The Course timing is based upon two 18-week semesters. Each lesson is available as a one, three, or five-day lesson plan. While each school district varies in scheduling, it is the teacher leader’s discretion as to which lesson plan length fits your Ed Rising program, however, please note the lesson assessments and objectives as stated throughout the pacing guide to ensure students are meeting the university requirements. There are multiple instances where the 5 Day Lesson Plan must be taught as it contains necessary course requirements. It is also important to note that some lessons have Alaska specific resources and lesson extensions that were added to meet the UAS course requirements. School calendars vary by district and change each school year: professional development days, workdays, parent teacher conferences, and mandatory testing were considered when creating the pacing guide, and therefore, 32 weeks of lessons were created to account for such days. The pacing guide was organized with the lessons that fulfill the university requirements listed first, followed by lessons that are not essential to the dual enrollment course, therefore, the lessons should be delivered in sequence. The Backwards Planning lesson, located within Week 27 of the pacing guide, is the final lesson required by the dual enrollment course agreement. The remaining lessons for Weeks 28-32 were originally listed in the Course 1 and Course 2 Educators Rising Alaska Scope & Sequence but are not essential to fulfilling the university requirements.

**Important Notes Regarding Week 23 & 24: Anti-Bias Microcredential**

The lesson is planned to span across a two-week period due to the necessary observations required followed by the volume of written work required. The teacher leader should thoroughly review the Anti-Bias Instruction forms prior to teaching the unit.

While students may apply for the Anti-Bias Instruction Microcredential through the platform of Digital Promise, the application process for each student is $35 and therefore, the actual submission to Digital Promise is not necessary. It is, however, necessary for the rising educators to complete the unit—the teacher leader is provided with a rubric for grading the written work.

For this unit to be successful, the Anti-Bias Instruction lesson must be completed within a consecutive two-week time frame. If the lesson coincides with a scheduled break, the teacher leader may adjust the sequence of lessons to ensure the unit is taught in a consecutive two-week period.

|  |
| --- |
| **Week 1** |
| **Unit: Self-Awareness—Building Your Mindset** |
| **Lesson Plan: Growth Mindset** |
| **Learning Objectives**Rising Educators will be able to:* Describe how intelligence is developed.
* Explain the brain’s malleability.
* Identify a personal experience where the problem solving resulted in learning.
* Describe a growth mindset.
* Explain the differences between a growth mindset vs. fixed mindset.

**Essential Questions*** What is intelligence?
* Can intelligence grow?

**Assessment*** **(Located on Day 3 – Day 5 of the Lesson plan)** Rising educators will work in groups of two or three to create a public service announcement (PSA) video commercial, print ad, radio script that highlights the dangers of having a fixed mindset. The PSA will include the characteristics of a fixed mindset, why it is not beneficial, and how it can impact a person’s future. Additionally, the PSA will inform the viewer of ways that a person can change their mindset from fixed to growth, and the benefits of a growth mindset.

A rubric for the Mindset PSA is located within the 5 Day Lesson Plan Appendix.**Dual Enrollment Objectives Met:**Objective 3: Identify contemporary initiatives/trends impacting the teaching profession. **Dual Enrollment Assessment Measurement:**Create a Public Service Announcement (PSA) comparing growth and fixed mindset.  |
| **Important Notes:** **The teacher leader must utilize the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day or 3 Day Lesson Plans.**  |

|  |
| --- |
| **Week 2** |
| **Unit: Self-Awareness—Building Your Mindset** |
| **Lesson Plan: Asset-Based Approach** |
| **Learning Objectives**Rising Educators will be able to: * Define the difference between an asset-based perspective and a deficit-based perspective.
* Examine how recognizing students’ passions and strengths will help them in their studies.
* Identify and examine personal strengths.
* Explain the importance of emphasizing student strengths rather than weaknesses.
* Describe how to evaluate what students need, why they need it, and how best to provide it.

**Essential Questions*** How can teachers meet students’ needs and help students feel valued and capable of realizing their potential?
* Does maintaining an asset-based perspective influence personal success and happiness?

**Assessment*** **(Located on Day 3 of the 3 Day Lesson Plan and Day 5 of the 5 Day Lesson Plan)** Rising educators will work in pairs or triads. Rising educators will receive previously completed interest inventories and each group of students will formulate an asset-based activity for one student based on the scenario regarding Lisa (located within the lesson plan) and the interest inventory, which will serve as Lisa’s interest inventory. Groups will write their plan on a chart paper with marker. The teacher leader will remind groups that the focus is on the content of the asset-based activity, not the beauty of the paper. Rising educators will present their lesson ideas to address the scenario. Rising educators can ask questions of each other and the teacher leader can use the rubric provided to evaluate each group.

A rubric for the Strengths Analysis assessment is located within the lesson plan’s Appendix.**Dual Enrollment Objectives Met:**Objective 3: Identify contemporary initiatives/trends impacting the teaching profession. **Dual Enrollment Assessment Measurement:**Create an asset-based activity based upon a provided student scenario and classmates’ interest inventories. |
| **Important Notes:** **The teacher leader must utilize the 3 Day or 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day Lesson Plan.** |

|  |
| --- |
| **Week 3** |
| **Unit: Self-Awareness—Building Your Mindset** |
| **Lesson Plan: Understanding Bias** |
| **Learning Objectives**Rising Educators will be able to: * Examine the role and significance of bias, stereotypes, and privilege in educational settings.
* Recognize and reflect on their own biases.
* Describe how implicit vias can limit students’ educational attainment.
* Recognize the value of acknowledging the experience of others and identify ways to become an ally.

**Essential Questions*** How do our identities shape our perspectives and the way we experience the world?
* How can perceptions of students, groups of people, and communities hinder student success?

**Assessment*** **(Located in the Extension/Challenge on Day 2 of the 3 Day Lesson Plan, and in the Extension/Challenge on Day 3 of the 5 Day Lesson Plan).** Rising educators will visit the Project Implicit Site. Rising educators will take the test most related to biases that impact their community or allow them to explore one of their own choosing. As a default, take the Native IAT test, (Native American and white persons). If there is time, rising educators can take additional tests.

Rising Educators will complete the demo version of (Don’t) Guess my Race. It requires an email login, but is free. Have rising educators take notes about what they thought versus what they found out as they go through the images. Have rising educators answer the following questions:* What did you discover about your perceptions?
* What surprised you?
* Will this impact you as a rising educator?

**Dual Enrollment Objectives Met:**Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher. **Dual Enrollment Assessment Measurement:**Students will participate in several self-assessments followed by a reflection and discussion. |
| **Important Notes:** **Day 5 references the Anti-Bias Instruction Microcredential, however, this microcredential is scheduled to be delivered and assessed during Weeks 23 & 24 of the course.****The teacher leader must utilize the 3 Day or 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day Lesson Plan.****This lesson has an Alaska specific component provided on Day 4 of the 5 Day Lesson Plan regarding Alaska Native children’s literature and its value to classrooms across the state. Several Alaskan Native stories are included in video format should the teacher leader not have access to printed resources.**  |

|  |
| --- |
| **Week 4** |
| **Unit: Self-Awareness—Building Your Mindset** |
| **Lesson Plan: Understanding Equity** |
| **Learning Objectives**Rising Educators will be able to: * Differentiate between equity and equality.
* Explain the concept of equity in general and education-specific terms, including its application in society and in specific educational contexts.
* Identify and examine issues of equality in their school and community.

**Essential Questions*** Who decides what is fair or equitable?
* Is it possible to balance individual needs with common good?

**Assessment*** **(Located on Day 2 & 3 of the 3 Day and 5 Day Lesson Plans)** Rising educators will explore the historical context of equity in our schools. The class will be divided into four groups. Each group will examine one topic of equity in schools (gender, race, ability, and economic status). Instruct students on where to locate the appropriate article on their internet-connected devices (teacher leaders may also encourage students to do additional internet research on the topic if time permits). Each group should begin by writing what they think they already know about their topic as it relates to equity in schools. After researching the topic, students return to the notes and determine if what they thought they knew was accurate, a misconception, or was not addressed in the article. Finally, rising educators record what they learned about their topic as it relates to equity in schools on a piece of chart paper by making a T-chart with the headings “New Learnings” and Questions.” Collect T-charts for groups to share the following day.

 Each group will explain their assigned equity issue and T-chart. Instruct Rising educators to listen for commonalities and differences. If rising educator groups pose thoughtful questions in their T-chart, ask groups to discuss them for one minute or ask for volunteers to share their thoughts. After the presentations, ask the following questions to be discussed as a class or in groups:* What do these presentations tell us about equity in schools?
* What equity issue do you believe is most pressing in the country today? In our community?
* Does a focus on equity ignore the common good? Explain.

**Dual Enrollment Objectives Met:**Objective 1: Outline the history, laws, and policies of American Education, Alaska Education, and the teaching profession.Objective 2: Compare and contrast the historical role of education with the needs for educating students for the 21st Century. Objective 4: Identify the role of the state and federal government in education, and the mandates impacting the teaching profession.**Dual Enrollment Assessment Measurement:**Research American and Alaska history as it relates to education and equity and present findings. Research American and Alaska history as it relates to inequities found within the school system and reflect on methods for absolving those inequities. Research and written assignments and/or oral presentations regarding mandates impacting education. |
| **Important Notes: The teacher leader must utilize the 3 Day or 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day Lesson Plan.****This lesson has an Alaska specific component provided on Day 2 of the 5 Day Lesson Plan. Additional aricles are provided on Day 2 specific to Equity for Alaska’s youth. The 3 Day Lesson Plan can be utilized as long as the Alaska specific resources are provided and utilized. The four student groups can take the added topic of Equity for Alaska’s Youth, or a fifth group can be created to focus on the subject.**  |

|  |
| --- |
| **Week 5** |
| **Unit: Social Awareness—How Teachers Think**  |
| **Lesson Plan: Cultural Competence** |
| **Learning Objectives**Rising Educators will be able to:* Define cultural competence as the ability to teach students who come from culture or cultures other than their own.
* Describe the importance of learning about students’ backgrounds, interests, motivations, and stages of development (i.e. social, emotional, cognitive) when developing cultural competence.
* Identify and describe the personal and interpersonal awareness and sensitivities, understanding of bodies or cultural knowledge, and skills that are necessary to demonstrate cultural competence.
* Identify, describe, and apply best practices for developing cultural competence.
* Analyze how cultural knowledge affects cross-cultural teaching and culturally responsive teaching.

**Essential Questions*** How can I become more culturally competent as an educator?
* Why should a student’s interests, skills, and cultural background inform instruction?

**Assessment*** **(Located on Day 5 of the 5 Day Lesson Plan)** The teacher leader will instruct students to consider how a teacher might use the four cognitive components of cultural competency in conjunction with the iceberg concept to improve instruction. Responses should be recorded on the back of the iceberg diagram.

**Dual Enrollment Objectives Met:**Objective 1: Outline the history, laws, and policies of American education, Alaska education, and the teaching profession.Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher.**Dual Enrollment Assessment Measurement:**Students will analyze and reflect on how cultural knowledge affects cross-cultural teaching and culturally responsive teaching.Students will review Alaska specific articles and videos relating to Alaska, the shortage of in-state teachers, and take part in a class discussion in hopes of brainstorming solutions.  |
| **Important Notes:**  **The teacher leader must utilize the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day or 3 Day Lesson Plans.** **This lesson has an Alaska specific component provided in the Extension/Challenge on Day 5 of the 5 Day Lesson Plan.**  |

|  |
| --- |
| **Week 6** |
| **Unit: Social Awareness—How Teachers Think**  |
| **Lesson Plan: High Personal Standards** |
| **Learning Objectives**Rising Educators will be able to:* Describe ways they can embody the roles of scholars, role models, lifelong learners, and ambassadors for learning with high expectations for themselves and others.
* Set challenging goals in the pursuit of excellence.
* Describe and demonstrate a commitment to ethical practices.
* Analyze personal values in relation to the education profession.

**Essential Questions*** What expectations should I have for myself as a rising educator?
* Why are educational professionals important to society?

**Assessment*** **(Located on Day 2 – Day 5 of the 5 Day Lesson Plan)** Rising educators will complete a personal code of ethics essay. The rising educator is responsible for creating a personal code of ethics. By naming and analyzing our personal ethics, we can more easily make decisions and hold ourselves accountable to living by our values and morals. The essay will include an introduction, body, and conclusion. The lesson contains a details document for the teacher leader and rising educators’ reference.

**Dual Enrollment Objectives Met:**Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher.**Dual Enrollment Assessment Measurement:**Students will analyze the Alaska State Code of Ethics for Educators as well as their district’s code of ethics, if applicable. Students will create a written personal code of ethics after researching and reflecting upon written resources and class discussions regarding ethics.  |
| **Important Notes:**  **The teacher leader must utilize the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day or 3 Day Lesson Plans.** **This lesson has an Alaska specific component provided on Day 3 of the 5 Day Lesson Plan.**  |

|  |
| --- |
| **Week 7** |
| **Unit: Social Awareness—How Teachers Think** |
| **Lesson Plan: Critical Thinking: My Experiences** |
| **Learning Objectives**Rising Educators will be able to:* Describe themselves as learners, including their unique talents, preferences, and motivations.
* Analyze their own educational experiences, including how these experiences could influence the teacher they become.
* Reflect on their understanding of content knowledge, evaluating what they do and do not know, comparing it to what they need and wish to know.
* Reflect on and identify useful ways to build their knowledge of both content and self.
* Demonstrate a commitment to openness and honesty when reflecting on experiences.
* Describe the six levels of Bloom’s Taxonomy and how the taxonomy can be used to classify nature and complexity of given tasks.

**Essential Questions*** Who am I and how do I learn?
* What do I know, what do I not know, and how can I develop my knowledge?
* How can my past help shape my future?

**Assessment*** **(Located on Day 2 of the Day 3 Lesson plan and on Day 4 of the 5 Day Lesson Plan)** The teacher leader will group rising educators based on the content areas and grade levels of their choosing. In the event that there are only a few students in a certain discipline, students can be paired by grade level. Groups should create a lesson plan using the template provided within the lesson plan.

**Dual Enrollment Objectives Met:**Objective 3: Identify contemporary initiatives/trends impacting the teaching profession. Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher. **Dual Enrollment Assessment Measurement:**Students will create a lesson plan utilizing the Alaska State Teaching Standards and develop an activity that demonstrates effective lesson planning.Students will analyze their own educational experiences, including how these experiences could influence the teacher they become. |
| **Important Notes:**  **The teacher leader must utilize the 3 Day or 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day Lesson Plan.****This lesson has an Alaska specific resource listed on Day 4 of the 5 Day Lesson, however, the 3 Day lesson will suffice if the resource is applied.**  |

|  |
| --- |
| **Week 8** |
| **Unit: Leadership**  |
| **Lesson Plan: Profiles of Effective Educators**  |
| **Learning Objectives**Rising Educators will be able to:* Study and describe the paths of several highly accomplished professional educators od differing backgrounds and contexts.
* Analyze the characteristics of several highly accomplished professional educators of differing backgrounds and contexts.
* Explain how several educators of differing backgrounds and contexts advanced their abilities over the course of their careers.
* Explain how and why several accomplished educators of differing backgrounds and contexts serve as leaders and role models for their colleagues and students, inspiring engagement across learning communities and strategizing solutions that leverage individual strengths.
* Analyze the significance of the studied educational professionals to society.

**Essential Questions*** How do professional educators work and prepare to work in a variety of settings?
* What is the history of teaching and the current and future state of education?
* Why are educational professionals important to society?
* What does accomplished teaching encompass?
* Hoe di I define short- and long-term success as an educator?

**Assessment*** **(Located on Day 3 of the 3 Day Lesson Plan and Day 3 of the Day 5 of the Lesson plan)** Rising Educators will research historical education timelines, Alaska’s education timeline, and how current trends influence the future state of education. Students will answer the following.
* How does Alaska’s timeline compare to the infographic provided?
* How does Alaska’s timeline compare to the *Brown vs. Board Timeline of School Integration in the U.S?*
* What do you think education will look like in Alaska in 20 years?
* How is ANSEP creating opportunities for Alaska Native students?
* What other programs are available within the state that have a focus on transforming education for Alaska’s students?
* What other changes, policies, or technology should state leaders consider when making decisions for students across the state?
* How will you prepare to be a teacher in the future?
* Why is mentor support important for new teachers to prepare them for the changes in education?

**Dual Enrollment Objectives Met:**Objective 2: Compare and contrast the historical role of education with the needs for educating students for the 21st Century.**Dual Enrollment Assessment Measurement:**Research historical educational timelines, Alaska’s education timeline, and analyze how current trends in education influence the future state of education. |
| **Important Notes:** **This lesson has an Alaska specific resource listed on Day 3 of the 5 Day Lesson Plan; however, the 3 Day Lesson will suffice if the resources are applied.** |

|  |
| --- |
| **Week 9** |
| **Unit: Leadership** |
| **Lesson Plan: Habits of Effective Speakers** |
| **Learning Objectives**Rising Educators will be able to:* Identify the habits of effective speakers, in both educational and other settings.
* Describe a range of communication strategies and facilitation techniques to capture interest, nurture voices, and support leadership skills of an audience (in general and within the school setting).
* Explain ways teachers can convey their instructional purpose clearly to students, engaging them as partners within the learning environments.

**Essential Questions*** How do I best reach, motivate, and inspire students?

**Assessment*** **(Located on Day 4 & Day 5 of the Day 5 of the Lesson plan)** Rising educators will present a slide presentation on effective communication and presentation skills to the class. Students who are not presenting can write notes of positive encouragement and pass them to the presenting student when he or she completes the speaking project. The teacher leader will use the rubric provided within the lesson plan to provide feedback for each rising educator.

**Dual Enrollment Objectives Met:**Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher.Objective 6: Apply observation skills to identify effective teaching strategies in a P-12 classroom.**Dual Enrollment Assessment Measurement:**Students will create and present a slide presentation after viewing and analyzing habits of effective speakers and effective slide presentations. |
| **Important Notes:** **The teacher leader must utilize the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day or 3 Day Lesson Plans.**  |

|  |
| --- |
| **Week 10** |
| **Unit: Leadership** |
| **Lesson Plan: My Teacher Persona** |
| **Learning Objectives**Rising Educators will be able to:* Explain what a persona is and describe different types of personas they inhabit as students, friends, teammates, community members, employees, etc.
* Describe the roles that teachers play including and beyond teaching itself (e.g., that of content experts, role models, leaders, collaborators, ambassadors, advocates, etc.).
* Name and describe characteristics of a teacher persona, including why these characteristics are important.
* Practice inhabiting and presenting a teacher persona.

**Essential Questions*** What does accomplished teaching encompass?
* How do I best reach, motivate, and inspire students?
* What expectations should I have for myself as a rising educator?
* Why are educational professionals important to society?

**Assessment*** **(Located on Day 1 of the 3 Day Lesson Plan and Day 1 of the 5 Day Lesson Plan)** Rising educators are tasked with interviewing a teacher regarding the effect their persona has on their classroom. The interview will then be presented in a visual slide presentation where rising educators will share their teacher’s answers and thoughts on their persona, as well as the rising educator’s perspective about teacher persona. The Teacher Persona interview guidelines and questions are provided within the lesson plans.

**Dual Enrollment Objectives Met:**Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective leader.**Dual Enrollment Assessment Measurement:**Rising educators will conduct an educator interview and presentation as well as provide a personal reflection.  |
| **Important Notes:** **The teacher leader must utilize the 3 Day or 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day Lesson Plan.** |

|  |
| --- |
| **Week 11** |
| **Unit: Leadership** |
| **Lesson Plan: Professionalism**  |
| **Learning Objectives**Rising Educators will be able to:* Explain what professionalism is and why it is integral to teaching.
* Explain how dressing, behaving, and interacting as professionals affects teachers’ creditability and trustworthiness.
* Discern how successful professionals manage a synthesis between maintaining their values as individuals and upholding the values and policies of the institutions that employ them.
* Discern and demonstrate ways to model the professionalism necessary of a teacher as a rising educator.

**Essential Questions*** What is a professional educator?
* What language, knowledge, and skills do I need to master to become a professional educator?

**Assessment*** **(Located on in the Summative Assessment section of the 5 Day Lesson Plan)** Rising educators are tasked with creating a reflection on where they are now and plan for how they will gain the skills needed to be a professional educator. This should include small, daily measures as well as larger plans. A rubric for the assessment is located within the Summative Assessment section of the lesson plan.

**Dual Enrollment Objectives Met:**Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher. **Dual Enrollment Assessment Measurement:**Students will create a written reflection and plan to develop the skills they need individually to become a professional educator. |
| **Important Notes:** **The teacher leader must utilize the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day or 3 Day Lesson Plans.**  |

|  |
| --- |
| **Week 12** |
| **Unit: Individuals Inside Institutions**  |
| **Lesson Plan: Model Code of Ethics for Educators** |
| **Learning Objectives**Rising Educators will be able to:* Define ethics and describe the role of ethics in the teaching profession.
* Explain how an ethical outlook guides teachers’ decision-making, inspiring them to elevate students’ needs, honor diversity, and take action when necessary.
* Explain the importance of aligning personal values and professional conduct in order to serve as a role model in and out of the classroom.
* Identify and describe the five principals of the Model Code of Ethics for Educators.
* Apply knowledge of ethics and the Model Code of Ethics for Educators in real-world of simulated teaching contexts.

**Essential Questions*** What does it mean to be a reasonable, ethical teacher?
* What realistic responsibilities do teachers bear?

**Assessment*** **(Located on Day 3 of the 3 Day Lesson Plan and Day 5 of the 5 Day Lesson Plan)** Rising educators will begin posing and responding to questions by using text evidence to apply the Model Code of Ethics in a real-world educational setting. Rising educators will use the text to build on each other’s ideas as they discuss the ethical educator reactions in a variety of professional circumstances and support their opinions with the five principles of the MCEE.

**Dual Enrollment Objectives Met:**Objective 4: Identify the role of state and federal government in education, and the mandates impacting the teaching profession.**Dual Enrollment Assessment Measurement:**Students will respond to questions using text evidence to apply the Model Code of Ethics in a real-world educational setting.  |
| **Important Notes:** **The teacher leader must utilize the 3 Day or 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day Lesson Plan.****This lesson has an Alaska specific resource listed on Day 5 of the 5 Day Lesson; however, the 3 Day lesson will suffice if the resource is applied.** |

|  |
| --- |
| **Week 13** |
| **Unit: Individuals Inside Institutions** |
| **Lesson Plan: Mythbusting: The Superhero Teacher** |
| **Learning Objectives**Rising Educators will be able to:* Explain the impact of believe systems on who we are and what we do.
* Critique dominant narratives that characterize a teacher’s role.
* Explain the impact of the ‘superhero teacher’ narrative on both students and teachers.
* Develop a system of guiding beliefs and principals about what is valuable in education.

**Essential Questions*** What role do educators have in building, repairing, and/or empowering our society?
* What realistic responsibilities do teachers bear?

**Assessment*** **(Located on Day 1 of the 1 Day Lesson Plan, Day 2 of the 3 Day Lesson Plan, and Day 3 of the 5 Day Lesson Plan)** Rising educators will write position papers on the role and responsibilities of a teacher, in particular, how it relates to the notion of the superhero teacher. If helpful, the teacher leader should provide the following questions to help writers frame their work: What characteristics does an excellent teacher have? What are his or her beliefs? What does he or she want from his or her classroom? What skills do teachers need to be excellent teachers? What should the excellent teacher be realistically willing to do serve as a leader and role model for his or her students? What aspects of teaching fall upon other members of the extended learning community rather than the teacher?

**Dual Enrollment Objectives Met:**Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher. **Dual Enrollment Assessment Measurement:**Students will write an essay on what characteristics, dispositions, skills, and practices an effective teacher possess. |
| **Important Notes:** **All lesson plan lengths contain the assessment; however, additional time may be needed outside of the classroom setting to complete the writing.**  |

|  |
| --- |
| **Week 14** |
| **Unit: Communication** |
| **Lesson Plan: Accountable Talk & Meaningful Praise** |
| **Learning Objectives**Rising Educators will be able to:* Define accountable talk.
* Describe the features of, reasons for, and importance of accountable talk.
* Explain how accountable talk helps create dynamic and productive learning environments.
* Analyze examples of using accountable talk, including providing meaningful praise.
* Practice delivering accountable talk and meaningful praise in a variety of contexts.
* Reflect on the role that accountable talk plays in their present life as students and will play in their future as teachers.

**Essential Questions*** What expectations should I have for myself as a rising educator?
* How can I evaluate my skills and achieve excellence?

**Assessment*** **(Located on Day 5 of the 5 Day Lesson Plan)** Rising educators will self-evaluate their participation during the lesson. Students will complete a written reflection and goal setting sheet regarding accountable talk and meaningful praise within the classroom.

**Dual Enrollment Objectives Met:**Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher. **Dual Enrollment Assessment Measurement:**Students will complete a written reflection and goal setting sheet regarding accountable talk and meaningful praise within the classroom.  |
| **Important Notes:** **The teacher leader must utilize the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day or 3 Day Lesson Plans.**  |

|  |
| --- |
| **Week 15** |
| **Unit: Communication** |
| **Lesson Plan: Seeking Feedback & Mentoring**  |
| **Learning Objectives**Rising Educators will be able to:* Define feedback, explaining its purpose and importance within education.
* Describe methods for delivering and seeking feedback in different contexts (as students, rising educators, future teachers, etc.).
* Define mentors and mentorship, including their purpose and importance within education professions.
* Describe best practices for seeking mentors.
* Practice seeking out effective teachers to serve as mentors and advisors.
* Practice seeking and receiving feedback.

**Essential Questions*** What does accomplished teaching encompass?
* How can I evaluate my skills and achieve excellence?
* What do I know, what do I not know, and how can I develop my knowledge?

**Assessment*** **(Located on Day 5 of the 5 Day Lesson Plan)** The assessment sheet is available as a resource in Day 5 of the lesson plan. Rising educators will math the roles, activities, and skills of a mentor with examples of each to demonstrate their understanding of mentorship.

**Dual Enrollment Objectives Met:**Objective 3: Identify contemporary initiatives/trends impacting the teaching profession. **Dual Enrollment Assessment Measurement:**Students will complete an assessment on the roles, activities, and skills of a mentor in the education profession. |
| **Important Notes:** **The teacher leader must utilize the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day or 3 Day Lesson Plans.**  |

|  |
| --- |
| **Week 16** |
| **Unit: Diverse Learners**  |
| **Lesson Plan: Inclusive Learning Environments**  |
| **Learning Objectives**Rising Educators will be able to:* Define and describe inclusive learning environments.
* Describe the importance of creating inclusive learning environments.
* Describe and apply strategies for creating inclusive learning environments (connection and curriculum/instruction).
* Describe how an inclusive learning environment builds trust among students and lays the groundwork for high expectations and successful classroom management (climate).

**Essential Questions*** What is an inclusive learning environment?
* How is an inclusive learning environment created?
* Why is it important to create an inclusive learning environment?

**Assessment*** **(Located on Day 3 of the 3 Day Lesson Plan and Day 5 of the 5 Day Lesson Plan)** Rising educators will write a letter to the teacher they observed in a video they watched earlier in the lesson. Rising educators will write commendations for things done well in terms of creating an inclusive learning environment and offer suggestions to help make the learning environment even more inclusive.

**Dual Enrollment Objectives Met:**Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective educator.Objective 6: Apply observation skills to identify effective teaching strategies in a P-12 classroom. **Dual Enrollment Assessment Measurement:**Students will evaluate a lesson plan for evidence of inclusive instruction.   |
| **Important Notes:** **The teacher leader must utilize the 3 Day or 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day Lesson Plan.** |

|  |
| --- |
| **Week 17** |
| **Unit: Diverse Learners** |
| **Lesson Plan: Anti-bullying Strategies**  |
| **Learning Objectives**Rising Educators will be able to:* Define and describe types of bullying.
* Analyze how bullying affects students emotionally, mentally, and academically.
* Describe strategies for countering bullying that occurs in our outside of class and affects students in the learning environment.
* Describe how to foster safe and supportive school cultures that help students build confidence and discover their voices.
* Examine ways to strengthen relationships with and among students to help them feel values, important, and capable of realizing their potential.

**Essential Questions*** How do learning environments shape learners?
* How can bullying be prevented?
* How can bullying be stopped?

**Assessment*** **(Located on Day 5 of the 5 Day Lesson Plan)** Rising educators will work in groups of four, drawing on what they have learned from Days 1-5. They will create an anti-bullying campaign for their future students. Rising educators will have the choice of creating a poster, video advertisement, or PowerPoint presentation. The presentation must include a definition of bullying, types of bullying, effects of bullying, and what to do is someone is bullied. This will serve as the summative assessment. The checklist of criteria is listed below:
* Does the presentation include a definition of bullying?
* Does the presentation include types of bullying?
* Does the presentation include effects of bullying?
* Does the presentation include what to do is someone is being bullies?

**Dual Enrollment Objectives Met:**Objective 3: Identify contemporary initiatives/trends impacting the teaching profession. **Dual Enrollment Assessment Measurement:**Students will create a classroom anti-bullying classroom campaign.   |
| **Important Notes:** **The teacher leader must utilize the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day or 3 Day Lesson Plans.**  |

|  |
| --- |
| **Week 18** |
| **Unit: Diverse Learners**  |
| **Lesson Plan: Experiential Learning** |
| **Learning Objectives**Rising Educators will be able to:* Explain in the historical perspective of experiential learning.
* Identify the benefits and challenges of experiential learning.
* Describe ways to teach specific content through experiential learning.

**Essential Questions*** How do we learn and are there better/best ways to learn?
* What is experiential learning?
* What are the benefits and challenges of experiential learning?
* How often should we learn through experience?

**Assessment*** **(Located on Day 2 of the 5 Day Lesson Plan)** Rising educators will research educators using the following as guiding questions. If time does not allow for each student to share, consider using a classroom blog as a sharing platform. Or, ask students to prepare a visual that can be displayed for the rest of the class to see and reference. The lesson plan contains a list of educators to research as well as their educational theories. Students will answer the following regarding the educator they are researching:
* When and where did the educator live?
* For what is this educator known in the field of education?
* How is the educator’s philosophy of education similar/dissimilar to experiential learning?
* What relevance do you think this educator’s philosophy on education has in today’s schools as well as the schools of the next generation?

**Dual Enrollment Objectives Met:**Objective 1: Outline the history, laws, and policies of American education, Alaska education, and the teaching profession.Objective 2: Compare and contrast the historical role of education with the needs for education students for the 21st Century. **Dual Enrollment Assessment Measurement:**Students will create a research presentation on education theories and theorists. |
| **Important Notes:** **The teacher leader must utilize the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day or 3 Day Lesson Plans.** **This lesson has an Alaska specific component provided on Day 3 of the 5 Day Lesson Plan.** |

|  |
| --- |
| **Week 19** |
| **Unit: Diverse Learners** |
| **Lesson Plan: Differentiated Instruction** |
| **Learning Objectives**Rising Educators will be able to:* Explain the term differentiation and explain the rationale for differentiated instruction.
* Describe how teachers alter their lessons based on students needs and student diversity.
* Identify specific strategies used in differentiated instruction including activities for learning about students.
* Explain the importance of customized interactions with students.

**Essential Questions*** Why do I need to learn about my students as individuals?
* How can I customize instruction and interaction with students based on their individual talents and needs?

**Assessment*** **(Located on Day 1 of the Day 1 Lesson Plan, Day 3 of the 3 Day Lesson Plan, and Day 5 of the 5 Day Lesson Plan)** Rising educators will look back at the summary of the lesson written at the start of the class period. In another paragraph, rising educators will outline how they would personally change the lesson to make it more differentiated or what recommendations they would give to the teacher who taught the lesson. Rising educators should provide specific examples of how the lesson could be improved to meet diverse learners. Collect and assess if students could articulate ways the lesson could be improved based on the study of differentiation. Possible prompts include:
* If I knew then what I know now…
* Dear Teacher, Have you considered…

**Dual Enrollment Objectives Met:**Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher.Objective 6: Apply observation skills to identify effective teaching strategies in a P-12 classroom.**Dual Enrollment Assessment Measurement:**Students will analyze a lesson and personally add to the prior lesson to make it more differentiated and provide recommendations and feedback for the teacher.  |

|  |
| --- |
| **Week 20** |
| **Unit: Diverse Learners** |
| **Lesson Plan: Special Education 101** |
| **Learning Objectives**Rising Educators will be able to:* Describe IDEA including its history and purpose.
* Explain different models of disability and demonstrate a reflective capacity about our own beliefs about people with disabilities.
* Explain what UDL is.
* Explain what an IEP is.
* Describe ways schools and teachers can support students with special needs, socially, emotionally, and academically.

**Essential Questions*** What is special education and how does it impact students, teachers, and schools?
* What happens when a student is identified to have special needs?

**Assessment*** **(Listed as Task 3 in the Day 3 Lesson Plan and Listed as Task 5 in the 5 Day Lesson Plan)** Students will complete the Task Table by indicating whose role and responsibility each task is. Students should write notes within the task to help them remember ideas and capture their questions.

Objective 1 of the Dual Enrollment Objective is met throughout the lesson plan through a number of resources and tasks relating to special education and IDEA.**Dual Enrollment Objectives Met:**Objective 1: Outline the history, laws, and policies of American education, Alaska education, and the teaching profession.Objective 4: Identify the role of state and federal government in education, and the mandates impacting the teaching profession. **Dual Enrollment Assessment Measurement:**Students will study the history of special education in the United States as well as categories of disabilities under IDEA. Students will complete a task involving defining IEP roles and describing the responsibilities of the specific parts of an IEP.  |
| **Important Notes:** **The teacher leader must utilize the 3 Day or 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day Lesson Plan.** |

|  |
| --- |
| **Week 21** |
| **Unit: Classroom Culture and Management**  |
| **Lesson Plan: Honoring Student Experience** |
| **Learning Objectives**Rising Educators will be able to:* Describe methods for identifying students’ individual talents, knowledge, skills, interests, motivations, and aspirations.
* Describe the importance of getting to know students as people and as assets to themselves within their communities.
* Explain how teachers must design, develop, and implement creative, though provoking assessments to gain a full appreciation of what students know and can do.
* Practice methods for honoring student experience as part of teaching.

**Essential Questions*** How might I effectively reach, motivate, and inspire students?
* How might I design my instruction and model interactions that foster a safe and supportive learning environment for students?

**Assessment*** **(Located on Day 3 – Day 5 of the 5 Day Lesson Plan )** Rising educators will use the Universal Design for Learning resources, including the explanation and guideline resources to explain the three elements, which are multiple means of representation, multiple means of action and expression, and multiple means of engagement.

Students will create a presentation titled, “What I Wish My Teacher Knew About Me.” Students may choose to work independently, in pairs, or triads. For students Choosing to work with others, clear norms and responsibilities will need to be agreed upon prior to the start of the project. Students will use the presentation criteria resource as well as the project audience reflection to meet the requirements. **Dual Enrollment Objectives Met:**Objective 3: Identify contemporary initiatives/trends impacting the teaching profession. **Dual Enrollment Assessment Measurement:**Students will experience, analyze, and apply Universal Designs for Learning while honoring student experience through assessment.   |
| **Important Notes:** **The teacher leader must utilize the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day or 3 Day Lesson Plans.**  |

|  |
| --- |
| **Week 22** |
| **Unit: Classroom Culture and Management**  |
| **Lesson Plan: Social Emotional Safety**  |
| **Learning Objectives**Rising Educators will be able to:* Describe the social and emotional needs of students at different ages and from different backgrounds.
* Describe strategies for addressing the social and emotional needs of students within the classroom.
* Describe the importance of addressing physical and social aspects of the learning environment while planning to meet students’ individual needs.
* Practice applying strategies for promoting a safe and productive learning space that accounts for students’ social and emotional needs.

**Essential Questions*** What might students need to feel safe and supportive in their learning environment?
* What influences do I have over the learning environment experienced by students?
* How do I best reach, motivate, and inspire students?

**Assessment*** **(Located on Day 4 & 5 of the 5 Day Lesson Plan)** Rising educators will work in equal groups of four or five and receive the handout provided on Day 4 of the lesson plan. Students will create a lesson on social emotional safety based on one of the five core competencies of social emotional learning: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. They will include one or more of the SAFE-R approaches to social emotional learning: sequences, active, focused, explicit, and reflection. Students may use all the content and resources from the previous three days of the lessons (example resources, articles, layered book and, if needed, outside resources from the internet). Students should not need too many materials; however, the teacher may have a variety of materials prepared if students desire (e.g. char paper, poster board, markers, blank paper, etc.). Students will be prepared to present their lessons to the class on Day 5.

Student groups will present their social emotional lesson to the class. Each audience member will complete an audience feedback form and group work self-reflection sheet. **Dual Enrollment Objectives Met:**Objective 2: Compare and contrast the historical role of education with the needs for educating students for the 21st Century.Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher.**Dual Enrollment Assessment Measurement:**Students will create and present a lesson plan on social emotional learning.  |
| **Important Notes:** **The teacher leader must utilize the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day or 3 Day Lesson Plans.**  |

|  |
| --- |
| **Week 23 & 24** |
| **Unit: Anti-Bias Instruction** |
| **Lesson Plan: Anti-Bias Instruction Microcedential**  |
| **Learning Objectives**Rising Educators will be able to:* Identify and evaluate successful strategies for implementing and sustaining the critical components of anti-bias instruction.

**Assessment*** Part 1: Overview Questions
* Rising educators will complete a questionnaire provided within the Digital Promise Submission Form
* Part 2: Work Examples/Artifacts
* My Perspective Essay: Rising educators will compose a well-developed essay based on the prompt provided within the Anti-Bias Instruction document.
* Observation Notes: Visits 1 & 2: Rising educators will use the form provided to write what they observed during their visits to learning spaces. The notes should relate directly to the critical component of anti-bias instruction as a guide for framing the experiences the teacher facilitated.
* Reflective Essay: The rising educator will compose a reflective essay using the questions listed within the Anti-Bias Instruction document.

**Dual Enrollment Objectives Met:**Objective 6: Apply observational skills to identify effective teaching strategies in a P-12 classroom. **Dual Enrollment Assessment Measurement:**Students will submit formal written observations of anti-bias instruction within a P-12 classroom to include a reflective essay.  |
| **Important Notes:** **The lesson is planned to span across a two-week period due to the necessary observations required followed by the volume of written work required. The teacher leader should thoroughly review the Anti-Bias Instruction forms prior to teaching the unit.** **While students may apply for the Anti-Bias Instruction Microcredential through the platform of Digital Promise, the application process for each student is $35 and therefore, the actual submission to Digital Promise is not necessary. It is, however, necessary for the rising educators to complete the unit—the teacher leader is provided with a rubric for grading the written work.****For this unit to be successful, the Anti-Bias Instruction lesson must be completed within a consecutive two-week time frame. If the lesson coincides with a scheduled break, the teacher leader may adjust the sequence of lessons to ensure the unit is taught in a consecutive two-week period.**  |

|  |
| --- |
| **Week 25** |
| **Unit: Introduction to Teaching**  |
| **Lesson Plan: Importance of Content Knowledge**  |
| **Learning Objectives**Rising Educators will be able to:* Explain why deep content knowledge is important for a teacher and their students.
* Identify and describe ways—formal and informal—to build content expertise.
* Consider ways to questions, evaluate and extend content knowledge, broadening and deepening content knowledge to develop increasingly complex insights within their subject areas.

**Essential Questions*** What is content knowledge for teachers?
* How is it different than general knowledge within the discipline?
* How can I develop my content knowledge and expertise?
* How can I use content knowledge to frame learning experiences that honor students’ perspectives, curiosity, and motivations?

**Assessment*** **(Located in the Summative Assessment portion of both the 3 Day and the 5 Day Lesson Plan)** Rising educators will create a concept Map/Web that presents a visual od one concept from the grade level content area of their choice. The work should be a visual representation of the concept, the understanding and skills student learners will develop, and the relationship among those ideas. It is important to keep references for all they research. A more descriptive set of instructions and rubric is provided within the lesson plan.

**Dual Enrollment Objectives Met:**Objective 6: Apply observation skills to identify effective teaching strategies in a P-12 classroom.**Dual Enrollment Assessment Measurement:**Students will identify, reflect, and explore the impact of pedagogical content knowledge within classroom instruction.  |
| **Important Notes:** **The teacher leader must utilize the 3 Day Lesson Plan or the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day Lesson Plan.** |

|  |
| --- |
| **Week 26** |
| **Unit: Introduction to Teaching** |
| **Lesson Plan: Backwards Planning** |
| **Learning Objectives**Rising Educators will be able to:* Define backwards planning as a method for curricular, instructional, and assessment planning.
* Explain the philosophies underlying the backwards planning method.
* Describe the steps in the backwards planning.
* Practice using the backwards planning method.

**Essential Questions*** How can I assess what students have learned?
* How can I use assessment data to better my teaching and advance learning?
* What does an effective lesson look like?
* How can I design learning experiences to reach all students?
* What are effective instructional techniques in different situations and contexts?

**Assessment*** **(Located on Days 2 & 3 on the 3 Day Lesson Plan and Days 2-5 on the 5 Day Lesson Plan)** Rising educators will create a unit plan based on backwards planning in groups. Rising educators will be given a lesson plan template to display work neatly. Teacher leaders should reference the lesson plan for additional resources and support.

**Dual Enrollment Objectives Met:**Objective 5: Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher. **Dual Enrollment Assessment Measurement:**Students will evaluate and develop a unit using backwards planning. |
| **Important Notes:** **The teacher leader must utilize the 3 Day Lesson Plan or the 5 Day Lesson Plan to fulfill the university requirements as the assessment is not located within the 1 Day Lesson Plan.****This lesson has an Alaska specific component provided on Day 3 of the 5 Day Lesson Plan.** |

|  |
| --- |
| **Week 27** |
| **Unit: Classroom Culture and Management**  |
| **Lesson Plan: Culturally Responsive Teaching**  |
| **Learning Objectives**Rising Educators will be able to:* Describe the importance of designing student-centered instruction that responds to learner input, engages interests, encourages exploration, and values students as individuals.
* Describe how to foster safe, supportive classrooms that help students build confidence and discover their individual voices.
* Explore a range of strategies and facilitation techniques to influence students positively by capturing their interest, nurturing their voices, and supporting their leadership skills.
* Identify strategies for integrating cross-curricular, real-world, and global connections into instruction effectively.

**Essential Questions*** How do the choices I make as a teacher impact student success?
* What are effective instructional techniques in different situations and contexts?

**Assessment*** **(Located on Day 5 of the 5 Day Lesson Plan)** Rising educators will review concepts that most resonate with them or describe the classroom community they want to create regarding culturally responsive teaching. Each rising educator will write a minimum of five affirmations they will commit to. Each affirmation will briefly explain what the rising educator will do, have at least one action item (how the rising educator will do this) and the rationale for the affirmation. The teacher leader can reference the lesson plan for examples provided within the lesson.
 |
| **Important Notes:** **This lesson has an Alaska specific component provided in the Extension/Challenge on Day 5 of the 5 Day Lesson Plan.** |

|  |
| --- |
| **Week 28** |
| **Unit: Introduction to Teaching** |
| **Lesson Plan: Integrating Technology in the Classroom** |
| **Learning Objectives**Rising Educators will be able to:* Define the tole of technology in teaching and learning.
* Explain and plan for strategic ways to integrate technology.
* Critique examples of technology integration for teaching and students.

**Essential Questions*** What role can and should technology play in teaching?

**Assessment*** **(Summative Assessment located within the Summative Assessment section of the 5 Day Lesson Plan)** Rising educators will create a lesson which integrates technology. Students create a lesson plan for the grade level of their choosing that clearly demonstrates an effective integration of technology. A rubric is provided for rising educators and teacher leaders within the lesson plan.
 |
| **Important Notes:** **This lesson plan contains a COVID-19 Lesson Extension after Day 5 of the 5 Day Lesson Plan.** |

|  |
| --- |
| **Week 29** |
| **Unit: Introduction to Teaching** |
| **Lesson Plan: Student Engagement 101** |
| **Learning Objectives**Rising Educators will be able to:* Describe the importance of developing students’ higher-order thinking skills.
* Explain how, why, and when to integrate problem solving and critical thinking within activities to allow students to analyze ideas and synthesize learning.
* Distinguish critical engagement and thinking from other types of teaching, learning, and thinking.
* Identify and describe strategies for promoting higher order thinking and critical engagement among students, such as asking effective questions and encouraging students to ask their own questions.
* Practice promoting critical engagement.

**Essential Questions*** What are the best ways to present instruction?
* How do I best reach, motivate, and inspire students?
* What are effective instructional techniques in different situations and contexts?

**Assessment*** **(Summative Assessments are listed in each of the Lesson Plans)** The Summative Assessment for Day 1 is listed at the end of the Day 1 Lesson Plan, the Summative Assessment for Day 3 is listed at the end of the Day 3 Lesson Plan, and the Summative Assessment for Day 5 is listed within Day 5 of the 5 Day Lesson Plan. The summative assessments vary within each lesson.
 |

|  |
| --- |
| **Week 30** |
| **Unit: Introduction to Teaching** |
| **Lesson Plan: Real-World Connections** |
| **Learning Objectives**Rising Educators will be able to:* Describe why and how real-world connections fascinate, engage, and resonate with students and promote meaningful learning.
* Describe techniques for integrating real-world connections into instruction and maximizing their impact depending on context and relevance.
* Practice utilizing diverse resources to design innovative instruction that makes meaningful cross-curricular, real-world, and global connections.

**Essential Questions*** What are the best ways to present instruction?
* How do I best reach, motivate, and inspire students?
* What are effective instructional techniques in different situations and contexts?

**Assessment*** **(Summative Assessments are within the 3 Day Lesson Plans and 5 Day Lesson Plans)**
 |

|  |
| --- |
| **Week 31** |
| **Unit: Planning a Path** |
| **Lesson Plan: Setting Long- and Short-Term Learning Goals** |
| **Learning Objectives**Rising Educators will be able to:* Explain why it is important for students to have short-term and long-term learning goals.
* Describe how teachers use goals to encourage students and evaluate their development.
* Explain how teachers can align goals to standards.
* Describe and practice strategies for setting long- and short-term learning goals for students.

**Essential Questions*** How do I best reach, motivate, and inspire students?
* What are effective instructional techniques in different situations and contexts?

**Assessment*** **(The Summative Assessment is listed on Day 3 of the 3 Day Lesson Plan and on Day 5 of the 5 Day Lesson Plan)** Rising educators will reflect on the following question: “How do I best reach, motivate, and inspire students?” Ask rising educators to make a plan of action for their own classroom, creating three to five actions they will take for goal setting with their students. For each step, they must describe the action and then give a brief rationale as to why they believe it is important. Rising educators can type of handwrite their action plan. Note: many schools do not have a practicum arranged, so students can make a plan of action for the Educators Rising Classroom OR their future classrooms.
 |

|  |
| --- |
| **Week 32** |
| **Unit: Planning a Path** |
| **Lesson Plan: Selecting the Right College** |
| **Learning Objectives**Rising Educators will be able to:* Describe, compare, and contrast the characteristics of various teacher preparation programs at colleges and universities around the country.
* Describe factors (e.g., personal, professional, environmental, financial, etc.) that should be taken into consideration when selecting a college or university.
* Explain application requirements and processes for teacher preparation programs at colleges and universities around the country.
* Develop a plan for making informed decisions about the teacher preparation programs they select to reach their professional goals.

**Essential Questions*** What career paths in education interest me, and how do I pursue them?
* How do I select the right college for me?

**Assessment*** **(The Summative Assessment is listed on Day 5 of the 5 Day Lesson Plan)** Rising educators will be given 40 minutes to summarize the tools and strategies that have used in a blog post called, “Three Considerations: How do we identify the right college and then get in?” An assignment sheet describing the summative assignment within the lesson.
 |
| **Important Notes:****This lesson has an Alaska specific component provided on Day 4 of the 5 Day Lesson Plan regarding Teaching Programs within Universities of Alaska.** |