

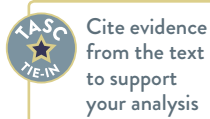
Summary

Unit One addressed the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. Students learned about a wide range of careers across ten industry sectors.

Unit Two addressed inner workings of the job-seeker. What are her interests and passions? What kind of work environment will she enjoy? What careers should she consider based on what she knows about herself and what factors might influence someone making a career change? Students also learned to navigate career database websites, assess their own interests and conduct a group research project about possible careers.

In **Unit Three**, students considered what it takes to prepare for a career. They learned about a wide variety of careers and the kinds of training and education opportunities available to prepare someone to work in various sectors and contexts.

In **Unit Four**, students’ research becomes personalized. They learn about careers in a variety of industries through firsthand accounts and interviews in text and video, and respond to the narratives in writing.



1. CAREER VIDEO NARRATIVES

Students watch and discuss videos about careers in a variety of industries, then respond to them in writing.

2. USING QUESTION STEMS AS A READING STRATEGY: CAREER NARRATIVES

Students practice reading, research and note-taking skills by reading career narratives across six industries, then develop and answer questions about the texts using question stems.

2.1 • Computer Research: Career Narratives

Students extend their learning about one career related to one they read about by conducting online research on the career of their choice.

3. WRITING ACTIVITY: A DAY IN THE LIFE OF A SCHOOL PSYCHOLOGIST

Students read and discuss a narrative describing a day in the life of Justine, a school psychologist who works with high school and early childhood students. They then complete a writing activity about the school psychologist profession, including a first draft, peer review and revisions. This activity has the flexibility to be used as is (good for lower-level students) or incorporate a specific writing strategy, such as a focus on topic sentences, paragraph structure, or transitional sentences.

3.1 • A Day in the Life of a School Psychologist, Part 1

Students read and discuss the first installment of a two-part narrative about a school psychologist.

3.2 • A Day in the Life of a School Psychologist, Part 2

Students read and discuss the conclusion of the school psychologist story and prepare to write about it.

3.3 • Writing Activity: School Psychologist

Students write a first draft of a three-paragraph writing assignment about the school psychologist story, describing her job as well as their own interests in Education careers.

EXTENSION ACTIVITY

3.4 • Peer Editing and Revision

Students read each other's writing and offer feedback. Each writer then revises his or her work, based on partner feedback.

Career Video Narratives



90 MINUTES

Students view short videos of workers describing their jobs in various industries and write responses to questions about the videos. The following page describes and provides links to short videos on various careers. YouTube has hundreds of short videos on dozens of careers. Teachers may use the ones listed or find new ones.



Cite evidence from the text to support your analysis

PREP

- Review the videos from page 324 and choose a few from different sectors that students will watch. Make sure the links are functional. You may search for additional career videos on YouTube. They should be “a day in the life” type videos that describe a worker’s job responsibilities or career pathway.
- Write the URL(s) of the video(s) on the board.
- Review the *Writing Response: Career Video Narratives* worksheet. Make sure the questions are relevant to the videos you have selected.

MATERIALS

- Requires use of a computer lab.
- *Writing Response: Career Video Narratives* worksheet, at least 2 copies per student

EXPLAIN

- 1** Analyzing data about careers is important, but it’s also helpful to hear about how workers in the field experience their jobs. **If you met someone who works in a field you are interested in, what questions would you ask them?**

➤ *What they do at work, how they got their job, what they like and don’t like about it, and advice for newcomers to the field.*
- 2** People can work in many different industries. The videos listed on the board represent different industries where people work. We’re going to watch some of these videos and learn as much as we can about the careers by listening for key information and responding to questions about them.
- 3** You’re going to watch a video, then you’re going to watch it again. The first time, listen for the main ideas.

Which career does the video describe? Does the worker seem to like his/her job? How do you know?

Then, you are going to read a series of questions about the video, and listen with answering the questions in mind. After watching a second time, you are going to write responses to the questions. Ultimately, you will join your classmates who have watched the same video as you to present what you've learned to the class.

- 4 Play the video as students listen for the main ideas and supporting details.
- 5 Distribute the *Writing Response: Career Video Narratives* worksheet. Ask students to read the questions, but not write anything yet. Ask students what they notice about the questions. Ask if any questions are confusing or unclear. Clarify any questions students have about the questions.
- 6 You're going to watch the same video again, listening now with the questions from the worksheet in mind.
- 7 Play the video for a second time and ask students to complete the worksheet.
- 8 Repeat the same process with a second video, having students watch once, then read the worksheet, watch the video a second time with the questions in mind, and answer the questions.
- 9 Ask students to form groups of 3-4 students, and discuss the videos.

Was there one career they preferred over the other? Why? Was one more interesting? Confusing? Boring? What stood out to them the most about the workers? What stood out to them the most about the careers? Did they learn anything they didn't know before? Would they be interested in working in one of these careers? Why or why not?

Video Narratives About Careers

The videos listed below show careers from the worker's perspective. YouTube has hundreds more which can be found by conducting keywords searches for "_____ career," for example "teacher career" or "school bus driver career." As YouTube and website offerings are constantly being updated, some videos may become unavailable while new ones become available.

HEALTHCARE

Home Health Aide: Cynthia Gets a Promotion

Students watch a video about an experienced Home Health Aide describing the steps she took to get a promotion. (5:21)

<https://www.youtube.com/watch?v=dbNio6ZoW-U&feature=youtu.be>

TRANSPORTATION & WAREHOUSING

What it's Like to be a Flight Attendant

A flight attendant walks through a typical day of work as a flight attendant. Along the way, she describes what kind of personality will take well to the skies. (4:44)

<https://www.youtube.com/watch?v=Uxl-ttAAwPY>

EDUCATION AND CHILDCARE

A Day in the Life of a Kindergarten Teacher

A look at a day in the life of a Kindergarten Teacher. (3:07)

<https://www.youtube.com/watch?v=AsHCK1LLGhc>

MANUFACTURING

A Day in the Life of a Welder/Pipefitter

Explores the work of a Maintenance Mechanic through first person descriptions by workers from a variety of energy-related job sites, including Big Creek Hydro Plant and Calvert Cliffs Nuclear Power Plant. (4:08)

<https://www.youtube.com/watch?v=l0Ks-DJoeEM>

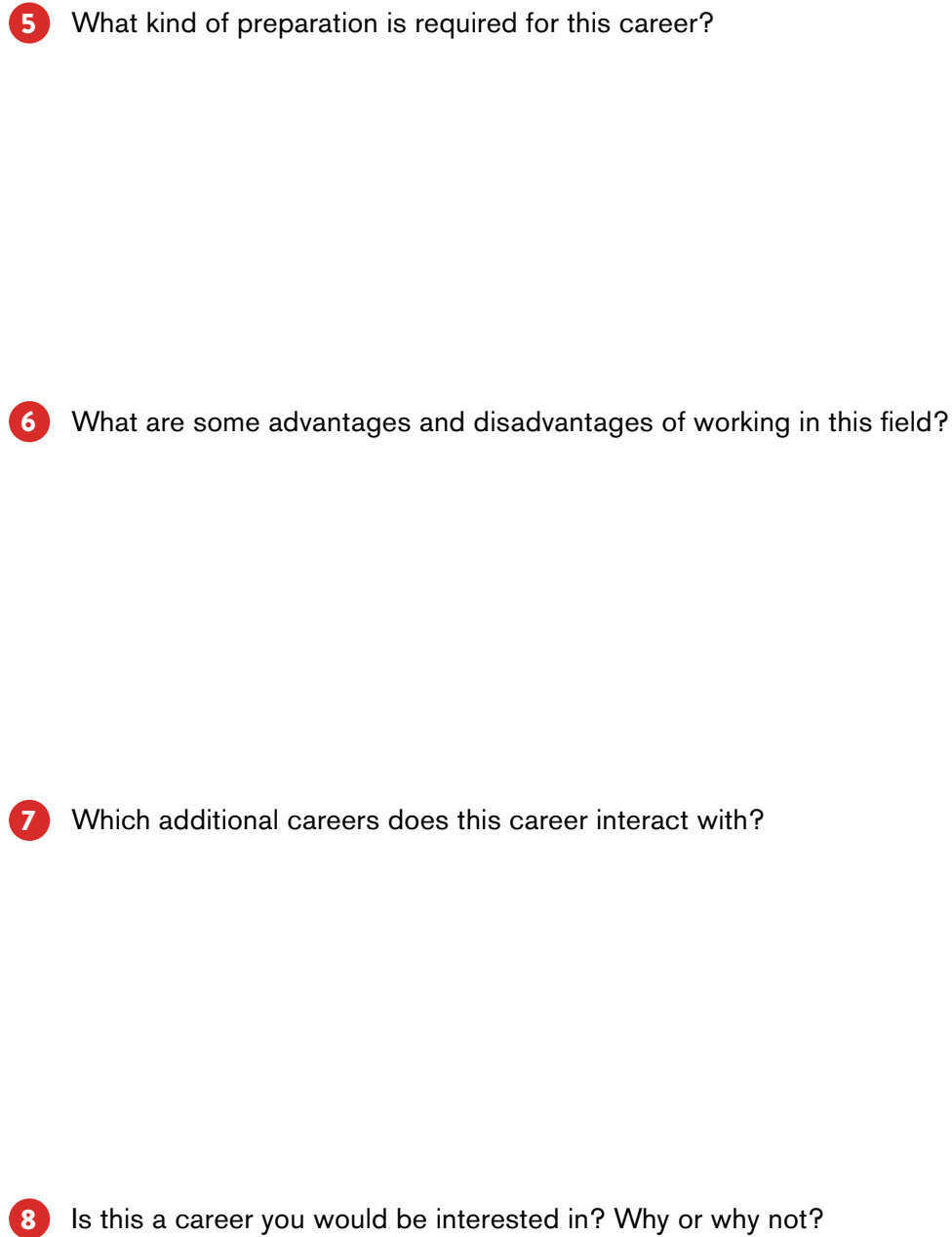
HOSPITALITY, RECREATION & THE ARTS

Sound and Light Operators

Two Sound and Light Board Operators talk about what it's like to create sound and light for a live theater production. (4:22)

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







60 MINUTES

Using Question Stems as a Reading Strategy: Career Narratives

Students read one or more career narratives, then develop and answer questions as a reading strategy. Students can choose from the following narratives:

Education and Childcare

- School Secretary

Community and Social Services

- Domestic Violence Shelter Advocate

Healthcare

- Community Health Worker

Technology

- Information Service Desk Technician

Hospitality, Recreation and the Arts

- Line Cook

Manufacturing

- Quality Control Inspector

PREP

- In the preceding class, have students indicate which career they want to read about on the *Career Narratives Sign-up* sheet. It's okay if there is a career that no one signs up for. Be prepared to discuss the utility of this activity for students who are interested in careers other than the ones listed.
 - *Examples of uses include improving reading skills, practicing developing questions about reading, expanding vocabulary, learning about professions they may come in contact with as consumers, a family member or friend.*

MATERIALS

- *Career Narratives Sign-up*
- *Career Narrative Questions* handout
- *Career Narratives*
- *Career Narrative Group Report* handout

EXPLAIN

- 1 Divide the class into groups based on the narratives they have selected. Distribute the *Career Narrative Questions* handout. Ask students to complete the first three prompts explaining why they chose their story, what they predict it will be about and what they expect to learn from reading it. They should do this assignment individually.

- 2 Distribute the *Career Narratives*, according to the students' selections.
- 3 Ask students to read and annotate their narrative, marking parts they thought were important, interesting, surprising or confusing. They can also circle unfamiliar words to look up and write any questions or comments they have in the margins.
- 4 When students have finished reading, direct them back to the *Career Narrative Questions* handout. Explain that research shows that when people ask their own questions, they remember more of what they read. Here, part of the question is written for them, and part of the question they will have to fill in. Ask students to complete the questions. Circulate to check progress.
- 5 After students write the questions, have them either 1) answer their own questions or 2) answer the questions of someone in their group.
- 6 In order to discuss the career your group read about with other groups, you're going to take notes on what you learned about the career. Your group will discuss the questions together and one person will complete the *Career Narrative Group Report* handout with input from the other group members. Then all group members will take turns reporting back to the whole class on their answers. Distribute the *Career Narrative Group Report* handout and ask students to discuss it together, with one person recording the answers.
- 7 Groups report back on the career they read about. While one group is reporting, the other class members will actively listen and participate in a general discussion of the material.

DISCUSS

Follow-up questions to each group presenting might include:

- Did reading about this job make you more or less interested in it? Why?
- What did you learn that you did not already know about this career?

Questions for the students listening to the presentation might include:

- What was one thing you learned from the presentation?
- What was the most interesting thing to you about this job/this narrative?

After all presentations are completed, have the class discuss:

- Were you interested in any of the jobs presented in addition to the one you picked to read? Why or why not?
- Did the career you chose to read about turn out to be similar to how you imagined it? Why or why not?



Career Narratives Sign-up

In the space below, sign up to read a story about one of the following careers:

ENTRY-LEVEL CAREER NARRATIVES	
Sector	Career Narrative
Community and Social Services	Domestic Violence Shelter Advocate
Hospitality, Recreation and the Arts	Line Cook
Manufacturing	Quality Control Inspector
MID-LEVEL CAREER NARRATIVES	
Sector	Career Narrative
Healthcare	Community Health Worker
Technology	Information Service Desk Technician
Education and Childcare	School Secretary

Name	Career Narrative



Career Narrative Questions

Before reading the story, complete the statements below:

1 I chose the story about being a _____ because _____

2 I predict this narrative is about _____

3 I expect to learn _____

_____ from reading this narrative.

After reading the narrative, complete and answer the following questions:

1 What does a _____ do every day?

2 What are the _____ parts of being a _____?



- 3 What are the _____ of being a _____?
- 4 Why did _____ say _____? What does it mean, and why is it important?
- 5 What is one _____ thing you learned about being a _____?
- 6 What else do you want to find out about being a _____ that's not explained in the article?
- 7 Do you think you would want to be a _____? Why or why not?



I Want To... Work At a Domestic Violence Shelter

Adapted from <http://galadaring.com/article/i-want-to-work-at-a-domestic-violence-shelter/>

Tell us about what you do.

I work as a resident advocate in a domestic violence (DV) shelter for a non-profit organization that runs three shelters (two for homeless people and one for DV). What that means is that I'm essentially a house mom/counselor/crisis line operator/office assistant/jane-of-all-trades.



What does an average day at work look like for you?

I tend to work the evening shift, which means my day starts in the middle of the afternoon. The shifts overlap a little bit so that the person finishing their shift can meet with the person coming on, and let them know what happened within the house, what the general energy is, if there was any drama amongst the women, if we're expecting any new intakes, if anyone exited the shelter for good, and anything else that seems pertinent. After that, I do a walkthrough of the shelter, say hi to the ladies who are home, and go back to the office to settle in for my shift. Usually at that point, I call to check the availability of the other shelters (the DV shelter runs the crisis line that does all of the intakes for our organization), I check in to see if there's any other important information left from other co-workers regarding the shelter, and prioritize what I need to get done for the day.

Like any other non-profit, we have a strong team that works really hard on keeping things running smoothly, but there's so much work to be done that it can feel like we're constantly playing catch up. Usually I have my own little projects I assign to myself, since I can't stand to be bored—whether that's reorganizing a closet, cleaning up client files, updating signs/referrals, etc., I'm always trying to do something with myself that can help all of our team have one less thing to deal with.

The clients often come in and ask for things (to look up directions, to brainstorm on job/house searching, or for basic little stuff, like toiletries or cleaning supplies), and whoever is on staff does a walkthrough of the premises regularly



to ensure that everything is calm and safe. The vast majority of time on shift, though, is spent listening. Whether the ladies in the shelter are having a day full of triumph or disaster, they often want to talk about it, and part of my job is just to be available for them to vent, rant, cry, share their frustrations or their successes. It is simultaneously one of the most difficult and most rewarding aspects of my job.

Other than that, everything else is in a constant flux, and never predictable. Sometimes there will be major conflict between residents that can require staff mediation. One of our staff members does an amazing job of planning celebrations (birthdays, baby showers), and she makes it a party for everyone, staff and residents alike, and so when one of those goes down, whoever is there is running around trying to help and wrangle people. Often I'll have to pick up an intake, which can take a good amount of time; the first few days in the shelter are the hardest, and usually a woman coming in has a very high level of anxiety and stress, which means that a good chunk of that shift will be spent with her, doing paperwork and talking out the situation that she's coming from. Sometimes I'll have to deliver an exit letter, which is essentially telling the resident that they have to leave. Each day can range from relaxed to completely insane, depending on the dynamic of the house, how busy the crisis line is, how each woman's day went, and what decisions are being made by the higher ups in the program.

Is this what you wanted to do as a child? Did you end up in this job by “accident” or was it a planned career choice?

This is DEFINITELY not what I saw myself doing as a child! I grew up in the arts, and for a long time, it seemed obvious that an artistic pathway was my calling. I started doing theatre and dance at three, played piano from seven until about fourteen, went to a performing & fine arts high school, and eventually went to a private arts university for photography. I ended up dropping out of that private arts university for financial and family health reasons, which was devastating. I worked a series of awful, unsatisfying jobs (ranging from a bookstore to a restaurant to a semi-corporate job in a hotel's sales office), and kept trying to go back to school, but with little success. My setbacks were huge, and I didn't have the emotional capacity to take on the gravity of the events in my personal life while focusing on school.

I'd always been an avid reader, even when not immersed in academia, and I spent a lot of time reading books from the sociology and women's studies section of the bookstore, which planted the seed in my head. When I returned to school, all that I'd read encouraged me to immerse myself in a Sociology course or two, which in turn, made me realize how much I wanted to improve the lives of others. Despite my love for the arts, it became clear to me that if I was going to be a broke, working class chick for the rest of my life, I might as well



do something to improve the world while I'm at it. I had a professor who was also working as an advocate for sexual assault survivors (specifically women and children) in a local district attorney's office. When she told our class a little bit about what she did, I thought, "That is exactly what I want to be doing." I talked to her, she gave me some referrals for volunteering, and that led me here!

How long ago did you start on this path?

Although I didn't realize it at the time, I believe that this path started back when I became a survivor of domestic violence. It took me a long time to recognize that what happened within my relationship was abusive and absolutely not okay. Reconciling the idea that someone who I loved, and who I thought loved me, could do such terrible, destructive things to me (and to themselves) was extremely difficult. However, once I did, I stepped on the pathway to women's advocacy. The first step was becoming an advocate for myself.

What kind of education do you have?

I am currently a four-time college dropout. After dropping out of the private university, I kept trying to go back to community college while working two (or three) jobs at the same time, and really struggled. After taking two years off, it got harder. What they say is true: It really is much more difficult to go back to school after working. I've made it a priority to keep reading and researching on my own, and I've made it possible to return back to school in the Spring, which I'm eagerly looking forward to.

Other than that: I'm a state certified domestic violence counselor, which means I went through forty hours of training that included peer counseling techniques, statistical and historical facts, detailed information about Battered Women's Syndrome and the specific psychology surrounding intimate partner violence.

Do you think official qualifications are important for someone entering your industry?

Many of my co-workers do not have degrees. Instead, they have work experience and a passion for working with women who need help. However, I think you usually need a post-secondary degree to advance. It's fantastic to get involved and get the work experience, but to advance and make a career out of this kind of job, one should get an education.

Did you enjoy studying? Could you see where it might lead you at the time? What advice would you give to someone else who might be studying to get into your industry?

The classes I have taken, even General Education classes, have significantly improved my ability to succeed at my job. Communications classes? The best



way to help people is to know how to communicate with them, and that means all of them. Sociology classes? Knowing about privilege and the way society is socially constructed is hugely important to empathizing and understanding what each of our clients face when they try to re-enter the world as autonomous women. Any class that requires you to research? I have used so much of this skill in a huge variety of ways, whether it's looking up the answer to an obscure question about work or housing or state law, or learning more about mental illness and substance abuse, or additional counseling techniques. The way that this job made these classes more meaningful is a huge factor in my decision to return to school.

What is your number one suggestion for someone who wants to do what you do?

Start learning about domestic violence. I'd bet that there are things about DV that you do not know, and never guessed. Even if you are a well-versed feminist, I would be shocked if you don't learn a thing or two that challenges your own prejudices and the way you approach the world.

How about number two?

Start volunteering! Even if it's only for an hour or two a week, or a couple times a month. The best thing you can do is get involved with your local organizations that work with women and children. You can see if you like it, ease into it, and start getting a feel for what aspect of this world you'd like to be a part of. Plus, your best way to get experience and make the connections required to get a job is to volunteer, volunteer, volunteer.

Is there much career progression available to you? What would you like to do next?

There is definitely room for advancement, both within this organization and others, but most of the advancement does require an education. What I'd like to do next is get at least an Associate's Degree—that's a start! Other than that, I'd love to get involved in case management, and I'd love to learn more about non-profit business management so that I can start writing grants. Those are my goals for the next few years.

Do you think you'll continue doing this for the rest of your life?

In one way or another, absolutely. Even if my career path changes, I see myself always volunteering or otherwise being involved in this world. It is both the hardest and most gratifying thing I have ever done. I am indebted to these women for what they have given me, and how they allow me to help them to the best of my abilities. I am indebted to the agency I work for because of the opportunities they've given me. This job constantly reminds me that the world is here, this is my life, and it is amazing. •



Line Cooks— The Unsung Heroes of the Restaurant Kitchen

Posted: 09/26/2013

Adapted from http://www.huffingtonpost.com/honest-cooking/line-cooks-the-unsung-her_b_3972581.html



Just behind your booth, tall-backed chair or bar stool, there is an army of sweaty, lovable lunatics. They cook your food, from the local dive, or diner to the Ristorante with an “e” and the \$50 entrées. They are not the TV personalities, nor the chefs with their names on the menu, and although they might curse a lot, they are the poets of pork and aficionados of frites. They are known as “line cooks.”

Hours are long, pay is minimal, there are no holidays, and if you’re sick and don’t show up to work, you’d better be dying. No matter how you feel—you’re grandmother passed away, or you’ve lost your house to the bank—nothing excuses late or lousy food. Imagine the rest of the world is finishing a Sunday stroll, or weekend afternoon on the couch, and the line cooks are finishing a 10-hour brunch shift. It takes a very strong person, both body and mind.

According to a 2011 salary study by the American Culinary Federation, line cooks under 25 made an average of \$21,638 and those in older age brackets barely broke \$25,000. So, why? Why continue to tediously,

de-bone fish and sweat through the dinner rush? Maybe it’s simple discipline and drive—dedication to a craft. Maybe it’s the adrenaline rush. Or maybe you simply hated math class.

Danny Crocco, 25, at Brasserie 292 in Poughkeepsie NY, worked a lot of odd jobs before becoming a cook, but always liked doing things with his hands, from cutting lawns to working at a deli. “I didn’t think I wanted to cook until I saw a professional kitchen. I didn’t want to go to “real” college. I missed taking the SAT two times,” he exclaims with a smile.

During his training at Primo in Rockland, Maine, Crocco went into work on days off and worked past his shifts off the clock, just to watch dinner service. Eventually, the Chef noticed and asked him to help her with additional tasks, creating a new position for himself in the kitchen. He even helped with the cleaning. “It was better than going home. I was 18. I couldn’t drink—what was I going to do?” He says he’s always better off in the kitchen. “All my emotions come out in my food. If I have a bad day, it’s my only way to have a better day.”



David Crocco is on fire at Bouwerie 292 in Poughkeepsie, New York.

Heather Neri works at B&G Oyster House in Boston and has been in the industry for about two years. A young and spunky cook, Neri wistfully reflects upon her inspirations in the kitchen. “The biggest thing that kept me in this industry was the feeling of cooking. Not only the literal feeling of a perfect pasta dough in my hands, or the sound of sautéing a piece of fish, but the rush... I became a cook to feel the flames of my six burners going all at once. I became a cook to get stuck in the weeds, and to sweat my way out with a smile on my face. Mostly I became a cook to cook. If you are a cook like me, you will understand that.”

An eclectic crew is drawn to the fire and fumes. Many go to vocational high schools, de-boning a chicken before they turn 14. Others take a longer, more winding road. Sue Comegy, a woman you might expect to see at your mother’s bookclub, joined the line-cook brigade after a 30-year career in accounting and has been changed forever by her new vocation. “I don’t do anything the way I did... I sat behind a desk—now, it’s running around and that’s the complete opposite of what I’m used to. Sometimes I just want to sit down and they don’t sit down in a kitchen—no matter

what you don’t sit!”

While other cooks go into the field with dreams of sometime becoming a chef, or owning their own business, Comegy does not. “For me it’s different.” She jumps from kitchen to kitchen, learning at schools, hospitals, delis and restaurants, soaking up everything she can learn like a sponge. She currently works at The Roundhouse in Beacon, NY where she can learn both restaurants and catering. “I don’t expect to become an Executive Chef,” she admits with a happy smile.

Dakota Anderson, 19, also works at The Roundhouse and has big dreams. Anderson’s neighbor got him the job as a Dishwasher and he was enticed by the possibility of prep work—simple knife cuts, working with new proteins and learning new cooking techniques. Now, having prepped and cooked at the restaurant for two months, he hopes to enroll in culinary school this upcoming spring. “I’m going to finish my education. I’m going to live it up and try to get CMC (Certified Master Chef Certification)... I plan to travel and learn different dishes from different cultures. I want to travel to every country, continent and city within it.”

Kitchens are rough and rowdy places where being the rookie comes with challenges. With the people more parts pirate than professional, it’s not unusual for varying degrees of friendly hazing to occur. “Stevie gave me a scoop of duck fat and told me it was ice cream. I was so happy until I tasted it. He even put something on it to make it look like it had sprinkles on it!” Anderson adds with a sly smile—“Now, they call me “Ducky.”



Consider the prank a cook's crude demonstration of love to a newcomer, akin to that one boy in kindergarten who threw sand on all the girls. Anderson respects and looks up to the experienced Cooks. He likes the criticism—"When people tell me how my food is, when it's bad I'll improve it and when it's good I'll still improve it because there's always room for improvement." This attitude articulates a key spirit in kitchens across the country—Cooks both young and old working hard to produce the best possible food.

People often jump from kitchen to kitchen, Cooks on the line form a bond, similar to that of a champion football team. Adam Moses, seven years in the industry, says, "Everyone's basically living here. I'm closer with the Line Cooks than I am with my mom, my dad, my girlfriend, my neighbors. It's the people I work with, the people I party with, and the people I get into trouble with after work." This intangible gratification is a common theme among the Line Cooks, from the dankest dives to the Michelin-starred places.

It's not about the fame or the money—most Cooks will never see either. Jesus Perea, with almost six years of experience and with names such as Le Bernardin and Del Posto under his belt, says that success stems from passion and desire—the desire to learn, ask questions and be ready. As a Line Cook, "there are a lot of people working hard behind everything you do." A lot of thought, sweat and energy comprise each plate of potatoes or side of salad, and it's an energy rarely understood by



diners—nor should it be. Each meal should be a seamlessly executed performance, without any of the trials and tribulations of the man behind the curtain.

The Cooks' fulfillment comes from knowing they made the best possible food, the thrill of the rush and being part of an exclusive community—the seductive harmony of the kitchen that makes you sweat, triggers the release of adrenaline, and embraces you in a blur of focused energy. From a greasy burger to steak tartare, through careful organization, sweat, and spoonfuls of silliness, Cooks put a little bit more deliciousness in the world and for that I say, "cheers to the Cooks." •



Interview with Amanda Reel, Welder

Adapted from <http://www.pma.org/campaign/8WIM/impact/Holidays2016-WiM-Impact.pdf>

Women in Manufacturing (WiM) speaks with Amanda Reel, a Welder at a fabricating plant.

Please tell our readers a little bit about your job and what your work looks like every day.

I am a Welder at a large equipment Manufacturing company. In addition to welding, I handle a number of other tasks in the Sheet Metal Department. Some days I weld, some days I cover drill press and other days I run the laser cutting machines. I also cover for my supervisor or lead man when they are out. Every day I come into work and do a different job, so it's always interesting. When I am welding, I have to read prints and fabricate parts, which means I have to be able to read and understand blueprints. Then I assemble the parts and weld them together. My department makes laser cutting machines, which are our most popular product.

How did you arrive at your current position? What attracted you to a career in Manufacturing?

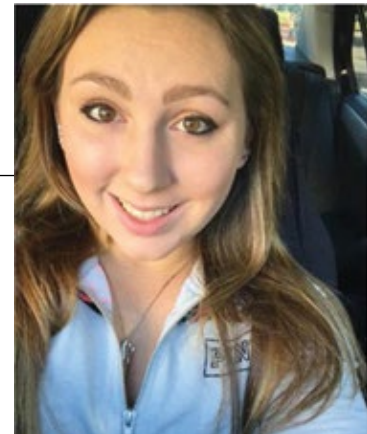
When I was just about to turn 18, the company called my high school, Howell Cheney Technical High School, and asked if they had any Welders with a good welding skill set. My teacher asked me if I would be interested in an interview. I took the opportunity in a heartbeat. Within one week they contacted me and set up my initial interview. The interviewer asked me to read a blueprint and tell them everything I knew about every type of welding. I was also asked to outline my skills. I would say it went very well. I was immediately offered an in-the-field interview, to demonstrate my physical welding

skills. In the field interview, I welded MIG (gas metal arc welding, or metal inert gas welding) and TIG

(gas tungsten arc welding, or tungsten inert gas welding) both vertical and flat. They told me that was all they needed to see and that I would be contacted soon with my start date. I have been a Welder ever since. When I was 14, I chose welding as the trade I would study through high school. My junior year I decided to make welding my career because it's not often you get to turn your passion into a career. Also, I like the challenge of Manufacturing. Something about making things from scratch entices me.

There are many stereotypes about the Manufacturing sector, such as being dirty and dangerous workplaces and most appropriate for men. Have you encountered stereotypes like these in your education or career and how did you overcome them?

My whole career has been full of encounters with these stereotypes. One comment I hear far too often, when someone asks me what I do and I explain to them that I am a Welder, is "Wow I've never met a pretty Welder... actually I've never met a female Welder!" I am our company's first woman Welder, but I will not be the last! It is not true that women can't be Welders. Unfortunately, many are steered away by the awful stereotypes that exist about welding such as it being a man's job, a dirty job,





or a hard job. It is also untrue that welding is only performed in a very dirty environment. That is not the case at my job and at many other Manufacturing companies. In fact, many facilities are cleaner than you can ever imagine! Most of the ones I've seen look like picture-perfect factories.

Research shows that women, especially women in STEM fields, do better if they have a mentor. Has mentorship played any role in your career?

Mentorship has definitely played a huge role in my career. I would not be where I am today without the help of my mentors. My two welding teachers, Kathy McGirr and Bob Cullen, were my first mentors and they helped me to learn almost everything I know about welding. My mentor at my current position is our lead man, Dave Reynolds. Dave has helped me learn new skills, like repair work and time management, through hands-on training. He has also demonstrated great work ethic, leadership skills and brainstorming to make even the most difficult problem seem easy. I try to emulate these skills as I grow in my career.

One of the key findings in WiM's survey is that there is significant overlap between what young women want in careers and the attributes of careers in Manufacturing today. But the survey also found that, too often, young women are not aware of the opportunities available in Manufacturing. What do you think can be done to spread the word to women about career options in modern Manufacturing?

Certainly organizations like Women in Manufacturing (WiM) that make it their mission to support women in Manufacturing go a long way towards raising awareness about Manufacturing. Local WiM chapters have a strong impact here as well. For



example, the WiM Connecticut chapter was established just over a year ago and has really created a buzz in the community. Promoting Manufacturing as a career to middle and high school students—and not just the boys—is crucial. Teachers, guidance counselors and parents are instrumental in communicating the opportunities Manufacturing presents. Many kids, especially girls, don't even know these good, high-paying, rewarding jobs exist. I'm sure if young women knew what an interesting, well-paying career they could have in Manufacturing they would give it a closer look.

Our survey also found that the majority of women in Manufacturing today would recommend the sector to young women considering career options. Would you recommend a career in Manufacturing? And, if so, why?

I would definitely recommend that young women choose a career in Manufacturing! There are so many opportunities out there. You can have any kind of job you want; machine operator, engineer, sales and marketing, finance, even CEO. There is literally something for everyone in the field of Manufacturing. The possibilities are endless! •



On the Job: Community Health Worker

Specialized outreach worker reduces barriers to care

By Tara Bannow / *The Bulletin*

Adapted from: <http://www.bendbulletin.com/health/3004536-151/on-the-job-community-health-worker>

Elva Lopez is invaluable to Mosaic Medical. If patients with complicated cases—severe health issues and personal hardships such as homelessness—go off the providers’ radar and can’t be reached by phone, she goes out and tries to find them. Sometimes that means going to their homes. If they don’t have homes, she goes to where they might be. “We’ll just go,” Lopez said. “We’ll meet under a bridge. We’ll jump under a couple fences, if need be, to get a hold of the patient.”

Lopez is a Community Health Worker. She connects patients with important services and other necessities that are not directly related to the treatment of their physical health conditions. In many cases, it’s helping them enroll in health insurance. It’s helping them find affordable housing. It’s helping them pay for their medications. It’s finding a place where they can get dental care.

Asked the full list of things she does, Lopez’s eyes widen. “There are so many!”

Many factors to health

The factors that contribute to a person’s health extend well beyond treatments and medications. If people lose their homes or jobs, they probably aren’t going to be thinking about going to the doctor, said Elaine Knobbs, Mosaic’s director of programs and development.

“They have some crisis in their life and all of a sudden they’re staying with someone else and their lab work and prescriptions aren’t at the top of their minds,” she said. “They’re thinking, ‘What am I going to eat?’ But at the same time, we don’t want them to get sicker.”

Lopez said her job is to remove those social, financial or logistical barriers so people can focus on improving their health. For example, she’s working with a patient who wants to start exercising again but has an ostomy, a surgically created opening in the abdomen to allow waste or urine to leave the body. “She needs to start feeling better. She wants to do that,” Lopez said. But patients with ostomies have pouches covering the openings that collect the waste but aren’t waterproof. Lopez and her team at Mosaic were recently approved funding for a device that will cover the opening and allow the patient to swim.

In another case, Lopez helped secure funding through state and federal programs to fix an electric wheelchair for a patient. The process, however, took two years.

Lopez also helped get dentures for an uninsured patient who suffered from depression because of her bad teeth. She wouldn’t smile and often held her hand



over her mouth. Lopez connected the woman with insurance and got her an appointment to have the dentures fitted. “She got her dentures and, my gosh, no more depression, none of that,” Lopez said. “She goes out in the community now and just does for herself. She was going downhill so much, and it was just one little thing: dentures.”

And there’s the patient who brings Lopez nearly to tears to think about: a homeless man who initially came to the clinic very angry. “He felt like everybody was just pushing him away,” she said. It turned out the man had an enlarged heart and had been told he was going to die from the condition, Lopez said. He simply wanted to know that his two children would have a place to live and someone to look after them once he was gone. Lopez secured housing for the kids and the man, in addition to a caregiver who agreed to stay with the kids. She also secured insurance through the state for the man. “He eventually did pass away, but he got better before that actually happened,” she said. “For me, that’s one of the stories that has stayed with me for the longest time. Even if it’s not helping the patient now, it’s helping them somewhere in their lives.”

Community need

Not everyone can do what Lopez does. It requires an extensive knowledge of the community and a wealth of connections to the various local organizations that provide the services patients need. Lopez was one of Mosaic’s first employees when it opened in 2002, starting as an Outreach Worker and then transitioning to become a Community Health Worker nine years ago.

Many community colleges have Community Health Worker training programs, after which students can apply for certification through the state. The challenge now is getting the entities that pay for health care to provide reimbursement for Community Health Workers, she said. As a federally funded community health center, Mosaic already gets funding for outreach workers, which it uses to pay Community Health Workers, Knobbs said. But for other clinics, paying for such positions is a challenge, she said.

On a recent Friday, Lopez spent the morning documenting what happened at a home visit the previous day. Then she met with a couple of patients who were transitioning into assisted living facilities to see what help she could offer. She checked in with another patient who needed vision help. She called up some patients to see how they were doing. She did a home visit for a patient her team hadn’t been able to reach.

On a typical day, Lopez said she sees between five and 12 patients, depending on which Mosaic clinic she’s working at. The most important thing about being a Community Health Worker is having a passion for helping people, Lopez said. “We love it,” she said. “We love what we do. This is our calling, and not many people can say that. It’s what we were born to do.” •

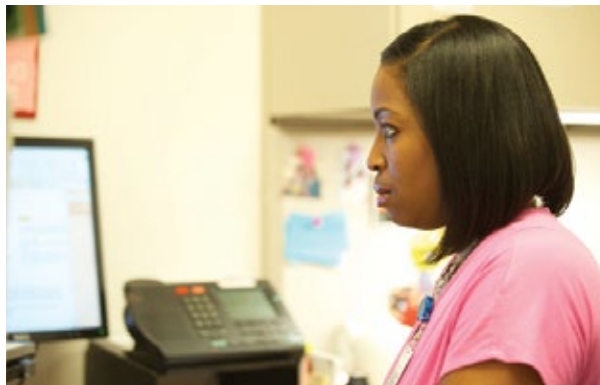


A Day in the Life: Information Service Desk Analyst

July 9, 2013

Adapted from <http://inside.akronchildrens.org/2013/07/09/a-day-in-the-life-is-service-desk/>

The phone is already ringing when Tami Swain, a Service Desk Analyst for Akron Children's Hospital's Information Services (IS) department, gets to her work station at the start of her shift. On the line is a new employee who's having trouble logging onto his computer. "I'm sure I can help you with that," says Swain. She turns on her two computer monitors and starts working on the problem. In just a matter of minutes, Swain has resolved the issue. As the hospital has grown, so too has the need for the IS service desk staff to help employees with a range of technical issues.



Service desk analyst Tami Swain typically handles about 30 calls a day related to computer hardware and software issues.

"We are responsible for more than 4,000 PCs in the hospital's system," said Ronda Wicks, IS service desk team leader. "We take calls for problems with everything from the keyboards to the monitors to the software."

Swain's morning goes quickly while she fields calls from the hospital's Akron campus and its many remote sites. On most days, she handles about 30 calls asking for help with any number of software and hardware issues. "Sometimes what might seem like a minor problem to some people might be a big issue for the person calling," she said. "I always try to keep a positive attitude when I'm on the phone. That seems to help the caller relax and realize that we'll be able to resolve the problem."

Swain may handle 50 or more calls a day when a system fails or has major issues. She and the other service desk staff are responsible for notifying and updating IS leadership and system users throughout the hospital of the status of major issues, and staying in touch with the technical staff working on the problem. They also verify the status at clinical units, and notify system users when the issue has been resolved.

Each day at 10:45 a.m., Swain and her colleagues have a service desk "huddle"—a brief meeting lasting about 15 minutes. "We talk about common issues that may have come up and ways to resolve them," Swain said. "The huddle is a great way for us to bounce ideas off each other and collaborate on solutions." The analysts also review



the previous day's statistics so that they are always aware of how well they service their customers. If a problem seems to come up time and again, the service desk staff creates a tip sheet explaining the problem and the solution. "A lot of employees have trouble remotely logging into their email," said Swain. "I always talk the employee through the process when they call, but I also send them a tip sheet that lists the steps. If they encounter the problem again, they can just refer to the sheet to help resolve the issue."

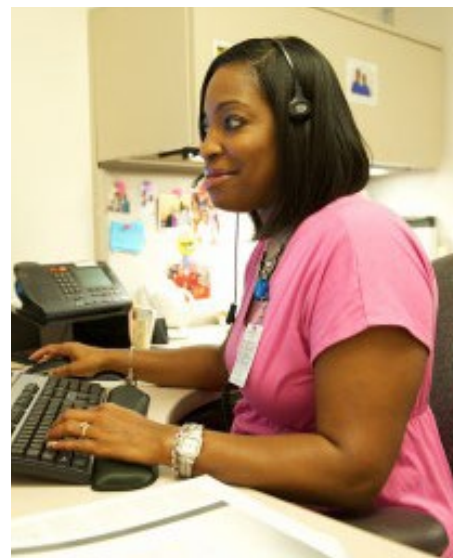
Swain's next call is for help with installing new software. One of the monitors on her desk allows her to see what the caller is seeing on his computer. She moves through the various screens and gets the software up and running. While some of the "fixes" are routine, others aren't. "Technology is changing all the time," said Wicks. "We try to be proactive and make sure that we keep on top of what's out there, so that we can help the employees if they run into problems."

Swain, a five-year Children's Hospital employee with an Associate's degree in computer science from the University of Akron, appreciates the hospital's commitment to education. "Thanks to the hospital's education reimbursement program, I'm going back to the University of Akron in the fall to get my Bachelor's degree," she said. "I know it will be a lot of work, but I also know it will be worth it."

In between her calls, Swain checks the service desk email. Hospital employees often send requests about non-critical issues, such as a printer that's low on ink or a keyboard with a sticky key. Swain handles several emails before her phone rings again. The caller is a neonatal intensive care unit (NICU) nurse who's having trouble with a bar code reader.

"When an employee calls our department, they're given the option to move their call directly to a Service Desk Analyst if they have a problem that's critical to patient care," said Wicks. "We take these calls very seriously. We don't ever want a technology issue to get in the way of helping our patients." Swain quickly resolves the issue from the NICU nurse and takes another look at the department's email before heading home at the end of her shift.

"My favorite part of the job is that every day is different, and it is always a challenge," she said. "I really enjoy my job and I knew the first week I was here that I could spend the rest of my career working for Children's Hospital." •





“So, what’s it really like working as a... School Secretary?”

From <http://www.momentumcareersadvice.com/tag/the-monday-interview/>

Photo: <https://beloitschools.org/school-communication/>



Robin Bye, McNeel Middle School secretary

Are you a natural organizer, great at multi-tasking and ready to deal with whatever is thrown at you? Have you always wanted to work with or around children, but the idea of teaching has never appealed or never been quite the right choice? Perhaps you are a working parent, looking for one of the few jobs out there that works well (most of the time, at least) around school hours and holidays?

Terri explains how working as a School Secretary can fulfill all the criteria above while providing an enjoyable work environment and varied work day. She gives a great account of her job, including some very useful advice on how to break into this popular career area.

So, briefly, what is your job?

I am a School Secretary. I work in a small school with a small staff, so my responsibilities are basically whatever needs to be done, from calling home when children are sick to completing the school census for the Education Department; from booking and arranging school trips to doling out first aid to children with scraped knees; I order stationary and any other supplies needed for the school, arrange for contractors to come in and service the alarm systems, complete repairs and do anything else the head teacher needs me to do.

How did you get into it?

I’ve always wanted to work in a school and thought of being a teacher when I was a student but I was too impatient to collect a paycheck, so that didn’t happen. I have an Associate’s degree in Administrative Studies and worked as an Administrative Assistant in a small company, and these qualifications are definitely necessary for the job. Jobs in school administration are popular with parents who want to work the



same hours their children are in school and not always easy to come by. I had been the volunteer Secretary for this school's playgroup for a couple of years so I was already known to the school when I applied for my current job.

Describe a typical day.

There is no such thing as a typical day! Today I started by scheduling appointments for the school Principal and ordering supplies for two departments. I made sure all the paperwork was ready for the school trip one class was going on. I helped with the on-going arrangements for the end-of-term party and the arrangements for the imminent arrival of two visitors from our Kenyan partner school. I supervised a child who was referred to the office for a "time-out." I explained to a teacher what a scrunchie was. In between all this I answered the phone, sorted out all the phone requests, dealt with various problems that parents came to me with and said a sad farewell to one of our student teachers.

What do you enjoy most about your job?

I love the fact that every day is different and nearly every day is fun. The children are lovely for the most part and I enjoy the contact with them while not having to actually teach them. Some days are challenging and need decision-making on my part when the Assistant Principal is not there, other days are pure escapism—we had a school Halloween party this year where we all got to wear costumes all day.

And the least?

I honestly can't think of anything I don't like about my job. I look forward to going in every day.

What are the common misconceptions that people have about the work you do?

I think people probably assume that all I do is typing and answering the phone but those tasks are just a part of my job. I think they would be amazed at how much is involved in running a school and how much of that falls to the School Secretary, especially in a small school like ours.

What are the main skills you need to work as a School Secretary?

Apart from the obvious office-based skills, I think you need a sense of humor, the willingness to take on any task, the ability to prioritize, to be efficient and well organized and to be able to think on your feet and adapt to whatever a particular day calls for. Good interpersonal skills are essential as you have to deal with children, parents, staff, governors, visitors, salespeople, contractors—the list is endless and you need to be able to form good relationships with them all.

**Tell us a little about the benefits that come with the job.**

An obvious benefit, particularly for parents, is the fact that you (more or less) work school hours and have the school holidays off work. Pay is reasonable, depending on the grade of your job and there is a certain amount of job security as the school will always need administrative staff. For me the main benefit is the enormous job satisfaction, the involvement in the life of the school which in turn means involvement in the community.

What advice would you give someone wanting to break into this career?

There is understandably a lot of competition for jobs in schools because of the hours, holidays etc. so apart from the usual office qualifications and experience I would say that if you can demonstrate an interest in school life or working with children, for example volunteering with your local PTA or playgroup, scouts, sports team etc., it will give you an advantage over other candidates.

Where do you see yourself in 10 years' time?

I am old enough to be retired in 10 years' time but I very much hope I will continue working in my little school until that time comes. It's the best job I have ever had. •

page 3



Career Narrative Group Report

Discuss each question in your group. Refer back to the narrative to answer each question. Your group recorder will write your group's responses below.

- 1 Summarize the job you read about. What does this person do at work?

- 2 How does the person feel about their job? What do they like about it? What do they dislike?

- 3 How did they get their job? What education or training did they need to get their job?

- 4 Who do they work with?

- 5 Where do they work? What is the setting? Are they in an office, do they travel, etc.?



60 MINUTES

Computer Research: Career Narratives

Students conduct additional research on the career they read about in the Career Narrative activity, using a career database.

PREP

- Explore the following career database websites and choose one for this activity:
www.bls.gov—The Bureau of Labor Statistics website
www.careerzone.ny.gov—The New York State career database
www.careercruising.com—A subscription-based career database. Requires a login and password. Many programs have subscriptions to this database.
- Choose a career from the database and be prepared to navigate to, explore and discuss this example career with students.
- Write the name of the website you choose on the board.

MATERIALS

- *Researching Careers Online* worksheet
- Requires use of a computer lab

EXPLAIN

- 1 If students have not previously used the database you have chosen to use for this activity, give a brief introduction to the website (*refer to Introduction to Career Database Series in Unit 2 for more information*). Emphasize the ways the database is organized and how students can use it to find careers.
- 2 Ask students to navigate to the website. Look at a sample career as a class, discussing what information is included and how it is organized.
- 3 Distribute *Researching Careers Online* worksheet. Ask students to explore careers related to the one they read about in the Career Narratives and complete the worksheet.
- 4 If time remains, students can research another career of their choice, and practice paraphrasing the information they find on a separate sheet of paper.

Use the career database to answer the questions below.

- NYSED/CUNY CareerKit for HSE & ESL Learners (2018) • Career Fundamentals

Writing Activity: A Day in the Life of a School Psychologist

Students read a two-part narrative from a school psychologist, then complete a three-paragraph writing activity describing her work and their own interest in Education careers. Peer edits and revision activities are included as optional extensions. Rather than focus on one writing strategy, this activity is designed to be flexible and invites teachers to use the activity as is (good for lower level students) or incorporate a focus on a specific writing skill of their choosing, such as topic sentences, paragraph structure, or transitional sentences.

ACTIVITIES IN THIS SERIES

3.1 • A Day in the Life of a School Psychologist, Part 1

3.2 • A Day in the Life of a School Psychologist, Part 2

3.3 • Writing Activity: School Psychologist

3.4 • Extension Activity – Peer Editing and Revision

A Day in the Life of a School Psychologist, Part One



60 MINUTES

Students read and discuss a day in the life of Justine, a school psychologist working in an alternative high school and in an Early Childhood setting, in preparation for a writing activity.

PREP

- Read *Part One* and *Part Two* of *A Day in the Life of a School Psychologist* and discussion guidelines.
- Be prepared to explain vocabulary: **proficiency, buffer, cognitive delays, validating, to trump prevention**

MATERIALS

- *A Day in the Life of a School Psychologist, Part One*

EXPLAIN

- 1 Today you will practice your reading skills by reading a narrative about a school psychologist who works with alternative high school students and also with very young children. What might be positive and negative about working people from two different age groups?
 - *Positive: get variety in your work life; get to use lots of different strategies and skills.*
 - *Negative: hard to constantly adjust your focus; maybe you have more strengths working with one of these populations and feel not as comfortable with the other.*
- 2 If you were going to interview a school psychologist about her job, what are some questions you would ask? Write the responses on the board. Students might say:
 - *What hours do you work?*
 - *What do you do in a typical day?*
 - *What is most difficult about your job?*
 - *What do you like about your job?*
 - *How much money do you make?*
 - *Why did you decide to become a school psychologist?*
- 3 Distribute *A Day in the Life of a School Psychologist, Part One* and ask students to read and annotate it, marking parts of the narrative that relate to the questions on the board.

VOCABULARY

proficiency
buffer
cognitive delays
validating
to trump prevention



A Day in the Life of a School Psychologist, Part One

by Angie McIntyre

Adapted from <https://www.cultofpedagogy.com/school-psychologist/>

Justine splits her time as a school psychologist between early childhood education and an alternative high school (AHS), both of which are housed in the same building. Justine's students are representative of the school district, which includes a wide range of socioeconomic, racial and cultural backgrounds.



The AHS also houses a large population of recent refugees with limited English proficiency.

Justine supports two very different populations from this office: young toddlers and preschoolers just starting on their educational paths, and near-adult students hoping to earn a diploma. Today is technically an Alternative High School (AHS) day, but Justine will likely engage with both settings, as she usually does. The only barrier separating Justine's babies from her big kids is a flight of stairs, which doesn't provide much of a buffer between the two worlds she serves.

She begins by answering a few e-mails, items that have piled up overnight from teachers, parents, a school social worker and her vice principal. As she scans her inbox, Justine thinks about a recent National Public Radio article about the healthy work/life balance in Denmark, and briefly thinks about moving her husband and two young children to Copenhagen, the nation's capitol. Maybe next year.

Justine clicks open an e-mail she's been avoiding, one from a high school special education teacher who works with students with significant cognitive delays. The teacher is concerned about the plan Justine helped develop for a student whose problem behaviors include swearing, threatening and hitting

page 1



staff and students. The teacher doesn't think the expectations for the student are high enough and says the plan isn't fair to the rest of her students. Reading between the lines, Justine infers that the teacher is sick and tired of dealing with the student, and she



wants him out of her classroom for good. Situations like this are one of the toughest parts of the job because they force psychologists to play the “bad guy.” While she knows the teacher is stretched and stressed, Justine advocates for the student.

After consulting with one of the school's social workers, Justine writes a carefully worded response to the teacher, validating her concerns, thanking her for her help and patience, and explaining that it will take time for the student's behavior to improve. Taking the utmost care not to upset the hardworking, overtired teacher, she asks another colleague to review the email before ultimately sending it off.

Leaving a few unanswered e-mails for later, Justine heads to a meeting for one of Education's hottest new approaches to guiding and sustaining students—Positive Behavioral Interventions & Supports (PBIS). For most school employees, PBIS is both a blessing and a curse—it requires a great deal of work up front, but it can do wonders for school climate and morale when implemented correctly. As the psychologist for the alternative high school, Justine leads the PBIS team. At today's meeting, she presents her colleagues with the data for office discipline referrals. The purpose of the data is to celebrate successes and target areas for improvement, but the teachers—battle-hardened and stretched thin—are struggling to stay positive today. Instead, they use the meeting as a venting session about student behavior. Justine gives them some time and space to share their frustration; then she tries valiantly to get the meeting back on track. During her ten years of practice, she has learned that admiring a problem rarely solves it. She would like to engage in more proactive work with the students, families and staff, but crisis management always trumps prevention. And new crises are waiting for her when she leaves the PBIS meeting. •

page 2

DISCUSS

- 1** What do you know so far about what Justine does as a school psychologist? Who does she work with and what is her role?
 - *She works with young children and young adults. She works closely with teachers to deal with behavior issues and possible causes for the behavior.*
- 2** The writer describes an email exchange between Justine and a Special Education Teacher. What is the problem she is having with the student she discusses in the email?
 - *The student, who is cognitively delayed, has been swearing at, threatening and hitting students and teachers.*
- 3** Why did the teacher write the email?
 - *She is objecting to the plan that she and Justine created for working with the student. She thinks the plan doesn't have high enough expectations for the student, and is probably worried about disruptions to the other students in the class.*
- 4** Does Justine agree with the teacher's assessment? How does she respond to the teacher?
 - *She doesn't agree. She tells the teacher that he/she should expect change to happen gradually.*
- 5** What steps does she take not to offend the teacher?
 - *She words the e-mail very carefully and double-checks the tone of the e-mail with a colleague to make sure it's not offensive.*
- 6** Why does the author say that "situations like this one are one of the toughest parts of the job?"
 - *Justine has to handle possible further disagreement between her and the teacher; she has to balance her assessment of what the best next steps are for the student with a concern not to disrespect the teacher's assessment.*
- 7** What kind of meeting does Justine attend after writing the e-mail? What is her role at that meeting?
 - *She attends a meeting to discuss a new approach called Positive Behavioral Interventions & Supports (PBIS). Her role is to lead the meeting.*
- 8** Prediction time: This isn't the whole narrative. The last sentence of this section mentions that crises are waiting for Justine when she leaves the meeting. What do you think these might involve?

A Day in the Life of a School Psychologist, Part Two



Students read and discuss Part Two of *A Day in the Life of a School Psychologist* in preparation for a writing activity.

MATERIALS

- *A Day in the Life of a School Psychologist, Part Two*

EXPLAIN

- 1 Ask the class to recall what they read in *A Day in the Life of a School Psychologist, Part One*. If they have trouble recalling, use the questions below.

Examples:

What is her job?

› *School psychologist working with high-school and early childhood students.*

How has Justine spent her day so far?

› *Responding to e-mails and attending a meeting.*

What do you think was the most satisfying part of her day so far?

Why do you think so?

What was the most difficult part of her day so far? Why do you think so?

What did the author suggest is waiting for Justine after the meeting that she led?

› *New crises.*

- 2 What were some of your predictions about the types of crises she might have to address? Write the predictions on the board.
- 3 Distribute *A Day in the Life of a School Psychologist, Part Two*. Ask students to read and annotate this section of the narrative by underlining parts that relate to the crises and parts that are interesting, surprising or confusing. Prepare to discuss it.



A Day in the Life of a School Psychologist, Part Two

by Angie McIntyre

Adapted from www.cultofpedagogy.com/school-psychologist/

After the meeting, Justine finds a student waiting for her in her office. The student says she is pregnant and claims she is bleeding because her mother kicked her that morning. Concerned for the student's health and safety, Justine calls the police and explains the situation. When the police and ambulance



arrive, the student makes excuses for her mother and declines to press charges. However, Justine informs police that the student has been in similar situations before; this will ensure that a domestic violence counselor meets with the student when she arrives at the hospital. After the emergency workers leave with the student, Justine updates her school principal and the students' teachers. Then she completes the paperwork required by the district in such situations. By the time she finishes the work, she has invested two hours of her day into the unexpected crisis. While student emergencies happen with lightning-fast speed, responding to them is often slow, detailed work.

She attempts to get her day back on track, but has to respond to an Early Childhood Special Education Teacher who needs help. Justine listens as the teacher describes a student who has been hitting, kicking and biting her peers, and suggests a team meeting with the child's service providers and family. Justine spends most of her Early Childhood work engaging in these types of conversations, or in evaluating children for special education eligibility. She wishes she had more time to work directly with the children and their teachers rather than simply evaluating them or trying to fix crises, but this time is rarely available.

page 1



After the two crises, Justine begins to write notes about both situations. As she is doing so, she is interrupted by AHS students sent to the office for low-level offenses such as refusing to do their work or using technology in class. Then a teacher calls for help with a student who is screaming curse words at her in the classroom. Justine coaxes the student into her office and talks through the situation with her. Because the student is a recent refugee with limited English, Justine calls a cultural liaison for additional support – the liaison is a community member who helps to translate the conversation. With the help of the liaison, Justine manages to calm the student enough for her to finish her day at school, avoiding suspension.

At 1:45, Justine finally manages some time at her desk, reviewing one of the files sitting on her desk, responding to email and cramming in a little lunch. The rest of her day is a mix of dealing with students referred to her by teachers, supervising the hallways, responding to emails and filling out forms.

Justine admits to herself that her workday rarely goes as well as she hopes, that her work rarely rises to the level she expects from herself. In addition to time constraints and the bureaucracy of special education, Justine and her colleagues face obstacles like racism, poverty, learning disability and substance abuse.

But during the course of her jam-packed, unpredictable day, Justine knows she has accomplished a great deal. While the payoff may not be obvious today, her hard work and dedication will make a difference. Because of today's efforts, a vulnerable young woman now knows that someone cares about her safety. An angry, marginalized student has managed to finish her school day instead of being kicked out once again. A team of specialists has made plans to come together in support of a young child crying out for help.

Although she forgets it sometimes, Justine is passionate about school psychology, and she's pretty great at it. Copenhagen will just have to wait. •

page 2

DISCUSS

- 1** What was the first crisis Justine had to address in Part Two?
 - *A pregnant student was hit by her mother. Justine had to calm the student and call the appropriate authorities.*
- 2** Why did Justine inform the police that the student had been in similar situations before, even though the student did not press charges?
 - *To ensure that a domestic violence counselor will meet with the student.*
- 3** What was the second crisis that Justine dealt with?
 - *She spoke with an Early Childhood Special Education Teacher who discusses a child who had been hitting, kicking and biting her peers.*
- 4** What steps does Justine take to address the issue?
 - *She suggests that the teacher schedule a team meeting with the child's service providers and family.*
- 5** What's the last crisis described in this section?
 - *A high school student with limited English ability is threatened with suspension for swearing at a teacher.*
- 6** How does Justine handle this situation?
 - *She calms the student and convinces her to come to her office; she calls in a community liaison to help her with translation. The student returns to the class and finishes her day.*
- 7** What do you think is the most interesting aspect of Justine's work? Why?
- 8** What were some of the other Education-related jobs you encountered in this story?
 - *Teachers, school social workers, principal, community liaison.*
- 9** What are some jobs that weren't mentioned in this story, but were in some way involved in the work of caring for children in schools?
 - *Paraprofessionals, school administrators, guidance counselors, school custodians, secretaries, bus drivers, cafeteria workers, librarians and technology assistant.*
- 10** What did you find interesting in this narrative? What was difficult? Does this make you want to know more about any specific education jobs? Which ones?

Writing Activity: School Psychologist



45 MINUTES

Students will respond in writing to the narrative, *A Day in the Life of a School Psychologist*, thinking about Justine’s career and their own career interests. They will complete a three-paragraph writing assignment, conduct peer reviews, and revise their writing.

Note: Rather than focus on one writing strategy, this activity is designed to be flexible and invites teachers to use the activity as is (good for lower level students) or incorporate a focus on a specific writing skill of their choosing, such as topic sentences, paragraph structure, or transitional sentences.

PREP

- Review the writing assignment.
- **OPTIONAL:** Choose a writing strategy to incorporate into the activity. This could be a skill you have already introduced or are introducing for the first time. Some possible options include:

- **Topic Sentences:**

Use sentence starters/stems to help students focus on developing effective topic sentences for their paragraphs. For example:

According to the article,...

The article focused on...

The key issue discussed in the article...

- **Paragraph Structure:**

Use a Sandwich Paragraph (or other) graphic organizer to help students understand the different parts of a paragraph. See the following link or google “sandwich paragraph” for more guidance.

<https://missisparagraphpage.weebly.com/paragraph-sandwich.html>

- **Transition phrases/sentences:**

Use transitional sentence stems/starters to help students understand strategies useful for transitioning between ideas. For example:

In addition,...

As a result,...

First... Second,... Third,... Finally,...

MATERIALS

- *Writing Activity: Working as a School Psychologist*

EXPLAIN

- 1 Today you are going to write about the reading we've been discussing, *A Day in the Life of a School Psychologist*. You'll need some paper and a pen or pencil.
- 2 Review any applicable writing skills you have decided to focus on, such as topic sentences, paragraph structure, transition sentences, etc. (See *Prep* section for examples.)
- 3 Distribute *Writing Activity: Working as a School Psychologist* handout. Have students read and explain the instructions and then give students time to write. Allow students ample time to write their first draft in class, and let them know they will need to bring it to the next class, since they will be doing peer edits.



Writing Activity: Working as a School Psychologist

In this three-paragraph writing activity, you will write about the School Psychology profession, and how it relates to your own career interests and explorations. Write in as much detail as possible, using the template below as a guide. Each paragraph should have a topic sentence, details, and examples. Make sure your sentences flow with clear logic from one idea to the next and that your paragraphs address the topic completely.

PARAGRAPH 1: JUSTINE'S JOB

Describe Justine's job in as much detail as possible. Make sure to include where she works, who she works with, what she does at work, and what you think she might like or dislike about her job. Include any other details about Justine's job you think are important to understanding the work of a school psychologist.

PARAGRAPH 2: A CRISIS AT SCHOOL

Describe one of the three crises you read about. Be sure to include the nature of the crisis, Justine's role in the crisis, and how she handled her role. Was she successful? Why or why not? Include any other details you think are important to understanding the work of a school psychologist. Imagine if the crisis involved someone in your family, what questions would you ask the School Psychologist?

PARAGRAPH 3: MY INTEREST IN EDUCATION CAREERS

You were introduced to several different jobs in the Education sector. Write about your own interests in Education jobs. They do not have to be jobs you saw in this story. Include some questions you have about these careers. Write in as much detail as you can.

If you are not interested in the Education field, write about why you are not interested in Education careers and what careers you are interested in. Include some questions you have about these careers. Write in as much detail as you can.



60 MINUTES

EXTENSION ACTIVITY

Peer Editing: Working as a School Psychologist

Students engage in a revision process of reading one another's writing, providing feedback, receiving feedback from their partner, and revising their writing based on the feedback.

VOCABULARY

relevant

peer

edit

revise

PREP

- Be prepared to explain vocabulary: **relevant, peer, edit, revise**

MATERIALS

- Extra copies of the writing assignment
- *Peer Editing Worksheet and Error Log*

EXPLAIN

- 1 Even the most successful writers have editors. Editors can catch mistakes writers have missed. Before you have someone else look at your writing, it's always important to re-read it yourself and make sure it's the best it can be.
- 2 Ask students to re-read what they have written to make sure:
 - It has at least 3 paragraphs and all the writing in each paragraph is relevant to the assignment and focused on one idea.
 - The writing is clear and easy to understand.
 - The writing is grammatically correct. It can help to read aloud or think each word to yourself.
 - There are no spelling mistakes.

(You may want to write these on the board so students can refer to them as they re-read.)

- 3 If you encounter any mistakes, correct them now.

- 4 Now, write down three questions you have for your editor. These are parts of your writing that you are unsure of, for example, a question about the clarity of a certain part, or a question about whether one sentence is too long and should be split in two. Your editor is here to help you, so ask questions that will help clarify what might make your writing better.
- 5 Distribute *Peer Editing Worksheet and Error Log*.
- 6 Exchange your writing with a partner, read your partner's writing and complete the following *Peer Editing Worksheet and Error Log* based on what you read. You will also need the original writing assignment when completing the peer edit worksheet. Your goal is to help your partner make her writing the best it can be.



Peer Editing Worksheet

Complete this sheet based on your reading of your partner's writing.

Editor _____ Date _____

Writer _____

A particularly effective part of this writing was:

PARAGRAPH ONE

This paragraph was about:

It **was** / **was not** (*circle one*) closely related to the assignment because:

It **was** / **was not** complete because:

**PARAGRAPH TWO**

This paragraph was about:

It **was** / **was not** (*circle one*) closely related to the assignment because:

It **was** / **was not** complete because:

PARAGRAPH THREE

This paragraph was about:

It **was** / **was not** (*circle one*) closely related to the assignment because:

It **was** / **was not** complete because:

Error Log

Complete the chart below to help your partner refine his or her writing.

I found the following grammatical errors:	Where I found them:	Why they are incorrect:
I found the following problems with organization:	Where I found them:	Why this was a problem:
I found the following parts unclear:	Where I found them:	What made these parts unclear:



25 MINUTES

Discussing Feedback

When students are finished with the *Peer Editing Worksheet and Error Log*, they should discuss all points with their partners, and give their partners the sheet. Once they are finished, they should switch speaking and listening roles, so that both students' writing is discussed. Once both are discussed, the editor should give the writer the feedback sheet.

Students should bring their first draft and the peer edits they received to the next session.



40 MINUTES

Revision, Based on Feedback

With their partner's feedback in front of them, writers should make changes to their writing on the first draft or on an additional sheet as necessary. The teacher circulates to check progress and answer questions. Pairs should continue to sit together in case they have questions for one another.



45 MINUTES

Final Draft

Using revisions, students write final drafts, at computers or by hand. Students turn in the first draft, *Peer Editing Worksheet and Error Log*, revision notes and final draft by the end of the class.



25 MINUTES

A Celebration of Writing: Sharing Excerpts

As the teacher circulates, she selects components of students' writing that are particularly effective and asks the writer to share with the class, discussing as a class what made these parts particularly effective.

When we're children, we're taught by our parents that if we behave, everything will work out fine.

So, [we think] people who have a problem must have made a serious mistake. Why should we then help them? If you ever decide to help people who are in trouble you need the courage to face the opposition of your friends and family members.

—*Miep Gies*



Photo: <http://alexakaufmanhistoryfair.weebly.com/rescuers.html>

Adapted from <http://www.annefrank.org/en/Anne-Frank/>

MIEP GIES, who lived to age 100, was born in Austria and moved to Amsterdam as a child after World War I. During World War II, while working as a secretary in a small office, she hid Otto Frank, her employer, his wife, Edith, and two daughters, Margot and Anne, in addition to four others, from Nazi persecution in a secret room in the office. For two years she fed them and kept them hidden and safe. Anne and Margot were ultimately killed in concentration camps. Gies and Otto Frank remained close throughout their lives. Anne Frank's book about her time in hiding, *The Diary of Anne Frank*, was later published and is still widely read today. Gies remained involved in peace and justice causes until the end of her life.