

**DELAWARE DEPARTMENT OF EDUCATION**  
**CAREER & TECHNICAL EDUCATION**



**MIDDLE SCHOOL TEACHER ACADEMY**  
**PATHWAY RESOURCES**

**AUGUST 2025**

## **EDUCATORS RISING STANDARDS**

### **Standard 1: Understanding the Profession**

Rising educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.

### **Standard 2: Learning About Students**

Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.

### **Standard 3: Building Content Knowledge**

Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.

### **Standard 4: Engaging in Responsive Teaching**

Rising educators learn how to respond to students' needs through thoughtful planning.

### **Standard 5: Implementing Instruction**

Rising educators learn effective instructional strategies to engage students and promote learning.

### **Standard 6: Using Assessment and Data**

Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.

### **Standard 7: Engaging in Reflective Practice**

Rising educators learn how reflective practice enables them to advance student learning and grow professionally.

## **CROSS CUTTING THEMES**

### **CCT1: CULTURAL COMPETENCE**

Developing cultural competence, the ability to successfully teach students who come from a culture or cultures other than one's own, is fundamental to becoming a skilled teacher. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.<sup>6</sup> To achieve this level of understanding and respect, rising educators must build cultural competence early in their journeys.

### **CCT2: FAIRNESS, EQUITY, AND DIVERSITY**

Teachers must work vigilantly to provide all students with fair and equitable access to resources and learning opportunities. This means teachers must achieve clear-eyed understandings of historical context and work proactively to nurture an anti-bias learning environment. In addition to infusing these tenets into their practice, teachers should actively facilitate meaningful discussions with students about fairness, equity, and diversity. These conversations will prepare students as global citizens, helping them expand their worldviews

and become productive members of a more just and equitable society.

### **CCT3: REFLECTIVE PRACTICE**

Reflection is a habit of mind that is essential within all aspects of teaching, from planning through instruction, assessment, and adjustment. To promote student learning, teachers must find ways to evaluate themselves honestly and act responsively and resiliently. They must identify failures and successes so they can analyze their practice and determine what works in different contexts.

### **CCT4: ETHICS**

Successful teachers commit themselves to be responsible, ethical professionals who do no harm. An ethical outlook guides their decision-making, inspiring them to elevate students' needs, honor diversity, and take action when necessary. It aligns their personal values and professional conduct. The responsibility that these teachers accept for their students, schools, communities, and profession encourages them to serve as role models in and out of the classroom.

### **CCT5: COLLABORATION**

Building relationships through collaboration with students, peers, experts, leaders, families, and stakeholders is essential. It helps teachers strengthen their practice, enhance learning environments, and invigorate the profession. Thoughtfully aligned efforts between educators and stakeholders benefit students. Collaboration requires patience, hard work, and humility, but it is essential for any teacher who promotes student learning first and foremost.

### **CCT6: SOCIAL JUSTICE AND ADVOCACY**

The teaching profession is a helping profession that advocates for education and opportunity for all. Rising educators' voices are important in working toward this vision. Teachers should be articulate and skilled in the ability to promote the interests of students and communities. They must learn the proper channels to take appropriate actions as change agents and to empower peers, students, and other stakeholders to express their views as well.

### **CCT7: SELF-EFFICACY**

Promoting self-efficacy in students is about capacity-building — acquiring knowledge, skills, abilities, and dispositions to build confidence and achieve impact. Self-efficacy and empowerment develop when rising educators are recognized as important members of the teaching profession. They build networks, take initiative to broaden their perspectives, respond to feedback, reflect on what they learn, and proactively take on new projects.

**DELAWARE DEPARTMENT OF EDUCATION**

**CAREER & TECHNICAL EDUCATION**



**Teacher Academy 7: Introduction to Careers in Education**

***Infinite Campus Name:*** TA 7: Intro to Careers in Education

***CIP Code:*** 05.03610010

**Course Description:**

The Introduction to Careers in Education course provides 7th-grade students with an engaging exploration of the diverse and rewarding field of education. Students will investigate various educational career pathways, including early childhood, elementary, secondary, and special education, as well as roles like counselors and administrators. Through interactive activities, students will develop essential communication skills for working with students, parents, and colleagues, and gain hands-on experience through classroom observations, fostering an understanding of teaching styles and student engagement.

Leadership and teamwork are central to a successful educational environment, and students will explore these dynamics while also learning about culturally responsive teaching practices, equity, and inclusion. The course introduces educational technology, showing students how these tools enhance learning and support diverse student needs.

In addition to career and college readiness, students will delve into the ethical responsibilities of educators, explore the importance of professionalism, and investigate how learning styles influence teaching. The role of teachers as mentors and role models will be highlighted, emphasizing their impact on students' personal and academic growth.

Students will participate in service-learning or community projects, providing practical experience in educational settings and helping them reflect on the broader impact of education on society. By the end of the course, students will have a foundational understanding of education as a career, including the qualifications needed and the important role educators play in fostering inclusive, supportive learning environments.

**Course Knowledge & Skills:*****By the end of this course students will:***

1. Understanding Educational Pathways: Identify various career pathways in the field of education, including early childhood, elementary, secondary, special education, and support roles (e.g., counselors, administrators).
2. Communication Skills in Education: Develop effective verbal and written communication skills necessary for interacting with students, parents, and colleagues in an educational setting.
3. Classroom Observation and Reflection: Engage in classroom observations and reflect on teaching styles, student engagement, and classroom dynamics to understand the role of a teacher.
4. Leadership and Teamwork in Education: Explore leadership roles within an educational environment and the importance of collaboration among teachers, support staff, and administrators.

5. Cultural Competency and Inclusivity: Understand the importance of culturally responsive teaching practices and the role of equity and inclusion in education.

6. Understanding Educational Technology: Learn how to utilize educational technologies to enhance learning and support diverse student needs.

7. Career and College Readiness in Education: Investigate the educational requirements for different teaching careers, including necessary degrees, certifications, and training programs.

8. Ethics and Professionalism in Education: Explore the ethical responsibilities of educators, including maintaining confidentiality, acting as role models, and adhering to professional standards.

9. Understanding Learning Styles: Recognize and differentiate between various learning styles (e.g., visual, auditory, kinesthetic) and how they impact teaching and learning.

10. Exploring the Role of Teachers as Mentors: Investigate how teachers serve as mentors and role models, fostering personal and academic growth in students.

11. Community Engagement and Service Learning: Participate in service-learning or community projects to gain practical experience in educational settings and reflect on the broader impact of education in the community.

These knowledge and skills statements will help middle school students build a foundation in educational theory, practice, and career exploration.

**TA 7: Introduction to Careers in Education**  
**Scope & Sequence**

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## Unit 1: Introduction to Educational Pathways

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| I: Understanding the Profession          | Fairness, Equity, & Diversity                       |
| II: Learning About Students              | Reflective Practice                                 |

### ***CTE Exploration Standards:***

- 1.1.1: Students identify local and national career clusters and their related programs of study.
- 1.1.2.: Students analyze career(s) within a career cluster/pathway; identifying common demographics associated with the career(s), examining historical patterns of inclusion/discrimination, identifying trends in salary amounts, discovering common occupations, and exploring locations (virtual or otherwise) where careers in the identified cluster can be most commonly found.
- 3.1.1: Students explain the connection between responsibility, actions, and potential personal and professional outcomes

### ***Essential Question:***

- What are the different career pathways in education and what roles do educators play?

### ***Lesson Objective(s):***

- Identify various educational roles (early childhood, elementary, secondary, special education, administrators, counselors).
- Discuss the responsibilities and daily tasks of educators.

### ***Assessment(s):***

- Career Exploration Presentation

### ***Activities:***

- Career exploration activity: Research and present different education roles.
  - Note: This can include careers in Early Care and Education, as well as support services.
- Classroom discussion on the impact of educators on society.

### ***Work-Based Learning Experience:***

- Awareness & Exploration: Bring in guest speakers, have a panel discussion with education professionals, or have students conduct a shadowing.
- Use the Educators Rising Exploring Careers competitions with modifications to fit within the time constraints of the lesson.

## Unit 2: Communication Skills in Education

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b>                                           |
|------------------------------------------|-----------------------------------------------------------------------------------------------|
| VI: Engaging in Reflective Practice      | <ul style="list-style-type: none"><li>● Collaboration</li><li>● Reflective Practice</li></ul> |

### ***CTE Exploration Standards:***

- 2.2.1: Students explain ways to engage with a community and/or trusted adults to develop possible solutions to problems.
- 4.2.3: Students demonstrate core academic skills, such as posing and responding to questions that connect the ideas of others, commenting with relevant evidence, observations and ideas and using evidence and logical sequence to present main ideas and/or claims, in workplace scenarios

### ***Essential Question:***

- How do educators effectively communicate with students, parents, and colleagues?

### ***Lesson Objective(s):***

- Develop clear verbal and written communication techniques.
- Role-play different classroom communication scenarios.

### ***Assessment(s):***

- Written reflection on the importance of communication in education.

### ***Activities:***

- Practice drafting emails to parents
- Small group role-play exercises on handling classroom discussions and parent-teacher conferences

### ***Work-Based Learning Experience:***

- Student works with a problem solving team to engage in a modified Educators Rising Ethical Dilemma competition.

### Unit 3: Leadership and Teamwork in Education

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| I: Understanding the Profession          | Collaboration                                       |
| VII: Engaging in Reflective Practice     |                                                     |

#### ***CTE Exploration Standards:***

- 1.2.1: Students outline the education, training, knowledge and skills necessary for a current career of interest.
- 3.1.3: Students participate in community leadership, teamwork opportunities and/or extracurricular activities (out of school and inside of school) to enhance employability skills to develop leadership potential.
- 3.2.3: Students distinguish between productive and unproductive behaviors in a workplace/learning environment and how to advocate for themselves and others when experiencing discriminatory or exclusionary norms, rules, and experiences.

#### ***Essential Question:***

- Why are leadership and teamwork important in an educational setting?

#### ***Lesson Objective(s):***

- Explore the roles of educational leaders (principals, team leaders).
- Understanding the importance of collaboration between teachers, support staff, and administrators.

#### ***Assessment(s):***

- Group project presentation: How did teamwork play a role in your success?

#### ***Activities:***

- Group Project on designing a collaborative school event (students simulate teamwork).
- Case study on collaborative teaching strategies.

#### ***Work-Based Learning Experience:***

- Admin guest speaker to answer interview questions
- Modified Educators Rising Exploring Administrative Careers Competition

**Unit 4: Cultural Competency and inclusivity**

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| I: Understanding the Profession          | Cultural Competence                                 |
| II: Learning About Students              | Fairness, Equity, & Diversity                       |
| IV: Engaging in Responsive Planning      | Reflective Practice                                 |
| VII: Engaging in Reflective Practice     |                                                     |

***CTE Exploration Standards:***

- 3.1.2: Students analyze the ways that personal bias, cultural differences, and experiences can impact their own opinions as well as their perceptions of others in a workplace or school environment.

***Essential Question:***

- How do culturally responsive teaching practices support equity and inclusion in education?

***Lesson Objective(s):***

- Learn about cultural competency and its significance in education.
- Reflect on how teachers can support diverse learners.

***Assessment(s):***

- Written response: How can you create an inclusive classroom environment?

***Activities:***

- Watch a short video on culturally responsive teaching.
- Class discussion on inclusivity and student needs.
- Case studies on adapting teaching for diverse learners.

## Unit 5: Ethics and Professionalism in Education

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| I: Understanding the Profession          | Reflective Practice                                 |
|                                          | Ethics                                              |

### ***CTE Exploration Standards:***

- 3.B.4: Students explore actions of employers and leaders within a workplace that create (physically and emotionally) safe, just, and collaborative environments

### ***Essential Question:***

- What are the ethical responsibilities and professional standards educators must uphold?

### ***Lesson Objective(s):***

- Learn about confidentiality, professionalism, and the role of teachers as role models.
- Discuss real-life ethical dilemmas in education.

### ***Assessment(s):***

- Ethics reflection: Write a short essay on an ethical dilemma and how you would handle it.

### ***Activities:***

- Scenario-based discussions on ethical issues in the classroom (e.g., confidentiality, fairness).
- Professional behavior role-play activity.

## Unit 6: Understanding Learning Styles and Mentoring

| <i><b>Educators Rising Standards</b></i> | <i><b>Educators Rising Cross Cutting Themes</b></i> |
|------------------------------------------|-----------------------------------------------------|
| II: Learning About Students              | Cultural Competence                                 |
| IV: Engaging in Responsive Planning      | Fairness, Equity, & Diversity                       |

### ***CTE Exploration Standards:***

- 4.A.3: Students identify and develop (as appropriate) the foundational technical skills of a specific industry or occupation.
- 2.A.1: Students combine information from a variety of sources, including their own reflections, to identify their current talents, strengths, personal qualities and interests.

### ***Essential Question:***

- How do different learning styles impact teaching and how do teachers mentor students?

### ***Lesson Objective(s):***

- Identify various learning styles (visual, auditory, kinesthetic).
- Understanding the roles of teachers as mentors.

### ***Assessment(s):***

- Mentoring Journal: Reflect on how teachers can support personal growth.

### ***Activities:***

- Learning styles quiz and class discussion on results.
- Explore real world examples of teachers acting as mentors.
- Create a lesson that addresses multiple learning styles.

### ***Work-Based Learning Experience:***

- Modify the interactive bulletin board competition for Educators Rising. Have students focus on how to support multiple learning styles.

## Unit 7: Classroom Observation and Reflection

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| I: Understanding the Profession          | Cultural Competence                                 |
| II: Learning About Students              | Reflective Practice                                 |
| VII: Engaging in Reflective Practice     |                                                     |

### ***CTE Exploration Standards:***

- 3.2.4: Students explore actions of employers and leaders within a workplace that create (physically and emotionally) safe, just, and collaborative environments.
- 4.1.1: Students research the knowledge and skills of a specific industry or career cluster by focusing on the practices, vocabulary, and skills common to a range of jobs within the specific career cluster.

### ***Essential Question:***

- What can we learn from observing classrooms about teaching styles and student engagement?

### ***Lesson Objective(s):***

- Conduct a virtual or in-person classroom observation.
- Reflect on classroom dynamics, teacher behavior, and student engagement.

### ***Assessment(s):***

- Written reflection on the importance of verbal and non-verbal communication in education.
  - Include student engagement and teacher behaviors

### ***Activities:***

- Guided observation activity (using video or visiting a classroom).

Group discussion on observations.

## Unit 8: Understanding Educational Technology

| <i><b>Educators Rising Standards</b></i> | <i><b>Educators Rising Cross Cutting Themes</b></i> |
|------------------------------------------|-----------------------------------------------------|
| IV: Engaging in Responsive Planning      | Cultural Competence                                 |
| V: Implementing Instruction              | Fairness, Equity, & Diversity                       |

### ***CTE Exploration Standards:***

- 2.2.3: Students recognize the needs and current state of their local and global communities as it relates to their career and/or occupation of interest.
- 4.1.3: Students identify and develop (as appropriate) the foundational technical skills of a specific industry or occupation.

### ***Essential Question:***

- How can educators use technology to enhance learning and supportive diverse student needs?

### ***Lesson Objective(s):***

- Explore different types of educational technologies (e.g., learning management systems, interactive tools).
- Understand how technology supports differentiated instruction.

### ***Assessment(s):***

- Create a lesson (modified activity) plan incorporating one educational technology.

### ***Activities:***

- Hands-on technology exploration: Students use a classroom tool (e.g., Google Classroom, Kahoot).
- Group discussion on how technology can aid students with different learning styles.

### ***Work-Based Learning Activity:***

- Invite Assistive Technology specialist from the district or building level to present to the students.

## Unit 9: Community Engagement and Career/College Readiness

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| I: Understanding the Profession          | Cultural Competence                                 |
| VII: Engaging in Reflective Practice     | Collaboration                                       |

### ***CTE Exploration Standards:***

- 1.B.1: Students outline the education, training, knowledge and skills necessary for a current career of interest.
- 4.A.1: Students research the knowledge and skills of a specific industry or career cluster by focusing on the practices, vocabulary, and skills common to a range of jobs within the specific career cluster.

### ***Essential Question:***

- How do educators engage with the community, and what are the educational requirements for a career in teaching?

### ***Lesson Objective(s):***

- Explore career and college pathways to becoming an educator.
- Understanding the role of educators in community service.

### ***Assessment(s):***

- Career plan presentation: Share your findings on what it takes to become a teacher

### ***Activities:***

- Research project: Investigate the educational requirements for a teaching career.
- Service-learning reflection (Students participate in or plan a community project).

### ***Final Project***

***Create a portfolio that includes reflections, projects and assessments from the course to demonstrate what you have learned about the field of education.***

**DELAWARE DEPARTMENT OF EDUCATION**  
**CAREER & TECHNICAL EDUCATION**



**Teacher Academy 8A: Education Career Readiness**

***Infinite Campus Name:*** TA 8A: Education Career Readiness

***CIP Code:*** 05.03610020

**Course Description:**

Education Career Readiness equips 8th-grade students with foundational skills and knowledge to explore careers in education, with a focus on preparing them for future teaching roles. Throughout the course, students will learn how to design developmentally appropriate lesson activities, practice effective classroom communication, and adapt their instruction to meet the needs of diverse learners, including students with disabilities and multilingual learners. Emphasizing student engagement, the course introduces strategies for managing classroom behavior, fostering a positive learning environment, and integrating educational technology to enhance instruction. Collaboration with peers and educators is central to the course, as students will work together to plan and reflect on teaching experiences.

Additionally, students will gain an understanding of cultural awareness and inclusivity, learning how to create respectful, supportive classrooms. Reflective practices and professionalism are emphasized, encouraging students to self-assess and improve their teaching approaches while adhering to ethical standards. This course provides a solid foundation for students considering careers in education, helping them develop critical skills for the classroom and beyond.

**Knowledge and Skills Statement:**

By the end of this course, students will:

1. Lesson Planning: Demonstrate the ability to design developmentally appropriate activities that align with learning objectives/goals.
2. Classroom Communication: Practice effective communication strategies, including active listening, providing clear instructions, and engaging with students in meaningful dialogue.
3. Adaptability in Instruction: Modify instructional strategies to accommodate students' diverse learning needs, including students with disabilities and multilingual learners.
4. Student Engagement: Apply techniques to actively engage students in learning, encouraging participation, inquiry, and critical thinking.
5. Classroom Management Techniques: Implement strategies to manage classroom behavior, build positive student relationships, and maintain a safe, structured environment.
6. Use of Educational Technology: Integrate technology into lessons effectively, using tools like interactive whiteboards, educational apps, and online resources to enhance student learning.
7. Collaboration with Peers: Work collaboratively with fellow students and educators to plan, deliver, and reflect on teaching experiences and classroom activities.
8. Cultural Awareness and Inclusivity: Demonstrate sensitivity and responsiveness to cultural diversity, using inclusive practices to make all students feel respected and valued.
9. Reflective Practice: Engage in self-assessment and reflective practices to continually improve instructional techniques and classroom management approaches.
10. Professionalism and Ethical Behavior: Display professionalism in conduct, including punctuality, preparation, ethical decision-making, and maintaining a positive attitude toward teaching.

These knowledge and skills statements will help guide students toward career readiness in education while fostering the development of essential competencies for aspiring teachers.

**Teacher Academy 8A: Education Career Readiness**  
**Scope & Sequence**

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## Teacher Academy 8A Unit 1: Introduction to Teaching & Lesson Planning

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| IV: Engaging in Responsive Planning      | Reflective Practice                                 |
| V: Implementing Instruction              |                                                     |
| VI: Using Assessments and Data           |                                                     |

### ***CTE Exploration Standards:***

- 3.A.2: Students understand that employability skills include but are not limited to: practicing on-task behaviors, using strategies to stay organized, and giving one's best effort towards assigned work tasks.
- 4.A.1: Students research the knowledge and skills of a specific industry or career cluster by focusing on the practices, vocabulary, and skills common to a range of jobs within the specific career cluster.

### ***Essential Question:***

- What makes an effective lesson, and how do educators plan for learning?

### ***Lesson Objective(s):***

- Identify components of an effective lesson plan.
- Design a developmentally appropriate activity aligned with learning goals

### ***Assessment(s):***

- Students draft a simple lesson outline with a learning objective for an activity.

### ***Activities:***

- Break down a sample lesson plan and discuss key elements (objective, materials, activities, assessment)

### ***Work-Based Learning Experience:***

- Modified Educators Rising Lesson Plan & Delivery Competition

## Teacher Academy 8A Unit 2: Cultural Awareness and Inclusivity in Education

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| II: Learning About Students              | Cultural Competence                                 |
| V: Implementing Instruction              | Fairness, Equity, & Diversity                       |

### ***CTE Exploration Standards:***

- 3.C.3: Students explain ways to gather diverse perspectives and share opinions that may go against the group perspective, as long as the perspectives and opinions contribute to positive and productive team goals.
- 3.C.4: Students assess the degree to which he/she/they interact and use feedback to adjust actions in group activities in a way that is helpful, respectful, and culturally responsive.

### ***Essential Question:***

- How can teachers create an inclusive learning environment for all students?

### ***Lesson Objective(s):***

- Recognize the impact of cultural diversity in the classroom.
- Apply inclusive teaching strategies.

### ***Assessment(s):***

- Journal entry: What does inclusivity look like in a classroom?

### ***Activities:***

- Case studies on culturally responsive teaching practices.
- Student-led discussion: How can teachers make all students feel valued?

Create a classroom diversity pledge.

### Teacher Academy 8A Unit 3: Classroom Communication Strategies

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| II: Learning About Students              | Cultural Competence                                 |
| IV: Engaging in Responsive Planning      |                                                     |
| V: Implementing Instruction              |                                                     |

#### ***CTE Exploration Standards:***

- 3.B.3: Students distinguish between productive and unproductive behaviors in a workplace/learning environment and how to advocate for themselves and others when experiencing discriminatory or exclusionary norms, rules, and experiences.

#### ***Essential Question:***

- How do teachers communicate effectively with students to promote understanding and engagement?

#### ***Lesson Objective(s):***

- Demonstrate active listening techniques.
- Practice giving clear, concise instructions
- Engage in meaningful teacher-student dialogue

#### ***Assessment(s):***

- Self-assessment and reflection on communication skills.

#### ***Activities:***

- Role-play different classroom scenarios requiring effective communication.
- Pair activity: One student gives instructions for a task; the other follows and provides feedback.
- Discussions on how communication varies for different age groups

#### ***Work-Based Learning Experience:***

- Have students observe a lesson and provide evidence of student engagement and the impact of the teacher on the student performance.

## Teacher Academy 8A Unit 4: Adaptability in Instruction

| <i><b>Educators Rising Standards</b></i> | <i><b>Educators Rising Cross Cutting Themes</b></i> |
|------------------------------------------|-----------------------------------------------------|
| II: Learning About Students              | Social Justice & Advocacy                           |
| IV: Engaging in Responsive Planning      | Fairness, Equity, & Diversity                       |

### ***CTE Exploration Standards:***

- 3.C.4: Students assess the degree to which he/she/they interact and use feedback to adjust actions in group activities in a way that is helpful, respectful, and culturally responsive.

### ***Essential Question:***

- How can teachers modify lessons to meet the diverse learning needs of all students?

### ***Lesson Objective(s):***

- Explore different learning needs, including students with disabilities and multilingual learners.
- Modify a lesson plan to support diverse learners.

### ***Assessment(s):***

- Written reflection: How can teachers make learning accessible for all students?

### ***Activities:***

- Case study analysis of students with different learning needs.
- Small-group activity: Adjust an existing lesson to accommodate different student needs
- Simulation: Experience different learning challenges (e.g., wearing earplugs to stimulate hearing impairment).

## Teacher Academy 8A Unit 5: Student Engagement Strategies

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| II. Learning About Students              | Cultural Competence                                 |
| IV: Engaging in Responsive Planning      | Reflective Practice                                 |
| VII: Engaging in Reflective Practice     |                                                     |

### ***CTE Exploration Standards:***

- 4.A.3: Students identify and develop (as appropriate) the foundational technical skills of a specific industry or occupation

### ***Essential Question:***

- What techniques help teachers keep students interested and engaged in learning?

### ***Lesson Objective(s):***

- Explore engagement strategies such as inquiry-based learning, movement, and hands-on activities.
- Apply techniques to encourage participation and critical thinking.

### ***Assessment(s):***

- Student-created “Engagement Toolbox” (list of strategies with examples).

### ***Activities:***

- Brainstorm and categorize different engagement techniques.
- Design a 5-minute presentation using one or more engagement strategies.
- Peer feedback: Students deliver mini presentations and provide feedback on engagement.

## Teacher Academy 8A Unit 6: Classroom Management Techniques

| <i><b>Educators Rising Standards</b></i> | <i><b>Educators Rising Cross Cutting Themes</b></i> |
|------------------------------------------|-----------------------------------------------------|
| II: Learning About Students              | Cultural Competence                                 |
| IV: Engaging in Responsive Planning      | Fairness, Equity, & Diversity                       |

### ***CTE Exploration Standards:***

- 3.B.3: Students distinguish between productive and unproductive behaviors in a workplace/learning environment and how to advocate for themselves and others when experiencing discriminatory or exclusionary norms, rules, and experiences.
- 3.C.4: Students assess the degree to which he/she/they interact and use feedback to adjust actions in group activities in a way that is helpful, respectful, and culturally responsive

### ***Essential Question:***

- How do teachers create a safe, structured, and positive learning environment?

### ***Lesson Objective(s):***

- Implement positive behavior reinforcement strategies.
- Identify techniques for conflict resolution and classroom structure.

### ***Assessment(s):***

- Written reflection: What type of classroom environment would you create as a teacher?

### ***Activities:***

- Video analysis: Examine different classroom management styles.
- Role-play common classroom scenarios (e.g., handling disruptions, reinforcing positive behavior).
- Create a classroom management plan with rules, routines, and expectations.

## Teacher Academy 8A Unit 7: Integrating Educational Technology

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| IV: Engaging in Responsive Planning      | Reflective Practice                                 |
| VI: Using Assessments and Data           |                                                     |

### ***CTE Exploration Standards:***

- 4.A.3: Students identify and develop (as appropriate) the foundational technical skills of a specific industry or occupation

### ***Essential Question:***

- How can technology be used effectively to enhance student learning?

### ***Lesson Objective(s):***

- Explore different educational technology tools and their applications.
- Design a mini lesson incorporating technology to support student learning

### ***Assessment(s):***

- Technology-enhanced mini lesson plan submission

### ***Activities:***

- Hands-on exploration of classroom technology tools (e.g., interactive whiteboards, Google classroom, Kahoot).
- Group challenge: Modify a traditional lesson using an educational tech tool.
- Discussion on digital citizenship and responsible technology use in the classroom.

**Teacher Academy 8A Unit 8: Collaboration with peers in Education**

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| I: Understanding the Profession          | Collaboration                                       |

***CTE Exploration Standards:***

- 2.B.1: Students explain ways to engage with a community and/or trusted adults to develop possible solutions to problems.
- 3.C.3: Students explain ways to gather diverse perspectives and share opinions that may go against the group perspective, as long as the perspectives and opinions contribute to positive and productive team goals.

***Essential Question:***

- Why is teamwork important in education, and how can educators collaborate effectively?

***Lesson Objective(s):***

- Identify the roles of educators in collaborative teaching environments.
- Engage in teamwork to plan and reflect on teaching experiences.

***Assessment(s):***

- Reflection: How did teamwork improve the lesson planning process?

***Activities:***

- Team-based lesson planning exercise.
- Discussion on the role of co-teaching, mentorship, and peer collaboration in schools.
- Mock teacher meetings: Students discuss student progress and instructional strategies.

## Teacher Academy 8A Unit 9: Reflective Practice and Professionalism in Teaching

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| I: Understanding the Profession          | Reflective Practice                                 |
| VII: Engaging in Reflective Practice     | Ethics                                              |

### ***CTE Exploration Standards:***

- 1.B.1: Students outline the education, training, knowledge and skills necessary for a current career of interest.
- 2.A.2: Students reflect and explore areas of personal growth that could best support future career aspirations.

### ***Essential Question:***

- How can educators grow and improve their teaching practices?

### ***Lesson Objective(s):***

- Engage in self-assessment to identify areas for improvement.
- Demonstrate professionalism in conduct, ethic

### ***Assessment(s):***

- Final portfolio submission with reflections, lesson plans, and engagement strategies

### ***Activities:***

- Reflect on a past lesson or activity: What worked well? What could be improved?
- Discussion on ethical dilemmas in teaching and professional standards.
- Mock teacher interviews: Students practice answering questions about professionalism

## ***Final Project***

### ***Students create a "Future Educator Portfolio," including:***

- ***A sample lesson plan.***
- ***A classroom management plan.***
- ***A personal reflection on their growth and interest in education.***

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**Teacher Academy 8B: Education Career Application**

***Infinite Campus Name:*** TA 8A: Education Career Application

***CIP Code:*** 05.03610030

**Course Description:**

Education Career Application offers 8th-grade students hands-on experience in teaching and classroom dynamics, preparing them for early career experiences in education. Students will observe classroom instruction, reflect on teaching practices, and practice delivering lessons with guidance from experienced teachers. They will learn to differentiate instruction for diverse learners, implement classroom management strategies, and develop formative assessments to support student progress. Emphasizing collaboration, students will co-plan and co-teach with peers and mentors, honing communication and teamwork skills. The course also focuses on student-centered learning, time management, and professional self-reflection, helping students navigate various educational settings and understand fieldwork ethics. This immersive course is designed to provide practical insights and skills for aspiring educators.

**Knowledge and Skills Statement:**

By the end of this course, students will:

1. Classroom Observation and Reflection: Demonstrate the ability to observe classroom instruction and student behaviors effectively, and reflect on what worked well and what could be improved in teaching practices.
2. Lesson Implementation: Practice developing and delivering lesson activities under the supervision of experienced teachers, focusing on clear objectives, student engagement, and measurable outcomes.
3. Differentiating Instruction: Apply strategies to modify lessons for students with different learning needs, using tools such as tiered assignments, flexible grouping, and scaffolded learning tasks.
4. Classroom Management Practice: Begin implementing basic classroom management strategies, such as maintaining student attention, creating clear expectations, and responding to disruptions appropriately during early career teaching experiences.
5. Student Assessment and Feedback: Participate in the development and administration of formative assessments, and provide constructive feedback to students to support their learning progress.
6. Collaborative Teaching Experiences: Work in collaboration with mentor teachers and peers during early career experiences to co-plan, co-teach, and co-evaluate lessons, gaining insight into the importance of teamwork in education.

7. Communication with Students and Teachers: Develop effective communication skills for interacting with students, fellow teachers, and school staff, including clear articulation of expectations, active listening, and professional collaboration.

8. Student-Centered Learning Approaches: Know the importance of creating student-centered learning environments that encourage autonomy, critical thinking, and problem-solving skills.

9. Time Management and Organization: Develop time management skills for organizing lesson materials, preparing for classes, and meeting deadlines for assessments and administrative tasks during early career experiences.

10. Professional Self-Reflection: Engage in reflective practices by keeping journals or logs of teaching experiences, analyzing personal growth, and identifying areas for improvement and future professional development.

11. Understanding Diverse Educational Settings: Know the characteristics and challenges of working in different educational environments, such as urban, suburban, and rural schools, and how these contexts affect teaching and learning.

12. Fieldwork Ethics and Expectations: Be aware of the ethical standards and expectations associated with early career experiences and fieldwork in schools, including maintaining a supportive and non-intrusive role during classroom observations and practice teaching.

These knowledge and skills statements prepare middle school students for real-world application of education career skills through hands-on early career experiences, ensuring they have a solid foundation for future teaching roles.

**Teacher Academy 8A: Education Career Readiness  
Scope & Sequence**

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## Teacher Academy 8B Unit 1: Introduction to Fieldwork and Professional Ethics

| <i>Educators Rising Standards</i> | <i>Educators Rising Cross Cutting Themes</i> |
|-----------------------------------|----------------------------------------------|
| I: Understanding the Profession   | Reflective Practice                          |
|                                   | Ethics                                       |

### ***CTE Exploration Standards:***

- 3.C.4: Students assess the degree to which he/she/they interact and use feedback to adjust actions in group activities in a way that is helpful, respectful, and culturally responsive.

### ***Essential Question:***

- What are the expectations and responsibilities of students during early field experiences?
- How do different school settings (urban, suburban, rural) influence teaching practices?

### ***Assessment(s):***

- Ethics pledge and school setting reflection journal

### ***Activities:***

- Class norms and fieldwork discussion
- Case study analysis: comparing different educational environments
- Ethics scenarios and role-play

## Teacher Academy 8B Unit 2: Classroom Observation and Student Behavior

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| VII: Engaging in Reflective Practice     | Reflective Practice                                 |

### ***CTE Exploration Standards:***

- 4.A.1: Students research the knowledge and skills of a specific industry or career cluster by focusing on the practices, vocabulary, and skills common to a range of jobs within the specific career cluster

### ***Essential Question:***

- What can we learn from observing teachers and students in action?
- How do teachers communicate clearly and professionally?

### ***Assessment(s):***

- Observation reflection log
- Peer feedback on communication role-play

### ***Activities:***

- Guided classroom observation (in-person or video)
- Observation worksheet: instructional strategies and student behavior
- Communication role-play: greeting students, asking questions, giving directions

### Teacher Academy 8B Unit 3: Time Management and Classroom Organization

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| IV: Engaging in Responsive Planning      | Cultural Competence                                 |
| VI: Using Assessments and Data           |                                                     |

#### ***CTE Exploration Standards:***

- 4.A.1: Students research the knowledge and skills of a specific industry or career cluster by focusing on the practices, vocabulary, and skills common to a range of jobs within the specific career cluster

#### ***Essential Question:***

- What does student-centered learning look like in action?
- How can we increase engagement and promote critical thinking?

#### ***Assessment(s):***

- Submission of weekly planning log
- Reflection: What routines would you implement in your future classroom?

#### ***Activities:***

- Analyze sample lessons for student-centered elements
- Design a short interactive activity using student-centered principles
- Gallery walk to peer review activities

## Teacher Academy 8B Unit 4: Student-Centered Learning and Engagement

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| II: Learning About Students              | Fairness, Equity, & Diversity                       |
| IV: Engaging in Responsive Planning      |                                                     |

### ***CTE Exploration Standards:***

- 6.C.1: Students describe the type of strategic thinking needed to make effective decisions about goals for learning and performance.

### ***Essential Question:***

- What does student-centered learning look like in action?
- How can we increase engagement and promote critical thinking?

### ***Assessment(s):***

- Engagement strategy mini-lesson plan

### ***Activities:***

- Analyze sample lessons for student-centered elements
- Design a short interactive activity using student-centered principles
- Gallery walk to peer review activities

## Teacher Academy 8B Unit 5: Differentiating Instruction for All Learners

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| IV: Engaging in Responsive Planning      | Fairness, Equity, & Diversity                       |
| V: Implementing Instruction              |                                                     |

### ***CTE Exploration Standards:***

- 4.A.3: Students identify and develop (as appropriate) the foundational technical skills of a specific industry or occupation.

### ***Essential Question:***

- How can we make learning accessible to all students?
- What tools and techniques help teachers support different needs?

### ***Assessment(s):***

- Differentiation toolkit (graphic organizer with strategies and examples)

### ***Activities:***

- Tiered assignment challenge (design 3 levels of a task)
- Group work: scaffolded activity design for multilingual learners
- Reflection discussion on inclusive practices

## Teacher Academy 8B Unit 6: Lesson Development and Planning

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| III: Building Content Knowledge          | Reflective Practice                                 |
| IV: Engaging in Responsive Planning      | Collaboration                                       |
| VII: Engaging in Reflective Practice     |                                                     |

### ***CTE Exploration Standards:***

- 3.C.4: Students assess the degree to which he/she/they interact and use feedback to adjust actions in group activities in a way that is helpful, respectful, and culturally responsive.

### ***Essential Question:***

- How do teachers plan effective and purposeful lessons?
- Why is collaboration important in education?

### ***Assessment(s):***

- Draft of group mini-lesson with objectives and materials list

### ***Activities:***

- Co-plan a short mini-lesson with a peer
- Review sample lesson templates and align activities to objectives
- Practice giving peer feedback on lesson structure

## Teacher Academy 8B Unit 7: Lesson Implementation and Classroom Delivery

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| V: Implementing Instruction              | Self-Efficacy                                       |
| VII: Engaging in Reflective Practice     |                                                     |

### ***CTE Exploration Standards:***

- 2.A.1: Students combine information from a variety of sources, including their own reflections, to identify their current talents, strengths, personal qualities and interests.

### ***Essential Question:***

- What strategies ensure lessons are delivered smoothly and effectively?
- How do teachers respond to unexpected behavior during instruction?

### ***Assessment(s):***

- Peer and teacher feedback form
- Self-evaluation checklist

### ***Activities:***

- Deliver mini-lesson to peers or younger students (with teacher supervision)
- Reflection on teaching experience and student engagement
- Classroom behavior scenario role-play

## Teacher Academy 8B Unit 8: Student Assessment and Feedback

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| VI: Using Assessments and Data           | Reflective Practice                                 |
| VII: Engaging in Reflective Practice     |                                                     |

### ***CTE Exploration Standards:***

- 4.A.3: Students identify and develop (as appropriate) the foundational technical skills of a specific industry or occupation.

### ***Essential Question:***

- How do teachers assess student learning and provide meaningful feedback?

### ***Assessment(s):***

- Completed assessment tool and sample feedback comments

### ***Activities:***

- Create a simple formative assessment based on previous lesson
- Practice providing written and verbal feedback
- Compare assessment types: formative vs. summative

## Teacher Academy 8B Unit 9: Reflective Practice and Growth as Educators

| <b><i>Educators Rising Standards</i></b> | <b><i>Educators Rising Cross Cutting Themes</i></b> |
|------------------------------------------|-----------------------------------------------------|
| I: Understanding the Profession          | Self-Efficacy                                       |
| VII: Engaging in Reflective Practice     |                                                     |

### ***CTE Exploration Standards:***

- 5.A.2: Students explore high school programs that offer career and occupational programs of interest.
- 6.B.1: Students chart the path from a high school diploma to entry into each career of interest, including after high school education and/or training requirements.

### ***Essential Question:***

- How do teachers grow through reflection and feedback?
- What can we do now to prepare for a future in education?

### ***Assessment(s):***

- Final project: Future Educator Reflection Portfolio (includes journal entries, mini-lesson, classroom management plan, assessment tool, and feedback samples)

### ***Activities:***

- Reflective journal on full course experience
- Peer discussion: “What have I learned about myself as a future educator?”
- Vision board or roadmap for high school teaching pathway



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**Future Friday Mini-Lessons**

**In the Teacher Academy pathway, Future Fridays serve as dedicated days for students to explore and develop their personal and professional goals through intentional, hands-on learning experiences. These sessions are designed to deepen students' understanding of the education profession while building essential career and high school readiness skills. Future Fridays provide time for career exploration, employability skill-building, and social-emotional learning, while also supporting student engagement in Educators Rising competitions, CTSO-related activities, and leadership development opportunities. Through Future Fridays, students are empowered to plan for their futures, strengthen their voice, and actively participate in shaping their own educational and career journeys.**

## 7A Mini-Lesson

### Mini-Lesson 1: First Impressions Matter – Communication & Professionalism

**Objective:**

Students will understand the importance of verbal and non-verbal communication in making a positive first impression.

**Activity:**

1. Begin with a 5-minute discussion: “What makes a good first impression?”
2. Show two short video clips — one with strong communication (eye contact, tone, handshake) and one without.
3. Practice: In pairs, students greet each other as if meeting for a job shadow or high school tour—focusing on body language, introductions, and confidence.

**Reflection:**

Write a journal response: “What do I want others to think when they first meet me, and how can I show that through my words and actions?”

### Mini-Lesson 2: Time Matters – Time Management & Prioritizing Tasks

**Objective:**

Students will learn how to prioritize tasks and manage time effectively for school and future job success.

**Activity:**

1. Scenario: You’re a high school freshman with homework, sports practice, and chores—how do you plan your evening?
2. Students sort sample tasks (printed cards or digital) into a “Do Now,” “Do Later,” and “Maybe Do” chart.
3. Introduce a simple time-blocking planner and let students fill in a typical school day.

**Reflection:**

Exit Ticket: “One thing I can do now to better manage my time is...”

### **Mini-Lesson 3: Teamwork Makes the Dream Work – Collaboration & Listening Skills**

**Objective:**

Students will practice active listening and collaboration through a team-based challenge.

**Activity:**

1. Quick game: “Back-to-back drawing” – One student describes a simple image while the other draws it without seeing it.
2. Debrief: What was hard about giving or receiving directions?
3. Group challenge: Work in small teams to build the tallest free-standing tower using only 10 pipe cleaners and 1 foot of tape.

**Reflection:**

Group share: “What role did I play in my team, and how did we communicate to succeed (or learn)?”

### **Mini-Lesson 4: Own Your Path – Goal Setting & Growth Mindset**

**Objective:**

Students will learn how to set achievable goals and embrace challenges as learning opportunities.

**Activity:**

1. Introduce SMART Goals with examples.
2. Students write one academic and one personal goal for high school readiness.
3. Growth mindset discussion: Watch a short clip (e.g., “The Power of Yet”) and discuss fixed vs. growth mindset.

**Reflection:**

Sticky note wall: “One thing I can do to get closer to my goal is...” (displayed as a Future Friday Goals Wall)

## **8A: Mini Lessons**

### **Mini-Lesson 1: Building Your High School Plan – Courses, Credits & Pathways**

#### **Objective:**

Students will learn how to create a basic four-year high school plan aligned to their interests and goals.

#### **Activity:**

- Review sample high school course catalogs and graduation requirements.
- Students use a template to map out a basic plan including electives, honors/AP, and CTE pathways.
- Discuss how CTE or dual enrollment fits into college and career plans.

#### **Reflection:**

Future Plan Exit Slip: “One course or program I want to explore in high school and why.”

### **Mini-Lesson 2: Exploring College & Career Pathways**

#### **Objective:**

Students will connect their interests to potential high school programs and postsecondary options.

#### **Activity:**

- Career interest inventory or quiz.
- Match results with high school programs (CTE, IB, AP, dual enrollment) and colleges offering related majors.
- Create a “Pathway Profile” that includes career field, required education, and a sample high school plan.

#### **Reflection:**

Journal entry: “What did I learn about myself and how can that shape my future?”

### **Mini-Lesson 3: Paying for College – Scholarships, Financial Aid & Smart Money Moves**

**Objective:**

Students will gain basic awareness of how college can be affordable and how to plan ahead.

**Activity:**

- Introduce basic financial aid terms: FAFSA, grants, scholarships.
- “Scholarship Scavenger Hunt”: groups look up real scholarships for future teachers, artists, athletes, etc.
- Discuss saving, part-time work, and choosing affordable options.

**Reflection:**

Sticky note wall: “One smart way to save or plan for college is...”

### **Mini-Lesson 4: Creating a Vision Board – My Life Beyond 8th Grade**

**Objective:**

Students will visualize their goals for high school, college, and career.

**Activity:**

- Provide magazines, poster boards, or digital tools (like Canva or Google Slides).
- Students create a vision board that includes academic goals, career dreams, and values.
- Present boards in a gallery walk.

**Reflection:**

Wrap-Up Prompt: “What’s one step I can take *today* to move toward my future vision?”

## **8B: Mini Lessons**

### **Mini-Lesson 1: Communication in the Real World – Email & Professional Writing**

#### **Objective:**

Students will learn how to write a professional email and understand its importance in both school and the workplace.

#### **Activity:**

- Discuss appropriate vs. inappropriate email tone.
- Model writing an email to a teacher or potential internship supervisor.
- Students draft an email requesting a meeting or asking for information.

#### **Reflection:**

Exit Ticket: “Why is writing professionally important in high school and beyond?”

### **Mini-Lesson 2: Problem Solving in Action – Critical Thinking for Success**

#### **Objective:**

Students will apply problem-solving strategies to common school and work-based challenges.

#### **Activity:**

- Scenario cards: “You forgot your homework,” “Your group partner isn’t participating,” “You’re running late to a job interview.”
- In small groups, students brainstorm solutions using a 4-step model: Define → Analyze → Solve → Reflect.

#### **Reflection:**

Quick write: “How did our group solve one problem? Would I do the same in real life?”

### **Mini-Lesson 3: Professional Presence – Dressing & Acting the Part**

**Objective:**

Students will understand how to present themselves in professional or academic settings.

**Activity:**

- Watch a video or presentation on "Dress for Success" and professional etiquette.
- Students sort example clothing items and behaviors into "School Appropriate," "Workplace Appropriate," or "Not Appropriate."
- Optional: Students create their own "dress code" for a mock interview or shadow day.

**Reflection:**

Think-pair-share: "Why does the way we present ourselves matter in high school and work?"

### **Mini-Lesson 4: The Power of Accountability – Responsibility & Follow-Through**

**Objective:**

Students will explore the impact of accountability and personal responsibility.

**Activity:**

- Accountability chart: Compare tasks where students are responsible to themselves (e.g., studying) vs. others (e.g., showing up on time for a group project).
- Discuss natural consequences and rewards.
- Journal prompt: Create a personal responsibility pledge.

**Reflection:**

Commitment card: "One way I will hold myself accountable this year..."

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**Work-Based Learning**

Work-based learning is intentionally embedded in each course through hands-on instruction, immersive experiences, and real-world career exploration. Whether through project-based assignments, classroom simulations, or guest speaker interactions, students are actively engaged in experiences that mirror the expectations of high school, college, and the workforce. These opportunities help students develop essential skills—such as communication, critical thinking, and collaboration—while also allowing them to explore their interests and strengths in a supportive environment. By participating in these experiences, students can better understand the skills needed for future success and determine if the pathway aligns with their goals and aspirations.

## **7A – School Events Support Team**

### **Overview:**

In this hands-on work-based learning experience, students serve as event assistants for school-wide activities such as book fairs, open houses, assemblies, and family nights. Through this program, students learn the behind-the-scenes logistics of educational event planning while developing key employability skills like communication, teamwork, organization, and time management.

### **Student Responsibilities May Include:**

- Setting up and breaking down event materials
- Greeting families and guests
- Distributing flyers, programs, and materials
- Assisting staff with technology or crowd management
- Reflecting on their contributions through post-event journals or group debriefs

### **Skill Development:**

Students gain confidence in professional communication, learn the value of reliability and punctuality, and experience the planning and execution process of educational events. These experiences provide a foundation for leadership roles in high school and offer insight into the many support roles that contribute to a school's success.

## **8A – Special Olympics Support & Leadership Program**

### **Overview:**

In this immersive leadership experience, students take an active role in organizing and supporting building or district-level Special Olympics events. This includes acting as peer coaches and unified partners, volunteering during competitions, and assisting in logistics planning. Students not only develop leadership skills but also learn empathy, inclusivity, and advocacy.

### **Student Responsibilities May Include:**

- Planning and organizing event activities and schedules
- Serving as peer athletes or unified partners in events
- Assisting athletes with warm-ups and transitions

- Setting up event spaces and managing supplies
- Encouraging and celebrating all participants
- Reflecting on the experience through guided discussions and written responses

**Skill Development:**

This opportunity cultivates teamwork, leadership, adaptability, and a deepened understanding of equity and inclusion. Students gain first-hand experience in sports management, community outreach, and inclusive education practices—essential components of both educational and career pathways.

## **8B – Peer Mentoring & Coaching Program**

**Overview:**

This peer mentoring program allows students to work directly with peers with disabilities in classroom or school-based settings. Acting as mentors, students provide support in academic, social, and physical activities, learning how to foster an inclusive environment while gaining valuable experience in leadership, coaching, and relationship-building.

**Student Responsibilities May Include:**

- Partnering with a peer student during specific classroom activities or school routines
- Modeling positive behavior and engagement
- Supporting communication, transitions, or participation
- Assisting with instructional tasks as guided by the teacher
- Completing mentor reflections to track growth and impact

**Skill Development:**

Students build patience, empathy, problem-solving skills, and a deeper appreciation for diverse learning needs. This work-based learning experience is especially impactful for students considering careers in education, healthcare, counseling, or community services.