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
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 *Practicum in Human Services*
- *Practicum in Human Services* 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 Practicum in Human Services falls under? Have students read the descriptors for each cluster.
Practicum in Human Services 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.
Practicum in Human Services

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

Practicum in Human Services 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
Sequence of courses available in our district/campus

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 Practicum in Human Services is in the Human Services career cluster. What Program of Study do you think it follows?
Yes, Practicum in Human Services is in the Human Services Cluster and is categorized under these three Programs of Study: **Consumer Services, Counseling and Mental Health Services and Early Childhood Development & Services**. Have students brainstorm how Practicum in Human Services is categorized in these three areas.
Career and Technical Education (CTE)

Career Cluster

Course Title
Practicum in Human Services

Program of Study
Consumer Services
Counseling and Mental Health Services
Early Childhood Development & Services

Career Description
Providing for families and serving human needs

Introductory Lesson: Practicum in Human Services
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Review the contents of this chart with the students, helping them make a connection between the cluster, selected program of study 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
Preschool & Child Care Program
Administrator
LOTs OF OPTIONS are available to you.
Sample Bachelor Degrees

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

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

• Child Care Administration
• Child Care Supervisor
• Child Life Specialist
• Education Administrator
• Special Education Specialist
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
Differentiate between the Knowledge and Skills Statement and the Student Expectations.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Human Services

(1) The student analyzes career paths within the human services industries. The student is expected to:
(A) review careers within the human services career cluster;
(B) complete a résumé;
(C) create an employment portfolio for use when applying for internships and work-based learning opportunities in human services careers;
(D) demonstrate appropriate interviewing skills to seek employment or job shadowing experiences;
(E) analyze the effects of the human services industry on local, state, national, and global economies; and
(F) analyze the role of professional organizations in human services professions.

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.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Human Services

(2) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:

(A) discuss human services research findings in everyday language keeping instruction at an appropriate level;

(B) practice effective verbal, nonverbal, written, and electronic communication skills;

(C) use communication skills such as ability to empathize, motivate, listen attentively, speak courteously and respectfully, defuse client’s anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client’s satisfaction;

(D) apply client service techniques to complete transactions such as managing and defusing objections, with courtesy, persuading the client to agree with an acceptable transaction, facilitating client’s follow-through with the transaction, and maintaining client relationship as client returns for services and refers others;

(E) evaluate client resources versus product costs and client risk tolerance level such as evaluating client resources versus cost, educating client about most beneficial choices, and recommending best products, plans, or services for the client;

(F) consult with colleagues or those knowledgeable in a field of expertise when needed to expedite solutions to problems such as referring a client to others if the client will be better served; and

(G) develop client recommendations using appropriate strategies such as analyzing client’s assets and evaluating and choosing options for maximum return and minimum risk.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Human Services

(3) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:
(A) manage numerical information such as using a calculator to add, subtract, multiply, or divide accurately;
(B) perform complex calculations accurately;
(C) use appropriate electronic resources to access current information;
(D) use word-processing, database, spreadsheet, or presentation software to manage data;
(E) practice email applications to communicate within a workplace; and
(F) use specialized software to prepare needed documents accurately.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Human Services

(4) The student identifies how key organizational systems affect organizational performance and the quality of products and services. The student is expected to:
(A) examine global context and all aspects of industries and careers;
(B) apply principles of planning, design, development, and evaluation to accomplish long-range goals; and
(C) implement quality-control systems and practices to ensure quality products and services.

Provide students with sample course activities that correspond to the TEKS.
Practicum in Human Services

(5) The student establishes a physically and psychologically healthy environment to inspire client confidence in services provided. The student is expected to:
(A) identify locations suitable to offer human services safely such as accessibility to transportation, safety, and security of the location;
(B) incorporate a functional work environment, equipment needs, and required utilities for offering human services;
(C) create a psychologically suitable environment such as implementing elements of a non-threatening environment or using social skills needed for a diverse population;
(D) employ emergency procedures as necessary to provide aid in workplace accidents; and
(E) employ knowledge of response techniques to create a disaster and emergency response plan.

Provide students with sample course activities that correspond to the TEKS.
(6) The student uses leadership and teamwork skills in collaborating with others. The student is expected to:

(A) use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives;

(B) establish and maintain working relationships with all levels of personnel; and

(C) propose organizational priorities to ensure quality.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Human Services

(7) The student describes and observes ethical and legal responsibilities associated with providing human services to assure the best interests of clients. The student is expected to:
(A) model behaviors that demonstrate stewardship of client assets such as providing beneficial help and suggestions to clients, evaluating when a client needs an advocate, and following through with meeting these needs;
(B) model ethical behaviors in the relationship with human services clients such as offering prompt, honest, and efficient services; protecting clients from fraud, deceit, or misrepresentation; immediately disclosing any conflicts of interest; and making recommendations for service based on the preferences and needs of the client; and
(C) comply with laws and regulations related to retail, governmental, or private services.

Provide students with sample course activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Practicum in Human Services

(8) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:
(A) manage funds using appropriate technology;
(B) place orders for customers and supplies using sound business practices;
(C) respond to client questions appropriately; and
(D) advise customers using appropriate and relevant information.

Provide students with sample course activities that correspond to the TEKS.
End of Course Project Options – Practicum in Human Services instructional lesson can be found on the SIRDC website.
Title on slide is hyperlinked to slide presentation for said lesson.
Next Lesson

Overview of Practicum in Human Services
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 in 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