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**Career Cluster:**



Education and Training careers include planning, managing, and providing education and training services, and related learning support services.

## **North Dakota Postsecondary Options**

### **Introduction**

North Dakota has a number of postsecondary educational institutions, which provide preparation for a wide variety of career options. This lesson will give students a chance to explore the North Dakota University System and the education and training career options these institutions offer. Students will also begin to discover the impact postsecondary institutions have on the state of North Dakota. A mock college fair will provide an opportunity for students to share the information they have gathered.

### **Warm-Up Activity**

Ask the class, “What career do you think of when you hear the phrase Education and Training?” Divide the class into groups of two or three and give them five minutes to list all the other careers in an educational setting. Direct students to the website at [www.ndcrn.org](http://www.ndcrn.org); click on ND Occupations, Career Clusters, and Education & Training. Have them refer to the Career Cluster Pathway/Model to compare their list with the career samples cited.

### **Procedure**

To assemble a list of the postsecondary institutions in North Dakota, direct students to the North Dakota University System website by visiting [www.imaginend.com](http://www.imaginend.com) and go to the links under Resources. Another helpful site to visit is College Opportunities Online (COOL) which is also listed under Resources. Working in the groups established in the warm-up activity, randomly assign one institution to each group to research by writing or

calling the school, using college catalogs, or visiting the school website. Answer the following questions:

- What programs or majors are available to prepare for careers in education and training?
- What are the demographics of the institution and/or what is the economic impact of the institution on the community or state?

Student groups should prepare suitable materials for “college fair” booths. Arrange for a class of 6<sup>th</sup> or 7<sup>th</sup> graders to visit the “college fair.” Encourage the students to dress and act as the college/post-secondary institutions’ recruitment officers or student representatives. The teacher of the visiting classroom should help students prepare a list of questions to ask as they visit the booths.

### **Assessment**

Monitor the preparation of booth materials and note the accuracy with which your students answer questions about their particular institution. Share observations with the class following the fair. You may also want to develop a rubric to evaluate the group project.

### **Standards**

This activity meets the following North Dakota Social Studies Standard:

Standard 3: Economic Systems

- 8.3.3 Know the various kinds of specialized institutions that exist in market economies.

### **Time Frame**

This lesson takes approximately 3 class periods to include the college fair and assessment.

### **Resources:**

College Opportunities Online (COOL) - <http://nces.ed.gov/ipeds/cool/index.asp>

Education in North Dakota - [www.discovernd.com/education/highered/](http://www.discovernd.com/education/highered/)

Job Service of North Dakota — [www.jobsnd.com](http://www.jobsnd.com)

North Dakota Career Resource Network – [www.ndcrn.org](http://www.ndcrn.org)

Worksheets, Teaching Tips, and Rubrics from TeAch-nology.com - [www.teAch-nology.com](http://www.teAch-nology.com)

The Cluster/Pathway Model for Education & Training outlines the pathways and occupations as well as the related cluster knowledge and skills. This model is found on the next page or can be located by clicking on Career Clusters at [www.imaginend.com](http://www.imaginend.com).

## Career Cluster: Education & Training

*Planning, managing and providing education and training services, and related learning support services.*

<b>Sample Career Specialties / Occupations</b>	<ul style="list-style-type: none"> <li>•Superintendents, Principals, Administrators</li> <li>•Supervisors and Instructional Coordinators</li> <li>•Education Researchers, Test Measurement Specialists                             <ul style="list-style-type: none"> <li>•College Presidents, Deans</li> <li>•Curriculum Developers</li> </ul> </li> <li>•Instructional Media Designers</li> </ul>	<ul style="list-style-type: none"> <li>•Psychologists- Clinical, Developmental, Social                             <ul style="list-style-type: none"> <li>•Social Workers</li> </ul> </li> <li>•Parent Educators                             <ul style="list-style-type: none"> <li>•Counselors</li> </ul> </li> <li>•Speech-Language Pathologists and Audiologists</li> </ul>	<ul style="list-style-type: none"> <li>•Preschool, Kindergarten Teachers, Aids                             <ul style="list-style-type: none"> <li>•Elementary Teachers, Aids</li> <li>•Secondary Teachers, Aids</li> </ul> </li> <li>•Special Education Teachers, Aids</li> <li>•College/University Lecturers, Professors                             <ul style="list-style-type: none"> <li>Human Resource Trainers</li> <li>Physical Trainers</li> <li>Coaches</li> </ul> </li> <li>•Child Care Directors                             <ul style="list-style-type: none"> <li>•Child Care Workers</li> <li>•Child Life Specialist                                     <ul style="list-style-type: none"> <li>•Nanny</li> </ul> </li> </ul> </li> <li>•Early Childhood Teachers and Assistants                             <ul style="list-style-type: none"> <li>•Teacher Aids</li> </ul> </li> <li>•Group Workers and Assistants</li> </ul>
<b>Pathways</b>	<b>Administration and Administrative Support</b>	<b>Professional Support Services</b>	<b>Teaching/Training</b>
<b>Cluster K&amp;S</b>	<p><b>Cluster knowledge and skills</b></p> <ul style="list-style-type: none"> <li>◆ Academic Foundations ◆ Communications ◆ Problem Solving and Critical Thinking ◆ Information Technology Applications ◆ Systems</li> <li>◆ Safety, Health and Environmental ◆ Leadership and Teamwork ◆ Ethics and Legal Responsibilities</li> <li>◆ Employability and Career Development ◆ Technical Skills</li> </ul>		