This lesson will provide you with a brief overview of this course.
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Has anyone ever heard of Career and Technical Education?
Have students brainstorm: What do you think it is?
Career and Technical Education (CTE)

Definition #1:
Career and Technical Education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

Definition #2:
Career and Technical Education (CTE) prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.

Allow a student to read the definitions for Career and Technical Education. Provide students with an index card and have them write a definition for CTE in their own words. Share responses.

If you choose to further explore the topic of Career and Technical Education, please see About CTE Presentation [http://cte.unt.edu/home/about.html](http://cte.unt.edu/home/about.html)
Career and Technical Education (CTE)

Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.

Allow student a few moments to read the information on the slide and on the back of their index card write down all unfamiliar terms. Lead a brief class discussion on the contents of the slide. Define and provide examples of all unfamiliar terms. Inform students of CTE venues available in your district, your campus and your program.
In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:

Family and Consumer Sciences (program area) courses are now located in five career clusters:

- Architecture and Construction (Interior Design courses)
- Arts, AV Technology and Communication (Fashion Design courses)
- Education and Training
- Hospitality and Tourism
- Human Services

Arts, AV Technology and Communication (Fashion Design courses) and Architecture and Construction (Interior Design courses) cluster information can be found at http://cte.unt.edu/
Career and Technical Education (CTE)

- You are currently enrolled in the course Child Guidance
- Child Guidance is a CTE course
- You are a CTE student
- I am a CTE instructor
A copy of this document can be found in the Attachments section of this lesson.

The 16 clusters identified by the U.S. Department of Education, classify workforce preparation programs that are obtained through career and technical education.

What cluster do you think Child Guidance falls under? Have students read the descriptors for each cluster.
Child Guidance is in the Human Services Clusters.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Child Guidance is in the Human Services Cluster.
The Texas Education Agency has approved 12 high school courses in Human Services. Not all high schools offer all courses.

What is meant by coherent sequence? The goal of CTE in high school is to progress through a sequence of courses that lead to the attainment of academic and technical skills. Discuss the sequence of Human Services on your campus/district.

If applicable, discuss other Human Services courses/sequences offered at your campus and in your district.

Inform students that it is possible to incorporate courses from other sequences or clusters into their personal program of study.

Example:
Sandra wants to someday own a hair salon. In addition to her cosmetology courses, she asks her counselor to enroll her in the course DOLLARS and SENSE (another Human Services course) so that she can learn about handling finances.

In the future, Juan would like to work in a salon and eventually provide for a family of his own. In addition to his cosmetology courses, Juan asks his counselor to enroll him in CHILD DEVELOPMENT, so he can learn as much as he can about children.

Encourage students to speak to their counselors.
Recommended sequences for all cluster courses can be found at:
http://www.tea.state.tx.us/index2.aspx?id=5415
Review the sequence available for your course.

If time permits, allow students to determine the sequences available for other CTE courses on their campus/district.
Each cluster has various Programs of Study. We have already established that Child Guidance is in the Human Services career cluster. What Program of Study do you think it follows?
Yes, Child Guidance is in the Human Services Cluster and is categorized under the Early Childhood Development & Services Program of Study.
Career and Technical Education (CTE)

Career Cluster

Course Title

Program of Study

Career Description

Providing for families and serving human needs

The Cluster icon above is used with permission of the State’s Career Clusters Initiative, 2007. For more information visit www.careerclusters.org

Labeled diagram
Review the contents of this chart with the students, helping them make a connection between the cluster, selected program of study/pathway and possible career/occupations available to them.

This chart and frames for all career clusters can be found at: http://www.careertech.org/career-clusters/resources/career-frames.html
Click on logo to link to AchieveTexas Human Services component.
Possible Program of Study
Director, Childcare Facilities
Lots of options are available to you.
Sample Bachelor Degrees

- Child Development
- Early Childhood Education
- Family & Consumer Sciences
- Human Development & Family Studies
Graduate Degrees

- Administration
- Child Development
- Early Childhood Education
- Educational Administration
- Elementary Education
Sample Career Options

- Child Care Administrator
- Child Care Supervisor
- Child Life Specialist
- Preschool-Elementary Teacher
- Special Education Teacher
Provide students with a brief definition and explanation of the Texas Essential Knowledge and Skills (TEKS).
TEKS - the state standards for what students should know and be able to do
(3) The student identifies the importance of a well-written business plan. The student is expected to:

- (A) categorize a business plan and the need for a well-orchestrated business plan;
- (B) research business plan outlines, resources, and templates using web search engines;
- (C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;

Differentiate between the Knowledge and Skills Statement and the Student Expectations.
(1) The student analyzes roles and responsibilities of caregivers. The student is expected to:
(A) determine the roles and responsibilities of caregivers related to the physical, intellectual, emotional, and social development of children;
(B) apply ethical codes of conduct to positive role modeling behaviors;
(C) identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs;
(D) write with proper voice, tense, and syntax, assuring it conforms to standard English, in creating examples of coherent written communication between parents and children;
(E) investigate the legal responsibilities and laws involved in caring for children;
(F) analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members;
(G) access resources available for effective management of multiple adult roles that affect child care;
(H) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;
(I) analyze relationship skills, including money management, communication skills, and marriage preparation; and
(J) examine skills relating to the prevention of family violence.

Provide students with a copy of the course TEKS. Inform students that they will be referring to this document throughout the school year. Stress that all TEKS listed will be addressed. Provide students with sample course activities that correspond to the TEKS.
(2) The student analyzes child care options. The student is expected to:

(A) compare child care options for children of various ages;
(B) compare and contrast the financial considerations of child care options;
(C) examine criteria for selecting quality child care; and
(D) review minimum standards for licensing and regulations for center-based and home-based programs.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Child Guidance

(3) The student analyzes responsibilities that promote health and wellness of children.
   The student is expected to:
   (A) identify signs of good health and symptoms of illness in children;
   (B) describe child guidance practices that contribute to the health and wellness of
       children such as requirements for rest, exercise, obesity prevention, public and
       personal safety, and sanitation;
   (C) apply safe procedures in creating environments for children;
   (D) prepare nutritious snacks or meals for children following the food guidelines in
       promoting children's health such as portion control, caloric requirements, and
       nutrient needs;
   (E) determine resources available for managing the health care of children such as
       children's insurance, Children's Health Insurance Program, and county health clinics;
   (F) recognize symptoms of children in family crisis situations; and
   (G) discuss society's role in the protection of children and families.

Provide students with sample course activities that correspond to the TEKS.
THE TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)  
Child Guidance

(4) The student analyzes the effect of play in the development of children. The student is expected to:

(A) create examples of play that promote the physical, intellectual, emotional, and social development of children;
(B) describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children;
(C) describe strategies caregivers may use to encourage constructive and creative play;
(D) determine potential uses and management of technology, media, and resources to foster healthy child development; and
(E) determine safeguards to prevent misuse and abuse of technology and media with children.

Provide students with sample course activities that correspond to the TEKS.
(5) The student summarizes appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:

(A) identify the various types of guidance and the effects on children;
(B) determine appropriate guidance techniques;
(C) explain behaviors that may lead to child abuse; and
(D) identify strategies that deter abusive behavior.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Child Guidance

The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:

(A) analyze the impact of career decisions on caregiving;
(B) propose short-term and long-term career goals;
(C) assess personal interests, aptitudes, and abilities needed in the child-care profession;
(D) exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills;
(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
(F) demonstrate skills and characteristics of leaders and effective team members; and
(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services.

Provide students with sample course activities that correspond to the TEKS.
End of Course Project Options – Child Guidance instructional lesson can be found on the SIRDC website.
Title on slide is hyperlinked to slide presentation for said lesson.
Next Lesson
Overview of Child Guidance
Any questions, comments or concerns?
Instruct students to create their interpretation of the information on this slide. It may be used as the coversheet for their class binder, folder or journal. Students may draw or use a computer to complete the task. See Independent Practice on lesson.

Criteria used for assessment of project:
Must include all five components
Creativity
Neatness
Spelling and Grammar
References and Resources

AchieveTexas
Education initiative designed to prepare students for a lifetime of success.
http://www.achievetexas.org

Learning that Works for America™
Sponsored by The National Association of State Directors of Career Technical Education
Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares
individuals to succeed in education and their careers.
http://www.careertech.org/career-clusters/glance/at-a-glance.html

Texas Education Agency
Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to
provide leadership, guidance and resources to help schools meet the educational needs
of all students.
http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html