

DELAWARE DEPARTMENT OF EDUCATION

CAREER & TECHNICAL EDUCATION



TEACHER ACADEMY I:

INTRODUCTION TO EDUCATION AND HUMAN GROWTH & DEVELOPMENT

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 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:

Introduction to Education and Human Growth & Development provides students with an overview of the skills and knowledge necessary for a career in education. Students will explore aspects of the profession, including identity, bias, equity, inclusive learning environments, and skills of a culturally competent educator. Additionally, students will begin to develop an understanding of physical, cognitive (intellectual), social, and emotional development from birth through adolescence. Further, students will begin creating their educator portfolios, demonstrating their competency throughout the program.

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

1. Explain the major theories of human development and apply those theories in the context of teaching and learning. Theories should be culturally diverse and address the developmental impacts for students from multiple backgrounds including race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age (40 or older), disability and genetic information.
2. Distinguish between typical and atypical development as it relates to each domain (Physical, Intellectual, Emotional, Social) for foundational knowledge for future instruction.
3. Describe and honor a variety of family structures, explain the factors of nature vs. nurture, and how diverse parenting styles & the community influence development.
4. Describe genetic and environmental variables during conception and birth that affect the development of intellectual abilities, personality, and psychological development through an equity and social justice lens (i.e. access to health care, healthy food options, cultural biases & barriers, etc).
5. Explain the domains for infancy, toddlerhood, preschool aged, middle childhood, and adolescence incorporating an equity and social justice lens.
6. Develop a reflective habit of mind as an essential aspect of teaching and find ways to evaluate themselves honestly and act responsively and resiliently. Students will identify failures and successes so they can analyze their practice and determine what works in different contexts.
7. Begin to develop cultural competency, the ability to successfully understand and value people who come from a culture or cultures other than one's own.
8. Work to understand personal biases and actively participate in meaningful discussions about fairness, equity, diversity, inclusion, and belonging.
9. Recognize the power and impact of their voice as change-makers in society, while developing advocacy skills.
10. Build relationships through collaboration with students, peers, experts, leaders, families, and partnerships, while acknowledging that collaboration requires patience, hard work, and humility, but is essential. They will build networks, take initiative to broaden their perspectives, respond to feedback, reflect on what they learn, and proactively take on new projects.

Unit 1: Welcome to Teacher Academy!

Topics	Additional Experiences	Page
Lesson 1: Community Building	Create community -building activities for the current classroom or their future classrooms	10
Lesson 2: Growth Mindset	- Interview three teachers about growth mindset, and how they see that in themselves and their students. - Observe teachers' classrooms to determine if classroom materials encourage a growth mindset.	11
Lesson 3: Identity		12
Lesson 4: Self-Identity		13
Lesson 5: Introduction to Speaking (PVLEGS)	Students could do a mini how-to where they demo a strength and teach a class	14

Notes: For the first unit, we thought it was necessary to budget time specifically for community building. This does not need to be a structured lesson in the curriculum, but time should be allotted for it. (We are all doing it anyway!).

Unit 2: Introduction to Development

Topics	Additional Experiences	Page
Norming Courageous Conversations		15
Understanding Bias	Create a panel of educators (teachers, counselors, student advisors, administrators, students, etc.); students will create questions and provide opportunity to discuss biases in education	16
Types of Development (Introduction to Child Development: Nature v. nurture, pedagogy v. andragogy, PIES)		17
Foundational Theorist: Piaget, Erikson, Vygotsky, Skinner, Maslow, Atkinson, Morten, Sue, Hammond; Racial & Cultural Identity Development		18

Notes: *The Human Growth and Development portion of the course was something that we considered at length. We decided that the materials need to be brought down to their most basic components in order to make space for the extremely important topics surrounding bias, cultural competence, and equity in the course. Units 2-5 are an attempt to honor the development pieces while also ensuring there is space for the new materials as well. This will require people to part with some portions of their lessons. It is important that we set the overall goal for the topic, and then use that to guide the direction for the materials taught.*

Norming Courageous Conversations will lead off this unit so that we can set the appropriate environment for having conversations around bias and equity. Since we have spent time building community, this gives us space to now engage in deeper topics.

Types of development can be an intro to terminology (physical, cognitive, and social emotional) as well as an opportunity to discuss some of the debates in development like nature v. nurture. Establishing the vocabulary early will provide context in the subsequent units.

We decided to add a diverse group of theorists to ensure students receive early exposure to them. Additionally, this supports the work we started in Unit 1 with identity (allowing students the opportunity to see themselves in the curriculum).

Unit 3: Prenatal to Toddlerhood

Topics	Additional Experiences	Page
Understanding equity	Letter to community partner-- begin with a change you want to see in school related to equity, identify who would be the best audience for your letter.	19
Early Learning Foundations	Bring in different school/district personnel that provide resources for students (homelessness, counselors, school psychologists, support staff)	20
Prenatal & Birth	Presentation from prenatal nurse, OBGYN, representative from Planned Parenthood, Wellness Center	21
Infancy	Panel discussion with former students or current employees in early education centers	23
Toddlerhood	Campus tour of UD or DSU -- observation of lab school and meet with master teachers	24

Notes: For the first unit, we thought it was necessary to budget time specifically for community building. This does not need to be a structured lesson in the curriculum, but time should be allotted for it. Identity should act as a standalone to help students begin thinking about their self-identity.

Unit 4: Preschool to Middle Childhood

Topics	Additional Experiences	Page
Inclusive learning environments/ Learning disabilities?	• Interview special education instructor, leader, and/or support staff • Interview school psychologist about different learning disabilities and testing • Students could do a mini how-to where they demo a strength and teach class (card trick, dance move, how to create a Tik-Tok, tie a tie, etc.) • Could focus on teacher language “at-risk” kids, “struggling” learners, deficit speech during an IEP; deficit language seen or heard in other classrooms (teacher observation)	25
Researching & understanding your community	• Letter to community partners -- determine something you want to see in school, identify who would be the best audience for your letter. • Attend a school board meeting • Attend a PTA meeting • Interview/observe the person responsible for communicating with the school/district community • Visit/call/interview someone from local CBOs (JCC, Teen Sharp, Boys and Girls Club, YMCA, Special Olympics, Junior Achievement, Big Brother/Big Sister)	26
Preschool aged (3-5)	• Observe early education centers. • Volunteer at a local institution (zoo, children’s museum, etc.)	27
Middle childhood (school-aged), 6-12ish	• Observe elementary school students • Tutor or mentor elementary school students • Job shadowing in an elementary school • Volunteer at an elementary school event (ex. parent night, field day)	28

Notes: The Early Childhood and Middle Childhood stages will follow the same outline as the previous unit, focusing on P/C/SE development.

We added in understanding your community as the middle childhood students could be starting formal education for the first time and expanding their community view.

Unit 5: Adolescence

Topics	Additional Experiences	Page
Cultural competence & Zaretta Hammond	Letter to someone in the district--review materials for cultural competency (children's book, curriculum materials), propose changes	29
Adolescence 12-18	- Create a plan for school improvement, present to administration - Peer tutoring - Observe a classroom teacher for developmentally appropriate strategies	30
School vs. Education	Letter to partners-- begin with a list of changes you want to see in school, identify who would be the best audience for your letter. (Beginning stages of advocacy that can be expanded upon based upon students.)	31

Notes: Having introduced students to cultural competence through *Understanding Bias and Understanding Equity*, our discussions on brain development and the cultural implications, we can now dig deeper with *Cultural Competence* and a deeper look at Hammond's study of the effects of bias and culture on the brain.

Here, we can also discuss issues impacting students at this stage of development such as: social media, smoking, eating, social and emotional wellness, healthy relationships, etc.

What's Next?

Recommendations

Optional for what works in your community:

**Job options in your community*

**Levels 2 & 3- preview?*

**Credits*

**Career research*

**Introduce Portfolios*

Unit 1: Welcome to Teacher Academy!

Lesson 1: Community Building

<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 develop classroom norms to foster an environment for learning.
- Students will gain an understanding and appreciation for the diverse peers in the classroom.

Assessment(s):

- [Group Participation Rubric](#)
- [Individual Participation Rubric](#)
- [Reflection Form](#)

Resource(s):

- [Sample Introductions Ice Breaker](#) From Ms. Fornoff (Aspira)
- [Community Building PPT From Mrs. Tietze](#) (Howard)
- [Two Truths and a Lie Game from Mrs. Yencer](#) (CR)
- [Circle Up Resources from Mrs. Yencer](#) (CR)
- [Leadership Team Building Article](#)

Work-Based Learning Experience:

- Create community -building activities for the current classroom or their future classrooms

Notes:

- This lesson should be used to connect to the students. You should also set the stage for an inclusive classroom rooted in collaboration, acceptance, and active listening. Feel free to add games and introductory discussions.

Unit 1: Welcome to Teacher Academy!

Lesson 2: Growth Mindset & Brain Development

<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 explain the difference between fixed and growth mindsets.
- Students will identify patterns and strategies to promote a growth mindset.
- Students will be able to: Label and describe the structure and functions of the brain; Describe brain development in early childhood, middle childhood, teen/young adults and older adults; and Connect Brain function and emotion.

Assessment(s):

- [Growth v. Fixed Mindset Interactive Bulletin Board](#)
- [BB Part II](#)
- [Growth v. Fixed Mindset Drawing](#)

Resource(s):

- [Growth Mindset PPT](#)
- [Growth Mindset Guided Notes](#)
- [Brain Development PPT Information](#)
- [Growth Mindset Bell Ringers from Misty Yencer](#) (CR)
- [Growth Mindset Article](#)

Work-Based Learning Experiences:

- Interview three teachers about growth mindset, and how they see that in themselves and their students.
- Observe teachers' classrooms to determine if classroom materials encourage a growth mindset.

Unit 1: Welcome to Teacher Academy!

Lesson 3: Identity

<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 describe their personal indemnities and identifying factors.
- Students will explain the importance of an inclusive environment to support a diverse population of student identities.

Assessment(s):

- [I Am Poem](#)
- [Self-Portrait](#)

Resource(s):

- [Self-Identity Slide Deck by Yencer](#) (CR)
- [Self-Portrait Lesson & Resources](#)

Work-Based Learning Experiences:

- N/A

Unit 1: Welcome to Teacher Academy!

Lesson 4: Self-Identity

<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 be able to define and discuss the words identity, stereotype, and assumption.
- Students will be able to identify various factors that shape their identity.
- Students will be able to highlight or acknowledge three to four physical characteristics that the world easily sees vs. characteristics that are internal (not easily seen or recognized).

Assessment(s):

- ["I Am" Self-Identity Project](#)

Resource(s):

- [Fight the Type Activity](#)
- [Stereotype TEDTalk](#)
- [Instasham Activity](#)
- [My Identity Introduction Activity](#)

Work-Based Learning Experiences:

- N/A

Unit 1: Welcome to Teacher Academy!

Lesson 5: Introduction to Public Speaking

<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 develop basic public speaking and communication skills.
- Students will critique public speaking skills.

Assessment(s):

- [Speech Rubric](#)

Resource(s):

- [PVLEGS Activity](#)
- [Communications PPT](#)
- [Communication Types PPT](#)
- [Habits of an Effective Speaker](#)
- [Communication Article](#)
- [PVLEGS Speech Outline](#)
- [PVLEGS Guided Notes](#)

Work-Based Learning Experiences:

- Students could do a mini how-to where they demo a strength and teach a class

Unit 2: Introduction to Development**Lesson 1: Norming Courageous Conversations**

<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 define and understand components of courageous conversations.
- Students will engage in courageous conversations.

Assessment(s):

- [Reflection Form](#)

Resource(s):

- [Circle-Up Resources](#)
- [Conversation Dynamics PPT](#)
- [Conversation Dynamics Guided Notes](#)
- [Sample Lesson](#)
- [Socratic Seminar PPT](#)
- [All Resources](#)

Unit 2: Introduction to Development

Lesson 2: Understanding Bias

<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):

- What is bias? What are some examples?
- How can we recognize and reflect on our own biases?
- Why is it important to identify the role and significance of bias before, during, and after we enter a classroom?

Assessment(s):

- Students will answer the following questions in a media of their choice (ppt, visual, paper)
 - Why should I recognize my biases?
 - How will recognizing my biases help me to be a better educator?
- [Group Participation Rubric](#)
- [Individual Participation Rubric](#)
- [Reflection Form](#)

Resource(s):

- [Different Types of Unconscious Bias](#)
- [What Can I Do to Overcome Implicit Bias](#)
- [What is Unconscious Bias](#)
- [Implicit Bias Log](#)
- [Understanding Bias PPT \(Yencer\)](#)
- [Intro to Bias Folder \(Tietze\)](#)
- [Practice with Bias Folder \(Tietze\)](#)

Work-Based Learning Experiences:

- Create a panel of educators (teachers, counselors, student advisors, admin, students, etc.), students create questions and provide opportunity to discuss biases in education

Unit 2: Introduction to Development

Lesson 3: Types of Development

<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 define bias and provide examples.
- Students will recognize and reflect on our own biases.
- Students will explain why is it important to identify the role and significance of bias before, during, and after we enter a classroom.

Assessment(s):

- Modified Educators Rising Competition: Teacher Created Materials or Interactive Bulletin Board must address at least three areas of development

Resource(s):

- [Pedagogy vs. Andragogy Folder \(Tietze\)](#)
- [Social & Emotional Safety \(Yencer\)](#)
- [Understanding Human Development \(Yencer\)](#)
- [Nature vs Nurture \(Yencer\)](#)
- [PIES \(Yencer\)](#)
- [Principles of Human Development \(Yencer\)](#)
- [Physical Development PPT \(Yencer\)](#)
- [PIES Personal Reflection](#)
- [PIES Development PPT \(Fornoff\)](#)
- [Social Emotional Development PPT \(Bolden\)](#)

Unit 2: Introduction to Development

Lesson 4: Human Growth & Development Theorist

<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 identify and summarize the key contributions of foundational theorists (Piaget, Erikson, Vygotsky, Skinner, Maslow, Atkinson, Morten & Sue, and Hammond) to child development.
- Students will explain how theories of development support or overlook racial and cultural identity formation in children.

Assessment(s):

- Students will create a classroom application plan.
 - Design a **mini teaching strategy or classroom practice** based on one or more of the theories that supports diverse student populations. Students may choose from the following formats:
 - A short lesson plan idea
 - A classroom strategy (e.g., behavior support, engagement technique)
 - A visual anchor chart/poster for a culturally responsive classroom
 - A mini professional development “tip sheet” for future teachers
 - This component should include:
 - The theory (or theories) it’s based on
 - How it addresses the needs of diverse learners (racial, cultural, linguistic, ability, etc.)
 - A short written explanation (½ page) of how the idea aligns with what they learned

Resource(s):

- [All Theorist Resources Folder](#)

Unit 3: Prenatal to Childhood**Lesson 1: Understanding Equity**

<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 explain the difference between equity and equality and why equity is essential in education.
- Students will analyze classroom or school-based scenarios to identify inequities and propose strategies that promote inclusive and supportive learning environments.

Assessment(s):

- Students will respond to the following prompt: "In your own words, how would you define educational equity? How is it different from equality?"
 - Students can select how they answer the prompt.

Resource(s):

- [Understanding Equity Activities](#)
- [Understanding the Difference](#)
- [Case Study](#)

Work-Based Learning:

- Letter to community partner-- begin with a change you want to see in school related to equity, identify who would be the best audience for your letter.

Unit 3: Prenatal to Childhood

Lesson 2: Early Learning Foundations

<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 explain how both your environment (like your family, school, and community) and your biology (like your personality or talents) shape how you learn.
- Students will show how different people and places in your life fit into Bronfenbrenner’s “circle” of influence and affect your growth as a student.

Assessment(s):

- You’ll create a fictional student and map out who and what influences how they grow and learn using Bronfenbrenner’s circle model (also called the Ecological Systems Theory). You’ll also show how nature (like personality or health) and nurture (like home life or school) both play a role.
 - Give your fictional student a name, age, and grade.
 - Include some background info, like:
 - What’s their personality like?
 - Who do they live with?
 - What challenges or strengths do they have?
 - What’s something they’re passionate about?
 - **Draw Their Circle of Influence (like Bronfenbrenner’s model):** On paper or digitally (Google Slides, Canva, etc.)
 - **Add Nature vs. Nurture Info;** Label at least:
 - 2 things about your student that are **nature** (born with, like being tall or curious)
 - 2 things that are **nurture** (life experiences, like being raised in a big family or moving schools)
 - **Explain Your Learner’s Story (Short Response or Presentation):**
In a short paragraph or quick class share-out, answer: “What are the biggest things helping or challenging this student’s learning? How do their environment and experiences shape who they are?”

Resource(s):

- [Resource Folder from DE Teacher Academy Teachers](#)

Work-Based Learning:

- Bring in different school/district personnel that provide resources for students (homelessness, counselors, school psychologists, support staff)

Unit 3: Prenatal to Childhood

Lesson 3: Prenatal & Birth Development

<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 describe the key stages of prenatal development (germinal, embryonic, and fetal) and major milestones within each.
- Students will explain how prenatal factors (e.g., nutrition, environment, substance exposure, stress) can affect fetal development and future learning outcomes.

Assessment(s):

- Prenatal Impact Study
 - **Part 1: Research & Analysis (Written Component – 2–3 pages)**

Students will choose **two real-world prenatal factors** (e.g., maternal substance use, chronic stress, poverty, prenatal care access, nutrition, exposure to domestic violence, environmental toxins) and:

 - **Explain the scientific impact** of each factor on the developing fetus during specific stages (germinal, embryonic, fetal).
 - **Discuss short- and long-term effects** on the child’s cognitive, emotional, physical, and/or social development.
 - **Use evidence-based research** to support claims (minimum 2 credible sources).
 - **Part 2: Educator Response Strategy (Application of Knowledge)**

As a future educator, the student must:

 - **Describe one way this child might present in an early learning environment** (e.g., behavioral challenges, delays, sensory needs).
 - **Propose at least two educator strategies or classroom supports** that could help the child succeed academically and socially.
 - Strategies must reflect culturally responsive and developmentally appropriate practices.
 - Strategies should align with early intervention or inclusive education approaches.
 - **Part 3: Presentation or Panel Defense (Oral Component – 3–5 mins)**

Students present their analysis and response strategies to the class or a peer panel, simulating a **child study team** meeting.

Must include:

- A brief summary of the prenatal factors
- Implications for child development and learning
- Summary of educator responses and rationale

Resource(s):

- [Conception and Labor Folder \(Yencer\)](#)
- [Newborns Folder \(Yencer\)](#)
- [Pregnancy & Birth Puzzle \(Yencer\)](#)
- [Pregnancy & Birth PPT \(Yencer\)](#)
- [Conception & Birth PPT \(Bolden\)](#)

Work-Based Learning:

- Presentation from prenatal nurse, OBGYN, representative from Planned Parenthood, Wellness Center

SPECIAL NOTE: THIS SECTION MUST INCLUDE ENVIRONMENTAL LITERACY; INCLUDE HOW THE ENVIRONMENT AND LOW INCOME/LOW ACCESS (IN REGARDS TO FOOD) IMPACT DEVELOPMENT.

Unit 3: Prenatal to Childhood

Lesson 4: Infancy

<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 describe the major physical, cognitive, emotional, and social milestones that typically occur during infancy (birth to 12 months).
- Students will analyze how caregiver interactions, environment, and early experiences influence infant brain development and attachment.

Assessment(s):

- [Infancy short exam](#)

Resource(s):

- [Fornoff Infancy Resources](#)
- [Baby Instagram](#)
- [Feeding Baby](#)
- [Feeding Baby PPT](#)
- [Infant Emotional Development PPT](#)
- [Infant Emotional Development Notes](#)
- [Infant Intellectual Development PPT](#)
- [Infant Intellectual Development PPT II](#)
- [Physical Development 1-6](#)

Work-Based Learning:

- Panel discussion with former students or current employees in early education centers.

SPECIAL NOTE: THIS SECTION MUST INCLUDE ENVIRONMENTAL LITERACY; INCLUDE HOW THE ENVIRONMENT AND LOW INCOME/LOW ACCESS (IN REGARDS TO FOOD) IMPACT DEVELOPMENT.

Unit 3: Prenatal to Childhood**Lesson 4: Toddlerhood**

<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 describe the major physical, cognitive, emotional, and social milestones that typically occur during toddlerhood.
- Students will analyze how caregiver interactions, environment, and early experiences influence toddlerhood brain development and attachment.

Assessment(s):

- [Toddler Short Exam](#)

Resource(s):

- [Fornoff Toddler Resources](#)
- [Motor Skills Interactive](#)
- [Motor Skills Station](#)
- [Reading Math Activity](#)
- [Reflection Prediction](#)
- [Temper Tantrum Article](#)
- [Toddler Motor Skill Graphic Organizer](#)
- [Toddler Intellectual Development – Notes Page](#)

Work-Based Learning:

- Campus tour of UD or DSU -- observation of lab school and meet with master teachers

SPECIAL NOTE: THIS SECTION MUST INCLUDE ENVIRONMENTAL LITERACY; INCLUDE HOW THE ENVIRONMENT AND LOW INCOME/LOW ACCESS (IN REGARDS TO FOOD) IMPACT DEVELOPMENT.

Unit 4: Preschool to Middle Childhood

Lesson 1: Inclusive Learning Environments

<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 be able to identify and describe key characteristics of inclusive learning environments, including how Universal Design for Learning (UDL), asset-based language, and culturally responsive teaching practices support students across the spectrum of exceptionalities.
- Students will analyze how equity, inclusive curriculum, and culturally responsive pedagogy intersect to promote a growth mindset and educational success for all learners, including those with learning disabilities and giftedness.

Assessment(s):

- Essay: Why do you think being inclusive in schooling makes for a stronger classroom?
 - What is the most important thing a teacher can do to create an inclusive environment in the classroom? Why?

Activities/Resource(s):

- [Inclusive Learning Environment PPT](#)
- [Inclusive Learning Environment PPT](#)
- [Inclusive Learning Environment PDF](#)
- Who are we -- consider having someone who works with special education come into the class to discuss this with the students (opp. for exposure to other careers in education). Continuing to support a growth mindset that all students can succeed
- Include discussion of asset-based language
- Question to consider: How do topics of equity, culturally responsive teaching, and inclusive curriculum overlap. Can you have one without the other?
- This could include all levels of the exceptionalities spectrum, including gifted. An introduction to UDL would be helpful for future courses

Work-Based Learning:

- Campus tour of UD or DSU -- observation of lab school and meet with master teachers
- Interview special education instructor, leader, and/or support staff
- Interview school psychologist about different learning disabilities and testing
- Students could do a mini how-to where they demo a strength and teach class (card trick, dance move, how to create a Tik-Tok, tie a tie, etc.)
- Could focus on teacher language “at-risk” kids, “struggling” learners, deficit speech during an IEP; deficit language seen or heard in other classrooms (teacher observation)

Unit 4: Preschool to Middle Childhood**Lesson 2: Researching and Understanding Your Community**

<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 identify and describe the roles of key stakeholders in a school community—including families, caregivers, administrators, and community members—and explain how each contributes to student success and the overall learning environment.
- Students will analyze how a community's history, culture, and demographics influence a teacher's relationships with stakeholders, and propose strategies for building culturally responsive partnerships that enhance student learning and teacher effectiveness.

Assessment(s):

- [Understanding the Community Project](#)

Activities/Resource(s):

- [Understand the Community PPT](#)
- [CBO Activities Worksheet](#)

Work-Based Learning:

- Letter to community partners -- determine something you want to see in school, identify who would be the best audience for your letter.
- Attend a school board meeting
- Attend a PTA meeting
- Interview/observe the person responsible for communicating with the school/district community
- Visit/call/interview someone from local CBOs (JCC, Teen Sharp, Boys and 8 Girls Club, YMCA, Special Olympics, Junior Achievement, Big Brother/Big Sister)

Unit 4: Preschool to Middle Childhood**Lesson 3: Preschool age (3-5)**

<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 describe the major physical, cognitive, emotional, and social milestones that typically occur during preschool.
- Students will analyze how caregiver interactions, environment, and early experiences influence preschool development.

Assessment(s):

- [Preschool Test](#)

Activities/Resource(s):

- [Early childhood PPT](#)
- [Fornoff Preschool Folder](#)

Work-Based Learning:

- Observe early education centers.
- Volunteer at a local institution (zoo, children's museum, etc.)

Unit 4: Preschool to Middle Childhood**Lesson 4: Middle Childhood Age**

<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 describe the major physical, cognitive, emotional, and social milestones that typically occur during middle childhood age.
- Students will analyze how caregiver interactions, environment, and early experiences influence middle childhood development.

Assessment(s):

- [Anti-Bullying Campaign](#)

Activities/Resource(s):

- [Intellectual Development PPT](#)
- [Emotional Intelligence PPT](#)
- [Middle Childhood PPT](#)

Work-Based Learning:

- Observe early education centers.
- Volunteer at a local institution (zoo, children's museum, etc.)

Unit 5: Adolescence

Lesson 1: Cultural Competence

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
II: Learning About Students	Cultural Competence
VII: Engaging in Reflective Practice	Fairness, Equity, & Diversity
	Social Justice & Advocacy

Lesson Objective(s):

- Students will define cultural competence and explain its importance in understanding students' backgrounds, interests, motivations, and developmental stages to create inclusive and supportive learning environments.
- Students will identify key skills, knowledge, and best practices for demonstrating cultural competence and analyze how cultural awareness informs cross-cultural teaching and reflective practices.

Assessment(s):

- Group Project: "Know Me, Teach Me" – Designing a Culturally Responsive Learner Profile & Teaching Strategy
 - Students will work in small groups to create a *Culturally Responsive Learner Profile* for a fictional or real student (using an anonymized composite if based on a real student), then design a culturally competent teaching strategy tailored to that learner.
- 1. **Create a Learner Profile**

Each group develops a detailed profile that includes:

 - Cultural background & language(s)
 - Interests, hobbies, and motivations
 - Family structure & community context
 - Developmental stage and learning style
 - Strengths and supports needed
- 2. **Design a Culturally Competent Teaching Strategy**

Based on the learner profile, students will:

 - Choose a subject or topic to teach
 - Plan a brief culturally responsive activity that:
 - Incorporates culturally responsive practices (e.g., cooperative learning, language supports, family engagement)
 - Reflects an understanding of the learner's developmental needs
- 3. **Presentation & Reflection**
 - Each group presents their learner and lesson strategy to the class
 - Explain how their decisions demonstrate cultural competence
 - Reflect on what they learned about the importance of knowing a student's full context

Activities/Resource(s):

- [Cultural Competency](#)
- Include Articles or Videos from Zaretta Hammond

Work-Based Learning:

- Letter to someone in the district--review materials for cultural competency (children's book, curriculum materials), propose changes

Unit 5: Adolescence**Lesson 2: Adolescence**

<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 the rate of physical and cognitive growth during adolescence to earlier developmental stages and analyze the cognitive demands placed on teens in school settings.
- Students will summarize key socio-emotional and moral development milestones in adolescence, evaluate the external influences that shape values, and design a strategy to support one essential skill for adult readiness.

Assessment(s):

- [Adolescence in Action](#)

Activities/Resource(s):

- [Adolescence PPT](#)

Work-Based Learning:

- Create a plan for school improvement, present to administration
- Peer tutoring
- Observe a classroom teacher for developmentally appropriate strategies

Unit 5: Adolescence**Lesson 3: School vs. 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 identify and reflect on the difference between schooling and learning by analyzing personal and peer experiences, recognizing the value of both formal and informal educational environments.
- Students will explore and identify the multiple contexts in which learning occurs, inside and outside of school, and evaluate how these environments influence their development and educational journey.

Assessment(s):

- [Create a Learning Map](#)

Activities/Resource(s):

- [School vs. Education PPT](#)

Work-Based Learning:

- Letter to partners-- begin with a list of changes you want to see in school, identify who would be the best audience for your letter. (Beginning stages of advocacy that can be expanded upon based upon students.)

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. Goal Setting & Growth Mindset

Skill Focus: Self-awareness, motivation, academic planning

Activity: Create a SMART goal for the school year and identify steps to achieve it. Watch a clip on growth mindset (e.g., Carol Dweck).

Reflection/Product: “Growth Tracker” worksheet or vision board

2. Time Management & Organization

Skill Focus: Prioritizing, managing school/work/life balance

Activity: Use a time-blocking planner to map out a typical week. Categorize activities as urgent, important, or optional.

Reflection/Product: Complete a weekly planner or habit tracker

3. Communication: Professional vs. Casual

Skill Focus: Verbal and written communication

Activity: Compare email/text etiquette through scenarios. Students write a professional email to a teacher or supervisor.

Reflection/Product: Email template or communication checklist

4. Collaboration & Teamwork

Skill Focus: Teamwork, leadership, listening

Activity: Complete a team-based challenge (e.g., build a structure with limited materials or solve a puzzle). Debrief group roles and dynamics.

Reflection/Product: “What role did I play in the team?” self-assessment

5. Problem-Solving in School & Life

Skill Focus: Critical thinking, adaptability

Activity: Students respond to real-world scenarios (e.g., missed assignment, friend conflict, transportation issue) using a problem-solving model.

Reflection/Product: Written problem-solution scenario response

6. First Impressions & Professional Presence

Skill Focus: Self-presentation, body language

Activity: Practice handshakes, introductions, and nonverbal cues. Watch “what not to do” clips and discuss.

Reflection/Product: “My Personal Brand” one-pager

7. Career Cluster Exploration

Skill Focus: Career awareness, personal interests

Activity: Take a career interest inventory and explore matching clusters. Research two careers of interest.

Reflection/Product: Career Match Sheet or 1-page "Career Snapshot"

8. Resume & Skill Building

Skill Focus: Resume writing, identifying strengths

Activity: Create a basic student resume highlighting experiences, skills, and activities (can include chores, babysitting, sports, etc.).

Reflection/Product: Draft resume or "Brag Sheet" for future use

9. Interview Skills

Skill Focus: Communication, confidence

Activity: Mock interview in pairs or with a guest speaker. Practice common interview questions and proper etiquette.

Reflection/Product: Exit Ticket: "One thing I did well, one thing I'll improve"

10. Financial Literacy Foundations

Skill Focus: Budgeting, saving, goal-setting

Activity: Introduce basic financial concepts (wants vs. needs, saving, debit vs. credit). Use an interactive budgeting simulation.

Reflection/Product: Personal "Budget Pie" chart or savings goal sheet

11. Social Media & Your Digital Footprint

Skill Focus: Online presence, decision-making

Activity: Audit a fake social media profile (positive vs. negative presence). Discuss how online activity affects job/school opportunities.

Reflection/Product: "3 Things I Want Future Employers to See Online"

12. High School Planning & Transcript Talk

Skill Focus: Academic awareness, long-term planning

Activity: Break down a sample transcript or graduation plan. Identify how credits work, GPA is calculated, and what colleges/employers look for.

Reflection/Product: Complete a four-year course map or "My High School Plan" chart

