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ABSTRACT

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this student guide is one of nine (each with accompanying teacher's manual) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the guide is on educational services, one of eight major public service occupational groups included in the course. The student is introduced to the educational services job families (education, libraries, and museums), the functions and duties in each, worker qualifications and career ladders, employment qualifications, and job opportunities. Suggested activities include a field trip and observation visits. Contents are divided into several units of reading and related activities, some designed for completion independently, some by groups. (The accompanying teacher's manual is CE 013 670. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

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EDUCATIONAL SERVICES

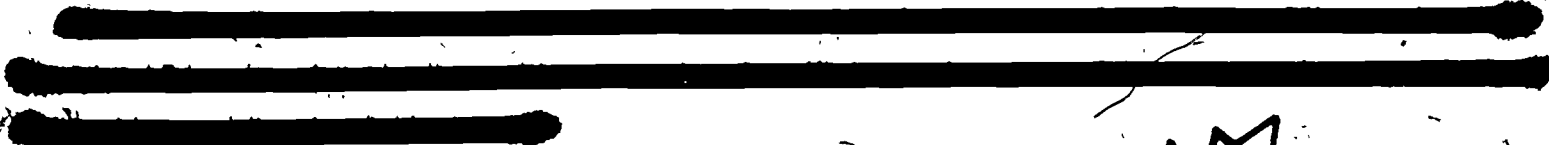
A MAJOR OCCUPATIONAL GROUP IN THE PUBLIC SERVICE CLUSTER

- Introduction to Job Families
- Functions and Duties
- Worker Qualifications and Career Ladders
- Employment Opportunities

U S DEPARTMENT OF HEALTH
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FOREWORD

This "Orientation to Public Service" series is one of a set of nine student centered books designed to acquaint high school students with basic information concerning careers in public service. Each book addresses itself to either a major occupational group in public service, or an important supplemental area of study necessary to the understanding of public service. In addition to the student centered materials found in this book, a teacher's guide outlining how this book can be used in a course setting has been developed for the potential user.

The "Orientation to Public Service" course is the first in a series of three courses developed as a comprehensive approach to vocational skill development in Public Service for Georgia High Schools. While materials in this course are valuable to the student without benefit of the remaining two courses in the series, a student would normally enroll in "Preparing for Public Service" and the "Public Service Community Skill Development Program" subsequent to the Orientation course.

As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student, the user must adapt to local and individual student needs. As such, I make a strong recommendation that extensive use of the curriculum guides be used with the materials. Included in these guides is a wide range of suggestions for helping these materials meet the local classroom teacher's needs.

This material was prepared by the "Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department Office for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent for Adult and Vocational Education Programs.

In the development of these materials special consideration should go to Mrs. Melinda Skiles. Her tireless efforts in evaluating these materials for their useability by the classroom student, has been invaluable.

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EDUCATIONAL SERVICES

Introduction to Job Families

This packet of information has been prepared to help you know more about the major occupational group, Educational Services. Generally, jobs are related to the development of an individual's abilities and interests, whether in schools, libraries or museums. Educational Services have the responsibility in many ways to make sure that all people have the chance to have the skills and information (knowledge) essential to making our democratic system of government work. The culminating activity serves as your summary exercise for all the sections in this packet.

WHERE AM I GOING?

By the time I finish this basic introduction, I will be able to identify three job families in Educational Services, and indicate the kind of work done within each family. I will be able to explain general objectives of education and how education is organized in the United States. I will be able to name some different types of libraries.

HOW WILL I GET THERE?

1. Read the material provided on the following pages.
2. Prepare a one-act script
3. Complete an introduction to Education.

HOW WILL I KNOW

I will take the Self Check Activity.

I will prepare a script, monologue or dialogue (like Welcome Back Kotter) and performing or producing the roles typically imagined as part of education.

I will complete the 3 introductory activities.

INTRODUCTION TO JOB FAMILIES

Welcome to educational services. You have selected a very rewarding area of human effort to investigate. It is rewarding (as are most jobs in public service) because it provides the opportunity to see people benefit from what you do. Whether it is teaching a little child to tie shoes or discussing a term paper with a college student, the feeling is the same. Educational Services are occupations which allow you to do something to help people do for themselves.

Educational Services is one of the major occupational groups in the Public Service Cluster. There are estimates of as many as four to five million people holding jobs as professionals or as para-professionals. Many other individuals work or teach part time. The three job families that are included in this occupational group are education, libraries, and museums.

Teaching is the largest of the professions with about three million full-time men and women working as teachers in elementary schools, middle or junior high schools, high schools, technical schools, colleges and universities. Believe it or not, it does not include those scientists, physicians, accountants, and others who teach part-time. There are also many skilled workers and craftsmen who instruct part-time in vocational schools who are not included in the four million figure.

More and more people are turning to education because it is a rewarding experience. As more people enter the field, the availability of positions in teaching has decreased. Competition for jobs has become increasingly intense in education and you should realize that you will need to have a good academic record in order to be assured of a career in this field.

The Job Families

As you have probably already figured out the EDUCATIONAL SERVICES GROUP tries to give everybody a chance to reach his or her full potential—help them be a better citizen with the knowledge and skill necessary to keep our way of life going. Each of the families helps the person acquire new skills or knowledge and continue his or her growth and development.

However, if you think the jobs in educational services are only teaching positions you are wrong. A person working in education might work in a school as a teacher or he or she might be a librarian, superintendent, a principal, a museum curator, an aide, a researcher, or one of many different positions. These jobs and how you get one will be discussed in this MOG.

Education. The teaching area of education is the largest and is divided into public and private education. Since we are discussing public service positions, the private institution will not be discussed. Every state but one in the U. S. has a compulsory school attendance law which means everybody must go to school until a certain age. Therefore, every state, county and town is involved in the teaching family of Educational Services.

Public education is divided into four levels or groups: pre-elementary, elementary, secondary, and higher education. Most of you reading this have already been a part of at least two of these groups and maybe even three.

You probably remember or know somebody who was a part of pre-elementary education. Did you go to kindergarten? How about nursery school? Your nursery school tried to help you develop social, moral, emotional, and psychological maturity. The kindergarten wanted you to be ready for the first grade and continue with the progress made in nursery school.

Elementary school was next. Here you were in the first to fifth grade. (In some areas elementary school goes up to the eighth grade.) It was here you learned the basics needed to go on to junior high or to high school.

Junior high and high school are other names for secondary schools. You might be getting ready to go into a trade, or you might be taking courses so you can go to college. In each case the secondary schools are trying to meet your needs.

Teaching does not end after high school. Vocational schools, junior colleges, adult and continuing education, community colleges, universities and colleges are all members of the higher education group. You might be in one of these at some time.

Federal, state and local involvement in the public education system is usually described according to the role each plays. At the federal level there is an agency known as the Office of Education that has the responsibility to gather and analyze statistics and facts about many kinds of educational activities. The Office of Education also distributes and administers monies for educational grants, gives advice on organizing and administering schools and school programs, and improving ways of teaching. There are jobs both in Washington, D. C. and around the country related to the federal involvement in education. For example. The Federal Office of Education for the eight Southeastern States is located in Atlanta.

The United States Constitution leaves the main responsibility of education to the States. There is usually a State Board of Education (Georgia's is composed of ten people appointed by the governor.) which makes the policies for the state. The superintendent

of the state's schools is the top paid leader for the schools in a state. He is the head of the state department of education or instruction, which includes staff to serve and provide leadership and assistance.

Local agencies are often the county form of local government. A local board of education supports and controls education. Policies and directions for operation of the local school system are made, budgets or funds for operation are agreed on, and tax rates are set to support the schools. The local school district (system) board supervises the superintendent and others on the staff. Jobs at this level include superintendent, assistant superintendents, supervisors, principals, teachers, counselors, librarians, psychologists, aides, custodians, bus drivers, coaches, secretaries and so forth. The local district has the direct responsibility to implement the educational programs. Local property taxes pay more than half the cost of operating schools.

Libraries. The main purpose of libraries is to have collections of material available to the public in a way that makes their selection as enjoyable as possible. The staff involved in these jobs assist people in understanding where certain books are located and help them find and utilize the materials. Library personnel are responsible for selecting materials that will be of interest to the people in their community. These items will be different depending on where you live. Once a book or piece of material is selected it must be processed, classified, catalogued, displayed, and made available to the people. These duties are all performed by individuals in the library and museum family.

There are many different kinds of libraries. You are familiar with the public library and your school library. There are also county libraries, college and university libraries that are more for people involved in research, and special libraries that often provide supplementary materials on specialized areas.

1. Public Libraries, offer fiction, non-fiction and reference books. They are open to residents of a community, and are supported by public funds. They also offer such additional resource materials as newspapers, magazines, records, art prints, and films.
 - a. County Libraries are usually referred to as branch libraries for the community.
 - b. State Libraries, which are maintained by state funds and contain specialized selections of materials made by staff members.

2. School Libraries, which provide instructional, general, and cultural reading material for the schools. These are established and financed by the school district and are available primarily for the use of students and faculty.
3. College Libraries keep instructional and research material, and books for faculty and students.
4. Special Libraries provide material for special organizations, such as trade groups or professional groups.
5. Library of Congress is a Federal library located in Washington, D. C. It contains a copy of nearly all legitimately published books, newspapers, magazines, etc. It houses a large microfilm resource for research and other specialized use.

Museums. The third job family is Museums. It is the smallest of the Educational Service job families and offers the fewest jobs for the beginner. Museum work is quite similar to libraries. The major difference is the materials each uses. Libraries know about books and printed materials. Museums are concerned with such things as works of art, furniture, stamps, guns, cars or anything else of concern and interest to a special group.

Most libraries and museums are open to the public to provide the service of cultural enrichment and entertainment. Public museums attempt to have collections that will interest a majority of the people, however, specialized museums will collect one particular artist, the furniture of one century, or any other special collection.

Objective: I will check my understanding of the reading.

Materials: This self check.

ACTIVITY

This set of questions will assist you in understanding the terms used in this section.

Self Check

Match the terms in Column A with the appropriate definitions or examples in Column. Use all answers one time each.

- | | |
|-------------------------------|--|
| 1. museums | a. Collection of rare autos |
| 2. elementary and secondary | b. This job family contains the largest of all professions. |
| 3. carpenter and electricians | c. Contains law books |
| 4. librarians | d. Not included in this major occupational group |
| 5. pre-elementary schools | e. These people can find you a microfilm |
| 6. community library | f. Two subdivisions of the job family of teaching |
| 7. special library | g. These persons work at their specialties but might teach part time |
| 8. special museum | h. Contains books and magazines of general interest |
| 9. teaching | i. This job family offers the fewest entry level positions |
| 10. libraries and museums | j. Sources of information for personal development, education and entertainment |
| 11. employment counseling | k. More involved with social development than with academic specialization and knowledge |

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

Objective: I will identify highlights of interpersonal activity in education.

Materials: Imagination, effort, pen and paper.

ACTIVITY

Prepare a script or write a one-act play that, like, "Welcome Back Kotter", will illustrate at least one more-truth-than-fiction episode in the life of any educational services job. It does not have to be humorous but should be at least five minutes of prepared staging when complete (a maximum of fifteen minutes). You might think about some things which have happened in your own classes.

How will I know I've done it correctly? . . . I will show my teacher my script. I might perform my play for the class.

Objective: I will become familiar with education related attitudes and ideas by reading and listening to certain selections.

Materials: The listed resources.

ACTIVITY

Here is a list of three preliminary or explanatory suggestions to introduce you to the MOG Educational Services. You do not have to complete them in the order they are listed, but you are expected to do them all.

1. Select, read and prepare a short review of a book in the field of Educational Services. There are a number available in the APPS office:

The Water is Wide by Conroy

The Empty Spinn by Decker

Up the Down Staircase by Kaufman

The Classrooms of Miss Ellen Frankfort: Confession of a Private School

Teacher by Frankfort

To Sir With Love by Braithwaite

However, if none are available, in the office, check with the Librarian about other possible choices.

2. Listen to the cassette tape of "Close Up of a Teacher" for the attitudes and qualities that make that person a good teacher. Make a list of these and compare the qualities for the teacher on the cassette with your four highest scores on the Values Appraisal Scale which you completed in "Decision Making". A small chart or table would be helpful.
3. Develop a list of local colleges or universities which grant degrees in education. Using a copy of A Comparative Guide to American Colleges look up the requirements for entrance to at least two of the colleges. Make a chart or table to compare the entrance requirements with the courses you have completed at North Gwinnett. In the last column, list those subjects you must take to get in that college. (See sample)

College 1

College 2

SAT Scores
Needed

Education
Areas
Offered

High School
Subjects which
might be
helpful.

College 1	College 2	SAT Scores Needed	Education Areas Offered	High School Subjects which might be helpful.

How will I know I've done it correctly? . . . I will turn in my book review, list of qualities and colleges investigation to my teacher.

EDUCATIONAL SERVICES

Functions and Duties

Workers in jobs that are part of Educational Services are active in a variety of assignments, that vary according to the job family and the level of education. Teaching includes workers at the pre-elementary school level, elementary school level and secondary school level. Para-professionals in all three job families function largely in clerical, instructional assistance, and house-keeping duties.

WHERE AM I GOING?

I will be able to identify the types of work (functions) performed by workers in each job family in the Educational Services MOG. Job activities of both professionals and para-professionals will be included in the information and activities. I should be able to compare the different duties of workers in educational services.

HOW WILL I GET THERE?

1. Read the section in this packet on functions and duties.
2. Observe a worker
3. Write letters requesting information.
4. Read Vocational Biographies
5. View filmstrips on Careers in this MOG.

HOW WILL I KNOW . . .

- I will complete the set of self-check questions.
- I will plan and complete a Shadow Study.
- I will use the information to complete this MOG.
- I will answer a set of questions on the Biographies.
- I will answer a set of questions on the filmstrips.

FUNCTIONS AND DUTIES

The local hamburger stand has the manager and the counter help. The corner gas station has the owner and the general help. The downtown department store has the manager and the clerks. The areas in education are the same as other businesses when it comes to jobs and job responsibility. Somebody is responsible for the overall success of the business. In the case of the schools, it is the superintendent, in the library, it is the head librarian, in the museum, it is the director or curator of the museum. Working for these people are different individuals with different interests and different qualifications. Their jobs and job requirements will be discussed here.

Workers in Education. General roles for pre-elementary (such as kindergarten), elementary and secondary schools may be helpful as you examine the functions and duties of workers. Pre-elementary schools help teach children to be away from home. They try to create an interest in school in hopes of helping children desire to learn. This is done usually through art, stories, music, and play. In these groups, as well as in the elementary school, the teacher usually stays with the same group of children all day. These teachers or workers must be aware of all the children's needs including academic, play, social, and medical. A good overall academic background and experience in working with young children are helpful.

Elementary schools are usually the child's first look at academic subjects such as reading, writing, arithmetic, and spelling. One teacher often teaches the same group of children all day and must be able to teach all subjects. In some schools specialized teachers in physical education, art, and music will help part of the time.

In most secondary schools many subjects are offered. The student moves from one room to another and the teacher is usually well informed in his particular subject area. Each teacher teaches several different classes, makes teaching plans and does other related tasks.

You can see that different requirements are needed to teach at the different levels. In the early grades most teachers deal with the same group of children all day and must meet the needs of these students in all areas including academic teaching, play

times, and social experiences. In the higher grades the teacher can usually be a specialist in one particular area. Your history teacher probably teaches only history, and your math teacher probably teaches only math and science. At the college level teaching is more specialized and advanced degrees, such as a master's degree or Ph.D. are required.

As you have gone through school you may have worked with a teacher's aide or instructional aide. These people are also a part of Educational Services. They are called pre-professionals or "para-professionals". They help the teacher in non-teaching duties. They are very important because they free the teacher to concentrate more on the job of teaching. These aides might help the teacher in preparing and cleaning up the room, obtaining supplies, setting up labs, passing out supplies, and arranging seating. These duties are called "housekeeping duties". They might help in "clerical duties" such as taking attendance, keeping roll books and health records, assisting in the school office, filing and sorting, or a variety of other clerical duties. They often help in "instructional assistance" which usually takes place after the teacher has introduced a lesson. The aide might perform individual tutoring, help plan and supervise study halls, take charge of one section of the class to allow the teacher to work with a small group, provide assistance in art, music and physical education, work with students who have been absent, counsel students, talk with parents, and many more jobs. As you can see, a job as an instructional aide can be a very rewarding and fulfilling career.

Workers in Libraries and Museums. Although a college degree is usually required for positions in museums and libraries, many pre professional positions are becoming available. These pre-professional jobs require less training than do the professional jobs. These positions do not come with the responsibility of professional positions, but they do offer people interested in library and museum work the chance to work in the field.

The duties of the professional will vary with the size and type of library or museum you work in. Duties usually include providing information to those using the facilities. You might assist readers in locating materials. You could work in classifying and cataloging materials, publicizing services, researching the interests of the people served, and providing research and reference services to various groups. In addition, you might be called upon to prepare bibliographies or review and abstract materials.

Remember, there are some jobs available in the museum and library area that do not require college degrees, however, in order to advance in this field it will be necessary to obtain these degrees. This is a very interesting area in which to work and offers the employee an opportunity to learn about a number of different subjects.

Para-professionals (usually referred to as aides or para-professionals in the schools) do their jobs under the direction and supervision of professionals. As a para-professional you may be responsible for checking out materials, shelving those returned, maintaining files of articles, arranging displays and some cataloging of materials. You may also have responsibility for audio-visual equipment, instructional aids, such as reading devices, and training for some clerical and pre-professional staff.

The duties and functions that workers will have will be set by the management and staff of each school, library or museum. Sometimes you will be assigned work with one other person. At other times you may work with a number of different staff. Regardless, the work hours are usually in the day in a fairly pleasant environment.

Objective: I will check my understanding of the reading by taking the self check.

Materials: This self check.

Part I — Short Answer Questions

1. Readiness for academic studies is provided in the _____ level of education where emphasis is on creating interest in learning.
2. A master's degree or Ph.D. is usually required for those who teach at the _____ level of education.
3. Teachers who specialize in one subject area are usually found at the _____ level of education.
4. Professionals in education, libraries, and museums can devote more of their time to their area of specialization because some of their support tasks are performed by people with less training; these helpers are known as _____.
5. A person who would like to work in one of the job families in Educational Services but who does not wish to go to college can enter at the _____ level and perform valuable support services.
6. A hard working high school graduate can become head librarian without going to college. True or False? _____
7. A teacher's aide can become a professional teacher without going to college. True or False? _____
8. Teachers at this level work with the same group of students all day. _____
9. _____ and _____ are two examples of "housekeeping duties" which might be performed by a teachers aide.
10. "Clerical duties" in a library might include _____ and _____.
11. With assistance from the teacher, a teacher's aide might do which of the following:
 - a. supervise a study hall or lunchroom
 - b. take charge of one section of the class while the teacher works with a smaller group.
 - c. work with students who have been absent
 - d. help supervise a field trip
 - e. all of the above
 - f. none of the above
 - g. all but d

12. Who would be most likely to perform the following tasks?

- (1) professional (2) aide

(enter 1 or 2)

- a. select paintings for a museum _____
- b. help a person check out a book on loan from a library _____
- c. teach reading _____
- d. clean erasers _____
- e. not have a college degree _____
- f. file library cards _____
- g. put away art supplies _____

Part II — Summary Questions

1. Name at least three types of duties performed by entry level workers in Educational Services jobs. Give two or more examples of each type duty.
2. Name the three job families generally identified in Educational Services. Describe the major activity or work of each family.

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

Activity 2

Do not write on this form.

Objective: I will identify functions and duties of workers.

Materials: This MOG.

ACTIVITY

Shadowing means that you will select a person to follow, and watch as if you were that persons shadow, while he or she goes about a normal day's work. Spend a period, a half day or a day - after you arrange with your instructor for necessary permission - following at least one person in teaching, libraries, or museums. Do not interfere with the person's operation of their work schedules; be as inconspicuous as possible.

Observe the person to see if you can identify the functions and duties of their job. The following suggestions may help you organize your observations:

1. Name and describe work activities that seem important to the job.
2. What skills appear necessary in the job observed? Can they be developed?
3. List problems that happen in the job situation you are observing.
4. How were most problems solved? Were they new problem solutions?
5. Describe a typical day for one person.
6. Prepare a summary of your observations. One sample is shown below.

Job Family Observed

Skills

Problems

Work Activities

1. _____

2. _____

3. _____

--	--	--

Sample Summary Chart

How will I know I've done it correctly? . . . I will turn in my completed shadowing form to my teacher for review.

Activity 3

Objective: I will add to my resources in this MOG by writing letters requesting information.

Materials: Paper, pen, envelope, Vocational Biographies, list of local agencies, and letter writing form (obtain from your teacher).

ACTIVITY

In order to complete this activity you will need to do the following things:

1. Go to the resource table and locate the list of local agencies
2. From that list select an agency to write for information about this MOG.
3. From the back of the 2 Vocational Biographies you read, select 2 agencies to write for information on this MOG.
4. Following the form in your workbook, write a letter to each agency requesting information on this MOG.
5. When you receive the information from the agencies, place it in a folder and keep it with your MOG packet. You will be using this information to answer questions and to prepare displays.

How Will I Know I've Done it correctly? . . . I will complete a letter and have my teacher check it for accuracy. I will file the information which I receive and use it in other activities.

Objective: I will become familiar with some basic things about Educational Services through reading about the lives of some actual workers.

Materials: Vocational Biographies on Resource Table.

ACTIVITY

This activity will help you to better understand some of the things you will read in the packets.

1. Go to the resource table and select the Vocational Biographies for this MOG.
2. Read at least 2 of the biographies.
3. Answer the questions on the form provided. Answer a separate set of questions for each biography read. You should have at least two sets of questions.

NOTE: The Vocational Biographies are kept in folders on the resource table. Each folder contains all the biographies for a particular MOG.

Biography Questions

1. Job Title _____
2. What kind of education is required for this job?
 high school technical school 2 years College
 4 years college advanced degree other (write in)
3. Is this a job which often requires after hours or overtime work? yes no can't tell from biography
4. Persons with this job title _____ work alone, _____ work outdoors, _____ work in groups, _____ work indoors, _____ travel, _____ direct the activity of other workers, _____ use tools
5. Would you like to have this job? yes no
 (Write 6 sentences for each)
 Why _____
 Why not _____

How Do I Know I've Done it Correctly? . . . I will have my teacher check my answers.

Objective: I will view an introductory program in order to gain an orientation to the MOG.

Materials: Film on Careers in this MOG, Audio vance viewer.

ACTIVITY

This activity is designed to help you learn some basic things about careers in this MOG.

1. Go to the resource table and select film/cassette set or sets which goes with this MOG.
2. After you have prepared the Auto-Vance for Viewing, read the Introduction to the Film/Cassette program which will be found in the inside pocket of each package.
3. View the Film/Cassette program.
4. Answer the questions for each Film/Cassette program. These questions are included in your workbook.
5. You may view the program as many times as you wish in order to answer the questions

How will I know I've done it correctly? . . . Take your completed answers to your teacher for review.

EDUCATIONAL SERVICES

Worker Qualifications and Career Ladders

Career ladders, lattices, and hierarchies are all terms to let you know what jobs are at beginning levels and the steps that are usually necessary to gain a higher level of responsibility and pay. They show the various steps to the top. Worker qualifications simply refer to what you must do to be eligible for employment on a certain job. A major part of selecting a job is knowing the likelihood of advancement or the chances for promotion. These are often related to qualifications such as age, education and previous experience.

WHERE AM I GOING?

It is quite helpful to be able to evaluate your own qualifications for entering a field of work and to recognize the opportunities for advancement. You should, also, be able to identify pre-professional entry level jobs in the education, library and museum job families to be sure you qualify.

HOW WILL I GET THERE?

1. Read selections identified in outside resources and study the material in this section.
2. Discuss possible interests with other teachers, library persons, and adults who work in the three job families you are investigating.
3. Research information in this MOG.

HOW WILL I KNOW . . . BY

I will complete the self check.

I will complete the study activities that include practice on key concepts or ideas.

I will prepare or use job cards.

WORKER QUALIFICATIONS AND CAREER LADDERS

If you have ever been job hunting you may have been told you can't have the job because you are too young. There's a good chance you've been told you have to have a high school diploma. In either case there are qualifications the employer has put on the job and in most cases he or she won't bend a bit. Because of the high number of applications for many positions in the government, officials have tried to develop a fair way to pick who will get the job. In many cases the way this is done is through an entrance exam. One other way is the amount of formal education a person has (diplomas, degrees, and certificates).

For example, in order to be a teacher you must have a college degree. You may have been a babysitter for ten years, eight hours a day, but this is not sufficient. You might know how to handle children, but not be familiar with teaching techniques or the preparation of educational materials.

Many people argue that certain requirements are not fair and this argument might be true, however, this is not the point. You must keep in mind that there are requirements and if you are interested in filling one of the jobs you will have to meet the requirements.

Qualifications. Each of the three families in EDUCATIONAL SERVICES has a worker that we will call the "professional" in the field. There is the teacher who is required to have a college degree and who often has a masters degree and, in some cases a Ph.D. in library work, the professional librarian must have a master's degree from a college or university library school. In museum work, the curator usually has at least a master's degree and, in many cases a Ph.D.

There are many people who work above and below the teacher. The easiest way to see what positions are available and the requirements needed to be in one of these jobs is to study figure 1.

Educational Services: Worker Qualifications

EDUCATION

	<u>Minimum</u>	<u>Preferred</u>
Superintendent	Masters degree	Ph.D.
Principal	Masters degree	more graduate school or Ph.D.
Teacher	College degree	Masters degree
Teacher's aide	H. S. Diploma	some college

LIBRARIES

	<u>Minimum</u>	<u>Preferred</u>
Librarian	Masters degree	more graduate school or Ph.D.
Library Associate	College degree	Masters degree
Library Technical Assistant	some college	Collegé degree
Library Clerk, book-mobile driver, circulation desk worker	H. S. Diploma	some college
Library trainee or aide	H. S. Diploma	some college

MUSEUMS

	<u>Minimum</u>	<u>Preferred</u>
Curator	Masters degree	Ph.D.
Museum Associate	College degree	Masters degree
Museum Assistant	some college	College degree
Museum Aide	H. S. Diploma	some college

Figure 1

It is possible to enter any of the three Educational Services families with a high school diploma and advance some. There comes a point, however, when you can not advance any further without meeting certain requirements. If you are interested in any of these families know the requirements and work to meet them.

Career Ladders. It is very important for you to begin deciding where you want to be ten years from now. You should set goals and make plans to reach these goals. Just as there are many roads you can take to get from one city to another, there are many directions you can take in planning a career. You might go straight from high school to college and stay in college until you have a Doctorate and then begin teaching. On the other hand, you might leave high school, become an aide, go to school at night, receive your degree, begin teaching and work on a Masters degree in the summer and continue your education while you're teaching. There is nothing wrong with either plan. Just don't get yourself in a position where you cannot move up just because you don't have the formal education.

The following pages are charts or figures that show you what formal education you must have to reach a certain position in relation to the career ladders or staff hierarchies. Look these over and see where you want to go. Good Luck.

Staff Hierarchy in Education

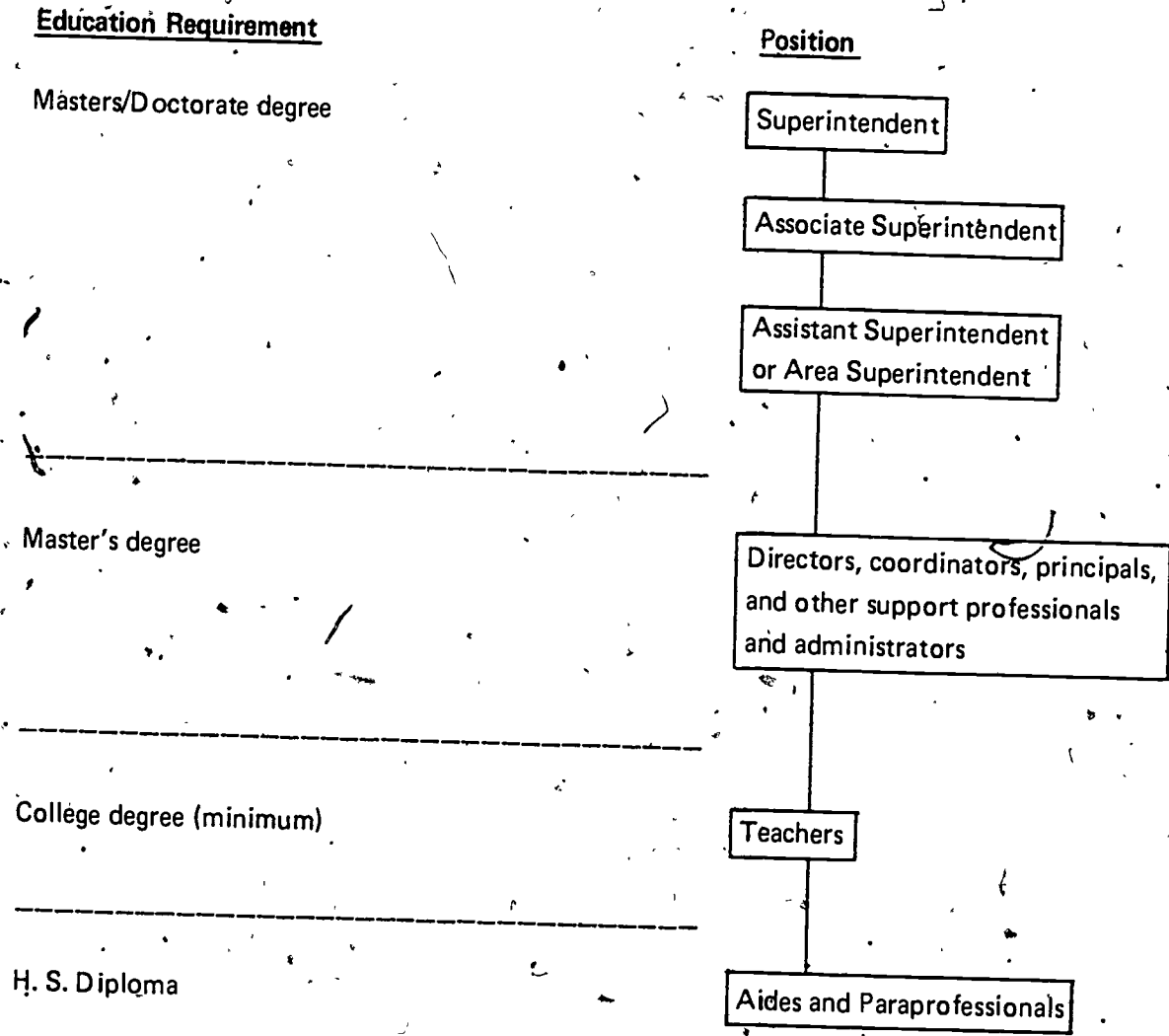


Figure 2

Staff Hierarchy in Libraries

Educational Requirements

Master's degree

College

Some college or technical training

H. S. Diploma

Position

Librarian

Library Associate

Library Technical Assistant

Library Clerk (Book loan, Book-mobile, Branch, Circulation, etc.)

Library Trainee or Aide

Figure 3

Staff Hierarchy in Museums

Educational Requirements

Master's degree

College

Some college (minimum)

H. S. Diploma

Position

Curator

Museum Associate

Museum Assistant

Museum Aide

Figure 4

Objective: I will check my understanding of the educational requirements outlined in the reading.

Materials: The self check form.

ACTIVITY

Part I Instructions: From the list of qualifications below, select the appropriate letter code for each of the positions listed and place in the appropriate blanks.

- Qualifications:
- a. high school diploma
 - b. some college
 - c. college degree minimum
 - d. masters degree minimum
 - e. frequently a Ph.D.

- | <u>Position</u> | <u>Qualifications</u> |
|--------------------------------|-----------------------|
| 1. Museum curator | _____ |
| 2. bookmobile driver | _____ |
| 3. librarian | _____ |
| 4. school librarian | _____ |
| 5. associate superintendent | _____ |
| 6. curator | _____ |
| 7. museum aide | _____ |
| 8. principal | _____ |
| 9. library technical assistant | _____ |
| 10. superintendent | _____ |

Qualifications

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

Part II Instructions: Match the answer in column B with the items in column A. Answers from B may be used more than once.

In order to do this

1. Drive a bookmobile
2. If a teacher goes on to become a principal
3. To be a curator of a good museum, one will find that —
4. In the case of school superintendents —
5. In checking out books for people who come to the library, you —
6. To be a librarian you —
7. Museum assistants —
8. Teachers —

you

- a. need only a high school diploma.
- b. should have some college or technical school.
- c. must have a college degree
- d. must get a masters degree in addition to a college degree.
- e. a masters degree is enough, but a Ph.D. will help

Part III Instructions: For each item select one of the following answers:

Y — Yes, this promotion is possible without getting more education.

N — No, this advancement is not possible without going beyond the minimum education required for the old position.

To advance from

Y or N.

1. Bookmobile driver to checkout clerk
2. Museum aide to curator
3. Assistant superintendent to area superintendent
4. Attendance aide to teachers aide
5. Library technical assistant to librarian
6. Teacher's aide to principal
7. Teacher's aide to teacher
8. Teacher to principal

Activity 2

Do not write on this form.

Objective: I will assess my current qualifications and compare them with those needed.

Materials: This form and the reading in this MOG.

ACTIVITY

Complete this suggested form by naming and describing at least one job family position or job that interests you at the professional and pre-professional levels. Discuss your results with classmates, instructor and other interested educational services job holders.

Type of professional position that interests you.

1. _____

2. _____

Type of pre-professional position that interests you.

1. _____

2. _____

Qualifications Listed in Sources	Qualifications you can meet already	Courses you can take in high school	Volunteer work that gives needed experience

How will I know I've done it correctly? . . . I take it to my teacher for review.

Objective: I will use available resources to research job titles.

Materials: Job Card Box — NOTE: If there is no job card for you job title, do the next activity.

ACTIVITY

Before you begin this activity, read through the entire activity so you will know all the things you will be expected to do.

1. Select 2 job titles from your MOG to research.
2. Go to the job card box located on the resource table.
3. Locate the job card for the job you are studying.

Museum Aide

- | |
|---|
| I. Dictionary of Occupational Titles
Pages _____ |
| II. Occupational Outlook Handbook
Pages _____ |
| III. Encyclopedia of Careers
Pages _____ |

Look up and read the material listed under each of the three large reference books located on the reference table. They will be listed on the card like this:

- | |
|--------------------------------------|
| I. Dictionary of Occupational Titles |
| II. Occupational Outlook Handbook |
| III. Encyclopedia of Careers |

If there is no listing for a particular reference book, that means that there was no reference made to the job in that book.

Now look in the Merit System reference books and locate the job title(s) you are studying.

The Merit System references are listed like this:

IV. Merit System State	
Job title	28305 (reference number)

There may not be a job title listing in each merit system directory (State and County) only the Merit systems listed on the job card are relevant to your job title.

When using the state of Georgia Merit System reference:

1. Look up the job title and note the number code for that job. Example: Museum aide 30712
2. Look up the number code in the number code notebook. This will give you the job description.

Locate the Audio-Visual material listed on the job card. View one film/cassette program and answer the questions (see activity No.). Review the other material.

V. Audio-Visual

EXTRA CREDIT

Go to the library and find the books listed for your job title. Look over the books and select one to be checked out for further study (activity No.).

VI. Card Catalog

Objective: To prepare job cards for the study of an occupation.

Materials: Blank job cards, the attached instruction sheet.

ACTIVITY

This activity is to be done when there is no job card for your job title. Read through the entire activity so you will know all the things you are expected to do.

Separate Instructions:

1. If there is no job card for the job you are looking for you will need to make a job card.
2. Get some note cards from your teacher.
3. Look up your job title in the following books: 1. Dictionary of Occupational Titles 2. Occupational Outlook Handbook 3. Encyclopedia of Careers
4. Write on the note cards the job title and the pages the job title appears on in each book.

Book

Teacher		Job title
I	DOT	137
II	_____	
III	_____	

page number,

5. Look up your job title in the Merit System notebooks (Gwinnett County and DeKalb County are in folders).
6. List the title and the code number for the five (5) Merit Sources (all may not be listed).

IV Merit System	
GA	11362
Atlanta	
Fulton	
Gwinnett	
DeKalb	

7. Go to the APPS index file or Audio-Visual material. List the material (if any) relevant to your job family. Include films, filmstrips, cassettes, and tape recordings.

V AV Material	
1.	_____
2.	_____
3.	_____

8. Check the library card catalog and the APPS library. List the books and there library number on the card.

Working	ED. 742
---------	---------

Activity 3c

Objective: To answer questions relating to the job card research.

Materials: Questions

ACTIVITY

Now that you have investigated some job titles, you should be able to answer some questions. Use the information you acquired from the job cards to help you answer the questions. Answer one set of questions for each job title investigated.

Job Card Questions

1. Job title _____
2. Briefly describe what a worker with this job title does.
3. What are the educational requirements or training for this job?
4. What sorts of experience and skill would a worker with this job title require?
5. What is the general salary range for this job title.
6. Is this job title in a growing field, one that will provide many job opportunities? Yes _____ No _____
Briefly explain your answer.
7. What high school courses (if any) would help you meet the requirements of this job title?
8. Do you think this job will be here ten years from now? Twenty years? What about in the year 2076?
Briefly explain.
9. Would you like to have this job? Yes _____ No _____
Briefly explain your answer.

How will I know I've done it correctly? . . . I will have my teacher review my answers.

EDUCATIONAL SERVICES

Employment Opportunities

Often it is as important to know about the types of jobs and careers that are going to be available as it is to know your own jobs goals. The best thing is when your hopes or goals are in agreement with a favorable outlook for employment in an area of interest. Sources of information about projections by the labor department and other interested groups can be very helpful.

WHERE AM I GOING?

You will be able to request information from at least two sources of information that provide statistics and summaries on the employment outlook in Educational Services job families. You will, also, be able to compare your job goals with the prospect of jobs in your area of interest.

HOW WILL I GET THERE?

1. Read the overview.
2. Participate in a field trip to visit job sites in this MOG.

HOW WILL I KNOW . . . BY

I will prepare a short statement of my employment goals, comparing it with the outlook for employment in my area of interest.

I will complete two field trip forms to prepare for and evaluate the trip.

EMPLOYMENT OPPORTUNITIES

For years there was a serious personnel shortage in the field of educational services throughout the United States. Pre-professional jobs were the result of this shortage. Teachers said they had little time to teach and librarians complained that information was being produced faster than it could be handled. The use of aides was one answer to the problem. It is estimated that over four million people are in jobs in educational services in either para-professional or professional positions.

However, the shortage of personnel seems to have ended, particularly in metropolitan and other highly populated places. It is now more popular to talk of improving selection of staff and choosing the kind of personnel that will meet the educational service needs of the population. In other words, there is no longer the concern of insufficient numbers of workers, but how capable and well prepared are the employment seekers.

Pre-professionals will continue to play an increasingly important role as library helpers or aides, teacher assistants and aides and museum aides. There are many ways that non professionals can assume responsibilities that help professionals do better jobs. Courses have become popular to certify that pre-professionals have completed helpful education.

Employment Outlook. A number of jobs will be open each year even though the overall need will not be as great. When you have four million people employed there will be jobs available from retirement and employee turnover. Turnover has been as much as 10% in the past because teaching, in particular, was a first job after college training for many. After a brief stay many moved on to business, having families, or other interests.

Information Sources. You already have access to The Occupational Outlook Handbook which is generally considered an excellent source to describe the employment opportunities in educational services. State employment services as well as the United States Department of Labor often have single copies of information free. Professional associations in education and libraries also have information that may be available in your classroom library. If not, the National Education Association and the American Library Association should be able to assist you.

The United States Employment Service maintains (through the states) a free employment service in most cities and towns. In addition to finding jobs, these agencies offer job counselling services and other related services. In Georgia, it would be called the "Georgia State Employment Service". It is a part of the United States Department of Labor.

Objective: I will visit sites at which the MOG being studied can be observed.

Materials: Field trip questions, field trip evaluation form.

ACTIVITY

This activity is in two parts. Part 1 — The "Field Trip Questions" form is to be completed before you go on the field trip planned for this MOG. Part 2 — The "Field Trip Evaluation" form is to be completed after you return from the trip.

1. Fill out the "Field Trip Questions" form.
2. Your teacher will check your form. This will help in planning the trip so that all of the students can see some things of interest.
3. After the trip, fill out the "Field Trip Evaluation" form.

How will I know I've done it correctly? . . . I will turn in the field trip forms to my teacher.

FIELD TRIP QUESTIONS

1. Place to be visited _____

2. I would like to see the following jobs

3. I would like to talk to the following types of workers

4. I would like to know the following about

Salary _____

Working Conditions (where workers work) _____

Hours _____

Educational Requirements _____

Skills needed _____

Equipment used (if any) _____

Job mobility (advancement) _____

Things I can do now to prepare for this job _____

What the workers actually do _____

80

FIELD TRIP EVALUATION

Name _____

Date of Trip _____ Place _____

Special job observed _____

MOG being studied _____

1. In general, did you enjoy the visit? Yes _____ No _____

If no, explain briefly _____

2. Did the trip help you better understand the Major Occupational Group which you are studying? Yes _____ No _____
Why _____

3. a. What jobs in the Major Occupational Group did you see being performed?

b. Which of these jobs, if any, would you like to have?

c. What did you find out about the requirements for jobs in the MOG?

d. What did you find out about the kind of work (duties and type of work) done by people in this MOG?

4. Additional comments about this trip. _____

5. Write a two paragraph description of a typical day of a worker.

CULMINATING ACTIVITIES

Now that you have finished this packet, you are eligible to observe your current interest at close range. Most observation periods are for approximately one working day. Full instructions are included in your package.

What you must do before you go.

1. Read the instructions designed to prepare you for your visit. (Observation Day)
2. Read all activities scheduled for the day and be certain you understand them.
3. Complete all interview guides to be sure that you understand what each question means.
4. Have your teacher check all activities, such as interview questions, before you leave.

TEACHER CORPS OBSERVATION DAY ACTIVITY

As a student who has expressed an interest in working in Educational Services, you are invited to spend one entire day in an elementary school setting. During that day you will observe a teacher and a classroom of students in their day to day activities. During that day you will complete a series of activities designed to help you make the most of your day. In addition to the activities in the package, you will find a description of what to expect during the day. Please read this carefully! If you have any questions about any of the contents of this package, ask your teacher before you go to your site.

Information on Rules and Conduct

During your stay at the observation site, you will be under the direct supervision of your assigned teacher and the principal of the school. You are to follow their instructions as if they were your classroom teacher at the high school. You should be neat, clean, and conservatively dressed. You are to attract as little attention to yourself as possible. In addition to the above rules, you should simply exercise good judgment and common sense in your conduct. You will find below a list of "do's and don'ts". Use them as the guide for your conduct.

Do-

- Smile
- Be neat
- Be attentive
- Be prompt
- Be considerate
- Be courteous
- Speak up when asked questions

Don't-

- Smoke
- Wear sloppy clothes
- Draw attention to yourself
- Be a "know it all"
- Discuss individual student personalities with your friends
- Disrupt any class procedure

ABOVE ALL ELSE REMEMBER! What occurs in the classroom is a private matter between the teacher, student, and the student's family. You are to respect that privacy and not discuss the behavior and actions of individual students in casual conversation with friends or neighbors.

What will happen during the day?

Actually the plan for the day is quite simple. You will arrive at the school at approximately 8:45 a.m., meet the principal and be assigned to your teacher for the day. At that point, you will go through all of the activities of the day with that teacher. At 3:30 you will be picked up and driven home if other transportation has not been arranged.

Activity 1

OBSERVATION OF A CHILD

Select one child and observe him or her for 1 minute period. Use this check list for writing down observations. Select at least one child from one of the categories below. Complete this activity three separate times.

1. A child who is active
2. A child who is quiet
3. A child who does not fit the physical norm.
(extremely tall, fat, or extremely small)

Age _____ Date _____ Time _____

Place an X in the appropriate column as each behavior is observed. Do not check a behavior you do not observe.

Behavior	Usually	Sometimes	Never
1. Accepts other children			
2. Joins group activities			
3. Smiles or laughs frequently			
4. Is happy			
5. Tries new activities			
6. Speaks naturally			
7. Plans own activities			
8. Takes turns willingly			
9. Shares			
10. Talks to adults			
11. Accepts suggestions			

List 5 to 10 actions you saw this child complete during your observation.

OBSERVATION OF A GROUP OF CHILDREN

This should be completed at least twice during the day. Try to select two different kinds of activities. You might ask your supervising teacher when would be the best time to do this.

Select a small group of children to observe for a ten minute period. Answer the following questions about the children you observed.

Date _____ Kind of Activity _____
 Time _____
 Number of children observed _____

1. Did all the group behave in the same manner?
2. Describe or list the different kinds of behavior you saw in the group.
3. Did you see any children needing help with activities? If so, what help did they need?
4. Which child was the most independent? Why?
5. Did you see a child snatch a toy or any other item from a friend?
6. What impressed you the most during the time you were observing?
7. Describe the ways you saw children showing affection and friendliness toward the teacher and other children.
8. Did any of the children not follow the directions given by the teacher?
9. Describe any emotions shown such as anger, sadness, fear, affection.

OBSERVATION OF A TEACHER

At some point during the day, select a ten minute period when your supervising teacher is actively engaged in reading and supervising students and complete part I of this activity. Select another ten minute period and complete part II.

Name of Teacher _____

Date _____ Time _____

Kind of activity being conducted _____

I. Place an X in the appropriate column as each behavior is observed. Do not check a behavior you do not observe.

Behavior

1. Smiles
2. Is patient with students
3. Accepts student suggestions
4. Allow children to express themselves
5. Exhibits patience
6. Reacts well to unexpected behavior
7. Gives positive answers
8. Has a friendly manner
9. Became upset
10. Spoke harshly to students

usually	sometimes	never

II. During a ten minute period record all the activities in which your supervising teacher is involved.

Question

1. What did you learn about teaching school during this activity?

PERSONAL INTERVIEW

To gain more information you have this suggested set of questions to use in a personal interview. Ask for a time of about thirty minutes when it does not interfere with the work of your supervising teacher to complete this activity.

Name _____

Title _____

Place of work _____

Length of workday: from _____ to _____ How many days per week? _____

Night or weekend work? Yes _____ No _____

What is the nature of the after hours work if any? _____

How would you describe the working conditions? _____

Are there workers for whom this person is responsible? (if yes, describe their work and the nature of the interviewee's responsibility.)

To whom does the interviewee answer? (Who is his superior or supervisor)? _____

What kind of supervision or independence does he or she experience? _____

What jobs did the interviewee have that helped to gain the present position? _____

What education? _____

What positions can he or she move up to without additional training? _____

What positions could he get with additional education? What sort of additional training? _____

Is it worth it to the interviewee to get the additional training? (i.e. Is there considerably more responsibility, pay, free time, etc. in the next position up?) _____

If the interviewee could not have his or her present job, what would he or she do? _____

SUMMARY ACTIVITY

Once you have completed your days observation you are expected to complete a summary activity. Your activity will consist of the following.

1. Complete the summary questions: Part I and Part II.
2. Make a formal report or activity of one of the following:
 - a. arrange for people with similar visits to develop a combined report on
 - (1) tape
 - (2) panel discussion
 - (3) other project developed by group
 - b. develop an individual
 - (1) visual display
 - (2) written summary
 - (3) taped presentation

Part I — Summary Questions

1. Do you think you would like to have your interviewee's job? (Why? Why not?) _____

2. If you had your interviewee's job, what would you do? (keep it, try to move up, etc. — why?) _____

3. Aside from what the interviewee said, what do you think you would like best and least about the job? _____

4. Did your interviewee seem to be aware of his or her own career options or did he or she seem more concerned with just staying in his or present job? _____

5. Why was this, do you think? _____

6. The things which I will remember most about the day. (Either a list or paragraph will do, but limit your comments to things which are significant.) _____

7. What things did you see today that would make you want to be a teacher? _____

8. What did you see that would make you decide NOT to be a teacher or para-professional? _____

9. Teaching is working and being closely involved with people. Teachers often are confronted with severe human problems for which they can do little to change or alleviate. Teachers are often confronted with their own failure to do anything which is significant in the area of learning. Given your experience today, what would be your reaction to the above statement?

Part II - Careers in Education

1. What should be the favorite subjects of a student who is considering a career in education?
2. In what subjects should students considering a career in education be doing well?
3. What extra-class and extra-school activities would be helpful in preparing for a career in education?
4. What are the advantages and disadvantages of a career in education? Do the advantages outweigh the disadvantages?
5. Would women have a more difficult time in job opportunities? advancement?
6. What impact would a career in education have on one's daily life (e.g., salary, work schedules, vacation, etc.)?

7. Is education a "9-to-5" job? Or do you have to devote a lot of your own time outside the classroom?
8. Is education a good career for a woman with a family? Why? Why not?
9. What other occupations related to a career in education might attract someone with interests, aptitudes, values, and needs similar to those that are important for this occupation?
10. Can a teacher/administrator work anywhere in the country? Would it be easy to move from district to district, city to city, state to state? Would it be better to work in the same school district for several years?
11. What is the employment outlook? Are job opportunities growing in certain areas of education, such as day care centers and vocational schools, while declining in other areas, such as private schools?
12. Would the training you receive in education be helpful in other careers? Which ones?
13. Would an ex-newspaperman make a good teacher of journalism? Would an ex-actor be a good drama coach? Would work experience in the subject area be helpful to a teacher?