

DELAWARE DEPARTMENT OF EDUCATION
CAREER & TECHNICAL EDUCATION



TEACHER ACADEMY III:
K12 -Foundations of Curriculum & Instruction

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.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 are 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):

Foundations of Curriculum and Instruction explores curriculum delivery models in response to the learner's needs. Emphasis is placed on the development and implementation of a variety of instructional materials that promote learning, a supportive classroom environment, and high-quality instruction. Students develop lesson plans and assessments while practicing appropriate classroom management techniques to maximize the learning process for every student. Students will also engage in lesson internalization protocols that support understanding of instructional components using high quality standards aligned instructional materials.

Prerequisite: Teacher Academy I Human Growth and Development and Teacher Academy II K12 Teaching as a Profession

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

1. Identify the process to create a positive, inclusive, and safe classroom environment
2. Identify and describe how content standards are organized within the curriculum and how this impacts instruction.
3. Describe multiple methods for assessing student learning and identify when it is appropriate to use each.
4. Describe the steps in planning for instruction based on formative and summative assessment data, prior learning, and student interests.
5. Evaluate standards aligned instructional material to be implemented within a lesson.
6. Demonstrate how to use appropriate strategies to differentiate instruction for individual learners.
7. Prepare, deliver, evaluate, and revise a standards-based lesson plan.

Unit 1: Creating Safe Classroom Environments

Topics	Additional Experiences	Page
Lesson 1.1: Approaches to Classroom Management	PBIS coordinator - Guest Speaker	pg 5
Lesson 1.2 Classroom Guidelines Enhance the Learning Environment	Classroom observations	pg 7
Lesson 1.3 Fostering Relationships	PreK Lab visits	pg 8
Lesson 1.4 Learning Environments	Various classroom observations	pg 9
Lesson 1.5 Growth Mindsets	Create growth mindset plan for younger students	pg 10
Lesson 1.6 Social Emotional Learning	Guest Speaker- School Psych	pg 11

Unit rationale:

Students will be able to understand different approaches to classroom management, create safe learning environments and understand the purpose of classroom guidelines. Students will learn about the value of fostering relationships and getting to know students' cultures and backgrounds. Students will learn how to incorporate growth mindset and social emotional learning. Students will know that creating a well-structured, safe environment where all students feel included benefits learning.

Lesson 1.1: Approaches to Classroom Management

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

Lesson Objective(s):

The students will learn about behavior management as a critical component of classroom management, how behavior management can contribute to the effectiveness of a teacher, and students will learn about PBIS (Positive Behavior Interventions and Supports) and how to integrate them into classroom management plans.

Students will be able to:

- Define and compare different classroom management approaches.
- Analyze scenarios and choose appropriate management strategies.
- Explain the role of behavior management in creating a learning environment.

Assessment(s):

- [Create a PBIS Plan](#)

Resource(s): [Lesson 1.1 Folder](#)

- [Lesson Plan - Intro to Classroom Management Approaches](#)
- [Behavior Management Slides \(AHS\)](#)
- Value-based behavior management [slides](#) and [organizer](#)

Work-Based Learning Experience:

- PreK Lab work
- PBIS coordinator - Guest Speaker

Notes: Teachers can select from different theories on behavior management. Have students look at different strategies to discuss their own philosophies and ideas for how they would structure their future classrooms.

Lesson 1.2: Classroom Guidelines Enhance the Learning Environment

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	X Cultural Competence
X II: Learning About Students	X 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 be able to:

- Identify the components of a thoughtful classroom.
- Explain why consistency is important in a classroom.

Assessment(s):

- Students can analyze their own classroom experiences for consistency. Reflect in discussion or written format.

Resource(s): [Lesson 1.2 Folder](#)

- Classroom consistency [Slides](#) & [Notes Worksheet](#)

Work-Based Learning Experience:

- Multiple classroom observations with post observation and classroom consistency discussion

Notes: ---

Lesson 1.3: Fostering Relationships

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	X Cultural Competence
X II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
X 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 be able to:

- Identify strategies to foster relationships with students and families.
- Develop a plan to build relationships with families and students.

Assessment(s):

- [Parent Newsletter Summative](#) & [peer feedback form](#)
- Create a slidedeck and plan for morning meeting
- Create a student interest survey

Resource(s): [Lesson 1.3 Folder](#)

- Creating an environment for learning [slides](#) (AHS)
- Classroom Interest Surveys
 - [Article - "Fire up your classroom with student-interest surveys"](#)
 - [Sample student interest survey](#)
 - [Activity - Student interest and learning survey](#)
- Morning Meeting
 - [Morning meeting slide template](#)
 - [morning meeting resources](#)
- [Student learning style indicator](#)

Work-Based Learning Experience:

- PreK Lab visit and preschool newsletter example
- Create and administer a student interest survey, analyze the results
- Create newsletter for Teacher Academy families about what's going on in the classroom

Notes: The resources included provide multiple options for fostering relationships. Select the items that fit best with your classroom structure.

Lesson 1.4: Learning Environments

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

Lesson Objective(s):

Students will be able to:

- Identify elements of a thoughtful classroom environment.
- Articulate the connection between classroom environment and effective classroom management.
- Elaborate on different classroom management techniques and strategies.

Assessment(s):

- Classroom set up project [Option 1](#) and [Option 2](#)

Resource(s): [Lesson 1.4 Folder](#)

- Lesson Plan: [Designing effective classroom spaces](#)
- Classroom arrangements & transition
 - [Slides](#)
 - [IRIS Star Sheet](#) (elaborates on classroom set up strategies with justifications)
 - [IRIS HS Room Arrangement Model](#)
- Thoughtful classroom set-up [slides](#) and [organizer](#)

Work-Based Learning Experience:

- PreK Lab, Elementary, and Middle school classroom observations. Post observation discussion of the room arrangements.
- Observe and reflect on classrooms in their own school. Write teachers feedback and recommendations about their classroom space.

Notes: Consider having students reflect on the classrooms they are in throughout their day to analyze for different elements of a thoughtful classroom setup.

Lesson 1.5: Growth Mindset

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	X Cultural Competence
X 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 be able to:

- Explain how your brain changes and grows when you challenge yourself to learn new things.
- Reflect on their own growth mindset practices and beliefs.

Assessment(s):

- [Growth Mindset Display](#)

Resource(s): [Lesson 1.5 Folder](#)

- Growth mindset [slides](#) (align with display assessment)
- Growth mindset [slides](#)
- Article - [“Developing a growth mindset in teachers and staff”](#)

Work-Based Learning Experience:

- Create a lesson plan for younger students or peers to help them develop a growth mindset.

Notes: ---

Lesson 1.6: Social Emotional Learning

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	X Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
X 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 be able to:

- Define SEL
- Describe the five key skills of programming, and identify strategies to assist students who have experienced traumatic events.

Assessment(s):

- [SEL Framework Summative](#)
 - [Rubric peer feedback](#)
 - [SEL Peer Feedback](#)

Resource(s): [Lesson 1.6 Folder](#)

- SEL and understanding trauma [slides](#) (align with assessment)
 - [SEL Primer \(Reading Rockets\)](#)
 - [CASEL resources](#)
- Teacher resources:
 - [Fire Up Your Class With Student-Interest Surveys](#)
 - [Student Interest and Learning Survey](#)
- [Slide templates](#) for SE daily check-ins
- [Morning meeting SEL printable resources](#)

Work-Based Learning Experience:

- School Psychologist as Guest Speaker - Trauma Informed Background

Notes: ---

Unit 2: Curricular Components

Topics	Additional Experiences	Page
Lesson 2.1 Components/types of curriculum	Interview educator or district curriculum specialist about curriculum	pg 13
Lesson 2.2. Standards and Reforms	Interview educator or district curriculum specialist about curriculum	pg 14
Lesson 2.3 Societal and Community Values	Interview members of the school community, shadow community engagement personnel in district or school, research school community	pg 15
Lesson 2.4 Roles of Stakeholders	Stakeholders as guest speakers, watch/attend a School Board meeting.	pg 16
Lesson 2.5 Connections Between Curriculum, Standards, and Instruction	Create a lesson plan	pg 17

Unit rationale: This unit allows students to explore curriculum and standards. Students will be able to define vertical and horizontal alignment and the different types of curriculum, explain the relationship between standards and curriculum, create original questions for an interview that demonstrate an understanding of curriculum and standards. Students will be able to explain the relationship between standards and curriculum and learn about the impact societal and community values play on education and students. Students should be able to identify and explain the roles of various stakeholders in education and analyze their impact on educational outcomes. Students will determine the foundations of lesson planning and identify key components of lesson plans.

Lesson 2.1: Components/Types of Curriculum

<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	☐ Self-Efficacy

Lesson Objective(s):

Students will be able to:

- Define vertical and horizontal alignment and the different types of curriculum
- Explain the relationship between standards and curriculum
- Create original question for an interview that demonstrate an understanding of curriculum and standards

Assessment(s):

- [Curriculum interview](#) (pairs with lesson 2.2, demonstrate understanding of curriculum and standards)

Resource(s):

- Curriculum components and styles [slides](#) & [organizer](#)
- Miller curriculum style [article/survey \(PDF\)](#) and [style indicator \(Doc\)](#)

Work-Based Learning Experience:

- Interview an educator about their philosophy of curriculum
- Invite district curriculum specialist to speak to students (students prepare questions in advance)

Notes: The Miller Indicator is dense and uses education specific language that might need to be clarified. It does provide a topic of discussion for students and their beliefs on curriculum and learning.

Lesson 2.2: Standards and Reforms

<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	☐ Self-Efficacy

Lesson Objective(s):

Students will be able to:

- Define vertical and horizontal alignment and the different types of curriculum
- Explain the relationship between standards and curriculum
- Create original question for an interview that demonstrate an understanding of curriculum and standards

Assessment(s):

- [Curriculum interview](#) (pairs with lesson 2.1, demonstrate understanding of curriculum and standards)

Resource(s):

- [DE Standards for High School](#)
- Standards and curriculum [slides](#) and [organizer](#)
- Articles on Common Core Reform
 - [The History of Common Core State Standards](#)
 - [After 10 Years of hopes and setbacks, what happened to the Common Core?](#)

Work-Based Learning Experience:

- Interview an educator about their philosophy of standards-based instruction
- Invite district curriculum specialist to speak to students (students prepare questions in advance)

Notes: Lesson 2.1 and 2.2 share objectives and assessment.

Lesson 2.3: Society and Community Values

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	X Cultural Competence
X 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	X Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

Students will be able to:

- Identify the impact societal and community values play on education and students.

Assessment(s):

- Students will select a statement from the beginning of the lesson and create a summary on it and the role the community has in schools.
- Students can create their own summary about the role communities have in schools.

Resource(s):

- [Community Engagement Lesson Outline](#)
- ["Top Benefits of Family and Community Engagement" - Hanover Research \(2023\)](#)
- ["The Case for Strong Family and Community Engagement in Schools" - Harvard Graduate School of Education \(2023\)](#)

Work-Based Learning Experience:

- Interview members of the school community
- Shadow community engagement personnel in district or school
- Research school community

Notes: ---

Lesson 2.4: Roles of Stakeholders

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

Lesson Objective(s):

Students will be able to:

- Identify and explain the roles of various stakeholders in education
- Analyze stakeholder impact on educational outcomes

Assessment(s):

- Summarize 5 key takeaways from the lesson.
- Determine and analyze the role students can have in educational decisions (for example, students can create a speech to give at school board public comment)

Resource(s):

- [Lesson Plan](#)
- [Slides](#)

Work-Based Learning Experience:

- Stakeholders as guest speakers.
- Watch or attend a School Board meeting.

Notes: ---

Lesson 2.5: Connections Between Curriculum, Standards, and Instruction

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

Lesson Objective(s):

Students will be able to:

- Determine the foundations of lesson planning.
- Identify key components of lesson planning.
- Describe assessments that align with objectives and standards.

Assessment(s):

- Students will create a lesson plan overview.

Resource(s):

- Lesson components [organizer](#) and [slides](#)

Work-Based Learning Experience:

- Students will create a lesson plan

Notes: This lesson introduces students to alignment between assessments and objectives and standards. More background knowledge might need to be provided based on your students' level of familiarity with this content.

Unit 3: Curricular Components

Topics	Additional Experiences	Page
Lesson 3.1 Types of Assessments	---	pg 19
Lesson 3.2 Grading Policies	Inventory teacher grading policies, create and manage a hypothetical gradebook	pg 20
Lesson 3.3 Effective Feedback	Provide feedback to peers or teachers	pg 21
Lesson 3.4 Rubrics	Create a rubric and score an assignment	pg 22
Lesson 3.5 Standardized Testing/Assessments/Measures	Call to action letter, interview stakeholders about standardized assessments	pg 23
Lesson 3.6 Evidence-Based Decision Making	Analyze student data and create a plan	pg 24

Unit rationale: Students will identify types of assessments, apply them appropriately, and explain the role of equity in assessment. Students will learn what grading policies are, how they differ from each grade level, and equity in grading policies. Students will be able to understand the importance of effective feedback in the classroom, identify characteristics of effective feedback, and apply strategies for giving and receiving feedback. Students will understand the purpose, importance, and components of rubrics and how they enhance teaching and learning. Students will learn about the purpose of standardized assessment in education and about different types of assessments and the measures used for them. Students will analyze different assessment data and will develop instructional changes for students who meet the standard, are progressing towards the standard, and who are not quite meeting the standard.

Lesson 3.1: Types of Assessments

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

Lesson Objective(s):

Students will be able to:

- Identify types of assessments and apply them appropriately.
- Explain the role of equity in assessment.

Assessment(s):

- Outline assessments that would be appropriate for a lesson

Resource(s): [3.1 Types of Assessment Folder](#)

- Teacher resources
 - [12 Alternative types of assessment](#)
 - [Types of assessments](#)
 - [Reading Rockets Assessment](#)
- Curriculum and assessment [slides](#) and [organizer](#)

Work-Based Learning Experience:

- N/A

Notes: the materials in the slides and organizer require students to pull from their own knowledge about the connection between curriculum and assessment.

Lesson 3.2: Grading Policies

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

Lesson Objective(s):

Students will be able to:

- Explain what grading policies are and how they differ from each grade level.
- Analyze grading policies for equitable practices.

Assessment(s):

- Determine how educators can make assessments equitable.
- Analyze and reflect on trading policies to determine whether they are equitable or not.

Resource(s): [3.2 Grading Policies Folder](#)

- Equity in assessment [slides](#), [organizer](#), and [reading](#)

Work-Based Learning Experience:

- Inventory teacher grading policies, determine commitment to equity
- Create their own gradebook and calculate hypothetical grades (help students see how each assignment impacts grades)

Notes: *The grading policies portion highlights the need for equity in assessment. Teachers can determine how they would like to have students learn about grades and grading practices. The hypothetical gradebook, for example, could help students see how different assignments impact overall grades, and the importance of utilizing fair grading practices.*

Lesson 3.3: Effective Feedback

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

Lesson Objective(s):

Students will be able to:

- Articulate the importance of effective feedback in the classroom
- Identify characteristics of effective feedback
- Apply strategies for giving and receiving feedback

Assessment(s):

- Students practice giving and receiving feedback.
- Students can complete a reflective document about feedback.

Resource(s): [3.3 Effective Feedback Folder](#)

- Effective feedback [lesson plan](#) and [slides](#)

Work-Based Learning Experience:

- Provide feedback to peers or teachers (if appropriate and approved by the teacher)

Notes: To practice providing feedback, have the students plan a method in which they would give feedback that is helpful and supports growth. Also have them consider how they like to receive feedback.

Lesson 3.4: Rubrics

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

Lesson Objective(s):

Students will be able to:

- Determine the purpose, importance, and components of rubrics
- Explain how they enhance teaching and learning

Assessment(s):

- In groups or solo students can create a simple rubric and present it.

Resource(s): [3.4 Rubrics Folder](#)

- Importance of rubrics [lesson plan](#) and [slides](#)
- Examples of rubrics:
 - [Narrative](#)
 - [Persuasive writing](#)
 - [Traits rubric \(grade K-2\)](#)

Work-Based Learning Experience:

- Create a rubric and score an assignment with it

Notes: ---

Lesson 3.5: Standardized Testing/Assessments/Measures

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

Lesson Objective(s):

Students will be able to:

- Determine the purpose of standardized assessment in education.
- Review different types of assessments and the measures used for them
- Argue their perspective on standardized testing

Assessment(s):

- Students create an argument for or against standardized testing.

Resource(s): [3.5 Standardized Testing etc Folder](#)

- Standardized testing [lesson outline](#)

Work-Based Learning Experience:

- Write a letter to their school, district, DOE or legislators about what standardized assessments should look like.
- Interview family and other school stakeholders about their perspectives on standardized assessments.

Notes: Utilize the resources in the lesson or resources of your own to help the students come to their own conclusion about standardized assessments in education. Consider differentiating between different grade levels and subjects, as well as discussing state assessments versus common assessments in schools and districts.

Lesson 3.6: Effective Based Decision Making

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

Lesson Objective(s):

Students will be able to:

- Analyze assessment data and will develop instructional changes for students who meet the standard, are progressing towards the standard, and who are not quite meeting the standard.

Assessment(s):

- Analyzing Dibels data.

Resource(s): [3.6 Evidence Based Decision Making Folder](#)

- [Analyzing Data lesson plan](#)
 - [Data analysis organizer](#)
 - [Dibels sample data](#)

Work-Based Learning Experience:

- Analyze data and create a plan for a student based on the data

Notes: *If you have relevant student data for your class to use, replace the sample Dibels data. If your students are already working in classes, they could create plans for their students in the classroom they are working with.*

Unit 4: Lesson Planning

Topics	Additional Experiences	Page
Lesson 4.1 Components of a Lesson Plan	Observe various curriculums to see how they organize their lessons.	pg 26
Lesson 4.2. Essential Questions	Scavenger hunt in their school or another school and identify various essential questions posted.	pg 27
Lesson 4.3 Alignment to Standards	Students will observe a classroom or support a student and record the standards addressed within the lesson.	pg 28
Lesson 4.4 instructional Strategies	Students will observe a classroom or support a student and record instructional strategies that they observed.	pg 29
Lesson 4.5 Summarizing	Make a gallery of different summarizing strategies.	pg 30
Lesson 4.6 Implementation of Differentiated Instruction and Accommodations	Students will observe a classroom or support a student and record differentiation that they observed.	pg 31
Lesson 4.7 Higher Order Thinking Skills	Collaborate with a peer to create different HOT questions for your lesson.	pg 32
Lesson 4.8 Lesson Reflections and Revisions	Review your lesson with a peer.	pg 33

Unit rationale: Students will understand the components of an effective lesson plan and collaboratively create their own lesson plan. Students will understand the purpose of essential questions in a lesson and distinguish between effective essential questions that connect material to a significant theme that resonates with the focus of the study. Students will identify a variety of instructional strategies and apply them when designing a lesson plan. Students will understand the importance of differentiation within each lesson and differentiate a lesson based on different needs in a classroom setting. Students will understand the different levels of higher order questions and reflect and analyze the lessons.

Lesson 4.1: Components of a Lesson Plan

<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
X III: Building Content Knowledge	X Reflective Practice
X IV: Engaging in Responsive Planning	☐ Ethics
X V: Implementing Instruction	X Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

Students will be able to:

- Define and explain the components of an effective lesson plan
- Collaboratively create their own lesson plan on a topic of their choice
- Use a lesson plan template to begin their lesson planning

Assessment(s):

- Completion of group lesson plan
- Peer feedback participation
- Informal assessment during activities and exit tickets

Resource(s):

- [Lesson Plan: Components of a Lesson Plan](#)
- Here are some different lesson plan templates
 - [Lesson Plan template with UDL](#)
 - [Lesson Plan Template](#)
 - [Lesson Plan Template](#)
 - [Teaching and Learning Roadmap \(Wilm U uses this one\)](#)
 - [Color Coded Lesson Plan Template](#)

Work-Based Learning Experience:

- Students will be creating their own lesson plan

Notes: Throughout this unit, students will be adding to their lesson. They should select a subject and level that they would like to create their lesson. Subject and grade should be determined early so they can continuously add to their lesson throughout this unit.

Lesson 4.2: Essential Questions

<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
X III: Building Content Knowledge	X Reflective Practice
X IV: Engaging in Responsive Planning	☐ Ethics
X V: Implementing Instruction	X Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
X VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

Students will be able to:

- Explain the purpose of essential questions in a lesson
- Distinguish between effective essential questions that connect material to a significant theme that resonates with the focus of the study and ineffective essential questions.

Assessment(s):

- Students will write potential lesson essential questions for their lesson planning.

Resource(s):

- [Essential Questions - Lesson Outline](#)
- [How to Create an Essential Question](#)
- [What Are Essential Questions?](#)

Work-Based Learning Experience:

- Students will be creating their own lesson plan that will incorporate essential questions within their lesson
- Students will do a scavenger hunt in their school or another school and identify various essential questions posted.

Notes: *Students should continue to build their lesson plan from lesson 4.1*

Lesson 4.3: Alignment to Standards

<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
X III: Building Content Knowledge	X Reflective Practice
X IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
X VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

Students will be able to:

- Select 2-3 common core standards to include in their lesson either in Math or ELA.
- Begin to design instruction based on their selected standards.

Assessment(s):

- Students will include 2-3 standards that coincide with their lesson.

Resource(s):

- [Standards- Activity Recommendation](#)
- [CCSS](#)
- [Video: Tips & Strategies for Teaching to Course Standards](#)- need login

Work-Based Learning Experience:

- Students will be creating their own lesson plan that will incorporate math or ELA standards.
- Students will observe a classroom or support a student and record the standards addressed within the lesson.

Notes: Students should continue to build their lesson plan from lesson 4.1

Lesson 4.4: Instructional Strategies

<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
X III: Building Content Knowledge	X Reflective Practice
X IV: Engaging in Responsive Planning	☐ Ethics
X V: Implementing Instruction	X Collaboration
☐ VI: Using Assessments and Data	X Social Justice & Advocacy
X VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

Students will be able to:

- Identify a variety of instructional strategies and apply them when designing a lesson plan.

Assessment(s):

- Students will include 2-3 instructional strategies with their lesson.

Resource(s):

- [Lesson Plan: Instructional Strategies & How to Use Them in Lesson Planning](#)
- [Lesson Internalization](#)
- [Top 5 Kagan Structures](#)
- [Student Engagement](#)

Work-Based Learning Experience:

- Students will be creating their own lesson plan that will incorporate various instructional strategies.
- Students will observe a classroom or support a student and record instructional strategies that they observed.

Notes: Students should continue to build their lesson plan from lesson 4.1

Lesson 4.5: Summarizing

<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
X III: Building Content Knowledge	X R eflective Practice
X IV: Engaging in Responsive Planning	☐ Ethics
X V: Implementing Instruction	X Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

Students will be able to:

- Work with partners or groups and design various summarizing strategies for their lessons.

Assessment(s):

- Students will select a summarizing strategy for their lesson.

Resource(s):

- [Summarizing Strategies](#)

Work-Based Learning Experience:

- Students will be creating their own lesson plan that will incorporate one summarizing strategy.
- Students will create a bank of different summarizing strategies.

Notes: Students should continue to build their lesson plan from lesson 4.1

Lesson 4.6: Implementation of Differentiated Instruction and Accommodations

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

Lesson Objective(s):

- Students will understand the importance of differentiation within each lesson.
- Students will differentiate a lesson based on different needs in a classroom setting.

Assessment(s):

- Students will consider different student needs (see sample students) and they will incorporate differentiation within their lesson.

Resource(s):

- Differentiated instruction [organizer](#) and [slides](#)
- [Differentiation Techniques](#)
- Intro to special education [organizer](#) and [slides](#)
- [Differentiation in Practice](#)
- [Sample Student Needs](#) (can be used for differentiation in student lesson plans)

Work-Based Learning Experience:

- Students will be creating their own lesson plan that will incorporate differentiation for various learners.
- Students will observe a classroom or support a student and record differentiation that they observed.

Notes: *Students should continue to build their lesson plan from lesson 4.1. For the “Differentiated instruction organizer and slides” activity, students were given an activity that they completed in a previous year. They then planned how they could differentiate the different parts of the activity.*

Lesson 4.7: Higher Order Thinking Skills

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

Lesson Objective(s):

Students will be able to:

- Summarize the different levels of higher order questions.

Assessment(s):

- Students will select 2-3 higher order thinking questions and add them in their lesson plan.

Resource(s):

- [Bloom Question Stems](#)

Work-Based Learning Experience:

- Students will be creating their own lesson plan that will incorporate 2-3 higher order thinking questions that are relevant to their lesson.

Notes: Students should continue to build their lesson plan from lesson 4.1.

Lesson 4.8: Lesson Reflections and Revisions

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

Lesson Objective(s):

Students will be able to:

- Reflect and analyze the lessons they have created so far.
- Make revisions based on feedback from their peers and teachers.

Assessment(s):

- Lesson plan with revisions made

Resource(s):

- [Lesson plan: Reflecting and Revising as a Teacher](#)

Work-Based Learning Experience:

- Students will collaborate with each other and share lesson plans created.
- Students will be creating their own lesson plan that will incorporate each of the components covered throughout this unit.

Notes: Students should continue to build their lesson plan from lesson 4.1.

Unit 5: Introduction to Exceptional Children

Topics	Additional Experiences	Page
Lesson 5.1 Types of Exceptional Learners	Volunteer in Special Olympics or an adapted physical education class. Reach out to special education teachers for mentoring opportunities.	pg 35
Lesson 5.2. Elements of Differentiation	Have opportunities for students to experience different disabilities then create an activity for them to complete. (Example: making a peanut butter sandwich blind folded)	pg 36
Lesson 5.3 IEP and IDEA/ADA	Students can watch a special education podcasts	pg 37
Lesson 5.4 Evaluations, Programs, and Services	Students will have the opportunity to talk with school psychologists, special education teachers, and or related services to learn more about the evaluation process.	pg 38
Lesson 5.5 Communication with Families	Invite a parent of a special needs student to speak to the class about the importance of communication with families.	pg 39
Lesson 5.6 Supporting MLL Students	Teach a mini lesson in another language, then integrate supports to model the needs for accommodations like visual support.	pg 40

Unit rationale: Students will understand the characteristics of various types of disabilities in special education. Students will be able to define differentiation, explain its importance in education, and describe the key elements of differentiation (content, process, product, learning environment). Students will understand key components of LRE, FAPE, and IEP Students will be able to understand the IEP process and how it relates to them as the teacher. Students will understand the importance of teacher-family communication, explore how communication changes across grade levels (preschool, elementary, middle, high school), and practice creating strategies to keep families informed and involved. Students will identify and understand instructional strategies in supporting MLL students.

Lesson 5.1: Types of Exceptional Learners

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

Lesson Objective(s):

Students will be able to:

- Explain what special education is.
- Define disability and use appropriate language when discussing disabilities.

Assessment(s):

- Students will create a 3-2-1 (3 disabilities they learned about, 2 facts or features for each one, 1 question that have regarding one of the disabilities
- Students will select 1-2 disabilities and incorporate supports and accommodations within their lesson plan.

Resource(s):

- [What is Special Education- Pear Deck](#)
- [Special Education: Everything You Need to Know](#)
- [Students with Disabilities: Special Education Categories](#)

Work-Based Learning Experience:

- Students will incorporate accommodations and supports for 1-2 disabilities in their lesson plan.

Notes: ---

Lesson 5.2: Elements of Differentiation

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

Lesson Objective(s):

Students will be able to:

- Define differentiation and explain its importance in education.
- Identify and describe the key elements of differentiation (content, process, product, learning environment).
- Collaborate with peers to design a mini differentiated lesson.
- Reflect on the challenges and benefits of differentiation as future educators.

Assessment(s):

- Participation in discussion
- Jigsaw presentations
- Mini-lesson design
- Exit ticket reflection

Resource(s):

- Teacher resources:
 - Video: [Differentiating Instruction: It's Not as Hard as You Think](#)
 - Article: [7 Reasons Why Differentiated Instruction Works](#)
 - Article: [What is Differentiated Instruction? Examples of How to Differentiate Instruction in the Classroom](#)
 - [The UDL Guidelines](#)
 - Article: [12 Ways Technology Can Support Authentic Learning](#)
- Lesson Plan: [Elements of Differentiation](#)
- [Specially Designed Instruction](#)

Work-Based Learning Experience:

- Students will incorporate differentiation in their unit based off of the disabilities they identified in the previous lesson.

Notes: ---

Lesson 5.3: IEP AND IDEA/ADA

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

Lesson Objective(s):

Students will be able to:

- Define the key components of LRE, FAPE, and IEP and articulate their importance in supporting student learning.

Assessment(s):

- Students will complete a note catcher providing information for each of those components.

Resource(s):

- Video: [Principles of IDEA: The IEP](#)
- Resource: [IEPs vs. 504 Plans](#)
- [Video Notes - Protections of IDEA](#)

Work-Based Learning Experience:

- Students will have opportunities to observe various settings from elementary to high school to see how special education is supported.

Notes: ---

Lesson 5.4: Evaluations, Programs, and Services

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

Lesson Objective(s):

Students will be able to:

- Elaborate on the IEP process and how it relates to them as the teacher.

Assessment(s):

- Students will create the T-chart regarding the different steps or processes of an evaluation.

Resource(s):

- [Procedural Steps for Special Education Services](#)
- Video: [7 Steps In An IEP Process | Special Education Decoded](#)
- [Module](#) that can be used by students or teacher to explore details related to special education services and classifications

Work-Based Learning Experience:

- Students will have the opportunity to talk with school psychologists, special education teachers, and or related services to learn more about the evaluation process.

Notes: ---

Lesson 5.5: Communication with Families

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

Lesson Objective(s):

Students will be able to:

- Explain the importance of teacher-family communication
- Explore how communication changes across grade levels (preschool, elementary, middle, high school)
- Practice creating strategies to keep families informed and involved.

Assessment(s):

- Exit ticket: The most important thing about parent communication is....
- Students will create a survey on Canva or Google that has a minimum of 5 questions for the parent.

Resource(s):

- Lesson Plan: [Communication with Families](#)
- Teacher resources:
 - Video: [Tips for Teachers to Build Relationships with Parents and Families](#)
 - Reading: <https://www.readingrockets.org/topics/parent-engagement/articles/building-parent-teacher-relationships>
 - [Questionnaires for connecting with students and families](#)

Work-Based Learning Experience:

- Students will create a survey on Canva or Google that has a minimum of 5 questions for the parent that they can use to help them plan instructionally for the students in their class.

Notes: ---

Lesson 5.6: Supporting MLL Students

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

Lesson Objective(s):

Students will be able to:

- Identify and understand instructional strategies in supporting MLL students.

Assessment(s):

- Using the list of websites below, describe 15 different strategies that you could use to support EL students in the classroom. For each, give the strategy and a description of what it would look like in the classroom.

Resource(s):

- [EL Students in Delaware](#)
- [Strategies for Supporting EL Students in the Classroom](#)
- [Language & EL Students - Article Analysis](#)

Work-Based Learning Experience:

- Students will revise their lesson to incorporate instructional strategies to support MLL students.

Notes: If you are able, have someone come in and teach a concept in a different language. In the past, I have had our MLL instructor come teach a math lesson in Spanish. Then, the class discussed how they felt during the experience. Many noted that they understood the math once they understood the language, but they could not follow during the lesson. We then discussed accommodations that could be made to the lesson plan to support MLL students in the class.

The document “EL Students in Delaware” is a compilation of different resources about policy and instruction in the state. Feel free to use the whole document, parts of it that serve your lesson, or supplement it with your own information.

Unit 6: My Path To Education (Portfolio)

Topics	Additional Experiences	Page
Lesson 6.1 Career Plan	Encourage students to attend college fairs, volunteering, research education programs at a college, etc..	pg 42
Lesson 6.2.Exemplar Lesson Plan	Present your lesson to a small group	pg 43

Unit rationale: In this culminating unit, students will research their next steps on their path to becoming a teacher. Students will create a resume that captures future activities that will support them such as future coursework, career fairs, internships, volunteering, etc.. In addition, students will utilize and incorporate the lesson planning components as well as their knowledge of differentiation for all students to revise and ultimately produce their final lesson plan.

Lesson 6.1: Career Plan

<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	X Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	X Self-Efficacy

Lesson Objective(s):

Students will be able to:

- Identify the next 3-5 steps after completion of this class needed to support them in their path to becoming a teacher.

Assessment(s):

- Students will create their resume

Resource(s):

- [Career Plan](#)
- [Resume Template](#)

Work-Based Learning Experience:

- Students will be creating their resume identifying activities, education, and skills they have to become an effective teacher.

Notes: ---

Lesson 6.2: Exemplar Lesson Plan

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

Lesson Objective(s):

Students will be able to:

- Revise their lesson plan that incorporates each of the components learned: standards, essential questions, differentiated instruction, instructional strategies, IEPs, etc..

Assessment(s):

- Completed lesson plan

Resource(s):

- *Have students review and revise their lesson plans from 4.1 with teacher feedback.*

Work-Based Learning Experience:

- Students will complete a revised final copy of their lesson plan.
- If time allows, students can present their lesson to their class or another class.

Notes: ---

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.

TEACHERS SHOULD UTILIZE THE 12 WORK-BASED LEARNING LESSONS