



Teaching Professions

News about a College Tech Prep Initiative from the Six District Educational Compact

About Teaching Professions College Tech Prep

Are you interested in the education field? Want to be a teacher, principal, guidance counselor or coach? Join Teaching Professions College Tech Prep to gain real-world experience to help you make that career choice. This two-year College Tech Prep Initiative includes classroom coursework and fieldwork experiences. You will gain valuable knowledge, skills and experiences—and an opportunity to earn college credit.

For more information, contact: Rhonda Butler, Theodore Roosevelt High School Room 508. Website: <http://www.kentschools.net/rbutler>
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What students do in the Teaching Professions classroom

- Work with students in the Bridges Academy in grades 9 and 10
- Mentor eighth grade students at Stanton Middle School
- Take part in field experiences in these grades: Preschool - Grade 3; Grades 4 – 9; and Special Education
- Hear from guest speakers, who share their experiences and answer students' questions
- Participate in Princess Prom by organizing the basket raffle
- Join the student organization called Rising Educators

Completer now team leader in Charlotte Mecklenburg Schools

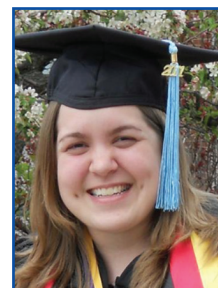
By Katherine Zuhl, 2009 Hudson graduate

Joining the Teaching Professions College Tech Prep was one of the best decisions I ever made. I had always wanted to be a teacher, and this program sealed that career choice for me. The program gave me a chance to have a hands-on experience.

I wrote and taught lessons and worked in a variety of classroom settings. Teachers face challenges on a daily basis. I came face-to-face with those situations during my time in Teaching Professions and learned to develop strategies to cope with them. I met and made friends with other students who had chosen the same career path.

This experience helped me find a university that would suit my needs — Ashland University. I have worked as a teacher in the Charlotte Mecklenburg School district for the last five years. The confidence I gained from my experience in the Teaching Professions helped me be successful in my classroom.

I wouldn't trade my job for any other career. There is nothing more rewarding than seeing the smile on the face of a child who has learned something new or something exciting—and knowing that you have played a part in making that happen.



Students plan lessons with Bridges Academy

Students in Level I and II are working with Roosevelt's Bridges Academy this semester. Teaching Professions students work at building relationships with both freshman and sophomore groups. Each month, students plan and teach lessons, such as building relationships, tips for student success, and how to be mindful and to focus. Teaching Professions' students practice teaching techniques, as well as incorporating the use of technology.



Group activities help the two groups build relationships.

Carter Pierce, Stow-Munroe Falls, passes out treats to students in the Bridges Program, as he completes his lesson.



Six District Educational Compact

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Life-changing experience led to Speech Pathology career

By **Alayna Chlad**, 2011 Roosevelt graduate

The first word that comes to mind when I think of Teaching Professions College Tech Prep is life-changing. This experience truly helped shape who I am today and my aspiration to become a Speech-Language Pathologist. Many students enter college without an idea of the career path or major that they want to pursue. Although it is not bad to come in as a first year student with an undecided major, I felt confident that I made the right decision, and knew my first year.

Originally, I was set on becoming a kindergarten teacher until the day I was challenged to go out of my comfort zone. Through this experience, I had the opportunity to observe a Speech-Language Pathologist. After the observation ended, I immediately knew this was the right career path for me.

Following this decision, I almost left the program because I felt I would no longer benefit from Teaching Professions. To this day, I am beyond grateful that Mrs. Butler and Mrs. Consilio encouraged me to continue. The knowledge I gained and skills I learned are some of the main reasons I excelled as an undergraduate student and now as graduate student. If you are not sure whether or not to join Teaching Professions, my advice is do not feel that becoming a teacher is the only outcome. Know that this program can inspire you to become whatever you want to be.



Interviewing educational professionals part of study

Students in Level I researched and interviewed professionals in the educational field. Their choice was based on their interest in a particular career path. Students spent a morning with their professional exploring that specific career option and obtaining information such as education requirements, job responsibilities and salary expectations. They also discussed the pros and cons of pursuing that field.

Technology important for future teachers

New technology is everywhere in the Teaching Professions' classroom! Each student enrolled in the program has access to his or her own laptop and iPad. Instructor **Rhonda Butler** says, "We believe that our future teachers need to have access and practice with as much technology as possible to prepare them for their own classrooms." In addition, students utilize the new BrightLink projector in the classroom, which helps make their lessons come alive!

Autumn Smith, Stow-Munroe Falls, demonstrates the use of the BrightLink projector.



Students can earn college credit at any public university

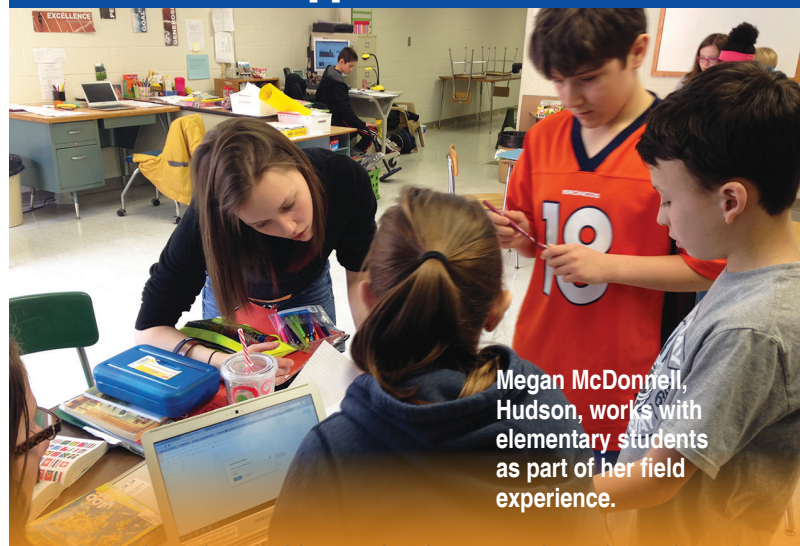
Students in Teaching Professions have the opportunity to earn up to three college credits in any Ohio public university for a course called Introduction to Education. They qualify by completing the course and scoring a state minimum score. In addition, Ashland University offers completers up to three credits for two courses, Introduction to Teaching and Introduction to the Principles of Instructional Technology.

What parents are saying...

"My daughter has been so fortunate to be in the Teaching Professions College Tech Prep Initiative. It has given her the opportunity to decide if she wants to continue with this career path after she graduates from high school. She has had the opportunity to do field experience in many areas and levels. Working with students with learning disabilities and special needs has been the most rewarding for her."

Kelly Labajetta, parent of
Olivia Labajetta, Level II

Field experiences bring real-world opportunities



Megan McDonnell, Hudson, works with elementary students as part of her field experience.

Students in Teaching Professions, Level I and Level II gain valuable experience outside the classroom. They work directly with mentor teachers in area schools from preschool through grade 12, including special education. Each year, students look forward to their field experiences and find great value in getting to do the "real" work of teachers. Students complete up to three field experiences in classrooms of their choice.

According to **Megan McDonnell**, Hudson, "Field experience is a great opportunity to see what it's like in a real classroom in a role other than being a student. I look forward to working with the students and actually be able to use what I've learned in a field experience classroom."

She continues, "There is nothing more rewarding than seeing 'my students' grow! The real classroom experience has made me realize that I really want to be a teacher. Without this, I would not have known for sure."