

Education and Training: Administration and Administrative Support

Career Pathway Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Pathway Plan of Study (based on the Administration and Administrative Support Pathway of the Education and Training Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Administration and Administrative Support Pathway	SAMPLE Occupations Relating to This Pathway	
Interest Inventory Administered and Plan of Study Initiated for all Learners									
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation require- ments and college en- trance requirements. Certain local student organization activities are also important including public speaking, record keep- ing and work-based experiences.	<ul style="list-style-type: none">• Career Exploration in Education and Training• Information Technology Applications	Occupations Requiring More than Baccalaureate Degree ▶ Administrator ▶ Assessment Specialist ▶ CareerTech Administrator ▶ College Dean ▶ College President ▶ Curriculum Developer ▶ Education Researcher ▶ Instructional Media Designer ▶ Principal ▶ Superintendent ▶ Supervisor and Instructional Coordinator ▶ Test and Measurement Specialist	
	10	English/ Language Arts II	Geometry	Biology	U.S. History		<ul style="list-style-type: none">• Human Growth and Development		
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics		<ul style="list-style-type: none">• Fundamentals of Education Professions• Parenting and/or Child Development		
	College Placement Assessments-Academic/Career Advisement Provided								
	12	English/ Language Arts IV	Statistics or other math course	Physics	Psychology or Sociology American Government		<ul style="list-style-type: none">• Applications of Education Professions		
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.									
POSTSECONDARY	Year 13	English Composition English Literature	Algebra	Chemistry	Psychology American History	All plans of study need to meet learners' career goals with regard to required degrees, li- censes, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none">• Introduction to Education• Introduction to the Exceptional Learner		
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	Geography Educational Psychology		<ul style="list-style-type: none">• Diversity in Education and Training• Instructional/Educational Technology		
	Year 15	Technical Communication	Tests and Measurements		Political Science Sociology		<ul style="list-style-type: none">• Managing the Learning Environment• Methods of Teaching and Learning• Continue Courses in the Area of Specialization		
	Year 16				Economics Philosophy of Education		<ul style="list-style-type: none">• Complete Teaching /Training Major (Fulfill student teaching requirement as needed.)		

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	Year 16+		Statistics Educational Research				<ul style="list-style-type: none"> • Organization and Theory of Administration and Leadership • Fundamentals of Curriculum Planning • Education Law • Education Finance • Supervision of Instruction • Partnerships in Community Relations • Instructional Leadership and Management • Assessment of Learner Achievement 	



Notes

Creating Your Institution's Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

- 1 Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=86>) to the content of your existing secondary and postsecondary programs/courses.
- 2 Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=23>) to the content of your existing secondary/postsecondary programs and courses.
- 3 Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4 Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5 Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6 The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7 The SAMPLE on page 4 is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8 Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.

The following course is based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=86>. These skills are reinforced through participation in student organization activities.

#1

Career Exploration in Education and Training: This course will build an understanding of the academic, communication and technical skills in all aspects of the industry. Learners will investigate a broad range of education and training careers through interest inventories and observations. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=23>. These skills are reinforced through participation in student organization activities.

#2

Information Technology Applications: Students will practice ethical use of technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail and Internet applications to communicate, search for and access information.

#3

Human Growth and Development: This course provides basic knowledge of human growth and development as well as skills necessary to care for lifelong development, health, CPR/first aid and nutrition. This course also provides information and activities for guiding behavior and meeting the needs of special age groups. Careers in Education and Training are explored.

The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=23> and should include appropriate student activities.

#4

Fundamentals of Education Professions: This course will provide fundamental knowledge of the subject matter and methodology used in the Education and Training Cluster. It will provide students with opportunities for multiple supervised observation experiences in diverse environments that will expose them to the requirements of careers related to Education and Training.

#5

Parenting and/or Child Development: This course introduces students to responsible nurturing and basic applications of child development theory with emphasis on parents' and educators' responsibilities and the influences they have on children while providing care and guidance. Skills in communication, resource management and problem solving are reinforced in this course.

#6

Applications of Education Professions: This course introduces applications within the teaching and training profession, preparation for educational licensure and ongoing employment, exposure to legal and ethical issues, environmental structure and culture, and basic historical, sociological, philosophical, physiological and psychological principles that apply to classroom practice. Extensive observation in an approved school setting is a part of this course. An introduction to courses 7-11 may be included.

#7

Introduction to Education: This course provides content related to preparation and credentials as well as statistics, trends and assessment strategies influencing education and training. Also included are challenges confronting educational settings, historical background of American education and influences from around the world, effective teacher attributes, and major philosophies of education.

#8

Introduction to the Exceptional Learner: Students will study learners within the school setting who require special accommodation to optimize their learning potential. This course will cover historical and legal bases for providing education services to students with special needs as well as examine the philosophical, political and pedagogical issues that exist within education and training today.

#9

Diversity in Education and Training: This course examines the demographics, culture, attitudes and values of diverse populations being served in Education and Training environments. Also included is content related to educational policies that ensure equal opportunity and working with different learning and teaching styles.

#10

Instructional/Educational Technology: This course presents principles of instructional/educational technology and the relative advantages of using technology in the classroom. Lab time will be devoted to using hardware, multimedia technology and software tools to facilitate learning and classroom administration.

#11

Managing the Learning Environment: Course content includes presenting a climate of effective methods of motivational theory, classroom discipline and management, including working with students with discipline problems, learners with special needs, students with behavioral problems and students at risk.

#12

Methods of Teaching and Learning: This course includes organizational strategies and systems and use of appropriate resources and assessments to advance learning in a variety of organizational structures.

#13

Organization and Theory of Administration and Leadership: This course includes theoretical knowledge essential for effective instructional leaders. Learners explore theoretical aspects of systems and organizations, climate, leadership, communication, strategic planning, problem solving and decision making, change, dealing with conflict and community involvement.

#14

Fundamentals of Curriculum Planning: This course explores critical elements of curriculum planning and instructional design, and implementation for educational administrators. Content includes an analysis of occupational trends and how that curriculum should be responsive to lifelong learning. This course also includes evaluation of curriculum and instructional programs.

#15

Education Law: This course includes critical study of the legal aspects of education with special reference to continuing and contemporary statutes of immediate concern to educators, administrators, counselors, staff and governing boards.

#16

Education Finance: This course includes a study of the theories and practices of educational finance including budgeting, cost analysis, supplies and financial controls from the local, state and national levels.

#17

Supervision of Instruction: This course includes theory and concepts of modern instructional supervision applied to situations in which administrators, supervisors, coordinators and teachers are working in schools to foster a positive organizational culture conducive to learning. Content includes facilitating instructional programs to meet organizational objectives, assisting instructional staff in understanding and applying effective practices for teaching and learning, and guiding personnel to meet organizational and personal objectives.

#18

Partnerships in Community Relations: Learners will develop an understanding of the needs and responsibilities of the public and private sectors as they relate to education and training. Content will focus on skills for building community support for priorities and policies.

#19

Instructional Leadership and Management: Learners will review the concepts of long-range planning including development and implementation of a vision statement and strategic plan. Focus will be on the needs of the local schools in all areas including staffing, technology, facilities and learner support. Learners will develop effective leadership and fiscal management skills.

#20

Assessment of Learner Achievement: This course includes group and individual assessment techniques to promote, measure, and document knowledge and skills to support learner advancement in further education and work.