

PRINCIPLES OF EDUCATION AND TRAINING COURSE

Fall, 2017 /Spring, 2018



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ROOM NO.: A214

Conference: 2:18 p.m. – 3:05 p.m.

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

Unit 1: PROFESSIONAL STANDARDS

The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:

- A. Demonstrate written communication;
- B. Perform job-appropriate numerical and arithmetic applications;
- C. Practice various forms of communications such as verbal and non-verbal communication used in educational and career settings;
- D. Exhibit teamwork skills;
- E. Apply decision-making skills;
- F. Implement problem-solving techniques;
- G. Acquire conflict management skills;
- H. Develop leadership skills;
- I. Demonstrate professionalism; and
- J. Develop effective work ethic practices.

Unit 2: EDUCATION AND TRAINING CAREER INVESTIGATION

The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching, and/or self-reflection. The student is expected to:

- A. Identify and investigate the three Education and Training Programs of Study: Teaching/Training, Professional Support Services, and Administration and Administration Support;
- B. Analyze transferable skills among a variety of careers within the education and training career cluster,
- C. Recognize the impact of career choice on personal lifestyle,
- D. Develop productive work habits such as organization, time management, and initiative, and
- E. Analyze assessment results such as an interest and ability inventory as relative to those necessary for success in education and training.

Unit 3: SOCIETAL IMPACT

The student understands societal impacts within the education and training career cluster. The student is expected to:

- A. Investigate trends or issues that have influenced the development of education across the United States such as historical, societal, cultural, and political trends and issues; and

- B. Predict the Education and Training Career Cluster job market by using information from sources such as labor market information, technology, and societal or economic trends.

Unit 4: EDUCATION AND TRAINING CAREER OPPORTUNITIES

The student investigates career opportunities within the education and training career cluster. The student is expected to:

- A. Experience educator duties and responsibilities through activities such as assisting, shadowing or observing;
- B. Develop instructional materials such as visuals, teacher aids, manipulatives, lesson components, and mini lessons; Use personal interests and aptitudes to identify a specific cluster program of study as a potential field of study.
- C. Formulate a personal set of beliefs relevant to education in preparation of developing a philosophy of education.

Unit 5: ADMINISTRATION AND ADMINISTRATIVE SUPPORT

- A. Summarize the various roles and responsibilities of professionals in the field of administration and administrative support.
- B. Describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of administration and administrative support,
- C. Investigate education and training alternatives after high school for a career choice within the student's interest areas,
- D. Examine education and training degree plans for various occupations within the fields of administration and administrative support.

Unit 6: PROFESSIONAL SUPPORT SERVICES

The student explores careers in the professional support services programs of study. The student is expected to:

- A. Summarize the various roles and responsibilities of professionals in the field of professional support services,
- B. Describe typical personal characteristics, qualities, and aptitudes of professional in the field of professional support services,
- C. Investigate education and training alternatives after high school for a career choice within the student's interest areas, formulate education and training degree plans for various occupations within the field of professional support services.

Unit 7: TEACHING/TRAINING

The student explores careers in teaching and training program of study. The student is expected to:

- A. Summarize the various roles and responsibilities of professionals in the fields of teaching and training,
- B. Describe typical personal characteristics, qualities, and aptitudes of professional in the fields of teaching and training,
- C. Investigate education and training alternatives after high school for a career choice within the student's interest areas, and
- D. Examine education and training degree plans for various occupations within the field of teaching and training.

Unit 8: EDUCATION AND CAREER PLANNING

The student explores options in education and career planning. The student is expected to:

- A. Develop a graduation plan that leads to a specific career choice in the area of interest;
- B. Identify high school and dual enrollment courses related to specific career cluster programs of study;
- C. Identify and compare technical and community college programs that align with interest areas; and
- D. Identify and compare university programs and institutions that align with interest areas.

Unit 9: PORTFOLIO

The student documents technical knowledge and skills. The student is expected to:

- A. Assemble basic professional portfolio components such as basic resume, samples of work, service learning log, assessment results, and mock scholarship applications; and
- B. Present the portfolio to interested stakeholders.

Student will be assessed and a grade will be reported on the following:

- Tests
- Group Work/Projects
- Daily Participation
- Presentations
- Any other assignments deemed necessary by the teacher to assist the students in acquiring mastery of the TEKS.

Quarterly and Semester Grades will be computed and reported based on the HCISD and Cano Academy Grading Policies.