

# **Education and Training Career Exploration Curriculum**



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# Curriculum Structure

The *Education and Training Career Exploration* curriculum is composed of the following lessons. Approximate lesson times are included.

| Lesson | Title                                             | Approximate Time |
|--------|---------------------------------------------------|------------------|
| One    | Careers in Early Childhood Education              | 60 minutes       |
| Two    | Careers in Elementary Education                   | 80 minutes       |
| Three  | Careers in Secondary Education                    | 80 minutes       |
| Four   | Administration and Administrative Support Careers | 85 minutes       |
| Five   | Professional Support Services                     | 85 minutes       |
|        | <b>Total</b>                                      | <b>6.5 hours</b> |

## Lesson Structure

Each lesson begins with a Lesson Overview, Lesson Objectives, and a Lesson at a Glance table which lists the lesson activities, materials required, suggested preparation steps, and approximate class time.

### Lesson Sections

The actual lesson follows the overview, which will contain some of the sections described below.

#### **FOCUS**

Every lesson begins with a FOCUS activity intended to capture participants' attention. This may be in the form of a small or large class discussion, a game, a review of previous lesson information, or a demonstration. During this activity, participants are introduced to the topic of the lesson.

#### **LEARN**

The LEARN activity in each lesson varies in its presentation mode. It may be a slide presentation, group activity, or demonstration.

#### **REVIEW**

The majority of lessons end with a REVIEW activity intended to briefly review the lesson's key messages or main points.

## About the Author

**Anneda Nettleton** is a freelance writer and educator. She has worked in public education for over 18 years. Ms. Nettleton earned her B.S. in Middle Grades Education from Eastern Kentucky University. She later received her Master's degree in Library Media and her Rank 1 Literacy Specialist certification from the University of the Cumberlands.

Ms. Nettleton has over ten years of instructional design experience in grades K-12. She currently serves as a fifth-grade teacher at Science Hill Independent School in Kentucky, where she teaches social studies and language arts.

As a freelance writer, Anneda loves the challenge of working with different clients to create authentic products. She has worked with many companies over the past ten years to develop a variety of instructional products. Focused on creating learning experiences that are meaningful, Ms. Nettleton strives to plan activities that keep students engaged.

Anneda also authors for several educational blog sites and considers it a true privilege to be able to explore her love for writing and teaching via her freelancing career.



# Lesson One – Careers in Early Childhood Education

## Lesson Overview

*In this lesson, participants will explore a wide variety of early childhood education careers. Participants will learn about typical job duties, pay, job outlook, and potential for several positions relating to early childhood education.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Identify early childhood education careers
- Compare and contrast the roles and requirements of early childhood education professionals
- Discuss the impact and job outlook of early childhood professionals

## Lesson at a Glance

| Activity | Materials                                                                                                                                                                                                                                                                              | Preparation                                                                                                                                                                                                                                                                                                                                      | Approximate class time |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| FOCUS    | <ul style="list-style-type: none"> <li>• <i>What is Early Childhood Education</i> (student workbook)</li> <li>• <i>What is Early Childhood Education – Answer Key</i></li> <li>• Internet access</li> <li>• Variety of YouTube videos</li> </ul>                                       | <ol style="list-style-type: none"> <li>1. Have participants access the <i>What is Early Childhood Education</i> in the student workbook.</li> </ol>                                                                                                                                                                                              | 10-15 minutes          |
| LEARN    | <ul style="list-style-type: none"> <li>• <i>Act It Out</i> cards</li> <li>• Props for skits</li> <li>• Timer</li> <li>• <i>Early Childhood Education Career Skit Rubric</i></li> <li>• <i>Careers in Early Childhood Education</i> slide presentation</li> </ul>                       | <ol style="list-style-type: none"> <li>1. Print/copy six sets of the <i>Act It Out</i> cards</li> <li>2. Have participants access the <i>Early Childhood Education Career Skit Rubric</i> in the student workbook.</li> <li>3. Prepare <i>Careers in Early Childhood Education</i> slide presentation for viewing.</li> </ol>                    | 25 minutes             |
| REVIEW   | <ul style="list-style-type: none"> <li>• <i>Career Collage</i> (student workbook)</li> <li>• Career Collage Graffiti Space (made with a large piece of bulletin board paper (six pieces total; 1 for each career)</li> <li>• Index Cards</li> <li>• Glue</li> <li>• Markers</li> </ul> | <ol style="list-style-type: none"> <li>1. Before this activity, create a large poster space for each of the six careers on the <i>Career Collage</i> page. Label each space with one of the career titles: Preschool teacher, Childcare Director, Home-based Service Provider, Family Support Specialist, Consultant, and Researcher.</li> </ol> | 25 minutes             |

## Lesson One – Careers in Early Childhood Education

### FOCUS: What is it?

10-15 minutes

#### Purpose:

There are different characteristics of people working in early childhood education. Participants gain an overview of Careers in early childhood education. Understanding the types of careers and the personalities of people working in the field is important as a focus point.

#### Materials:

- “Why Choose a Career in Early Childhood Education?” video
- *What is Early Childhood Education Notes Page* (student workbook)
- *What is Early Childhood Education Notes Page* – Answer Key

#### Facilitation Steps:

1. Share these statistics with the participants:
  - There are over 500,000 jobs available in early childhood education.
  - Early childhood education workers can begin working in this field with a range of educational backgrounds from no formal education to a certification in early childhood education.
2. What is early childhood education?  
Define it for students. It is a branch of education that works with children from birth through kindergarten.
3. Ask participants for what they think are the benefits of working in early childhood education and explain that they are going to watch a short video that introduces them to early childhood education.
4. Have participants access the *What is Early Childhood Education? Notes Page* in the student workbook and do some research to answer questions on the Notes Page.

5. You may recommend a few of the following YouTube videos or some of your own:

The Role of an Early Childhood Educator

[https://www.youtube.com/watch?v=08F2CO\\_ozv4](https://www.youtube.com/watch?v=08F2CO_ozv4)

Things to Consider Before Going Into Early Childhood Education

<https://www.youtube.com/watch?v=iahNiYSjNQc>

What is Early Childhood Education

<https://www.youtube.com/watch?v=ON4VA83WW2g>

Early In Life and the Importance of Early Childhood Education

<https://www.youtube.com/watch?v=0xhVGvP4tW4>

In lieu of these links, other video clips may be searched for on YouTube using keywords like “early childhood careers.”

6. If you choose not to watch the video, you can have participants complete the note page using their own research or opinions on the answers. Here is a link that lists many early childhood organizations that could be referenced.  
<https://www.cdacouncil.org/en/ece-organizations/>
7. After the research is done, go through the *Notes Page* and ask participants to share answers. Have your *What is Early Childhood Education Notes Page* – Answer Key available to assist if participants cannot give an answer.

# What is Early Childhood Education

## Notes Page – Answer Key

1. What do you need to be passionate about for a career in this field?

- a. **Children**
- b. Learning
- c. Artwork
- d. Making money

2. True or False? Choose the correct answer for the following statements regarding a career in early childhood education.

**True** False

a. People working in this field are the helper types.

True **False**

b. The goal is just to serve children, not their families.

**True** False

c. Building relationships is very important.

**True** False

d. Wanting to grow is a big part of being an early childhood educator.

**True** False

e. Service-oriented people are needed for the early childhood field.

**True** False

f. People who choose to work in this field are caring individuals

3. Three benefits of a career in early childhood education are:

**Answers may vary but could include:**

a. **Great way to give back to society**

b. **Limitless possibilities**

c. **New careers are being created in the field**

4. Different careers in the early childhood education field are:

**Answers may vary but could include:**

a. **Teaching**

b. **Writing curriculum**

c. **Coordinating a program**

d. **Community advocate**

e. **Social services/ going into the home**

5. What makes now a great time to go into the early childhood education field?

**New jobs are appearing in this field.**

6. Why do you think the Early Childhood Education field sounds interesting? **Answers will vary.**

## Lesson One – Careers in Early Childhood Education

# LEARN: Adding to What You Know

25 minutes

### Purpose:

The purpose of this activity is to have participants understand the different careers available in early childhood education.

### Materials:

- *Act It Out* cards
- *Early Childhood Education Career Skit Rubric* (student workbook)
- Props for skits
- Timer
- *Careers in Early Childhood Education* slide presentation

### Facilitation Steps:

1. Divide the class into six small groups. Give each group one of the *Act It Out* cards. Explain to participants that they should use the information on the card and their own research to create a short skit about that early childhood education career. Have participants access the *Early Childhood Education Career Skit Rubric* in their student workbook so they understand what they will be held accountable for.
2. Supervise participants as they prepare their skits. Provide help with finding research online if they have additional questions that are not detailed on the *Act It Out* cards. Encourage them to outline scenarios in the skit that show a true reflection of the job.
3. After participants have finished preparing their skits, have each group act it out.
4. Following each skit, discuss that group's specific career. Allow participants to ask questions about that career to those group members.
5. Guide participants through the *Careers in Early Childhood Education* slide presentation. Ask questions about each career and allow them to share specific examples related to each one.

**Slide 1:** Careers in Early Childhood Education

**Slide 2:** What Does an Early Childhood Educator do?

- Prepares children for primary school
- Works to develop the child's social, emotional, cognitive, and physical needs
- Helps create lifelong learners

**Slide 3:** Early Childhood Education Work Environment

- Public and private schools; child care centers
- Educates and cares for young children who have not yet entered kindergarten
- Many work a 10-month school year; some may work year-round

**Slide 4:** Early Childhood Education Job Outlook

The number of early childcare teachers is growing. It is estimated to increase 2% by 2029.

**Slide 5:** Early Childhood Education Requirements

- Some positions require no specific training
- Many preschools require an associate's degree
- Some Montessori schools may require a bachelor's degree

**Slide 6:** What Does a Preschool Teacher Do?

- Creates a safe and nurturing environment
- Designs lessons for preschool-aged children
- Builds relationships with parents
- Plans activities appropriate for the child and their developmental level

**Slide 7:** What Does a Childcare Director Do?

- Manages the day-to-day operations of daycare, preschool, or other childcare centers
- Trains and supervises staff responsible for caring for children
- Maintaining strong relationships with parents

**Slide 8: What Does a Home-based Service Provider Do?**

- Works one-on-one with children in their home
- Plans activities appropriate for the child and their developmental level
- Communicates with parents

**Slide 9: What Does a Family Support Specialist Do?**

- Helps families find available resources
- Refers families to community services (housing, transportation, etc.)

**Slide 10: What Does an Early Childhood Education Consultant Do?**

- Develops leadership skills in other early childhood education workers
- Works with parents and families to meet their children's needs
- Has strong leadership skills

**Slide 11: What Does an Early Childhood Education Researcher Do?**

- Collects data about early childhood
- Prepares grants
- Evaluates services provided

**Slide 12: Other Early Childhood Education Job Titles**

- Early Child Care Special Education Teacher
- Childcare Workers

# Act It Out

|                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Preschool Teacher</b></p> <p>Major responsibilities:</p> <ul style="list-style-type: none"> <li>• Creating a safe and nurturing environment</li> <li>• Designing lessons for preschool-aged children</li> <li>• Building relationships with parents</li> <li>• Planning activities appropriate for the child and their developmental level</li> </ul> | <p><b>Childcare Center Director</b></p> <p>Major responsibilities:</p> <ul style="list-style-type: none"> <li>• Managing the day-to-day operations of daycare, preschool, or other childcare centers</li> <li>• Training and supervising staff responsible for caring for children</li> <li>• Maintaining strong relationships with parents</li> </ul> |
| <p><b>Home-Based Service Provider</b></p> <p>Major responsibilities:</p> <ul style="list-style-type: none"> <li>• Working one-on-one with children in their home</li> <li>• Planning activities appropriate for the child and their developmental level</li> <li>• Communicating with parents</li> </ul>                                                    | <p><b>Family Support Specialist</b></p> <p>Major responsibilities:</p> <ul style="list-style-type: none"> <li>• Helping families find available resources</li> <li>• Referring families to community services (housing, transportation, etc.)</li> </ul>                                                                                               |
| <p><b>Consultant</b></p> <p>Major responsibilities:</p> <ul style="list-style-type: none"> <li>• Developing leadership skills in other early childhood education workers</li> <li>• Working with parents and families to meet their children's needs</li> <li>• Having strong leadership skills</li> </ul>                                                  | <p><b>Researcher</b></p> <p>Major responsibilities:</p> <ul style="list-style-type: none"> <li>• Collecting data about early childhood</li> <li>• Preparing grants</li> <li>• Evaluating services provided</li> </ul>                                                                                                                                  |

# Early Childhood Education Career Skit Rubric

|                   | Excellent<br>4 points                                                     | Good<br>3 points                                                           | Average<br>2 points                                                          | Needs Improvement<br>1 point                                    | Total |
|-------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------|-------|
| Accuracy          | All information is accurate                                               | Almost all information is accurate                                         | Most information accurate                                                    | Very little information is accurate                             |       |
| Role              | Excellent teamwork in skit presentation – responsibility is evenly shared | Good teamwork in presentation but one person had a bit more responsibility | Fair teamwork with one member responsible for a majority of the presentation | Little or no teamwork exhibited                                 |       |
| Knowledge         | The skit shows a thorough understanding of all job responsibilities       | The skit shows a fairly clear understanding of job responsibilities        | The skit shows only a partial understanding of the job responsibilities      | The skit does not reflect knowledge of the job responsibilities |       |
| Creativity        | Used several props and added several visuals like photos or animations    | Used one prop and one visual effect                                        | Used a prop or visual effect                                                 | Used no props or visual effects                                 |       |
| Required Elements | The scenario in the skit is appropriate for the job                       | The scenario for the skit is mostly appropriate for the job                | Half of the skit scenario does not apply to the job                          | The scenario is off the mark entirely                           |       |

20 points 100%

15 points 75%

10 points 50%

Total \_\_\_\_\_

## Lesson One – Careers in Early Childhood Education

### REVIEW: Reflection

25 minutes

#### Purpose:

Participants will reflect on the different careers in early childhood education. They will research to assess their desire for a career in one of these areas.

#### Materials:

- *Career Collage* (student workbook)
- *Career Collage Graffiti Space* (made with a large piece of bulletin board paper (six pieces total; one for each career))
- Index cards
- Glue
- Markers

#### Facilitation Steps:

1. Before this activity, create an ample poster space for each career on the *Career Collage* worksheet. Label each area with one of the career titles: preschool teacher; childcare director; home-based service provider; family support specialist; education consultant; education researcher.
2. Have participants access the *Career Collage* worksheet in their student workbook. Ask participants what they think a career collage might look like.
3. Explain that each participant will choose one of the early childhood education careers they have learned about. Ask participants to list some of the careers that were listed in the early childhood education field.
4. Explain to participants that they will have about fifteen minutes to research the career and take some notes.
5. From there, they will use the markers, index cards, and *Career Collage* worksheet to add to their *Career Collage Graffiti Space*. Encourage participants to write keywords and draw related images to create a graffiti wall all about the early childhood career they selected. All participants will be working on the graffiti wall that goes with their chosen career, so that

multiple participants will be working individually but on the same graffiti wall space.

6. Allow participants time to research their selected careers and then use the index cards and other resources to complete the *Career Collage Graffiti Space*.

# Lesson Two – Careers in Elementary Education

## Lesson Overview

*In this lesson, participants will explore a wide variety of careers relating to elementary education. Participants will learn about typical job duties, pay, job outlook and potential for several positions relating to elementary education.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Identify careers in elementary education
- Compare and contrast the roles and requirements of elementary education professionals
- Discuss the impact of elementary education professionals

## Lesson at a Glance

| Activity | Materials                                                                                                                                                                                                                                                                                                                                                                      | Preparation                                                                                                                                                                                                                                                                                                          | Approximate class time |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| FOCUS    | <ul style="list-style-type: none"> <li>• A Day in the Life of an Elementary School Teacher video: <a href="https://www.youtube.com/watch?v=2K9ToyTTfBg">https://www.youtube.com/watch?v=2K9ToyTTfBg</a></li> <li>• <i>A Day in the Life of an Elementary Educator</i> (student workbook)</li> <li>• <i>A Day in the Life of an Elementary Educator</i> – Answer Key</li> </ul> | <ol style="list-style-type: none"> <li>1. Have participants access the <i>A Day in the Life of an Elementary Educator</i> in the student workbook.</li> </ol>                                                                                                                                                        | 10-15 minutes          |
| LEARN    | <ul style="list-style-type: none"> <li>• <i>Careers in Elementary Education</i> slide presentation</li> <li>• <i>Creating an Infographic: What's the Elementary Education Buzz?</i> (student workbook)</li> <li>• <i>Careers Relating to Elementary Education</i></li> <li>• Internet access</li> </ul>                                                                        | <ol style="list-style-type: none"> <li>1. Prepare <i>Careers in Elementary Education</i> presentation for viewing.</li> <li>2. Have participants access the <i>Creating an Infographic: What's the Elementary Education Buzz?</i> in the student workbook.</li> <li>3. Model infographic sample websites.</li> </ol> | 45 minutes             |
| REVIEW   | <ul style="list-style-type: none"> <li>• <i>Elementary Education Is/Is Not the Career Field for Me</i> (student workbook)</li> </ul>                                                                                                                                                                                                                                           | <ol style="list-style-type: none"> <li>1. Have participants access the <i>Elementary Education Is/Is Not the Career Field for Me</i> in the student workbook.</li> </ol>                                                                                                                                             | 20 minutes             |

## Lesson Two – Careers in Elementary Education

# FOCUS: What is Elementary Education?

10-15 minutes

### Purpose:

Elementary Education is working with participants who are enrolled in the primary years. From Kindergarten through fifth grade, participants are participating in Elementary Education. Participants gain an overview of Careers in Elementary Education. Understanding the types of careers and people's personalities working in the field is important as a focus point.

### Materials:

- “A Day in the Life of an Elementary School Teacher” video
- *A Day in the Life of an Elementary Educator* (student workbook)
- *A Day in the Life of an Educator* – Answer Key

### Facilitation Steps:

1. Share these statistics with the participants:
  - There are about 87,000 elementary schools in the United States; some of these schools are private; others are public
  - About 35 million students are attending elementary school in the United States
  - There are about 1.8 million elementary school teachers in the United States
2. Ask participants what they think a typical day is like in the life of an elementary education teacher. Have participants access the *A Day in the Life of an Elementary Educator* in their student workbook. Have them complete the column about what they already know and what they would like to know about a career in elementary education.
3. Play the *A Day in the Life of an Elementary Educator* video.  
<https://www.youtube.com/watch?app=desktop&v=2K9ToyTTfBg>

Alternative video clips to consider:

Should I become an elementary teacher?

<https://www.youtube.com/watch?v=Ir952CHltxY>

Elementary School Teacher

<https://www.youtube.com/watch?v=iQTiCddVZ6s>

Elementary School Teacher Pros and Cons

<https://www.youtube.com/watch?v=9bhqYjJMkWo>

The playing time is less than 5 minutes. It may be useful to preview the *Day in the Life of an Elementary Educator* worksheet in the student workbook before watching the video. Have them complete the third column identifying what they have learned in the video clip.

4. After the video is done, go through the *A Day in the Life of an Elementary Educator* worksheet and ask participants to share answers. Have your answer key available to assist if participants cannot give an answer.

## A Day in the Life of an Elementary Educator – Answer Key

| Know                                                                                              | Want to Know                                                                                                                                                                                                          | Learned                                                                    |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Answers may vary. They may refer to rules and expectations they remember from their school years. | Participants may have questions such as:<br><br>1. How do I organize a classroom?<br><br>2. How do I teach students the rules?<br><br>3. How do I know what to teach?<br><br>4. What is an intern or student teacher? | Answers may vary. They may refer to rules and expectations from the video. |

## Lesson Two – Careers in Elementary Education

# LEARN: Careers in Elementary Education

45 minutes

### Purpose:

The purpose of this activity is to have participants better understand one aspect of elementary education.

### Materials:

- *Careers in Elementary Education* slide presentation
- *Creating an Infographic: What's the Elementary Education Buzz?* (student workbook)
- *Careers Relating to Elementary Education*
- Plain white paper
- Markers
- Internet access

### Facilitation Steps:

1. Guide participants through the *Careers in Elementary Education* slide presentation. Ask questions about each career and allow them to share specific examples related to each one.

#### Slide 1: Careers in Elementary Education

#### Slide 2: What is Elementary Education?

- Generally, Kindergarten through fifth grade
- Young students learn basic subjects (reading, writing, math, social studies, science) to prepare them for future schooling

#### Slide 3: Elementary Education Work Environment

- Public and private schools
- Work during school hours and on nights/weekends preparing lessons and grading papers
- Generally off during the summer months, but may require training to attend

#### Slide 4: Elementary Education Job Outlook

- The number of elementary education teachers is growing. It is estimated to increase 4% by 2029.

#### Slide 5: Elementary Education Requirements

- Bachelor's degree required
- State-issued certification or license is required for public schools

#### Slide 6: What Does an Elementary Teacher Do?

- Prepares lessons on basic school subjects (science, English, math, and history)
- Assists children in growing academically, socially, and emotionally during their developmental years

#### Slide 7: What Does a Special Education Teacher Do?

- Works with students who have varying disabilities (cognitive, physical, and emotional)
- Designs lessons to fit the physical and emotional needs of their students

#### Slide 8: What Does an Elementary Education Administrator Do?

- Serves as a principal or school leader
- Oversees curriculum plans, prepares budgets, creates education goals
- Establishes after-school programs

#### Slide 9: Elementary Education Careers Overview (see slide)

2. Have participants access the *Creating an Infographic: What's the Elementary Education Buzz?* in their student workbook. Explain to participants that they will choose one career from the slide presentation and make a digital infographic about it.
3. Ask participants to list specific careers in the elementary education field and make a master list. Careers include elementary teacher, special education teacher, and elementary administrator/principal. Give each participant a copy of the *Careers Relating to Elementary Education* list if desired.
4. Participants should choose one career that will be the focus of their infographic. You may wish

to limit the number of participants who choose each career title.

5. Share a sample infographic so they understand the look and feel of a typical infographic.

<https://www.good.is/infographics/infographic-educating-the-workforce-of-the-future>

<https://www.edutopia.org/stw-college-career-stem-infographic>

6. Encourage participants to make sure their infographics include the required information. Using color, images, and a unique layout will make the infographic visually appealing for others.
7. Have participants print and post their infographics in a conspicuous location for use during the **Reflection** part of the lesson. Allow time for participants to view infographics created by their peers.

# Careers Relating to Elementary Education

Elementary teacher

Special education teacher

Elementary administrator/principal

Other careers working with elementary students or in an elementary school setting:

Assistant principal

School counselor

Speech and language pathologist

Paraeducator or teacher aide

Tutor

Curriculum coordinator/developer

School/child psychologist

Other careers relating to education:

After school program worker

After school program director

Post-secondary education instructor

Camp counselor

Camp director

Curriculum/educational product sales representative

Education policy and research

Educational consultant

Homeschool consultant/instructor

Instructional designer

Museum education/tour guide

Standardized test developer

Textbook author

## Lesson Two – Careers in Elementary Education

### REVIEW: Reflection

**20 minutes**

**Purpose:**

Participants will reflect on the different careers in elementary education. They will conduct a gallery walk to reflect on key information about different elementary education careers.

**Materials:**

- *Elementary Education Is/Is Not the Career Field for Me* (student workbook)
- Infographics created and posted by participants in the **Learn** portion of the lesson

**Facilitation Steps:**

1. Have participants access the *Elementary Education Is/Is Not the Career Field for Me* in their student workbook.
2. Instruct participants to review *Elementary Education Is/Is Not the Career Field for Me*. As participants walk through the gallery and look at different participants' infographics, they will respond to facts they observe on the infographic. Based on the number of participants/infographics to review, provide about 15 minutes for this activity.
3. Once participants have completed *Elementary Education Is/Is Not the Career Field for Me*, provide an opportunity for them to discuss what they recorded in each section of the worksheet.
4. Allow participants to share their thoughts about a career in elementary education before wrapping up this lesson. Specific questions might include: What would you enjoy? What would you find the most challenging?

# Lesson Three – Careers in Secondary Education

## Lesson Overview

*Secondary Education is working with participants who are enrolled in grades six through twelve. Understanding the types of careers and the personalities of people working in the field is important as a focus point.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Identify careers in secondary education
- Compare and contrast the roles and requirements of careers in lower and upper secondary education
- Discuss the impact of secondary education professionals

## Lesson at a Glance

| Activity | Materials                                                                                                                                                                                                                          | Preparation                                                                                                                                                                         | Approximate class time |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| FOCUS    | <ul style="list-style-type: none"> <li>• Middle School Teacher or High School Teacher video: <a href="https://youtu.be/6C5zOTd12AE">https://youtu.be/6C5zOTd12AE</a></li> <li>• <i>Pros and Cons</i> (student workbook)</li> </ul> | 1. Have participants access the <i>Pros and Cons</i> worksheet in the student workbook.                                                                                             | 15 minutes             |
| LEARN    | <ul style="list-style-type: none"> <li>• Present <i>Careers in Secondary Education</i> slide presentation.</li> <li>• <i>Teacher for a Day</i> (student workbook)</li> <li>• Internet access</li> </ul>                            | 1. Have participants access the <i>Teacher for a Day</i> worksheet in the student workbook.<br>2. Prepare the <i>Careers in Secondary Education</i> slide presentation for viewing. | 45 minutes             |
| REVIEW   | <ul style="list-style-type: none"> <li>• <i>High School Teacher Investigation Station</i> (student workbook)</li> </ul>                                                                                                            | 1. Have participants access the <i>High School Teacher Investigation Station</i> worksheet in the student workbook.                                                                 | 20 minutes             |

## Lesson Three – Careers in Secondary Education

# FOCUS: Lower vs. Upper – How Different Can It Be?

15 minutes

### Purpose:

Secondary education works with students enrolled in grades six through twelve. Participants gain an overview of careers in secondary education. Understanding the types of careers and people's personalities working in the field is important as a focus point.

### Materials:

- “Middle School Teacher or High School Teacher” video
- *Pros and Cons* (student workbook)

### Facilitation Steps:

1. Share these statistics with the participants:
  - There are about 13,400 middle schools in the United States; some of these schools are private; others are public
  - There are about 24,000 high schools in the United States. Some of these schools are private; others are public
  - There are about 627,000 lower secondary (middle school) teachers in the United States
  - There are about 900,000 high school teachers in the United States
2. Ask participants how they think being a middle school teacher differs from being a high school teacher.
3. Have participants access the *Pros & Cons* worksheet in the student workbook.
4. Play the *Middle School or High School Teacher* video.  
<https://www.youtube.com/watch?app=desktop&v=6C5zOTd12AE&feature=youtu.be>

The playing time is less than 10 minutes. It may be helpful to preview the *Pros & Cons* worksheet before watching the video.

Here are a few more alternative videos to consider:

A Day in the Life of a Middle School Teacher  
[https://www.youtube.com/watch?v=6Gw8A4KK4\\_s](https://www.youtube.com/watch?v=6Gw8A4KK4_s)

Life as a Middle School Teacher  
<https://www.youtube.com/watch?v=r6hqCCWkpkY>

First Year Teacher Advice and Tips  
<https://www.youtube.com/watch?v=99z22DHak5Q>

Reality of Teaching High School  
[https://www.youtube.com/watch?v=11Exaa7Si\\_hM](https://www.youtube.com/watch?v=11Exaa7Si_hM)

A Day in the Life (High School Teacher  
<https://www.youtube.com/watch?v=7kn2eJYSsKM>

5. After the video is done, go through the *Pros & Cons* worksheet and ask participants to share answers.

## Lesson Three – Careers in Secondary Education

# LEARN: Teacher for a Day

45 minutes

### Purpose:

The purpose of this activity is to have participants better understand one aspect of Secondary Education.

### Materials:

- *Careers in Secondary Education* slide presentation
- *Teacher for a Day* (student workbook)
- Internet access

### Facilitation Steps:

1. Guide participants through the *Careers in Secondary Education* slide presentation. Ask questions about each career and allow them to share specific examples related to each one.

#### Slide 1: Careers in Secondary Education

#### Slide 2: What is Secondary Education?

- Lower secondary phase: 6, 7, and 8th grades (middle school/junior high)
- Upper secondary phase: 9th, 10th, 11th, and 12th grades (high school)
- A combination of core classes and electives

#### Slide 3: Middle School vs. Junior High

Middle schools are more student-focused, and junior highs are more subject-oriented. Junior high schools are for students in grades seven through nine, and middle schools are for students in grades six through eight.

#### Slide 4: What are Core Classes?

- English (i.e. Journalism, Literature, Drama)
- Science (i.e. Biology, Chemistry, Physics)
- Social Studies (i.e. History, Political Science, Geography, Economics)
- Mathematics (i.e. Pre-Algebra, Algebra I, Geometry, Calculus)

#### Slide 5: What are Elective Classes?

- Visual Arts (i.e. Drawing, Photography, etc.)
- Performing Arts (i.e. Band, Choir, etc.)

- Career and Technical Education (i.e. Woodworking, Auto Mechanics, Agriculture, etc.)
- Foreign Language (i.e. Spanish, French, Latin, etc.)
- Business Education (i.e. Finance, Marketing, etc.)

#### Slide 6: Middle School Work Environment

- Teaches 1-2 content areas (e.g. language arts & social studies; math & science)
- Public and private schools
- Works during school hours and on nights/weekends preparing lessons and grading papers
- Generally off during the summer months, but may require training to attend

#### Slide 7: What does a Middle School Teacher do?

- Prepares lessons on 1-2 content area subjects (i.e., science, English, math, and history) or one elective content area
- Sponsors clubs and extracurricular events
- Assists children in growing academically, socially, and emotionally during their developmental years

#### Slide 8: Middle School Education Careers Overview

#### Slide 9: High School Education Work Environment

- Teaches 1-2 content areas (e. g. language arts & social studies; math & science)
- Public and private schools
- Works during school hours and on nights/weekends preparing lessons and grading papers
- Generally, off during the summer months but may have required training to attend

#### Slide 10: What does a High School Teacher do?

- Prepares lessons on one content and/or elective area subjects

- Sponsors clubs and extracurricular events
- Assists children in growing academically, socially, and emotionally during their developmental years

**Slide 11:** High School Education Careers  
Overview

2. Have participants access the *Teacher for a Day* worksheet in their student workbook.
3. Explain to participants that they are going to choose one career from the *Careers in Secondary Education* presentation. Ask participants to relist careers from the secondary education field.
4. Explain to participants that using the internet and their knowledge, they will create a detailed journal for what their day might be like.
5. Encourage participants to make sure their detailed journal entries contain accurate information for the secondary school career they would be interested in.
6. Divide participants into groups of four and have them discuss their detailed journal entries.

## Lesson Three – Careers in Secondary Education

### REVIEW: Reflection

**20 minutes**

**Purpose:**

Participants will reflect on the different careers in secondary education. They will complete a short research project to learn more about a career in secondary administration.

**Materials:**

- *High School Teacher Investigation Station* (student workbook)

**Facilitation Steps:**

1. Have participants access the *High School Teacher Investigation Station* worksheet in their student workbook.
2. Instruct participants to complete a short research project to learn more about a career in secondary school.
3. Once participants have completed the *High School Teacher Investigation Station* worksheet, have them discuss what they recorded in each worksheet section.
4. Allow participants to share their thoughts about a career in secondary education before wrapping up this lesson. Specific questions can be: What would you find most interesting? What would be the most challenging for you?
5. If time allows, share additional videos on careers in teaching.

Teaching Career Pros and Cons

<https://www.youtube.com/watch?v=b1qp6iU4rZo>

25 Things You Should Know About Becoming a Teacher

<https://www.youtube.com/watch?v=ukEKu3b2FD8>

# Lesson Four – Administration and Administrative Support Careers

## Lesson Overview

*Administration and administrative support careers work behind the scenes to make sure a school runs smoothly. Participants will participate in a variety of activities to better understand the careers that fall into this category.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Identify careers in Administration and Administrative Support
- Compare and contrast the roles and requirements of Administration and Administrative Support professionals
- Discuss the impact of Administration and Administrative Support professionals

## Lesson at a Glance

| Activity | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                | Preparation                                                                                                                                                                                                                                                                                            | Approximate class time |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| FOCUS    | <ul style="list-style-type: none"> <li>• Education Administrator video: <a href="https://www.youtube.com/watch?v=SlrZeKtuGbI">https://www.youtube.com/watch?v=SlrZeKtuGbI</a></li> <li>• Administrative Assistant Duties and Responsibilities video: <a href="https://www.youtube.com/watch?v=qX1cBxLCL5E">https://www.youtube.com/watch?v=qX1cBxLCL5E</a></li> <li>• <i>Occupation Profile</i> (student workbook)</li> <li>• Internet access</li> </ul> | <ol style="list-style-type: none"> <li>1. Have participants access the <i>Occupation Profile</i> worksheet in the student workbook.</li> </ol>                                                                                                                                                         | 15-20 minutes          |
| LEARN    | <ul style="list-style-type: none"> <li>• Present <i>Administration and Administrative Support Careers</i> slide presentation.</li> <li>• <i>A Day in the Life of an Administrator or Administrative Assistant</i> (student workbook)</li> </ul>                                                                                                                                                                                                          | <ol style="list-style-type: none"> <li>1. Prepare <i>Administration and Administrative Support Careers</i> slide presentation for viewing.</li> <li>2. Have participants access <i>A Day in the Life of an Administrator or Administrative Assistant</i> worksheet in the student workbook.</li> </ol> | 45 minutes             |
| REVIEW   | <ul style="list-style-type: none"> <li>• <i>Why Do They Matter?</i> (student workbook)</li> </ul>                                                                                                                                                                                                                                                                                                                                                        | <ol style="list-style-type: none"> <li>1. Have participants access <i>Why Do They Matter?</i> in the student workbook.</li> </ol>                                                                                                                                                                      | 10 minutes             |

## Lesson Four – Administration and Administrative Support Careers

# FOCUS: Occupation Profile

15-20 minutes

### Purpose:

Administration and administrative support careers work behind the scenes to make sure a school runs smoothly. To better understand the careers that fall into this category, let's complete the Occupation Profile.

### Materials:

- “Education Administrator” video
- “Administrative Assistant Duties and Responsibilities” video
- *Occupation Profile* (student workbook)

### Facilitation Steps:

1. Share these statistics with the participants:
  - About 283,000 school administrators are working in public and private schools throughout the United States
  - On average, administrative assistants make about \$30,000 per year
2. Have participants access the *Occupation Profile* worksheet in their student workbook. They should complete the information about one administrative or support career highlighted in the videos or research the information on their own.
3. Play the “*Education Administrator*” video <https://www.youtube.com/watch?app=desktop&v=SirzeKtuGbI> and the “*Administrative Assistant Duties and Responsibilities*” video <https://www.youtube.com/watch?app=desktop&v=qX1cBxLCL5E>. The playing time is less than 10 minutes. It may be helpful to preview the *Occupation Profile* worksheet before watching the videos.

Additional videos to consider:

Hot Job: School Administrator

[https://www.youtube.com/watch?v=bDE9tU0Un\\_A](https://www.youtube.com/watch?v=bDE9tU0Un_A)

A Day in the Life of a High School

Administrator

<https://www.youtube.com/watch?v=FN81P5Mlj7Y>

School is Never Out for the Career-Minded

Administrative Assistant

<https://www.youtube.com/watch?v=5LGF5HoHVV8>

4. After participants complete the *Occupation Profile* worksheet, have them share their answers. Explain to participants that they will use their *Occupation Profile* worksheet in the **Learn** portion of the lesson.

## Lesson Four – Administration and Administrative Support Careers

### LEARN: A Day in the Life of...

45 minutes

#### Purpose:

The purpose of this activity is to have participants better understand administration and administrative support careers

#### Materials:

- *Administration and Administrative Support Careers* slide presentation
- *A Day in the Life of an Administrator or Administrative Assistant* (student workbook)
- Markers

#### Facilitation Steps:

1. Guide participants through the *Administration and Administrative Support Careers* slide presentation. Ask questions about each career and allow them to share specific examples related to each one.

**Slide 1:** Administration & Administrative Support Careers

**Slide 2:** What Does a School Administrator Do?

- Manages school operations
- Creates a safe learning environment
- Manages school budget

**Slide 3:** What Does a Principal Do?

- Leads an entire school
- Supervises students and teachers
- Hires and evaluates all faculty and staff
- Monitor's student achievement
- Encourages parent involvement
- Revises policies and procedures
- Administers the budget

**Slide 4:** What Does an Assistant Principal Do?

- Coordinates with principals and board members to assist in defining and enforcing school policies and guidelines
- Facilitates student activities and services
- Assists the principal as directed

**Slide 5:** What Does a Technology Administrator Do?

Implements, manages, and maintains a school's computer networks, software, and systems

**Slide 6:** What Does a Curriculum Administrator Do?

- Develops and improves the school's curriculum
- Analyzes existing curricula
- Communicates with other school administrators and faculty to align curriculum with teaching practices

**Slide 7:** What Does a School Superintendent Do?

- Manages the schools, administration, board policies, etc.
- Accountable to the school board
- Evaluates each principal

**Slide 8:** What Are Administrative Support Careers?

- Secretary
- Administrative Assistant
- Attendance Clerk

**Slide 9:** What Are Administrative Support Staff Responsible For?

- Provides daily support to school personnel
- Orders school supplies
- Generates letters and reports
- Arranges meetings and maintains records

2. Have participants access *A Day in the Life of an Administrator or Administrative Assistant* worksheet in their student workbook.

3. Have participants use their completed *Occupation Outlook* worksheets to create a comic strip that combines info about an administration or administrative assistant career of their choice.

4. Have participants create their comic strip using the *A Day in the Life of an Administrator or Administrative Assistant* worksheet.

Alternatively, they may create a comic strip layout on plain paper if desired.

5. Have participants share their finished comic strips aloud. Then have them post their comic strips in a public place in the room.

## Lesson Four – Administration and Administrative Support Careers

### REVIEW: Reflection

**10 minutes**

**Purpose:**

Participants will reflect on the administration and administrative support careers.

**Materials:**

- *Why Do They Matter?* (student workbook)

**Facilitation Steps:**

1. Review the careers observed throughout the lessons.
2. Explain to participants that they are going to reflect on their learning throughout this lesson.
3. Have participants access *Why Do They Matter?* worksheet in their student workbook. Discuss the instructions and allow participants to ask any questions.
4. Allow participants to complete the *Reflection* part of the lesson.
5. Take time to review the participants' answers. Allow participants to share what they learned about careers in the administration and administrative support fields.

# Lesson Five – Professional Support Services

## Lesson Overview

*Education support professionals strengthen schools and the communities where they work. Their role is directly related to the education process. Participants are safer, healthier, and better prepared to learn each day because of education support professionals.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Identify careers in professional support services
- Compare and contrast the roles and requirements of professional support service careers
- Discuss the impact of professional support service professionals

## Lesson at a Glance

| Activity | Materials                                                                                                                                                                                           | Preparation                                                                                                                                                                                                                                                                                                                             | Approximate class time |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| FOCUS    | <ul style="list-style-type: none"> <li>• <i>Educated Guesses</i> (student workbook)</li> <li>• <i>Educated Guesses</i> – Answer Key</li> </ul>                                                      | 1. Have participants access <i>Educated Guesses</i> in the student workbook.                                                                                                                                                                                                                                                            | 10-15 minutes          |
| LEARN    | <ul style="list-style-type: none"> <li>• Present <i>Professional Support Services</i> slide presentation.</li> <li>• <i>Job Search 101</i> (student workbook)</li> <li>• Internet access</li> </ul> | <ol style="list-style-type: none"> <li>1. Prepare <i>Professional Support Services</i> slide presentation for viewing.</li> <li>2. Have participants access the <i>Job Search 101</i> worksheet in the student workbook.</li> <li>3. Create a sample copy of the <i>Job Search 101</i> worksheet to model with participants.</li> </ol> | 45 minutes             |
| REVIEW   | <ul style="list-style-type: none"> <li>• <i>Training 101</i> (student workbook)</li> <li>• Internet Access</li> </ul>                                                                               | 1. Have participants access the <i>Training 101</i> worksheet in the student workbook.                                                                                                                                                                                                                                                  | 20 minutes             |

## Lesson Five – Professional Support Services

# FOCUS: Educated Guesses

10-15 minutes

### Purpose:

Education support professionals strengthen schools and the communities in which they work. Their role is directly related to the education process. They impact students inside and outside the classroom. Their efforts keep schools running daily. Students are safer, healthier, and better prepared to learn each day because of education support professionals.

### Materials:

- *Educated Guesses* (student workbook)
- *Educated Guesses* – Answer Key

### Facilitation Steps:

1. Share these statistics with the participants:
  - There are about 500,000 bus drivers working at schools across the United States
  - There are about 30 million school lunches served to students throughout the United States daily

The people performing these tasks are part of the professional support services team.

2. Have participants access the *Educated Guesses* worksheet in their student workbook. Instruct them to read each scenario and see if they can determine what the job title is for these professional support services.
3. After participants complete the *Educated Guesses* worksheet, discuss their answers. Tell participants that they will now learn more about each career associated with these professional support services

## Lesson Five – Professional Support Services

# LEARN: Job Search 101

55 minutes

### Purpose:

This activity aims to have participants better understand careers that fall into the professional support services cluster.

### Materials:

- *Professional Support Services* slide presentation
- *Job Search 101* (student workbook)
- Internet access

### Facilitation Steps:

1. Guide participants through the *Professional Support Services* slide presentation. Ask questions about each career and allow them to share specific examples related to each one. Allow participants to share their experiences with professional support service employees.

#### Slide 1: Professional support services

#### Slide 2: What are professional support services?

- Occupations that assist people involved in education and training systems with personal and family needs, mental health assistance, educational goals, and career decision-making

#### Slide 3: Custodial and Maintenance Services

- Janitor: Cleans and maintains a building
- Maintenance: Makes sure that the school buildings are clean, orderly, safe, and cost-effective

#### Slide 4: Food Services

- Child Nutrition Director: Oversees the work of cafeteria staff
- Kitchen Staff: Prepare breakfast and lunch for students & school staff.

#### Slide 5: Health and Student Services

- School Nurses: Work to monitor students with chronic health conditions; administer flu shots, vision, and hearing screenings; help in daily management and treatment of students' physical health.

#### Slide 6: Paraeducators

- Work alongside teachers in the classroom to assist students

#### Slide 7: Security Services

- School resource officer (SRO): Works with administration to maintain a safe and secure school environment

#### Slide 8: Transportation Services

- Transportation Director: Manages students transportation to school, coordinates bus routes, etc.
  - Bus Drivers: Responsible for transporting students along predetermined routes to and from school
2. Explain to participants that they are going to complete the *Job Search 101* worksheet. Assign each participant one of the jobs listed on the *Job Search 101* worksheet in the student workbook.
  3. Encourage participants to use internet access to look for a job advertisement to match the specific professional support service position you assigned them. Alongside each job advertisement description, they should include a list of reasons they would be good candidates for the position. Alternatively, they should also list some reasons why they would be bad candidates for the job.
  4. You may want to complete one example of the *Job Search 101* worksheet as a personal example to share with participants.
  5. After completion, divide participants into groups of three or four. Have them discuss which job description they would be best suited for.
  6. Bring the entire group back together to share their responses.

## Lesson Five – Professional Support Services

# REVIEW: Reflection

**20 minutes**

**Purpose:**

Participants will reflect on the different careers related to professional support services. They will research some additional information related to one professional support service.

**Materials:**

- *Training 101* (student workbook)
- Internet access

**Facilitation Steps:**

1. Have participants access the *Training 101* worksheet in the student workbook.
2. Assign each participant with one of the following job titles:
  - School custodian
  - School maintenance supervisor
  - School nutrition director
  - School cook
  - School nurse
  - Paraeducator
  - School resource officer (SRO)
  - School transportation director
  - School bus driver
3. Have participants research the required info for their assigned careers. From their research, review the job requirements and training needed for each position.
4. Allow participants to reflect on this career choice. Ask them to think about the impact these professionals have on the school setting.

## Sources

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