EDUCATORS RISING
INFORMATION PACKET

SPRING
2025

GETTING STARTED WITH EDUCATORS RISING

Over **314,900** rising educators have been helped by our programs since 1994

1937 ~ 1994 2015 2024

with **145,600** students since becoming Educators Rising in 2015

The national conference made me feel like I wasn't alone regarding my future. It gave me hope that we can change what our society and education look like!

— Mary Kate Gebhart, former Educators Rising National Officer

Who We Are

A **Grow Your Own** (GYO) program starting in middle and high schools leading into higher education in order to provide future educators for your district.

A **Career and Technical Student Organization** (CTSO) with career exploration, clinical experiences, dual credits, industry certifications, competitions, conferences, student leadership opportunities, honors society, and more!

Over 21 percent, now, of the district I work in came through my Educators Rising program.

— Michael Shaner, Smyrna High School, Delaware

What We Do

Chapters
It takes one teacher leader and one student to start a chapter! Contact info@educatorsrising.org to start your chapter today.

Curriculum
Educators Rising Curriculum is the perfect resource to use in any Education and Training Pathway course. Contact community@educatorsrising.org to inquire about obtaining our curriculum.

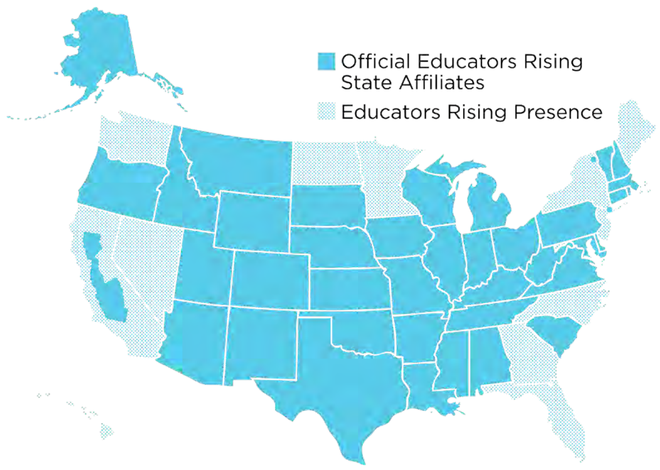
Competitions
Compete in over 23 different National competitions including bilingual competitions!

Conferences
Join over 3,000 aspiring educators to attend breakout sessions, visit with college representatives, and meet other rising educators from all over the country!

Community
Find your people and your community by building relationships with other rising educators, current teachers, and PDK members.

Grow Your Own Teacher Pathway

60% of teachers work within 20 miles of where they attended high school! PDK International, the non-profit powering Educators Rising, assembled an expert panel to create a best practices document entitled *Grow the Teaching Profession: A Blueprint to Establishing a Place-based Grow Your Own Program.* Local communities can use this guide to start planning. Request your copy by emailing community@educatorsrising.org.



GROWING BEYOND A CHAPTER TO AN EDUCATION CAREER PATHWAY

Educators Rising Curriculum

Use of the Educators Rising Curriculum has increased by 164% over the previous year. The Educators Rising Curriculum provides an **introduction to the professional skillsets students need to be effective educators in the classroom**. Pricing is site-specific and depends on a variety of factors including, but not limited to, the number of sites, number of users, and length of access. Contact community@educatorsrising.org to get a quote.

Highlights of the Educators Rising Curriculum

- 1-, 3-, and 5-day formats
- Student guided notes
- Teacher notes
- Project-based assessments
- Alignment to standards
- Content linked to PDK *Kappan* articles
- Alignment to competitions
- Implementation training
- Regular office hours for support
- Up to 20 student memberships, included
- Curriculum Map
- Scope and Sequence

Students at our national conference celebrate their future college plans with our Signing Day event

There are many things that are my favorite about Educators Rising, but my absolute favorite thing would have to be the life lessons that are built into this curriculum.

- Ali Ezernack, Educators Rising Teacher Leader

Training for Teacher Leaders

These trainings will provide teacher leaders with an **in-depth 6-hour orientation** on how to implement the lessons and resources. Offered three times a year with **both in-person and virtual attendance options**. This training is included with your Educators Rising Curriculum. To learn more about training options email programs@educatorsrising.org.

Funding your program

Educators Rising can be funded through multiple funding streams.

- Funding options
- Funding webinar
- Using Perkins for GYO programs

In addition, grant opportunities may be available.

Curriculum Add-ons

Lesson Assessments

New for the 2024-2025 school year, Educators Rising Lesson Assessments are delivered over a digital platform, **aligned with every lesson in the Educators Rising curriculum**. Teachers can save time in knowing that high-quality assessments are already designed for their students, with multiple question types.

Microcredentials

Take your program to the next level! Students submit **digital portfolios to demonstrate mastery of different competencies**. Submissions are reviewed by expert educators, ensuring that achieving a microcredential represents a meaningful early step on the path to becoming an educator. Access our catalog at Digital Promise.

Scan to learn more!

EDUCATORS RISING

GROWING YOUR OWN: SUSTAINABLE FUNDING FOR EDUCATOR PATHWAYS

We are a GYO program and a Career & Technical Student Organization (CTSO). Who determines whether a program is a CTSO? CTSO status is a state-level decision. The federal government does not dictate what defines a CTSO.

What can we do to help you?

Educators Rising can help you start a Grow Your Own (GYO) program wherever you are, even if you are just getting started. Through Educators Rising, **you can inspire students to become future educators**!

What defines a GYO-eligible program?

A GYO program has a developed sequence of support and coursework that students can complete while in high school and transition into post-secondary institutions. GYO programs focus on encouraging students to explore education professions with the hope that they will come back to serve their own community.

What could I be doing now?

- Conduct a needs assessment
- Know the strengths of your district/school
- Understand your organization's priorities and goals
- Align needs and strengths to your goals
- Learn how with our "Growing the Teaching Profession: A Blueprint to Establishing a Place-Based Grow Your Own Program"

How do I create a strong GYO Program?

- Align the program's purpose to your school/district goals
- Provide teachers with resources and materials
- Deliver what you promise
- Build upon efforts
- Leverage other funding sources

Can I use multiple funding sources?

Yes! You can easily braid multiple funding sources together and use them all at once. Keep in mind the **limitations of each funding stream**.

- View our funding webinar: Grow Your Own: Sustainable Funding for Educator Pathways.
- Perkins funding is approved for GYO
- How can I sustain funding a GYO program? Read the guidance from the U.S. Department of Education

EDUCATORS RISING

GROWING YOUR OWN: PRIMARY FUNDING SOURCES

District Annual Budgeting

- Include GYO in your annual budget
- Understand discretionary funding and whether it can be used by GYO
- Join forces with smaller surrounding districts to form a coalition or co-op

State Funding

- **Title IIA:** Improving Teacher Quality State Grants
- **State-level funding programs** for professional development of educators and peer educators
- **Title III:** Language Instruction for English Learners & Immigrant Students
- **Perkins V:** Strengthening Career & Technical Education for the 21st Century

Local Funds: Be Creative!

- Bond initiatives
- Approach school boards and stakeholders for suggestions and support
- Identify and apply for local grants, which may support apprenticeships and residencies between districts and local Education Preparation Programs (EPPs)
- Build partnerships with the local community
- Use connections with students to help get the community on board by inviting parents and families to come observe and learn about your program

Federal Funding

- **Perkins V:** Strengthening Career & Technical Education for the 21st Century
- **Workforce Innovation and Opportunity Act** (WIOA)
- **Title I:** Set-asides for school programs that support youth who are at risk of dropping out
- **Title II:** Adult education & family literacy
- **Title III:** Employment services
- **Title IV:** Supports for students with disabilities to enroll in higher levels of education

Philanthropy & Stakeholders

- Foundations (national, regional, and local) may provide seed money for pilot programs, or they may be interested in supporting programs or scholarships, especially during teacher shortages
- NEA State and Local Grant Opportunities

GROWING YOUR EDUCATORS RISING CHAPTER

Sustainable Strategies for Getting Started

1. **Get the right teacher to teach the course**
- Be the inspirational teacher that draws students in—many students join because they want a connection to a teacher who wears their passion.
- The ideal teacher leader loves the field of education and shows that in their daily practices.

2. **Foster Support from School Administrators**
- Find an administrator who is supportive of preparing future
- educators
- Work with admin to secure funding
- Ask admin to promote your chapter
- Providing pre-educator pathway classes in high school and work very closely with universities on articulation agreements and partner with feeder schools

3. **Competing Chapters/Clubs**
- "How do I compete with BETA, national honors society?" While there are many options for after school engagement, focus on what will make your club unique
- Focus on community service to the school. We're a school community service group and everything we focus on is within the school to better their school within and within the feeder schools.

4. **Middle Schools**
- Get buy-in from a leader at the feeder middle school
- Start recruiting as early as 6th grade – getting students prepped and excited about what they are going to be able to do in high school
- Work collaboratively on a plan to ensure consistency and sustainability from middle school through high school graduation – and beyond!

5. **Institutes of Higher Education**
- Partner with local community colleges for dual/concurrent enrollment Ask for colleges to come to your room
- Ask student teachers to come speak
- Arrange college visits

Access additional resources for teacher leaders in the Educators Rising membership portal online.

This document provides you a number of tips and tricks on establishing and growing your Educators Rising chapter at your school. Some of these tips were offered during our 25 April 2024 webinar featuring educators from Connecticut and Louisiana.

Growing Your Chapter

1. Reach out to coaches, athletic directors, student council advisors, Project Lead the Way advisors, AVID instructors, other pathway instructors with students interested in careers like child psychology, nursing, pediatrician, librarian, social worker, law enforcement.
- Ask other advisors to refer their outstanding leaders to you
- Getting student athletes involved to remind them that if they want to coach, they also must teach

2. Be present and visible to the school, community, feeder schools, businesses
- Teacher Appreciation Week activities
- Table at Back to School Night or any school event
- Hold childcare in your classroom or another area of the school during Parent Teacher Conferences, Financial Aid night – any event where parents with small children may not attend due to lack of childcare. Advertise this ahead of time and have students create activities and give students clock hours for participating.
- Wear identifying chapter shirts, pins, hats – anything with your Educators Rising chapter logo on it as a walking advertisement

3. Get Involved!
- Attend regional, state, and national conferences to network
- Share out pictures and videos from these experiences
- Social Media channels for your chapter and tag district and state level

4. Middle Schools
- Partner with feeder middle schools to start after school chapters so students are already familiar with Educators Rising when picking courses/get to high school
- Chapter officers can give presentations to middle school students
- Work to include feeder middle schools on chapter community service activities

5. Establish a membership committee
- Establish a committee responsible for recruiting and retaining members
- Increase the visibility of the club and the benefits of membership

GROWING YOUR EDUCATORS RISING CHAPTER

Course Tips & Tricks

Master Scheduler

- Meet with the Master Scheduler to ensure your classes are scheduled to allow time to travel to internships and when elementary schools are open.
- Create a "ghost" period that students can enroll in and be off campus at internships so the teacher can still teach other class- es at the same time until the program grows enough that an FTE position is warranted.

Curriculum

- Obtain the Educators Rising Curriculum based on National Board Standards and aligned to InTASC standards.
- The Educators Rising Curriculum with a curriculum map, scope and sequence, student-guided notes, teacher notes and over 67 lessons in 1-, 3-, or 5-day formats with project-based assessments.
- Includes curriculum training for two users per site
- Don't recreate the wheel. Education and Training instructors typically have more than one prep. Use your time to build rela- tionships, not lesson plans.

Processes for Internships

- Build out an internship calendar of the days your interns will be in the field and share with partners at least two months in advance.
- Ensure you are following district policy and procedures when traveling off school property for internships. Provide permission slips when applicable/required.
- Send introduction letters to each partner teacher to introduce yourself and your program so they can start to get excited about getting an intern. Build those relationships with mentor teach- ers your students will work with.
- Think about personalities when placing students – Interns and their mentor teachers must both have a great experience.
- Expectations – Create a list of expectations for interns and mentor teachers so everyone is clear on what the intern should and should not be doing. For example, it is part of a teacher's duties to grade papers, but interns should not be grading papers the entire time they are in the room. Another example would be having the intern go on a field trip with their class, but the mentor teacher stays behind – not ok. Remind students to report these types of situations to you.
- Track hours – Educators Rising has a document in the Teacher Leader Portal to give to students to track their internship hours.
- Have a procedure for students signing in and out of your class- room when they do leave campus.
- Build partnerships with local partners to get students paid internship opportunities such as Boys and Girls Club, YMCA, childcare centers, after school programs, tutoring, etc.

Students Recruiting Other Students

Don't forget the power of student relationships—encourage your students to bring friends to a club meeting and learn more about the opportunities that students tell us brought them to the movement, including being able to compete at regional, state, and national events.

- **Word of Mouth** - Job Shadowing, Internships, Observations, Field Trips – Have students experience all professions in edu- cation - (admin, support staff, custodians, food service, etc.). Students will talk about their experiences and other students will want to do the same.
- **Spread the word** - Press releases, media releases, social media and tag EdRising, districts, schools, and state DOE; elicit support from other teachers or use school news to run a campaign video for new members
- **FOMO** - Students see other students doing fun things and want to join. Promote and share all you do and they will come!
- **Student Advocates** – Have chapter officers present at school board meetings, PD days, and community events like the Cham- ber of Commerce or city planning committees so people are aware of your efforts. Student voices are so powerful.
- Make the **initiation** of new members **impressive and memorable**
- Encourage officers and experienced members to **personally contact new members**
- **Build loyalty** with t-shirts, jerseys, hats, etc. that brand your club
- **Offer prizes/rewards** for students who recruit the largest number of new members

Even if you can't manage to take your new chapter to a state or national event, you can host a competition at your school that aligns to our EdRising competitions.

EDUCATORS RISING CURRICULUM

The Educators Rising Curriculum has a breadth of topics across 5 domains: You, Your Students, Your Classroom, Your Community, and Your Profession. It includes 64 lesson modules that can be used over 2 years of course work.

Educators Rising Curriculum Lesson Topics

YOU

- Growth Mindset
- Public Speaking
- Using Data to Inform Instruction
- Reflective practices
- Professionalism
- Media Literacy
- Critical Thinking Skills

YOUR STUDENTS

- Experiential Learning
- Asset-based Approach
- Understanding All Students' Needs
- Special Education – Introductory and Advanced Topics
- Gifted Teaching & Learning

YOUR COMMUNITY

- Mapping Community Resources
- Collaborative Planning
- Supporting Your Community
- Understanding Your Community

YOUR CLASSROOM

- Lesson Planning and Design
- Classroom Management – Introductory and Advanced Topics
- Behavioral Management
  - De-escalating Conflict
  - Anti-Bullying Strategies
- Classroom Set Up
- Classroom Culture
- Introduction to Curriculum
- Backwards Planning
- Differentiated Instruction
- Assessment
  - Formative Assessment
  - Summative Assessment
  - Advanced Topics
- Effective Strategies for all Students
- Facilitating Classroom Discussion
- Student Well-being
- Applying Instructional Technology in the Classroom
- Distance Learning
- Personalized Learning
- Shared Inquiry and Dialogue
- Setting up & Managing School Group Work
- Lesson Facilitation
- Eliciting and Interpreting Students' Thinking
- Cooperative and Collaborative learning
- Student Engagement
- Real-World Connections
- Teambuilding

YOUR PROFESSION

- Understanding the School System
- The Purpose of School
- Types of school
- Roles of Teachers
- General Education Roles & Specialties
- Education Administration & Operations
- Guidance Counseling
- Media Specialists
- Support Service Roles
- Education Policy
- Professional Networks
- Career Paths
- Pursuing a Job in Education

REVIEW LESSONS ARE ALSO AVAILABLE FOR CLASSROOM INSTRUCTION TO USE IN THE PROGRAM'S SECOND YEAR TO REVISIT KEY TOPICS.

PDK INTERNATIONAL

Educators Rising Curriculum Supplemental Resources

CLINICAL EXPERIENCES

Rising educators should engage regularly in field experiences through their time in the EdRising Curriculum program – including observing classrooms, working with students, and leading classroom instruction. Clinical experiences should run in tandem with the EdRising Curriculum coursework. The frequency and intensity of the clinical experiences are flexible, but EdRising recommends a scaffolded approach where rising educators progress through four phases of clinical experiences:

PREPARING	OBSERVING	ASSISTING	INTERNING
Rising educators spend time in their Educators Rising Curriculum courses preparing for what to expect when they are immersed in the classroom and how to conduct themselves as representatives of the teaching profession.	Rising educators hone their understanding of the complexities of teaching and learning through focused observations across elementary, middle, and secondary classroom settings.	**Rising educators assist in a learning environment (early childhood education, local school, or after-school community organization) to provide targeted support to individuals or small groups of rising educators.**	**Rising educators work closely under the guidance of a cooperating teacher in a classroom setting to assist with all aspects of instruction and, on occasion, lead lessons.**

To help you start incorporating clinical experiences into your program, we provide resources for every step of the Coordination way including:

Planning for Clinical Experiences
Resources to help you organize a well-scaffolded progression of clinical opportunities across a variety of school settings

Preparing Your Rising Educators
Resources to help you prepare your rising educators in advance of their clinical immersion

Teaming with Cooperating Teachers/Partner School
Resources to help you engage schools and teachers to serve as hosts for your students

CURRICULUM IMPLEMENTATION SUPPORT

We want to provide you with the tools you need to get your program up and running quickly. To do so we incorporate training, support, and printable resources to get you started.

- Training & Planning — Join our virtual trainings or our live training at our National Conference to learn about the program and learn helpful ways to implement the curriculum in your context.
- Ongoing Support — For ongoing support, join us for virtual office hours held by our implementation experts.
- Funding — Learn how you can use existing school funds to support your program
- Stakeholder Coordination — Get tips on engaging your school, community, and higher education partners.
- Communications — Resources to help you promote your EdRising program to different stakeholders.

Additional resources for program implementation can be found on the "Teacher Leader Resources" page in the membership portal once your site adopts the Educators Rising Curriculum.

2025-2026 TRAINING & SUPPORT

2025-2026 TRAINING AND SUPPORT

For those who recently purchased the Educators Rising Curriculum, one of the following curriculum introductory trainings are available. Video modules and the Teacher Leader Handbook are also available in the "Implementation Support" section of the Educators Rising Membership Portal to review at your convenience.

Educators Rising Curriculum Introductory Training for Teacher Leaders

These trainings will provide teacher leaders with an orientation on how to navigate all that is available in the Educators Rising Curriculum and how to best implement the lessons and resources to maximize their program's success.

Introductory Training	Date	Location	Pricing
Educators Rising Curriculum Introductory Training for Teacher Leaders	Friday & Saturday, June 27th & 28th, 2025 2-Day Live Training at National Conference	Orlando *This training is being held concurrently with the Educators Rising National Conference and will take place over the course of two days.*	$600 per teacher*
Educators Rising Curriculum Introductory Training for Teacher Leaders	Thursday, August 7th, 2025 9am – 4pm ET	Virtual Training	$600 per teacher*
Educators Rising Curriculum Introductory Training for Teacher Leaders	Friday, September 12th, 2025 9am – 4pm ET	Virtual Training	$600 per teacher*
Educators Rising Curriculum Introductory Training for Teacher Leaders	Friday, January 23rd, 2026 9am – 4pm ET	Virtual Training	$600 per teacher*

*Please refer to your contract for details of how training may be included with your curriculum purchase. A late fee of $100 per teacher will be imposed for registrations that occur after the registration deadline, which is two weeks before the date of the training

For questions on how to implement the Educators Rising Curriculum and lesson content:

Monthly Group Coaching & Virtual Office Hours	EdRising Curriculum Coaching Calls – On the first Monday of each month, we run a group coaching call on Zoom to showcase best practices for using the Educators Rising Curriculum, while also providing Q&A time for your curriculum implementation questions.* Implementation Support Office Hours – On the third Thursday of each month, one of our Curriculum Implementation Specialists provides one-on-one coaching support via Zoom to address your specific curriculum implementation questions. *
Email Support	You can reach the Educators Rising Implementation team at programs@educatorsrising.org with content-related questions during normal business hours from 9 am to 5 pm ET.

Add-ons: Site-specific Curriculum Introductory Training

If you are interested in organizing a training specific to your location for your teachers with an EdRising Curriculum contract, please contact your Outreach and Engagement Coordinator to arrange and schedule.

Options for Site-Specific Introductory Training	Site-specific curriculum orientation trainings include the following topics:	Pricing
1-Day Curriculum Introductory Training for Teacher Leaders This training is conducted over 6 hours for a minimum of 15 participants. Maximum number of participants = 30	General orientation, including ▸ *Standards* ▸ *Framework overview* ▸ *Using the scope and sequence* ▸ *Deep dive into a lesson* ▸ *Membership components/resources* ▸ *Assessments*	*In-Person training: $1800* plus travel expenses for trainer* *Virtual training = $1800**
2-Day Curriculum Introductory Training for Teacher Leaders This training is conducted over 12 hours broken into 6 hours each day for a minimum of 15 participants. Maximum number of participants = 30	General orientation, including ▸ *Standards and Cross-cutting themes* ▸ *Framework overview* ▸ *Using the scope and sequence* ▸ *Deep dive into a lesson* ▸ *Membership components/resources* ▸ *Assessments* ▸ *Clinical Experience overview/resources* Collaborative site-specific implementation planning ▸ *Long-term planning* ▸ *Build your own scope and sequence* ▸ *Aligning your work with state and local expectations and requirements* ▸ *More one-on-one time for Q&A and deeper* dives	*In-Person training: $3600* plus travel expenses for trainer* *Virtual training = $3600**

*A late fee of $100 per teacher will be imposed for registrations that occur after the registration deadline, which is two weeks before the date of the training.

For site-specific curriculum introductory trainings, the following will be provided by the host:

- Participant roster at least 2 weeks in advance of the training date. If the site has not reached the minimum number of 15 participants, then we will discuss postponement of the training to a later date
- Training space – Recommend round table as the set up with no more than 5 per table for group discussions
- LCD Projector and screen with connection access
- Wi-Fi internet access
- Attendees should plan to bring their own laptops

Sites that are interested in hosting curriculum introductory training will need to provide 3 date options. During high-peak season (May through September), at least a 60-day notice is needed to schedule. During off-peak season (October through April), at least a 45-day notice is needed to schedule.

Please note that cancellation of training on behalf of the district or school site will result in a cancellation fee.

SAMPLE LESSON

EDUCATORS RISING CURRICULUM

Note

The following sample is an excerpted lesson from the Educators Rising Curriculum. Each lesson can be taught over 1-3-or-5 days of instruction. Those who implement a lesson topic across 5 days can incorporate a project-based learning activity on Days 4 and 5 to allow students to explore context-specific examples of how specific topics are implemented locally. Project-based learning also allows students to engage deeply with the topics in the lessons and practice skills that mirror what they might see in their future classrooms.

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Document Highlights

Introduction and Lesson: Explaining & Modeling Content, Practices, & Strategies Lesson Excerpts

Integration of Kappan content

Formative Assessments

Domains and Lesson Topics + Contact Information

Did you know?

Educators Rising Curriculum is aligned to the same standards as our national competitions & contests!

Explaining & Modeling Content, Practices & Strategies

from the Year 1 Educators Rising Curriculum

Lessons in the Educators Rising Curriculum are presented in Microsoft PowerPoint format, which can be used by a teacher to project onto a screen or use with an interactive whiteboard in the classroom. The content on the slides is intended for direct instruction with students.

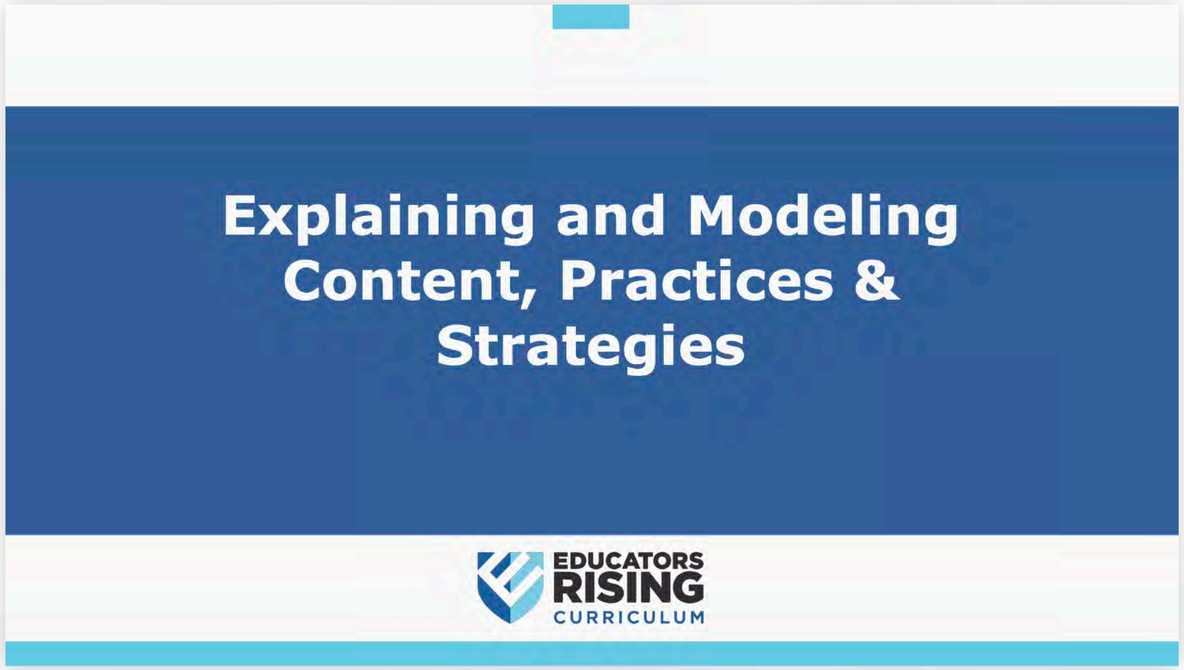
Each slide has notes that are intended for the teacher. These include notes about specific vocabulary, instructional ideas on how to use the slide-based content, and the alignment with the Educators Rising standards and cross-cutting themes.

Lessons may have hyperlinked, external content within slides. All referenced content is always presented at the end of the PowerPoint file in a references section, representing a variety of sources and viewpoints.

Lessons also include formative assessment strategies for the lesson.

All lessons are accessed via the Educators Rising membership portal, which is activated for your school once your annual contract is finalized.

In this guide, we will be showcasing the appearance of the slides from this lesson, and in many cases, show you the included teacher notes.



Notes for Teacher:
Rising educators will effectively make academic content and strategies clear and accessible to their future students through “explaining” and “modeling,” two essential instructional techniques. Rising educators will learn how these techniques can enhance student comprehension, encourage deeper thinking, and improve their presentation skills. They will engage in hands-on activities to apply these strategies, preparing them to create more dynamic and effective learning environments.

Reminder:
“Notes for Students”: These are directions or key information in student-friendly language.

“Notes for Teacher”: These are notes the teacher should review as they will include activity directions, additional context for the slide information, and any other relevant information.

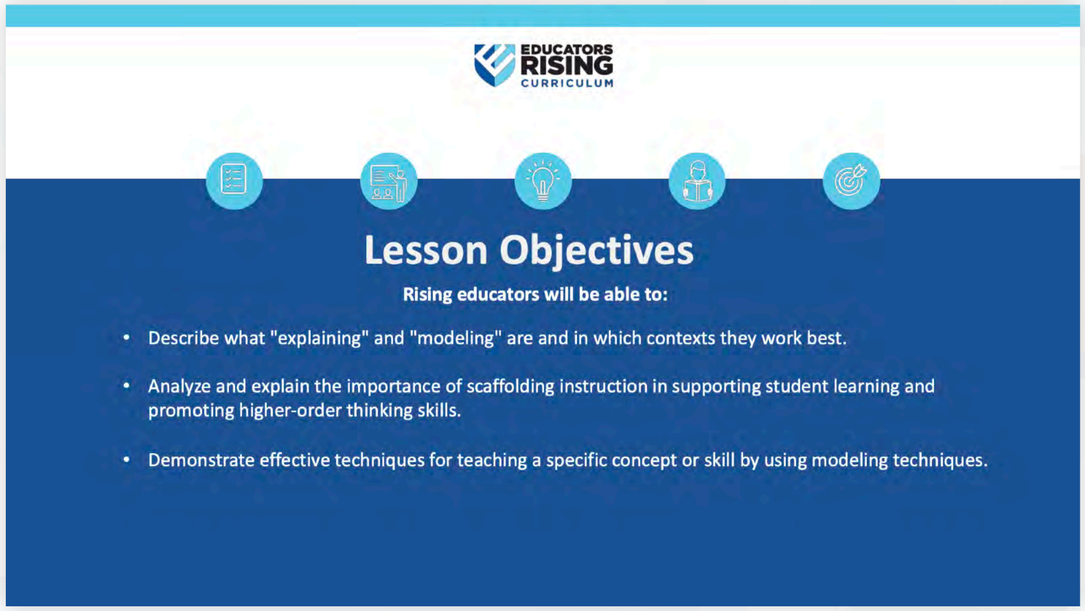
Each lesson's PowerPoint is accompanied with a Guided Notes Workbook to help students reflect, write takeaways to revisit later, and work with their partners or teammates during some of the activities provided.

Workbooks are organized by lesson units (1-5).

Notes for teacher:
During the lesson, students will take quick notes using the provided Guided Notes worksheet. Allow time for them to access the worksheet, referencing the slides as needed. A red clipboard icon signals where notes are required. Students should not take copious notes as these are meant to be "quick takeaways".

The objectives slide highlights what students will cover in the lesson, and they are the same for the 1-3-5-day implementation.

You can often go over misconceptions with students to set the tone of the lesson and introduce any key vocabulary terms they will see come up throughout the lesson.

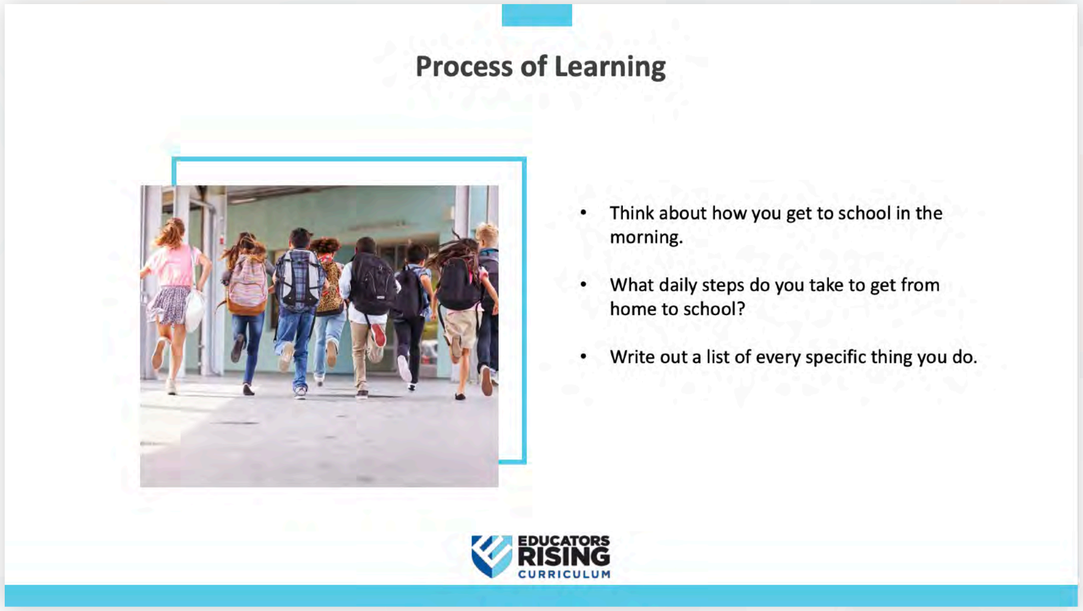


Notes for teacher:
Students will revisit these objectives at the end of the lesson to reflect on their learning and review key ideas learned.

Common misconceptions
- All students learn in the same fashion and covering curriculum or topics equates to students retaining or learning information.
- A student knows the content if he or she can answer the question correctly. Many students can respond accurately to certain types of questions. Sophisticated questioning can reveal the extent of the content knowledge a student has.

Academic language
- Reflection questions
- Open-ended questions
- Interpreting responses
- Access

The goal of this slide is to provide an anticipatory set for the lesson, asking students to reflect upon something they are all used to, before applying the idea of logical steps to how a lesson is constructed by a teacher.

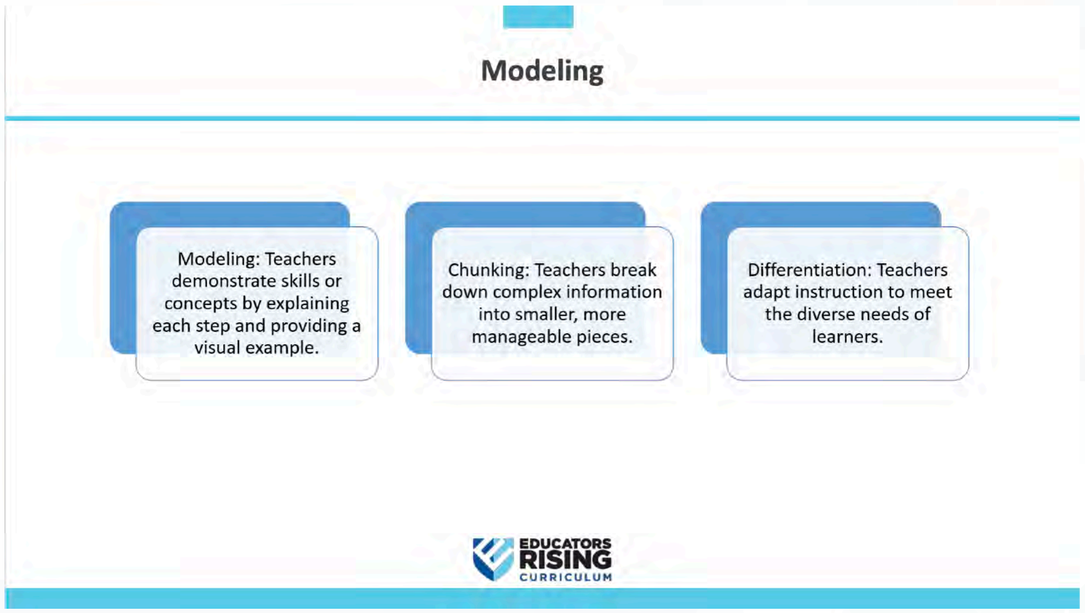


Notes for teacher:
Ask students to break down the process of getting to school into small steps. This will help them understand the concept of breaking down complex tasks into smaller, manageable steps. Encourage them to think about every detail from leaving their house to entering the school building.

Prompting Questions:
- How do you know the route to school?
- What do you do while waiting for the bus, on the ride to school, or on the walk to school?
- How do you know you've arrived at school?

Reflecting on the Process:
- Who taught you these steps? Was it through observation or direct instruction?
- If you have siblings, how did they learn these steps?

This activity will introduce the idea of modeling and implicit learning, setting the state for future discussions about explicit instruction.



Notes for teacher:
When introducing a new lesson or skill, it's helpful to model the material or instructions. Modeling involves demonstrating the steps, whether solving an equation, parsing a sentence, or completing another task. Create an example and guide students through each step, taking time to explain and show the process. By modeling, you can reduce questions and help students feel more confident as they tackle the activity independently.

Chunking Instructions: "Chunking" breaks down your instructions into smaller, manageable steps. This approach ensures that tasks are presented in digestible pieces, preventing students from feeling overwhelmed by too much information at once.

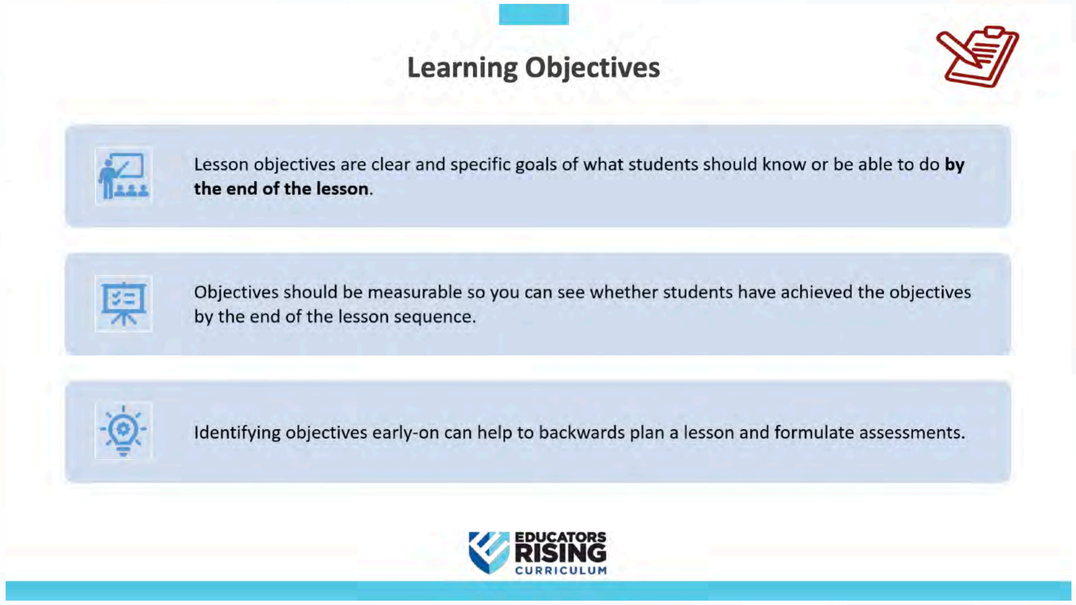
Notes for students:
Modeling is a valuable teaching technique because it simplifies the lesson into clear, manageable parts while visually demonstrating the desired outcome. By explaining each step and showing the process, students gain a stronger understanding of the content and feel more confident in their abilities. This method minimizes confusion and addresses common misconceptions early on.

References:

Lea, K. (2013). Modeling: Essential for learning. Edutopia. Retrieved from https://www.edutopia.org/blog/modeling-essential-for-learning-karen-lea#:~:text=Modeling%20also%20means%20a%20progression,doing%20most%20of%20the%20work.

Linsin, M. (2021). How to be a great teacher through modeling in the classroom. Smart Classroom Management. Retrieved from https://www.smartclassroommanagement.com/2012/02/18/how-to-be-a-great-teacher/

We include learning objectives as part of each lesson. In this example, we are pointing out the import of objectives and this would be a great opportunity for a teacher leader to explain the rationale for exposing students to learning objectives as part of their instructional practice.



Notes for teacher:
Rising educators will have varying levels of familiarity with lesson objectives. Start by assessing their understanding and addressing any misconceptions about what objectives are and where to find them.

Use this lesson's learning objectives to explain their importance. Write one objective for this lesson on the board or chart paper for everyone to see. Ask students why reviewing objectives at the start of a lesson is helpful.

Activity:
Have students think of 2-3 objectives from their past week's classes and write them down.
Ask them to trade their lists with three peers to explore different types of objectives.
Ask for student volunteers to share any similarities they noticed.

Notes for students:
Lesson objectives are goals that direct the pathway and purpose of a lesson. Identifying objectives early on can help to plan a lesson backward and formulate assessments. This approach is called backward planning. Focusing on the lesson goals and assessments first creates structure in a lesson so that the activities and content delivered throughout the lesson lead students to mastery.

References:

Carnegie Mellon University. (2022). Learning objectives. Eberly Center. Retrieved from https://www.cmu.edu/teaching/designteach/design/learningobjectives.html

Zhou, H. (2022). Why does writing good learning objectives matter? Duke Learning Innovation. Retrieved from https://learninginnovation.duke.edu/blog/2017/03/learning-objectives/

Why are Learning Objectives Important?

By identifying your objective(s) early on, **you can make a more precise and useful set of steps** for your lesson that ensure your students are learning what you want them to learn. They can serve as a roadmap for your lesson.

What are you trying to teach your students? What should they walk away with after your lesson?

Unpacking a Standard

SAMPLE STANDARD, 9-10TH GRADE

"Students will be able to effectively plan, organize, and deliver oral presentations that are clear, engaging, and persuasive, adapting their presentation style to suit the audience and purpose. "

- Discuss what the standard asks the student to do in your own words.

Unpacking the Standard Example

- Underline the key verbs and circle the key nouns.
  "Students will be able to effectively plan, organize, and deliver oral presentations that are clear, engaging, and persuasive, adapting their presentation style to suit the audience and purpose."

- What the standard is asking students to do or know? Lesson objectives example:
  1. Students will be able to **plan** a presentation by researching and **organizing** information to support a central argument or thesis.
  2. Students will be able to **deliver** oral presentations with confidence and clarity using appropriate vocal delivery, body language, and visual aids.
  3. Students will be able to **adapt** their presentation style considering factors such as the audience's interests and expectations.

Your Turn!

SAMPLE STANDARD OR SELECT AN EXAMPLE OF YOUR OWN

"Apply mathematics to solve real-world problems in daily life, society, and the workplace. Use a variety of tools to effectively communicate mathematical ideas, analyze relationships to connect and apply concepts, and present, explain, and justify the mathematical reasoning and solutions."

- **List at least 2 objectives based on the standard above.**

This is an example of a brief activity you can conduct with students. This activity is also an opportunity to include context-specific examples.

If students have a particular grade band, they would like to teach in, or if there are objectives from their current classes they would like to understand better, this would be a great opportunity to explore further.

To support project-based learning, this activity can involve students creating activities around their chosen objective or standard and an assessment. All of these can be tested in small groups so the student can receive meaningful feedback.

Importance of Activating Prior Knowledge

- Involves identifying what students already know from previous classes and life experiences.
- Pinpoints gaps in knowledge that may require additional teaching.
- Recognize which parts of the lesson may be a review for students.
- Identifies tasks or skills students can handle independently.
- Highlights students' unique strengths and areas of growth.

Notes for teacher:
The goal of activating prior knowledge is to make your students curious about what they will learn. Some students may already know something about the topic they want to share, so they'll be more active participants, while others may be new to the topic but might just be hooked on to learn more from you and their peers.

Emphasize how obtaining prior knowledge from your students sets you up for more success with scaffolding and modeling.

Notes for students:
It is best to learn as much information about what your students already know, what they excel at, and what they struggle with because it will allow you to make the modeling process personal and as good of a fit as possible.

Reference:

Ferlazzo, L. (2020, June 15). The whys & hows of activating students' background knowledge. Education Week. https://www.edweek.org/teaching-learning/opinion-the-whys-hows-of-activating-students-background-knowledge/2020/06

Zone of Proximal Development

- Lev Vygotsky developed the theory in the 1930s .
- The three concentric circles represent:
  - **Inner Circle**: What a student can do independently, without help.
  - **Middle Circle**: What a student can do with assistance or scaffolding.
  - **Outer Circle**: What a student cannot do yet, even with help.

Notes for teacher:
The latter, scaffolding, will be explained in more detail throughout this lesson. It is important for students to have a grounded understanding of where these strategies developed from and to take away that the Zone of Proximal Development will be different for each of their students.

Still, understanding this concept and strategy for moving students through the rings to more independent thinking will help them better understand the learning students need, be mindful of how far to push each student, and recognize when students need additional support to engage with the content.

Notes for students:
Using the Zone of Proximal Development allows you to identify where your students need support and, in turn, helps you make a more targeted and specific lesson plan. This theory explains that the further out on the rings, the more support students need. It is important to challenge your students, but not so much that they give up or become too frustrated because the content is too advanced. In your classroom, students all fit at different points of the rings for each topic or objective you cover. Therefore, using strategies like modeling, chunking, and, as you will learn, scaffolding are important tools to support students who may not be as familiar with the content or struggle with meeting the objective.

Vygotsky believed that educators should aid the learning process and boost students up to the more independent ring by providing guidance either themselves or through another who is more knowledgeable than the learner, including a social interaction component in which students can practice their skills and observe others, and finally, use strategies like scaffolding to break the learning down into smaller milestones which are more manageable for the learner but still lead to the same learning goal.

I Do, We Do, You Do

Use the “I Do, We Do, You Do” model to effectively teach a chunk of your objective:

- I Do: Begin by modeling the steps for students.
- We Do: Work through the steps together.
- You Do: Allow students to complete the steps independently.

Notes for teacher:
The goal of activating prior knowledge is to make your students curious about what they will learn. Some students may already know something about the topic they want to share, so they’ll be more active participants, while others may be new to the topic but might just be hooked on to learn more from you and their peers.

Emphasize how obtaining prior knowledge from your students sets you up for more success with scaffolding and modeling.

Notes for students:
It is best to learn as much information about what your students already know, what they excel at, and what they struggle with because it will allow you to make the modeling process personal and as good of a fit as possible.

Reference:

Ferlazzo, L. (2020, June 15). The whys & hows of activating students’ background knowledge. Education Week. https://www.edweek.org/teaching-learning/opinion-the-whys-hows-of-activating-students-background-knowledge/2020/06

This is a common protocol we use in our lessons, and students may already be familiar with it.

In each activity we try to incorporate vignettes of classroom examples for students to explore. In this instance, students have learned the definition, are lead through this example by the teacher, and are ready to provide their own example.

We understand that you may need to differentiate this lesson to best serve your students’ needs. By walking through these and the upcoming examples of scaffolding, you can differentiate for your classroom and show students how this takes shape for their own learning. In this way, the lesson connects to students current and future work.

I Do, We Do, You Do Example

A ninth-grade science teacher is teaching how to solve for the mass of an object.

The teacher shows the formula steps and solves for the answer on the board.

Students raise their hands and attempt to solve a problem with the teacher's assistance.

Then, students move on to independent work.

Notes for teacher:
The example may be a common example of the “I do, we do, you do” model that students may have already seen. Give them a few minutes to think about at least one additional example of this model they may have seen in a previous classroom. Students can work in pairs or groups of three to develop and share these examples with the class.

Notes for students:
It is important to begin a lesson with direct instruction or the "I do" phase. This is when the teacher demonstrates a new concept by themselves. This is an example of direct instruction. The teacher walks students through how to solve for the mass of an object, outlining the steps and providing a few walkthroughs for the students to take note of.

Following direct instruction (I do), a teacher will continue with guided instruction or the "we do" phase. This is where the teacher works through an example of the new concept with help from the students. Having students work independently (you do) is crucial because it offers them a chance to apply the new skills they have been taught. Students and teachers will better grasp what the students have retained and what concepts they need to review further.

Questions:
What is the importance of doing an "I do" before a “you do” or "we do”?

The “I do” section is critical. Students may feel confident with the material if they know the teacher can help. However, students need to be able to work independently with the material to cement the knowledge and build upon it later.

Finally, the teacher needs to be able to measure student learning. Remember that your students were working towards clear objectives, which should have helped you create an assessment that can accurately measure them. For now, remember that assessments are an important part of a lesson because they give you and your students feedback on what they know and what they need to know and direct you to form a plan with your students to meet the objectives more accurately.

Because our content is provided in an editable format (PPTX), teachers can modify the slides with additional content or examples used in their school.

Scaffolding

- Scaffolding: support provided during the learning process.
  - Initially, much help is given at the start of a task.
  - Gradually, supports are removed as students learn to complete the task independently.

- Discussion: In your own words, why is scaffolding important?

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Notes for teacher:
Scaffolding is important because it not only saves time by answering questions along the way, but it can seriously affect students' confidence especially when it comes to learning new things. Giving students a new task and have them try it completely on their own can damage a student's confidence if they do not get it right away. By scaffolding and modeling first, you are giving students a roadmap of how to approach the skill or problem, and you aid them along the way; a concept that enforces that asking a question is a good thing and you will get an answer.

Ask students to give examples of how a task might be scaffolded. When was a time that they had support when learning a new task?

Notes for students:
Importance of Scaffolding:
Helps students become independent thinkers.
Builds on students' prior knowledge.
Increases students' confidence as they succeed without help.

Reference:

Mcleod, S. (2019). Zone of proximal development and scaffolding. *Simply Psychology*. Retrieved from https://www.simplypsychology.org/Zone-of-Proximal-Development.html

Jigsaw Activity

- Divide into groups of four.
- Read the article *Goldilocks Discourse: Math Scaffolding That's Just Right*
- Each group member will read one section:
  - Part 1: Vignette #1 – Mrs. Roberts
  - Part 2: Vignette #2 – Mr. Mueller
  - Part 3: Vignette #3 – Ms. Florin
  - Part 4: Goldilocks Discourse

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Notes for teacher:
As students split up the readings in their groups, you can walk around to make sure that everyone understands the point of the activity, and you can answer any questions they have. For the first round, students in each group will read their section taking notes of key details they learned.

Then, students will form new groups, with at least one member present. Students will take turns presenting their section so that by the end, everyone has read their specific section and has gotten information about the other sections from their peers. Finally, students will complete the activity by coming together as a whole class to discuss what they learned about the article now that they have the whole picture.

Questions to put on the board:
What does this article say about scaffolding?
When is there too little scaffolding, and when is there too much?
How can you evaluate how much scaffolding you need for each student?

Notes for students:
Directions:
Individual Reading: Read your assigned section carefully.

Group Sharing: Share your section's key points and insights with your group members.

Discussion: Engage in a group discussion, comparing and contrasting the different vignettes.

Synthesis: As a group, discuss the overall "Goldilocks Discourse" concept and its implications for classroom practice.

Reference:
Dale, R. & Scherrer, J. (2015). Goldilocks discourse – Math scaffolding that's just right. *Phi Delta Kappan* 97(2), 58-61. Retrieved from https://www.pdkmembers.org/members_online/publications/archive/pdf/PDK_97_2/58pdk_97_2.pdf

Steps for Modeling

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Write	Write the objective clearly.
Break up	Break up the objective into teachable chunks.
Model	Model the first step of the process.
Monitor	Monitor the students as they practice the first step.
Continue	Continue modeling each step and have students practice each step until the process is complete.
Check	Check to see if students can do the whole process on their own.

Notes for teacher:
Ask students to think about a lesson one of their teachers gave. Prompt them to identify each step of the objective that the teacher taught. Have them write the objective of the lesson and each step on a piece of notebook paper. Have students practice using the steps for scaffolding with their example. After a few minutes, have students trade their papers with a partner and ask them to provide feedback based on their understanding of scaffolding.

If you would like, you could have your students try to separate these steps into the three-ringed targets of the Zone of Proximal Development: "Model the first step" is the outer ring, "Have students practice until the process is complete" is the middle ring, and "See if students can do the whole process on their own" is the center ring.

Notes for students:
Scaffolding directly relates to modeling because it guides your modeling pathway. While we model, we want to ensure that we support students in any way we can until they can do the skill on their own.

References:
Alber, R. (2014). 6 scaffolding strategies to use with your students. *Edutopia*. Retrieved from https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber

Lea, K. (2013). Modeling: Essential for learning. *Edutopia*. Retrieved from https://www.edutopia.org/blog/modeling-essential-for-learning-karen-lea

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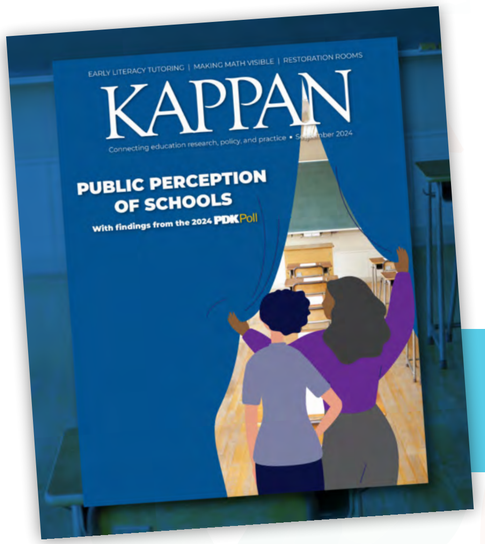

Kappan is the membership journal for PDK members.

In addition to citing research-based articles from our own magazine, Educators Rising teachers gain access to the student edition of *Kappan*, that comes with discussion questions for your students.

Practice with Objectives

You will write your objectives, write modeled lessons for them, and eventually teach them to your classmates.

1. Begin by choosing an objective based on a task you can complete in class.
2. Work in groups to brainstorm what steps you will use to meet the objective.
3. Finally, teach your objective to a new group in the class.

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Notes for teacher:
Students will work independently to write their own objectives and steps needed to accomplish the goal. Rising educators will create anchor charts showing their objectives and steps using chart paper and markers provided. Students may use a template (on guided notes); otherwise, it may be helpful to have students use notebook paper to plan what they will write.

The objective can be an academic standard in any subject and grade level that they have an interest. Academic standards can be viewed on each state's Department of Education website. Generally, an internet search for "Academic State Standards" will bring up the website with standards. The teacher may find the website for students and write the address on the board, or the teacher leader may have students search for themselves after the teacher has modeled how to do it.

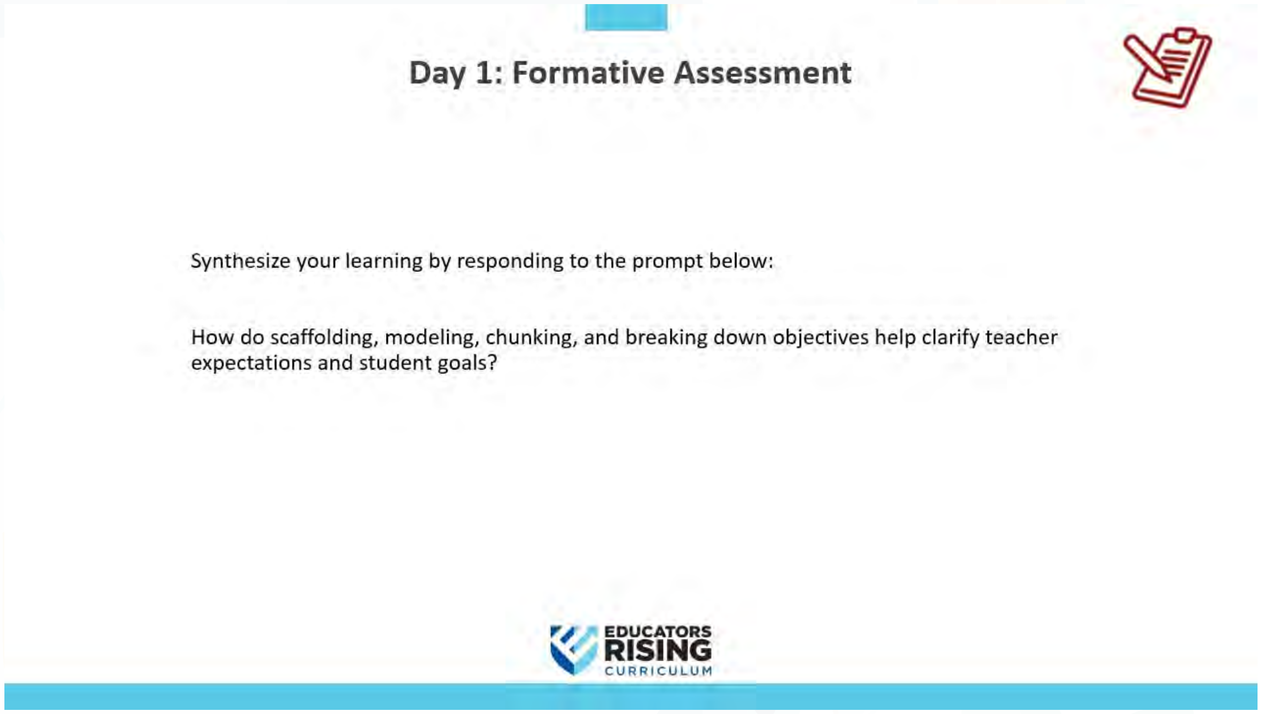
Students can brainstorm before beginning by jotting down a short list of subjects they may want to focus on and what grade they wish to teach. Then, students will start to brainstorm what potential activities they remember completing in that subject or want to complete in that subject so they can build a standard or learning objective around it. The teacher may write directions and requirements on the board or give them verbally. Students will plan how to teach the standard to fellow classmates using resources such as books, worksheets, problems, etc.

Assign students to groups so they know how many students to be prepared for.

Tip: Each student should be allotted 5-10 minutes to model their objective or within a timeframe that makes sense for your schedule and group size. Your groups should be grouped in a way that everyone has a chance to present. The group size can vary, but try to avoid groups of 2-3 so students can be exposed to more examples.

All lessons have closing formative assessments. They can take the shape of this short response or may include students producing some other artifact.

These are meant to act as checkpoints for student learning and are just part of the tools we use to assess students.



Notes for teacher:
Ask rising educators to synthesize their learning. Looking back at what they have learned in this lesson, they should be able to give their opinion on the usefulness of modeling when explaining content, building skills, or communicating specific strategies.

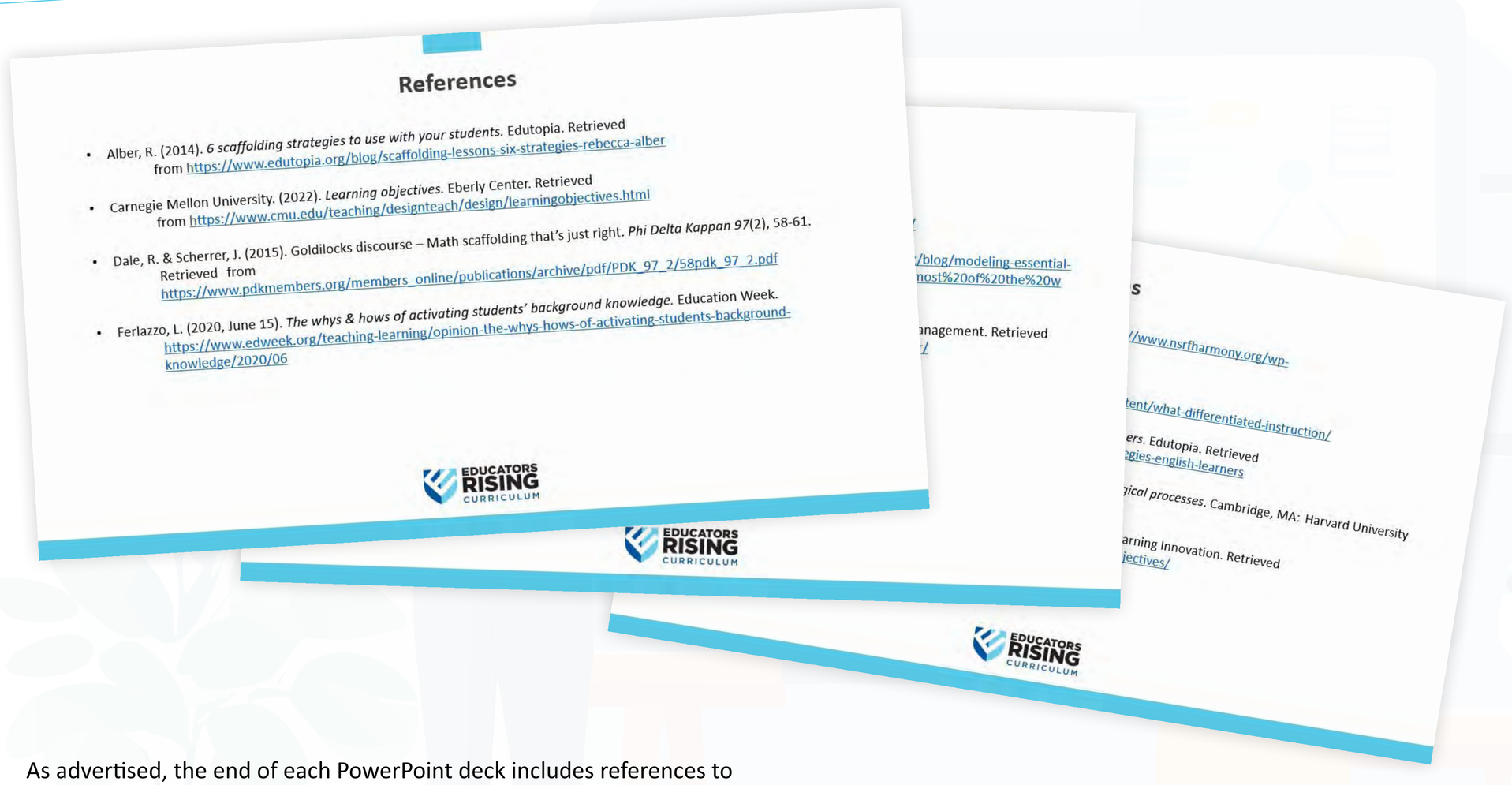
This clarity not only supports student learning but also helps refine teacher practice.

At the end of each lesson, we ask students to revisit the objectives.

By this point, they can answer all the objective questions based on their work throughout the lesson.

This is an excellent opportunity to revisit vocabulary and give students some study time to review their guided notes, add any information they missed, and prepare for a more formal assessment like those found in our assessment platform or your teacher-created assessments.

Notes for teacher:
Recap the lesson objectives with students. They will have already addressed most of the prompts but use this time to allow any student who has not shared time to consolidate their thoughts and share them with the class.



As advertised, the end of each PowerPoint deck includes references to the materials used and quoted in the lesson's slides. Our aim is to use resources that you and your students can access for free online.

Our curriculum can be organized across a full 1- or 2-year scope and sequence. But it can also be incorporated into 3- or 4-year CTE pathways. Materials are provided via our membership portal as PowerPoint and PDF resources, organized with a collection of lessons in essential and supplemental categories. Each lesson includes student-guided notes and teacher notes. Our PowerPoint decks can be used by teachers right away with their ready-to-present format.

Our curriculum is loved by teachers because of its flexibility to be used across different school schedules, as part of a class, or as part of an afterschool club.

Because our materials are in editable PowerPoint format, teachers can supplement and modify content to their needs and even share materials in online content management systems for easy student access.

Our domains and lesson plan topics include the following sub-domains:

For the emerging teacher
- Self-awareness,
- Improvement,
- Personal expectations, and
- Reflectiveness

For your future students
- Development,
- Connecting with Students,
- Exceptional & Special Education

The Classroom
- Introducing Teaching,
- Classroom Culture and Management,
- Teaching for Empowerment,
- High-Leverage Practices

Your Community
- Partners,
- Colleagues,
- Local Community,
- The Profession,
- Understanding the School System

Planning a Path
- Being a Professional,
- Context for Great Teaching

Contact us about questions and to understand the value you and your school will receive by purchasing Educators Rising Curriculum, which includes national dues for up to 20 students, training, and annual yearly updates.

We walk through this lesson plus a related lesson in our year 2 sequence in this short video.

community@educatorsrising.org

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