

Auburn Career Center



Attitude – Respect – Responsibility

TEACHING PROFESSIONS PATHWAY 2022-2023 Student Syllabus

Building Location:

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Welcome

Auburn Career Center's Mission

Auburn Career Center provides an innovative career and technical education that empowers all learners to excel in the emerging workplace and enrich their community.

Auburn Career Center's Core Values

We believe that:

- People are personally responsible for their choices and actions
- Treating people with dignity and respect will enhance learning
- Attitude and goals drive achievement
- All people can learn
- All people can make positive contributions
- Change is exciting and essential for growth

Course Information/ Contact Information

Instructor: Mrs. Jane Metrisin Phone: 440-357-7542 Email: jmetrisin@auburncc.org

Child and Adolescent Development (Subject Code: 350035)

Students will examine and apply the theoretical foundations of human growth and development to children and adolescents. Additionally, learners will determine children's learning styles; stages of social, emotional, cognitive and physical development; and needed accommodations in educational settings. Throughout the course, family and community engagement, cultural influences on learners and language growth and development will be emphasized.

Communities, Schools, and Stakeholders (Subject Code: 350225)

Students will examine the relationship of families, communities and schools in the growth and development of learners. They will implement strategies to actively involve families and communities in child development and learning, determine community resources and services available to families and schools, and act as advocates for students and learning. Throughout the course, working with socially, culturally, linguistically diverse families will be emphasized.

Education Principles (Subject Code: 350205)

Students will research the historical perspectives and theories of education used in the forming of their own personal educational philosophy. Students will assess legal, ethical, and organizational issues. Additionally, students will assess developmentally appropriate practices and identify challenging issues associated with teaching children with diverse needs. Career planning, professional guidelines and ethical practices will also be emphasized.

Foundations of Education and Training (Subject Code: 350002)

Students will examine the goals of education and training as well as environments in which education and training are delivered. They will identify learners' and stakeholders' roles, rights and responsibilities in educational systems; assess legal and ethical issues related to education; and determine careers of interest in education and training. Employability skills and state requirements for becoming an educator will also be addressed.

Education and Training Capstone (Subject Code: 350400)

Students apply Education and Training program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships.

Students enrolled in the Teaching Professions Pathway program will have met the following requirements:

- Good attendance
- Credits in line to graduate
- Sincere interest in the field of education
- **Second year students must have own transportation to internships**

Course Schedule

Morning Schedule: 8:15am to 10:53am

Afternoon Schedule: 11:00am to 2:28pm

Course Credits:

Three elective credit hours First Year

Three elective credit hours Second Year

Successful completion of the Teaching Professions Pathway program will result in the following articulated credit at Lake Erie College:

Successful completion of the Teaching Professions program will result in the following articulated and waved credit at Lake Erie College:

• <i>Foundations of Education</i>	3	credits	Waived
• <i>Educational Media & Technology</i>	3	credits	Waived
• <i>Childhood Development</i>	3	credits	Waived
• <i>The Pre-Adolescent/Adolescent</i>	3	credits	Waived
• <i>Family and Community Relations</i>	3	credits	Waived
• <i>Field Exploration</i>	2	credits	Waived

Lake Erie College will award a \$2,000 annual scholarship to any student who has successfully completed the Teaching Professions Pathway program above, is accepted at Lake Erie College, and who has selected a major in education (or AYA licensure) as his/her area of study. The student must have a 3.0 overall GPA and the recommendation from the Teaching Professions Pathway instructor. For renewal, the student must maintain a 3.0 GPA at LEC and the amounts increase to \$2,000 the second year, \$3,000 the second year, \$4,000 the third year, and \$5,000 the fourth year for students in good standing.

ONE CAN EARN POTENTIAL CREDIT FOR INTRODUCTION TO EDUCATION AT ANY STATE COLLEGE OR UNIVERSITY IN THE STATE OF OHIO.

Completing the Teaching Professions Pathway program with a “B” or higher will result in articulated credit from Lakeland Community College. Lakeland offers a 3 credit Technical Elective.

Required Class Materials:

The following supplies are required in the Teaching Professions Pathway program in order to complete assignments, develop projects for the elementary and middle school children, and to design and make bulletin boards: **YOUR NAME MUST BE ON ALL SUPPLIES**

Access to a computer is necessary to complete assignments at home

Two binders – One 2-inch binder and one 3-inch-wide (one for handouts and assignments /second for Teaching Professions Portfolio)	Plastic page protectors (100)
Notebook paper	Pen (black or blue)
Dividers (20 regular for handout notebook)	Pencils
Scotch tape	Flash drive (\$5 - \$10) or access to Google Docs /Office 365
Scissors	White out
Glue sticks (minimum 2)	Post it notes
Highlighter markers	2 black permanent markers
Eraser	Colored pencils
Two pocket folder	Mini Stapler
	Ruler

Fees

Uniform Fees:	\$38 - \$46 (two shirts)
Class Fee:	\$25 per year
Workbooks First Year	\$45
Fingerprinting fee first year	\$70 (to be paid at time of fingerprinting)

Students' own school districts do not require fingerprinting.

FBI and BCI criminal background checks are required by the state of Ohio in order for first year students to participate in the first year field experience at Lakeland's Teaching Learning Center. Students need to provide a state ID and Social Security number to be fingerprinted.

All fees are due by October 31, 2022. Fees will be waived for students who qualify for free and reduced meals. Accounts will be adjusted after the approval of free/reduced meal applications.

Program Scope

First Year Course Description/Outcomes:

In summary, students will be introduced to and explore the following areas of the teaching profession:

- Introduction to Education and Training
- Safety and Health
- Technology
- Child Growth and Development
- Employability Skills
- Educational Systems
- Learner Characteristics
- Instructional Strategies
- Family/Community Collaboration and Professional Responsibilities and Growth

Business Ethics and Law
Leadership and Communications
Learning Environment

Technology Literacy Program - See Appendix for Course Description
Career Safe Program - See Appendix for Course Description

Second Year Course(s) Descriptions/Outcomes:

In summary, students will reinforce and explore the following areas of the teaching profession:

Introduction to Education and Training
Safety and Health
Technology
Learning Environment
Learner Characteristics
Educational Systems
Employability Skills
Teaching Methods & Theories
Family/Community Collaboration
Professional Responsibilities and Growth
Business Ethics and Law
Leadership and Communication
History & Philosophy of Education

First and Second Year Sequence

1. Weekly textbook reading and assignments to assist with portfolio entry writing. – [First/Second Year](#)
2. Observation experience – [First/Second Year](#)
 - Lakeland Community College Teaching/Learning Center or public preschools
 - Public/private school districts
 - Rural, suburban and urban school districts.
3. Quarterly tasks: lesson plan writing and bulletin board planning development at observation field experience sites. Use of technology is required. – [First/Second Year](#)
4. Weekly journal assignments during observation field experience – [First/Second Year](#)
5. Daily Professionalism Reflection – Students will evaluate themselves, reflecting on important employability skills. Mentoring teacher will also evaluate these skills. – [First/Second Year](#)
6. Read career related article (minimum of 3 pages) twice a month and demonstrate understanding of the content. Students will use MLA bibliographical format to document the source for their summaries. –[First/Second Year](#)
7. First Aid/CPR training – *Spring, 2024*–[Second Year](#)
8. Career Safe OSHA –*SEPTEMBER/OCTOBER 2022* –[First Year](#)
9. Technology Literacy- First and Second Year
10. Communicable Disease Training – *Fall 2023*- [Second Year](#)

11. Blood Borne Pathogens Training – *October, 2022* – [First Year](#)
12. Read an education related book and take quizzes– *May, 2023*– [First Year](#)
13. Child Abuse Training – *April, 2024*- [Second Year](#)
14. Auburn Portfolio development – *Completed by April 1, 2024*- [Second Year](#)
15. Teaching Professions Portfolio – *Completed by April 1, 2024*- [Second Year](#)

Auburn Certificates

Auburn Career Center provides an extended curriculum for our participating school districts. Students attending Auburn Career Center may earn multiple elective and academic credits each year. Following successful completion, these credits are certified by the high school in which the student is enrolled. High school students can also earn several college credits while attending Auburn Career Center.

In addition to earning academic credit toward graduation, students may earn the following certificates of achievement from Auburn Career Center.

- Honors
- Distinction
- Merit
- Completion

These certificates are placed in the portfolio prior to the Auburn Completion Ceremony. See APPENDIX for additional information on certificates

Instructional Philosophy:

The Teaching Professions Pathway program provides insight into the Teaching Professions. It allows students the potential for an extended classroom observation field experience with cooperating teachers. As students gain experience in classroom settings, they compile a portfolio and/or projects reflecting their overall observation field experience and seminar participation.

Seminar instruction will be delivered in a variety of formats. Lectures, notes, demonstrations, verbal participation, group work, oral presentations, and projects are a part of that process. During the observation field experience weekly journal writing and related homework are required. A minimum of five hours per week should be spent on homework.

Verbal participation and teamwork skills are a vital part of the success of each student in related instruction as well as in the observation field experience. School is a full-time job and should always come first when managing time.

Course Assessment Plan

FIRST YEAR

Key Assessment #1: Lesson Planning and Instructional Materials – Students create lesson plans using state standards. A lesson rubric is used to guide the student. The students teach the lesson to their peers in the Teaching Professions class. Their peers and instructor give them feedback. The teacher determines the final evaluation. Students develop instructional materials that are developmentally appropriate and align to the academic standards. The materials have to be compatible with the mentor teacher’s specific unit of instruction.

Key Assessment #2: Insights from Field Observation Experience—Students participate in a pre-kindergarten and district classrooms. Mentors give feedback using above standard, at standard, or below standard to students in the following areas: professionalism, effort and teamwork, efficiency and interest.

Key Assessment #3: Formative/Summative Tests —Students take objective, short answer, essay and case study assessments throughout the year as well a mid-term exam; the post- test is the final exam. A pre-test and post-test are administered at the beginning and end of the year. Students will be assessed through Webxams at the midterm of their first year.

Key Assessment #4: Individual and Group Projects/Presentations—Students complete a variety of individual/group projects where they cooperate and collaborate with group members, conference with mentors, research themes, and create presentations using a variety of mediums such as brochures, posters, PowerPoint, and timelines. Teacher and peer feedback on projects/presentations is given based on discussed expectations and rubrics.

Key Assessment #5: Reflective Writing – Students write journals and placement disposition papers. Instructor and student meet to discuss journal findings and receive feedback through rubric and checklist on disposition papers.

SECOND YEAR

Key Assessment #1: Review of Teaching Professions Portfolio Entries: Students write/create eight portfolio entries that include artifacts or picture evidence supporting their knowledge of the required educational themes. Teacher reviews entries using a quality standard rubric that includes: content knowledge, organizational patterns, explicit evidence and professional tone. Teacher conferences with students to make recommendations and offers an opportunity to ask questions. Students prepare final copy to submit for final evaluation graded by use of the ODE Teaching Professions Rubric through WebXam by outside assessors. Points are earned for completing individual portfolio assignments throughout the year.

Key Assessment #2: Insights from Field Observation Experience—Students observe at four sites: High School Elementary, Middle, and Special Education classrooms. Mentors give feedback using above standard, at standard, or below standard to students in the following areas: professionalism, effort and teamwork, efficiency and interest.

Key Assessment #3: Formative/Summative Tests —Students take objective, short answer, essay and case study assessments throughout the year as well a mid-term exam; the Teaching Professions portfolio

and post-test are the final exam. A pre-test and post-test are administered at the beginning and end of the year. Students will be assessed through Webxams at the conclusion of their second year.

Key Assessment #4: Individual and Group Projects/Presentations—Students complete a variety of individual/group projects where they cooperate and collaborate with group members, conference with mentors, research themes, and create presentations using a variety of mediums such as brochures, posters, PowerPoint, and timelines. Teacher and peer feedback on projects/presentations is given based on discussed expectations and rubric.

Key Assessment #5: Reflective Writing – Students write journals and placement disposition papers. Instructor and student meet to discuss journal findings and receive feedback through rubric and checklist on disposition papers.

Grading Scale

Grading is based on a point system. Each assignment is given a point value according to its length, difficulty, and anticipated preparation.

Grade Performance Standards

Grades for the course will be based on the following levels of performance:

- | | | |
|--|--------------------|---------------------------------|
| A | 100% – 90% | Independent Learner |
| Exceeds expectations; applied academic skills; evaluated work and made adjustments; did quality work; needed little help from the teacher; sought and found resources independently; demonstrated excellent employability skills; produced high quality of work. | | |
| B | 89% – 80% | Semi-Independent Learner |
| Meets standards and expectations, needed some help from the teacher; did quality work with a few flaws; needed feedback from the teacher to realize work did not meet standards; redid work to meet standards; demonstrated knowledge with a grade of 80 or higher; demonstrated good employability skills; produced better-than-average work. | | |
| C | 79% - 70% | Semi-Dependent Learner |
| Average grade but does not meet some standards; needs help from teacher; required significant help to produce high quality work: have many errors; demonstrated fair employability skills; produced average work. | | |
| D | 69%- 60% | Dependent Learner |
| Below average grade meeting few standards; you did complete some work; work completed was of low quality with errors; needed to improve employability skills; produced below average work. | | |
| F | 59% or less | Failure |
| Did not complete work or projects; if work or projects were done, they were such low quality, they did not pass, met few or no standards; demonstrates little employability skills; did not show criteria for determining quality. | | |

Course Grading Policies and Attendance

This course covers a large amount of material; therefore, late assignments will not be accepted, unless a student has an excused absence.

Late work will only be accepted when absences are excused within twenty-four hours of the absence. For every day of an excused absence, students will have one day to make-up work, up to a total of five days.

The excused absence must be verified by the high school office through a parent/guardian notification. Refer to the Student/Parent Code of Conduct for more information.

This program is a program that builds upon skills. Missing class time will jeopardize a student's ability to complete the various assignments and projects accurately and on time. Class participation and employability skills are an extremely important part of this program.

Grades are based in part on the following: Students are expected to follow the policies and procedures of Auburn Career Center, the Teaching Professions Pathway program, the associate school and the school in which he/she is participating in the field observation experience. Teaching Professions Pathway students are expected to demonstrate behavior that is professional, responsible, respectful, self-motivated and dependable.

Field Experience and Absences

Professionalism points will be deducted for tardiness and unexcused absences, as well as missed field experiences due to unexcused absences, tardies or a grade below a "C" in any Auburn class.

First and Second year field experience hours cannot be extended due to absences, excused or unexcused, which may result in a loss of professionalism points.

When absences are excused or unexcused, any field experience related assignments will earn a zero for that date. Make-up work will not be assigned to make up missed points for any absences or missed assignments related to first or second year field experiences. Students with a grade below a "C" cannot participate in field experiences.

First year students must be in Auburn uniform to be permitted into the Lakeland TLC classrooms. The result of students not in uniform is a loss of professionalism points and any points associated with assignments related to that field experience date. Students who are consistently absent on field experience days may lose the privilege of being eligible for field experience. In turn, they will lose professionalism points for days scheduled.

Employability Skills

In Career and Technical Education, student performance is looked at just as business/industry would look at an employee on the job. The quality of tasks completed, time required, participation, attitude and consistency of effort, etc. are considered employability skills and are all a part of one's grade.

Professionalism/Employability Skills:

Ohio requires that teachers be of good moral character. These statutes are embodied in regulations governing teachers in the schools. Professional behavior is expected at all times in any classroom situation. You will be evaluated weekly during your observation field experience and seminar days.

Professional behavior includes the following guidelines:

Good attendance
Promptness
Meeting deadlines
Courteous behavior
Respect for others and yourself
Proper written and oral language usage
Following through on commitments
Appropriate dress, **ID badge** and hygiene
Notification of illness and absences
Upholding confidentiality in every classroom

In addition to the guidelines presented in the Student/Parent Code of Conduct, Teaching Professions Pathway program students have the opportunity to earn up to 50 points per week, 10 points per day, for employability skills.

It is up to the student to earn the grade. Not earning points is based on inappropriate behavior and teacher observations of behavior and attitude. Behavior and preparedness are an essential part of a student's tenure at Auburn.

To earn employability points in class, students are to:

- ✓ Speak/Think Positively – Utilize outstanding communication skills
- ✓ Keeping Excellent Attendance – Be dressed and ready for class
- ✓ Follow Directions – Use computers, calculators or mobile devices in an appropriate manner
- ✓ Be a Team Player - Have tolerance, respect, and concern for others
- ✓ Demonstrate Excellent Work Ethic – Be in class, on time, ready to begin, focused on task at hand
- ✓ Uphold a Safe Environment - Operate and maintain equipment properly

Continual violation of the Employability Skills will result in a reduced course grade. Continuous violation of the Employability Skills will result in additional disciplinary action determined on a case-by-case basis.

NOTE: The above expectations also extend to your behavior throughout Auburn Career Center and will affect your grade.

Safety

- Safety of the children you will be working with is of first priority. You will be required to be a positive role model at all times, especially when there are safety concerns or issues.
- Auburn name badges must be worn at all times.
- Any violations of safety will be dealt with on an individual basis.

Emergency Response

If there is an emergency in the lab or classroom, inform the instructor. If the emergency involves the instructor, contact the reception office by using the telephone in the Instructors office.

Pick up the phone and dial "0" for the Reception Office.

Remain calm, explain the situation.

If there is no immediate answer, send someone to the nearest classroom or office and notify an adult of the incident and request additional help by calling 911.

If the victim is conscious, it is best to have them lie still until qualified emergency response personnel arrive on the scene. Do not move a victim unless there is risk of additional immediate danger to them and you. You can cause additional severe injury by unnecessarily moving a victim.

There is the possibility of the victim going into a state of physiological shock -- a condition of insufficient blood circulation different from electrical shock -- and so they should be kept as warm and as comfortable as possible.

Program Apparel

Students will be required to wear program specific apparel. Students will be given one warning if wearing inappropriate attire and from that point on in the school year, professionalism points will be deducted without further warnings.

Standard daily dress must be comfortable, neat and clean. When working with small children, fingernails must be trimmed and clean. Because of their length, longer fingernails can harbor more dirt and bacteria than short nails, thus potentially contributing to the spread of infection. Avoid wearing artificial fingernails or extenders, as it has been shown to hold disease carrying germs, as well.

Standard daily dress:

- Two Auburn polo shirts are required of all students.
- Auburn sweatshirt (optional) or solid black sweater or sweatshirt. **Only black permitted, no print.**
- Auburn Teaching Professions short sleeve or long sleeve t-shirt (optional)
- Khaki trousers or slacks only – ***must be loose fitting (no jeans, shorts, athletic wear, or yoga pants permitted)***
- Male students are required to wear a tie on special occasions
- Female students may wear solid skirts – no shorter than two inches above the knee.
- Footwear – Comfortable closed toe shoes worn with hose or socks (no flip flops, crocs, sandals, or shoes without backs)
- **No visible tattoos or body piercing.** This includes tongue piercing and facial piercing
- Make-up kept to a minimum/no body sprays or perfume use during TPP class hours or in Auburn building
- **Jewelry limits:**
 - Earrings – no hanging earrings
 - Necklaces – no more than one necklace
 - Bracelets/Watch – no more than one on each wrist
 - Hair color changes – no dramatic hair colors (no purple, pink, green hair, etc.)

Students are required to have and display on themselves at all times an Auburn Career Center ID badge, which is provided free during the first weeks of school. The Auburn ID badge must be clearly visible and presented upon request to any teacher, administrator, resource officer, or school personnel. If a student's original badge is lost or stolen, a duplicate ID badge must be purchased. The fee for a replacement ID badge is \$5.00.

CLASS ROOM ENTRY

Attendance is taken at the start of class. All students should be in their assigned seat at the start of class. Students not in their seats will be counted tardy or absent if not present. If you are tardy, you must check in at the high school office. **Excessive unexcused absences may result in disciplinary action.** Refer to the Student/Parent Handbook for more information.

Professionalism points will be deducted for unexcused late arrivals or unexcused absences.

CLASS ROOM EXIT - DISMISSAL

The Instructor, not the bell, dismisses students. Students are to be in their seats, not lined up at the door, be in the hall, restroom, or leave the classroom or lab prior to dismissal by the teacher.

MOBILE TECHNOLOGY POLICY

Cell phones, I-pads, chrome books, and other mobile devices are included in the definition of personal mobile technology. It is expected that students will realize that mobile technology devices have their time and place and will utilize them appropriately, as stated in this Syllabus, while in the Teaching Professions Pathway classroom/lab. Students will abide by any policies stated within the Auburn Student Handbook, Technology Agreement, and Teaching Professions Pathway classroom rules while at Auburn Career Center.

Classroom Rules, Consequences and Rewards

An engaging and safe environment is the reward that results from following classroom rules.

CLASSROOM RULES

1. BE RESPECTFUL TO OTHERS AND PROPERTY
2. BE PREPARED AND READY TO LEARN
3. ALWAYS CLEAN UP AFTER CLASS AND FIELD EXPERIENCE
4. TEACHER DISMISSES STUDENTS, NOT THE BELL
5. WORK AS A TEAM
6. CELL PHONE USE WITH PERMISSION ONLY (PHONES IN CLASSROOM CELL PHONE BOX/HOLDER OR OUT OF SIGHT)

Consequences of breaking rules include:

1. 1st Offense: Warning and professionalism points deducted
2. 2nd Offense: Call home and written up, points deducted
3. 3rd Offense: Written up and Auburn consequence that depends on the offense, ranging from Workforce Readiness to visit to principal's office, points deducted

CLASSROOM COMPUTER USE RULES

1. ASK PERMISSION BEFORE USING A COMPUTER
2. USE ONLY YOUR ASSIGNED COMPUTER (no laptops/chrome books/tablets from home or associate school)
3. REPORT ANY COMPUTER PROBLEMS PROMPTLY TO MRS. METRISIN
4. MORNING STUDENTS - LOG OFF AND SHUT DOWN EACH DAY & CHARGE

AFTERNOON STUDENTS - LOG OFF AND SHUT DOWN EACH DAY & CHARGE

5. ALWAYS SAVE WORK ON Google drive, One DRIVE **AND/OR** FLASHDRIVE

FALSIFICATION OF DOCUMENTS

Any falsification of any documents including but not limited to Professionalism forms, sign-in/sign-out forms at internship sites, parent consent forms, etc. will result in a failing grade.

Additional Course Policies

1. Code of Conduct: The published Code of Conduct for Auburn Career Center will be enforced at all times. Academic dishonesty will not be tolerated. Infractions will be dealt with according to established Auburn Career Center policy.
2. The attendance/tardiness policy provided in the Code of Conduct will be followed at all times. It is the responsibility of the student to make arrangements to make up any missed activity the day he/she returns to class. There are certain assignments that cannot be made up.
3. Computer usage: Auburn Career Center supports instruction through the use of computers, e-mail, software, and other media, and Internet access. The use of the tools is a privilege, not a right. Any student who violates the Acceptable Use Policy found in the Student/Parent Code of Conduct may lose their access to Auburn's computers and network accounts. Notice to students who have access to digital audio and video recording equipment. Abuses of this equipment will not be tolerated.
4. In addition, students are expected to use computers and other media equipment at the designated time, and only for class assignments. Abuses may result in a loss of technology privileges.
Auburn e-mail accounts are monitored, and the use of them falls under ACC policies.
5. Auburn Career Center is a full-service career center. Many people pass through the facility during the day. Therefore, it is important that students wear their student identification badges when in the building. Students who do not display an identification badge will be referred to the Main Office. Failure to wear an ID may result in loss of Employability Skills points and be referred for discipline.
6. Changes to the Syllabus: The Instructor/ACC Administration reserve the right to make changes to this Syllabus as needed throughout the year.

CAREER TECH STUDENT ORGANIZATION (CTSO)

Educators Rising

Mission:

Educators Rising is cultivating a new generation of highly skilled educators by guiding young people on a path from high school through college and into their teaching careers. By working with aspiring educators who reflect the demographics of their communities and who are passionate about serving those communities through public education, Educators Rising is changing the face of teaching.

- Educators Rising Standards were created with the support from the National Education Association (NEA). The following standards define what high school students need to know and be able to do as they take their first steps on the path to accomplished teaching.
 - Understanding the Profession
 - Learning About Students
 - Building Content Knowledge
 - Engaging in Responsive Planning
 - Implementing Instruction
 - Using Assessments and Data
 - Engaging in Reflective Practice
- Students are members of this student leadership organization. Educators Rising provides the opportunity for students to grow personally and professionally. It recognizes individual members and chapters for their involvement in a variety of programs designed to help students demonstrate their knowledge, skills, and leadership in education.
- Educators Rising supports curricular programs where students explore the teaching profession and gain hands-on teaching experience.
- Competition is a requirement of the Teaching Professions Pathway program
 - Educators Rising Regional Competition- Winter 2022-2023 (Auburn)
 - Educators Rising Ohio State Conference- February or March 2023 (Capital University, Columbus)
 - Educators Rising National Conference- June 2023

PLEASE NOTE: Students must maintain a minimum grade of a “C” in Teaching Professions Pathway and all Auburn academic courses to participate in Educators Rising activities and competitions. If at any time in the semester of a competition, a student earns below a “C”, they are disqualified from competing and participating in Educators Rising State and National activities for the remainder of the school year. There are no exceptions to this policy. Students displaying negative behaviors may not be eligible to participate in Educators Rising activities, competitions, and conferences.

APPENDIX

AUBURN CERTIFICATES

Auburn Honors Certificate Requirements

- 95% Attendance rate for two years at Auburn (no more than 18 days over two years)
- Earned a 3.5 or higher grade point average in their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- Passage of four (4) Ohio Career Technical Competency Analysis exams and/or earning twelve (12) points of Industry Recognized Credentials in the program's Career Field
- Active participation in the program's Career Technical Student Organization
- High school diploma for Seniors

Auburn Distinction Certificate Requirements

- 93% Attendance rate for two years at Auburn (no more than 26 days over two years)
- Earned a 3.0 or higher grade point average in their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- Passage of three (3) Ohio Career Technical Competency Analysis exams and/or earning six (6) points of Industry Recognized Credentials in the program's Career Field
- Active participation in the program's Career Technical Student Organization
- High School Diploma for Seniors

Auburn Merit Certificate Requirements

- Earned high school credit for their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program
- Overall passage of Ohio Career Technical Competency Analysis exams and/or earning three (3) points of Industry Recognized Credentials in the program's Career Field

Auburn Completion Certificate Requirements

- Earned high school credit for their career tech program over two years
- Safety certification earned in career tech program
- Employability skills earned in career tech program

BUSINESS PARTNERSHIPS AND STUDENT INTERNSHIPS

The Business Partnership program is an educational opportunity that prepares a student for workforce employment and transition to post-secondary education. During the program, students will apply academic, employability, and technical skills in the workplace. There are three levels students can participate in including:

- Internship
- Mentorship
- Career Field Experience

Students must meet specific criteria in order to participate. Additional information is available in the Auburn Student/Parent Handbook.

CAREER SAFE PROGRAM/OSHA 5 HOUR GENERAL INDUSTRY TRAINING

Description of Program

The OSHA Outreach Training Program for General Industry provides training for students, entry level workers, and employers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in general industry. The program also provides information regarding workers' rights, employer responsibilities, and how to file a complaint. Through this training, OSHA helps to ensure that workers are more knowledgeable about workplace hazards and their rights. Each module contains a brief assessment, which must be successfully completed before the student can move on to the next module. Once all modules have been viewed and the corresponding assessments are passed, there is a comprehensive final assessment.

Purpose

The purpose of the program is to provide students with basic safety awareness training so they will be able to recognize, avoid and prevent safety and health hazards in the workplace. Young workers develop a safety mindset and acquire marketable skills for a competitive edge.

Credential Earned

Students who successfully complete the CareerSafe OSHA 10-Hour course receive an OSHA 10-Hour General Industry wallet card from the OSHA Training Institute (OTI). As a result, they become more employable, gaining a competitive advantage in the job market.

Student Support Services:

- Special Education Department: Intervention Specialist.
- Student Services: Counseling and Career Development Services.
 - You can make an appointment to see a counselor or recruitment specialist by visiting the Student Services office.

Symplicity

It is with great enthusiasm that I want to announce an opportunity for students to participate in an on-line job match software program. The online job match software, Symplicity, allows students to develop an online profile and to upload a resume and cover letter in order to apply for employment. Once students choose to apply to job opportunities posted by local employers interested in Auburn students, those employers can contact students directly for interviews.

If you would prefer your son or daughter not to participate in our on-line job board or at in school job fairs, please contact the high school office or send in a note.

TECHNOLOGY LITERACY PROGRAM

Description of Course

Technology Literacy is offered to first and second year students at Auburn Career Center. In the first year, the course provides an overview of the basic fundamentals of working with computers. Students will study computer basics such as computer hardware, software, and operating systems. The course introduces basic use of Windows 10 and productivity programs such as Gmail and Microsoft Office 2019 including Word, PowerPoint, and Excel. Students will also begin to use and navigate e-learning environments using Schoology, Internet navigation, and ever-changing technology will also be overviewed within the course.

In the second year, students focus on creating a portfolio that showcases their work over the last two years at Auburn. It includes their resume, three references, a cover letter, a transition plan and samples of the projects they have completed. Also included are the certificates they have earned in their program of study.

Purpose

The purpose of the Technology Literacy course is to provide students with the basic knowledge of working with computers in ways beneficial in their career paths of choice. The course will give them an overview of online communication, email, word processing, spreadsheets, presentation programs, internet navigation, computer security and our technologically evolving world.

Mastery Learning

Grades in the Technology Literacy course will be based on Mastery Learning. Students will be required to achieve 80% on each assignment. Additional attempts will be provided if the 80% benchmark is not achieved.

Auburn Career Center – Teaching Professions Pathway

Syllabus Agreement

After reviewing the Teaching Professions Pathway Syllabus, please sign and return this agreement page to the Teaching Professions Pathway Instructor.

I have read and understand all of the information included in the Auburn Career Center Teaching Professions Pathway Syllabus.

Student Name: _____
(Please print)

Student Signature: _____

Date: _____

Parent/Guardian Name: _____
(Please print)

Parent/Guardian Signature: _____

Date: _____