Bristol Public Schools

Office of Teaching & Learning

Department	Career and Technical Education (CTE)
Department Philosophy	Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career concentration areas pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 5 career concentration areas and pathways: (1) Education; (2) Health & Medical Sciences; (3) Hospitality Management; (4) Business & Communications; (5) Engineering & Technical Sciences. Each career concentration pathway provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences.
Course	Rising Educators I
Course Description for Program of Studies	*Created with support from the American Federation of Teachers (AFT) and the National Education Association (NEA), the EdRising Curriculum emphasizes the development of key skills, knowledge, and dispositions for high school students as they take their first steps on the path to accomplished teaching. The curriculum includes more than 60 lesson topics organized into five domains.* *These five domains represent the foundational areas for any rising educator to explore. Within each domain, there are a number of lesson topics. As the teacher leader, you get to select which lesson topics you want to cover in your Academy program. Each lesson topic offers three lesson plans of varying lengths (1-period, 3-period, or 5-period), so you can choose how deeply you want to explore any given topic. (Topics are listed below.)* ***Rising Educators I Course Modules:*** *You, Your Profession, Your Students* ● *YOU-Self awareness, Personal Expectations, Improvement, Reflectiveness* ● *YOUR PROFESSION-Understanding The School System, Planning A Path, Being A Professional, Context For Great Teaching* ● *YOUR STUDENTS-Development, Connecting With Students, Diverse Learners*
Grade Level	9-12
Pre-requisites	Child Family Community
Credit (if applicable)	0.5 credit

Module 1: Structures, Opportunities and Resources

Module 2: Reflection & Growth

Module 3: Community Impact on Learning

Module 1: Structures, Opportunities and Resources

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
4.1 Analyze career paths within early childhood, education & related services. 4.6 Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations.	4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services. 4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers. 4.1.4 Analyze the impact of early childhood, education, and services occupations on individual/family, local, state, national, and global economies. 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations. 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.	The role and purpose of school has evolved throughout history. Education Policy is created on a local, state, and federal level and impacts educators and their students. There are many jobs and careers within the education field with varying education requirements. Professionalism can be described in a variety of ways. Educators' professionalism and values influence relationships with their students as well as their teaching methods. There are various resources available to students in their communities but they are not always matched with the resources they need.	● Appropriated ● Conflict of interest ● Decentralized ● Funding ● Legislation ● Mandates ● Organizational Chart ● Accreditation ● Professional Learning Communities (PLCs) ● Ethics ● Code of ethics ● Morals ● Values ● High personal standards

Module 1: Structures, Opportunities, and Resources

What is the Purpose of School?

Essential Questions:
What is the purpose of schooling in the 21st century?
How have the expectations of teachers changed in the history of education?
How does understanding the history and purpose of schooling promote a teacher's development and student success?

CEA Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
	● I can articulate how education policy has evolved through American history. ● I can describe how teacher roles have changed through American History. ● I can collaborate with my peers to reach consensus on how educators should approach the purpose of school.		**Lesson Progression and Standards Connection:** ● *Each of the above standards should be found throughout the unit sequences.*	**Mandatory Lessons/Activities:** ● *Philosophy of Education*
Pacing: 3 Blocks			**CCSS Connections:** ● CCSS.ELA-LITERACY.CCRA.W.10 ● CCSS.ELA-LITERACY.CCRA.W.1 ● CCSS.ELA-LITERACY.CCRA.SL.1 ● CCSS.ELA-LITERACY.CCRA.SL.2	**Assessments:** ● *Defend your position on the purpose of education (debate or essay)*

	Selected Response (SR)
X	Constructed Response (CR)
X	Performance (P)
	Observation (O)

How does my district work?

Essential Questions:
What is policy, how is it formed and how will it affect me as an educator?
How do political organizations, like school boards, influence the work of educators?
How do school systems and their organization influence the work of educators?

Hyperlink standard code Advance CTE.	● I can identify the government structures used in creating educational policy on a federal, state, and local level. ● I can evaluate the local policies that influence my opportunities as a student. ● I can hypothesize how the policies discussed may affect my work as		**Lesson Progression and Standards Connection:** ● *Each of the above standards should be found throughout the unit sequences.*	**Mandatory Lessons/Activities:** ● *Guest Speakers from BPS*
Pacing: 3 Blocks			**CCSS Connections:** ● *CCSS.ELA-LITERACY.CCRA.SL.1* ● *CCSS.ELA-LITERACY.CCRA.SL.2*	**Assessments:** ● *Policy Evaluation*

	Selected Response (SR)
X	Constructed Response (CR)
	Performance (P)

	an educator.		Observation (O)		

Career Paths, Roles, and Opportunities

Essential Questions:
How would you describe and explain different roles in education?
What are the requirements and features of educator preparation programs at colleges and universities?

Hyperlink standard code Advance CTE.	● I can categorize career opportunities in the educational field. ● I can determine the requirements of educators preparation programs at colleges and universities.	X Selected Response Constructed Response Performance (P) Observation	**Lesson Progression and Standards Connection:** ● *Each of the above standards should be found throughout the unit sequences.*	**Mandatory Lessons/Activities:** ● *Guest Speakers from various jobs throughout the district*
Pacing: 3 Blocks			**CCSS Connections:** ● *CCSS.ELA-LITERACY.CCRA.SL.1* ● *CCSS.ELA-LITERACY.CCRA.SL.2*	**Assessments:** ● *Quiz*

Professionalism

Essential Question:
What is a professional educator?
How do professional teachers maintain their values as individuals and uphold the values and policies of the institutions that employ them?
How is mastery of content knowledge a significant marker of a professional educator?

Hyperlink standard code Advance CTE.	● I can explain how a teacher's persona impacts connections between teacher, students, and colleagues. ● I can define professionalism and describe values and characteristics of teacher professionalism. ● I can explain how teachers maintain their values as individuals and uphold the values and policies of the schools they represent. ● I can argue that mastery of content knowledge is a significant marker of a professional educator.	Selected Response x Constructed Response Performance Observation	**Lesson Progression and Standards Connection:** ● *Each of the above standards should be found throughout the unit sequences.*	**Mandatory Lessons/Activities:** ●
Pacing: 3 Blocks			**CCSS Connections:** ● *CCSS.ELA-LITERACY.CCRA.W.10* ● *CCSS.ELA-LITERACY.CCRA.W.1* ● *CCSS.ELA-LITERACY.CCRA.SL.2*	**Assessments:** ● *Creation of a code of ethics*

Mapping Resources Available to Support Students

Essential Questions:
How could you compile a resource sheet of individuals and organizations available to support students?
How do accomplished teachers' partner with others to share resources?
What does practicing sharing information about student resources in groups look like in action?

Hyperlink standard code Advance CTE. **Pacing:** 3 Blocks	● I can link students to appropriate resources based on individual needs. ● I can explain the importance of teachers' collaborating with the community to provide resources to address student needs.		**Lesson Progression and Standards Connection:** ● *Each of the above standards should be found throughout the unit sequences.* **CCSS Connections:** ● *CCSS.ELA-LITERACY.CCRA.W.10* ● *CCSS.ELA-LITERACY.CCRA.SL.2*	**Mandatory Lessons/Activities:** ● *Scavenger Hunt to compile local resources.* **Assessments:** ● *Scenario-based Assessment*

	Selected Response
	Constructed Response
X	Performance (P)
	Observation

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
● *Teaching is a job, not a profession.* ● *Teachers have to dress and act a very specific way to be considered professional.* ● *There is only one way to be professional.* ● *Sometimes it is necessary to sacrifice high personal standards to be successful.* ● *There is a clear right and wrong in most situations.* ● *Ethics do not vary and are universal.* ● *Personal ethics and professional ethics usually align.* ● *All students learn in the same way.* ● *The purpose of school today in no way relates to the history of schooling in the past.* ● *Going into education means becoming a teacher.* ● *Teachers may not realize that identifying the resource is not enough to serve the student, the teacher will need to demonstrate a level of sophistication as a collaborator to not only identify the resource but also utilize the resource effectively.* ● *Teachers may believe that resources are like checklists and can be applied in a blanket fashion. Each student is an individual and each need is unique to that student.* ● *Teachers may trust that people identified as resources will know exactly what to do and will be willing to provide services requested by the teacher. Resourceful teachers know how to navigate the waters of collaboration to create a team of professionals focused on supporting the student.*	

● *Teachers may believe that all the resources they will need will be available on the school campus.*	
RESOURCES	
Rising Educator Slide Decks located in Rising Educator Curriculum Folder	

Module 2: Reflection & Growth

UNWRAPPED STANDARDS

Advance CTE Standard	Performance Elements	Key Concepts/Big Ideas	Academic Vocabulary
4.2 Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services. 4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences. 4.5 Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences. 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.	4.2.3 Analyze cultural and environmental influences when assessing development of children, youth and adults. 4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities. 4.2.5 Analyze strategies that promote growth and development of children, youth and adults. 4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values. 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners. 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. 13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members. 13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.	All individuals have biases that can affect their teaching and learning. There are strategies educators can use to minimize or remove bias from their instruction. Utilizing someone's passions and strengths supports individual success. Practicing reflective habits helps educators to continually improve their craft over time.	● *Collective expertise* ● *Mutual agreement* ● *Reciprocity* ● *Open lines of communication* ● *Responsive feedback* ● *Metacognition* ● *Implicit Bias* ● *Marginalized*

Module 2: Reflection & Growth

Understanding Bias, Equity, & You

Essential Questions:
- What is bias? What are some examples?
- How can we recognize and reflect on our own biases?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
Hyperlink standard code Advance CTE. **Pacing:** 5 Blocks	• I can define and give examples of bias. • I can examine and reflect and examine my own biases. • I can develop strategies to minimize bias in my own instruction.		**Lesson Progression and Standards Connection:** • *Each of the above standards should be found throughout the unit sequences.* **CCSS Connections:** • CCSS.ELA-LITERACY.CCRA.W.10 • CCSS.ELA-LITERACY.CCRA.SL.1 • CCSS.ELA-LITERACY.CCRA.SL.2	**Mandatory Lessons/Activities:** • *Identifying bias in a variety of sources/resources.* **Assessments:** • *Self-Reflection* • *Revising a classroom material to minimize bias*

	Selected Response (SR)
X	Constructed Response (CR)
	Performance (P)
	Observation (O)

Asset Based Approach

Essential Question:
- What is the difference between an asset-based perspective and a deficit-based perspective?
- How will recognizing students' passions and strengths help them in their studies?
- How do you identify and examine personal strengths and weaknesses?
- What is the importance of emphasizing student strengths rather than weaknesses?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
Hyperlink standard code Advance CTE. **Pacing:** 0.5 Blocks	• I can identify the difference between asset based and deficit based perspectives. • I can predict how utilizing students' passions and strengths will positively impact their learning and academic achievement. • I can determine my own personal		**Lesson Progression and Standards Connection:** • *Each of the above standards should be found throughout the unit sequences.* **CCSS Connections:** • *CCSS.ELA-LITERACY.CCRA.SL.1* • *CCSS.ELA-LITERACY.CCRA.SL.2*	**Mandatory Lessons/Activities:** • *Personality assessments, values inventory etc.* **Assessments:** • *Articulate the value of an asset based approach and*

	Selected Response (SR)
x	Constructed Response (CR)
x	Performance (P)

	strengths and weaknesses. ● I can justify why emphasizing students strengths instead of weaknesses better supports students' success.	☐ Observation (O)		*how that has impacted or could impact your education.*

Reflective Habits of Mind

Essential Questions:
- What are key reflective practices and models to self-assess, practice, and create action plans around improving practice and becoming role models for students as they develop their own reflective habits of mind?
- How do teachers use reflective practices to become more aware of their knowledge as professionals, challenge their assumptions of everyday practices, and consider new ways of teaching that can improve the quality of learning?
- What role do ethical practices play in education to develop reflective habits?

	● I can appraise a variety of practices and strategies to help me to develop reflective habits of mind. ● I can explain how teachers use reflective practices to help their students.		**Lesson Progression and Standards Connection:** ● *Each of the above standards should be found throughout the unit sequences.*	**Mandatory Lessons/Activities:** ●
Pacing: 3 blocks		X Selected Response ☐ Constructed Response ☐ Performance (P) ☐ Observation	**CCSS Connections:** ● *CCSS.ELA-LITERACY.CCRA.SL.2*	**Assessments:** ● *Quiz*

Growth Mindset

Essential Question:
- How can the brain change and impact an individual's outlook on learning?

Hyperlink standard code Advance CTE.	● I can defend why having a growth mindset is important to individual success.		**Lesson Progression and Standards Connection:** ● *Each of the above standards should be found throughout the unit sequences.*	**Mandatory Lessons/Activities:** ●
Pacing: 1 block		☐ Selected Response ☐ Constructed Response ☐ Performance x Observation	**CCSS Connections:** ● *CCSS.ELA-LITERACY.CCRA.SL.1* ● *CCSS.ELA-LITERACY.CCRA.SL.2*	**Assessments:** ● *Class Discussion/ Debate*

High Personal Standards

Essential Question:
- How can high personal standards and strong ethical beliefs lead to success?

Hyperlink standard code Advance CTE.	• I can explain how high personal standards and strong ethical beliefs lead to success. • I can develop my own code of strong ethical beliefs that will contribute to my future success.		**Lesson Progression and Standards Connection:** • *Each of the above standards should be found throughout the unit sequences.*	**Mandatory Lessons/Activities:**
Pacing: 5 Blocks			**CCSS Connections:** • *CCSS.ELA-LITERACY.CCRA.W.10* • *CCSS.ELA-LITERACY.CCRA.SL.2*	**Assessments:** • *Revision of Code of Ethics*

	Selected Response
	Constructed Response
	Performance
x	Observation

ADDITIONAL CONSIDERATIONS

COMMON MISCONCEPTIONS	OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT
• Implicit bias does not affect people's beliefs about other people. • Implicit bias is the same as stereotyping. • Having biases make me a bad person. • People who are typically marginalized (non-white, non-male, non-middle class, non-Christian, cisgender, non-disabled, U.S.-born citizen, etc.) cannot be biased. • People who have a diverse group of friends can't be biased. • Trying to fix biases is a waste of time. • Sometimes it is necessary to sacrifice high personal standards to be successful. • There is a clear right and wrong in most situations. • Ethics do not vary and are universal. • Personal ethics and professional ethics usually align.	

RESOURCES

Rising Educator Slide Decks located in Rising Educator Curriculum Folder

Module 3: Community Impact on Learning			
UNWRAPPED STANDARDS			
Advance CTE Standard	**Performance Elements**	**Key Concepts/Big Ideas**	**Academic Vocabulary**
4.5 Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences 4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.	4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners. 4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.		Awareness Attitude Bias Asset-based Approach vs. Deficit Based Cultural Competence Discrimination Lesson Delivery Ethnocentrism vs. Cultural Relativism Institutional Racism Knowledge Prejudice Racism Stereotype/Stereotype Threat Skills

Module 3: Community Impact on Learning

Who are you and how has it impacted your learning?

Essential Questions:
- How do your cultural beliefs and values impact your educational experience?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
Hyperlink standard code Advance CTE.	● I can recognize examples of how my cultural beliefs and values have impacted my educational experience.		**Lesson Progression and Standards Connection:** ● *Each of the above standards should be found throughout the unit sequences.*	**Mandatory Lessons/Activities:** ● *Self Reflection Activity*
Pacing: 3 Blocks			**CCSS Connections:** ● CCSS.ELA-LITERACY.CCRA.SL.1 ● CCSS.ELA-LITERACY.CCRA.SL.2	**Assessments:** ●

	Selected Response (SR)
X	Constructed Response (CR)
	Performance (P)
	Observation (O)

Other Peoples' Identity and Learning

Essential Questions:
- How do other people's cultural beliefs and values impact their educational experience?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
	● I can recognize how people's cultural beliefs and values have impacted their educational experience.		**Lesson Progression and Standards Connection:** ● *Each of the above standards should be found throughout the unit sequences.*	**Mandatory Lessons/Activities:** ● *Listening Activity* ● *Culturally Responsive Teaching Article and Activity*
Pacing: 5 Blocks			**CCSS Connections:** ● CCSS.ELA-LITERACY.CCRA.SL.1 ● CCSS.ELA-LITERACY.CCRA.SL.2	**Assessments:** ●

	Selected Response (SR)
	Constructed Response (CR)
	Performance (P)

		☐ Observation (O)		

Teachers Understanding their Learners

Essential Questions:
Why is it important to identify the role and significance of bias before, during, and after we enter a classroom?
How can you evaluate what students need, why they need it and how best to provide it?

CTE Standard	Learning Targets: I can	Summative Assessment Strategy	Lesson Progression and Connection to ELA/Math CCSS	Common Learning Experiences and Assessments
Hyperlink standard code Advance CTE.	● I can identify ways to create space to better understand all learners in the classroom community.	☒ Selected Response (SR) ☐ Constructed Response (CR) ☐ Performance (P) ☐ Observation (O)	**Lesson Progression and Standards Connection:** ● *Each of the above standards should be found throughout the unit sequences.*	**Mandatory Lessons/Activities:** ● *Reflection essay: How we can create comfortable environments in our classrooms.* ● *Create a get to know you activity/survey*
Pacing: 2 Blocks			**CCSS Connections:** ● CCSS.ELA-LITERACY.CCRA.SL.2	**Assessments:** ● *End of Module Assessment/Activity*

ADDITIONAL CONSIDERATIONS			
COMMON MISCONCEPTIONS	**PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT**	**ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY**	**OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT**
● Culturally responsive teaching is mostly about understanding race. ● Talking about other cultures makes learning culturally responsive. ● All students learn the same and teachers just adjust for learning levels.			

RESOURCES			
Rising Educator Slide Decks located in Rising Educator Curriculum Folder			