

Statewide Framework Document for:

130101 Careers in Education/Teacher Academy

Standards may be added to this document prior to submission but may not be removed from the framework to meet state credit equivalency requirements. Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for one credit of 11th or 12th grade English Language Arts.** The Washington State English Language Arts Standards for high school establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines. **The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity.** *In this framework, *standards that are addressed but not specifically assessed are in italics.* All other standards are assessed as part of the student's achievement.

School District Name		
Course Title: Teacher Academy		Total Framework Hours: 540 hours
CIP Code: 130101	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: February 25, 2021
Career Cluster: Education and Training		Cluster Pathway: Teaching and Training
Course Summary: Careers in Education is a year-long course that provides hands-on opportunities to develop and practice skills essential for successful future educational professional and teaching careers. The framework for this course is grounded in the Recruiting Washington Teachers Curriculum produced by Professional Educator Standards Board (PESB). Classroom learning will focus on the six pillars of learning including Healthy Learning Communities, Cultural Identities, Equity Pedagogy, Equity and Opportunity, College Access, and Practicum. In the practicum, students will work side by side with master teachers in the classroom. In addition, Careers in Education students will learn about educational topics such as special education, dropout prevention, technology utilization for educational practices, family and community services, the importance of co-curricular and extra-curricular opportunities, history of public education, as well as legal issues in education. This Careers in Education course is partnered with local colleges for college credit opportunities for students (as seen below), allowing students who successfully complete the program to receive college credits.		
Eligible for Equivalent Credit in: 11 th /12 th grade English Language Arts		Total Number of Units: 6
Course Resources: http://www.corestandards.org/ELA-Literacy/ https://www.pesb.wa.gov/category/rwt-curriculum-unit-resources/National Standards and Competencies		

Unit 1: Healthy Learning Communities	Total Learning Hours for Unit: 80
Unit Summary: This unit draws on the experiences of students as members of a diverse learning community. It is informed by readings, structured observations, and discussions to build a cohort and community.	
Performance Assessments: (Districts to complete for each unit) <i>Example assessments for this unit include:</i> <ul style="list-style-type: none"> Students identify elements of and participate in co-creating a plan for a healthy learning community that respects diverse members and supports all to take risks for understanding. Students write an essay on the purpose and essential elements of a healthy learning community. Students create a cultural autobiography essay that incorporates elements of culture and how these have influenced their learning and school career. Students generate questions, conduct interviews of community members and education experts, identify themes and make connections on key concepts of culture and the influence these have had on the student and their educational aspirations in a “StoryCorps” (NPR) format. Using expression, emotion, and narrative, students will create and perform a spoken word style poem that will communicate a connection of themselves and cultural bias. Students research and provide evidence of the correlation of achievement and cultural elements, creating a PSA that will educate others on the data. Portfolio: Students create a second iteration of their healthy learning environment plan based on newly gained knowledge from readings, research and their own personal culture and identity reflection, addressing specifically how these changes will improve student outcomes. Students identify an issue or barrier to student success in education related to culture and create a response to how our community (local or broader) can minimize those barriers. Evaluation and Analysis of <u>Freedom Writers book and movie</u> (or similar culturally responsive book and movie) on teacher impact of healthy learning community environment through the completion of a written 5-paragraph reflective essay. 	
Other Evidence <ul style="list-style-type: none"> Graphic Organizers, entrance and exit tickets, discussions that demonstrate awareness of self and others, identity, bias and ways to address these in positive, effective ways. 	
Leadership Alignment: (Districts to complete for each unit) <i>Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.</i> <i>Example:</i> <ul style="list-style-type: none"> <u>Clearly communicate</u> a purpose for pursuing a career in education. <u>Create</u> a compelling TEDx inspired education talk and <u>present</u> to peers through <u>effective use of technology</u> Work <u>collaboratively and creatively with others</u> on a variety of tutoring opportunities associated with Career in Education <u>Work independently</u> and <u>collaboratively</u> to reflect on a variety of job-shadowing opportunities across the education field across grade levels and across content areas through the lens of <i>Classroom Environment and Culture</i>. 	
Industry Standards and/or Competencies: Recruiting Washington Teaching Standards	

- 1.1 Understand that establishing a healthy learning community is essential to supporting academic learning and social/emotional development, and that management choices reflect beliefs.
- 1.2 Draw on research, theory, observations and practice to develop and identify elements of and strategies to promote a culturally responsive and productive learning community.
- 1.3 Apply personal definitions of a healthy learning community to collaborate with others to establish, monitor, and refine a healthy learning community in the high school and in practicum placements.
- 1.4 Lay the foundation for reflective practice; observing, connecting, interpreting and applying lessons from experience to guide their own learning.

Washington State Teaching Standards

- 1.1 Address individual student needs including cultural and linguistic backgrounds.
- 1.2 Applying principles of differentiated instruction across content areas.
- 1.4 Creating a safe, productive learning environment.
- 3.1 Advocating for diverse needs of each student.

National Standards for Family and Consumer Sciences Education: Area of Study: Education and Early Childhood

- 4.1.5 Create an employment portfolio to communicate education knowledge and skills.
- 4.3.6 Establish effective activities, routines, and transitions for various age groups.
- 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

Aligned Washington State Academic Standards

<p>English Language Arts: Common Core</p>	<p><u>Reading: Informational Text</u></p> <p>RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
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Writing

W.11-12.2.A - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.C - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (Addressed not a priority standard)

W.11-12.2.D - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.E - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.B - Spell correctly.

L.11-12.4.A - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

	L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Unit 2: Cultural and Identity	Total Learning Hours for Unit: 80
<p>Unit Summary: Students explore their own cultural identity and consider the ways that their language, culture, and experiences can serve as assets in teaching. This unit focuses on how learning and identity development occur in cultural contexts using a critical lens, offering students the language to identify potential biases and the tools to push back against them.</p>	
<p>Performance Assessments: (Districts to complete for each unit) <i>Example assessments for this unit include:</i> Portfolio:</p> <ul style="list-style-type: none"> Using the plan from Units 1 and 2 and on building a healthy learning environment, students complete another iteration that is influenced by their learning on equity and the political, ethical, and legal implications, speaking specifically to how they predict proposed changes will improve student outcomes from their first and second iterations. Training certificates or documentation of completion of training in universal precautions, CPR & First Aid, Identifying Child Abuse and Neglect: Reporting requirements, students' role, health, safety and food regulations and requirements, school discipline and safety policies, sexual harassment, and bullying. Students identify elements of physical, intellectual, emotional, and social development of children and youth. Apply theories of child and youth development to factors that influence development and learning. Consider multiple lenses such as multiple intelligences, learner preferences, funds of knowledge, motivation and strengths in understanding how an individual learns and therefore ways to support his/her learning and development. Students will complete a profile of himself or herself as a learner, and if they are working in a classroom at the time, will then use the same framework to develop a profile of a student with whom they work in the practicum setting. Culturally Relevant Read-Aloud with Purpose: Students plan, teach & reflect on a lesson for an interactive read aloud that employs a reading strategy in a guided practice using a culturally relevant book they chose for the students based on their knowledge of these individuals. 	
<p>Leadership Alignment: (Districts to complete for each unit) <i>Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.</i> <i>Example:</i></p>	

- Through the use of writing, data, and problem-solving, students will offer a solution to a present-day dilemma in education and present using technology effectively,
- With peers, students will access and/evaluate information to determine effective educational supports for students with special needs.
- Work independently and collaboratively to build a portfolio for Classroom Culture.
- Students access and/evaluate information on a variety of tutoring opportunities associated with Careers in Education.
- Students participate and reflect on a variety of job-shadowing opportunities through self-directed learning and collaborative analysis. Experiences will be across the education field, across grade levels and across content areas.

Industry Standards and/or Competencies:

Recruiting Washington Teaching Standards

- 2.1 Apply theories of culture, learning and development to better understand their own identity and that of peers, professionals, family members and future students.
- 2.2 Represent their cultural identity and family history in two personal narratives that explore their views of education and highlight funds of knowledge and sociocultural context.
- 2.3 Understand issues of bias and discrimination, and practice critical reflection to surface and address biases or assumptions that interfere with learning or teaching.
- 2.4 Intentionally build relationships with professionals, peers, families and their students to support all students' learning, agency and development of positive identity.

Washington State Teaching Standards

- 1.6 Ensuring cultural sensitivity and competence.
- 3.1 Advocate for diverse needs of each student.

National Standards for Family and Consumer Sciences Education: Area of Study: Education and Early Childhood

- 4.1.5 Create an employment portfolio to communicate education knowledge and skills
- 4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.
- 4.3.6 Establish effective activities, routines, and transitions for various age groups.
- 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

Aligned Washington State Academic Standards

English Language Arts: Common Core

Reading Literature

RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Reading: Informational Text

RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.A - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.C - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.D - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.E - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3.A - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.D - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.B - Spell correctly.

L.11-12.4.A - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

	<p>L.11-12.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Unit 3: Equity Pedagogy	Total Learning Hours for Unit: 100
<p>Unit Summary: Moving into the classroom, this unit explores questions of how to enact practices that are equitable, culturally sustaining, and offer all students a quality education. The content draws on knowledge of second language acquisition, learning and development, learning differences, and special needs to explore differentiated instruction and diverse strategies to support all learners.</p>	
<p>Performance Assessments: (Districts to complete for each unit)</p> <p><i>Example assessments for this unit include:</i></p> <p>Portfolio:</p> <ul style="list-style-type: none"> • Using the plan from Units 1, 2 and 3, and on building a healthy learning environment, students complete another iteration that is influenced by their learning on instructional strategies that move all students to achieve, speaking specifically to the outcomes sought and the instructional strategies that will arrive at the outcomes and how this improves on their first, second, and third iterations. • Students create a lesson at a level and content area of their choice and demonstrate how multiple intelligences can be addressed, including a selection of activities students can choose to demonstrate understanding. • Students read and comprehend various information texts related to child development and education. Assessment will be through defining key terms and written responses and discussion based on chapter learning objectives. See attached reading list. • Children's Learning Theories Theorist board game creation. • Nature versus nurture persuasive essay. Complete with brainstorming, outline, rough draft, peer revision, peer edit, final draft. Assessed through persuasive essay rubric. • After watching Speaking in Tongues, students identify and summarize the arguments for and against bilingual education and then argue, based on their knowledge of culture and environment, which direction would serve students best. • Students examine a children's book for bias or stereotypes. Students rewrite the story so that it removes bias and stereotype. In preparation for writing children's book students will <ul style="list-style-type: none"> ○ Create an analysis of story point of view, first person versus third person. ○ Analyze the author's use of point of view/purpose and how it conveys the theme to the reader. 	

- Distinguish what is directly stated versus what is inferred (e.g., sarcasm, irony, and understatement).
- Reading Strategy Bookmark: Following a lesson on metacognition and comprehension strategies that good readers use, students break into teams and create a bookmark for a chosen developmental level that briefly describes the strategy. Bookmarks will be published and distributed to target grade/developmental target students across the district.
- Student completion of a choice "Learning Disabilities Research Project". 3-5 source minimum, including both digital and print based resources. Assessed through informational rubric complete with professional digital presentation for classmates.
- During each of the 3; 40-hour practicums (at least two, at different grade levels or specialty areas), students create, plan, instruct, and assess one to two lessons. Following each lesson process, students will complete reflections, participate in classroom seminar with other Careers in Education students, and gain greater understanding of the experiences through questioning and listening to others.
- Evaluation and Analysis of "Teacher Man" by Frank McCourt book read through the completion of a written 5-paragraph reflective essay.
- The Careers in Education instructor will visit practicum classrooms, evaluate student performance, and gain feedback from cooperating teachers to inform students on how they reflect the standards and to provide questioning and feedback on improvement strategies.

Leadership Alignment: (Districts to complete for each unit)

Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.

Example:

- Begin to analyze and evaluate information and build a portfolio for Collaboration.
- Work creatively to create a children's literature pieces geared toward K-3. Communicate clearly to peers and targeted age group.
- Learning walks with classroom observations of classrooms with master teacher(s) in their choice of grade level and content area. Student learning will be both self-directed and collaborative.

Industry Standards and/or Competencies:

Recruiting Washington Teaching Standards

- 4.1 Apply concepts related to learner differences and development to understand and identify strategies to holistically support a student with whom they work.
- 4.2 Apply ELL theory in practice using a variety of appropriate strategies to support academic and language development with ELL students.
- 4.3 Identify and selectively apply the best practices for inclusion of children and adolescents with special needs.
- 4.4 Plan, teach and reflect on a lesson created to develop a reading comprehension strategy in the context of a culturally relevant read aloud.
- 4.5 Develop a lesson plan that incorporates multiple instructional strategies matched to student strengths and needs to differentiate instruction.
- 4.6 Use a variety of informal assessments and strategies to inform observing, planning, assessing, teaching, and collaborating in an educational setting.

Washington State Teaching Standards

- 1.1 Use multiple instructional strategies to address individual student needs, second language acquisition and culture and linguistic backgrounds.
- 1.2 Applying principles of differentiated instruction across content areas.
- 1.3 Use a variety of assessments to monitor and improve instruction.
- 1.5 Planning diverse curriculum for diverse student needs.
- 1.6 Ensuring cultural sensitivity and competence.

2.1 Utilize feedback and reflection to improve teaching practice.

3.1 Serve in formal and informal leadership roles.

National Standards for Family and Consumer Sciences Education: Area of Study: Education and Early Childhood

4.1.5 Create an employment portfolio to communicate education knowledge and skills.

4.3.1 Analyze a variety of curriculum and instructional models.

4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.

4.3.3 Integrate curriculum that incorporates a learner's language, learning style, early experiences, and cultural values.

4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.

4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.

4.3.6 Establish effective activities, routines, and transitions for various age groups.

4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.

4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learner safety.

4.4.3 Implement strategies to teach health safety, and sanitation habits.

4.4.5 Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to designated authorities.

4.4.6 Implement basic health practices and prevention procedures for learners regarding illness, communicable diseases, accidents, and trauma.

4.4.7 Demonstrate security and emergency procedures.

4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.

4.5.2 Demonstrate problem-solving and decision-making skills when working with children, youth and adults.

4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.

4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.

4.5.5 Analyze learners' developmental progress and summarize developmental issues and concerns.

4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.

4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.

4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

Aligned Washington State Academic Standards

English Language Arts: Common Core

Writing

W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.B - Spell correctly.

L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4.A - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

	<p>L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>Literacy in History/Social Studies: Grades 11-12</u></p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
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Unit 4: Equity and Opportunity	Total Learning Hours for Unit: 80
<p>Unit Summary: Students consider how issues of equity and opportunity affect their learning and development in schools. This unit examines how schools are funded and governed, and focuses on educational rights cases, exploring their purposes, history, landmark court decisions, and legislation.</p>	
<p>Performance Assessments: (Districts to complete for each unit)</p> <p><i>Example assessments for this unit include:</i></p> <ul style="list-style-type: none"> Students work in small groups to identify a historical, legal issue of equity in education. They create a presentation on the issue that will include research and interview(s) with experts in the field that will communicate clarity on the topic, implications of the legal decision (including financial 	

and organizational), and a prediction of how the educational system would be different if the legal decision had been different. Each will address: The problem, history, current laws & policies, how it plays out in schools, and recommendations for teachers/policy makers. Students will present their work in an authentic setting that includes educators.

- Students write an authentic, persuasive “Letter to the Editor” regarding their thoughts on the topic of their historical, legal issue presentation.
- Students attend a School Board Meeting and diagram an organizational chart which explains the role of School Boards in educational governance structures.
- Students interview a school board member through the lens of educational equity and PCC4 Support of district initiatives and discuss this interview with the class.
- In teams, students analyze a portion of specific grade level standards documentation and develop a presentation to the class (teacher developed rubric).
- Students research and analyze a curriculum and complete the “Curriculum Adoption Application” for their district (mock process).
- Students engage in a book study of “Opening Doors” (Arriaga and Lindsey), participating in the embedded cultural proficiency activities within the text.
- Evaluation and Analysis of Culturally Responsive Teaching and the Brain by Zaretta Hammond book read through the completion of a written 5-paragraph reflective essay.
- Students analyze teaching lessons (videos) through the lens of identifying barriers/closed doors to Student Engagement, then they will brainstorm how to transform the viewed lesson into a more culturally responsive lesson.

Leadership Alignment: (Districts to complete for each unit)

Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.

Example:

- Working collaboratively, students make judgements and decisions (through recommendations) regarding effective educational supports for disadvantaged students.
- Students access and/evaluate information on a variety of tutoring opportunities associated with the Careers in Education program
- Begin to analyze and evaluate information and build a portfolio for [Anti-bias Instruction](#).
- Students participate and reflect on a variety of job-shadowing opportunities through self-directed learning and collaborative analysis. Experiences will be across the education field, across grade levels and across content areas.

Industry Standards and/or Competencies:

Recruiting Washington Teaching Standards

- 3.1 Understand that current commitment to equity and diversity is deeply connected to our democratic ideals and part of a long struggle for educational opportunity.
- 3.2 Apply knowledge of how schools are governed at federal, state, local, school, and classroom levels to identify possible avenues of action to address a current issue in education.
- 3.3 Research and present one issue of civil rights in education, tracing the history and current status of laws, policies, practices, and educator responsibility to address it through policy, practice, and interaction.

Washington State Teaching Standards

- 1.4 Create a safe, productive learning environment.
- 1.5 Planning curriculum for diverse student needs.
- 1.6 Ensuring cultural sensitivity and competence.
- 1.7 Integrating technology.
- 1.8 Involving and collaborating with families, neighborhoods or communities.
- 3.2 Collaborating and contributing to school improvement.

National Standards for Family and Consumer Sciences Education: Area of Study: Education and Early Childhood

- 4.1.4 Analyze the impact of education and services occupations on individual/family, local, state, national and global economies.
- 4.1.5 Create an employment portfolio to communicate education knowledge and skills.
- 4.2.1 Analyze child development theories and their implications for educational practices.
- 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.
- 4.2.3 Analyze cultural and environmental influences when assessing development of children.
- 4.2.4 Address specific developmental needs of children, youth, and adults based on assessment of their abilities.
- 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.

Aligned Washington State Academic Standards

English Language Arts: Common Core

Reading Literature

- RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.5 - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading: Informational Text

RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (addressed but not a priority standard)

RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1.C - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.E - Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.A - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.C - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.D - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.E - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3.A - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.C - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.D - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.A - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.B - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (Addressed but not a priority standard)

SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<p>L.11-12.2.B - Spell correctly.</p> <p>L.11-12.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.4.A - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Unit 5: College Access	Total Learning Hours for Unit: 80
<p>Unit Summary: This unit supports students to identify and overcome the barriers they may encounter along the pathway to teacher education or other careers. Students develop an educational plan that begins in high school and leads through higher education.</p>	
<p>Performance Assessments: (Districts to complete for each unit)</p> <p><i>Example assessments for this unit include:</i></p> <ul style="list-style-type: none"> • Precision Exams: 21st Century Skills – Post Test • Para Pro Certification Test • Visual representation of all employment opportunities within the education system. • Para Pro Job Application and Mock Interview • YouScience Career Aptitude Test • Professional portfolio: <ul style="list-style-type: none"> o Accumulation of evidence of course standards and participation in a showcase for parents, educators, and community. <ul style="list-style-type: none"> ▪ This can include lessons, assessments, reflections, pictures, projects, college process materials, certifications, micro-credentials, participation in and other pieces that reflect learning the standards. • College going participation: College visits with reflection, FAFSA completion, and financial comparisons of college options. For seniors, this includes college application completion, including essays, recommendations, parent participation and other required steps to the college application process. 	
<p>Leadership Alignment: (Districts to complete for each unit)</p> <p><i>Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Begin to <u>analyze and evaluate information</u> and build a portfolio for collaboration. 	

- Work creatively to create a children's literature pieces geared toward K-3.
- Communicate clearly to peers and targeted age group.
- Visit a variety of instructional settings: college visits, job-shadow visits to a variety of educational settings including an alternative setting, central office.

Industry Standards and/or Competencies:

Recruiting Washington Teaching Standards

- 6.1 Practice and refine reflective practice. Observing, connecting, interpreting, assessing, and applying lessons from experience to guide own learning.
- 6.2 Employ inquiry to guide own learning and development as an educator, posing questions, seeking information from a variety of sources, developing and testing solutions.
- 6.3 Participate in leadership opportunities that contribute to development of a professional identity and improvement of the school, community, or profession.
- 5.1 Explore higher education options and connect type of institution to educational and career opportunities.
- 5.2 Understand the costs and possible funding sources for higher education; complete FAFSA/WAFSA and grant and scholarship applications.
- 5.3 Draw on life history, self-assessment of strengths and goals, and education and work experiences to develop applications for college and scholarships.
- 5.4 Develop an educational plan that begins in high school and leads through higher education to a career in education or a field where your learning will be helpful.

Washington State Teaching Standards

- 1.1 Use multiple instructional strategies to address individual student needs, second language acquisition and culture and linguistic backgrounds.
- 1.2 Applying principles of differentiated instruction across content areas.
- 1.3 Use a variety of assessments to monitor and improve instruction.
- 1.4 Create a safe, productive learning environment.
- 1.5 Planning diverse curriculum for diverse student needs.
- 1.6 Ensuring cultural sensitivity and competence.
- 1.7 Integrate technology.
- 1.8 Involve and collaborate with families, neighborhoods and communities.
- 2.1 Utilize feedback and reflection to improve teaching practice.
- 3.1 Serve in formal and informal leadership roles.
- 3.2 Collaborate in contributing to school improvement.

National Standards for Family and Consumer Sciences Education: Area of Study: Education and Early Childhood

- 4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers in education.
- 4.1.3 Summarize education and training requirements and opportunities for career paths in education and educational services.
- 4.1.5 Create an employment portfolio to communicate education knowledge and skills.
- 4.1.6 Analyze the role of professional organizations in education.

4.6.1 Explore opportunities for continuing training and education.

4.6.5 Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services.

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.

Aligned Washington State Academic Standards

English Language Arts: Common Core

Writing

W.11-12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3.D - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (Addressed but not a priority standard)

W.11-12.3.E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

	<p>SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p>L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2.B - Spell correctly.</p> <p><i>L.11-12.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. (Addressed but not a priority standard)</i></p> <p><i>L.11-12.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (Addressed but not a priority standard)</i></p> <p>L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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Unit 6: Practicum	Total Learning Hours for Unit: 120
<p>Unit Summary: Different teacher academies refer to this section of the program as different things - practicum, fieldwork, internship - while meaning the same thing: a chance for students to engage in hands-on learning with younger students. Participants gain 90 to 120 hours of classroom experience each school year in their weekly internships. Organizing the practicum requires your district to recruit mentor teachers at local elementary and middle schools willing to host teacher academy students.</p>	
<p>Performance Assessments: (Districts to complete for each unit)</p> <p><i>Example assessments for this unit include:</i></p> <ul style="list-style-type: none"> 120 - hour practicum; During each of the 3, 40-hour practicums (at least two, at different grade levels or specialty areas), students create, plan, instruct, and assess two lessons. Following each lesson process, students complete reflections, participate in classroom seminar with other Careers in Education students, and gain greater understanding of the experiences through questioning and listening to others. 	

- Weekly participation in Education Seminar assessed through written reflections and collaborative discussions.
- The Careers in Education instructor will visit practicum classrooms, evaluate student performance, and gain feedback from cooperating teachers to inform students on how they reflect the standards and to provide questioning and feedback on improvement strategies.

Leadership Alignment: (Districts to complete for each unit)

Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.

Example:

Practicum:

- Students begin participation in an approximately 40-hour practicum with master teacher(s) in their choice of grade level and content area. Student learning will be both self-directed and collaborative.

Industry Standards and/or Competencies:

Recruiting Washington Teaching Standards

- 6.1 Practice and refine reflective practice. Observing, connecting, interpreting, assessing, and applying lessons from experience to guide own learning.
- 6.2 Employ inquiry to guide own learning and development as an educator, posing questions, seeking information from a variety of sources, developing and testing solutions.
- 6.3 Participate in leadership opportunities that contribute to development of a professional identity and improvement of the school, community, or profession.
- 5.1 Explore higher education options and connect type of institution to educational and career opportunities.
- 5.2 Understand the costs and possible funding sources for higher education; complete FAFSA/WAFSA and grant and scholarship applications.
- 5.3 Draw on life history, self-assessment of strengths and goals, and education and work experiences to develop applications for college and scholarships.
- 5.4 Develop an educational plan that begins in high school and leads through higher education to a career in education or a field where your learning will be helpful.

Washington State Teaching Standards

- 1.2 Use multiple instructional strategies to address individual student needs, second language acquisition and culture and linguistic backgrounds.
- 1.2 Applying principles of differentiated instruction across content areas.
- 1.3 Use a variety of assessments to monitor and improve instruction.
- 1.4 Create a safe, productive learning environment.
- 1.5 Planning diverse curriculum for diverse student needs.
- 1.6 Ensuring cultural sensitivity and competence.
- 1.7 Integrate technology.
- 1.8 Involve and collaborate with families, neighborhoods and communities.
- 2.1 Utilize feedback and reflection to improve teaching practice.
- 3.1 Serve in formal and informal leadership roles.
- 3.2 Collaborate in contributing to school improvement.

National Standards for Family and Consumer Sciences Education: Area of Study: Education and Early Childhood

- 4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers in education.
- 4.1.3 Summarize education and training requirements and opportunities for career paths in education and educational services.
- 4.1.5 Create an employment portfolio to communicate education knowledge and skills.
- 4.1.6 Analyze the role of professional organizations in education.
- 4.6.1 Explore opportunities for continuing training and education.
- 4.6.5 Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services.
- 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.

Aligned Washington State Academic Standards**English Language Arts: Common Core**Reading: Informational Text

- RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

- W.11-12.2.A - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2.C - *Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (addressed but not a priority standard)*
- W.11-12.2.D - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2.E - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening

SL.11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.B - Spell correctly.

	L.11-12.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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