



# Burlington County Institute of Technology

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Westampton Campus

## Career and Technical Programs

Career Cluster: *Education and Training*

Program Name: *Education, General*

Program Title: *Future Educators*

CIP Code: *130101*

Board Approval Date: August, 2023



# Program of Study

- Grade 9
  - ◆ Educational Psychology
  - ◆ Child/Adolescent Psychology
- Grade 10
  - ◆ Teaching as a Profession
  - ◆ Historical Foundation of American Education
  - ◆ Human Exceptionality
- Grade 11
  - ◆ Tomorrow's Teachers I
  - ◆ Tomorrow's Teachers II
  - ◆ Tomorrow's Teachers III
- Grade 12
  - ◆ Teaching in the 21st Century
  - ◆ Child Development Accreditation
  - ◆ Advanced Clinical Experience I
  - ◆ Advanced Clinical Experience II



## → Program Descriptor

- ◆ The Future Educators Program at Burlington County Institute of Technology will provide the student with a sound education in both theoretical knowledge and hands-on practical experience. This will prepare the student to fulfill a successful professional role working with children, and enter fields of employment that are related to any field of education or continued studies in the field of education. The Future Educators Program prepares students for a variety of careers that are related to early childhood education, elementary educator or secondary education; a college program in Early Childhood, Elementary Education, or Secondary Education and a successful role in the community. Students will have an on-site laboratory experience in our preschool and field experiences in elementary and secondary classrooms throughout the county. Laboratory and classroom experiences will focus on childhood development, health, nutrition and safety, lesson planning, preparing the classroom learning environment, and career preparation in the education field. Students will prepare a professional portfolio of resources to be used both on the job and as an aid in further education and training.

## → Program Outcome

- ◆ Graduates of the Future Educators program will possess the skills and competencies required for entry level employment as well as a foundation for pursuing post secondary education. Upon completion of the course the student will have achieved the requirements to apply for and take the test for the CDA (Child Development Associate, a National Credentialing Program), as well as their PRAXIS I, American Red Cross Adult and Infant CPR Certification, Level One-Google Certified Educator credentials and OSHA-10 Certification.

## → Work Based Learning Opportunities

- ◆ Career Exploration: Job Shadow
  - During Sophomore, Junior and Senior year, students will shadow supervised teaching of children in our **partnering school district classrooms**, applying what has been learned through coursework and previous lab experiences. Students will have both Elementary and Secondary Education placements to experience multiple grade-level experiences during their job shadowing experience. In collaboration with the cooperating teacher, students may also plan, implement, and evaluate developmentally appropriate activity lesson plans, which could be used for portfolio development.



- ◆ Career Exploration: School-Based Enterprise
  - This course is a supervised teaching of children in our **on-site laboratory preschool**, applying what has been learned through coursework and previous lab experiences. Students will take on the role of an observer, an assistant, or a lead teacher during their experiences throughout their four years as well as work closely with our preschool staff. In collaboration with the cooperating teacher, students will plan, implement, and evaluate developmentally appropriate activity lesson plans, which could be used for portfolio development.

#### → Industry Valued Credentials

- ◆ PRAXIS I
- ◆ CDA
- ◆ Google Certified Educator
- ◆ American Red Cross Adult and Infant CPR Certification
- ◆ OSHA-10

#### → Post-Secondary Articulations

- ◆ Richard Stockton University
  - Tomorrow's Teachers
- ◆ Rowan College at Burlington County
  - Child and Adolescent Development
  - Educational Psychology
  - Teaching As A Profession
  - Historical Foundations of American Education
  - Human Exceptionality



# Course Descriptions

## 1. Grade 9

- a. *Child/Adolescent Development*: This course will cover the physical, cognitive, emotional and social development in humans from the womb through adolescence. Students will understand how the basic physical, cognitive, emotional and social changes in the body and brain during childhood and adolescence are important factors for healthy growth.
- b. *Educational Psychology*: This course will focus on the application of the principles of psychology and how they relate to the teaching and learning process. During this course, students will observe and participate in the lesson planning process in our on-site, Early Childhood Education center.

## 2. Grade 10

- a. *Teaching as a Profession*: This course addresses the professional characteristics and historical development of teaching as a profession. It discusses the role of the teacher, lesson preparation, as well other issues facing teachers. It also provides an overview of select teacher education programs. During this course, students will participate in 4 field experiences in an Elementary school setting with our partnering local school districts. Students will complete observation logs and one taught lesson plan during these visits to add to their culminating portfolio.
- b. *Historical Foundation of American Education*: This course is a study of the historical and philosophical foundations of American Education. It examines current trends and issues in Education including, but not limited to, educational reform, diversity in the classroom, instructional approaches, and school effectiveness.
- c. *Human Exceptionality*: This course is designed to develop student awareness of and understanding of the needs of individuals with exceptionalities. It provides a perspective that will assist students in better understanding, accepting, and advocating for individuals with disabilities. During this course, students will observe and participate in 4 field experience placements in Special Education classroom settings at Burlington County Special Services.

## 3. Grade 11



- a. *Tomorrow's Teacher I*: This course is designed to cover Unit One of the Tomorrow's Teacher curriculum. Unit One covers looking at Childrens' Literature, Learning Style Theories, Developmental Areas of Growth and Learning, as well as barriers to learning and student exceptionalities.
- b. *Tomorrow's Teacher II*: This course is designed to cover Unit Two of the Tomorrow's Teacher curriculum. Unit Two covers classroom management, teaching methodology and strategies and also instructional planning and assessment. During this course, students will observe and participate in 2 field experiences in an upper Elementary/middle school setting with our partnering local school districts. Students will complete observation logs and one taught lesson plan during these visits to add to their culminating portfolio.
- c. *Tomorrow's Teacher III*: This course is designed to cover Unit 3 of the Tomorrow's Teacher curriculum. Unit Three covers teaching profession laws and ethics, the certification process, and the structure and governance of educational reforms. Students will also be creating a culminating portfolio of student work throughout the year in their course work, classroom observations, and field experiences. During this course, students will observe and participate in 2 field experience placements in High School classroom settings at Burlington County Institute of Technology-Westampton, where they can observe potential secondary education subject areas they may be interested in pursuing. Students will also be preparing to take the PRAXIS I: Content Knowledge exam during this course and learning about the different certification exams required through PRAXIS for the State of New Jersey.

#### 4. Grade 12

- a. *Teaching in the 21st Century*: This course focuses on educational technology in support of student learning and integration of technology into the classroom. Strategies to incorporate technology and internet resources into a school curriculum will be explored. Each student will develop an online portfolio to demonstrate their growth over time and record evidence of their teaching competencies.
- b. *Advanced Clinical Experience I*: This optional course is a directed field experience designed to help students gain initial or continuing clinical experience in their chosen specialty area. Supervised teaching of children in a lab school or community setting, applying what has been learned through coursework and previous lab experiences. Students will take on the role of a lead teacher for a portion of the experience as well as work closely with the parents and other staff. In collaboration with the cooperating teacher, students will plan, implement, and evaluate developmentally appropriate activity lesson plans, which will be used for portfolio development.



- c. *Child Development Accreditation*: This course will focus on students completing the Child Development Accreditation (CDA) Portfolio, Verification Visits, and written exam. During this course, students will also become Adult and Infant CPR certified through the American Red Cross Association.
- d. *Advanced Clinical Experience II*: This experience is available to qualified students that have the ability to demonstrate their skills and proficiencies in a clinical setting. Students will earn credit and/or income during their school-to-work experiences in their field of study. Students must provide their own transportation to avail themselves for this opportunity. This experience is coordinated by the school-to-work coordinator and must have the recommendation of the early childhood education instructor.



# Curriculum Maps

Course: Safety

Unit: OSHA 10

Length: 1 Week

## Standards

- 9.3.12.AG-FD.1 Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.
- 9.3.12.AC-CST.5 Apply practices and procedures required to maintain jobsite safety.
- 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures in food and beverage service facilities.
- 9.3.HU-ED.5 Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.
- 9.3.LW.4 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.
- 9.3.LW-ENF.8 Explain the appropriate techniques for managing crisis situations in order to maintain public safety.
- 9.3.MN.3 Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.
- 9.3.MN-HSE.3 Demonstrates a safety inspection process to assure a healthy and safe manufacturing environment.
- 9.3.MN-HSE.5 Evaluate continuous improvement protocols and techniques in health, safety and/or environmental practices.
- 9.3.12.TD.5 Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.





- 9.3.12.TD-HSE.1 Describe the health, safety and environmental rules and regulations in transportation, distribution and logistics workplaces.
- 9.3.12.TD-OPS.3 Comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.

### Essential Question(s)

- Why is it important to practice safety?
- What do safe practices look like in my industry?
- How can I keep myself and others safe?

### Content

- Walking working surfaces
- Emergency action plans
- Fire protection
- Electrocution hazards
- Personal protective equipment
- Hazard communication
- Materials handling, storage, use and disposal.

### Skills

- Explain why OSHA is important to workers.
- Explain workers rights under OSHA
- Discuss employer responsibilities under OSHA.
- Discuss the use of OSHA standards.
- Explain how OSHA inspections are conducted.
- Utilize helpful worker safety and health resources.
- Identify hazards in the workplace associated with walking and working surfaces.



- Identify best practices for eliminating or controlling hazards associated with walking and working surfaces in the workplace.
- Recognize employer requirements to protect workers from walking and working surface hazards.
- Recognize benefits of an Emergency Action Plan.
- Identify elements of the Fire Protection Plan.
- Identify conditions under which evacuation actions may be necessary in an emergency situation.
- Identify conditions under which shelter-in-place may be necessary in an emergency situation.
- Identify characteristics of an effective emergency escape route.
- Recognize the five types of fire extinguishers, including the types of fires they can extinguish.
- Review requirements for proper maintenance of portable fire extinguishers.
- Identify major electrical hazards.
- Describe types of electrical hazards.
- Describe electrical protection methods.
- Recognize employer requirements to protect workers from electrical hazards.
- Recall employer responsibilities toward affected employees regarding PPE.
- Identify when face and head protection should be used.
- Recall which types of hand and foot protection should be used in a specific situation.
- Recognize the differences between respirator types.
- Identify the differences between full-body protection levels.
- Identify the employer's responsibilities under the HCS, including training requirements.
- Identify components of a Hazard Communication program.
- Describe requirements of the different types of Hazard Communication labels.
- Locate pertinent information about chemicals on labels, including other forms of hazard communication, to ensure "right to understanding" provisions of GHS requirements.
- Identify types of material handling equipment.
- Describe hazards associated with material handling activities (e.g., storage, use, and disposal).
- Identify methods to prevent hazards associated with material handling equipment.
- Recognize employer requirements to protect workers from material handling hazards
- Identify the main causes of machinery accidents.



- Recognize basic machinery parts that expose workers to hazards.
- Recognize workplace situations involving machinery that requires guarding.
- Identify the requirements for safeguards.
- Identify types of machine guards including types of devices used to safeguard machines.
- Identify strategies to control chemical hazards.
- Identify strategies to control biological hazards.
- Identify strategies to control physical hazards.
- Identify strategies to control ergonomic hazards.
- Identify OSHA requirements pertaining to bloodborne pathogens.
- List the potential routes of exposure from bloodborne pathogens.
- Identify the risks associated with Human Immunodeficiency Virus (HIV), Hepatitis B, and Hepatitis C Virus.
- Identify methods of preventing transmission of bloodborne pathogens & managing occupational exposures.
- Restate methods of the safe disposal of sharps.
- Recount steps which should be taken in the event of an exposure to a potential bloodborne pathogen.
- Recognize risk factors associated with work-related musculoskeletal disorders (MSD)s.
- Identify good posture.
- Describe safe lifting techniques.
- Identify ergonomic control methods for eliminating/reducing work-related MSDs.
- Identify the number one cause of death for U.S. teens.
- List eight risk factors for young drivers.
- Identify the biggest risk factor for young drivers.
- Define distracted driving.
- Provide examples and/or causes of distracted driving.
- Identify the biggest risk factor for distracted driving
- Discuss the risk of having other young passengers in the car.
- List some actions employers should take to keep employees safe while driving.
- List some actions employees can take to safely drive on the job.
- Define the term violence.
- Recall who is at risk for encountering workplace violence.



- Describe workplace violence prevention strategies.
- Identify how to StartSafe and StaySafe to prevent or lessen workplace violence.
- Recognize the costs of workplace accidents.
- Recognize the benefits of implementing an effective safety and health program.
- Describe the elements of an effective safety and health program.
- Identify three methods to prevent workplace hazards.

### Assessments

- OSHA 10 Assessment and Certificate

Course: CTE

Unit: Career Awareness

Length: Woven Throughout

### Standards

- 9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.



- 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
- 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans)
- 9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education
- 9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income
- 9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
- 9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments. ·
- 9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice. ·
- 9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding). ·
- 9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
- 9.2.12.CAP.20: Analyze a Federal and State Income Tax Return
- 9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.



- 9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
- 9.2.12.CAP.23: Identify different ways to obtain capital for starting a business

### Essential Question(s)

- How does one prepare for a career?
- How does one improve marketability?
- Why is career planning important?
- What are the risks in starting a business?

### Content

- There are strategies to improve one's professional value and marketability.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- An individual's income and benefit needs and financial plan can change over time.
- Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans
- Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
- There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals

### Skills

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.



- Work productively in teams while using cultural/global competence.

## Assessments

- Career Research Project
- Resume/Cover Letter

Course: Educational Psychology

Length: Semester

## Standards

- 9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.
- 9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.2 Implement methods to enhance learner success.
- 9.3.12.ED-PS.3 Identify resources and support services to meet learners' needs.
- 9.3.12.ED-PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.
- RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.



- WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

### Essential Question(s)

- What do developmental stages of children reveal about Early Childhood Education?
- How does being raised in a predictable environment affect a child's development?
- What might be some negative effects on the development of a child raised in an unpredictable, unstable environment?

### Content

- Areas of Development:
  - Understand the various domains of human development, including physical, cognitive, emotional, and social aspects.
  - Identify the key milestones and stages in each area of development from infancy to adulthood.
  - Analyze the interplay between different areas of development and their impact on overall growth.
  - Apply knowledge of areas of development to assess individuals' developmental progress and needs.
  - Explore the factors that influence development in each area, such as genetics, environment, and experiences.
- Principles of Development:
  - Comprehend the core principles that underlie human development, such as the principle of continuous change or the influence of nature and nurture.
  - Recognize the importance of developmental norms and individual variations in understanding human growth.
  - Apply the concept of critical periods and sensitive periods in development to real-life scenarios.
  - Analyze how culture, socioeconomic status, and other contextual factors shape developmental principles.
  - Evaluate ethical considerations related to developmental research and applications.
- Brain Development:
  - Gain an in-depth understanding of the stages of brain development from prenatal to adulthood.
  - Identify the role of neurons, synapses, and neural plasticity in brain growth and adaptation.
  - Explore the impact of environmental factors on brain development, such as nutrition, early





- experiences, and exposure to toxins.
- Discuss the significance of brain development in relation to cognitive, emotional, and physical development.
- Apply knowledge of brain development to explain and propose interventions for developmental disorders.
- Theories of Development:
  - Familiarize yourself with major developmental theories, such as Piaget's cognitive development theory or Erikson's psychosocial theory.
  - Compare and contrast different developmental theories, highlighting their key concepts, strengths, and limitations.
  - Apply developmental theories to analyze real-life examples of human growth and behavior.
  - Critically evaluate the relevance and applicability of various developmental theories across cultures and contexts.
  - Explore contemporary perspectives and emerging theories in the field of human development.

## Skills

- Understanding Development:
  - Students will describe the areas and principles of development.
  - Students will explain how the brain becomes organized.
  - Determine the meaning of key terms, and other domain-specific words.
- Brain Development:
  - Students will define windows of opportunity as related to brain development.
  - Students will design and label parts of the brain in their own model.
- Developmental Theories:
  - Students will summarize how theories about development can be used as practical guides to early care and education.
  - Students will contrast the developmental theories of Erikson, Piaget, Vygotsky, and Gardner.
- Application and Observation:
  - Students will conduct an observation of a preschool-aged student to identify the theories of education and developmental milestones.



## Assessments

- Unit Test
- Graphic Organizer: Using Venn Diagrams to compare and contrast physical, cognitive, and social-emotional development.
- Developmental Theorist Project/Presentation
- Written/Oral Tests and Quizzes
- Project 3D model : The parts of the brain
- Case-Study of student through observation in the Preschool Program

Course: Child/Adolescent Development

Length: Semester

## Standards

- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.
- RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.



- WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

### Essential Question(s)

- Why do you think the word labor is used to refer to the process of giving birth?
- What challenges do you think new parents face during the neonatal period? Why might new parents feel helpless? How can parents feel more secure about their parenting skills? Where can they turn for help?
- Why do you think an infant's growth and development may follow many patterns?
- What developmental milestones can you expect in the four developmental areas as a child goes from Early Childhood to Adolescence?

### Content

- Conception, Pregnancy, Birth:
  - Understand the biological processes involved in conception and pregnancy.
  - Identify the stages of prenatal development and their significance.
  - Explain the factors that can influence prenatal health and development.
  - Recognize the stages of labor and delivery and the role of medical interventions.
  - Explore the emotional and physical changes experienced during pregnancy and childbirth.
- Infant and Toddler Development:
  - Describe the major milestones in motor, cognitive, social, and emotional development during infancy and toddlerhood.
  - Identify factors that promote healthy physical and cognitive development in infants and toddlers.
  - Explain attachment theory and its impact on early development.
  - Recognize the importance of responsive caregiving and its role in forming secure attachments.
  - Discuss the role of play in promoting development during the early years.
- Early Childhood:
  - Understand the physical, cognitive, and socio-emotional development during early childhood.
  - Explore the significance of early childhood education and its impact on future learning.
  - Identify strategies for fostering language development and early literacy.



- Recognize the importance of socialization and peer interactions during this developmental stage.
- Discuss the role of family, culture, and environment in shaping early childhood development.
- Middle and Adolescent Development:
  - Describe the physical changes and puberty during the middle and adolescent years.
  - Understand the cognitive and identity development in adolescence.
  - Identify the challenges and opportunities of adolescence, including peer pressure, self-identity, and risk-taking behaviors.
  - Recognize the importance of positive adult role models and guidance during this stage.
  - Explore the impact of technology and media on adolescent development.

## Skills

- Critical Thinking and Application:
  - Students will demonstrate the ability to think critically and analytically, and to reason logically about issues in child development and adolescence using course information and past experiences.
  - Students will demonstrate an understanding between theory and practice and be able to apply classroom learning to situations in life outside the classroom.
- Scientific Understanding:
  - Students will demonstrate an understanding of the scientific methods used to learn about child development and adolescence.
- Physical Development:
  - Students will understand the basic physical changes in the body and brain during childhood and adolescence and the factors important for healthy growth.
- Cognitive Development:
  - Students will understand the cognitive changes during childhood and adolescence from Piaget and Information Processing perspectives and the factors important for healthy growth.
- Social and Emotional Development:
  - Students will understand the social and emotional changes during childhood and adolescence, and the factors important for healthy growth.



## Assessments

- Reflection Papers
- Unit Tests
- Infant Simulator Project
- Current Events
- Lesson Plans for appropriate age groups and development areas

Course: Teaching as a Profession

Length: Semester

## Standards

- 9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED-ADM.3 Create instructional programs to meet the learning organization's objectives.
- 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization's objectives.
- 9.3.12.ED-TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.
- 9.3.12.ED-TT.5 Establish a positive climate to promote learning.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).



- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

### Essential Question(s)

- How do you think knowledge of the types of early childhood programs might help you make a career choice in the early childhood field?
- What areas are important to consider when deciding what level of education you would be interested in pursuing?
- What are the different levels of each area of education?
- How can you network and collaborate in a 21st Century world as a future educator?

### Content

- Teaching as a Profession:
  - Identify and describe why individuals choose teaching as a profession.
  - Assess the various reasons people choose teaching as a profession.
  - Identify job opportunities available to education professionals.
- Effective Teaching Techniques:
  - Distinguish between various student populations in current society.
  - Identify techniques used by effective teachers.
- Elementary Education Field Experiences
  - Observational Skills:
    - Students will develop keen observational skills to understand classroom dynamics, student interactions, and the role of the teacher in an elementary setting.
  - Lesson Implementation:
    - Students will assist in planning, preparing, and delivering age-appropriate lessons that align with curriculum objectives and engage elementary students effectively.



- Classroom Management:
  - Students will observe and practice classroom management techniques to create a positive and inclusive learning environment, promoting respect and cooperation among elementary students.
- Differentiation:
  - Students will observe and assist in implementing strategies to differentiate instruction, accommodating diverse learning needs, abilities, and styles among elementary students.
- Assessment:
  - Students will observe and assist in various assessment activities, including formative and summative assessments, to gauge student understanding and track progress.
- Communication Skills:
  - Students will enhance their communication skills by interacting with elementary students, teachers, and other educational professionals in a respectful and effective manner.
- Adaptability:
  - Students will learn to adapt to the needs and challenges of an elementary classroom, making necessary adjustments to lesson plans, activities, and interactions.
- Reflection:
  - Students will engage in regular reflection on their field experiences, analyzing their observations, successes, and areas for improvement, and considering how these experiences inform their future teaching practices.
- Collaboration:
  - Students will observe and participate in collaborative activities, such as team teaching, co-planning, and discussing strategies with classroom teachers, to understand the importance of collaboration in education.
- Cultural Competence:
  - Students will recognize and appreciate cultural diversity within the classroom, showing sensitivity to the cultural backgrounds, experiences, and perspectives of elementary students.
- Professionalism:



- Students will exhibit professionalism, punctuality, and ethical behavior in their interactions with students, teachers, and other school staff during the field experience.
- Integration of Educational Theory:
  - Students will apply educational theories and concepts learned in coursework to real-world classroom situations, making connections between theory and practice.
- Ethical and Legal Considerations:
  - Assess ethical and legal issues teachers face in the classroom.
- Educational Systems and Governance:
  - Discuss the governance structures of various educational systems.

## Skills

- Understanding the Teaching Profession and Educational Levels:
  - Students will list and describe the various levels of education in the teaching profession.
  - Students will recognize licensing rules and regulations schools and centers adhere to.
  - Students will list the components of center accreditation.
- Child Care and Family Engagement:
  - Students will explain steps families may take in choosing quality child care.
- Effective Instructional Strategies:
  - Students will identify and demonstrate instructional strategies.
- Professional Collaboration and Networking:
  - Students will collaborate and network with other professionals in the field.

## Assessments

- Written Assessments/Reflections
  - Unit Tests
  - Field Observations (Classroom Routines/Classroom Management)
  - Lesson Plans/Reflections
  - Monthly Thematic Projects
  - Interview Project: Interviewing Someone in the Education Field
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- Teacher Social Media Project

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Course: Historical Foundation of American Education

Length: Semester

Standards

- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.
- 9.3.12.ED.7 Explain legal rights that apply to individuals and practitioners within education and training settings.
- 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.
- 9.3.12.ED-ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs.
- 9.3.12.ED-ADM.9 Describe advocacy strategies to promote the learning organization's needs.
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.
- WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.



- WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

### Essential Question(s)

- What historical act in Education led to the greatest change?
- How has the school system changed?
- Why do you think it is important for students in a teacher-preparation program to learn about this content?
- How does society influence the culture of schools?

### Content

- Understanding School Systems in Society:
  - Identify the key components and stakeholders in a school system, including administrators, teachers, students, parents, and community members.
  - Explain the historical development and evolution of school systems within the context of broader societal changes.
  - Analyze the roles and functions of educational policies, governance structures, and funding mechanisms in shaping school systems.
  - Describe the impact of cultural, political, and socioeconomic factors on the organization and operation of school systems.
  - Evaluate the interconnections between school systems and society, including the relationship between education and workforce development.
- Social Diversity:
  - Recognize and appreciate the cultural and linguistic diversity within schools and their surrounding communities.
  - Explore the concepts of privilege, bias, and cultural competence in the context of social diversity.
  - Examine the potential benefits of diverse classrooms and the challenges related to creating inclusive learning environments.
  - Analyze the role of education in promoting social awareness, tolerance, and understanding among diverse student populations.



- Develop strategies to support and engage students from various cultural backgrounds, ensuring their success in the educational setting.
- Equity in Schools:
  - Define educational equity and distinguish it from equality, understanding the importance of providing resources and opportunities to meet individual needs.
  - Identify disparities in access to quality education and resources, particularly among marginalized and underserved populations.
  - Explore the impact of socioeconomic factors, race, gender, and disability on educational equity.
  - Examine policies and initiatives aimed at promoting equity in schools, such as inclusive education, targeted interventions, and community partnerships.
  - Develop a personal commitment to promoting equity and social justice in educational contexts.
- Differentiated Schooling:
  - Understand the concept of differentiated instruction and its significance in addressing diverse learning needs.
  - Identify strategies for adapting teaching methods, materials, and assessments to accommodate students with varying abilities, interests, and learning styles.
  - Analyze the benefits of personalized learning and individualized support in improving student outcomes.
  - Design and implement differentiated lesson plans that consider the unique characteristics and strengths of students.
  - Evaluate the effectiveness of differentiated schooling in promoting student engagement, academic progress, and overall well-being.
- Institutionalized Schooling:
  - Examine the historical origins and societal motivations behind the establishment of institutionalized schooling systems.
  - Analyze the structure and organization of schools as institutions, including administrative hierarchies, curriculum design, and disciplinary practices.
  - Explore the potential advantages and disadvantages of standardized testing and the role of assessments in institutionalized schooling.



- Critically assess the impact of educational policies, standardized curricula, and standardized testing on teaching and learning.
- Consider alternative educational models and innovative approaches to challenge or reform institutionalized schooling practices.

## Skills

- Communication Skills:
  - Students will communicate meaningfully in writing with a chosen audience while implementing critical thought.
  - Students will speak clearly and effectively in standard English.
  - Students will logically and persuasively state and support orally their points of view or findings.
- Research and Analytical Skills:
  - Students will conduct investigative research which demonstrates originality, depth of thought, and mastery of an approved style of source documentation.
  - Students will analyze behavioral or societal issues using theories and concepts from a social science perspective.
  - Students will explain how social institutions and organizations influence individual behavior.
  - Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions.
  - Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.
  - Students will take a position on an ethical issue or a situation and defend it with logical arguments.
- Information Literacy:
  - Students will demonstrate the skills required to find, evaluate, and apply information to solve a problem.
  - Students will use critical thinking skills for computer-based access, analysis, and presentation of information.
  - Students will use appropriate library/learning resource tools to access information in reference publications, periodicals, and bibliographies.



- Writing Proficiency:
  - Students will demonstrate competency in writing expository compositions.
- Technology Competence:
  - Students will demonstrate competency in office productivity tools appropriate to continuing their education.

### Assessments

- Unit Tests/Quizzes
- Lesson Plans
- Written Reflections
- Field Experience Observations and Reports

Course: Human Exceptionality

Length: Semester

### Standards

- 9.3.12.ED-ADM.9 Describe advocacy strategies to promote the learning organization's needs.
- 9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.2 Implement methods to enhance learner success.
- 9.3.12.ED-PS.3 Identify resources and support services to meet learners' needs.
- 9.3.12.ED-PS.4 Identify resources and support services available in the learning organization to enhance the learning



- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.g environment.
- RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

### Essential Question(s)

- What is the difference between accommodations and modifications?
- What challenges does inclusion bring to the classroom? What benefits?
- How can you teach equity and inclusion in the elementary classroom?
- How can you differentiate in your classroom?

### Content

- Understanding Exceptionality:
  - Identify and describe the key concepts related to exceptional learners and exceptionalities.
  - Recognize the importance of a person-first perspective when discussing exceptionalities.
  - Understand the impact of exceptionalities on various aspects of an individual's life, including academic, social, and emotional development.
  - Analyze the historical and societal factors that have shaped our understanding of exceptionality.
- Education for All:
  - Explain the principles and goals of inclusive education and their significance in promoting equity and access for all students.
  - Recognize the importance of adapting teaching strategies and materials to accommodate diverse learners in inclusive classrooms.
  - Identify the benefits of fostering a culture of acceptance, diversity, and respect in educational settings.
- No Child Left Behind (NCLB):



- Understand the basic provisions and goals of the No Child Left Behind (NCLB) Act and its impact on education.
- Analyze the strengths and limitations of NCLB in promoting educational outcomes for all students.
- Inclusion and Collaboration in the Early Childhood and Elementary School Years:
  - Describe the principles and practices of inclusive education in the early childhood and elementary school years.
  - Explain the benefits of collaboration between general education and special education professionals in creating inclusive learning environments.
- Transition and Adult Life:
  - Identify the key considerations in planning for the transition from school to adult life for individuals with exceptionalities.
  - Understand the importance of providing appropriate support and services to help individuals with exceptionalities lead fulfilling and independent adult lives.
- Multicultural and Diversity Issues:
  - Recognize the importance of cultural competence in working with individuals with exceptionalities from diverse backgrounds.
  - Identify strategies for creating culturally inclusive and responsive educational environments.
- Exceptionality and the Family:
  - Understand the impact of exceptionalities on families and the importance of family-centered support and collaboration.
  - Identify ways to involve and support families in the educational process.
- Specific Disabilities and Exceptionalities:
  - Define and describe the characteristics, assessment, and interventions for each specific disability or exceptionality listed, including learning disabilities, ADHD, emotional/behavioral disorders, intellectual disabilities, communication disorders, autism, brain injuries, sensory impairments, physical disabilities, health disorders, and giftedness.
- Special Education Field Experiences:
  - Apply theoretical knowledge and strategies learned in the classroom to real-world special education settings.



- Demonstrate effective collaboration with colleagues, families, and professionals in special education field experiences.
- Observe and participate in the implementation of individualized education plans (IEPs) and accommodations for exceptional learners.

## Skills

- Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging experiences for individuals with exceptionalities
- Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self determination
- Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences

## Assessments

- Quizzes/Test
  - Written Reflections/Current Events
  - Observations and Field Experience Reflections
  - Movie Evaluation
  - Individual with Disability Interview
  - BCSS Field Trip Reflection
  - Disability Project
  - Volunteer Service Reflection
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Course: Tomorrow's Teacher I

Length: Semester

### Standards

- I.1.1: Students will analyze their strengths and areas for improvement as learners
- I.1.2: Students will evaluate themselves as diverse learners and community members
- I.1.3: Students will determine how diversity enhances the classroom and the community.
- I.1.4: Students will analyze the role of self-esteem in learning and its contributing factors
- I.2.1: Students will evaluate different learning styles
- I.2.2: Students will identify the special needs and exceptionalities of learners and determine how these needs affect the learning process
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED-ADM.2 Identify behaviors necessary for developing and sustaining a positive learning culture.
- 9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.
- 9.3.12.ED-TT.3 Use content knowledge and skills of instruction to develop standards-based goals and assessments.
- 9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.

### Essential Question(s)

- Who are we in our community?



- How can we teach and embrace self-esteem?
- What does children's literature teach us about self-concepts?
- What is the difference between phony and earned self-esteem?
- How might we teach our children about the importance of self-esteem?
- How does the knowledge of preferred processing styles affect lesson design?
- What are some key elements of multiple intelligences?
- How much does hemispheric preference affect learning style?
- How do human needs influence learners and learning?

## Content

- Building a Classroom Community:
  - Establish a positive and inclusive classroom environment where all students feel valued and respected.
  - Foster a sense of belonging and connectedness among students through team-building activities and shared experiences.
  - Promote effective communication and active listening skills among students to enhance peer relationships.
  - Develop conflict resolution strategies that enable students to address differences and challenges constructively.
  - Encourage collaboration and cooperation in the classroom, allowing students to work together on projects and problem-solving tasks.
- Social and Emotional Learning:
  - Identify and understand various emotions and their impact on personal and social interactions.
  - Develop self-awareness and self-regulation skills to manage emotions effectively.
  - Practice empathy and demonstrate an understanding of others' perspectives.
  - Learn and apply decision-making and problem-solving skills in various social situations.
  - Promote responsible and respectful behavior in the classroom and beyond.
- Learning Style Theories:
  - Recognize different learning style preferences and understand their implications for teaching and learning.



- Assess and identify personal learning style preferences to enhance individual study habits and strategies.
- Adapt instructional methods to accommodate diverse learning styles in the classroom.
- Encourage self-awareness among students to help them recognize their own learning preferences and strengths.
- Growth and Development in Learning:
  - Understand the concept of growth mindset and its influence on academic achievement.
  - Recognize the stages of cognitive development and how they impact learning.
  - Apply principles of cognitive psychology to enhance memory, problem-solving, and critical thinking skills.
  - Discuss the importance of metacognition and self-assessment in promoting continuous learning and improvement.
- Student Learning Barriers:
  - Identify common learning barriers that students may face, such as lack of motivation, distractions, language barriers, or learning disabilities.
  - Explore strategies to address and overcome student learning barriers to create a supportive learning environment.
  - Promote a growth mindset among students to help them navigate and persevere through challenges.
  - Collaborate with support staff and parents to provide targeted interventions for students facing significant learning barriers.

## Skills

- I.1.1: Students will analyze their strengths and areas for improvement as learners
  - Identify at least three personal strengths related to their learning abilities.
  - Reflect on recent academic achievements and areas where improvement is needed.
  - Develop a plan to leverage strengths and address areas for improvement in daily learning activities.
- I.1.2: Students will evaluate themselves as diverse learners and community members
  - Describe a personal experience that illustrates their uniqueness as a learner and community member.
  - Identify at least two ways in which their diverse background contributes to the classroom community.



- Discuss how understanding and respecting diversity can enhance collaboration and learning.
- I.1.3: Students will determine how diversity enhances the classroom and the community.
  - List examples of diverse experiences, perspectives, or backgrounds within the classroom.
  - Explain how diversity contributes to a richer classroom environment and fosters a sense of inclusion.
  - Collaborate with classmates to create a visual representation of the diverse strengths and talents present in the classroom.
- I.1.4: Students will analyze the role of self-esteem in learning and its contributing factors
  - Define self-esteem and its relevance to academic success.
  - Identify factors that can positively or negatively impact self-esteem in the context of learning.
  - Analyze a case study or scenario to discuss the effects of high self-esteem on learning outcomes.
- I.2.1: Students will evaluate different learning styles
  - Recognize and describe at least three different learning styles (e.g., visual, auditory, kinesthetic).
  - Determine which learning style aligns most closely with their personal preferences.
  - Explore strategies for adapting their learning style to better suit different academic tasks.
- I.2.2: Students will identify the special needs and exceptionalities of learners and determine how these needs affect the learning process
  - Define special needs and exceptionalities in the context of education.
  - Identify specific special needs or exceptionalities and discuss how they might impact learning experiences.
  - Collaborate with a partner to brainstorm inclusive strategies that could support a student with special needs in a hypothetical classroom scenario.

## Assessments

- Lesson Plans
  - Written Reflections
  - Field Experience Observations and Reports
  - Project-Based Activities
-



Course: Tomorrow's Teacher II

Semester

### Standards

- 9.3.12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
- 9.3.12.ED-TT.8 Demonstrate flexibility and adaptability in instructional planning.
- 9.3.12.ED-TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED-TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### Essential Question(s)

- How can effective classroom management strategies create a positive and inclusive learning environment?
- What role does clear communication play in maintaining a well-managed classroom, and how can it be established?
- How can educators address diverse student needs while maintaining discipline and fostering respect?
- What impact does classroom organization and structure have on student engagement and behavior?
- How can proactive behavior management techniques prevent disruptions and promote a culture of mutual respect?
- What are the key principles of effective teaching, and how do they vary across different subjects and age groups?
- How can a variety of teaching strategies, such as inquiry-based learning or cooperative learning, enhance student comprehension and retention?



- How do technology and digital tools impact teaching methodologies, and what are the best practices for their integration?
- How can differentiated instruction accommodate diverse learning styles, abilities, and backgrounds in the classroom?
- What strategies can educators employ to foster critical thinking, problem-solving skills, and creativity in their students?
- How does thoughtful instructional planning align with curriculum goals and desired learning outcomes?
- What are the essential components of a well-structured lesson plan that engages students and promotes active learning?
- How can educators adapt instructional plans to address individual student needs and promote inclusivity?
- What role does formative assessment play in adjusting instructional plans to ensure student progress?
- How can long-term instructional planning ensure a coherent and effective learning experience throughout a course or curriculum?
- What is the purpose of assessment in the educational process, and how does it inform instructional decisions?
- What are the differences between formative and summative assessments, and how can they be used effectively?
- How can educators design assessments that accurately measure a wide range of student abilities and knowledge?
- How do authentic assessments, such as projects or portfolios, provide a more comprehensive view of student learning?
- What ethical considerations should educators keep in mind when designing and administering assessments, particularly in a diverse classroom?

## Content

- Classroom Management
- Teaching Methodology and Strategies
- Instructional Planning
- Assessment



## Skills

- Classroom Management:
  - Objective: Students will be able to create a classroom environment that promotes a positive and inclusive learning atmosphere.
    - Measurable Outcome: Students will design a classroom management plan that includes strategies for establishing rapport, setting clear expectations, and handling behavioral challenges.
  - Objective: Students will demonstrate effective communication skills for managing student behavior and fostering mutual respect.
    - Measurable Outcome: Students will develop a set of communication techniques and practice using them in role-play scenarios to address classroom disruptions while maintaining a positive teacher-student relationship.
  - Objective: Students will understand the importance of addressing diversity in the classroom and develop strategies to promote an inclusive environment.
    - Measurable Outcome: Students will analyze case studies involving diverse student populations and propose specific classroom management strategies that account for individual differences, cultural backgrounds, and special needs.
  - Objective: Students will identify proactive classroom management techniques to prevent disruptions and enhance the learning experience.
    - Measurable Outcome: Students will create a list of proactive strategies, such as engaging lesson plans, seating arrangements, and attention-getting methods, and discuss how each strategy contributes to a well-managed classroom.
- Teaching Methodology and Strategies:
  - Objective: Students will apply various teaching methodologies to effectively convey concepts to diverse learners.
    - Measurable Outcome: Students will design a lesson plan that incorporates at least two different teaching methods, explaining how each method addresses different learning styles and promotes engagement.



- Objective: Students will integrate technology and digital tools into their teaching strategies to enhance student comprehension and participation.
  - Measurable Outcome: Students will develop a multimedia presentation or interactive activity using technology, explaining how the chosen technology enhances the learning experience and aligns with the lesson objectives.
- Objective: Students will understand the concept of differentiated instruction and develop strategies to address diverse student needs.
  - Measurable Outcome: Students will analyze a sample lesson and modify it to accommodate learners with different abilities, learning styles, and backgrounds, demonstrating an understanding of differentiation principles.
- Objective: Students will explore critical thinking and problem-solving techniques to foster these skills in their students.
  - Measurable Outcome: Students will design a set of questions and activities for a lesson that encourage higher-order thinking and problem-solving, explaining how these activities promote cognitive development.
- Instructional Planning:
  - Objective: Students will align instructional plans with curriculum goals and demonstrate an understanding of the relationship between objectives, content, and assessment.
    - Measurable Outcome: Students will create a unit plan that includes clear learning objectives, content delivery methods, and assessments, showing how each component supports the overall curriculum.
  - Objective: Students will adapt instructional plans to accommodate individual student needs and promote inclusivity.
    - Measurable Outcome: Students will analyze a sample lesson plan and modify it to support students with diverse learning needs, providing specific adjustments and justifying their choices.
  - Objective: Students will utilize formative assessment data to make instructional adjustments and monitor student progress.





- Measurable Outcome: Students will review a set of formative assessment results, identify areas where students struggled, and propose targeted instructional modifications to address those challenges.
- Objective: Students will create a long-term instructional plan that ensures a coherent and effective learning experience.
  - Measurable Outcome: Students will design a curriculum map or semester plan that demonstrates how key concepts and skills will be developed over time, considering prerequisites, pacing, and the cumulative nature of learning.
- Assessment:
  - Objective: Students will understand the purpose of assessment in the educational process and its role in informing instructional decisions.
    - Measurable Outcome: Students will explain the difference between formative and summative assessments, providing examples of how each type of assessment can guide teaching and learning.
  - Objective: Students will design fair and effective assessments that measure a wide range of student abilities and knowledge.
    - Measurable Outcome: Students will create an assessment plan for a lesson or unit that includes a variety of assessment methods (e.g., written tests, projects, oral presentations) and demonstrates alignment with learning objectives.
  - Objective: Students will recognize the value of authentic assessments, such as projects or portfolios, in providing a comprehensive view of student learning.
    - Measurable Outcome: Students will compare traditional assessments with authentic assessments, listing the advantages and disadvantages of each, and propose a scenario where an authentic assessment would be more appropriate.
  - Objective: Students will consider ethical considerations when designing and administering assessments, particularly in a diverse classroom.
    - Measurable Outcome: Students will analyze a case study involving an assessment situation with ethical implications (e.g., cultural bias, fairness, privacy) and propose strategies to address these ethical challenges while ensuring a valid assessment process.



## Assessments

- Lesson Plans
- Written Reflections
- Field Experience Observations and Reports
- Project-Based Activities

Course: Tomorrow's Teacher III

Length: Semester

## Standards

- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
- 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
- 9.3.12.ED-TT.11 Implement strategies to maintain relationships with others to increase support for the organization.
- 9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.
- 9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.
- 9.4.12.CI.3: Investigate new challenges

## Essential Question(s)

- How do laws and ethical considerations shape the policies and practices in education, and how can educators ensure they uphold the highest ethical standards in their professional roles?
- What are the driving forces behind educational reforms, and how do these reforms impact teaching methods, curriculum design, and student outcomes?



- How have historical events and educational trends shaped the modern education system, and what can we learn from the past to inform the future of education?
- What are the key elements of the governance and structure of education, and how do these elements influence decision-making, resource allocation, and accountability in educational institutions?
- What are the major educational philosophies, and how do these philosophies influence instructional approaches, classroom management, and the overall goals of education?

## Content

- Laws and Ethics
- Educational Reforms
- History and Trends in Education
- Governance and Structure of Education
- Educational Philosophies

## Skills

- Laws and Ethics:
  - Understand the legal framework that governs education, including federal and state laws, regulations, and landmark court cases.
  - Identify ethical dilemmas that educators may encounter in the classroom and develop strategies for making ethically sound decisions.
  - Analyze the rights and responsibilities of students, teachers, and administrators in the educational setting, ensuring a respectful and inclusive environment.
  - Recognize the importance of maintaining confidentiality and privacy in handling student information and records.
  - Explain the legal implications of special education, including the rights of students with disabilities and the procedures for Individualized Education Programs (IEPs).
- Educational Reforms:



- Explore the historical context and motivations behind major educational reforms, such as No Child Left Behind, Every Student Succeeds Act, or education policy changes at the state level.
- Analyze the intended outcomes and effectiveness of educational reform initiatives in improving student performance, equity, and overall quality of education.
- Understand the impact of educational technology and digital learning on classroom instruction and educational reform efforts.
- Evaluate the challenges and potential benefits of implementing new teaching methods, curriculum changes, and assessment systems as part of educational reform.
- Discuss the role of stakeholders (teachers, administrators, parents, policymakers) in driving and influencing educational reform.
- History and Trends in Education:
  - Trace the historical development of education, including significant milestones, influential educators, and shifts in educational philosophy over time.
  - Examine trends in education, such as the move towards personalized learning, the integration of technology, and the emphasis on STEM education.
  - Identify factors that have shaped educational practices and policies, including cultural, social, and economic influences.
  - Explore the impact of educational trends on teaching methodologies, curriculum design, and student learning outcomes.
  - Reflect on the lessons from educational history to inform current educational practices and policies.
- Governance and Structure of Education:
  - Describe the organizational structure of the education system, from local school districts to state and federal levels.
  - Understand the roles and responsibilities of key educational stakeholders, including school boards, superintendents, principals, and state education departments.
  - Analyze the budgeting and resource allocation processes within educational institutions, considering the impact on educational quality and equity.
  - Discuss the implications of educational governance on policy-making, accountability, and the implementation of educational initiatives.



- Evaluate the challenges and opportunities presented by different governance models in diverse educational systems.
- Educational Philosophies:
  - Explore major educational philosophies such as perennialism, progressivism, essentialism, and constructivism, and understand their core principles.
  - Analyze how different educational philosophies influence instructional approaches, classroom management, and assessment methods.
  - Identify the philosophical foundations of current education practices, and discuss the relevance of these philosophies in the modern educational context.
  - Consider the impact of diverse cultural, social, and individual perspectives on educational philosophies and practices.
  - Reflect on personal teaching beliefs and align them with various educational philosophies to enhance pedagogical effectiveness.

### Assessments

- Educational Philosophy
- Lesson Plans
- Written Reflections
- Field Experience Observations and Reports
- Project-Based Activities

Course: Teaching in the 21st Century

Length: Semester

### Standards

- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.



- 9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
- 9.3.12.ED-ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs.
- 9.3.12.ED-TT.9 Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.
- 9.3.12.ED-TT.10 Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
- 9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
- 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
- 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
- 9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

### Essential Question(s)

- How can I prepare students to be thoughtful digital citizens?
- What does learning in the 21st Century look like?
- What is effective Educational Technology?
- In what ways can Educational Technology be used to support instruction?



- In what ways can Educational Technology be used by students to collaborate in their learning?

## Content

- Google for Education
- Apps in Education
- Digital Citizenship
- Cyber Security and Plagiarism
- Cyberbullying and Web Safety for Students

## Skills

- Google for Education:
  - Demonstrate proficiency in using Google Workspace tools (Docs, Sheets, Slides, etc.) for collaboration, document creation, and presentation.
  - Utilize Google Classroom for effective classroom management, assignment distribution, and student engagement.
  - Incorporate Google Forms and Google Drive for assessment, data collection, and organization of educational resources.
  - Explore advanced features of Google Workspace, such as add-ons, templates, and integrations with other educational tools.
  - Develop strategies to leverage Google for Education to enhance student learning, communication, and productivity.
- Apps in Education:
  - Identify and evaluate educational apps relevant to specific subject areas and learning goals.
  - Integrate educational apps into lesson planning and instruction to promote interactive and engaging learning experiences.
  - Explore various app categories, such as productivity, creativity, and content creation, to enhance teaching and student outcomes.



- Analyze the benefits and limitations of using apps in education and consider the impact on student motivation and performance.
- Develop a curated list of educational apps aligned with curriculum objectives for use in the classroom.
- Digital Citizenship:
  - Define digital citizenship and explain its importance in the modern digital age.
  - Identify and discuss the rights, responsibilities, and ethical considerations for individuals in the digital realm.
  - Demonstrate proper online behavior, including respecting others' privacy, adhering to copyright laws, and practicing responsible communication.
  - Explore the concept of digital footprints and understand the potential long-term consequences of online actions.
  - Promote digital citizenship awareness among students and foster a positive online community within the classroom.
- Cyber Security and Plagiarism:
  - Understand the basics of cybersecurity, including password management, data protection, and recognizing phishing attempts.
  - Identify the consequences of plagiarism and the importance of giving proper credit when using digital resources.
  - Teach students how to critically evaluate online information sources for credibility and authenticity.
  - Implement strategies to prevent cyber threats, such as safe browsing habits and secure data sharing practices.
  - Educate students about the ethical and legal implications of plagiarism and the importance of producing original work.

#### Cyberbullying and Web Safety for Students:

- Define cyberbullying and discuss its impact on individuals and communities.
- Teach students how to recognize and respond to cyberbullying incidents, including seeking help from trusted adults.
- Promote web safety practices, such as protecting personal information, using privacy settings, and reporting inappropriate online behavior.





- Discuss the importance of creating a positive digital culture and promoting respectful interactions among peers.
- Empower students with the knowledge and skills to be responsible digital citizens, ensuring their safety and well-being in online environments.

### Assessments

- Level One: Google Certified Educator Certificate
- Tests/Quizzes
- Discussion Posts
- Projects
- Reflections
- Current Events

Course: Child Development Accreditation

Length: Semester

### Standards

- 9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.
- 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.
- 9.3.21.ED.9 Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.



- 9.3.12.ED.10 Apply organizational skills and logic to enhance professional education and training practice.
- 9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.

### Essential Question(s)

- How often are safety checks needed in a preschool setting?
- What is the process for performing daily health checks in our setting?
- Describe the physical and cognitive learning activities that could benefit young children.
- How do you encourage language acquisition and expression in daily learning activities?
- Describe the reasons early childhood settings establish rules and limits for young children.

### Content

- CDA Functional Area 1: Safety:
  - Demonstrate awareness of safety rules and procedures in the classroom.
  - Identify potential hazards in the learning environment and take appropriate measures to address them.
  - Practice emergency preparedness by participating in safety drills and understanding evacuation plans.
  - Exhibit safe behavior during indoor and outdoor activities, showing consideration for self and others.
  - Communicate safety concerns to teachers and peers when necessary.
- CDA Functional Area 2: Health:
  - Show understanding of the importance of healthy habits, such as washing hands and maintaining personal hygiene.
  - Demonstrate cooperation during health-related activities, such as nutritious snack times and physical exercise.
  - Communicate any discomfort or health-related issues to the teacher or appropriate personnel.
  - Practice proper use of materials, like tissues, and dispose of them appropriately to prevent the spread of illness.



- Display an appreciation for a healthy lifestyle, making informed choices regarding food, hydration, and physical activity.
- CDA Functional Area 3: Learning Environment:
  - Show respect for classroom materials and take responsibility for their proper use and care.
  - Participate in keeping the classroom organized and tidy, contributing to a well-maintained learning environment.
  - Demonstrate appropriate behavior and interactions with peers, fostering a positive atmosphere for everyone.
  - Utilize different areas of the classroom for various activities, showing an understanding of the organization of the space.
  - Actively engage in learning opportunities presented within the classroom environment.
- CDA Functional Area 4: Physical Development:
  - Participate in gross motor activities, such as running, jumping, and dancing, to enhance physical development.
  - Engage in fine motor activities, such as drawing, cutting, and stringing beads, to improve hand-eye coordination.
  - Demonstrate balance, coordination, and control during both structured and unstructured physical play.
  - Show progress in physical skills over time, such as improved hand strength for writing or better ball-handling skills.
  - Communicate personal physical progress to teachers and peers, celebrating achievements.
- CDA Functional Area 5: Cognitive Development:
  - Engage in age-appropriate activities that encourage critical thinking, problem-solving, and creativity.
  - Display curiosity by asking questions and exploring new topics.
  - Demonstrate understanding of cause-and-effect relationships in simple experiments or activities.
  - Participate in activities that involve sorting, matching, and categorizing to develop cognitive skills.
  - Share personal observations and insights during group discussions, showcasing cognitive growth.
- CDA Functional Area 6: Communication:
  - Use clear and age-appropriate language to express thoughts, feelings, and ideas.



- Listen attentively during group conversations, following directions and responding appropriately.
- Use language to express needs, share experiences, and interact with peers in a respectful manner.
- Demonstrate effective communication skills through visual aids, such as drawings or gestures.
- Engage in active listening, asking relevant questions and responding thoughtfully to others' comments.
- CDA Functional Area 7: Creative Development:
  - Participate enthusiastically in creative activities, such as art projects, music, and dramatic play.
  - Use various art materials to express personal creativity, experimenting with colors, shapes, and textures.
  - Show imagination during imaginative play, creating scenarios and inventing stories.
  - Demonstrate an appreciation for different forms of artistic expression and cultural diversity.
  - Share creative works with peers and discuss personal inspirations behind the creations.
- CDA Functional Area 8: Social and Emotional Development of Self:
  - Demonstrate self-awareness by identifying and expressing personal feelings.
  - Use positive self-talk and coping strategies to manage emotions during challenging situations.
  - Participate in activities that promote a positive self-concept and build self-esteem.
  - Identify personal strengths and areas for growth, setting achievable goals for self-improvement.
  - Exhibit a sense of identity and cultural pride, valuing both individual uniqueness and cultural diversity.
- CDA Functional Area 9: Social and Emotional Development of Social Skills:
  - Engage in cooperative play, sharing toys and taking turns with peers.
  - Express empathy by recognizing and responding to others' emotions and needs.
  - Use problem-solving skills to resolve conflicts and seek help from teachers when necessary.
  - Participate in group activities, working collaboratively with classmates to achieve common goals.
  - Show an understanding of social norms and appropriate behavior in various situations.
- CDA Functional Area 10: Guidance:
  - Demonstrate respect for classroom rules and expectations, following guidelines for behavior.
  - Seek guidance from teachers when faced with challenges, showing a willingness to learn and improve.
  - Use redirection and positive reinforcement techniques to manage personal behavior.



- Show an understanding of consequences for actions, recognizing the impact of choices on self and others.
- Express appreciation for guidance from teachers, acknowledging their role in creating a supportive learning environment.
- CDA Functional Area 11: Families:
  - Engage positively with family members, sharing experiences and providing information about classroom activities.
  - Participate in family involvement events, collaborating with parents and guardians to enhance learning.
  - Show respect for diverse family backgrounds and cultural traditions, demonstrating an appreciation for family diversity.
  - Express interest in family stories and traditions, celebrating the importance of family

## Skills

- Students will produce the portfolio portion of the CDA exam
- Students will design and implement lesson plans for their verification visit portion of the CDA exam
- Students will construct competency statements complete with supporting artifacts to define their professional outlook on early childhood education
- Students will plan and evaluate program goals
- Students will work with colleagues in the center and community to find resources for students and families

## Assessments

- CDA Written Exam
  - CDA Verification Visit
  - CDA Portfolio
  - 6 Competency Statements with Artifacts
-



Course: Advanced Clinical Experience I

Length: Semester

### Standards

- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization's objectives.
- 9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.
- 9.3.12.ED-ADM.6 Identify operations to meet the learning organization's objectives.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### Essential Question(s)

- What is intentional teaching?
- What are specific examples of intentional teaching that you can display in the classroom?
- What are reflective questions educators can ask themselves?

### Content

- CDA Functional Area 13: Makes decisions based on knowledge of researched-based early childhood education practices, promotes high quality in child care services, and takes advantages.

### Skills

- Demonstrate Knowledge: Acquire a strong understanding of researched-based early childhood education practices, theories, and methodologies.



- Stay Updated: Stay current with the latest research, trends, and developments in the field of early childhood education.
- Apply Research: Apply research-based practices in daily interactions with children, incorporating age-appropriate activities that support holistic development.
- Assess Quality: Identify indicators of high-quality child care services, including health, safety, curriculum, teacher-child interactions, and overall program excellence.
- Promote Quality: Promote and advocate for high-quality child care services within the workplace, among colleagues, and in interactions with families.
- Continuous Improvement: Seek opportunities for professional growth, attending workshops, courses, and conferences to expand knowledge and skills in early childhood education.
- Reflect and Refine: Reflect on teaching practices, seeking ways to enhance the quality of child care services provided based on new research and best practices.
- Support Fellow Educators: Share research findings and best practices with colleagues, contributing to a collaborative learning environment that promotes continuous improvement.
- Advocate for Children: Advocate for policies and practices that prioritize high-quality early childhood education at the community, state, and national levels.
- Utilize Resources: Take full advantage of available resources, such as research publications, educational materials, and professional networks, to enhance the quality of child care services.
- Students will define partnerships with the families
- Students will observe and document child's progress in the center
- Students will work cooperatively with colleagues and the community
- Students will research early childhood associations

## Assessments

- Competency Statements
  - Reflective Logs
  - Peer Discussions
  - Lesson Plans and Reflections
  - Weekly Participation
-



Course: Advanced Clinical Placement II

Length: Semester

### Standards

- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.4 Evaluate and manage risks to safety, health and the environment in education and training settings.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization's objectives.
- 9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.
- 9.3.12.ED-ADM.6 Identify operations to meet the learning organization's objectives.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

### Essential Question(s)

- Explain the role of the director in an early childhood setting.
- Identify the steps in the conflict-resolution process.
- What leadership skills are needed to be a director?
- As a director or owner, how can you support a positive working environment for all employees?

### Content

- Responsibilities of a director
- Management Styles
- Leadership Skills
- Professionalism





## Skills

- Responsibilities of a Director:
- Program Oversight: Ensure the overall quality, effectiveness, and alignment of the early childhood program with educational goals and standards.
  - Policy Development: Develop and implement policies and procedures that promote a safe, nurturing, and inclusive learning environment for children and staff.
  - Staff Development: Support professional growth and development of staff members, including ongoing training, mentoring, and performance evaluations.
  - Budget Management: Effectively manage the center's budget, allocating resources to support educational activities, staff needs, and maintenance requirements.
  - Family Engagement: Foster strong relationships with families, ensuring open communication, involvement, and collaboration in the children's education.
  - Licensing and Compliance: Ensure compliance with local, state, and federal regulations, licensing requirements, health, and safety standards.
  - Curriculum Implementation: Oversee the development and implementation of developmentally appropriate curriculum, ensuring it meets the needs of all children.
  - Community Outreach: Establish and maintain positive connections with the local community, seeking opportunities for partnerships, fundraising, and promoting the center's services.
- Management Styles:
  - Adaptability: Demonstrate the ability to adapt management styles to various situations, balancing directive leadership with collaborative approaches.
  - Team Building: Foster a sense of unity and teamwork among staff members, encouraging cooperation, communication, and a shared sense of purpose.
  - Delegation: Delegate responsibilities effectively, recognizing the strengths and capabilities of staff members while promoting professional growth.
  - Conflict Resolution: Develop skills to address conflicts within the team, creating a harmonious work environment that prioritizes open communication and problem-solving.



- Feedback and Communication: Establish a culture of regular feedback and transparent communication, valuing the input of all staff members.
- Decision-Making: Utilize a balanced approach to decision-making, considering input from stakeholders, evaluating evidence, and making informed choices for the center.
- Time Management: Model effective time management skills, prioritizing tasks, setting goals, and ensuring that daily operations run smoothly.
- Adherence to Policies: Ensure consistent enforcement of center policies and procedures while remaining approachable and fair to staff members.
- Leadership Skills:
  - Vision and Mission: Articulate a clear vision and mission for the center, inspiring staff to align their efforts with the overall goals.
  - Role Modeling: Lead by example, demonstrating professionalism, dedication, and a strong commitment to early childhood education.
  - Empowerment: Empower staff members, giving them the autonomy to make decisions within their roles while providing guidance and support.
  - Problem Solving: Develop strong problem-solving skills, addressing challenges in a constructive manner, and involving staff in collaborative solutions.
  - Innovation: Encourage innovative thinking and continuous improvement, supporting staff in exploring new ideas and approaches in early childhood education.
  - Advocacy: Advocate for the center, children, and families within the larger community, representing the center's interests and promoting its value.
  - Inspiration: Inspire staff through effective communication, recognition of accomplishments, and fostering a positive work atmosphere that values growth and achievement.
- Professionalism:
  - Ethical Standards: Uphold the highest ethical standards in all interactions, modeling integrity, respect, and confidentiality.
  - Continual Learning: Demonstrate a commitment to professional growth by seeking opportunities for continued education and staying current with best practices.



- Reflective Practice: Encourage reflective practice among staff members, fostering a culture of self-assessment and continuous improvement.
- Professional Boundaries: Maintain appropriate professional boundaries in relationships with staff, children, and families, ensuring a safe and respectful environment.
- Cultural Competence: Embrace and celebrate diversity, promoting cultural competence and inclusive practices throughout the center.
- Responsiveness: Be responsive to the needs and concerns of staff, children, and families, addressing inquiries and providing timely solutions.
- Professional Development: Encourage staff members to pursue professional development opportunities, setting an example through your own commitment to growth and improvement.

## Assessments

- Lesson Plans
  - Reflections
  - Projects
  - Observation/Reflections
  - Discussion Posts
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# Resources

## → Course Resources

- ◆ 9781685842116 QTY 18 Working with Young Children, 10th Edition
- ◆ 9780078110481 QTY 18 School and Society: Historical and Contemporary Perspectives, 8th Edition
- ◆ 9781260837711 QTY 18 Exceptional Students
- ◆ 9781260804287 QTY 18 Teachers, Schools, and Society: A Brief Introduction to Education, 6th Edition
- ◆ Experiencing Education, 11th Edition <https://www.teachercadets.com/teacher-cadet-curriculum.html>