



EVERETT PUBLIC SCHOOLS INTRODUCTION TO EDUCATION - RECRUITING WASHINGTON TEACHERS

Course: Careers in Education		Total Framework Hours: 180
CIP Code: 130101	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 08.2022
Career Cluster: Education and Training		Cluster Pathway: Teaching and Training

Industry Recognized Certificates:

List possible certificates students can earn in the course

Work-Based Learning:

List WBL opportunities provided in the course

Course Information:

Careers in Education is a year-long course that provides hands-on opportunities to develop and practice skills essential for successful teaching. The framework for this course is grounded in the [Recruiting Washington Teachers Curriculum](#). Classroom learning will focus on team building, understanding the learner, planning instruction, best practices in teaching and assessment strategies, and the importance of continuous professional development. Students will understand how culture, equity, and opportunity are key to building a healthy learning community. English 12 standards will be met through the infusion of relevant texts, research, writing, speaking, listening, and viewing in projects associated with course standards and objectives. Students will engage in job shadowing experiences that extend across K – 12 grade levels and across curriculum content areas. Following these experiences, students participate in a practicum based on their content interest and age group. In the practicum, students will work side by side with master teachers in the classroom. In addition, Careers in Education students will learn about diverse educational topics such as special education, dropout prevention, technology, family and community services, the importance of co-curricular and extra-curricular opportunities, as well as legal issues in education. Students will participate in training that can lead to industry recognized micro-certificates, CPR, First Aid, and Para Pro Certification. This Careers in Education course is directly articulated with University of Washington - Bothell and Everett Community College allowing students who successfully complete the program to receive college credit(s).

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Precision Exams: 21st Century Skills – Pre-Test
- Students will build their portfolio throughout the course through:
- Students will create, present on, and assess understanding of at least one of the *Eight Conditions that Make a Difference*.
- Student's research and identify elements of, and participate in, co-creating a plan, for a healthy learning community that respects diverse members and supports all to take risks for understanding.
- Students will apply the lesson they learned in co-constructing their shared plan for a healthy learning community in developing a plan for their own future classroom. Students write an essay defining the purpose and essential elements of a healthy learning community.
- Students will demonstrate understanding of various approaches to classroom management, including teacher vs. student centered management, internally versus externally regulated, democratic, culturally responsive, and caring by preparing their personalized philosophy and design of classroom management.
- Students will create, implement and reflect on a team building activity that will promote community among classmates.

- Students will observe and reflect through writing, several models of classroom management, identifying key characteristics and degrees of effective management and healthy classroom cultures.

Other Evidence:

- Graphic Organizers, entrance and exit tickets, discussions that demonstrate awareness of positive supports that foster effective learning environments, an understanding of careers in education, and reflections on personal philosophies of education.

Leadership Alignment:

Work independently and collaboratively to apply what they learned about what makes up a healthy learning community and make their ideal learning space.

Use systems thinking to analyze how individual management strategies work together as part of the complex classroom system.

Collaborate and work independently to establish problem-solving practices for their ideal classroom setting while considering various points of view.

Work independently and collaboratively to build a portfolio for [Classroom Culture](#). Resources will include the Virtual Campus of Educators Rising.

Additional leadership 21st-Century skills options

Students prepare a 2-4 minute speech regarding why they aim to pursue a career in education.

Recommended Resources:

Charney, R. (2002). *Teaching children to care: Classroom management for ethical and academic growth*. Turners Falls, MA: Northeast Foundation for Children, Inc.

Pohan, C. (2012). *Creating caring and democratic communities in our classrooms and schools*. Teacher Education. San Diego State University.

Wong, H. & Wong, R. (2004). *First Days of School (4th Edition)*. Mountain View, CA: Harry K. Wong Publications.

Quaglia, R. & Fox, K. (2003). *Student Aspirations: Eight Conditions that Make a Difference*. Champagne, IL: Research Press

Quaglia, R & Corso, M. (2014). *Student Voice: The Instrument of Change*. Thousand Oaks, CA: Corwin Press

Standards and Competencies**Unit 1: Building a Healthy Learning Community**

Building a healthy learning community is vital to the success of any classroom. The emotional and social safety of class members becomes paramount when issues of culture, identity, educational equity, and learning to teach are at the heart of a course. Students need to feel a sense of belonging, a feeling that they are known, and that they know and can trust their classmates. They need time and support to build these relationships. They need clear expectations for interactions, behavior, procedures, and academic work, and they need to know what happens when they do not meet these expectations. This unit draws on the experiences of students as members of diverse learning communities and is informed by readings, structured observations, and discussions. Although this unit occurs in the earliest days of the school year to provide the foundation on which the high school learning community is built, elements of this work may be revisited throughout the course as needed for the health of the community or as students experience other settings or new roles in their practicum placements.

Industry Standards and/or Competencies**Total Learning Hours for Unit: 15****Recruiting Washington Teaching Standards**

- 1-1 Understand that establishing a healthy learning community is essential to supporting academic learning and social / emotional development and that management choices reflect beliefs.
- 1-2 Draw on research, theory, observations, and practice to develop identify elements of and strategies to promote a culturally responsive and productive learning community.
- 1-3 Apply their definitions of a healthy learning community to cooperate with others to establish, monitor and refine a healthy learning community in the high school and in practicum placements.
- 1-4 Lay the foundation for a reflective practice; observing, connecting, interpreting, and applying lessons from experience to guide their own learning.
- research, theory, observations, and practice to develop and identify elements of and strategies to promote a culturally responsive and productive learning community.

Washington State Teaching Standards

- 1-1 Address individual student needs - cultural and linguistic backgrounds.
- 1-2 Applying principles of differentiated instruction across content areas
- 1-4 Creating a safe, productive learning environment
- 12-1 Advocating for diverse needs of each student

National Standards for Family and Consumer Sciences Education: Area of Study: Education and Early Childhood

- 4.1.5 Create an employment portfolio to communicate education knowledge and skills.
 - 4.3.6 Establish effective activities, routines, and transitions for various age groups.
 - 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
 - 4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.
 - 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
 - 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

Aligned Washington State Learning Standards

Educational Technology	<p>Digital Citizen 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>Knowledge Constructor 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>Creative Communicator 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p>
English Language Arts	<p>Conventions of Standard English AS.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. AS.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. AL.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.</p> <p>Key Ideas and Details AS.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. AS.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. AS.R.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. AS.R.6 - Assess how point of view or purpose shapes the content and style of a text.</p> <p>Comprehension and Collaboration AS.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. AS.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. AS.SL.4 - Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience. AS.SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Text Types and Purposes AS.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail, and well-structured event sequences. AS.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. AS.W.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. AS.W.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.</p>

	AS.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
Health and Physical Education	H4. So4.HS - Demonstrate effective communication skills to express emotions. H1. So5.HS - Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Para Pro Certification Test
- Professional portfolio:
 - Input information from their college research to highlight how compatible they are with the college they consider attending
- College going participation: College visits with reflection, FAFSA completion, financial comparisons of college options. For seniors, this includes college application completion, including essays, recommendations, parent participation and other required steps to the college application process.

Leadership Alignment:

Access and Evaluate Information regarding how well values of certain colleges align with their personal identity.

Apply technology effectively to research, organize, evaluate, and communicate information regarding college alignment and FAFSA completion.

Additional leadership 21st-Century skills options:

- **Educators Rising Moment:** Clearly communicate employment intent by creating a resume and cover letter. participate in a mock job-interview for a paraprofessional.
- **Worksite Learning:** Visit a variety of instructional settings: college visits, visits to a variety of educational settings including an alternative setting, central office.

Standards and Competencies

Unit 2: Guidance for College Access

This unit focuses on how learning and identity development occur in cultural contexts using the critical multicultural lens. It also supports students to explore their own cultural identity and consider the ways that their language, culture, and experiences can serve as assets in teaching. It offers students the language to identify potential biases and the tools to push back against them. Students write two personal narratives: the first focuses on the student's cultural identity and the second on the student's parent or family member's educational history. Each of these narratives allows the student to expand their understanding of culture, educational equity, personal strengths, and aspirations deeper over time. Each essay asks them to integrate the unit's concepts and skills in writing personal narratives that link examples from their own or their family's lives to aspects of their own learning, identity or development as a teacher. The lessons gained throughout this unit and in writing these two essays lays a foundation for the college and scholarship applications that students will write as a part of their college access portfolio.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 19

Recruiting Washington Teaching Standards

- 6-1. Practice and refine reflective practice; observing, connecting, interpreting, assessing and applying lessons from experience to guide their own learning.
- 6-2. Employ inquiry to guide their own learning and development as an educator, posing questions, seeking information from a variety of sources, developing and testing solutions.
- 5-1. Explore higher education options and connect type of institution to educational and career opportunities.
- 5-2. Understand the costs and possible funding sources for higher education, and complete FAFSA / WAFSA and need grant and scholarship applications to fund education.
- 5-3. Draw on life history, self-assessment of strengths and goals, and education / work experiences to develop applications for college and scholarships targeted to a specific audience.
- 5-4. Develop an educational plan that begins in high school and leads through higher education to a career in education and or another field.

Washington State Teaching Standards

- 1-1 Strategies to address individual student needs - second language acquisition and cultural and linguistic backgrounds
- 1-2 Applying principles of differentiated instruction across content areas
- 1-3 Using a variety of assessments to monitor and improve instruction
- 1-4 Creating a safe, productive learning environment

- 1-5 Planning curricula for diverse student needs
- 1-6 Ensuring cultural sensitivity/competence
- 1-7 Integrating technology
- 1-8 Involving and collaborating with families, neighborhoods and communities
- 2-1 Utilizing feedback and reflection to improve teaching practice
- 3-2 Collaborating in and contributing to school improvement

National Standards for Family and Consumer Sciences Education: Area of Study: Education and Early Childhood

- 4.1.2 - Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers in education.
- 4.1.3 - Summarize education and training requirements and opportunities for career paths in education and educational services.
- 4.1.5 - Create an employment portfolio to communicate education knowledge and skills.
- 4.1.6 - Analyze the role of professional organizations in education.
- 4.6.1 - Explore opportunities for continuing training and education.
- 4.6.5 - Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services.
- 4.6.6 - Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth and adults and their families.

Aligned Washington State Learning Standards

English Language Arts

Conventions of Standard English

AS.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

AS.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

AL.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.

Key Ideas and Details

AS.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

AS.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

AS.R.7 - Integrate and evaluate content presented in diverse formats and media including visually and quantitatively, as well as in words.

AS.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Comprehension and Collaboration

AS.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

AS.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

AS.SL.4 - Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

AS.SL.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Text Types and Purposes

AS.W.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

AS.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail, and well-structured event sequences.

AS.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

AS.W.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

	AS.W.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
Health and Physical Education	H3. So6.HSa - Identify school and community resources that can help a person with emotional and mental and behavioral health concerns.
Social Studies	5.4.1 - Evaluates positions and evidence to make one's own decisions in a paper or presentation.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Students will create a cultural autobiography essay that incorporates elements of culture and how these have influenced their learning and school career. This may be presented in multiple forms, from a "Where I Am From" poem, to an essay, to a spoken word performance
- Students will generate questions, conduct an interview, identify themes and make connections on key concepts of culture and the influence these have had on the student and their educational aspirations.
- Using expression, emotion, and narrative, students will create and perform a spoken word style poem that will communicate a connection of themselves and cultural bias.
- Students generate a list of questions, interview a family member and then write an essay that addresses the guiding question: What have I learned about my family's educational history and how has this influenced my beliefs and attitudes towards education?
- Students will research and provide evidence of the correlation of achievement and cultural elements, creating a PSA that will educate others on the data.

Portfolio:

- Using the plan from Unit 1 on building a healthy learning environment, students will complete another iteration that is influenced by their learning on culture and identity, speaking specifically to how they predict how changes will improve student outcomes from their first iteration.
- Students will identify an issue or barrier to student success in education related to culture and create a response to how our community (local or broader) can minimize those barriers.

Other Evidence

- Graphic Organizers, entrance and exit tickets, discussions that demonstrate awareness of self and others, identity, bias and ways to address these in positive, effective ways.

Leadership Alignment:

With peers, students will access and/evaluate information to determine effective educational support for students with special needs.

Reason effectively to explain why a college or university aligns with their personal values.

Work independently to research and identify how a college or university aligns with their personal values

Work as self-directed learners to reflect critically on past experiences in order to inform future progress.

Standards and Competencies

Unit 3: Culture and Identity

This unit provides the broader cultural and political context to help students understand educational equity—why inequities exist, what they look like in everyday settings, and how they can be addressed through the implementation of laws, policies, and through educators' everyday practice and interactions. The unit begins with an overview of the purposes, history, and landmark court decisions and legislation in educational rights cases. It examines how schools are funded and governed from federal to local control. These are presented as the broader ethical, political, and legal aspects of investigating educational opportunity as a foundation for students to consider how they play out in school and how their actions as students, future teachers, and citizens can address educational equity. This unit follows an exploration of culture and identity that includes a focus on discrimination and bias and extends that focus by considering how these issues affect students' learning and development in schools.

Recommended Resources and Readings

Adichi, C. (2009). [*TED Talk: The Danger of a Single Story*](#).

[*McIntosh, P. \(1988\). White Privilege: Unpacking the Invisible Knapsack.*](#)

Mazziotti, G. & Gillian, J. (1994). *Unsettling America: An Anthology of Contemporary Multicultural Poetry*. New York, NY: Penguin Press.

Moore, W. (2011). *The Other Wes Moore: One Name, Two Fates*. New York, NY: Spiegel and Grau.

Adams, M. et al. (2013). *Readings for Diversity and Social Justice, 3rd Edition*. New York, NY: Routledge.

Industry Standards and/or Competencies		Total Learning Hours for Unit: 58
Recruiting Washington Teaching Standards <ul style="list-style-type: none"> 2-1. Apply theories of culture, learning and development to better understand their own identity and that of peers, professionals, family members and future students. 2-2. Represent their cultural identity and family history in two personal narratives that explore their views of education and highlight funds of knowledge and sociocultural context. 2-3. Understand issues of bias and discrimination, and practice critical reflection to surface and address biases or assumptions that interfere with learning or teaching. 2-4. Intentionally build relationships with professionals, peers, families, and their students to support all students' learning, agency and development of positive identity for all. Washington State Teaching Standards <ul style="list-style-type: none"> 1-6 Ensuring cultural sensitivity/competence 3-1 Advocate for diverse needs of each student. National Standards for Family and Consumer Sciences Education: Area of Study: Education and Early Childhood <ul style="list-style-type: none"> 4.1.5 - Create an employment portfolio to communicate education knowledge and skills 4.3.5 - Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers. 4.3.6 - Establish effective activities, routines, and transitions for various age groups. 4.4.1 - Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity. 4.5.1 - Apply developmentally appropriate and culturally responsive guidelines for behavior. 4.5.3 - Demonstrate interpersonal skills that promote positive and productive relationships with learners. 4.6.2 - Apply professional ethical standards as accepted by the recognized professional organizations. 4.6.4 - Demonstrate enthusiasm, initiative, and commitment to program goals and improvements. 		
Aligned Washington State Learning Standards		
Educational Technology	Empowered Learner 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. Digital Citizen 2.b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. Knowledge Constructor 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources	
English Language Arts	Conventions of Standard English AS.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. AS.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. AL.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate. Key Ideas and Details	

	<p>AS.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>AS.R.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>AS.R.6 - Assess how point of view or purpose shapes the content and style of a text.</p> <p>AS.R.7 - Integrate and evaluate content presented in diverse formats and media including visually and quantitatively, as well as in words.</p> <p>AS.R.8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>AS.R.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.</p> <p>AS.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Comprehension and Collaboration</p> <p>AS.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>AS.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>AS.SL.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>AS.SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Text Types and Purposes</p> <p>AS.W.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>AS.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail, and well-structured event sequences.</p> <p>AS.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>AS.W.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>AS.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
Health and Physical Education	<u>H2. So5.HS</u> - Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying.
Social Studies	<p>5.3.1 - Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.</p> <p>3.2.2 - Analyzes and evaluates the social and political factors affecting cultural interactions.</p> <p>5.4.1 - Evaluates positions and evidence to make one's own decisions in a paper or presentation.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Portfolio:

- Using the plan from Units 1 and 2 and on building a healthy learning environment, students will complete another iteration that is influenced by their learning on equity and the political, ethical, and legal implications, speaking specifically to how they predict proposed changes will improve student outcomes from their first and second iterations.
- Training certificates or documentation of completion of training in universal precautions, CPR & First Aid, Identifying Child Abuse and Neglect: Reporting requirements, students' role, health, safety and food regulations and requirements, school discipline and safety policies, sexual harassment, and bullying.

- Identify elements of physical, intellectual, emotional, and social development of children and youth. Apply theories of child and youth development to factors that influence development and learning. Consider multiple lenses such as multiple intelligences, learner preferences, funds of knowledge, motivation and strengths in understanding how an individual learns and therefore ways to support his/her learning and development. Students will complete a profile of themselves as a learner, and if they are working in a classroom at the time, will then use the same framework to develop a profile of a student with whom they work in the practicum setting.
- Culturally Relevant Read-Aloud with Purpose: Students will plan, teach & reflect on a lesson for an interactive read aloud that employs a reading strategy in a guided practice using a culturally relevant book they chose for the students based on their knowledge of these individuals.
- Students will work in small groups to identify a historical, legal issue centered around key areas of civil rights education (i.e., Race, Poverty, Language, Ability, Gender, Immigration Status, Migrant Education). They will create a presentation on the issue that will include research and interview(s) with experts in the field that will communicate clarity on the topic, implications of the legal decision (including financial and organizational), and a prediction of how the educational system would be different if the legal decision had been different. Each will address: The problem, history, current laws & policies, how it plays out in schools, and recommendations for teachers/policy makers. Students will present their work in an authentic setting that includes educators.
- Student will write an authentic, persuasive "Letter to the Editor" regarding their thoughts on the topic of their historical, legal issue presentation.

Other Evidence:

- Graphic organizers, entrance and exit tickets, discussions that demonstrate awareness of political, ethical and legal issues in education.

Leadership Alignment:

Working Collaboratively, students will make judgements and decisions (through recommendations) regarding effective educational supports for disadvantaged students.

Students will access and/evaluate information on a variety of tutoring opportunities associated with the Teacher Academy

Begin to analyze and evaluate information and build a portfolio for Anti-bias Instruction. Resources will include the Virtual Campus of Educators Rising.

Students will participate and reflect on a variety of job-shadowing opportunities through self-directed learning and collaborative analysis. Experiences will be across the education field, across grade levels and across content areas.

Standards and Competencies

Unit 4: Educational Equity and Opportunity/Equity Pedagogy Standards and Competencies

This unit focuses on how learning and identity development occur in cultural contexts using the critical multicultural lens. It also supports students to explore their own cultural identity and consider the ways that their language, culture, and experiences can serve as assets in teaching. It offers students the language to identify potential biases and the tools to push back against them. Students write two personal narratives; the first focuses on the student's cultural identity and the second on the student's parent or family member's educational history. Each of these narratives allows the student to expand their understanding of culture, educational equity, personal strengths, and aspirations deeper over time. Each essay asks them to integrate the unit's concepts and skills in writing personal narratives that link examples from their own or their family's lives to aspects of their own learning, identity or development as a teacher. The lessons gained throughout this unit and in writing these two essays lays a foundation for the college and scholarship applications that students will write as a part of their college access portfolio.

This unit also builds on the foundation of learning students have done in the previous three units, focusing on Creating a Healthy Learning Community, Understanding Culture and Identity, and Investigating Educational Equity and Opportunity. This unit moves fully into the classroom and school with questions of how to enact practices that are equitable and culturally sustaining that offer all students a quality education. Students will draw on knowledge of second language acquisition, learning and development, learning differences and special needs to explore differentiated instruction and the diverse strategies to support all students to learn. They will develop a holistic profile of their own learning strengths and challenges and will also complete a profile of a student. This unit is best taught when students are involved in authentic work in classrooms. It is designed to use cycles of inquiry, introducing core practice with theory and strategy, applying them, and then learning from their implementation. Students develop and refine repertoires of effective and equitable teaching strategies as they use them to support other students to learn.

Recommended Resources and Readings

Sensoy, O. & DiAngelo, R. (2012). *Is everyone really equal? An Introduction to key concepts in social justice education*. New York, NY: Teachers College Press.

Mazziotti, G. & Gillian, J. (). *Unsettling America: An Anthology of Contemporary Multicultural Poetry*. New York, NY: Penguin Press.

Adams, M. et al. (2013). *Readings for Diversity and Social Justice, 3rd Edition*. New York, NY: Routledge

Law, L., et al., Warner Home Video (Film), (1998). *Stand and Deliver*.

Teaching Tolerance website: www.tolerance.org

<p>Gorski, P. (2013). <i>Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap</i>. New York, NY: Teachers College Press</p> <p>Armstrong, T. (2009). <i>Multiple Intelligences in the Classroom</i>. Alexandria, VA: ASCD.</p> <p>Payne, R. (2013). <i>A Framework for Understanding Poverty, A Cognitive Approach, 5th Edition</i>. Highlands, TX: aha Process.</p>	
Industry Standards and/or Competencies	Total Learning Hours for Unit: 48
<p>Recruiting Washington Teaching Standards</p> <ul style="list-style-type: none"> 3-1. Understand that current commitment to equity and diversity as deeply connected to our democratic ideals and part of a long struggle for educational equity and opportunity. 3-2. Apply knowledge of how schools are governed at federal, state, local, school and classroom levels to identify possible avenues of action to address a current issue in education. 3-3. Research and present one issue of civil rights in education, tracing the history and current status of laws, policies, practices and educator responsibility to address it through policy, practice and interaction. <p>Washington State Teaching Standards</p> <ul style="list-style-type: none"> 1-4 Creating a safe, productive learning environment 1-5 Planning curricula for diverse student needs 1-6 Ensuring cultural sensitivity/competence 7 Integrating technology 1-8 Involving and collaborating with families, neighborhoods, and communities 2 Collaborating in and contributing to school improvement <p>National Standards for Family and Consumer Sciences Education: Area of Study: Education and Early Childhood</p> <ul style="list-style-type: none"> 4.1.4 - Analyze the impact of education and services occupations on individual/family, local, state, national and global economies. 4.1.5 - Create an employment portfolio to communicate education knowledge and skills. 4.2.1 - Analyze child development theories and their implications for educational practices. 4.2.2 - Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan. 4.2.3 - Analyze cultural and environmental influences when assessing development of children. 4.2.4 - Address specific developmental needs of children, youth, and adults based on assessment of their abilities. 4.6.6 - Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth and adults and their families. 	
Aligned Washington State Learning Standards	
Computer Science	3B-D-4-24 - Use data analysis to identify significant patterns in complex systems
English Language Arts	<p>Conventions of Standard English</p> <p>AS.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>AS.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>AL.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.</p> <p>Key Ideas and Details</p> <p>AS.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>AS.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>AS.R.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>AS.R.6 - Assess how point of view or purpose shapes the content and style of a text.</p> <p>AS.R.7 - Integrate and evaluate content presented in diverse formats and media including visually and quantitatively, as well as in words.</p>

	<p>AS.R.8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>AS.R.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.</p> <p>AS.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Comprehension and Collaboration</p> <p>AS.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>AS.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>AS.SL.4 - Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.</p> <p>AS.SL.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>AS.SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Text Types and Purposes</p> <p>AS.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
Social Studies	<p>5.3.1 - Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.</p> <p>3.2.2 - Analyzes and evaluates the social and political factors affecting cultural interactions.</p> <p>5.4.1 - Evaluates positions and evidence to make one's own decisions in a paper or presentation.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments:

Portfolio:

- Identify elements of physical, intellectual, emotional, and social development of children and youth. Apply theories of child and youth development to factors that influence development and learning. Consider multiple lenses such as multiple intelligences, learner preferences, funds of knowledge, motivation and strengths in understanding how an individual learns and therefore ways to support his/her learning and development. Students will complete a profile of themselves as a learner, and if they are working in a classroom at the time, will then use the same framework to develop a profile of a student with whom they work in the practicum setting.

Other Evidence:

- Graphic organizers, entrance and exit tickets, discussions that demonstrate awareness of political, ethical, legal issues in education, positive supports that foster effective learning environments, an understanding of careers in education, and reflections on personal philosophies of education.
- Students will create a five-year plan that outlines their anticipated career path and how they plan to pay for and complete career training. They will map out a realistic budget and plan for a manageable cost of living.

Leadership Alignment:

Begin to analyze and evaluate information and build a portfolio for Collaboration. Resources will include the Virtual Campus of Educators Rising.

Work creatively to create children's literature pieces geared toward K-3. Communicate clearly to peers and targeted age group.

Clearly Communicate a purpose for pursuing a career in education. (move)

Students will begin participation in an approximately 20-hour practicum with master teacher(s) in their choice of grade level and content area. Student learning will be both self-directed and collaborative.

Standards and Competencies

Unit 5: Career and Financial Planning Standards and Competencies

This unit focuses students on connecting the content covered in the course to the larger application to their lives outside of school. The unit will see students identifying ideal living/working locations, planning for the average cost of living while using financial literacy to calculate and outline a budget that meets their needs while staying within the confines of pay of their identified employment. It helps with their decision-making skills as they must document and map out their plan to stay on budget and maintain a healthy, happy lifestyle. They will learn the basics in: budgeting, living independently, managing investments, time management, and utilizing their skill set appropriately in employment. Students will develop a five-year post-graduate plan in which they report out their possible academic pathway, a plan to fund their training/schooling, their preferences and justifications for their ideal living situation, as well as an evaluation on their likely living situations.

Recommended Resources and Readings

Hammond, Z. (2015). *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin Press.

Buck Institute for Education. (2015). *Setting the Standard for Project Based Learning*. Alexandria, VA: Corwin Press.

Larmer, J. & Ross, D. (2009). *PBL Starter Kit*. Novato, CA: Buck Institute for Education.

Larmer, J., et al. (2013). *PBL for 21st Century Success*. Novato, CA: Buick Institute for Education.

Hallerman, S., et al. (2011). *PBL in Elementary Grades*. Novato, CA Buck Institute for Education.

Industry Standards and/or Competencies**Total Learning Hours for Unit: 20****Recruiting Washington Teaching Standards**

- 4-1. Apply concepts related to learner differences and development to understand and identify strategies to holistically support a student with whom they work.
- 4-2. Apply ELL theory in practice using a variety of appropriate strategies to support academic and language development with ELL students.
- 4-3. Identify and selectively apply the best practices for inclusion of children and adolescents with special needs.
- 4-4. Plan, teach and reflect on a lesson they created to develop a reading comprehension strategy in the context of a culturally relevant read aloud.
- 4-5. Develop a lesson plan that incorporates multiple instructional strategies matched to students' strengths and needs to differentiate instruction.

Washington State Teaching Standards

- 1-1 Using multiple instructional strategies to address individual student needs - second language acquisition and cultural and linguistic backgrounds.
- 1-2 Applying principles of differentiated instruction across content areas
- 1-3 Using a variety of assessments to monitor and improve instruction
- 1-5 Planning curricula for diverse student needs
- 1-6 Ensuring cultural sensitivity/competence
- 2-1 Utilizing feedback and reflection to improve teaching practice
- 3-1 Serving in formal and informal leadership roles

National Standards for Family and Consumer Sciences Education: Area of Study: Education and Early Childhood

- 4.1.5 - Create an employment portfolio to communicate education knowledge and skills.
- 4.3.1 - Analyze a variety of curriculum and instructional models.
- 4.3.2 - Implement learning activities in all curriculum areas that meet the developmental needs of learners.
- 4.3.3 - Integrate curriculum that incorporates a learner's language, learning style, early experiences, and cultural values.
- 4.3.4 - Demonstrate a variety of teaching methods to meet individual needs of learners.
- 4.3.5 - Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.
- 4.3.6 - Establish effective activities, routines, and transitions for various age groups.
- 4.4.1 - Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 4.4.2 - Apply safe and healthy practices that comply with local, state, and federal regulations to assure learner safety.
- 4.4.3 - Implement strategies to teach health safety, and sanitation habits.
- 4.4.5 - Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to designated authorities.
- 4.4.6 - Implement basic health practices and prevention procedures for learners regarding illness, communicable diseases, accidents, and trauma.
- 4.4.7 - Demonstrate security and emergency procedures.

- 4.5.1 - Apply developmentally appropriate and culturally responsive guidelines for behavior.
- 4.5.2 - Demonstrate problem-solving and decision-making skills when working with children, youth and adults.
- 4.5.3 - Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.5.4 - Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.
- 4.5.5 - Analyze learners' developmental progress and summarize developmental issues and concerns.
- 4.6.2 - Apply professional ethical standards as accepted by the recognized professional organizations.
- 4.6.3 - Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.
- 4.6.4 - Demonstrate enthusiasm, initiative, and commitment to program goals and improvements

Aligned Washington State Learning Standards

Educational Technology	Engineering Design HS.ETS1.2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. HS.ETS1.3 Evaluate a solution to a complex, real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
English Language Arts	Conventions of Standard English AS.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. AS.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. AL.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate. Key Ideas and Details AS.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. AS.R.10 Read and comprehend complex literary and informational texts independently and proficiently. Comprehension and Collaboration AS.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. AS.SL.4 Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience. Text Types and Purposes AS.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content. AS.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Social Studies	3.2.2 - Analyzes and evaluates the social and political factors affecting cultural interactions.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Practicum Portfolio Entries from above units
- Observation notes
- Daily journal reflections on daily experiences in the classroom
- Creation of a professional resume

Leadership Alignment:

Begin to analyze and evaluate information and build a portfolio for collaboration. Resources will include the Virtual Campus of Educators Rising.
Clearly Communicate a purpose for pursuing a career in education. (move)

Students will begin participation in an approximately 20-hour practicum with master teacher(s) in their choice of grade level and content area. Student learning will be both self-directed and collaborative.

Standards and Competencies

Unit 6: Practicum

This unit provides students the opportunity to experience classroom settings through the role of an educator. This unit is unique in the sense that it is not completed in a consecutive manner, but it is instead implemented throughout the other units; students spend one day per week second semester in a mentor teacher's classroom. Students will observe and teach in a classroom setting outside of the prescribed curriculum at different grade levels. This practicum experience begins with students noting observations about how their mentor has their learning environment established as well as how they interact with the students. As the practicum advances, students gradually take on more responsibility and work their way up to planning and implementing a lesson of their own – with the support and guidance of their mentor teacher and course instructor.

Recommended Resources and Readings

All Recommended Readings recommended throughout the course leading up to this practicum experience.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 20

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- 4-4. Plan, teach and reflect on a lesson they created to develop a reading comprehension strategy in the context of a culturally relevant read aloud.
- 4-5. Develop a lesson plan that incorporates multiple instructional strategies matched to students' strengths and needs to differentiate instruction.
- 4-6. Use a variety of informal assessments and strategies to inform observing, planning, assessing, teaching and collaborating in an educational setting.
- 6-1. Practice and refine reflective practice; observing, connecting, interpreting, assessing and applying lessons from experience to guide their own learning.
- 6-2. Employ inquiry to guide their own learning and development as an educator, posing questions, seeking information from a variety of sources, developing and testing solutions

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Social Studies	<p>3.2.2 - Analyzes and evaluates the social and political factors affecting cultural interactions.</p>

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION**Creativity and Innovation**

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgments and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS**Information Literacy**

- ☒ Access and /evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE & CAREER SKILLS**Flexibility and Adaptability**

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others