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:	Education Practices: Classroom Planning & Management
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)*	Introduction to Education (ED122)
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:	Classroom Planning and Management is the third course in the Teacher Ed Series. This course focuses on the learning environments that facilitate student growth. Students will explore how educators create an engaging learning environment that provides culturally relevant learning opportunities and the instructional strategies that support students' self-efficacy. Students will develop lesson plans and facilitate instruction in classrooms within their school or community.
Instructional Topic Headings:	Classroom Management; Culture for Learning; Curriculum and Standards; Assessment; Instruction
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
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

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Current Dual Credit Agreement: *(Agreements should be reviewed and updated annually)*	☐ *(If checked, complete the Dual Credit section below.)*
Date:	
Postsecondary Institution Name:	
Postsecondary Course Name:	
Postsecondary Course Number:	
Postsecondary Course Credit:	

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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
Define and describe norms and routines and procedures, including what they are, why they are important, and how to use them to create a safe and supportive learning environment. • Cite specific examples of norms and routines that can be implemented for classroom discourse and work for different purpose • Practice planning and/or implementing norms and routines for classroom discourse and work	ED V, VII	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1		B1	A1, 2	Norm-focused lesson plan; video observation; discussion; journal

Analyze how physical layouts, available resources, and student groupings can affect the classroom culture and management • Describe the importance of addressing physical and social aspects of the learning environment while planning to meet students' individual needs • Describe how a collaborative space that builds trust among students lays the groundwork for high expectations and successful classroom management while engaging and challenging all students • Practice setting up classrooms in a way that fosters learning and creates a safe and inclusive environment for all students	ED V, VII	SL.9-10.1,4,6; L.9-10.1,3-6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; G-MG.1,3		A4; B1-2	A2	Video observation; classroom procedures assignment; discussion; journal
Analyze the relevance of values-based behavior management • Explain how and why behavior management strategies should be used to create a dynamic, productive, safe and supportive learning environment. • Describe strategies for responding to student behavioral issues using values-based behavior management • Practice using value-based behavior management strategies	ED II, III, IV, V, VII	RI.9-10.1; SL.9-10.1,3-6; L.9-10.1,6; RST.9-10.3,9; WHST.9-10.1-2,4,7	N-Q.1; G-CO.1		B1-2; E1, 4	A1, 2, 6	Classroom behavior role-plays; lesson plan analysis; redesign lesson plan; discussion; journal

Describe ways to strengthen relationships with students in order to help them feel valued, important, and capable of realizing their potential	ED II, III	SL.9-10.1,3-6; L.9-10.1,6; WHST.910.1-2,4,7			A1, 4, 5, 7; B1-3; E1	A1, 2	Discussion; journal entry; learning observation
Describe strategies for communicating with students and fostering communication among students to foster learning within a safe and supportive learning environment (de-escalation and conflict management strategies)	ED II, III, IV, V, VII	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1		A1, 6; B2-3; D5-6; E1, 3-4	A1, 2	Discussion; journal entry; learning observation: conflict resolution research & lesson plan
Consider methods of communication with students, determining how to share information and exchange ideas to help develop an equitable, empowering learning environment	ED II, III, V	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1, 6; B2-3; D5-6; E1, 3-4	A1, 2	Discussion; journal entry; communications assignment; communication research; reflection papers
Describe a range of communication strategies and facilitation techniques to influence students positively by capturing their interest, nurturing their voices, and supporting their leadership skills.	ED II, III, IV, V	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1		A1, 7; B1-2, 4; E3-4	A1, 2, 7	Discussion; journal entry; learning observation: communication research & lesson plan; reflection papers
Analyze methods of proper alignment between standards, curriculum, instruction and assessment • Explain what standards are and why educators use standards • Name and explain common standard systems • Address alignment issues while developing lesson plans	ED III, IV, VI, VII	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1; S-ID.2-4; S-IC.6		A1, 7; B1-2, 4; E3-4	A1, 2, 7	Standards lesson plan; discussion; journal

Explain the importance of aligning lesson plans by balancing objectives with short and long term curricular goals, academic content standards, and student needs and interests	ED II, III, IV, V	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1; S-ID.2-4; S-IC.6		A1, 7; B1-2, 4; E3-4	A1, 2, 7	Lesson plan analysis & redesign; discussion; outcomes reflection; journal
Define curriculum and review different curriculum models	ED III	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1, 7; B1-2, 4; E3-4	A1, 2, 7	Curriculum model research project; discussion; journal
Describe the steps in the backwards design planning method	ED III, IV	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1		A1, 7; B1-2, 4; E3-4	A1, 2, 7	Backwards design lesson plan; discussion; journal
Describe how teachers measure learning based on curricular goals and objectives as well as diverse needs of learners • Explain how teachers select, create, modify, and administer a broad range of assessments	ED IV, VI	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1, 7; B1-2, 4; E3-4	A1, 2, 7	Assessment research; discussion; journal
Analyze the differences between formative and summative assessments.	ED VI	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1,7; B1-2,4; E3-4	A1,2,7	Compare/contrast assessment assignment; discussion; journal; assessment video observation lesson

Explain how teachers analyze and interpret assessment data to advance student learning • Create and use assessment materials to evaluate student achievement and growth	ED II, III, VI, VII	SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1,7; B1-2,4; E3-4	A1,2,7	Assessment project; discussion; journal
Explain how teachers view assessment as a step within a larger process that involves planning, teaching, assessing, reflecting, and adjusting to strengthen instructional practices and promote learning • Describe how teachers use assessment to obtain information about student learning before, during and after instruction	ED II, VI, VII	SL.9-10.1,4,6; L.9-10.1,6; WHST.910.1-2,4,7			A1,7; B1-2,4; E3-4	A1,2,7	Journal; discussion; assessment observation & reflection
Describe what modeling is and in which contexts it works best • Practice modeling techniques	ED II, III, IV, V, VII	SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1		A1,7; B1-2,4; E3-4	A1,2	Discussion; journal; modeling techniques practice
Explain the importance of scaffolding instruction to encourage higher levels of performance	ED II, III, IV, V	SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1		A1,7; B1-2,4; E3-4	A1,2	Discussion; journal; scaffolding lesson plan
Practice techniques that will elicit individual student thinking	ED II, III, IV, V, VI, VII	SL.9-10.1,4,6; L.9-10.1,6; WHST.910.1-2,4,7			A1,3,5-6; B1,3; C2; E1,4,6	A1,2	Discussion; journal; student thinking practice
Describe types of questions teachers should ask students to encourage then to share their thoughts	ED III, IV, V, VI	SL.9-10.1,4,6; L.9-10.1,6; WHST.910.1-2,4,7			A1,3,5-6; B1,3; C2; E1,4,6	A1, 2	Discussion; journal; student thinking assignment

Describe a few common patterns of student thinking and development in a subject matter domain	ED II, III, IV, V	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.3,9; WHST.910.1-2,4,7			A1,3,5-6; B1,3; C2; E1,4,6	A1,2	Student thinking project; discussion; journal
Demonstrate preparedness to make adjustments in instruction as needed • List common instructional strategies • Identify common problems that may require adjusting instruction	ED II, IV, V, VII	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.1,9; WHST.910.1-2,4,7			A1,3,5-6; B1,3; C2; E1,4,6	A1,2	Discussion; journal; instructional assignment
Describe and explain the purpose of composition of single lessons and sequence of lessons	ED IV, V	RI.9-10.1; SL.9-10.1,4,6; L.9-10.1,6; RST.9-10.9; WHST.910.1-2,4,7	N-Q.1; A-SSE.1		B1,3	A1,2	Discussion; journal; compare/contrast; lesson plan alignment

(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

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

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- 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