# Unit 4: Educator Compensation & the Teaching Profession Pipeline

## Lesson 4.14: Planning Your Education Pathway and Teacher Compensation (Portfolio)

| Lesson at Glance | | |
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| Warm-Up (4 mins)   * Bellringer | Instruction (15 mins)   * Debrief (3 mins) * Example: Backward Planning Your Pathway (12 mins) | Application (26 mins)   * Practice: Choosing Your Educational Pathway (21 mins) * Exit Ticket (5 mins) |

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| **TEKS** | 5 | The student explains societal impacts within the education and training field. The student is expected to:   1. Investigate trends or issues that have influenced the development of education across the United States such as historical, societal, cultural, and political trends and issues. 2. Predict the Education and Training Career Cluster job market by using information from sources such as labor market information, technology, and societal or economic trends |
|  | 6 | The student describes the characteristics of different educational and training environments. The student is expected to:   1. compare teacher salary schedules among different school models such as public, private and charter schools within rural and urban areas of the state |
| **Objectives** | * Design a career pathway based on a desired teacher compensation model. | |
| **Rationale/ Summary** | Students will investigate and plan their career pathways based upon their preferred job and compensation scenario. Students will set their goal (preferred scenario) by backward planning with the assistance of probing questions. Once students have identified their goals, they will apply this to the Education Pathway Planning Chart. Not only does the chart help students identify their ‘ideal job’ by searching for current job postings, but it also helps students identify the education pathway they will need, as well as other requirements to obtain their ideal job and compensation scenario. | |
| **Formative Assessment and Exemplar Response** | Following your investigation and analysis, explain how you designed your pathway and how it relates to your desired compensation model.  *See Exit Ticket Answer Key for exemplar responses.* | |
| **Vocabulary** |  | |

| **Est Time** | **Instructional Activities (including formative assessments)** | **Materials** |
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|  | *Students will be conducting research in this lesson and will need a computing device to do so. At one point in the lesson, you will have the opportunity to show students how to search for a job based on specific criteria. It is linked to the Fort Worth ISD jobs page to show what a job posting site looks like. This job is related to the Example Educational Pathway Chart in the Student Guide. You may change it to fit your ISD or another of choice.* | Student Computing Device |
| 4 mins | Review the lesson from yesterday, which scenario did you choose and why? | Student Guide |
| 3 mins | **Debrief:**  T: Turn and talk to a partner to share your response.  S: (Turns and talks to partner to share response.)  T: Turn and talk to a different partner and share your response again.  S: (Turn and talk to partner to share response.) |  |
| 12 mins | **Example: Backward Planning Your Pathway**  T: Yesterday we discussed the pros and cons of different education compensation scenarios. Today, you will investigate and plan *your* education pathway based upon your preferred job and compensation scenario. First, I will model for you the questions to ask yourself, and then how to backward plan. We discussed backward planning yesterday – to figure out where you want to go and how you get there, you must first know what your goal is. The probing questions will help you identify your goal. You will the apply these to your Education Pathway Planning Chart.  T: (Project with PowerPoint.)  T: Please follow along and fill in the chart in your Student Guide with the example to guide you through the thought process. Can someone please read the example scenario from which we are working?  S: Public school teacher in urban area: $65,000/year. Master’s degree in special education. District pays master’s pay, plus supplemental pay for cost of living. District offers additional supplemental pay/annual stipend for Special Education teachers. Cost of living is high and is increasing.  T: Please take a moment to read the questions in bold in the chart before we fill them in.  S: (Read silently through the questions.)  T: As I project the answers with PowerPoint, please write them down and follow along in your student guide.  T: (Project responses on the PowerPoint and read aloud as they go. Model additional thoughts and processes of ‘why.’)  S: (Write responses.)  T: Now that we have modeled for this scenario the thought process, I would like to you to turn to a partner and review the Educational Pathway Chart provided. Take one minute to silently review it. And then with a partner, answer the provided questions about the chart.  S: (Review silently. Turn and talk to a partner to answer questions.)  T: What did you observe about the Educational Pathway Planning Chart?  S: I noticed that the chart starts with the main goal and goes backward in time – beginning with the job posting and ending with high school.  T: What is the purpose of working backward?  S: If you know where you finish, then you know how you need to get there.  T: What components do you think are the most important?  S: To know what you want in a job posting, and then to understand what the requirements for the job posting are. This will help you better learn what education you need and then to plan those steps from high school.  T: You will now spend time answering these questions on your own and doing some research on your educational pathway.  T: (If useful, show students what a job posting looks like.) | Student Guide  PPT  [Fort Worth ISD Posting](https://www.applitrack.com/fortworth/onlineapp/default.aspx?Category=Teaching+-+Special+Education) |
| 21 mins | **Practice: Choosing Your Educational Pathway**  T: Working independently, use these guiding questions to think about your educational pathway to becoming a teacher. You may use a scenario from the stations as a baseline. Answer the questions as completely as possible, as this will help you fill in your Educational Pathway Planning Chart. This will be part of your Portfolio.  T: Are there any clarifying questions?  S: (Ask clarifying questions.)  T: Once you have completed your guiding questions, you may move onto your pathway planning. You will be using a device to research potential postings, and educational opportunities. You are provided search engine hints, but please feel free to ask me or a classmate for assistance. Your Exit Ticket will be to summarize your educational pathway plan. You may begin.  S: (Begin answering questions and researching for Educational Pathway Chart.)  T: (Circulate room. Assist students with questions.)  T: Now that you have completed your chart, please move onto your Exit Ticket. | Student Guide  Student Computing Device |
| 5 mins | S: (Complete the Exit Ticket.) | Exit Ticket |