

Careers in Education

Course Credit	0.5 (Standards 1-12 are required) OR 1.0 (All standards are required)
Grade Levels	9-12
Prerequisites	

Careers in Education is designed to introduce students to career opportunities and related skills within the Education and Training cluster. The course highlights the requirements, roles, and responsibilities of various personnel in the education and training field, including classroom teachers, non-teaching certified personnel, school administrators, special population professionals, social workers and counselors, athletics professionals, and auxiliary professionals.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Education and Training cluster affiliate with FCCLA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

CAREERS IN EDUCATION CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Teachers

1. Compare and contrast the requirements, roles, and responsibilities of classroom teachers in various fields and age groups, including certification requirements.
Examples: early childhood, elementary, secondary, postsecondary; career and technical, fine arts, world language, general electives, special education, English learners, gifted education
2. Explore and report on the requirements, roles, and responsibilities of various certified personnel, other than classroom teachers.
Examples: library media specialist, reading coach, math coach, technology coach
3. Research and describe types of school environments.
Examples: public, private, charter, magnet, virtual, urban, suburban, rural
4. Describe leadership opportunities in which teachers may be involved outside the classroom.
Examples: club sponsors, school leadership teams, class sponsors, committee sponsors, department heads

<p>Special Populations Careers</p>	<p>5. Explore and report on the requirements, roles, and responsibilities of careers serving special populations. <i>Examples: speech pathologist, occupational therapist, psychometrist, director of special education, Board Certified Behavior Analyst</i></p>
<p>Administrators</p>	<p>6. Explore and report on the job requirements, roles, and responsibilities of administrators at various levels of education. <i>Examples: education specialist, assistant principal, principal, daycare director, district administrator, state administrator, AHSAA personnel, Child Nutrition Program director</i></p> <p>a. Describe the issues and concerns usually handled by administrators. <i>Examples: school climate, school safety, teacher evaluation, effective leadership</i></p>
<p>Specialized Personnel</p>	<p>7. Examine the roles of auxiliary support personnel to determine their requirements and responsibilities in education settings. <i>Examples: bookkeeper, administrative assistant, registrar, Child Nutrition Program worker</i></p> <p>8. Compare and contrast the requirements, roles, and responsibilities of school counselors and social workers.</p> <p>9. Explore and report on the requirements, roles, and responsibilities of specialized careers in educational settings. <i>Examples: nurse, lawyer, communications director, accountant, dietician, school resource officer, IT director, career coach</i></p>
<p>Athletics</p>	<p>10. Explore and report on the requirements, roles, and responsibilities of persons involved with physical education and sports. <i>Examples: physical education teacher, assistant coach, head coach, college coach, athletic director, athletic trainer</i></p>

**International
Education**

- 11. Investigate international education practices and compare them to traditional American education practices.
Examples: history of education, age requirements, certification requirements, school structure, testing requirements, post-secondary options, curriculum, funding, scheduling
- 12. Explore and report on career opportunities for working internationally in the education field.
Examples: Department of Defense Education Activity, teaching English internationally, virtual teaching, Peace Corps, faith-based schools outside the United States, American International Schools

**Work-Based
Learning**

- 13. Complete and document an extended job shadowing experience in a school setting.
- 14. Develop a report on the job shadowing experience.
Examples: daily journal, oral report, class discussion
- 15. Create and deliver a presentation summarizing insights about educational practices and activities, connecting requirements, roles, and responsibilities to observations made during in-person or virtual visits or job shadowing.
Examples: written report, audio-visual presentation, slide show, portfolio, competitive event
- 16. Formulate questions and conduct interviews to obtain information, and answer interview questions succinctly and coherently.
Examples: interview as an applicant, conduct interviews based on career choices