

# Career and Technical Education

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

<b>District Name:</b>	Southeast Island School District
<b>Date:</b>	March 28, 2024
<b>Course Name:</b>	Introduction to Education: Leadership Development
<b>Course Number:</b>	
<b>Middle School:</b>	<input type="checkbox"/> This is a middle school course
<b>Foundational Course</b>	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
<b>Prerequisites</b> <i>(If this course requires prerequisites, please name them)</i>	none
<b>Number of HS Credits:</b>	0.5
<b>Sequence(s):</b> <i>(These may be sequence or CTEPS titles - District must first have these entered into the Portal – titles must match)</i>	Education & Training
<b>Source(s) of Technical Standards:</b> <i>(Selection must match the Portal selection)</i>	Educators Rising Standards
<b>Names/Numbers of Technical Standards:</b> <i>(Selection must match Portal selections)</i>	<a href="https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf">https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf</a>
<b>Course Description:</b>	<p>Leadership Development is the essential first course in preparing students to become educators. Students will develop skills to become reflective, self-aware learners while building capacity as school and community leaders. Focused on the skills and dispositions required to lead, students will explore equity in education and how personal bias influence how they teach and learn. Students will explore their personal values identifying passions, strengths, and challenges to build a career and learning plan.</p> <p>These two Ed Rising courses together, Leadership Development and Ed Development and Psychology, are aligned with UAS ED S122, Introduction to Education.</p>
<b>Instructional Topic Headings:</b>	Enduring Understanding(s); Social Awareness; Leadership; Ambassador of Learning; Personal Learning Styles; Career Planning; Professionalism
<b>Recognized Postsecondary Credential (RPC):</b> <i>(Replaces TSA - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	Educators Rising Micro-Credentials (Anti-Bias Instruction)

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

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<b>Course developed by:</b>	Statewide Education Pathway Curriculum Committee
<b>Course adapted from:</b>	Educators Rising Curriculum
<b>Course is brokered through another institution or agency:</b>	<input type="checkbox"/> <i>(if checked, name of institution/agency)</i>

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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
Define one's personal identity.	ED 2	WHST.9-10.2,4-9; SL.9-10.1,4-6; L.9-10.6	MP1	LS3, LS4	A5,7; E7	B1	Participation; Personal history (visual or written)
Understand how the term "learner" applies outside the classroom.	ED 2	SL.9-10.1,3; WHST.9-10.10	MP1-3, 5	LS3, LS4	B2	A2	Participation; Reflective journal entries
Name and describe characteristics of a learner.	ED1-2	SL.9-10.1,3,4,6; L.9-10.1,6	MP1-3	LS3, LS4	B2	A2	Participation; Pair-Share Discussion
Describe the value of identifying and reflecting on personal strengths.	ED2	SL.9-10.1,3,4,6; L.9-10.1,6	MP1-3	LS3, LS4	B2	A2	Participation; Discussion
Analyze personal strengths and weaknesses in relation to future goals.	ED2	SL.9-10.1-6; L.9-10.1,6	MP1-3	LS3, LS4	B2-3, D6, E8	B1-2	Participation; Presentation of self as learner

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<p>Describe and apply techniques for cultivating a reflective mindset (e.g. journals, observations, dialogue with peers and mentors, watching recordings)</p> <ul style="list-style-type: none"> <li>Describe how and why a reflective mindset is critical to learning</li> <li>Reflect on themselves as learners</li> <li>Describe reflection as a habit of mind that requires time, openness, honesty, intention, discipline, and dedication that helps determine what is meaningful and why and thus shape identity</li> </ul>	ED2, 7	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	MP1-3, 5, 7	LS3, LS4	A5, B1-2, D6, E3-4,7-8	A1	Participation; Reflective journal entries; Presentation of self as learner
<p>Analyze and critique individual biases</p> <ul style="list-style-type: none"> <li>Define bias</li> <li>Analyze and explain how personal histories and identities shape personal attitudes towards others</li> </ul>	ED2	RI.9-10.2,3; SL.9-10.1,3-4,6; L.9-10.1,3-6; RST.9-10.2, 7,10	MP1-3, 5	LS3, LS4	A5, B1-2; D6; E1,3-4,7	B1	Participation; Personality test & reflections; Interview classmates & Venn diagram
<p>Describe the benefits of being open to multiple viewpoints</p>	ED2	SL.9-10.1,3,4,6; L.9-10.1; L.9-10.6	MP1-3	LS3, LS4	A5,7; B1-2; E7	A2	Group initiative & reflection; Participation

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Explain how community members benefit from various perspectives and viewpoints	ED2	RI.9-10.1-7,10; L.9-10.1-2,4-6; RST.9-10.2.4,6-10; WHST.9-10.4	MP1-3	LS3, LS4	E1,4,7	A2	Rewrite current event from different perspective; Participation; Observation; Complete cooperative & collaborative learning questionnaire
Reflect on how everyday citizens/peers/students act as leaders and role models	ED2	SL.9-10.1,3,4,6; L.9-10.1; L.9-10.6	MP1-3	LS3, LS4	B1; D1	A2	Profile of community member embodying leadership
Describe the characteristics of a successful leader <ul style="list-style-type: none"> <li>Analyze the skills and dispositions required to lead effectively</li> <li>Describe ethical practices of successful leaders</li> <li>Explain how empathy helps leaders connect to community members</li> </ul>	ED2	SL.9-10.1,3,4,6; L.9-10.1; L.9-10.6	MP1-3	LS3, LS4	B1-2; D1	A2	Lead ice-breaker or team-building initiative; Leadership self-assessment; Provide constructive feedback
Recognize different leadership styles	ED2	SL.9-10.1-6; L.9-10.1,6	MP1-3	LS3, LS4	B2	A2	Leadership style presentation

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Explain what a persona is and describe different types of personas they inhabit as students, friends, teammates, community members, employees, etc.	ED2	SL.9-10.1,3,4,6; L.9-10.1,6	MP1-3	LS3, LS4	B2; D1	A2	Participation
Understand that mentors, leaders, ambassadors, elders, coaches, and other role models serve as educators <ul style="list-style-type: none"> <li>Name and describe characteristics of an educator persona, including why these characteristics are important</li> </ul>	ED1-2	SL.9-10.1,3; L.9-10.1,2; WHST.9-10.4	MP1-3	LS3, LS4	B2; D1,3	A2	Participation; Reflective essay on educator
Practice inhabiting and presenting an educator persona	ED1-2	SL.9-10.1-6; L.9-10.1,6	MP1-3	LS3, LS4	A1; B2; C3-4	A1-2	Demonstration; Participation; Compare & contrast teaching activity

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<p>Explain what professionalism is and why it is important</p> <ul style="list-style-type: none"> <li>Explain how appropriate dress, behavior, and interactions as professionals affects one’s credibility and trustworthiness</li> <li>Distinguish between social media posts that reflect positively on oneself and those that do not</li> <li>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</li> </ul>	ED1-2	RI.9-10.2,4,6-7; SL.9-10.1,3,6	MP1-3	LS3, LS4	A1,7; B1-2; B4; E4, 6	A1-2,5,7	Professional dress participation; Social media self-audit; Professionalism
Determine how to use different modes of communication in different contexts	ED1-2	RI.9-10.1-6,10; SL.9-10.1,3,4,6; L.9-10.1,6	MP1-3, 5	LS3, LS4	B1-2; C4; E3-4	A1	Communication case studies; Discussion; Participation
Investigate possible career paths	ED 1	RI.9-10.2,4,7,10; SL.9-10.1-2,4-6; L.9-10.1-2,4-6; WHST.9-10.2,4,7-9	MP1-3	LS3, LS4	B2	B2, 4-5	Participation; Visual or written career research report



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<p>Reflect on the differences between short term and long-term goals</p> <ul style="list-style-type: none"> <li>Identify short term and long-term goals</li> <li>Analyze personal traits, strengths and weaknesses in relation to short term and long-term goals</li> </ul>	ED1-2	RI.9-10.2,4; L.9-10.1-2,4; WHST.9-10.4	MP1-3, 5	LS3, LS4	B1-3; D6; E6-8	B1-5	Self-assessments; Career aptitude/interest surveys; Develop S.M.A.R.T. goals; Educator interview; journal
<p>Learn about the history, laws and policies of American/Alaskan education/federal, state and local government roles and mandates, and the teaching profession.</p>	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	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Historical Timeline, Presentations

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

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<p><b>List the major instructional resources used for this course:</b> <i>(websites, textbooks, essential equipment, reference materials, supplies)</i></p>	<p>Alaska Educators Rising lessons &amp; materials</p> <p><b>Educators Rising Micro-credentials:</b> <a href="https://www.educatorsrising.org/what-we-offer/micro-credentials">https://www.educatorsrising.org/what-we-offer/micro-credentials</a></p> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>Alaska Department of Education and Early Development. (2012.) Alaska standards. Retrieved from <a href="https://education.alaska.gov/standards">https://education.alaska.gov/standards</a></li> <li>Alaska Department of Education and Early Development. (2000, May.) Professional Code of Ethics. Retrieved from <a href="https://education.alaska.gov/teachercertification/20aac10">https://education.alaska.gov/teachercertification/20aac10</a></li> <li>Alaska Native Knowledge Network. (1998). Alaska Standards for Culturally Responsive Schools. Retrieved from <a href="http://ankn.uaf.edu/Publications/CulturalStandards.pdf">http://ankn.uaf.edu/Publications/CulturalStandards.pdf</a></li> <li>Alaska Native Knowledge Network. (2011). Home. Retrieved from <a href="http://www.ankn.uaf.edu/">http://www.ankn.uaf.edu/</a></li> <li>Alaska Teacher Placement. (n.d.) Teaching in Alaska. Retrieved from <a href="https://alaskateacher.org/teaching_in_alaska.php">https://alaskateacher.org/teaching_in_alaska.php</a></li> <li>Partnership for 21st Century Learning. (n.d.) Framework and Resources. Retrieved from <a href="https://www.battelleforkids.org/networks/p21/frameworks-resources">https://www.battelleforkids.org/networks/p21/frameworks-resources</a></li> </ul>
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## Standards Referenced

- Specific Occupational Skills Standards:
  - 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>