



## **Educators Rising: Leadership Development and Educational Development and Psychology**

### **UAS Course Information**

- Course Title: **Introduction to Education, EDS122**
- Credits: 3

### **Course Schedule**

- Course Start: October 20th, 2020
- Course End: May 14th, 2021
- Meeting Times: Tuesdays 4:00 - 6:00PM via Zoom (w/ call-in option)

### **Instructor Information**

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### **High School Course Description Options (district decisions/approval)**

- **Leadership Development**  
Leadership Development is the first course in Ed Rising to prepare students to become educators. Students will develop skills to become reflective, self-aware learners while building capacity as school and community leaders. Focused on the skills and dispositions required to lead, students will explore equity in education and how personal bias influences how they teach and learn. Students will explore their personal values identifying passions, strengths, and challenges to build a career and learning plan.
- **Educational Development and Psychology**  
Educational Development and Psychology is the second course in the Ed Rising series. Students will explore the development of students across the learning continuum and the importance of understanding students as learners. Students will learn about the diversity of learners in an education system and how educators prepare to meet the needs of all students. Students will explore the role of the educator in developing a classroom of respect that embraces diversity and empowers students.

**UAS ED S122:**

- **Introduction to Education**

A general introduction to careers in Pre-to-12th grade education in Alaska and the nation. Topics include motivations for becoming an educator, personal learning styles, values, beliefs, and ethics as they relate to teaching, human development and developmentally appropriate practice, educational careers and professional organizations, teacher certification requirements, diversity issues, historical perspectives, laws and policies governing education at local, state, and federal levels, rural and urban schooling, school curricula, and effective teaching. There are no prerequisites for ED 122.

**Course Design**

In person (or online) class sessions and field experiences through guided observations. This course requires additional time of student engagement to complete readings, projects, research, and assignments.

**Instructional Resources**

- Educators Rising Alaska (n.d.) <http://educatorsrisingalaska.org/>

**Supplemental Resources:**

- Alaska Department of Education and Early Development. (2012.) Alaska standards. Retrieved from <https://education.alaska.gov/standards>
- Alaska Department of Education and Early Development. (2000, May.) Professional Code of Ethics. Retrieved from <https://education.alaska.gov/teachercertification/20aac10>
- Alaska Native Knowledge Network. (1998). Alaska Standards for Culturally Responsive Schools. Retrieved from <http://ankn.uaf.edu/Publications/CulturalStandards.pdf>
- Alaska Native Knowledge Network. (2011). Home. Retrieved from <http://www.ankn.uaf.edu/>.
- Alaska Teacher Placement. (n.d.) Teaching in Alaska. Retrieved from [https://alaskateacher.org/teaching\\_in\\_alaska.php](https://alaskateacher.org/teaching_in_alaska.php)
- Partnership for 21st Century Learning. (n.d.) Framework and Resources. Retrieved from <https://www.battelleforkids.org/networks/p21/frameworks-resources>

**Course Assignments (Specific summative and formative assignments are subject to change depending on the course delivery method).**

Assignments	Percentage of Grade
<b>Summative</b>	<b>70%</b>
Summative Assessments	--
Anti-Bias Microcredential	--
Practicum	--
Oral Reports	--
Research Assignments	--
Written Essays	--
<b>Formative</b>	<b>30%</b>
Class Discussions	--
Journal Questions	--

Quick Writes	--
Bell Questions	--
Article Responses	--
Formative Assessments	--

### Grading Scale

Go to UAOnline for your final grades.

Letter Grade	Percentages
A	90-100%
B	80-89%
C	70-79%
D	60-69% (not passing in ED)

### ED S122 Student Learning Outcomes as aligned with Ed Rising courses 1 and 2

	Upon completion of this course, the student will be able to:	Assessment Measures	ED Rising Course Content Unit Title	Ed Rising Course Unit Lesson Code
<b>1</b>	Outline the history, laws, and policies of American education, Alaska education, and the teaching profession.	Historical timelines Education organization charts Written assignments	Understanding Equity  Experiential Learning  Cultural Competence  Special Education 101	<b>1.02.06.05</b>  <b>2.01.02.05</b>  <b>1.02.05.05</b>  <b>2.04.05.05</b>
<b>2</b>	Compare and contrast the historical role of	Written assignment or oral presentation	Understanding Equity	<b>1.02.06.05</b>

	education with the needs for educating students for the 21st Century		<p>Experiential Learning <b>2.01.02.05</b> <b>1.02.02.05</b></p> <p>Social Emotional (SE) Safety <b>1.05.04.05</b></p> <p>Profiles of Effective Educators</p>
3	Identify contemporary initiatives/trends impacting the teaching profession.	<p>Discussion Research and Written assignments P-12 Observation: Field experience journal</p>	<p>Growth Mindset <b>1.01.01.05</b></p> <p>Critical Thinking: My Experiences <b>1.02.02.05</b></p> <p>Seeking Feedback and Mentoring <b>1.05.02.05</b></p> <p>Asset-based Approach <b>2.02.04.05</b> <b>2.04.01.05</b></p> <p>Anti-bullying Strategies <b>2.04.02</b></p> <p>Honoring Student Experience</p>
4	Identify the role of state and federal government in education, and the mandates impacting the teaching profession.	Research and written assignments and/or oral presentations	<p>Understanding Equity <b>1.02.06.05</b> <b>2.04.05.05</b></p> <p>Special Education 101 <b>2.03.05</b></p> <p>Model Code of Ethics</p>
5	Analyze and make personal connections to the roles, typical characteristics, dispositions, and practices of an effective teacher.	<p>Educator interview Personal Journal Self-assessments: Disposition/personality/vocational</p>	<p>My Teaching Persona <b>1.04.01.05</b> <b>1.03.04.05</b></p> <p>Professionalism <b>1.02.01.05</b></p> <p>Understanding Bias <b>1.05.01.05</b></p> <p>High Personal Standards <b>1.03.03.05</b></p> <p>Accountable Talk and Meaningful Praise <b>1.03.01.05</b></p>

			<p>Habits of Effective Speakers <b>1.01.02.05</b></p> <p>Critical Thinking: My Experiences <b>1.02.05.05</b></p> <p>Cultural Competence <b>2.05.03.05</b></p> <p>Backwards Planning <b>2.03.04.05</b></p> <p>Inclusive Learning Environments <b>1.02.02.05</b></p> <p>Social Emotional (SE) Safety <b>2.04.04.05</b></p> <p>Differentiated Instruction</p> <p>Mythbusting: The Superhero Teacher <b>1.04.02.05</b></p>
<b>6</b>	Apply observation skills to identify effective teaching strategies in a P-12 classroom	P-12 Observation: Field experience journal	<p>Habits of Effective Speakers <b>1.03.01.05</b></p> <p>Inclusive Learning Environments <b>2.03.04.05</b></p> <p>Differentiated Instruction <b>2.04.04.05</b></p> <p>Accountable Talk and Meaningful Praise <b>1.03.03.05</b></p> <p>Importance of Content Knowledge <b>2.05.04.05</b></p> <p>Anti-Bias Microcredential</p>

### **Dispositions of Professional Educators**

1. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience.
2. Appreciate unique thinking processes of learners at different stages of development.
3. Appreciate multiple perspectives and value individual differences.
4. Commit to professional discourse about content knowledge and student learning of content.
5. Value assessment and instruction as integrated processes.
6. Commit to ensuring student well-being and development of self-regulation and group interaction skills.
7. Recognize the school as an integral part of the community and value parents and guardians as partners in promoting student learning.
8. Value professional ethics, democratic principles, and collaborative learning communities.
9. Value technology as a tool for student and teacher lifelong learning.

### **Standards**

This course is aligned with the following professional organizations and national and state standards:  
Alaska Department of Education and Early Development Beginning Teacher Standards  
Alaska Department of Education and Early Development Teacher Standards  
InTASC Model Core Teaching Standards  
Standards for Culturally Responsive Teaching

### **Professional Expectations**

We must all be mindful of how our written and verbal communications reflect upon us, particularly as professionals in a professional or academic setting. Even as a pre-service teacher, you may be asked – sometimes multiple times in one day - to respond to conversations, notes, emails, texts, memos, letters, newsletters and more. They may be to or from parents and guardians, administrators, students, colleagues, and others. While you may not always have an opportunity to carefully select your words in advance, you should begin to develop an awareness of your professional persona. For example, be sure that your email address and voicemail greeting are ones that are appropriate for a prospective employer. Likewise, monitor your use of your cell phone *and any devices operated by you* while in a professional or academic setting to ensure they meet acceptable standards and policies. If you are unsure of what those are, be sure to ask for clarification. Before submitting any written work or communication, develop a habit of using spell-check, grammar-check, as well as reading and re-reading them and/or having someone else proof them for you. Be sure to read for tone and clarity as much as for accuracy and vocabulary. It is early in your career, but as a wise teacher once told me about classroom management, “Start as you mean to go on.” In other words, begin acting like a professional before you enter the profession, and maintaining those standards will become habitual.