ Parent/ Student Signature on Syllabus
- _____ Staff and Volunteer Screening Statement (awareness of child abuse/neglect)
- _____ Signed Computer Usage Form
- _____ Signed up for REMIND messaging
- _____ Joined Careers in Education Google Classroom

I have read and understand the course syllabus, course policies, and the expectations for the Careers in Education Program. I will be respectful of the rules and follow them.

Student's Name: _____ Date: _____

Signature: _____

Parent's Name: _____ Date: _____

Signature: _____

This form and the necessary paperwork listed above is due by _____.

Thank you,

Jillian Steinman
Careers in Education, Instructor
jsteinman@huronisd.org
989-269-9284 ext. 2146