

DELAWARE DEPARTMENT OF EDUCATION
CAREER & TECHNICAL EDUCATION



TEACHER ACADEMY PROGRAM OF STUDY
DRAFT OVERVIEW

August 2024

EDUCATORS RISING STANDARDS

Standard 1: Understanding the Profession

Rising educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.

Standard 2: Learning About Students

Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.

Standard 3: Building Content Knowledge

Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.

Standard 4: Engaging in Responsive Teaching

Rising educators learn how to respond to students' needs through thoughtful planning.

Standard 5: Implementing Instruction

Rising educators learn effective instructional strategies to engage students and promote learning.

Standard 6: Using Assessment and Data

Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.

Standard 7: Engaging in Reflective Practice

Rising educators learn how reflective practice enables them to advance student learning and grow professionally.

CROSS CUTTING THEMES

CCT1: CULTURAL COMPETENCE

Developing cultural competence, the ability to successfully teach students who come from a culture or cultures other than one's own, is fundamental to becoming a skilled teacher. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.⁶ To achieve this level of understanding and respect, rising educators must build cultural competence early in their journeys.

CCT2: FAIRNESS, EQUITY, AND DIVERSITY

Teachers must work vigilantly to provide all students with fair and equitable access to resources and learning opportunities. This means teachers must achieve clear-eyed understandings of historical context and work proactively to nurture an anti-bias learning environment. In addition to infusing these tenets into their practice, teachers should actively facilitate meaningful discussions with students about fairness, equity, and diversity. These conversations will prepare students as global citizens, helping them expand their worldviews and become productive members of a more just and equitable society.

CCT3: REFLECTIVE PRACTICE

Reflection is a habit of mind that is essential within all aspects of teaching, from planning through instruction, assessment, and adjustment. To promote student learning, teachers must find ways to evaluate themselves honestly and act responsively and resiliently. They must identify failures and successes so they can analyze their practice and determine what works in different contexts.

CCT4: ETHICS

Successful teachers commit themselves to be responsible, ethical professionals who do no harm. An ethical outlook guides their decision-making, inspiring them to elevate students' needs, honor diversity, and take action when necessary. It aligns their personal values and professional conduct. The responsibility that these teachers accept for their students, schools, communities, and profession encourages them to serve as role models in and out of the classroom.

CCT5: COLLABORATION

Building relationships through collaboration with students, peers, experts, leaders, families, and stakeholders is essential. It helps teachers strengthen their practice, enhance learning environments, and invigorate the profession. Thoughtfully aligned efforts between educators and stakeholders benefit students. Collaboration requires patience, hard work, and humility, but it is essential for any teacher who promotes student learning first and foremost.

CCT6: SOCIAL JUSTICE AND ADVOCACY

The teaching profession is a helping profession that advocates for education and opportunity for all. Rising educators' voices are important in working toward this vision. Teachers should be articulate and skilled in the ability to promote the interests of students and communities. They must learn the proper channels to take appropriate actions as change agents and to empower peers, students, and other stakeholders to express their views as well.

CCT7: SELF-EFFICACY

Promoting self-efficacy in students is about capacity-building — acquiring knowledge, skills, abilities, and dispositions to build confidence and achieve impact. Self-efficacy and empowerment develop when rising educators are recognized as important members of the teaching profession. They build networks, take initiative to broaden their perspectives, respond to feedback, reflect on what they learn, and proactively take on new projects.

Teacher Academy I: Intro to Ed
Teacher Academy I: Introduction to Education and Human Growth & Development

Course Description: Introduction to Education and Human Growth & Development provides students with an overview of the skills and knowledge necessary for a career in education. Students will explore aspects of the profession, including identity, bias, equity, inclusive learning environments, and skills of a culturally competent educator. Additionally, students will begin to develop an understanding of physical, cognitive (intellectual), social, and emotional development from birth through adolescence. Further, students will begin creating their educator portfolios, demonstrating their competency throughout the program.

Course Knowledge & Skills:

By the end of this course students will:

1. Explain the major theories of human development and apply those theories in the context of teaching and learning. Theories should be culturally diverse and address the developmental impacts for students from multiple backgrounds including race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age (40 or older), disability and genetic information.
2. Distinguish between typical and atypical development as it relates to each domain (Physical, Intellectual, Emotional, Social) for foundational knowledge for future instruction.
3. Describe and honor a variety of family structures, explain the factors of nature vs. nurture, and how diverse parenting styles & the community influence development.
4. Describe genetic and environmental variables during conception and birth that affect the development of intellectual abilities, personality, and psychological development through an equity and social justice lens (I.e. access to health care, healthy food options, cultural biases & barriers, etc).
5. Explain the domains for infancy, toddlerhood, preschool aged, middle childhood, and adolescence incorporating an equity and social justice lens.
6. Develop a reflective habit of mind as an essential aspect of teaching and find ways to evaluate themselves honestly and act responsively and resiliently. Students will identify failures and successes so they can analyze their practice and determine what works in different contexts.
7. Begin to develop cultural competency, the ability to successfully understand and value people who come from a culture or cultures other than one's own.
8. Work to understand personal biases and actively participate in meaningful discussions about fairness, equity, diversity, inclusion, and belonging.
9. Recognize the power and impact of their voice as change-makers in society, while developing advocacy skills.
10. Build relationships through collaboration with students, peers, experts, leaders, families, and partnerships, while acknowledging that collaboration requires patience, hard work, and humility, but is essential. They will build networks, take initiative to broaden their perspectives, respond to feedback, reflect on what they learn, and proactively take on new projects.

Unit 1: Welcome to Teacher Academy!

Recommendations	Notes	Experiences
Community Building (for classroom)		<ul style="list-style-type: none"> • Create community-building activities for the current classroom or their future classroom.
Growth mindset (opp. to introduce brain development, ex. neuroplasticity)		<ul style="list-style-type: none"> • Interview three teachers about growth mindset, and how they see that in themselves and their students. • Observe teachers' classrooms to determine if classroom materials encourage a growth mindset.
Identity	<ul style="list-style-type: none"> • Use concepts of identity before completing the self-identity project 	
Self-identity	<ul style="list-style-type: none"> • Who am I? 	
Introduction to speaking (PVLEGS)	<ul style="list-style-type: none"> • Adapt habits of effective speakers from Who Am I now 	<ul style="list-style-type: none"> • Students could do a mini how-to where they demo a strength and teach a class

Notes: For the first unit, we thought it was necessary to budget time specifically for community building. This does not need to be a structured lesson in the curriculum, but time should be allotted for it. Identity should act as a standalone to help students begin thinking about their self-identity.

Unit 2: Introduction to Development

Recommendations	Notes	Experiences
Norming courageous conversations		
Understanding Bias	<ul style="list-style-type: none"> Who are you (perspective and experiences that impact personal bias to connect with introduction to understanding how people develop) 	<ul style="list-style-type: none"> Create a panel of educators (teachers, counselors, student advisors, admin, students, etc.), students create questions and provide opportunity to discuss biases in education
Types of Development	<ul style="list-style-type: none"> Intro to child development (include nature v. nurture, pedagogy v. andragogy), PIES (or physical, cognitive, SE) 	
Foundational Theorist: (Piaget, Erikson, Vygotsky, Skinner, Maslow, Atkinson, Morten & Sue, Hammond)- Racial & Cultural Identity Development	<ul style="list-style-type: none"> Intro to child development (focus on the theorists that will be revisited in the course) 	

Notes: *The Human Growth and Development portion of the course was something that we considered at length. We decided that the materials need to be brought down to their most basic components in order to make space for the extremely important topics surrounding bias, cultural competence, and equity in the course. Units 2-5 are an attempt to honor the development pieces while also ensuring there is space for the new materials as well. This will require people to part with some portions of their lessons. It is important that we set the overall goal for the topic, and then use that to guide the direction for the materials taught.*

Norming Courageous Conversations will lead off this unit so that we can set the appropriate environment for having conversations around bias and equity. Since we have spent time building community, this gives us space to now engage in deeper topics.

Types of development can be an intro to terminology (physical, cognitive, and social emotional) as well as an opportunity to discuss some of the debates in development like nature v. nurture. Establishing the vocabulary early will provide context in the subsequent units.

We decided to add a diverse group of theorists to ensure students receive early exposure to them. Additionally, this supports the work we started in Unit 1 with identity (allowing students the opportunity to see themselves in the curriculum).

Unit 3: Prenatal to Toddlerhood

Recommendations	Notes	Experiences
Understanding equity	<ul style="list-style-type: none"> Who are we? 	<ul style="list-style-type: none"> Letter to community partner-- begin with a change you want to see in school related to equity, identify who would be the best audience for your letter.
Where/how /from whom does learning happen?	<ul style="list-style-type: none"> Revisit nature vs. nurture, family systems, Bronfenbrenner, etc. 	<ul style="list-style-type: none"> Bring in different school/district personnel that provide resources for students (homelessness, counselors, school psychologists, support staff)
Prenatal & Birth	<ul style="list-style-type: none"> (Presentation: hereditary & environmental, genetic abnormalities) -- purpose of this section should be to introduce the key details of development to reinforce the idea that these factors will impact the students that you work with. Help build awareness (should eliminate the topics that are not pertinent to meeting this goal) 	<ul style="list-style-type: none"> Presentation from prenatal nurse, OBGYN, representative from Planned Parenthood, Wellness Center
Infancy	<ul style="list-style-type: none"> (P/C/SE) 	<ul style="list-style-type: none"> Panel discussion with former students or current employees in early education centers
Toddlerhood	<ul style="list-style-type: none"> (P/C/SE) 	<ul style="list-style-type: none"> Campus tour of UD or DSU -- observation of lab school and meet with master teachers

Notes: For the first unit, we thought it was necessary to budget time specifically for community building. This does not need to be a structured lesson in the curriculum, but time should be allotted for it. Identity should act as a standalone to help students begin thinking about their self-identity.

Unit 4: Preschool to Middle Childhood

Recommendations	Original Location & notes	Experiences
<p>Inclusive learning environments/ Learning disabilities?</p>	<ul style="list-style-type: none"> • Who are we -- consider having someone who works with special education come into the class to discuss this with the students (opp. for exposure to other careers in education). Continuing to support a growth mindset that all students can succeed. • Include discussion of asset-based language • Question to consider: How do topics of equity, culturally responsive teaching, and inclusive curriculum overlap. Can you have one without the other? • This could include all levels of the exceptionalities spectrum, including gifted. An introduction to UDL would be helpful for future courses. 	<ul style="list-style-type: none"> • Interview special education instructor, leader, and/or support staff • Interview school psychologist about different learning disabilities and testing • Students could do a mini how-to where they demo a strength and teach class (card trick, dance move, how to create a Tik-Tok, tie a tie, etc.) • Could focus on teacher language “at-risk” kids, “struggling” learners, deficit speech during an IEP; deficit language seen or heard in other classrooms (teacher observation)
<p>Researching & understanding your community</p>		<ul style="list-style-type: none"> • Letter to community partners -- determine something you want to see in school, identify who would be the best audience for your letter. • Attend a school board meeting • Attend a PTA meeting • Interview/observe the person responsible for communicating with the school/district community • Visit/call/interview someone from local CBOs (JCC, Teen Sharp, Boys and

		Girls Club, YMCA, Special Olympics, Junior Achievement, Big Brother/Big Sister)
Preschool aged (3-5)	<ul style="list-style-type: none"> (P/C/SE) 	<ul style="list-style-type: none"> Observe early education centers. Volunteer at a local institution (zoo, children’s museum, etc.)
Middle childhood (school-aged), 6-12ish	<ul style="list-style-type: none"> (P/C/SE) 	<ul style="list-style-type: none"> Observe elementary school students Tutor or mentor elementary school students Job shadowing in an elementary school Volunteer at an elementary school event (ex. parent night, field day)

Unit rationale:

The Early Childhood and Middle Childhood stages will follow the same outline as the previous unit, focusing on P/C/SE development.

We added in understanding your community as the middle childhood students could be starting formal education for the first time and expanding their community view.

Unit 5: Adolescence

Recommendations	Original Location & notes	Experiences
Cultural competence & Zaretta Hammond	<ul style="list-style-type: none"> Who are you 	<ul style="list-style-type: none"> Letter to someone in the district--review materials for cultural competency (children's book, curriculum materials), propose changes
Adolescence 12-18	<ul style="list-style-type: none"> (P/C/SE) 	<ul style="list-style-type: none"> Create a plan for school improvement, present to administration Peer tutoring Observe a classroom teacher for developmentally appropriate strategies
School vs. Education	<ul style="list-style-type: none"> Optional Lesson (you can choose to do this now or move it to Level 2 depending on the needs of your students.) 	<ul style="list-style-type: none"> Letter to partners-- begin with a list of changes you want to see in school, identify who would be the best audience for your letter. (Beginning stages of advocacy that can be expanded upon based upon students.)

Unit rationale:

Having introduced students to cultural competence through Understanding Bias and Understanding Equity, our discussions on brain development and the cultural implications, we can now dig deeper with Cultural Competence and a deeper look at Hammond's study of the effects of bias and culture on the brain.

Here, we can also discuss issues impacting students at this stage of development such as: social media, smoking, eating, social and emotional wellness, healthy relationships, etc.

What's Next?

Recommendations

Optional for what works in your community:

- *Job options in your community*
- *Levels 2 & 3- preview?*
- *Credits*
- *Career research*
- *Introduce Portfolios*

Teacher Academy II: ECE Profession

Teacher Academy II: Early Childhood as a Profession

Course Description: Early Childhood as a Profession (ECP) explores the role of the teacher in the early childhood setting and how societal changes have impacted early childhood education. Students explore the responsibilities and opportunities of an effective teacher and consider the function of the teacher as a leader, while understanding the importance of the family. Students also identify personal attributes and professional goals to establish a path to becoming an early childhood professional. Additionally, students engage in a study of the effect of materials and space on learning.

Prerequisite: Teacher Academy I: Introduction to Teaching and Human Growth & Development

Course Knowledge & Skills:

By the end of this course students will:

1. Demonstrate knowledge of and sensitivity towards cultural/linguistic diversity to collaborate with families and establish appropriate routines, materials, and environments.
2. Identify, compare, and discuss barriers to learning and access to quality programming as it relates to equity.
3. Distinguish between healthy and unhealthy practices and implement educational activities that reflect developmentally appropriate practices to promote healthy lifestyles.
4. Integrate knowledge, skills, and practices required for safety to ensure a safe environment, including required reporting of suspected child abuse and neglect.
5. Model nutritional practices and implement activities that reflect an awareness of special circumstances, such as dietary restrictions, to promote healthy habits.
6. Explain guidelines for selecting developmentally appropriate toys, equipment, and educational materials to include diverse and inclusive materials that allow for self-expression.
7. Justify the importance of collaborative relationships between family and community in order to meet the needs of all children.
8. Explore and develop a repertoire of resources to meet the needs of the learner while assisting families in the community and guiding decision-making.
9. Summarize the characteristics, responsibilities, and roles of an early childhood education professional to ensure career readiness, including current trends.
10. Synthesize academic and practical knowledge to develop an ongoing professional portfolio that supports developmentally appropriate practice, knowledge of individual learner's needs, an appreciation of cultural and linguistic awareness, and reflects professional behavior and responsibilities.

Unit 1: Career Professional Opportunities

Recommendations	Notes
Intro to Professionalism	<ul style="list-style-type: none"> • Identify characteristics and dispositions of quality early childhood staff & educators and complete self-assessment • Culturally responsive educators & a diverse workforce • NAEYC Ethical standards • Professional qualifications • Teacher responsibilities
Career Opportunities	<ul style="list-style-type: none"> • Explore early childhood career options • Begin professional portfolio- <ul style="list-style-type: none"> ○ Resume, Cover Letter, References ○ Work Samples ○ Letters of Rec ○ Certifications/qualifications/Training • Mock Interview
Advocacy	<ul style="list-style-type: none"> • Social & Economic Change • Current issues (POC, ESOL, Childcare deserts)

Unit rationale: For this unit, we are laying the foundational groundwork for an understanding of early childhood education. Concepts also include professionalism for students and teacher responsibilities for the workforce.

Unit 2: Early Childhood Programs

Recommendations	Original Location & notes
Types of ECE Programs	<ul style="list-style-type: none"> • Types of early childhood programs including advantages and disadvantages <ul style="list-style-type: none"> ○ Family childcare ○ Childcare centers ○ Head Start / ECAP ○ Universal Pre-K ○ Kindergarten ○ School-age care ○ Laboratory Schools ○ Models such as Montessori, Reggio, etc • Financial Obligation of Families- Access and Opportunity
Quality Programs	<ul style="list-style-type: none"> • Developmentally Appropriate Practice (DAP) • Early Learning Foundation (ELF) • Licensing regulations <ul style="list-style-type: none"> ○ Delacare ○ License exempt programs • Accreditation <ul style="list-style-type: none"> ○ National Association for the Education of Young Children (NAEYC) ○ National Association for Family Child Care (NAFCC) • Program Evaluation <ul style="list-style-type: none"> ○ Quality Rating Improvement System (QRIS) ○ State Quality Rating System ○ ITERS/ECERS • Access and connection to Quality programming • Understanding and Incorporating UDL

Unit rationale: Provide foundational learning concepts of the workplace environments for early childhood educators and how to assess and license them.

Unit 3: Safety, Nutrition, & Health

Recommendations	Original Location & notes
Safety	<ul style="list-style-type: none"> • Safety Procedures <ul style="list-style-type: none"> ○ Fire safety ○ Weather and disaster emergencies ○ Evacuation and lockdown procedures ○ Sun safety ○ Poison safety • Signs of Child Abuse <ul style="list-style-type: none"> ○ Helping families <ul style="list-style-type: none"> ▪ Parenting classes ▪ Self-help/support ▪ Counseling ▪ Nutrition ▪ Teach children self-advocacy ○ Physical abuse ○ Sexual abuse ○ Emotional abuse ○ Neglect ○ Mandated reporting of child abuse ○ Comprehensive Background checks • Educator Trainings <ul style="list-style-type: none"> ○ SWD/MLL ○ McKinney-Vento ○ Military families ○ Migrant families ○ Child Abuse • Liability <ul style="list-style-type: none"> ○ Types of liability <ul style="list-style-type: none"> ▪ Personal ▪ Facility ○ Reporting and documentation ○ Confidentiality ○ DELACARE Regulations
Nutrition	<ul style="list-style-type: none"> • Nutritional Needs <ul style="list-style-type: none"> ○ Goals for good nutrition ○ Importance of healthy diets ○ Special accommodations- allergies, malnutrition, obesity, etc. • Meal Planning <ul style="list-style-type: none"> ○ MyPlate ○ DELACARE Regulations ○ Child & Adult Care Food Programs ○ Serving safe meals & snacks

	<ul style="list-style-type: none"> ○ Multicultural experiences ○ Food preferences
Health	<ul style="list-style-type: none"> ● First Aid <ul style="list-style-type: none"> ○ Introduce & importance of ○ Injuries and treatments ○ Choking ○ Dental emergencies ○ Burns ○ Splinters ○ Insect bites/stings ○ Fever ● Health Policies <ul style="list-style-type: none"> ○ Written health policies ○ Safe sleep environments ○ Health appraisals ○ Immunizations ○ Exclusion policy ○ Administering medications ○ Daily health inspections ○ Oral hygiene ○ Head lice ○ Environmental control ○ Hand washing ○ Sanitizing and disinfecting ○ Standard precautions ○ Notifying families ● Modeling Healthy Habits <ul style="list-style-type: none"> ○ Environmental factors that influence good health in children ○ Mental health supports for children and adults ○ Environments that support physical activity/universal design ○ Healthy classroom habits and environment ● Communicable diseases <ul style="list-style-type: none"> ○ Reporting & communicating with families ○ RSV ○ HFM ○ Pertussis ○ Other common sickness

Unit rationale: This unit provides students with basics on how to keep children safe and healthy to prevent common childhood illnesses. Instruction will include the impact of socio-economic, geographic, and other societal barriers on the safety, nutrition, and health components of early childhood education.

Unit 4: Physical Space

Recommendations	Original Location & notes
Indoor & Outdoor Space	<ul style="list-style-type: none"> • Organization • Accessibility • Delacare regulations • The Environment Rating Scale (ITERS, ECERS, SACERS, FCCERS)
Activity Areas	<ul style="list-style-type: none"> • Block Building • Art • Dramatic play • Sensory • Woodworking • Small manipulatives • Language • Music • Science • Technology • Eating • Napping • Quiet/soft space/safe place • Outdoor space
Furniture and outdoor equipment	<ul style="list-style-type: none"> • Developmentally appropriate • Color/size choices • Materials and durability • Cost
Regulations	<ul style="list-style-type: none"> • Delacare • Supervision • Traffic patterns • ADA compliance
<p><u><i>Unit rationale:</i></u> Students will understand the areas and components of an early childhood center and what is included in classrooms. Instruction will include the impact of socio-economic, geographic, and other societal barriers on the physical space of an early education center.</p>	

Unit 5: Equipment and Educational Materials

Recommendations	Original Location & notes
Materials Selection	<ul style="list-style-type: none"> • The impact of representation in materials on learning and sense of belonging • Developmentally appropriate toys & equipment • Educational materials that are diverse and inclusive • Materials allow for child self-expression • Books include a diverse set of family structures, languages, ethnicities, races, genders, traditions, cultures
Sources & Methods for purchasing	<ul style="list-style-type: none"> • Grants & funding • Cost of materials
Updating Materials	<ul style="list-style-type: none"> • Frequency of material updates • Inspections of current equipment
<p><u>Unit rationale:</u> Provide students with the opportunity to explore toys, equipment, and materials necessary to facilitate unbiased learning in an early childhood setting. Instruction will include the impact of socio-economic, geographic, and other societal barriers on educational materials and resources included in early childhood education.</p>	

Teacher Academy II: K12 Profession

Teacher Academy II: K12 Education as a Profession

Course Description (Include Prerequisites):

K-12 Education as a Profession explores the role of the educator in the past, present, and future in order to understand the importance of education professionals in *our changing and diverse* American society and their historical significance and social impact. Students explore the responsibilities and opportunities of an effective educator at various grade bands and consider the function of the educator as a leader *to meet the needs of diverse learners*. Students also identify personal and professional goals to establish a path to becoming an educator.

Prerequisite: *Teacher Academy I: Introduction to Teaching and Human Growth & Development*

Course Knowledge and Skills (what students will know and be able to do):

By the end of this course, students will:

1. Assess the qualities of an effective educator and describe how those qualities impact student achievement. Compare and contrast personal qualities with those of an effective educator to predict future success.
2. Articulate a personal philosophy of education in order to provide an explanation of values and beliefs as they relate to the education field and reflect to determine how they change over time.
3. Examine the roles and responsibilities of the educator at various grade bands and positions, identifying positive and negative attributes of each. Describe options for educators in different settings such as public, parochial, private, or charter.
4. Describe the pathway to becoming an educator and outline a personal plan for a career in education. Discuss the importance of educators as life-long learners.
5. Analyze societal issues impacting education to develop cultural competence and awareness to create and maintain inclusive learning environments that meet the needs of all learners.
6. Identify and address bias and discrimination in education by recognizing and challenging bias in educational materials and practices, creating strategies for responding to and preventing discrimination in educational settings, and promoting a culture of respect and inclusivity.
7. Chart major events in the history of education and summarize the implications for current and future educators.
8. Explain how politics and public policies have shaped current educational practice. Identify major court cases related to education and their authority in the classroom setting.
9. Explore how educators can promote advocacy through education organizations and their understanding of school governance to foster positive changes in the field.
10. Explore the ethical dilemmas educators encounter and apply a comprehensive understanding of the code of ethics for educators to describe the implications for students and teachers to demonstrate professionalism.
11. Recognize the importance of the relationship between the family, the community, and the school and its impact on student success.

Unit 1: Why Education?

Recommendations	Notes
Personal Philosophy of Teaching (Pre-Assessment)	
Teacher Shortages	<ul style="list-style-type: none"> • Job opportunities • Need for diverse teachers • High need areas (Review High Needs Scholarships)
Rewards & Challenges in Teaching	<ul style="list-style-type: none"> • Intrinsic value • Joy of working with children • Impact on the future • Benefits (retirement, health, schedule) • Student Behavior • Curriculum Challenges • Various Types of Support & Need for Support
Debunking Teaching Myths	<ul style="list-style-type: none"> • Perspectives on teaching
Reflection	<ul style="list-style-type: none"> • Consistent educator practice • Reflection leads to growth • Taking advantage of growth opportunities
Careers in Education	
Student Goal Setting and Determining Collegiate Path	
Licensure and Certification	<ul style="list-style-type: none"> • College coursework and degrees • Certification requirement • Certification testing • Contemporary issues in certification

Unit Rationale:

Students will start with a pre-assessment to gauge their thoughts on education before the course begins. Students will explore the profession of education and take a deeper look into the realities of what happens in classrooms across the nation. Then, students will explore the challenges and rewards of entering the teaching profession and discuss different myths they've encountered regarding what teaching is and what it is not. We will ensure that students understand the need for more teachers. Reflection as an essential tool for teacher growth will be reviewed and practiced.

Unit 2: Effective Educators

Recommendations	Notes
Qualities of Effective Educators	<ul style="list-style-type: none"> • Professional dispositions • Attitude towards children • Attitude towards peers and parents • Attitude toward the subject matter • Attitude toward self • Participation in continued professional learning
Educator Evaluation System	<ul style="list-style-type: none"> • Ex. DTGSS • Rubric review • Practice using the rubric • Support for teachers • Professional Standards
Employability Skills	<ul style="list-style-type: none"> • Resume/Cover letter • Interview Skills

Unit Rationale:

Students will understand that teachers have an evaluation process in place that is used as a tool to help them identify where they stand as an educator and as well as a growth tool that will help them improve and strengthen their craft. Students will understand that teachers have specific qualities that make them effective teachers and that includes their disposition attitude and knowledge base.

Unit 3: Societal Issues	
Recommendations	Notes
Societal issues that impact schools and learning	Mental Health Bullying Poverty Substance Abuse Violence Sexual Harassment Book Bans Politics & Legislation Immigration Issues Culturally Norms & Bias Digital Literacy Environmental Literacy
Societal issues that impact teaching	
Societal issues that impact communication with families	
<p><u>Unit Rationale:</u> <i>Students will understand that there are societal issues that impact schools. The American society is ever changing, and educators need to adjust and adapt to students' changing needs. Students will gain a deep understanding on the issues, their impacts on schools and how educators can support students who are experiencing societal issues.</i></p>	

Unit 4: Diversity in Education	
Recommendations	Notes
Student/Teacher Diversity	<ul style="list-style-type: none"> • Research areas of diversity • Review staff data
Culturally Responsive Education	
Impacts of diversity on teaching	
Diversity in children's books	<ul style="list-style-type: none"> • Evaluate bias
<p><u>Unit Rationale:</u> <i>Students will review areas of diversity and their impacts on teaching. Students will review bias and discrimination and evaluate school resources for bias or discrimination. Students will also review the impacts of a diverse teaching staff on student learning.</i></p>	

Unit 5: History of Education

Recommendations	Notes
Evolution of education	
Educational careers throughout history	
Impacts of politics on education	<ul style="list-style-type: none"> • Important historical public policies that affect education • how does both national and state legislation impact the classroom and curricular efforts? (e.g., IDEA, FAPE, HB 198, SB4....etc.
Impacts of current events on education	<ul style="list-style-type: none"> • This could include that state and nation's literacy crisis and how states have responded with legislation that requires evidence based instruction in the science of reading

Unit rationale:

Students will review major education events throughout history and chart them chronologically. Students will evaluate the impact of historical events on the current educational system. Students will describe how classrooms have evolved over time. Students will analyze how the role of an educator has evolved over time. The role of politics and public policy in the evolution of education will be considered. Comparing and contrasting education throughout various time periods.

Unit 6: School Systems & Advocacy

Recommendations	Notes
Public Educational Policies Shaped by Court Cases	
Comparative Education	<ul style="list-style-type: none"> • Education systems in other Countries <ul style="list-style-type: none"> ○ <i>Smartest Kids in the World</i>
Organizational Structures & Roles Within Education	<ul style="list-style-type: none"> • US Department of Education • State Department of Education • State and Local School Boards • School Districts • Types of Schools <ul style="list-style-type: none"> ○ Public/Charter ○ Private/parochial ○ Alternative Placements ○ Virtual/Online School • Review LEA policies and how they are developed
Advocating for Student Learning and the Profession	<ul style="list-style-type: none"> • Fostering a collaborative culture to promote educator development & student learning • Promoting professional learning for continuous improvement • Outreach and collaboration with families and communities

Unit rationale:

Students will review the impacts of major court cases on education. Students will gain an understanding of the organizational structure of the government with regard to the school system. Students will understand how and use this understanding of the laws and systems to advocate for improved educational opportunities for all students.

Unit 7: Ethical Teaching	
Recommendations	Notes
Code of Ethics for Educators	<ul style="list-style-type: none"> NASDTEC Model Code of Ethics Compare other education professional Code of Ethics, such as school counseling, school psychologist, etc.
Addressing Ethical Dilemmas	
Rights & Responsibilities	<ul style="list-style-type: none"> Teachers' and Students' Rights & Responsibilities
<p><u>Unit rationale:</u> <i>Students will gain a comprehensive understanding of the principles of the code of ethics. Students will then use this understanding to provide solutions to ethical dilemmas. The importance of professionalism in education and the consequences for educators who do not adhere to the code will be discussed.</i></p>	

Unit 8: My Path to Education (Portfolio Development)	
Recommendations	Notes
Resume	
Cover Letter	
Career Plan / Student Success Plan	
Philosophy of Education	
<p><u>Unit rationale:</u> <i>Students will create a resume and cover letter. Students will develop a career plan for their future. Students will revise and revisit their philosophy of education from the first unit. All documents will be compiled into a portfolio that was begun in level 1 and will be built upon in level 3.</i></p>	

Teacher Academy III: ECE Instruction

Teacher Academy III ECE: Curriculum & Instruction

Course description (include prerequisites):

Students enrolled in this class will explore the components of quality childcare programs and incorporate knowledge and practices for engagement in facilitating an early childhood classroom. Students will explore professionalism in the industry and establish professional practices for implementing the curriculum.

Prerequisite: Teacher Academy I Human Growth and Development and Teacher Academy II Early Childhood Teaching as a Profession

Course knowledge and skills (what students will know and be able to do):

By the end of this course, students will:

1. Compare the components of quality early childhood programs to establish and maintain safe and developmentally appropriate practices such as early learning standards, licensing regulations, curriculum, accreditation, and evaluation.
2. Demonstrate knowledge of developmentally appropriate practices to create an intentional and engaging classroom that is responsive to the needs of all children.
3. Utilize knowledge for developmentally appropriate practices to design indoor and outdoor spaces of optimal learning.
4. Support the importance of the teacher's role in facilitating children's play and exploration to aid in constructing their knowledge.
5. Describe the steps in planning for instruction based on formative and summative data, prior learning, and student interest.
6. Prepare a standards-based lesson plan for delivery and evaluation.

Unit 1: Career and Professional Opportunities

Recommendations	Notes	Experiences
Introduction to Professionalism: Identify professional qualities to include the characteristics of quality early childhood staff; deposition, effectiveness, and a self-assessment of teacher characteristics	<ul style="list-style-type: none"> • Condensed 1st 3 and eliminated 3rd 	<ul style="list-style-type: none"> • Conferences and webinars for PD
NAEYC Ethical Standards	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Class presentation as to which Code of Ethics standard they feel is most important, and why
Teacher Responsibilities	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • ECE classroom teacher come to speak on their experiences • Include screenings, formal & informal assessments
Explore Early Childhood Career Opportunities	<ul style="list-style-type: none"> • Create a DEEDS account • ECIC Career Advisement • Explore Scholarship opportunities • College tours and guest speakers • Exploratory interviews 	<ul style="list-style-type: none"> • Shadow industry partner • Participate in college and career fair • Look at jobs not directly in classrooms, but still in ECE (therapists, family service workers, etc)
Building a Professional profile and participating in mock interviews	<ul style="list-style-type: none"> • Create a LinkedIn page and highlight your skill set 	<ul style="list-style-type: none"> • Industry Partners come in to help with interviews • ECIC Career Advisement

Unit 2: Daily Routines and Classroom Management		
Recommendations	Notes	Experiences
Importance of Routines		<ul style="list-style-type: none"> • Nemours as a resource • Easter Seals B3 therapists
Daily schedule based on appropriate regulations		<ul style="list-style-type: none"> • Class field trips to centers
Transitioning (Visual and auditory)		<ul style="list-style-type: none"> • Shadowing • Easter Seals B3 therapists
Requirements of Classroom Management		
Behavioral challenges including calming strategies, sensory sensitivities, and conflict management		<ul style="list-style-type: none"> • Behavioral specialists • Early Childhood Mental Health Consultants • Easter Seals B3 therapists

Unit 3: Curriculum Planning and Implementation		
Recommendations	Notes	Experiences
Developmentally appropriate practice		<ul style="list-style-type: none"> • NAEYC; deaeyc • Also, include screening/assessment review & individualization of lessons
Delaware Early Learning Foundations	<ul style="list-style-type: none"> • Standard incorporation and review 	<ul style="list-style-type: none"> • ECIC • DIEEC has a training on this
Learning targets/objectives/themes		<ul style="list-style-type: none"> • TSG - (also used as domains for the De Early Learner Survey for Kindergarteners)
Objectives of field trip experiences		<ul style="list-style-type: none"> • Field experience to ECIC • Design a field trip that is Developmentally appropriate, meets all regs, etc. & “pitch” it to the class tying it to standards appropriate for the age group & being mindful of SES of community/district

Unit 4: Observation and Assessment

Recommendations	Notes	Experiences
Developmentally appropriate practice: includes type and purpose for observing, screening, and assessment		<ul style="list-style-type: none"> • Brain Science institute • NAEYC standards
Use of documentation (Portfolio, referrals, planning, and family collaboration)		<ul style="list-style-type: none"> • DIEEC had an incredible portfolio building training for ECE professionals
IEP/IFSP	<ul style="list-style-type: none"> • Create an infographic using Canva about the disorder 	<ul style="list-style-type: none"> • Educational diagnostician • Family of a child with an IEP/IFSP <ul style="list-style-type: none"> • Easter Seals B3 therapists
Developmental goals		<ul style="list-style-type: none"> • Higher Ed Professors who teach <ul style="list-style-type: none"> • Easter Seals B3 therapists • How do developmental goals change based on disabilities
Performance Indicators		

Unit 5: Importance of Family and Communities

Recommendations	Notes	Experiences
Recognition of parents/guardians as a child's first teacher		<ul style="list-style-type: none"> • Center directors as guest speakers • Parents as Teachers program - polytech; Delaware Readiness Teams <ul style="list-style-type: none"> • Easter Seals B3 therapists
Communicating with parents and community members	<ul style="list-style-type: none"> • Write welcome letters/weekly updates; newsletters 	<ul style="list-style-type: none"> • Parents of preschool students <ul style="list-style-type: none"> • Easter Seals B3 therapists
Communicating opportunities for extended learning within the community or at home		<ul style="list-style-type: none"> • Community service learning plans • Books, balls, blocks through Delaware Readiness Teams; Summer Reading Program at libraries • Little free libraries • Macaronikid • DE Library Card with museum access pass • State parks (also free entrance with library card)
Appreciating diversity of the families and the community		<ul style="list-style-type: none"> • Easter Seals B3 therapists
Utilize outside community members as sources to build learning opportunities		<ul style="list-style-type: none"> • Build a community resource file on google drive or in a binder - can also be used towards CDA requirements • Using local school districts for summer food services (ensuring Maslow needs are met)

Unit 6: Curriculum Development of Literacy Experiences

Recommendations	Notes	Experiences
Storytelling and circle time to promote whole-child development		<ul style="list-style-type: none"> • Librarian • Read aloud DE
Types of children's books and selecting books that are all inclusive		<ul style="list-style-type: none"> • Read Aloud DE; pragmaticmom.com - great website for inclusive & diverse book lists
Reading aloud	<ul style="list-style-type: none"> • Practicing reading out loud 	<ul style="list-style-type: none"> • Reading therapy dogs at libraries?
Extending literacy beyond books	<ul style="list-style-type: none"> • Puppet show • Include Environmental and Digital Literacy Introduction 	<ul style="list-style-type: none"> • DE Master Gardeners program through UD Ext Co Op
Teacher's roles in supporting literacy		<ul style="list-style-type: none"> • Keeping it DAP
Adaptations and accommodations		<ul style="list-style-type: none"> • Using sign language & simple stories (brown bear, brown bear) • Easter Seals B3 therapists • Asl in classroom to support language acquisition & exposure needs of all students

Unit 7: Play Experiences

Recommendations	Experiences
Play experience to promote whole-child development	<ul style="list-style-type: none"> • Children’s Museum ; DE Natural History Museum
Dramatic Play centers	<ul style="list-style-type: none"> • Delaware Parks and Nature Trails • James Farm Eco Preserve? •
Outdoor play	<ul style="list-style-type: none"> • Benefits of free outside play & structured/teacher led activities
Socio-dramatic play	<ul style="list-style-type: none"> •
Stages of play	<ul style="list-style-type: none"> • Easter Seals B3 therapists
Stages of material use in play	<ul style="list-style-type: none"> • How to scaffold & teach with basic materials • Can learn about gravity with blocks, cars, and ramps but can’t do that if they don’t learn how to stack the blocks
Teacher’s roles in supporting learning	<ul style="list-style-type: none"> • Easter Seals B3 therapists • Keeping it DAP
Adaptations and accommodations	<ul style="list-style-type: none"> • Easter Seals B3 therapists • Asl in classroom to support language acquisition & exposure needs of all students

Unit 8: Curriculum Development and Art Experiences

Recommendations	Experiences
Art experience to promote whole-child development	<ul style="list-style-type: none"> • Art Therapist
Process centered art v. product centered art	<ul style="list-style-type: none"> • Benefits of messy play (ooey gooey lady)
Techniques in guiding art experiences	<ul style="list-style-type: none"> •
Stages of skill development	<ul style="list-style-type: none"> • Easter Seals B3 therapists
Supplies, tools, and technology	<ul style="list-style-type: none"> •
Sensory experiences	<ul style="list-style-type: none"> • Easter Seals B3 therapists
Teacher's roles in supporting art experiences	<ul style="list-style-type: none"> • Keeping it DAP
Adaptations and accommodations	<ul style="list-style-type: none"> • Easter Seals B3 therapists • Asl in classroom to support language acquisition & exposure needs of all students

Unit 9: Curriculum development for prewriting experiences

Recommendations	Experiences
Prewriting experiences to promote the whole-child development	<ul style="list-style-type: none"> Occupational/Physical therapist
Objectives of writing experiences	<ul style="list-style-type: none">
Prewriting skills	<ul style="list-style-type: none"> Non-writing activities exploration that builds FM skills (monkey bars, rolling & playing with playdough, etc)
Techniques for encouraging writing	<ul style="list-style-type: none"> Writing in sand, tracing letters forming letters with playdough or materials, etc
Tools, and technology	<ul style="list-style-type: none">
Teacher's roles in supporting Pre-writing Experiences	<ul style="list-style-type: none"> Easter Seals B3 therapists
Teacher's roles in supporting learning	<ul style="list-style-type: none"> Easter Seals B3 therapists Keeping it DAP
Adaptations and accommodations	<ul style="list-style-type: none"> Foam curlers on markers to make them larger/easier to grip, triangle crayons, etc. Do a loose parts activity with the students to have them create their own easy accommodations Easter Seals B3 therapists ASL in classroom to support language acquisition & exposure needs of all students

Unit 10: Curriculum Development of Math Experiences

Recommendations	Experiences
Math experiences to promote the whole-child development	<ul style="list-style-type: none"> • Engineer guest speaker • Bank guest speaker
Objectives of math experiences	<ul style="list-style-type: none"> • Stand By Me
Materials and experiences that the promote development of math	<ul style="list-style-type: none"> •
Integrating STEM	<ul style="list-style-type: none"> •
Teacher's role in supporting math experiences	<ul style="list-style-type: none"> • Easter Seals B3 therapists
Teacher's roles in supporting math learning	<ul style="list-style-type: none"> • Keeping it DAP
Adaptations and accommodations	<ul style="list-style-type: none"> • Easter Seals B3 therapists • Asl in classroom to support language acquisition & exposure needs of all students

Unit 11: Curriculum Development of Science

Recommendations	Experiences
Science experiences to promote the whole-child development	<ul style="list-style-type: none"> • Delaware Parks • James Farm Eco Preserve
Objectives of science experiences	<ul style="list-style-type: none"> •
Materials and experiences that the promote development of science	<ul style="list-style-type: none"> •
Integrating STEM	<ul style="list-style-type: none"> •
Teacher's role in supporting science experiences	<ul style="list-style-type: none"> • Easter Seals B3 therapists
Teacher's roles in supporting science learning	<ul style="list-style-type: none"> • Keeping it DAP
Adaptations and accommodations	<ul style="list-style-type: none"> • Easter Seals B3 therapists • Asl in classroom to support language acquisition & exposure needs of all students

Unit 12: Curriculum development of Social Studies	
Recommendations	Experiences
S. S. experiences to promote the whole-child development	<ul style="list-style-type: none"> • Historic new castle tour • Ross Mansion • Cape Henlopen bunkers & towers • Fort Delaware • Any local junior ranger program
Objectives of S.S. experiences	<ul style="list-style-type: none"> • More importantly, what does SS look like in ECE (being able to tell police when they are lost and what their parents names are, where they live, etc); basic geography & community building (buildings, roads, signs),
Materials and experiences that promote the development of S.S.	<ul style="list-style-type: none"> • Jr ranger program
Teacher’s role in supporting S.S. experiences	<ul style="list-style-type: none"> • Easter Seals B3 therapists
Teacher’s roles in supporting S.S. learning	<ul style="list-style-type: none"> • • Keeping it DAP
Adaptations and accommodations	<ul style="list-style-type: none"> • Easter Seals B3 therapists • Asl in classroom to support language acquisition & exposure needs of all students

Unit 13: Curriculum Development of Music and Movement Experiences

Recommendations	Experiences
M & M experiences to promote the whole-child development	<ul style="list-style-type: none"> • Music Therapist
Objectives of M & M experiences	<ul style="list-style-type: none"> •
Materials and experiences that the promote development of M & M	<ul style="list-style-type: none"> •
Benefits of M & M experiences	<ul style="list-style-type: none"> • Easter Seals B3 therapists
Teacher's role in supporting M & M experiences	<ul style="list-style-type: none"> • Keeping it DAP
Teacher's roles in supporting M & M learning	<ul style="list-style-type: none"> • Keeping it DAP
Adaptations and accommodations	<ul style="list-style-type: none"> • Easter Seals B3 therapists • Asl in classroom to support language acquisition & exposure needs of all students

Teacher Academy III: K12 Instruction
Teacher Academy III: K12 – Foundations of Curriculum & Instruction

Course description (include prerequisites):

Foundations of Curriculum and Instruction explores curriculum delivery models in response to the learner's needs. Emphasis is placed on the development and implementation of a variety of instructional materials that promote learning, a supportive classroom environment, and high-quality instruction. Students develop lesson plans and assessments while practicing appropriate classroom management techniques to maximize the learning process for every student. Students will also engage in lesson internalization protocols that support understanding of instructional components using high quality standards aligned instructional materials.

Prerequisite: Teacher Academy I Human Growth and Development and Teacher Academy II K12 Teaching as a Profession

Course knowledge and skills (what students will know and be able to do):

By the end of this course, students will:

1. Identify the process to create a positive, inclusive, and safe classroom environment
2. Identify and describe how content standards are organized within the curriculum and how this impacts instruction.
3. Describe multiple methods for assessing student learning and identify when it is appropriate to use each.
4. Describe the steps in planning for instruction based on formative and summative assessment data, prior learning, and student interests.
5. Evaluate standards aligned instructional material to be implemented within a lesson.
6. Demonstrate how to use appropriate strategies to differentiate instruction for individual learners.
7. Prepare, deliver, evaluate, and revise a standards-based lesson plan.

Unit 1: Creating Safe Classroom Environments

Recommendations	notes	Experiences
different approaches to structure classroom management to optimize student learning and minimize behavior	<ul style="list-style-type: none"> • Reward systems • Seating charts • Seating Arrangements 	<ul style="list-style-type: none"> • Implement in FCI classroom • Observe classrooms during the day to note classroom structure, guidelines, learning environment
class guidelines enhance the learning environment.	<ul style="list-style-type: none"> • Procedures/expectations • Class Contract 	<ul style="list-style-type: none"> •
foster relationships by getting know student attributes and interests	<ul style="list-style-type: none"> • Team building • Getting to know you activities 	<ul style="list-style-type: none"> • Create activities for FCI class
all learning environments consider all student cultures and backgrounds	<ul style="list-style-type: none"> • Surveys • inventory 	<ul style="list-style-type: none"> •
Growth Mindset		<ul style="list-style-type: none"> • Create activities for FCI class
Social Emotional Learning		<ul style="list-style-type: none"> • Create activities for FCI class

Unit rationale:

Students will be able to understand different approaches to classroom management, create safe learning environments and understand the purpose of classroom guidelines. Students will learn about the value of fostering relationships and getting to know students' cultures and backgrounds. Students will learn how to incorporate growth mindset and social emotional learning. Students will know that creating a well-structured, safe environment where all students feel included benefits learning.

Unit 2: Curricular Components

Recommendations	notes	Experiences
Components/Types of a Curriculum	<ul style="list-style-type: none"> • Subject-centered design • Learner-centered design • Problem-centered design • High Quality Standards Aligned Instructional Materials 	<ul style="list-style-type: none"> • Interview Curriculum Specialist
Standards and reforms	<ul style="list-style-type: none"> • CCSS • Next Generation Science Standards • World Language Content Standards • Visual and Performing Arts Standards • Social Studies Standards • Health/PE Standards • Driver's Education Standards • media literacy standards • financial literacy standards • computer science standards 	
Societal and community values	<ul style="list-style-type: none"> • Setting changes curriculum 	
Roles of stakeholders/partners (teachers, students, parents, administrators, school board, community leaders)	<ul style="list-style-type: none"> • influences on curriculum 	<ul style="list-style-type: none"> • Stake-Holder Visit
Connections between curriculum, standards and instruction	<ul style="list-style-type: none"> • How does it align? • Learning Goals • Bloom's Taxonomy • Depth of Knowledge 	

Unit rationale: Students will be able to recognize the connections between curriculum, standards and instruction. Students will understand that the curriculum is developed or selected with many stake-holders and reflects societal and community values. Students will know that curriculum is rooted in standards and is often reformed over time.

Unit 3: Assessments

Recommendations	notes	Experiences
Types of Assessments	<ul style="list-style-type: none"> • formative/Summative • Formal/informal • Diagnostic / Screening • Tests, Quizzes, Writing, Projects, 	
Grading Policies	<ul style="list-style-type: none"> • District/School- Based • Grade Level 	
Effective Feedback	<ul style="list-style-type: none"> • Formal/Informal • Error Analysis 	
Rubrics	<ul style="list-style-type: none"> • Holistic/Analytic • General/Task Specific • Traits of Effective Rubrics 	
Standardized Testing/Assessments/Measurers	<ul style="list-style-type: none"> • Pros/Cons • Bias • Testing validity 	
Evidence-Based Decision Making and student data analysis to guide instruction	<ul style="list-style-type: none"> • Assessment Prompts (formative checks for understanding) Guide Instruction 	

Unit rationale: Students will be able to differentiate between types of assessments and their purposes. Students will learn about grading policies and how they are applied. Students will practice creating assessments and rubrics and understand how these tools can be used to give effective feedback. Students will review standardized testing. Students will learn how to make evidence-based decisions from assessment data.

Unit 4: Lesson Planning

Recommendations	notes	Experiences
Components of a lesson plan	<ul style="list-style-type: none"> • Backwards Design- Plan assessments first • Exploring lesson internalization and delivery of instruction using high quality instructional materials 	<ul style="list-style-type: none"> • Teach classmates or younger students • Plan lessons collaboratively with peers (PLC model) • Author/Content Visit/Field Trip- lesson plan based on experience
Essential questions	<ul style="list-style-type: none"> • Traits of effective EQs 	<ul style="list-style-type: none"> •
Alignment to standards	<ul style="list-style-type: none"> • Learning Goals • Interdisciplinary standard connections 	<ul style="list-style-type: none"> •
Activating strategies	<ul style="list-style-type: none"> • Prior Knowledge • Build background • Spark Interest 	<ul style="list-style-type: none"> •
Instructional Strategies	<ul style="list-style-type: none"> • Gradual Release • Collaborative Strategies • Organization of learning • Integration of Literacy (Including Digital and Environmental) 	<ul style="list-style-type: none"> • Content Specialist class visit
Summarizing	<ul style="list-style-type: none"> • Check Understanding • Review/Reflect 	<ul style="list-style-type: none"> •
Implementation of differentiated instruction and accommodations	<ul style="list-style-type: none"> • Planned ahead • Timing/Frequency/Materials 	<ul style="list-style-type: none"> •
Higher-order thinking skills	<ul style="list-style-type: none"> • Bloom's Taxonomy / Depth of Knowledge 	<ul style="list-style-type: none"> •
Lesson reflection & revisions	<ul style="list-style-type: none"> • DTGSS Rubric 	<ul style="list-style-type: none"> • Video lesson delivery

Unit rationale: Students will learn the entire lesson planning process and create standard based lesson plans using all of the components, as well as lesson internalization and delivery of instruction using high quality instructional materials. Students will learn about backwards design to plan with assessment and learning goals in mind. Students will include higher order thinking activities. Students will plan instruction based on formal and informal assessment data, Students will reflect on their lessons.

Unit 5: Introduction to Exceptional Learners

Recommendations	notes	Experiences
Types of exceptional learners	<ul style="list-style-type: none"> • 14 categories of disabilities from IDEA • Gifted and Talented • ADHD • Dyslexia • MLL 	<ul style="list-style-type: none"> • Admin/Special Ed Coordinator • Guest Speaker
Elements of differentiation	<ul style="list-style-type: none"> • Accommodations • Modifications • Assistive Technology • Scaffolded Instruction 	<ul style="list-style-type: none"> • Visit specialized classrooms
IEP & IDEA/ADA	<ul style="list-style-type: none"> • IEP vs. 504 • Challenges 	<ul style="list-style-type: none"> • Review sample IEPs/504s
Evaluations, programs, & services	<ul style="list-style-type: none"> • Diagnosis • MTSS Tiers & Supports • Social Emotional Supports 	<ul style="list-style-type: none"> • MTSS team member class visit
Communication with Families	<ul style="list-style-type: none"> • Strategies • Informational Pamphlets • Prepare for IEP meeting 	
Supporting MLL Students	<ul style="list-style-type: none"> • Strategies and Supports • WIDA Language Levels 	

Unit rationale: Students will learn how to plan instruction to meet the needs of individual learners. Students will understand the basics of special education, IDEA, Categories of disabilities, elements of differentiation and MTSS. Students will learn that there are many ways to modify and accommodate lessons and activities while allowing students to apply higher order thinking. Students will understand the IEP process and how family members are included.

Unit 6: My Path to Education (Portfolio Development)

Recommendations	Original Location & notes	Experiences
Career Plan	Revise and Update	<ul style="list-style-type: none"> •
Exemplar Lesson Plan	Include Reflection	

Teacher Academy IV: Except Child
Teacher Academy IV: Exceptional Children

Course Description (include prerequisites):

Exceptional Children examines the diverse needs and characteristics of exceptional learners and explores the complexities of special education law. Students develop an IEP and use assessment and performance data to make decisions that support individuals with exceptional learning needs. Students use instructional methods grounded in theory and research and learn about student motivation and classroom management in the content of exceptional learners.

Prerequisites: Level and II required; Level III recommended but not required

Course knowledge and skills (what students will know and be able to do):

By the end of this course students will:

1. Describe federal legislation and landmark court cases in special educational law and their impact on contemporary practice with an awareness of cultural responsiveness
2. Develop and understand critical components of an Individualized Educational Plan (IEP) 504 and examine evidence-based instructional strategies and materials to support and advocate for exceptional learning needs.
3. Utilize industry vocabulary surrounding special education and be proficient in effectively communicating strategies to all involved.
4. Characterize exceptional children as defined by the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA).
5. Explain the characteristics, methods of identification and assessment, educational techniques, and education placement alternatives for gifted and talented and special education students.
6. Describe the role of the referral process and the IEP in assisting exceptional learners to develop an action-based transition plan for students 14 years of age and older.

Unit 1: Introduction to Exceptionalities		
Recommendations	Original Location & notes	Experiences
Exceptional children definitions and classifications overview		<ul style="list-style-type: none"> parentcenterhub.org <ul style="list-style-type: none"> NICHCY.org US OSEP
Five provisions (FAPE, Appropriate Evaluation, IEP, LRE, Procedural Safeguards)		<ul style="list-style-type: none"> Process for state complaints & opportunities for families to advocate
Historical treatment of students/person with disabilities		<p>Need to also look at geographic spread of services (activity could include researching support agencies & plotting them on a map of Delaware)</p> <p>Parent perspective of diagnosis & what agencies/programs are available per diagnosis category (autism de, hands & voices, PIC, down syndrome association of de, etc)</p>

Unit 2: Understanding the Law		
Recommendations	Original Location & notes	Experiences
Federal Legislation	<ul style="list-style-type: none"> IDEA; ADA 	IDEA vs 504 And state legislation like birth mandate
Landmark court cases	<ul style="list-style-type: none"> Brown v. Board Special Education Court Cases 	<ul style="list-style-type: none"> Students could write a summarizing short story from a person's perspective in that court case; what happened, who won and why, how it affects actions/decisions today
School discipline and approach for students with disabilities	<ul style="list-style-type: none"> Understanding and recognizing that disparities do exist between how special education students may be handled 	Use knowledge of how developmentally appropriate obs/assessment can aid in disciplinary approaches

Unit 3: Classifications of Disabilities

Recommendations	Original Location & notes	Experiences
IDEA classifications of disabilities (definitions)	<ul style="list-style-type: none"> • Breakdown of IDEA categories 	<ul style="list-style-type: none"> • Assign/students select category and develop a presentation, flyer, newsletter, about definition, characteristics, accommodations, teacher and parent role, local supports available etc. • <i>somewhere in here, birth mandate needs to be thoroughly discussed & evaluated</i> • parentcenterhub.org <ul style="list-style-type: none"> ○ NICHCY.org ○ US OSEP
IDEA classifications of disabilities (characteristics)		<ul style="list-style-type: none"> • Parameters or steps for diagnosis/diagnosing?? Not all children with autism, hearing loss, vision loss, etc will display the same characteristics or needs <ul style="list-style-type: none"> ○ Might need more clarification here?
IDEA classifications of disabilities (identification and assessment)		<ul style="list-style-type: none"> • Guest Speakers - industry experts, families of children deaf, blind, deafblind, etc • Ex: Whitefield, Director of Autism of DOE • Special Olympics <ul style="list-style-type: none"> • <i>somewhere in here, birth mandate needs to be thoroughly discussed & evaluated</i>
IDEA classifications of disabilities (educational techniques)	<ul style="list-style-type: none"> • Include role of parent in assisting learner as well, answering “what can I do at home?” <ul style="list-style-type: none"> • And in historically underserved geographic areas where families have to work twice 	<ul style="list-style-type: none"> • <i>somewhere in here, birth mandate needs to be thoroughly discussed & evaluated</i>

	<p>as hard to get supports</p> <ul style="list-style-type: none"> • Include role of teacher accommodations 	
Gifted and talented	<ul style="list-style-type: none"> • Students can design a STEM lesson/activity that offers an extension • Review different type of intelligences 	<ul style="list-style-type: none"> • Shadow/assist gifted and talented programs perhaps at elementary schools
Educational Placement Alternatives	-	<ul style="list-style-type: none"> • Visit to alternative setting, in our out of school • Interaction with students in school/district of more intensive disabilities; designing lesson plan for their needs/content with accommodations • What does the process look like for determining placement? Emergency situations?

Unit 4: Understanding & Developing IEPs

Recommendations	Original Location & notes	Experiences
Role of IEP		<ul style="list-style-type: none"> • Parents role in IEP • PIC
Referral Process		<ul style="list-style-type: none"> • For both Part B & Part C • Include timelines/time frames for items to be completed (and teach students about how DE Code impacts education)
IEP & IFSP development		<ul style="list-style-type: none"> • Who participates & why • Is the student present? • Duration? Time of year? • flow/agenda? • virtual/in person/hybrid options • Who should be in attendance for various disabilities (i.e.: an audiologist for a student with hearing loss) • PWNs
IEP meetings & IFSP Meetings		<ul style="list-style-type: none"> • Who participates & why • Is the student present? • Duration? Time of year? • flow/agenda? • virtual/in person/hybrid options • Who should be in attendance for various disabilities (i.e.: an audiologist for a student with hearing loss)
Annual review and re-evaluation		<ul style="list-style-type: none"> • Have students create a what to expect newsletter or flyer for families
Early Intervention (IFSP)		<ul style="list-style-type: none"> • I think that IFSP services could be intertwined into each of the above & below categories. Students at all levels need to know how to distinguish & what types of services/agencies work with whom, and when it would be appropriate
Transition Plan		<ul style="list-style-type: none"> • IFSP transition process & 18/21 transition process • Transitioning to a 504 or no services at all • Age of Majority
Confidentiality		<ul style="list-style-type: none"> • Include mandated reporting