Career and Technical Education

Course Description and Standards Crosswalk Form (#05-20-038)

District Name:	Southeast Island School District
Date:	March 28, 2024
Course Name:	Introduction to Education: Educational Development & Psychology
Course Number:	
Middle School:	☐ This is a middle school course
Foundational Course	☐ This is a foundational CTE course (foundational courses are not technical)
Prerequisites *(If this course requires prerequisites, please name them)*	none
Number of HS Credits:	0.5
Sequence(s): *(These may be sequence or CTEPS titles - District must first have these entered into the Portal – titles must match)*	Education & Training
Source(s) of Technical Standards: *(Selection must match the Portal selection)*	Educators Rising Standards
Names/Numbers of Technical Standards: *(Selection must match Portal selections)*	https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf
Course Description:	Educational Development and Psychology is the second course in the Ed Rising series. Students will explore the development of students across the learning continuum and the importance of understanding students as learners. Students will learn about the diversity of learners in an education system and how educators prepare to meet the needs of all students. Students will explore the role of the educator in developing a classroom of respect that embraces diversity and empowers students. These two Ed Rising courses, Ed Development and Psychology and Leadership Development, are aligned with UAS ED S122, Introduction to Education.
Instructional Topic Headings:	Child Development; Educational Psychology; Interpersonal Relationships; Diverse Learners; Pedagogy and Lesson Planning; Effective Teaching; Human Development and Developmentally-Appropriate Practices; Historical Perspectives; Laws and Policies Governing Education
Recognized Postsecondary Credential (RPC): *(Replaces TSA - not all TSAs will qualify as an RPC, and RPC is not required for all courses)*	Educators Rising Micro-Credentials (Classroom Culture)

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Employability Standards source: *(Name source of employability standards – must match Portal)*	Employability Standards (Source) Alaska Employability Standards
CTSO participation is included: *(Name of CTSO must match drop-down box selection in the Portal)*	Educators Rising
Current Dual Credit Agreement: *(Agreements should be reviewed and updated annually)*	☒ *(If checked, complete the Dual Credit section below.)* *ED122 = first two Ed Rising courses together*
Date:	
Postsecondary Institution Name:	University of Alaska Southeast
Postsecondary Course Name:	Introduction to Education
Postsecondary Course Number:	ED122
Postsecondary Course Credit:	3.0 credits – Education Elective

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Course developed by:	Statewide Education Pathway Curriculum Committee
Course adapted from:	Educators Rising Curriculum
Course is brokered through another institution or agency:	☐ *(if checked, name of institution/agency)*

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Student Performance Standards (Instructional Topic Headings)	Specific Technical Skills Standards	Alaska English / Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Assessment
Understand and describe the relationship between child development and instruction.	ED2	SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,6	MP1-3, 5, 7	LS3, LS4	B1-2	A1-2	Child development mind map
Understand the social, emotional, physical, and cognitive development factors that shape student identity and how this can affect the ability to learn.	ED2	RI.9-10.2,4; SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,6	MP1-3, 5, 7	LS3, LS4	B1-2, E3-4	A2	Compare/Contrast Essay on Cognitive Development Theories; Write Lesson Plan; Rewrite lesson plan
Understand that each student is an individual with spheres of influence.	ED2	SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,6	MP1-3	LS3, LS4	B1-2, E4	A2,5	Graphic organizer; Spheres of influence reflection
Describe the major approaches to learning theories (behavioral, cognitive, developmental, constructivist, transformative) and their implications for teaching. • Explain how constructivism can be applied in the classroom • Explain how constructivism influences planning, design, and instruction based on student profiles	ED2	RI.9-10.1,4; SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,8-10	MP1-3, 5, 7	LS3, LS4	A1, B1-2	A1-2	Constructivist strategies observation questionnaire; Develop assessments

Describe the process of instructional design and common design models and tools and how to cultivate a growth mindset. • Classify the cognitive nature and complexity of given tasks • Identify learning modalities and multiple intelligence areas	ED2	RI.9-10.1,4; SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,8-10	MP1-3, 5, 7	LS3, LS4	A1; B1-2	A1-2	Lesson plan modalities; Reflective journal; Research and written assignments
Explain the importance of interpersonal relationships within the learning environment including importance of mutual respect, school culture, cultural knowledge, and personality types.	ED 1-2	RI.9-10.4,6; SL.9-10.1,4,6; L.9-10.1-3,6	MP1-3, 5, 7	LS3, LS4	A1,5-6; B1-2; D6; E7-8	A1-2	Observations; Research and written assignments
Demonstrate an understanding of the various types of teaching relationships including teacher to student, student to student, teacher to parent/caregivers, and teacher to peers.	ED1,2	SL.9-10.1,3-4,6; L.9-10.1-3,6; WHST.9-10.2,4	MP 1-3, 5, 7	LS3, LS4	B1-2; D1,3,5; E3-4,7	A1-2,5	Discussion; Participation; Compare/Contrast teaching relationships
Reflect on the need to empathize with students while maintaining a high bar and professional boundaries, how ethical practices help in establishing boundaries between teachers and students, and how to establish and maintain professional boundaries.	ED 1-2	RI.9-10.2,4; SL.9-10.1; L.9-10.1,6; WHST.9-10.2,4,6	MP 1-3, 5, 7	LS3, LS4	A1,6; B1-3	A1-2	Discussion; Research and written assignments

Integrate knowledge of interpersonal skills to enhance educator effectiveness, including verbal and nonverbal communication, listening skills, negotiation, problem solving, decision making and assertiveness and understand the relationship of culture and interpersonal communication.	ED 1-2	RI.9-10.2,3; SL.9-10.1,4,6; L.9-10.1,3,6; WHST.9-10.4	MP 1-3	LS3, LS4	A1,5-6; B1-2; D1,3,5; E1,6-7	A1-2	Interpersonal skills questionnaire; Observations
Explain the concept of equity in general and education-specific contexts, and its influence on student growth and development.	ED1	RI.9-10.2,3; SL.9-10.1,4,6; L.9-10.1,3,6	MP 1-3, 5,7	LS3, LS4	D6, E4	A1-2	Research and written assignments; Discussion
Understand cultural competence and recognize that students come from different social, cultural, ethnic and economic backgrounds, family structures, religious beliefs, physical traits, intellectual attributes, and career ambitions. Apply that understanding to promote an inclusive learning environment, an asset-based framework, and culturally responsive teaching practices.	ED2	SL.9-10.1,3,4,6; L.9-10.1; L.9-10.6	MP 1-3, 5, 7	LS3, LS4	B1-2; D1	A2	Research and written assignments Lead ice-breaker or team-building; Leadership self-assessment; Discussion and Observations

Understand difference between cultural bias and ideological bias and how to create a sustainable, equitable classroom culture by implementing the five critical components of classroom culture: honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based classroom management. Reflect and evaluate personal beliefs and biases and their potential impact on students.	ED2	RI.9-10.2-4; SL.9-10.1,4,6; L.9-10.1,3,6; L.9-10.1-3,6; WHST.9-10.4	MP 1-3	LS3, LS4	A5; B1-2; C3-4; D6; E1,3-4,6-7	A1-2,6	Reflective Journal Research and written assignments
Identify appropriate strategies to differentiate instruction to meet diverse student needs.	ED 2, 4, 5	RI.9-10.2-4; SL.9-10.1,4,6; L.9-10.1,3,6; L.9-10.1-3,6; WHST.9-10.4	MP 1-3	LS3, LS4	A1; B1-4; C4; ZR2,4-5	A1-2	Research and written assignments; Observations
Understand IDEA and accommodations for individuals with special needs including what an Individualized Education Program (IEP) is and how it helps students and responsibilities of teachers.	ED 2, 5	RI.9-10.2-4; SL.9-10.1,4,6; L.9-10.1,3,6; L.9-10.1-3,6; WHST.9-10.4	MP 1-3, 5, 7	LS3, LS4	B1-3; C2	A1-2,5	Research and written assignments; Discussion, Observations
Demonstrate an understanding of student's needs to inform all aspects of the planning process to create a dynamic and productive learning environment including lesson planning, assessments, and pedagogical approaches.	ED 2, 5	RI.9-10.2-4; SL.9-10.1,4,6; L.9-10.1,3,6; L.9-10.1-3,6; WHST.9-10.4	MP 1-3, 5, 7	LS3, LS4	B1-3	A1-2	Observations; Create and adapt lesson plans; Reflective journal

Analyze the underlying strategies and active practices of anti-bias instruction including critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, value-based assessment, evaluation, and grading.	ED 2, 6	RI.9-10.2-4; SL.9-10.1,4,6; L.9-10.1,3,6; L.9-10.1-3,6; WHST.9-10.4	MP 1-3, 5, 7	LS3, LS4	A1; D6	A1-2,6	Observations; Reflective journal; Research and written assignments
Understand the history, laws and policies of American/Alaskan education/federal, state and local government roles and mandates, and the teaching profession.	ED1-2	RI.9-10.1-10; WHST.9-10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2,4-10	MP 1-3, 5, 7	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Historical Timeline, Presentations
Understand the role of education and need for educating students in the 21st century.	ED1-2	RI.9-10.1-10; WHST.9-10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2,4-10	MP 1-3, 5, 7	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written assignments, Presentation
Analyze contemporary initiatives and trends impacting teaching profession.	ED1-2	RI.9-10.1-10; WHST.9-10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2,4-10	MP 1-3, 5, 7	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written assignments, Field experience journal

Identify and use effective teaching strategies in a P-12 classroom.	ED1-2	RI.9-10.1-10; WHST.9-10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2,4-10	MP 1-3, 5, 7	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Field observation journal Written report and presentation

(Add extra rows as necessary by using the Tab key)

List the major instructional resources used for this course: *(websites, textbooks, essential equipment, reference materials, supplies)*	Alaska Educators Rising lessons & materials
	Educators Rising Micro-credentials: https://www.educatorsrising.org/what-we-offer/micro-credentials
	Supplemental Resources:
	- Alaska Department of Education and Early Development. (2012.) Alaska standards. Retrieved from https://education.alaska.gov/standards - Alaska Department of Education and Early Development. (2000, May.) Professional Code of Ethics. Retrieved from https://education.alaska.gov/teachercertification/20aac10 - Alaska Native Knowledge Network. (1998). Alaska Standards for Culturally Responsive Schools. Retrieved from http://ankn.uaf.edu/Publications/CulturalStandards.pdf - Alaska Native Knowledge Network. (2011). Home. Retrieved from http://www.ankn.uaf.edu/ - Alaska Teacher Placement. (n.d.) Teaching in Alaska. Retrieved from https://alaskateacher.org/teaching_in_alaska.php - Partnership for 21st Century Learning. (n.d.) Framework and Resources. Retrieved from https://www.battelleforkids.org/networks/p21/frameworks-resources

Standards Referenced

- Specific Occupational Skills Standards:

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- Educators Rising (ED): https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf
- Alaska English/Language Arts and Mathematics Standards June 2012– Alaska Department of Education and Early Development: https://education.alaska.gov
- Alaska Cultural Standards (ACS): http://ankn.uaf.edu/Publications/CulturalStandards.pdf
- Employability/ Career Readiness Standards (AECRS): https://education.alaska.gov/tls/CTE/docs/curriculum/alaskaemployabilitystandards.pdf
- All Aspects of Industry (AAOI): https://education.alaska.gov/tls/CTE/docs/curriculum/all-aspects-of-industry.pdf
- Educators Rising Micro-credentials: https://www.educatorsrising.org/what-we-offer/micro-credentials