



Fairbanks North Star Borough School District

Fairbanks North Star Borough School District

Career & Technical Education Curriculum

Education & Training

Adopted April 15, 2025

Table of Contents

Acknowledgements.....	3
Acronyms.....	4
Explanation of Terms.....	5
Middle School Courses.....	7
Career, College, & Life Readiness	8
High School Courses.....	14
Classroom Planning and Management.....	15
Developing Professionalism	22
Educational Development Psychology	28
Leadership Development	34

Acknowledgements

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We would also like to recognize the Board Curriculum Committee and the many teachers, administrators, parents, and community members for their contributions to this document.

Acronyms

ACC	Alaska Core Competencies
AKCIS	Alaska Career Information System
CTC	Community and Technical College
CTE	Career Technical Education
CTEPS	Career and Technical Education Program of Study
CTSO	Career Technical Student Organization
FNSBSD	Fairbanks North Star Borough School District
PLCP	Personal Learning and Career Plan
RPC	Recognized Post-secondary Credential
UAS	University of Alaska Southeast

Explanation of Terms

General Terms and Definitions

Career Cluster: A career cluster is a structure for organizing and delivering quality CTE programs around occupations and broad industries.

Career Pathway: A career pathway is a strand of a career cluster that centers on a common set of academic, technical, and workplace skills and knowledge. It is a sector from the broader career cluster.

CTEPS: CTEPS stands for “Career and Technical Education Program of Study” which is also called Program of Study or POS. It is a coherent and aligned sequence of educational elements that begins at secondary school and continues without duplication or remediation into postsecondary education/training, and that leads to an industry recognized credential or certificate, or an associate or baccalaureate degree. (See Program of Study)

Program of Study (POS): A program of study is designed to provide successful student transitions between secondary and postsecondary education. A program of study is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success. (See CTEPS)

Sequence: A sequence is a group of courses that a student may take within a cluster, usually in a progression of foundational skills to more focused and higher level skills.

CTE Specific Terms

Career and Technical Student Organization (CTSO): A CTSO is an organization for students enrolled in a CTE program that engages in CTE activities as an integral part of the instructional program. Alaska has six (6) recognized CTOS: Business Professionals of America (BPA); Family, Career, and Community Leaders of America (FCCLA); Health Occupations Students of America (HOSA)- Future Health Professionals; DECA – an Association of Marketing Students; FFA – Agricultural Education; and SkillsUSA.

Concentrator: A secondary student who has earned two (2) courses in a single CTE pathway within those career clusters where 2 credit sequences are recognized by the State and its local eligible recipients, or where the student has documented proficiencies that are equivalent to this criteria.

Concurrent Enrollment: A written agreement between a secondary and a postsecondary program that allows a high school course taught by a high school teacher to qualify for postsecondary credit.

Participant: A secondary student who has earned credit in one (1) or more approved course(s) in any career and technical education (CTE) program area.

Curriculum Terms

Alaska Content Standards: Content standards are broad statements, adopted by the State Board of Education and Early Development, indicating what students should know and be able to do as a result of their public school experience.

Alaska Cultural Standards: The Alaska Cultural Standards for Students were developed by the Alaska Native Knowledge Network and adopted by the State Board of Education & Early Development in 1998. Cultural Standards are meant to enrich the Content Standards and provide guidelines for nurturing and building in students the rich and varied cultural traditions that continue to be practiced in communities throughout Alaska. The

standards are broad statements of what students should know and be able to do as a result of their experience in a school that is aware of and sensitive to the surrounding physical and cultural environment.

Alaska Employability Standards: Alaska’s Employability standards are to be used in conjunction with Alaska’s academic content and performance standards to ensure Alaska’s student have the skills and knowledge necessary to be good citizens, effective parents, productive workers, and most of all, life-long learners. Alaska’s students are expected to learn how to learn and apply their skills and knowledge in a variety of settings to create a satisfying and productive life. These standards are designed to promote successful student transition from school to work.

Alaska Performance Standards: Performance standards are measureable statements of learning expectations, adopted by the State Board of Education and Early Development, indicating what students should know and be able to do as a result of their public school experience. Alaska has adopted Performance Standards in reading, writing, mathematics, and science.

All Aspects of Industry: All Aspects of Industry essentially provides a set of standards for all CTE courses. All Aspects of Industry defines nine aspects common to any business or enterprise: planning; management; finance; technical and production skills; principles of technology; labor issues; community issues; health, safety and environment; personal work habits.

Personal Learning Plan: A personal learning plan is developed by students – typically in collaboration with teachers, counselors, and parents – as a way to help them achieve short- and long-term goals, most commonly at the middle and high school levels. Students can chart a personal educational program that will allow them to achieve their educational and aspirational goals, while also fulfilling school requirements such as particular credit or course requirements for graduation. A personal learning plan also documents major learning accomplishments or milestones.

Student Performance Standards: Student performance standards are statements of the essential skills, knowledge, and tasks that FNSBSD students are expected to master in the course. These are developed at the district level.

Middle School Courses

Grades 6 – 8

Career, College, & Life Readiness

COURSE INFORMATION	
Course Name:	Career, College, & Life Readiness
Course Number:	TBD
Grade(s):	7
Length (# of semesters):	One semester
Credit:	0.5
Foundational Course:	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites:	None
Sequence or CTEPS:	Education & Training
Date of District Course Revision:	Spring 2025
CAREER & TECHNICAL STUDENT ORGANIZATION (CTSO)	
CTSO Embedded in this Sequence:	Educators Rising
TECHNICAL/OCCUPATIONAL STANDARDS	
Source(s) of Technical Standards:	ASCA
Names/Numbers of Technical Standards:	Mindsets & Behaviors for Student Success: K-12 College and Career Readiness Standards
REGISTRATION INFORMATION	
Course Description: (Brief paragraph - as will be shown in the student course catalog)	What do you want to do when you “grow up?” How are you going to get there? Once you are there, how are you going to be successful and happy? This course will help you discover your interests and strengths, and how those relate to possible career and life goals. You will learn about the educational paths you can take to achieve those goals as well as critical life skills to help you on your journey.
Instructional Topic Headings: (Separate each heading with a semi-colon.)	Social Emotional Learning; Interpersonal Skills; Academic Skills; Career Knowledge; College Knowledge
POSTSECONDARY CREDENTIAL	
Recognized Postsecondary Credential (RPC): <i>(Replaces Technical Skills Assessment (TSA) - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	
STANDARDS	
This course addresses (enter yes/no):	
Alaska English Language Arts and Math Standards:	Yes (ELA & Math Standards)
Alaska Cultural Standards:	Yes (Alaska Cultural Standards)
All Aspects of Industry (AAI):	Yes (AAI Framework)
Core Technical Standards:	Yes (CCTC)
Employability Standards:	Yes (Alaska Employability Standards)
EMPLOYABILITY STANDARDS	
Employability Standards source:	Alaska (Alaska Employability Standards)
DUAL CREDIT AGREEMENT	
CTSO participation is included:	No
Current Dual Credit Agreement:	<input type="checkbox"/> <i>(If checked, complete the Dual Credit section below.)</i>

<i>(Agreements should be reviewed and updated annually)</i>	
Date of Current Agreement:	N/A
Postsecondary Institution Name:	N/A
Postsecondary Course Name:	N/A
Postsecondary Course Number:	N/A
Postsecondary Course Credits:	N/A
AUTHOR	
Course Developed By:	Andrea Wade
Course Adapted From:	Educators Rising
Date of Previous Course Revision:	New course
COURSE DELIVERY MODEL	
Is this course brokered through another institution or agency? (yes/no)	No

Standards Alignment							
Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
<p>Social Emotional Learning: Understand strengths to begin building goals toward a future that best fits personal interests and skills.</p> <p>Interest Exploration</p> <ul style="list-style-type: none"> Describe both career and interest exploration. List personally enjoyable activities (as action verbs). Identify health-sustaining trends in personal interests. Identify an activity to learn more about. Link decisions for health trends in activities. Synthesize aspects of places that support interests and health. Strengths and Resources List 10 strengths (as action words). Describe how to use strengths to support personal interests. Synthesize internal resource groups (intelligences) into 8 aspects that appeal as resources for developing well-being. Analyze personality traits. Formulate a goal that incorporates personal strengths. <p>Positive Attitude:</p> <ul style="list-style-type: none"> Understand the difference between a positive and negative attitude. Discuss how attitudes develop, their effects on us and others, and learn the concept of "self-talk." Determine which attitudes are important for success in school and at work. Recognize personal positive and negative attitudes. Create a plan to improve one negative attitude. <p>Emotional Intelligence:</p> <ul style="list-style-type: none"> Define Emotional Intelligence. Describe awareness. Give examples of how awareness can be practiced. Describe compassion. Give examples of how compassion can be practiced. Synthesize the benefits of awareness and compassion for ourselves and others. 	<p>M1, M2, M5, M6, B-LS 1, B-LS 4, B-LS 5, B-LS 7, B-SMS 3, B-SMS 10, B-SS 1</p>	<p>R.7, R.10, W.2, W.4, SL.1, SL.2, SL.4, SL.6, L.6</p>	<p>MP3</p>		<p>A.6, C.3, D.6</p>	<p>A.1, B.1</p>	<p>Interests/ Communities Worksheet; Strengths/ Resources Worksheet; Attitude Chart; Attitude Worksheet; Negative Attitude Plan & Tracking; Emotional Intelligence Worksheet</p>

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
<p>Interpersonal Skills: Demonstrate self-advocacy and productivity in the workplace.</p> <p>Values & Purpose:</p> <ul style="list-style-type: none"> Identify personal values. Give an example of how challenges can bring about growth. Synthesize elements of personal sense of purpose. <p>Team Awareness:</p> <ul style="list-style-type: none"> Engage in team building exercises that require qualities and strategies of effective teamwork. Engage in discussions or debriefings about team processes (roles, goals, and decision making). Synthesize and articulate qualities and strategies for being an effective team member. <p>Community Service:</p> <ul style="list-style-type: none"> Understand what community service learning is and how it can be integrated into our daily lives and extracurricular efforts. Define what it is to be a leader. Describe different topics or themes that exist in a community and need addressing. Understand how to make a difference. Understand the way that leadership fits into community service. <p>Communication Skills:</p> <ul style="list-style-type: none"> Compare verbal and nonverbal communication and describe examples of each. Engage in effective non-verbal communication practices. Demonstrate active listening. Apply communication skills in an interview. 	<p>M1, M3, M5, M6, B-LS 1, B-LS 3, B-LS 7, B-LS 9, B-SMS 5, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9</p>	<p>R.7, R.10, W.2, W.4, SL.1, SL.2, SL.4, SL.6, L.6</p>	<p>MP3</p>	<p>A.1, A.6, C.4, D.1, D.3</p>	<p>A.1, A.2</p>	<p>7</p>	<p>Values & Purpose Worksheet; Team Awareness Writing Prompt; Community Service Proposal & Presentation; Communication Skills: Interview Project</p>

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
<p>Academic Skills: Improve academic performance correlated with postsecondary success.</p> <p>Course Planning:</p> <ul style="list-style-type: none"> Determine which high school courses are helpful for future career plans. Assemble a 4-year course planner to visualize high school graduation needs and help prepare for future careers. 	<p>B-LS 3, B-LS 7, B-LS 9, B-SMS 4, B-SMS 5, B-SS 1</p>	<p>R.10, W.2, W.4, SL.1, SL.2, SL.4, SL.6, L.6</p>	<p>MP3, MP7</p>	<p>D.6</p>	<p>A.2</p>		<p>School Course Planner; SMART Goal Plan</p>
<p>Academic SMART Goals:</p> <ul style="list-style-type: none"> Identify effective strategies for goal setting and planning to promote academic and career success. 							
<p>Career Knowledge: Understand the characteristics of various careers in order to build a pathway toward a meaningful career centered on personal strengths and interests.</p> <p>My Work Values:</p> <ul style="list-style-type: none"> Identify traits valued in the workplace. Match an occupation to personal values. 	<p>M.5, M.6, B-LS 1, B-LS 5, B-LS 7, B-LS 9, B-SMS 3, B-SMS 5, B-SMS 10, B-SS 1</p>	<p>R.1, R.4, R.7, R.10, W.2, W.4, W.7, W.8, SL.1, SL.2, SL.4, SL.6, L.6</p>	<p>MP1, MP2, MP3, MP7</p>	<p>B.3, B.4, D.6</p>	<p>A.3, A.5, B.1, B.2, B.3, B.3</p>	<p>6</p>	<p>My Work Values” Worksheet; “Work Importance Locator” Assessment; Career Cluster Poster & Presentation;</p>
<p>Intro to Career Clusters:</p> <ul style="list-style-type: none"> Describe all 16 Career Clusters. Identify a career cluster that matches personal strengths and interests. <p>Careers in Alaska & Beyond:</p> <ul style="list-style-type: none"> Identify 2 career pathways that appeal to personal interests and describe the benefits, challenges, and first steps associated with them. 							<p>Career Research Project</p>

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
<p>College Knowledge: Identify postsecondary training that is the right fit for achieving career goals.</p> <p>Postsecondary Opportunities:</p> <ul style="list-style-type: none"> Describe and define the different types of postsecondary opportunities. Identify post secondary requirements for personal career goals. Indicate how much training is required for personal career goals. <p>Postsecondary Assessment:</p> <ul style="list-style-type: none"> Understand the different criteria that drives the decision in choosing a postsecondary institution. Identify possible postsecondary education options. <p>Transition Skills: Build coping skills around transitions, such as from middle school to high school, and abilities to adapt to new situations.</p> <p>Personal Learning & Career Plan:</p> <ul style="list-style-type: none"> Synthesize career learning from several course lessons and discuss it with others. <p>10-Year Plan:</p> <ul style="list-style-type: none"> Synthesize and express a flexible 10-year plan for training and living. 	<p>B-LS 1, B-LS 3, B-LS 7, B-LS 9, B-SMS 5, B-SMS 10, B-SS 1, B-SS 8</p>	<p>R.1, R.4, R.7, R.10, W.2, W.4, W.7, W.8, SL.1, SL.2, SL.4, SL.6, L.6</p>	<p>MP1, MP3, MP7</p>	<p>B.3, B.4, D.6</p>	<p>B.1, B.4, B.5</p>	<p>7</p>	<p>Further Education & Training Worksheet; Education & Training Worksheet; Occupation Research Worksheet; AKCIS School Sort Assessment</p> <p>PLCP Personal Learning & Career Plan; 10-year plan</p>

INSTRUCTIONAL RESOURCES

List the major instructional resources used for this course:	
Websites:	https://www.alaska.edu/educatorstrising
Textbooks:	
Essential Equipment:	
Reference Materials:	
Supplies:	

High School Courses

Grades 9 – 12

Classroom Planning and Management

COURSE INFORMATION	
Course Name:	Classroom Planning and Management
Course Number:	TBD
Grade(s):	10-12
Length (# of semesters):	One semester
Credit:	0.5
Foundational Course:	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites:	Education Development Psychology
Sequence or CTEPS:	Education & Training
Date of District Course Revision:	Spring 2025
CAREER & TECHNICAL STUDENT ORGANIZATION (CTSO)	
CTSO Embedded in this Sequence:	Educators Rising
TECHNICAL/OCCUPATIONAL STANDARDS	
Source(s) of Technical Standards:	Educators Rising Standards
Names/Numbers of Technical Standards:	I – VII
REGISTRATION INFORMATION	
Course Description: (Brief paragraph - as will be shown in the student course catalog)	<i>Classroom Planning and Management</i> is the third course in the Teacher Ed Series. This course focuses on the learning environments that facilitate student growth. Students will explore how educators create an engaging learning environment that provides culturally relevant learning opportunities and the instructional strategies that support students' self-efficacy. Students will develop lesson plans and facilitate instruction in classrooms within their school or community.
Instructional Topic Headings: (Separate each heading with a semi-colon.)	Classroom Management; Culture for Learning; Curriculum and Standards; Assessment; Instruction
POSTSECONDARY CREDENTIAL	
Recognized Postsecondary Credential (RPC): <i>(Replaces Technical Skills Assessment (TSA) - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	Educators Rising Micro-Credentials
STANDARDS	
This course addresses (enter yes/no):	
Alaska English Language Arts and Math Standards:	Yes (ELA & Math Standards)
Alaska Cultural Standards:	Yes (Alaska Cultural Standards)
All Aspects of Industry (AAI):	Yes (AAI Framework)
Core Technical Standards:	Yes (Educators Rising Standards)
Employability Standards:	Yes (Alaska Employability Standards)
EMPLOYABILITY STANDARDS	
Employability Standards source:	Alaska (Alaska Employability Standards)

DUAL CREDIT AGREEMENT	
CTSO participation is included:	No
Current Dual Credit Agreement: <i>(Agreements should be reviewed and updated annually)</i>	<input type="checkbox"/> <i>(If checked, complete the Dual Credit section below.)</i>
Date of Current Agreement:	N/A
Postsecondary Institution Name:	N/A
Postsecondary Course Name:	N/A
Postsecondary Course Number:	N/A
Postsecondary Course Credits:	N/A
AUTHOR	
Course Developed By:	Andrea Wade
Course Adapted From:	Educators Rising
Date of Previous Course Revision:	New course
COURSE DELIVERY MODEL	
Is this course brokered through another institution or agency? <i>(yes/no)</i>	No

Standards Alignment							
Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
<p>Define and describe norms and routines and procedures, including what they are, why they are important, and how to use them to create a safe and supportive learning environment.</p> <ul style="list-style-type: none"> Cite specific examples of norms and routines that can be implemented for classroom discourse and work for different purpose. Practice planning and/or implementing norms and routines for classroom discourse and work. 	ED V, VII	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3, 9; WHST.910.1-2, 4, 7	N-Q.1		B1	A1, 2	Norm-focused lesson plan; video observation; discussion; journal
<p>Analyze how physical layouts, available resources, and student groupings can affect the classroom culture and management</p> <ul style="list-style-type: none"> Describe the importance of addressing physical and social aspects of the learning environment while planning to meet students' individual needs. Describe how a collaborative space that builds trust among students lays the groundwork for high expectations and successful classroom management while engaging and challenging all students. Practice setting up classrooms in a way that fosters learning and creates a safe and inclusive environment for all students. 	ED V, VII	SL.9-10.1, 4, 6; L.9-10.1, 3-6; RST.9-10.3, 9; WHST.910.1-2, 4, 7	N-Q.1; G-MG.1,3		A4; B1-2	A2	Video observation; classroom procedures assignment; discussion; journal
<p>Analyze the relevance of values-based behavior management.</p> <ul style="list-style-type: none"> Explain how and why behavior management strategies should be used to create a dynamic, productive, safe and supportive learning environment. Describe strategies for responding to student behavioral issues using values-based behavior management. Practice using value-based behavior management strategies. <p>Describe ways to strengthen relationships with students in order to help them feel valued, important, and capable of realizing their potential.</p>	ED II, III	RI.9-10.1; SL.9-10.1, 3-6; L.9-10.1, 6; RST.9-10.3, 9; WHST.9-10.1-2, 4, 7	N-Q.1; G-CO.1		B1-2; E1, 4	A1, 2, 6	Classroom behavior role-plays; lesson plan analysis; redesign lesson plan; discussion; journal
	ED II, III	SL.9-10.1, 3-6; L.9-10.1, 6; WHST.910.1-2, 4, 7			A1, 4, 5, 7; B1-3; E1	A1, 2	Discussion; journal entry; learning observation

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Describe strategies for communicating with students and fostering communication among students to foster learning within a safe and supportive learning environment (de-escalation and conflict management strategies).	ED II, III, IV, V, VII	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7	N-Q.1		A1, 6; B2- 3; D5-6; E1, 3-4	A1, 2	Discussion; journal entry; learning observation: conflict resolution research & lesson plan
Consider methods of communication with students, determining how to share information and exchange ideas to help develop an equitable, empowering learning environment.	ED II, III, V	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7	N-Q.1		A1, 6; B2- 3; D5-6; E1, 3-4	A1, 2	Discussion; journal entry; communication s assignment; communication research; reflection papers
Describe a range of communication strategies and facilitation techniques to influence students positively by capturing their interest, nurturing their voices, and supporting their leadership skills.	ED II, III, IV, V	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7	N-Q.1		A1, 7; B1- 2, 4; E3-4	A1, 2, 7	Discussion; journal entry; learning observation: communication research & lesson plan; reflection papers
Analyze methods of proper alignment between standards, curriculum, instruction and assessment. <ul style="list-style-type: none"> • Explain what standards are and why educators use standards. • Name and explain common standard systems. • Address alignment issues while developing lesson plans. 	ED III, IV, VI, VII	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7	N-Q.1; A-SSE.1; S-ID.2-4; S-IC.6		A1, 7; B1- 2, 4; E3-4	A1, 2, 7	Standards lesson plan; discussion; journal
Explain the importance of aligning lesson plans by balancing objectives with short and long term curricular goals, academic content standards, and student needs and interests.	ED II, III, IV, V	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7	N-Q.1; A-SSE.1; S-ID.2-4; S-IC.6		A1, 7; B1- 2, 4; E3-4	A1, 2, 7	Lesson plan analysis & redesign; discussion; outcomes reflection; journal

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Define curriculum and review different curriculum models.	ED III	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7	N-Q.1; A-SSE.1		A1, 7; B1- 2, 4; E3-4	A1, 2, 7	Curriculum model research project; discussion; journal
Describe the steps in the backwards design planning method.	ED III, IV	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7	N-Q.1; A-SSE.1		A1, 7; B1- 2, 4; E3-4	A1, 2, 7	Backwards design lesson plan; discussion; journal
Describe how teachers measure learning based on curricular goals and objectives as well as diverse needs of learners. <ul style="list-style-type: none"> Explain how teachers select, create, modify, and administer a broad range of assessments. 	ED IV, VI	RI.9-10.1; SL.9-10.1, 4, 6; L.9- 10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7			A1, 7; B1- 2, 4; E3-4	A1, 2, 7	Assessment research; discussion; journal
Analyze the differences between formative and summative assessments.	ED VI	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7			A1, 7; B1- 2, 4; E3-4	A1, 2, 7	Compare/ contrast assessment assignment; discussion; journal; assessment video observation lesson
Explain how teachers analyze and interpret assessment data to advance student learning. <ul style="list-style-type: none"> Create and use assessment materials to evaluate student achievement and growth. 	ED II, III, VI, VII	SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.3, 9; WHST.910.1 -2, 4, 7			A1, 7; B1- 2, 4; E3-4	A1, 2, 7	Assessment project; discussion; journal

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
<p>Explain how teachers view assessment as a step within a larger process that involves planning, teaching, assessing, reflecting, and adjusting to strengthen instructional practices and promote learning.</p> <ul style="list-style-type: none"> Describe how teachers use assessment to obtain information about student learning before, during and after instruction. <p>Describe what modeling is and in which contexts it works best.</p> <ul style="list-style-type: none"> Practice modeling techniques. 	ED II, VI, VII	SL.9-10.1, 4, 6; L.9-10.1, 6; WHST.910.1-2, 4, 7	N-Q.1; A-SSE.1		A1, 7; B1-2, 4; E3-4	A1,2,7	Journal; discussion; assessment observation & reflection
<p>Explain the importance of scaffolding instruction to encourage higher levels of performance.</p>	ED II, III, IV, V	SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3,9; WHST.910.1-2, 4, 7	N-Q.1; A-SSE.1		A1, 7; B1-2,4; E3-4	A1,2	Discussion; journal; scaffolding lesson plan
<p>Practice techniques that will elicit individual student thinking.</p>	ED II, III, IV, V, VI, VII	SL.9-10.1,4,6; L.9-10.1,6; WHST.910.1-2, 4, 7			A1, 3, 5-6; B1, 3; C2; E1, 4, 6	A1,2	Discussion; journal; student thinking practice
<p>Describe types of questions teachers should ask students to encourage them to share their thoughts.</p>							
<p>Describe a few common patterns of student thinking and development in a subject matter domain.</p>	ED II, III, IV, V	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9-10.3, 9; WHST.910.1-2, 4, 7			A1, 3, 5-6; B1, 3; C2; E1, 4, 6	A1,2	Student thinking project; discussion; journal

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Demonstrate preparedness to make adjustments in instruction as needed. <ul style="list-style-type: none"> List common instructional strategies. Identify common problems that may require adjusting instruction. 	ED II, IV, V, VII	RI.9-10.1; SL.9-10.1, 4, 6; L.9-10.1, 6; RST.9- 10.1, 9; WHST.910.1 -2, 4, 7	N-Q.1; A-SSE.1		A1, 3, 5-6; B1,3; C2; E1, 4, 6	A1.2	Discussion; journal; instructional assignment
Describe and explain the purpose of composition of single lessons and sequence of lessons.	ED IV, V	RI.9-10.1; SL.9-10.1,4, 6; L.9-10.1, 6; RST.9- 10.9; WHST.910.1 -2, 4, 7			B1, 3	A1.2	Discussion; journal; compare/ contrast; lesson plan alignment

INSTRUCTIONAL RESOURCES

List the major instructional resources used for this course:	
Websites:	https://www.alaska.edu/educatorstrising
Textbooks:	
Essential Equipment:	
Reference Materials:	
Supplies:	

Developing Professionalism

COURSE INFORMATION	
Course Name:	Developing Professionalism
Course Number:	TBD
Grade(s):	10 -12
Length (# of semesters):	One semester
Credit:	0.5
Foundational Course:	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites:	Classroom Planning and Management
Sequence or CTEPS:	Education & Training
Date of District Course Revision:	Spring 2025
CAREER & TECHNICAL STUDENT ORGANIZATION (CTSO)	
CTSO Embedded in this Sequence:	Educators Rising
TECHNICAL/OCCUPATIONAL STANDARDS	
Source(s) of Technical Standards:	Educators Rising Standards
Names/Numbers of Technical Standards:	
REGISTRATION INFORMATION	
Course Description: (Brief paragraph - as will be shown in the student course catalog)	<i>Developing Professionalism</i> is the fourth and final course in the Educators Rising education pathway series. In this course, a focus is placed on student clinical experiences and the continued development of the education professional. Using reflective practices, students develop and deliver lesson plans that pull together all the elements learned in previous courses. Students will spend time building their professional portfolio and network while developing a learning and career plan.
Instructional Topic Headings: (Separate each heading with a semi-colon.)	Practicum/Apprenticeship; Professional Portfolio; Networking Basics; Reflective Practices; Planning the Path
POSTSECONDARY CREDENTIAL	
Recognized Postsecondary Credential (RPC): <i>(Replaces Technical Skills Assessment (TSA) - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	Educators Rising Micro-Credentials
STANDARDS	
This course addresses (enter yes/no):	
Alaska English Language Arts and Math Standards:	Yes (ELA & Math Standards)
Alaska Cultural Standards:	Yes (Alaska Cultural Standards)
All Aspects of Industry (AAI):	Yes (AAI Framework)
Core Technical Standards:	Yes (Educators Rising Standards)
Employability Standards:	Yes (Alaska Employability Standards)
EMPLOYABILITY STANDARDS	
Employability Standards source:	Alaska (Alaska Employability Standards)

DUAL CREDIT AGREEMENT	
CTSO participation is included:	No
Current Dual Credit Agreement: <i>(Agreements should be reviewed and updated annually)</i>	<input type="checkbox"/> <i>(If checked, complete the Dual Credit section below.)</i>
Date of Current Agreement:	N/A
Postsecondary Institution Name:	N/A
Postsecondary Course Name:	N/A
Postsecondary Course Number:	N/A
Postsecondary Course Credits:	N/A
AUTHOR	
Course Developed By:	Andrea Wade
Course Adapted From:	Educators Rising
Date of Previous Course Revision:	New course
COURSE DELIVERY MODEL	
Is this course brokered through another institution or agency? <i>(yes/no)</i>	No

Standards Alignment

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Be able to demonstrate success practices that lead one to be a highly skilled educational professional.	ED I, II, V, VII	SL.11-12.1, 2; L.11-12.1-3, 6; W.11-12.1, 2, 4, 10	N-Q.1-2; A-SSE.1; A-REI.1.3; F-IF.4; G-CO.1; G-MG.1		A1.5-7; B1-3; C3-4	A1.2	Career Portfolio; Observations of classes to determine student names, routines, classroom rules, and expectations; Work with small groups or individuals; Discussion; Journaling
Demonstrate organizational, planning and quality of work skills.							
Be able to identify quality work that will demonstrate their skills as an educator.	ED I-V	SL.11-12.1, 2; L.11-12.1-3, 6; W.11-12.1, 2, 4, 10	N-Q.1-2; A-SSE.1; A-REI.1.3; F-IF.4; G-CO.1; G-MG.1		A1.6; C2.4	A1.2	Career Portfolio; Discussion; Individual or Small Group Lessons; Reflective Journaling; Thank You Notes
	ED I, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2,4-6, 10			B4; D6,8	A2; B1	Career Portfolio; Successful Educator Presentation; Discussion

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Demonstrate their ability to market themselves through a professional portfolio.	ED I, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6, 10	N-Q.1-2; A-SSE.1; A-REI.1.3; F-IF.4; G-CO.1; G-MG.1		A1,5; B3-4; C3-4; D6; E3,8	A2-3; B1	Communicati on Observations; Journal; Discussion; Feedback & Self- Assessment (weekly)
Describe and demonstrate the meaning of verbal and nonverbal communication, with a focus on cues that students are aware of in their community.	ED I	SL.11-12.1-6; L.11-12.1-4, 6; R.11.12.1-4, 7; WHST.11-12.2, 4-6, 10			A1,6-7; B1-3; C4; D1,3E1,3-5	A1	
Self-evaluate their teaching abilities.	ED I, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6, 10	N-Q.1-2; A-SSE.1; A-REI.1.3; F-IF.4; G-CO.1; G-MG.1		A1,5; B1-3; D6; E8	A1-3	Autobiography; Self- Evaluation; Discussion; Journaling; Career Portfolio
Be able to describe who they are in their current context and situation.	ED I, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6, 10			A1-2,5; D6; E1,8	B1,5	Autobiography; Discussion; Career Portfolio
Be able to communicate their identify in their current context and situation.	ED I, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6, 10			A1-2,5; D6; E1,8	B1	Autobiography; Discussion

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/Career Readiness Standards	Formative Assessments
Be able to describe their spheres of influence and how they influence others both positively and negatively.	EDI, VIII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.1-6, 10			A1,5,7; B1-2; C4; D6; E1,7-8	A1; B5	Autobiography; Discussion; Influence Compare/Contrast
Identify the educational and professional experiences that they need to continue working toward their goal of becoming an educator.	EDI, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2,4-6, 10; RI.11.12.1-4, 7			B1,4; D1	A3,4;B4	PLCP; Resume; Course Planner; Skills Assessment; Interest Inventory
Will be able to create a comprehensive PLCP to support career and life goals.	EDI, VII	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6, 10; RI.11.12.1-4, 7			A1,5,7; B2-4; D6; E8	A1-4; A1-2,4	PLCP; Career and Life Goals; Mentor ID; Network Compare Contrast
Will be able to identify various funding sources for support of ongoing education.	EDI	SL.11-12.1-6; L.11-12.1-3, 6; WHST.11-12.2, 4-6, 10; RI.11.12.1-4, 7	N-Q.1		A1; B1-3	A4-5	PLCP; Training Institution ID; Postsecondary Applications; Financial Aid Project

INSTRUCTIONAL RESOURCES

List the major instructional resources used for this course:

Websites:	https://www.alaska.edu/educatorstrising
Textbooks:	
Essential Equipment:	
Reference Materials:	
Supplies:	

Educational Development Psychology

COURSE INFORMATION	
Course Name:	Educational Development and Psychology
Course Number:	TBD
Grade(s):	9-12
Length (# of semesters):	One semester
Credit:	0.5
Foundational Course:	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites:	Leadership Development
Sequence or CTEPS:	Education & Training
Date of District Course Revision:	Spring 2025
CAREER & TECHNICAL STUDENT ORGANIZATION (CTSO)	
CTSO Embedded in this Sequence:	Educators Rising
TECHNICAL/OCCUPATIONAL STANDARDS	
Source(s) of Technical Standards:	Educators Rising Standards
Names/Numbers of Technical Standards:	STANDARD I: Understanding the Profession; STANDARD II: Learning About Students; STANDARD III: Building Content Knowledge; STANDARD IV: Engaging in Responsive Planning; STANDARD V: Implementing Instruction; STANDARD VI: Using Assessments and Data; STANDARD VII: Engaging in Reflective Practice
REGISTRATION INFORMATION	
Course Description: (Brief paragraph - as will be shown in the student course catalog)	<i>Educational Development and Psychology</i> is the second course in the Educators Rising series. Students will explore the development of students across the learning continuum and the importance of understanding students as learners. Students will learn about the diversity of learners in an education system and how educators prepare to meet the needs of all students. Students will explore the role of the educator in developing a classroom of respect that embraces diversity and empowers students. These two Educators Rising courses, Educational Development Psychology and Leadership Development, are aligned with University of Alaska Southeast's Introduction to Education (ED S122).
Instructional Topic Headings: (Separate each heading with a semi-colon.)	Child Development; Educational Psychology; Interpersonal Relationships; Diverse Learners; Pedagogy and Lesson Planning; Effective Teaching; Human Development and Developmentally-Appropriate Practices; Historical Perspectives; Laws and Policies Governing Education
POSTSECONDARY CREDENTIAL	
Recognized Postsecondary Credential (RPC): (Replaces Technical Skills Assessment (TSA) - not all TSAs will qualify as an RPC, and RPC is not required for all courses)	Educators Rising Micro-credentials: Anti-Bias
STANDARDS	

This course addresses (enter yes/no):	
Alaska English Language Arts and Math Standards:	Yes (ELA & Math Standards)
Alaska Cultural Standards:	Yes (Alaska Cultural Standards)
All Aspects of Industry (AAI):	Yes (AAI Framework)
Core Technical Standards:	Yes (Educators Rising Standards)
Employability Standards:	Yes (Alaska Employability Standards)
EMPLOYABILITY STANDARDS	
Employability Standards source:	Alaska (Alaska Employability Standards)
DUAL CREDIT AGREEMENT	
CTSO participation is included:	Yes, in process
Current Dual Credit Agreement: <i>(Agreements should be reviewed and updated annually)</i>	<input type="checkbox"/> <i>(If checked, complete the Dual Credit section below.)</i>
Date of Current Agreement:	
Postsecondary Institution Name:	University of Alaska Southeast
Postsecondary Course Name:	Introduction to Education
Postsecondary Course Number:	ED S122
Postsecondary Course Credits:	3
AUTHOR	
Course Developed By:	Andrea Wade
Course Adapted From:	Educators Rising
Date of Previous Course Revision:	New course
COURSE DELIVERY MODEL	
Is this course brokered through another institution or agency? <i>(yes/no)</i>	No

Standards Alignment

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Understand relationship between child development and instruction.	ED2	SL.9-10.1; L.9-10.1, 6; WHST.9-10.2, 4, 6	MP1-3, 5, 7	LS3	B1-2	A1-2	Child Development Mind Map
Understand the social, emotional, physical, and cognitive development factors that shape student identity and how this can affect the ability to learn.	ED2	RI.9-10.2, 4; SL.9-10.1; L.9-10.1, 6; WHST.9-10.2, 4, 6	MP1-3, 5, 7	LS3	B1-2, E3-4	A2	Compare/Contrast Essay on Cognitive Development Theories; Write Lesson Plan
Understand that each student is an individual with spheres of influence.	ED2	SL.9-10.1; L.9-10.1, 6; WHST.9-10.2, 4, 6	MP1-3	LS3	B1-2, E4	A2,5	Graphic Organizer; Spheres of Influence Reflection
Describe the major approaches to learning theories (behavioral, cognitive, developmental, constructivist, transformative) and their implications for teaching.	ED2	RI.9-10.1, 4; SL.9-10.1; L.9-10.1, 6; WHST.9-10.2, 4, 8-10	MP1-3, 5, 7	LS3	A1, B1-2	A1-2	Constructivist Strategies Observation Questionnaire; Develop Assessments
Describe the process of instructional design and common design models and tools and how to cultivate a growth mindset.	ED2	RI.9-10.1, 4; SL.9-10.1; L.9-10.1, 6; WHST.9-10.2, 4, 8-10	MP1-3, 5, 7	LS3	A1; B1-2	A1-2	Lesson Plan Modalities; Reflective Journal; Research and Written Assignments
Explain the importance of interpersonal relationships within the learning environment including importance of mutual respect, school culture, cultural knowledge, and personality types.	ED 1-2	RI.9-10.4, 6; SL.9-10.1, 4, 6; L.9-10.1-3, 6	MP1-3, 5, 7	LS3	A1.5-6; B1-2; D6; E7-8	A1-2	Observations; Research and written assignments
Demonstrate an understanding of the various types of teaching relationships including teacher to student, student to student, teacher to parent/caregivers, and teacher to peers.	ED1.2	SL.9-10.1,3-4,6; L.9-10.1-3,6; WHST.9-10.2, 4	MP 1-3, 5, 7	LS3	B1-2; D1,3,5; E3-4,7	A1-2,5	Discussion; Participate; Compare/Contrast Teaching Relationships

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Reflect on the need to empathize with students while maintaining a high bar and professional boundaries, and how ethical practices help in establishing boundaries between teachers and students.	ED 1-2	RI.9-10.2.4; SL.9-10.1.1; L.9-10.1.6; WHST.9-10.2.4,6	MP 1-3, 5, 7	LS3	A1,6; B1-3	A1-2	Discussion; Research and Written Assignments
Integrate knowledge of interpersonal skills to enhance educator effectiveness, including verbal and nonverbal communication, listening skills, negotiation, problem solving, decision making and assertiveness and understand the relationship of culture and interpersonal communication.	ED 1-2	RI.9-10.2.3; SL.9-10.1.4, 6; L.9-10.1, 3, 6; WHST.9-10.4	MP 1-3	LS3	A1,5-6; B1-2; D1,3,5; E1,6-7	A1-2	Interpersonal Skills Questionnaire; Observations
Understand the concept of equity in general and education-specific contexts, and its influence on student growth and development.	ED1	RI.9-10.2.3; SL.9-10.1.4, 6; L.9-10.1, 3, 6	MP 1-3, 5,7	LS3	D6, E4	A1-2	Research and written assignments; Discussion
Understand cultural competence and recognize that students come from different social, cultural, ethnic and economic backgrounds, family structures, religious beliefs, physical traits, intellectual attributes, and career ambitions, and use that understanding to promote an inclusive learning environment.	ED2	SL.9-10.1.3, 4, 6; L.9-10.1; L.9-10.6	MP 1-3, 5, 7	LS3	B1-2; D1	A2	Research and written assignments Lead ice-breaker or team-building; Leadership self-assessment; Discussion and Observations
Understand the difference between cultural bias and ideological bias and how to create a sustainable, equitable classroom culture by implementing the five critical components of classroom culture: honoring student experience, thoughtful classroom setup and structure, shared inquiry and dialogue, social and emotional safety, and values-based classroom management.	ED2	RI.9-10.2.4; SL.9-10.1.4, 6; L.9-10.1,3, 6; L.9-10.1-3, 6; WHST.9-10.4	MP 1-3	LS3	A5; B1-2; C3-4; D6; E1,3-4,6-7	A1-2,6	Reflective Journal Research and written assignments

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Identify appropriate strategies to differentiate instruction to meet diverse student needs.	ED 2, 4, 5	RI.9-10.2-4; SL.9-10.1,4, 6; L.9- 10.1,3, 6; L.9-10.1-3, 6; WHST.9- 10.4	MP 1-3	LS3	A1; B1-4; C4; E4-5	A1-2	Research and written assignments; Observations
Understand IDEA and accommodations for individuals with special needs including what an Individualized Education Program (IEP) is and how it helps students and responsibilities of teachers.	ED 2, 5	RI.9-10.2-4; SL.9-10.1,4, 6; L.9- 10.1,3, 6; L.9-10.1-3, 6; WHST.9- 10.4	MP 1-3, 5, 7	LS3	B1-3; C2	A1-2,5	Research and written assignments; Discussion, Observations
Demonstrate an understanding of student’s needs to inform all aspects of the planning process to create a dynamic and productive learning environment including lesson planning, assessments, and pedagogical approaches.	ED 2, 5	RI.9-10.2-4; SL.9-10.1,4, 6; L.9- 10.1,3, 6; L.9-10.1-3, 6; WHST.9- 10.4	MP 1-3, 5, 7	LS3	B1-3	A1-2	Observations; Create and adapt lesson plans; Reflective journal
Analyze the underlying strategies and active practices of anti-bias instruction including: critical engagement with material, differentiated instruction, cooperative and collaborative learning, real-world connections, value-based assessment, evaluation, and grading.	ED 2, 6	RI.9-10.2-4; SL.9-10.1,4, 6; L.9- 10.1,3, 6; L.9-10.1-3, 6; WHST.9- 10.4	MP 1-3, 5, 7	LS3	A1; D6	A1-2,6	Observations; Reflective journal; Research and written assignments
Understand the history, laws and policies of American/Alaskan education/federal, state and local government roles and mandates, and the teaching profession.	ED1-2	RI.9-10.1-10; WHST.9- 10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1- 2,4-10	MP 1-3, 5, 7	LS3	A1, 5, 7, B2, D1, E3- 8	A2	Research, Written Assignments, Historical Timeline, Presentations

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Understand the role of education and need for educating students in the 21st century.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5, 7	LS3	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Presentation
Analyze contemporary initiatives and trends impacting teaching profession.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5, 7	LS3	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Field experience journal
Identify and use effective teaching strategies in a P-12 classroom.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5, 7	LS3	A1, 5, 7, B2, D1, E3-8	A2	Field observation journal Written report and presentation

INSTRUCTIONAL RESOURCES

List the major instructional resources used for this course:	
Websites:	https://www.alaska.edu/educatorsrising
Textbooks:	<i>Educational Foundations</i> . Kaplan, L and Owings, W. Cengage Learning (2014)
Essential Equipment:	
Reference Materials:	
Supplies:	

Leadership Development

COURSE INFORMATION	
Course Name:	Leadership Development
Course Number:	TBD
Grade(s):	9-12
Length (# of semesters):	One semester
Credit:	0.5
Foundational Course:	<input type="checkbox"/> This is a foundational CTE course (foundational courses are not technical)
Prerequisites:	None
Sequence or CTEPS:	Education & Training
Date of District Course Revision:	Spring 2025
CAREER & TECHNICAL STUDENT ORGANIZATION (CTSO)	
CTSO Embedded in this Sequence:	Educators Rising
TECHNICAL/OCCUPATIONAL STANDARDS	
Source(s) of Technical Standards:	Educators Rising Standards
Names/Numbers of Technical Standards:	
REGISTRATION INFORMATION	
Course Description: (Brief paragraph - as will be shown in the student course catalog)	Leadership Development is the first course in Educators Rising to prepare students to become educators. Students will develop skills to become reflective, self-aware learners while building capacity as school and community leaders. Focused on the skills and dispositions required to lead, students will explore equity in education and how personal bias influence how they teach and learn. Students will explore their personal values identifying passions, strengths, and challenges to build a career and learning plan.
Instructional Topic Headings: (Separate each heading with a semi-colon.)	Enduring Understandings; Social Awareness; Leadership; Ambassador of Learning; Personal Learning Styles; Career Planning; Professionalism; Historical Perspectives; Laws and Policies Governing Education
POSTSECONDARY CREDENTIAL	
Recognized Postsecondary Credential (RPC): <i>(Replaces Technical Skills Assessment (TSA) - not all TSAs will qualify as an RPC, and RPC is not required for all courses)</i>	Educators Rising Micro-credentials
STANDARDS	
This course addresses (enter yes/no):	
Alaska English Language Arts and Math Standards:	Yes (ELA & Math Standards)
Alaska Cultural Standards:	Yes (Alaska Cultural Standards)
All Aspects of Industry (AAI):	Yes (AAI Framework)
Core Technical Standards:	Yes (Educators Rising Standards)
Employability Standards:	Yes (Alaska Employability Standards)
EMPLOYABILITY STANDARDS	
Employability Standards source:	Alaska (Alaska Employability Standards)
DUAL CREDIT AGREEMENT	

CTSO participation is included:	No
Current Dual Credit Agreement: <i>(Agreements should be reviewed and updated annually)</i>	<input type="checkbox"/> <i>(If checked, complete the Dual Credit section below.)</i>
Date of Current Agreement:	N/A
Postsecondary Institution Name:	N/A
Postsecondary Course Name:	N/A
Postsecondary Course Number:	N/A
Postsecondary Course Credits:	N/A
AUTHOR	
Course Developed By:	Andrea Wade
Course Adapted From:	Educators Rising
Date of Previous Course Revision:	New course
COURSE DELIVERY MODEL	
Is this course brokered through another institution or agency? <i>(yes/no)</i>	No

Standards Alignment								
Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments	
Define their personal identity.	ED2	WHST.9-10.2, 4-9; SL.9-10.1, 4 6; L.9-10.6	MP1	LS3, LS4	A5,7; E7	B1	Personal History Visual or Written presentation	
Understand how the term “learner” applies outside the classroom.	ED2	SL.9-10.1, 3; WHST.9-10.10	MP1-3, 5	LS3, LS4	B2	A2	Reflective Journal	
Name and describe characteristics of a learner.	ED1-2	SL.9-10.1, 3, 4,6; L.9-10.1, 6	MP1-3	LS3, LS4	B2	A2	Discussion; Reflective Journal	
Describe the value of identifying and reflecting on personal strengths.	ED2	SL.9-10.1, 3, 4,6; L.9-10.1, 6	MP1-3	LS3, LS4	B2	A2	Discussion; Reflective Journal	
Analyze personal strengths and weaknesses in relation to future goals.	ED2	SL.9-10.1-6; L.9-10.1, 6	MP1-3	LS3, LS4	B2-3, D6, E8	B1-2	Biographical Presentation of Self as Learner	
Describe and apply techniques for cultivating a reflective mindset (e.g. journals, observations, dialogue with peers and mentors, watching recordings).	ED2, 7	R.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP1-3, 5, 7	LS3, LS4	A5, B1-2, D6, E3-4, 7-8	A1	Reflective Journal; Biographical Presentation of Self as Learner	

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Understand bias and analyze how personal histories and identities shape personal attitudes towards others.	ED2	RI.9-10.2, 3; SL.9- 10.1,3- 4,6;L.9- 10.1, 3-6; RST.9- 10.2, 7,10	MP 1-3, 5	LS3, LS4	A5, B1-2; D6; E1,3- 4,7	B1	Personality Test & Reflections; Interviews; Presentation
Identify the benefits of being open to multiple viewpoints.	ED2	SL.9- 10.1,3, 4, 6; L.9-10.1; L.9- 10.6	MP 1-3	LS3, LS4	A5,7; B1- 2; E7	A2	Group Initiative & Reflection
Explain how community members benefit from various perspectives and viewpoints.	ED2	RI.9-10.1- 7,10; L.9- 10.1-2, 4 6; RST.9- 10.2,4, 6- 10; WHST.9- 10.4	MP 1-3	LS3, LS4	E1,4,7	A2	Rewrite current event from different perspective; Observation; Cooperative & Collaborative Learning Questionnaire
Reflect on how everyday citizens/peers/students act as leaders and role models.	ED2	SL.9- 10.1,3, 4, 6; L.9-10.1; L.9- 10.6	MP 1-3	LS3, LS4	B1-2; D1	A2	Profile of Community Member Embodying

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Describe the characteristics of a successful leader including ethical behaviors, and explain how empathy helps leaders connect to their community.	ED2	SL.9-10.1,3,4,6; L.9-10.1; L.9-10.6	MP 1-3	LS3, LS4	B1-2; D1	A2	Research and written assignments; Lead ice-breaker or team-building initiative; Leadership self-assessment; Discussions
Recognize different leadership styles.	ED2	SL.9-10.1-6; L.9-10.1, 6	MP 1-3	LS3, LS4	B2	A2	Leadership Style Presentation
Explain what a persona is and describe different types of personas they inhabit as students, friends, teammates, community members, employees, etc.	ED2	SL.9-10.1,3,4,6; L.9-10.1, 6	MP 1-3	LS3, LS4	B2; D1	A2	Reflective Journal, Written Assignment
Understand that mentors, leaders, ambassadors, Elders, coaches and other role models serve as educators.	ED1-2	SL.9-10.1,3; L.9-10.1, 2; WHST.9-10.4	MP 1-3	LS3, LS4	B2; D1,3	A2	Reflective Essay on Educator
Practice inhabiting and presenting an educator persona.	ED1-2	SL.9-10.1-6; L.9-10.1, 6	MP 1-3	LS3, LS4	A1; B2; C3-4	A1-2	Demonstration; Compare & Contrast Teaching Activity
Explain importance of professionalism including: appropriate dress, behavior, and interactions, use of social media with balance of individual values, and policies of institutions that employ them.	ED1-2	RI.9-10.2,4,6-7; SL.9-10.1, 3, 6	MP 1-3	LS3, LS4	A1,7; B1-2; B4; E4, 6	A1-2,5,7	Observations; Social Media Self-Audit; Research and written assignments

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/Career Readiness Standards	Formative Assessments
Determine how to use different modes of communication in different contexts.	ED1-2	RI.9-10.1-6,10; SL.9-10.1,3,4,6; L.9-10.1,6	MP 1-3, 5	LS3, LS4	B1-2; C4; E3-4	A1	Communication Case Studies; Discussion; Observation
Investigate education career pathways.	ED1	RI.9-10.2,4,7,10; SL.9-10.1-2,4-6; L.9-10.1-2,4-6; WHST.9-10.2,4,7-9	MP 1-3	LS3, LS4	B2	B2,4-5	Research and Written Assignment
Identify and reflect on the differences between short term and long-term goals.	ED1-2	RI.9-10.2,4; L.9-10.1-2,4; WHST.9-10.4	MP 1-3, 5	LS3, LS4	B1-3; D6; E6-8	B1-5	Self-assessments: Career Aptitude/ Interest Surveys; Develop S.M.A.R.T. Goals, Educator interviews, Journal
Learn about the history, laws and policies of American/Alaskan education/federal, state and local government roles and mandates, and the teaching profession.	ED1-2	RI.9-10.1-10; WHST.9-10.2,7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2,4-10	MP 1-3, 5	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Historical Timeline, Presentations

Student Performance Standards (Instructional Topic Headings)	Specific Technical Skill Standards	Alaska English/ Language Arts Standards	Alaska Math Standards	Alaska Science Standards	Alaska Cultural Standards	Employability/ Career Readiness Standards	Formative Assessments
Understand the role of education and need for educating students in the 21 st century.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Presentation
Identify contemporary initiatives and trends impacting the teaching profession.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Research, Written Assignments, Field experience journal
Identify effective teaching strategies in a P-12 classroom.	ED1-2	RI.9-10.1-10; WHST.9-10.2, 7-10; SL.9-10.1-6; L.9-10.6; RST.9-10.1-2, 4-10	MP 1-3, 5	LS3, LS4	A1, 5, 7, B2, D1, E3-8	A2	Field observation journal Written report and presentation

INSTRUCTIONAL RESOURCES

List the major instructional resources used for this course:	
Websites:	https://www.alaska.edu/educatorstrising
Textbooks:	<i>Educational Foundations</i> . Kaplan, L and Owings, W. Cengage Learning (2014)
Essential Equipment:	
Reference Materials:	
Supplies:	



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as a tobacco and nicotine-free learning and work environment.

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