

DELAWARE DEPARTMENT OF EDUCATION
CAREER & TECHNICAL EDUCATION



TEACHER ACADEMY II:
K12 Education as a Profession

AUGUST 2024

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.⁶ 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.

Course Description (Include Prerequisites):

K-12 Education as a Profession explores the role of the educator in the past, present, and future in order to understand the importance of education professionals in *our changing and diverse* American society and their historical significance and social impact. Students explore the responsibilities and opportunities of an effective educator at various grade bands and consider the function of the educator as a leader *to meet the needs of diverse learners*. Students also identify personal and professional goals to establish a path to becoming an educator.

Prerequisite: *Teacher Academy I: Introduction to Teaching and Human Growth & Development*

Course Knowledge and Skills (what students will know and be able to do):**By the end of this course, students will:**

1. Assess the qualities of an effective educator and describe how those qualities impact student achievement. Compare and contrast personal qualities with those of an effective educator to predict future success.
2. Articulate a personal philosophy of education in order to provide an explanation of values and beliefs as they relate to the education field and reflect to determine how they change over time.
3. Examine the roles and responsibilities of the educator at various grade bands and positions, identifying positive and negative attributes of each. Describe options for educators in different settings such as public, parochial, private, or charter.
4. Describe the pathway to becoming an educator and outline a personal plan for a career in education. Discuss the importance of educators as life-long learners.
5. Analyze societal issues impacting education to develop cultural competence and awareness to create and maintain inclusive learning environments that meet the needs of all learners.
6. Identify and address bias and discrimination in education by recognizing and challenging bias in educational materials and practices, creating strategies for responding to and preventing discrimination in educational settings, and promoting a culture of respect and inclusivity.
7. Chart major events in the history of education and summarize the implications for current and future educators.
8. Explain how politics and public policies have shaped current educational practice. Identify major court cases related to education and their authority in the classroom setting.
9. Explore how educators can promote advocacy through education organizations and their understanding of school governance to foster positive changes in the field.
10. Explore the ethical dilemmas educators encounter and apply a comprehensive understanding of the code of ethics for educators to describe the implications for students and teachers to demonstrate professionalism.
11. Recognize the importance of the relationship between the family, the community, and the school and its impact on student success.

Unit 1: Why Education

Topics	Additional Experiences	Page
Lesson 1.1: Personal Philosophy of Education (Pre-Assessment)	Optional: Classroom visits to observe the elements of the philosophy of teaching in order to help prepare students to develop their own philosophies.	12
Lesson 1.2: Shortage in Education Professions		13
Lesson 1.3: Rewards & Challenges in Educational Careers	Interview teachers. Find out their rewards of teaching, why they stay, etc. Report back to class for discussion.	14
Lesson 1.4: Debunking Teaching Myths	Students will interview teachers from a variety of grade levels and/or content areas. This will also give them experience with speaking in person to educators, or even potentially with their professional emailing skills as some of the interviews could be done via email if they can't see a variety of teachers in person.	15
Lesson 1.5: Educator Growth and Reflective Practices		16
Lesson 1.6: Careers in Education	Job Shadowing	17
Lesson 1.7: Student Goal Setting and Determining Collegiate Path	If your school has a program like Major Clarity, they can do virtual college tours of the universities they look up for the college research assignment.	18
Lesson 1.8: Licensure and Certification		19

Notes: Students will start with a pre-assessment to gauge their thoughts on education before the course begins. Students will explore the profession of education and take a deeper look into the realities of what happens in classrooms across the nation. Then, students will explore the challenges and rewards of entering the teaching profession and discuss different myths they've encountered regarding what teaching is and what it is not. We will ensure that students understand the need for more teachers. Reflection as an essential tool for teacher growth will be reviewed and practiced.

Unit 2: Effective Educators

Topics	Additional Experiences	Page
Lesson 2.1: Qualities of Effective Educators	Classroom Observations: Look specifically for qualities of effective teachers, teacher attitudes, etc. Share out with the class your observations.	20
Lesson 2.2: Educator Evaluation System	Observing classrooms to complete the DTGSS framework	21
Lesson 2.3: Employability Skills	Read Aloud Field Trip	22

Note: Students will understand that teachers have an evaluation process in place that is used as a tool to help them identify where they stand as an educator and as well as a growth tool that will help them improve and strengthen their craft. Students will understand that teachers have specific qualities that make them effective teachers and that includes their disposition attitude and knowledge base.

Unit 3: Societal Issues

Topics	Additional Experiences	Page
Lesson 3.1: Societal Issues that Impact Schools and Learning (Mental Health, Poverty, Violence, Book Bans, Bullying, Abuse, Harassment, Politics, Cultural Norms, Environmental Literacy, Digital Literacy, etc.)	Guest Speakers: Nurse, School Resource Officers, Counselors, Social Workers, Administrators. They could each speak to how they have witnessed social issues impact schools and therefore the learning that occurs.	24
Lesson 3.2: Societal Issues that Impact Teaching	Interviews with teachers	24
Lesson 3.3: Societal Issues that Impact Communication with Families		25

Note: Students will understand that there are societal issues that impact schools. The American society is ever changing, and educators need to adjust and adapt to students' changing needs. Students will gain a deep understanding on the issues, their impacts on schools and how educators can support students who are experiencing societal issues.

Unit 4: Diversity in Education

Topics	Additional Experiences	Page
Lesson 4.1: Student / Teacher Diversity		27
Lesson 4.2: Culturally Responsive Education	Classroom Observations	28
Lesson 4.3: Impacts of Diversity on Teaching		29
Lesson 4.4: Diversity in Children's Books		30

Note: Students will review areas of diversity and their impacts on teaching. Students will review bias and discrimination and evaluate school resources for bias or discrimination. Students will also review the impacts of a diverse teaching staff on student learning.

Unit 5: History of Education

Topics	Additional Experiences	Page
Lesson 5.1 Evolution of Education		31
Lesson 5.2 Educational Careers Throughout History		32
Lesson 5.3 Impacts of Politics on Education		33
Lesson 5.4 Impacts of Current Events on Education		34

Unit rationale:

Students will review major education events throughout history and chart them chronologically. Students will evaluate the impact of historical events on the current educational system. Students will describe how classrooms have evolved over time. Students will analyze how the role of an educator has evolved over time. The role of politics and public policy in the evolution of education will be considered. Comparing and contrasting education throughout various time periods.

Unit 6: School Systems & Advocacy

Topics	Additional Experiences	Page
Lesson 6.1 Comparative Education		35
Lesson 6.2 Organizational Structures & Roles Within Education	Invite guest speakers who have experience working in the different types of schools.	36
Lesson 6.3 Advocating for Student Learning and the Profession	Invite guest speakers from district office to discuss how they promote educator development & student learning, what professional development opportunities they offer, and how they promote community and family outreach	37

Unit rationale:

Students will review the impacts of major court cases on education. Students will gain an understanding of the organizational structure of the government with regard to the school system. Students will understand how and use this understanding of the laws and systems to advocate for improved educational opportunities for all students.

Unit 7: Ethical Teaching

Topics	Additional Experiences	Page
Lesson 7.1 Code of Ethics for Educators		38
Lesson 7.2 Addressing Ethical Dilemmas		39
Lesson 7.3 Rights & Responsibilities		40

Unit rationale:

Students will gain a comprehensive understanding of the principles of the code of ethics. Students will then use this understanding to provide solutions to ethical dilemmas. The importance of professionalism in education and the consequences for educators who do not adhere to the code will be discussed.

Unit 8: My Path of Education

Topics	Additional Experiences	Page
Lesson 8.1 Resume		41
Lesson 8.2 Cover Letter		42
Lesson 8.3 Career Plan / SSP		43
Lesson 8.4 Philosophy of Education	Mock interviews	44

Unit rationale:

Students will create a resume and cover letter. Students will develop a career plan for their future. Students will revise and revisit their philosophy of education from the first unit. All documents will be compiled into a portfolio that was begun in level 1 and will be built upon in level 3.

Lesson 1.1: Personal Philosophy of Teaching

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☒ Cultural Competence
☒ II: Learning About Students	☐ Fairness, Equity, & Diversity
☒ III: Building Content Knowledge	☒ Reflective Practice
☒ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will learn various educational philosophies throughout history to help them shape their own teaching philosophies. Students will develop a personal philosophy of teaching.

Assessment(s):

- Formative: Class Discussion, Skit Activity, Wrap-up & Reflection Questions
- Summative for Lesson: Philosophy Infographic

Resource(s):

- [Intro to Philosophies Slide Deck](#)
- [Create your Own Philosophy](#)

Work-Based Learning Experience:

- Optional: Classroom visits to observe the elements of the philosophy of teaching in order to help prepare students to develop their own philosophies.

Notes: Students will create an infographic for their philosophy with the idea that this in essence serves as a pre-test for the school year. At the end of the course, they will write a more formal philosophy in which they can add to their thoughts with the material they learn throughout the year.

Lesson 1.2: Teacher Shortages

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☒ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☒ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will explore the teacher shortage crisis via researching credible, valid, and reliable resources. They will use that knowledge, along with knowledge gained throughout the 1.3 lesson (Rewards & Challenges in Teaching), in order to create a Teacher Recruitment Pamphlet.

Assessment(s):

- Formative: Class Discussion, Group Article Analysis, Have students look up job openings in their own district & surrounding districts
- Summative for this Lesson: Teacher Recruitment Pamphlet

Resource(s):

- [Teacher Recruitment Pamphlet Activity](#)
- <https://learningpolicyinstitute.org/product/state-teacher-shortages-vacancy-resource-tool-2024>
- <https://www.epi.org/blog/teacher-shortage-part1/>
- <https://www.teachersoftomorrow.org/blog/insights/teacher-shortages-in-the-us/>

Work-Based Learning Experience:

- N/A

Notes: The website resources listed above are current as of 2024. It is important to look up new data/resources every year to get the most up-to-date information.

Lesson 1.3: Rewards & Challenges in Teaching

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
x I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	x Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
x VII: Engaging in Reflective Practice	x Self-Efficacy

Lesson Objective(s):

- Students will learn both the rewards and challenges of teaching in order to make personal connections and determine their reason to pursue education.

Assessment(s):

- Formative: Rewards of Teaching Flipbook, Class Discussion, Personal Connections

Resource(s):

- [Intrinsic vs. Extrinsic Rewards Slide Deck](#)
- [Why Stay vs. Why Leave Slide Deck](#)

Work-Based Learning Experience:

- Interview teachers. Find out their rewards of teaching, why they stay, etc. Report back to class for discussion.

Notes: I would actually teach this lesson before 1.2 Teacher Shortages, as it flows together more seamlessly.

Lesson 1.4: Debunking Teaching Myths

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will debunk several common myths about teaching in order to further their understanding of the teaching profession.

Assessment(s):

- Formative: Class observation, class discussion, Myths About Teaching graphic organizer, Myth Poster

Resource(s):

-  Copy of Myths About Teaching
-  1.4 Debunking Teaching Myths

Work-Based Learning Experience:

- Students will interview teachers from a variety of grade levels and/or content areas. This will also give them experience with speaking in person to educators, or even potentially with their professional emailing skills as some of the interviews could be done via email if they can't see a variety of teachers in person.

Notes:

Lesson 1.5: Educator Growth and Reflective Practices

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will learn various elements of teacher growth as well as the importance of reflection in order to be an effective teacher.

Assessment(s):

- Formative: Class discussion, group activity, personal reflection, Favorite Teacher letter

Resource(s):

-  Copy of Brainstorm Favorite Teacher/Staff Member
-  Copy of Favorite Teacher Letter Rubric
-  Copy of Educator Growth

Work-Based Learning Experience:

- N/A

Notes:

Lesson 1.6: Careers in Education

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will learn about the various careers in education and then research the career in education they would want the most.

Assessment(s):

- Formative: Class discussion and observation, Recipe card activity
- Summative: Vision board

Resource(s):

-  Copy of recipe-card-1-en (1).pdf
-  Copy of Careers in Education

Work-Based Learning Experience:

- Job Shadowing

Notes: This is a lesson that will take more than one class period to complete. The job shadowing would also take at least a week in advance to plan. I would suggest having students add to their vision boards once job shadowing has been completed, but you will more than likely have to move onto the next lesson before students share out their vision boards to allow them the time to complete their job shadowing.

Lesson 1.7: Student Goal Setting and Determining Collegiate Path

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will start researching potential colleges/universities that have accredited Educator Preparation Programs and set goals for their own collegiate/career path.

Assessment(s):

- Formative: Class discussion, College education research and reflection, kite goal activity

Resource(s):

-  Copy of College Education Research
-  Copy of Kite Goals
-  Copy of Determining Collegiate Path

Work-Based Learning Experience:

- If your school has a program like Major Clarity, they can do virtual college tours of the universities they look up for the college research assignment.

Notes:

Lesson 1.8: Licensure and Certification

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will learn the various certifications available to them in the education profession, as well as the licenses available. They will use this information to help modify or adjust their personal college/career goals and vision.

Assessment(s):

- Formative: Class discussion, Group activity, Adding to/adjusting career goals

Resource(s):

-  Copy of Licensure & Certification
-  1.8 Licensure and Certification

Work-Based Learning Experience:

- N/A

Notes: This is the final lesson to the unit. You could choose at this point to have a summative assessment of the whole unit.

Lesson 2.1: Qualities of Effective Educators

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☒ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☒ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will learn the dispositions and qualities of effective educators, as well as the effective attitudes towards various elements of education. Students will analyze what great teachers do differently.

Assessment(s):

- Formative: Class Discussions, Ranking Activity, Personal Connections, Letter to Teacher
- Summative for this lesson: What Great Teachers Do Differently Chapter Presentation

Resource(s):

- [What Great Teachers Do Differently Slide Deck](#)
- [Teacher Attitudes Slide Deck](#)
- [Qualities/Dispositions of Effective Teachers Slide Deck](#)
- [What Great Teachers Do Differently](#) book, Todd Whitaker

Work-Based Learning Experience:

- Classroom Observations: Look specifically for qualities of effective teachers, teacher attitudes, etc. Share out with the class your observations.

Notes: With a larger class, the What Great Teachers Do Differently presentation can be done in partners rather than individually.

Lesson 2.2: Educator Evaluation System

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☒ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will learn how teachers are evaluated, as well as what professional standards they are held to.

Assessment(s):

- Formative: Class discussion, personal reflections, group activities, observations in classrooms

Resource(s):

-  Copy of Educator Evaluation System
- Links to the DTGSS framework and inTasc Standards are linked in to the slideshow

Work-Based Learning Experience:

- Observing classrooms to complete the DTGSS framework

Notes: If you choose to have student observe actual classrooms, make sure you plan that in advance of this lesson. You will also need to print out copies of the DTGSS framework and inTasc standards prior to this lesson.

Lesson 2.3: Employability Skills

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☒ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will learn various employability skills such as public speaking, creating an effective slides presentation, soft skills, professional dress, and effective read aloud strategies.

Assessment(s):

- Formative: Class Discussions, Skill Practices, Informative Speech, Article Questions, Scenario Practice, Teacher Academy Tuesdays

Resource(s):

- [Slide Presentation Skills](#)
- [PVLEGS](#)
- [Teacher Academy Tuesdays](#)
-  Copy of Soft Skills
-  Copy of soft skills scenarios

Work-Based Learning Experience:

-  Copy of Read Aloud
-  Copy of Read Aloud Article Questions (completed before read aloud field trip)

Notes: *These skills are practiced throughout the whole school year. It is up to your discretion when to have summative assessments featuring these skills.*

Lesson 3.1: Societal Issues that Impact Schools and Learning (Mental Health, Poverty, Violence, Book Bans, Bullying, Abuse, Harassment, Politics, Cultural Norms, Environmental Literacy, Digital Literacy, etc.)

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☒ Cultural Competence
☒ II: Learning About Students	☒ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☒ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☒ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn about the various societal issues that impact schools and learning through individual research and from the testimony of experts in the field of education.

Assessment(s):

- Formative: Class discussion, Mini Partner Research Activity, Q&A with Guest Speakers, Personal Reflection

Resource(s):

-  3.1 Societal Issues that impact schools and learning
-  Copy of Intro. Societal Issues

Work-Based Learning Experience:

- Guest Speakers: Nurse, School Resource Officers, Counselors, Social Workers, Administrators. They could each speak to how they have witnessed social issues impact schools and therefore the learning that occurs.

Notes: This lesson is meant to serve as an introduction to the societal issues that impact education. Students will take a deeper dive into how they affect teaching, communications with families, etc. in subsequent lessons.

Lesson 3.2: Societal Issues that Impact Teaching

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☒ Cultural Competence
☒ II: Learning About Students	☒ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☒ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☒ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will expand on what they learned in the previous class to further learn how the social issues they learned about truly impact teaching. They will do this by gathering expert testimony.

Assessment(s):

- Formative: Interview with teachers using the attached interview questions. Once students return to class, we break out into mock PLC discussions (your number of groups will depend on your class size). Students will share the results of their interview questions with their PLC groups. It may be important to provide active listening stems or prompts to help students have a discussion. I've attached an example that you could use a visual resource to have printed out at tables.

Resource(s):

-  3.2 Societal issues that impact teaching
-  Copy of Social Issues Interview Questions
- Active Listening STEMS:
<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://factsedresources.factsmgt.com/wp-content/uploads/FACTS-Ed-Coaches-Training-Collegial-Conversations-221117-1.pdf>

Work-Based Learning Experience:

- Interviews with teachers

Notes: You will need to plan ahead to set up students interviewing teachers. I try to work it so that I know what teachers are on their planning period when I have students who need to complete interviews, and I ask them ahead of time to make sure they are alright with being interviewed, and to give them a heads up to know when to expect students, and what types of questions they will be asking. I tend to send students out in pairs to complete the interviews.

Lesson 3.3: Societal Issues that Impact Communication with Families

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☒ Cultural Competence
☒ II: Learning About Students	☒ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☒ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn the importance of family communication as it pertains to discussing social issues, as well as the importance of maintaining positive relationships with families and how best to maintain open communication.

Assessment(s):

- Formative: Class will break into 5 groups. Each will receive an article listed below. They will read the article and then summarize its main points on a large poster paper that will be hung all around the room. They should have approximately 20 minutes to complete this. Then, each group will do a gallery walk around the room, reading the different article summaries. They will have 7 minutes per poster to read the summaries and jot down 1 notice and 1 wonder on a sticky note that they will leave on the poster paper. Once this is complete, each group will go back to its original poster and read out each notice and wonder out loud to the class. They will answer any clarifying questions relating to the I wonder statements.
- Summative: Once this is complete, students will complete a culminating project for this unit: the Social Issues Action Plan.

Resource(s):

- Social Issues & Family Communication:
[https://socialsci.libretexts.org/Under_Construction/Clean_Up_\(Pressbooks\)/Introduction_to_Education_\(Beasley_and_Haulmark\)/01%3A_Chapters/1.04%3A_How_Do_Social_Issues_Affect_Students](https://socialsci.libretexts.org/Under_Construction/Clean_Up_(Pressbooks)/Introduction_to_Education_(Beasley_and_Haulmark)/01%3A_Chapters/1.04%3A_How_Do_Social_Issues_Affect_Students)
- Benefits & Tips for Family Communication:
<https://www.readingrockets.org/topics/parent-engagement/articles/building-parent-teacher-relationships>
- Promoting Positive Family Engagement:
<https://www.naeyc.org/resources/pubs/tyc/winter2022/fiver-s-family#:~:text=Involve%20families%20by%20dialoguing%20and,and%20to%20communicate%20with%20you.>
- Talking with Families about Sensitive Topics:
<https://extension.psu.edu/programs/betterkidcare/early-care/tip-pages/all/talking-with-families-about-sensitive-topics>
- Talking with Families about Social Emotional Development:
<https://www.movethisworld.com/family-community-engagement/2019-1-25-talking-to-parents-about-social-emotional-development/#:~:text=Involve%20The%20Students,re%20acquiring%20in%20the%20classroom.>

-  Copy of K-12 II: Social Issues Action Plan
-  Copy of Social Action Plan Slides Graphic Organizer
-  Copy of SPEECH Social Action Plan Graphic Organizer
-  Copy of K-12 II: Social Issues Action Plan

Work-Based Learning Experience:

- N/A

Notes: The Social Issues Action Plan will take an additional 2-3 class periods depending on your class size so that students have time to complete the action plan and then present it. You may choose for them to create a speech, or a Slide show; both options are present in the resources.

Lesson 4.1: Student / Teacher Diversity

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☒ Cultural Competence
☒ II: Learning About Students	☒ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn and research about the various areas of diversity. They will compare diversity numbers across the various districts in Delaware as well as reflect on the importance of staff diversity in education.

Assessment(s):

- Formative: Class Discussion, Infographic Activity & Gallery Walk, District Comparison Research, Personal Reflection

Resource(s):

-  Copy of Student/Teacher Diversity

Work-Based Learning Experience:

- N/A

Notes:

Lesson 4.2: Culturally Responsive Education

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☒ Cultural Competence
☒ II: Learning About Students	☒ Fairness, Equity, & Diversity
☒ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☒ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will learn about the importance of being a culturally competent teacher through various mediums so that they can themselves be a culturally competent teacher in the future. Students will also learn the importance of setting up a positive classroom culture and create their own classrooms that are culturally competent.

Assessment(s):

- Formative: Class Discussion, Power & Privilege Wheel, Article Analysis, Creating a Culturally Competent Classroom Slideshow
- Summative for this lesson: Shoebox Project + Essay and/or Slideshow Classroom Presentation

Resource(s):

- [School and Classroom Culture Slide Deck](#)
- [Shoebox Classroom Presentation](#)
- [Being a Culturally Competent Teacher Slides](#)
-  Copy of Creating a Culturally Competent Classroom

Work-Based Learning Experience:

- Classroom Observations-students then share out with class.

Notes: There are multiple parts to this lesson. I prefer teaching the culturally competency lesson first as that allows the two lessons to flow more seamlessly.

Lesson 4.3: Impacts of Diversity on Teaching

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☒ Cultural Competence
☐ II: Learning About Students	☒ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn the importance and the positive impact of having a diverse workforce in education. They will use this knowledge to make a recruitment commercial to help recruit a diverse workforce within their own district.

Assessment(s):

- Formative: Class discussion, Recruitment Commercial Activity

Resource(s):

-  Copy of Impacts of Diversity on Teaching

Work-Based Learning Experience:

- N/A

Notes: Students will need an additional class period to work on the commercial (or longer, depending on how much editing and finishing time you allow them). Then, when commercials are shown in class, allow time for discussion after each commercial.

Lesson 4.4: Diversity in Children's Books

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☒ Cultural Competence
☒ II: Learning About Students	☒ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☒ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn about the importance of diverse populations being represented in children's books.

Assessment(s):

- Formative: Class Discussion, Children's Book Activity (Part 1 and 2)

Resource(s):

-  Copy of Diversity in Children's Books Activity
-  Copy of Early Elementary Guided Book Activity

Work-Based Learning Experience:

- N/A

Notes: You will need to make sure you have a wide array of children's books ready for this lesson, and they should represent diverse populations as much as possible. You can choose to have students work in partners or independently for these activities.

Lesson 5.1 Evolution of Education

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☒ Fairness, Equity, & Diversity
☒ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn about the evolution of education in America from the Colonial Period on, as well as how inferior educational opportunities were for minority students.

Assessment(s):

- Formative: Classroom Discussion, Reflection Questions, Group Analysis Activity, Group Poster Activity, Minority Research Assignment, Gallery Walk, Elevator Pitch
- Summative: Summatives for this lesson are at your discretion

Resource(s):

- [Minorities in Education Slide Deck](#)
- [Themes of Education Questions](#)
- [6 Themes of Education Slide Deck](#)
- [History of Education Slide Deck](#)
- [Education in the 19th and 20th Centuries](#)
-  Copy of Minorities in Education

Work-Based Learning Experience:

- N/A

Notes: This would take multiple class periods to get through.

Lesson 5.2 Educational Careers Throughout History

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will learn how educational careers changed throughout history and use that knowledge to reflect on how past trends influence future opportunities in education.

Assessment(s):

- Formative: Class discussion, timeline gallery walk activity, design your future teacher activity

Resource(s):

-  5.2 Educational Careers throughout history
-  Future_Teacher_Worksheet.pdf

Work-Based Learning Experience:

- N/A

Notes:

Lesson 5.3 Impacts of Politics on Education

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☒ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn about public policies/acts of legislation that have affected education. They will have the opportunity to think like a teacher as if they were teaching this lesson.

Assessment(s):

- Formative: Acts of Legislation Activity, Class Discussion

Resource(s):

- [Acts of Legislation Activity](#)

Work-Based Learning Experience:

- N/A

Notes: This is a self-guided lesson where students are researching the material and then putting their own “teacher hats” on. I have often in the next class period allowed students to share out their activities and have groups complete their activities, especially if they are creative games. The kids love it!

Lesson 5.4 Impacts of Current Events on Education

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☒ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn about various events throughout history that have had a tremendous impact on education. They will then discuss current events that are impacting education today.

Assessment(s):

- Class Discussion, Personal Reflection, Current Event Article Activity

Resource(s):

-  Copy of K-12 II: Current Events in Education
-  Copy of K-12 II: Current Event Reflection
-  Copy of Current Events in Education

Work-Based Learning Experience:

- N/A

Notes: I go over the events throughout history that have impacted education first; then, students will research current events and do that analysis. This activity leads to pretty solid discussion!

Lesson 6.1 Comparative Education

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☒ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will compare and contrast education in the United States to education in other countries. They will explore testing data, cultural differences that contribute to educational philosophies, and governmental processes that contribute to educational success.

Assessment(s):

- Formative: Class discussion, country poster project, The Smartest Kids in the World jigsaw presentation (Presentation can also be considered summative)

Resource(s):

- [Comparative Education Slide Deck](#)
- [The Smartest Kid in the World Chapters](#)
- The Smartest Kids in the World Book by Amanda Ripley

Work-Based Learning Experience:

- N/A

Notes: The testing data links on the Comparative Education slide deck (as well as the article) will need to be updated as new testing data is released. In order to do the Smartest Kids in the World jigsaw activity, you will need copies of the book. If you don't have those, then this would be an optional activity. If you do both, you will need to dedicate multiple class periods to completing all parts. Because presenting is a huge skill throughout the year, presentations using the PVLEGS format are often graded as products, rather than an assignment grade in my class.

Lesson 6.2 Organizational Structures & Roles Within Education

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will gain an understanding of the organizational structure of the government with regard to the school system. They will learn about the various types of schools, and what roles schools play in students' education.

Assessment(s):

- Formative: class discussion, guest speaker Q & A, personal reflections

Resource(s):

-  Copy of 7 Cool School Models
-  Copy of 7 Cool School Models Guided Notes
-  Copy of Models of Schools
-  Copy of Guest Speaker Questions-Grade Level Bands & Types of Schools
-  Copy of School governance.pptx

Work-Based Learning Experience:

- Guest Speakers who have experience working in the different types of schools.

Notes: Various activities are listed above. The School Governance slides delve into the organizational structures. You will need to update your slides to align with your district or new selected leadership. I have always planned guest speakers for the different types of schools, so that will need to be planned ahead of time. You can also edit the questions as needed. The Cool School Models and Models of Schools activities are fun activities for students to complete that you can do depending on time. If all of these activities are completed, multiple class periods will be dedicated to this topic.

Lesson 6.3 Advocating for Student Learning and the Profession

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☒ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☒ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will learn the importance of advocating for improved educational opportunities for all students.

Assessment(s):

- Formative: Class discussion, Q & A with guest speakers

Resource(s):

-  Copy of Advocating for Student Learning & the Profession

Work-Based Learning Experience:

- Guest speakers from district office to discuss how they promote educator development & student learning, what professional development opportunities they offer, and how they promote community and family outreach

Notes: If you plan on using guest speakers, you will need to plan those ahead of time.

Lesson 7.1 Code of Ethics for Educators

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☒ IV: Engaging in Responsive Planning	☒ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will learn what ethics are and why it is imperative to be an ethical teacher. They will learn the NASDTEC Code of Ethics for educators, and compare those standards to other ethical standards from similar educational professions.

Assessment(s):

- Formative: Class Discussion, NASDTEC Code of Ethics Group Activity, Venn Diagram Activity

Resource(s):

- [NASDTEC Code of Ethics Group Activity](#)
- [Code of Ethics for Educators/Addressing Ethical Dilemmas Slide Deck](#)

Work-Based Learning Experience:

- N/A

Notes: The slideshow here will be used in this lesson, and the next lesson.

Lesson 7.2 Addressing Ethical Dilemmas

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☒ IV: Engaging in Responsive Planning	☒ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- Students will look at several education related ethical dilemmas and learn how to best solve them while applying the NASDTEC Code of Ethics.

Assessment(s):

- Class Discussion, Group Work Monitoring, Jigsaw Activity

Resource(s):

- [Code of Ethics for Educators/Addressing Ethical Dilemmas Slide Deck](#)
- [Ethical Scenarios for Discussion](#)
- [Ethical Scenario Jigsaw Activity](#)

Work-Based Learning Experience:

- N/A

Notes: I go through the two class discussion scenarios first. We do the first one completely together, and then I let my table groups go through the second one and they share out for us to go over as a class. Then, students will do the jigsaw activity.

Lesson 7.3 Rights & Responsibilities

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☒ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☒ Ethics
☐ V: Implementing Instruction	☒ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will learn about teachers' rights and responsibilities, as well as students' rights and responsibilities.

Assessment(s):

- Formative: Class Discussion, Scenario Activity, Research Activity, Children's Book Activity

Resource(s):

- [Court Case Children's Book Activity](#)
- [Teacher Rights Scenario Activity](#)
- ☐ Copy of K-12 II: Teacher Rights & Responsibilities Part 1
- ☐ Copy of K-12 II: Teacher Rights & Responsibilities Part 2
- ☐ Copy of Teacher Rights & Responsibilities Part 3
- [Research Your Own Court Case Activity](#)
- ☐ Copy of K-12 II: Students' Rights & Responsibilities

Work-Based Learning Experience:

- N/A

Notes: I go through the Teacher Rights & Responsibilities slides first, and then students do the scenario activity. I often have them complete the scenario activity in pairs, and then do class discussion afterwards. We then move on to the Students' Rights & Responsibilities slides. You have an option to do the Research Your Own Court Case activity, or the Court Case Children's Book Activity after that.

Lesson 8.1 Resume

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will create their own resume so they will be prepared to apply for jobs in the future.

Assessment(s):

- Formative: Class Discussion, Resume Creation, Partner Editing

Resource(s):

- [Resume Writing Slide Deck](#)

Work-Based Learning Experience:

- N/A

Notes: You can choose to have students create a resume using this template, or a template of your choice.

Lesson 8.2 Cover Letter

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will create a cover letter that would prepare them for a career in education. They will be able to edit it for any job they apply to.

Assessment(s):

- Formative: Class discussion, Cover Letter Creation

Resource(s):

- [Cover Letter Slide Deck](#)

Work-Based Learning Experience:

- N/A

Notes:

Lesson 8.3 Career Plan / SSP

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will create their own career plan/student success plan to help plan for their future. This will be a working document, as they can update it the following year.

Assessment(s):

- Career Plan/Student Success Plan

Resource(s):

-  Copy of Career and Student Success Plan

Work-Based Learning Experience:

- N/A

Notes: Feel free to add in any other columns you would like to see in students' success plans.

Lesson 8.4 Philosophy of Education

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☒ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☒ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☒ VII: Engaging in Reflective Practice	☒ Self-Efficacy

Lesson Objective(s):

- Students will write their own philosophy of education to demonstrate their beliefs and ideals about teaching/education based on what we have learned throughout this course. This can be a working document as they can update it in the following year.

Assessment(s):

- Philosophy of Education Essay
- Summative: Once students have completed their resume, cover letter, Student Success Plan, and Philosophy of Education, they will do a mock interview for a job in education. They will need to bring all the previously listed items to their interview and be prepared to discuss them.

Resource(s):

-  Copy of Philosophy of Education Essay

Work-Based Learning Experience:

- Mock Interviews

Notes: We often ask for volunteers to help run the mock interviews. This could be teachers on their planning periods, members from district office, etc.

DELAWARE DEPARTMENT OF EDUCATION

CAREER & TECHNICAL EDUCATION



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 post-secondary 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.

1. Year 2 Reset: Reflect & Refocus

Skill Focus: Self-assessment, goal setting

Activity: Students complete a reflection on 9th grade—strengths, challenges, GPA, habits—and set 2 academic and 1 personal goal for this year.

Reflection/Product: "My Sophomore Success Plan" worksheet

2. Discovering Your Strengths & Skills

Skill Focus: Self-awareness, career alignment

Activity: Use a short strengths survey or personality quiz (like 16Personalities or VIA Strengths). Link results to possible career pathways.

Reflection/Product: "Top 5 Strengths" chart + matched careers

3. Effective Communication & Body Language

Skill Focus: Professional communication

Activity: Practice handshake, posture, and introductions in pairs. Watch short clips showing effective vs. ineffective communication.

Reflection/Product: Peer feedback form + personal checklist

4. Digital Footprint & Reputation

Skill Focus: Responsible tech use, professionalism

Activity: Students review a fictional social media profile and determine what's appropriate. Discuss real-world consequences.

Reflection/Product: "3 things I want colleges/employers to see about me online"

5. Teamwork in the Real World

Skill Focus: Collaboration, leadership

Activity: Complete a small group challenge (e.g., build a bridge, solve a case study). Assign roles and debrief how the team worked together.

Reflection/Product: Teamwork Self-Assessment

6. Managing Stress & Pressure

Skill Focus: Emotional intelligence, coping strategies

Activity: Discuss signs of stress, then create a personal stress relief toolkit (music, movement, breathing, journaling).

Reflection/Product: “My Top 3 Coping Tools” one-pager

7. Interview Basics: Be Prepared, Be Professional

Skill Focus: Verbal communication, confidence

Activity: Review common interview questions. Practice 2-3 with a partner using mock scenarios for part-time jobs or internships.

Reflection/Product: Interview Practice Exit Ticket

8. Navigating Conflicts: Respectful Problem Solving

Skill Focus: Conflict resolution, empathy

Activity: Analyze common high school or job conflict scenarios and act out resolution strategies.

Reflection/Product: “Pause & Plan” conflict strategy chart

9. Exploring Career Clusters

Skill Focus: Career exploration, interest alignment

Activity: Use a career interest inventory to match students to career clusters. Students pick a top cluster and research 3 careers in it.

Reflection/Product: Career Cluster Comparison Sheet

10. Budgeting 101: Your First Paycheck

Skill Focus: Financial literacy

Activity: Walk through a sample pay stub. Students create a mini-budget based on part-time job earnings.

Reflection/Product: “Where Would My Money Go?” budgeting chart

11. High School Transcript Deep Dive

Skill Focus: Academic awareness, planning

Activity: Review a sample transcript. Discuss how GPA is calculated, how credits are earned, and how colleges/employers use them.

Reflection/Product: Personal Academic Map – courses completed + projected plan

12. Dual Enrollment, CTE, & Beyond

Skill Focus: College and career readiness

Activity: Introduce opportunities like dual enrollment, CTE pathways, early college, and certifications. Students complete a “Which is Right for Me?” planner.

Reflection/Product: Draft a letter of interest or application for a program they’d like to pursue