Maryland CTE Program of Study

Teacher academy of maryland

**Secondary CTE Program of Study Proposal Form**

Maryland State Department of Education

Division of Career and College Readiness

200 West Baltimore Street

Baltimore, Maryland 21201-2595

This agreement is between the Division of Career and College Readiness (DCCR), Maryland State Department of Education (MSDE), and the local school system listed below.

**LOCAL SCHOOL SYSTEM INFORMATION –** Complete the information requested below, including the original signature of the CTE Local Director.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | | | | | |  | | | | | | | |
| Name of CTE Local Director: | | | | |  | | | | | Phone: | | |  | |
| LSS Career Cluster: | | | |  | | | | | | | | | | |
| LSS Program Title: | | **Teacher Academy of Maryland (TAM)** | | | | | | | | | | | | |
| Pathway Options: | 1.Middle School Education | | | | | | | 2.High School Education | | | 3. | | | |
| Value Added  yes  no This program provides students the opportunity to earn early college credit. The academic and  Options: technical course sequences for both secondary and postsecondary programs are included herein.  yes  no Enclosed is a copy of the articulation agreement (Copy required for CTE program approval if the program is articulated with a postsecondary education provider).  yes  no This program provides students with the opportunity to earn an industry-recognized credential. The credential is identified herein. | | | | | | | | | | | | | | |
| Program Start Date: | | |  | | | | | |  | | |  | | |
| Signature of CTE Local Director: | | | | | |  | | | | | | Date: | |  |
| Signature of Local Superintendent: | | | | | |  | | | | | | Date: | |  |

**TO BE COMPLETED BY MSDE/DCCR**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date Program Proposal received by CTE Systems Branch: | | | |  | | | | |
| CTE Control Number: | |  | | | Fiscal Year: | |  | |
| CIP Number: | Program: **13.0150** | | Pathway  Option 1: | | | Pathway  Option 2: | | Pathway  Option 3: |
| MSDE Cluster Title: | | **Human Resource Services** | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Approval Starts FY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  | | |
|  |  |  | | |
| Signature, Assistant State Superintendent, Career and College Readiness | | |  | Date |

**CTE Secondary Program Proposal Contents**

**STEP 1A: PROGRAM ADVISORY COMMITTEE MEMBERS AND THEIR AFFILIATIONS**

Complete the list of the Program Advisory Committee (PAC) members. Members should include employers, local workforce development representatives, economic development personnel, business, or labor representatives, and the remainder should include secondary and postsecondary, academic and technical educators and other stakeholders. Place a check in the appropriate box to indicate the role each person plays. Include all of the information requested for each entry. Use this form or a locally developed form – either one is acceptable as long as all information is provided.

# Program Advisory Committee List

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Membership: First entry should be the industry representative who is leading the PAC.** | | | | | | | | |
| PAC Leader Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

STEP 1B: DOCUMENTED LABOR MARKET DEMAND – Check the appropriate box below.

Demand exists

The PAC will review labor market information on a local, regional and/or state basis. Check this box if demand exists for the identified occupations. The labor market information does not need to be provided with the proposal as long as there is a demand for employees according to data provided by the Department of Labor, Licensing and Regulation (DLLR) or documented by employers in letters or other correspondence.

If evidence for labor market demand is not readily available, attach documentation to the proposal.

Check this box if there is a unique labor market demand for a program and data are not available from the DLLR. If the occupation is new or emerging and no data exist, supporting evidence is submitted with the proposal (i.e., document local, national, or regional trends, local circumstances, or provide letters from employers or local economic/workforce development offices documenting employment demand including the projected number of openings by pathway).

**STEP 2A: PROGRAM OVERVIEW** – After determining the cluster and pathway options, identify the standards used to develop the CTE program of study. Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.

|  |
| --- |
| **Indicate the title and source of the skills standards for this program:**  Interstate Teacher Assessment and Support Consortium (InTASC)  Maryland Essential Dimensions of Teaching (EdoTs)  Associate of Arts in Teaching (A.A.T.)  National Council for the Accreditation for Teacher Education (NCATE) |
| **Program Overview:**  The Teacher Academy of Maryland is a Career and Technology Education (CTE) instructional program that aligns with the Interstate Teacher Assessment and Support Consortium (InTASC) and the Maryland Essential Dimensions of Teaching (EdoTs). The program prepares students for further education and careers in the education profession. The program consists of four high school credits that focus on teaching as a profession, human growth and development, learning theory, and curriculum and instruction. These credits are designed to articulate to a Maryland post secondary teacher education program. Upon completion of the program and passing the ParaPro test, high school graduates are ready for employment in the teaching profession. This program is based on the outcomes of the Maryland Associate of Arts in Teaching (A.A.T.) degree, which aligns with the National Council for the Accreditation for Teacher Education (NCATE) standards.  Students are expected to:   * Identify the current, historical, philosophical, and social perspectives of American education, including trends and issues. * Demonstrate an understanding that knowledge of the learner’s physical, cognitive, emotional, social, and cultural development is the basis of effective teaching. * Explore learning theories as antecedents to current educational practice. * Identify research-based practices in teaching and evaluate their appropriateness for various educational situations. * Explore curriculum delivery models in response to the developmental and cultural needs of all children. * Use instructional technology to meet student and professional needs as guided by the Maryland Teacher Technology Standards. * Demonstrate proficiency in reading, writing and mathematics, and, if appropriate, a secondary content area, in preparation for entry into the workforce and/or post-secondary education. * Participate in internship experiences that include exposure to multiple age levels and subjects, including critical shortage areas.   Explore the career opportunities within the Human Resources Services Cluster and career opportunities and employment requirements within the Education and Training Services pathway. |

**STEP 2B: COURSE DESCRIPTIONS AND END OF COURSE ASSESSMENTS** – Insert each CTE completer course title. Describe each course based on what students are expected to know and be able to demonstrate as a result of their participation. Check the assessment instrument(s) that will be used to document student attainment of the knowledge and skills included in each course and specify additional information as appropriate.

|  |
| --- |
| **Course Title: Human Growth and Development through Adolescence (1 credit)**  Teacher Education Outcomes for the AAT   * Teacher candidates know and understand the social, physical, emotional, and cognitive stages of development through adolescence. * Teacher candidates possess knowledge of exceptionalities and individual differences and understand how culture and experience affect these. * Teacher candidates understand the important role of family in human development and the variety of ways individuals can organize to fulfill these roles. * Teacher candidates know and articulate the value of life-long learning. * Teacher candidates begin an INTASC-based “developmental portfolio” that includes reflections on their developing schema of the teaching profession. * Teacher candidates engage successfully in critical thinking and problem solving in a variety of content areas.   **Course Description:** This course focuses on human development from birth through adolescence. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students explore special challenges to growth and development. Students will have opportunities for guided observation of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will begin to develop the components of a working portfolio to be assembled upon completion of the internship.  Students will:   1. Identify the stages of physical, cognitive and psychosocial development of children from birth through adolescence. 2. Compare and contrast major theories of child and adolescent development. 3. Analyze the effect of relationships between the child and the family and/or caregivers on the child’s growth and development through adolescence. 4. Investigate the role of the environment on child and adolescent development. 5. Recognize the needs of children with physical, intellectual, social, and emotional differences. 6. Explore the impact of technology on human growth and development 7. Identify contemporary family and societal issues and analyze their effect on human growth and development. 8. Perform formal and informal guided observations using a variety of data collection tools and techniques. 9. Explore career pathways in the Human Resource Services Cluster with emphasis on careers in education.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |

|  |
| --- |
| **Course Title: Teaching as a Profession (1 Credit)**  Teacher Education Outcomes for the AAT   * Teacher candidates know the major approaches to (theories of) human learning. * Teacher candidates recognize valid sources of educational information. * Teacher candidates know and understand the roles of secondary school teachers. * Teacher candidates distinguish between the roles of middle school and high school teachers. * Teacher candidates understand schools as organizations. * Teacher candidates understand the impact of culture, privilege, and oppression, as they influence personal growth and development. * Teacher candidates relate issues to their historical, social, cultural, philosophical, education antecedents or analyze the historical, social, cultural, philosophical, and educational antecedents in relation to contemporary issues. * Teacher candidates know a variety of patterns of secondary school organization. * Teacher candidates know fundamental/basic rudiments of school law. * Teacher candidates relate culture, privilege and oppression to their impact on schooling, student performance and success. * Teacher candidates understand factors that may contribute to behaviors/conditions resulting in at-risk students. * Teacher candidates identify contemporary education issues. * Teacher candidates know the history of education. * Teacher candidates know, understand, and give reason for the ethical standards of the teaching profession. * Observation of teachers in action. * Characteristics of adult learner US K-12 * Teacher candidates reflect on the approaches to learning/teaching. * Teacher candidates develop a philosophy of education and relate this to purposes of education. * Teacher candidates know the various ways that teachers collaborate with others. * Teacher candidates know and articulate the value of life-long learning. * Teacher candidates continue to add to an INTASC-based “developmental portfolio” that includes reflections on their developing schema of the teaching profession. * Teacher candidates understand the important role of family in learning and recognize teachers’ vital role in creating a partnership with families. * Teacher candidates engage successfully in critical thinking and problem solving in a variety of content areas.   **Course Description:** This course focuses on the profession of teaching – its history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. Students will explore major approaches to human learning. Students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.  Students will:   1. Identify the roles of teachers at various levels of education. 2. Investigate the impact of contemporary education issues on the role of teachers and operation of schools. 3. Compare and contrast the major approaches to theories of human learning. 4. Recognize valid sources of educational information. 5. Describe characteristics and patterns of schools as organizations. 6. Identify fundamental/basic rudiments of school law. 7. Chart major events in the history of education. 8. Analyze factors that promote and hinder student performance and success. 9. Explain and justify the ethical standards of the teaching profession. 10. Articulate a philosophy of education and relate this to purposes of education. 11. Perform guided observations at the elementary and secondary levels to identify characteristics of an effective classroom and teacher and to reflect upon their own personal career goals. 12. Participate in one-on-one tutoring and small group instruction under the supervision of the classroom teacher. 13. Examine the educational and licensing requirements for entering and advancing in educational careers including a variety of content areas and critical shortage areas.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |
| **Course Title: Foundations of Curriculum and Instruction (1 credit)**  Teacher Education Outcomes for the AAT   * Teacher candidates understand basic theories of motivation. * Teacher candidates know that there are different approaches to and methods of teaching. * Teacher candidates recognize instructional practices that enhance, or impede critical thinking, problem solving, and performance skills. * Teacher candidates know what curriculum is and identify the social, cultural, historical, political, and philosophical influences that effect the development and change of curriculum. * Teacher candidates recognize that there are different approaches to teaching and that materials and objectives are specific to the approach selected. * Teacher candidates understand the construction of curriculum as responsive to developmental, cultural, and social needs of children. * Teacher candidates reflect on the approaches to learning/teaching. * Critique lesson plans. * Develop lesson plans. * Teacher candidates know and articulate the value of life-long learning. * Teacher candidates continue to add to an INTASC-based “developmental portfolio” that includes reflections on their developing schema of the teaching profession. * Teacher candidates understand the important role of family in learning and recognize teachers’ vital role in creating a partnership with families. * Teacher candidates engage successfully in critical thinking and problem solving in a variety of content areas.   **Course Description:** This course explores curriculum delivery models in response to the developmental needs of all children. Emphasis is placed on the development of varied instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will explore basic theories of motivation that increase learning. Students will participate in guided observations and field experiences to critique classroom lessons in preparation for developing and implementing their own. Students will continue to develop the components of a working portfolio to be assembled upon completion of the internship.  Students will:   1. Evaluate instructional strategies appropriate for diverse student needs and learning styles. 2. Utilize instructional technology to meet student and professional needs as guided by the Maryland Teacher Technology Standards. 3. Identify research-based practices in teaching and evaluate their appropriateness for various educational situations. 4. Identify social skills needed to perform well in a group. 5. Identify classroom behaviors that help or hinder the learning process. 6. Prepare long-term and short-term instructional plans including their area of teaching interest. 7. Develop appropriate assessments to evaluate student progress. 8. Propose possible classroom management plans that increase student productivity and decrease student disruption. 9. Observe and critique classroom teachers in multiple grade levels and subjects for appropriate instructional practices and classroom management procedures. 10. Refine their philosophy of education with consideration of the social, cultural, historical, political, and philosophical influences that affect the development and change of curriculum. 11. Design lessons under the supervision of a mentor teacher that address diverse student needs and learning styles and incorporate theories of motivation learning. 12. Participate in instructing small and large groups of students under the supervision of the classroom teacher. 13. Explore the ways teachers engage in continual professional development.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify)        Course Description: |
| **Course Title: Education Academy Internship (1 credit)**  Teacher Education Outcomes for the AAT   * Teacher candidates understand the important role of family in learning and recognize teachers’ vital role in creating a partnership with families. * Teacher candidates develop a philosophy of education and relate this to purposes of education. * Teacher candidates know the various ways that teachers collaborate with others. * Options to work in variety of grade/subject areas will be provided to teacher candidates. * Teacher candidates will have opportunities to take ParaPro. * Teacher candidates know and articulate the value of life-long learning. * Teacher candidates continue to add to an INTASC-based “developmental portfolio” that includes reflections on their developing schema of the teaching profession. * Teacher candidates engage successfully in critical thinking and problem solving in a variety of content areas.   **Course Description:** The internship is the culminating course of the Education Academy Program. Students will have an opportunity to integrate content and pedagogical knowledge in an educational area of interest. They will have an opportunity to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher. The students will complete their working portfolio and present it for critique.  Students will:   1. Observe and critique classroom teachers for appropriate instructional practices and classroom management procedures. 2. Collaborate with the mentor teacher and other teaching professionals to develop lessons, select instructional resources, and develop classroom management procedures. 3. Demonstrate teacher planning to meet instructional goals. 4. Demonstrate teaching skills that support learners and the development of subject matter knowledge. 5. Implement lessons that address diverse student needs and learning styles and incorporate theories of motivation and learning. 6. Create and maintain an effective learning environment. 7. Utilize assessment to improve teaching and foster learning. 8. Identify the important role of the family and caregivers in the learning process. 9. Utilize instructional technology to meet student and professional needs as guided by the Maryland teacher technology standards. 10. Engage in critical thinking and problem solving in a variety of content areas. 11. Assemble and present for a juried review a working portfolio that includes reflections on their developing schema of the teaching profession. 12. Prepare to take the appropriate assessment for post-secondary entry consistent with their career choice.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |

STEP 2C: END-OF-PROGRAM ASSESSMENT - Check the assessment instruments that will be used to document student attainment of the program knowledge and skills. Include and identify assessments leading to industry recognized credentials if available and appropriate.

Teacher-designed end-of-program assessment

School system-designed end-of-program assessment and INTASC-based portfolio

Partner-developed exam: (specify)

Licensing exam: (specify)

Certification or credentialing exam: (specify)  ParaPro

Nationally recognized examination: (specify)  SAT, Praxis 1

**STEP 2D: Program Sequence Matrix (Include the program sequences for High School, Associate’s Degree, and Bachelor’s Degree programs)** Identify the pathway options. Complete the matrix for the 9-12 CTE program of study, and the articulated program sequence in the matrix for the two- or four-year college program of study. Indicate which courses receive CTE credit by placing the number of credits in parentheses after each CTE course title. Place an asterisk (\*) next to the course identified as the concentrator course indicating that the student has completed 50% of the program.

The CTE program matrix defines a planned, sequential program of study that consists of a minimum of four credits in CTE coursework in high school including work-based learning and/or industry-mentored projects. Work-based learning (WBL) experiences or industry-mentored projects must be included in the program to obtain approval. The program matrix includes the recommended academic and CTE courses identified for the pathway and postsecondary linkages (i.e., dual enrollment, transcripted and articulated credit).

CTE programs typically begin after ninth grade and do not include career exploration courses. Courses such as computer applications and keyboarding are not included in the completer sequence because they provide prerequisite skills for both academic courses and CTE programs. Academic courses are counted only if they are tailored to serve mainly CTE students and have been revised to reflect industry skill standards. Technology Education or Advanced Technology Education and Personal Financial Literacy courses are not acceptable for credit in the career and technology education program sequence.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | |
| **Pathway/Program:** | **\_\_Teacher Academy of Maryland\_\_\_\_\_\_\_\_** | | | **CIP Number  (For MSDE Use)** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Graduation Requirements** | **Grade 9** | **Grade 10** | **Grade 11** | | **Grade 12** |
| English - 4 | English I | English II | English III | | English IV |
| Social Studies - 3 | U.S. History | Government | World History | | AP Psychology |
| Mathematics - 3 | Algebra 1 | Algebra 2 | Geometry | | Pre-calculus |
| Science - 3 | Earth Science | Biology | Chemistry | | Physics |
| Physical Education -.5  Health Education - .5 | Physical Education (.5) | Health (.5) |  | |  |
| Fine Arts - 1 | Fine Arts (.5) | Fine Arts (.5) |  | |  |
| Technology Education - 1 | Technology education credit |  |  | |  |
| CTE Completer Program – 4  \*concentrator course |  | Human Growth and Development through Adolescence | Teaching as a Profession | | \* Foundations of Curriculum and Instruction  Education Academy  Internship |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 | Foreign Language | Foreign Language | Foreign Language Advanced Technology  credit | | Advanced Technology education credit |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:** Middle School Teacher, High School Teacher, School Administrator/Supervisor, School Counselor, and Trainer. There are many two and four year degree programs available. | | | | | |

|  |  |
| --- | --- |
| **Two Year College Program Sequence – Program Overview**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.**  This curriculum is designed to provide the first two years of a four-year bachelor’s degree and teacher certification. The curriculum prepares students to transfer as juniors to an teacher education program at a four-year college or university in the state of Maryland. This program enables students to fulfill their General Education requirements, participate in field-work experiences, and complete a core of professional education course work appropriate for the first two years of teacher preparation. Students who receive the A.A.T. must have a GPA of 2.75 within this program of study and must pass the Praxis I exam.  \* Additional pathways within teaching will be offered.  \* Example sited is from Montgomery College Elementary Education Program. | |
| **Program Title: Associate of Arts in Teaching**  **College/Institution: Community Colleges in Maryland offering this degree** | |
| **Recommended Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | |
| **Semester 1** | **Semester 2** |
| General Biology  Foundations of Education (3)  Field Experience in Education  Techniques of Reading and Writing  History of the United States  Elements of Mathematics I | Introduction to Special Education  Field Experience in Special Education  Techniques of Reading and Writing  History of the United States  Elements of Mathematics II  Physical Science I |
| **Semester 3** | **Semester 4** |
| Processes and Acquisition of Reading  Integrated Arts  Elements of Mathematics III  Physical Science II  General Psychology | Introduction to Social and Cultural Anthropology  Global Geography  Health and Fitness for Teachers  Educational Psychology  Fundamentals of Speech |
| **Provide a list of career options for students who complete the program:**  Classroom teacher  Guidance Counselor  School Administrator  School Psychologist  Trainer | |

|  |  |
| --- | --- |
| **Four Year College Program Sequence – Program Overview**  **Complete this matrix if the program includes a four year degree option**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.**  The College of Education confers the degrees of Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) depending on the amount of liberal arts study included in a particular degree program. Minimum requirements for graduation are 120 semester hours. Some majors require more than 120 credits (e.g., Special Education is a 5-year, 150 credit hour program.) In addition to the university's general education requirements (CORE) and the specific requirements for each curriculum, the College requires that all majors complete a Foundations of Education course (EDPL 301) and, depending upon the teacher education major, six to twelve semester hours of reading course requirements. A grade of C or better is required in all pre-professional and professional course work required for the major. An overall grade point average of 2.5 must be maintained after admission to Teacher Education.  The Recommended Sequence below is being presented as a sample from Frostburg State University. | |
| **Program Title: Bachelor of Science in Teaching**  **College/Institution: Towson University, Frostburg, Salisbury, etc.** | |
| **Recommended Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | |
| **Semester 1** | **Semester 2** |
| ENGL 308 Advanced Composition II  GEOG 301 Geography of North America  PSYC 212 Adolescence & Adulthood  GEOG 402 Geography of Russia & Former Republics  POSC Political Parties & Elections  SOCI 305 Racial & Cultural Minorities | GEOG 407 Political Geography II  GEOG 325 Urban Geography: Metropolitan Systems  SCED 410 Secondary Methods & Curriculum  EDUC 300 Teaching & Professional Assessment Lab.  REED 317 Content Area Reading  EDUC 346 Educational Technology Laboratory |
| **Semester 3** | **Semester 4** |
| EDUC 391 Teaching Internship I  POSC 311 Research Methods  POSC 431 Russian Politics  POSC 323 Public Administration  EDUC 447 Educational Technology Laboratory II | EDUC 406 Leadership Seminar  SCED 496 Teaching Internship  EDUC 448 Educational Technology Laboratory III |
| **Provide a list of career options for students who complete the program:**  Classroom teacher  Guidance Counselor  School Administrator  School Psychologist  Trainer | |

STEP 2E: VALUE-ADDED OPTIONS – Fill in the name of the partnering college or agency. Specify the credential that students will earn. Under value-added, indicate the number of credits or hours granted. This information is required before a program can be designated as a CTE articulated program of study.

|  |  |  |  |
| --- | --- | --- | --- |
| **Option** | **Partner** | **Credential** | **Value added for CTE completers** |
| Dual Enrollment | Montgomery College  Hagerstown Community College |  | Credit Hours Earned |
| Transcripted Credit | Towson University  Coppin State University  Stevenson University |  | 3 Transcripted credits for EDUC 202 Historical Contemporary Perspectives on America’s Urban Schools  EDUC 200 History of Education  PSY 206 Child Growth and Development |
| Articulated Credit | Baltimore City Community College  Chesapeake College  College of Southern Maryland  Community College of Baltimore  Hagerstown Community College  Harford Community College  Howard Community College  Montgomery College  Prince George’s Community College |  | 3 Credit Hours Earned for Foundations of Education  Additional credits earned based upon articulation agreement with the local school system |
| Credit by Exam |  |  |  |
| Advanced Placement |  |  |  |
| Apprenticeship Approved by MATC\* |  |  |  |
| Certification(s) |  |  |  |
| License |  |  |  |
| Degree |  |  |  |
| Other (specify) | Praxis I  ParaPro |  |  |

\*MD Apprenticeship and Training Council

**STEP 2F: INDUSTRY-MENTORED PROJECT OR WORK-BASED LEARNING OPPORTUNITIES**

Check each box that applies.

PAC members and other industry partners provide supervised WBL experiences and/or industry-mentored projects for all students who demonstrate performance of the competencies necessary to enter into this phase of the program. Supervised work-based learning experiences are required for all students demonstrating readiness to participate. For the few who do not participate, alternative capstone experiences should be provided (i.e., in school work experiences, a culminating project, or another experience comparable in rigor). Each type of work-based learning is defined in the glossary. Job shadowing is **not** acceptable for credit in a CTE program.

1.  Integrated WBL 2.  Capstone WBL 3.  Registered Apprenticeship  
4.  Internship 5.  Industry-Mentored Project 6.  In-school clinic or school-based enterprise

**STEP 2G: STUDENT ORGANIZATIONS PROVIDED TO STUDENTS IN THE PROGRAM**

Check each box that applies or specify if “Other” is selected.

Students will develop and apply technical and academic skills, as well as Skills for Success, through participation in:

DECA  FFA  SkillsUSA  FBLA  OTHER (specify)  FEA

STEP 3: COMPLETE THE INSTRUCTIONAL PROGRAM DATA SHEET

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | |  | | | |
| Name of CTE Local Director: | |  | | Phone: |  | |
| LSS Program Title: |  | | | | CIP Code: |  |

*STEP 3.1 – DATA SHEET: PATHWAY OPTIONS*

|  |  |
| --- | --- |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |

*STEP 3.1 – DATA SHEET: INSTRUCTIONAL PROGRAM CREDIT BY GRADE(S)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Credits per year per pathway option as reflected by Course Sequences** | **9** | **10** | **11** | **12** | **TOTAL** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Total number of credits for program completion:**

*STEP 3.1 – DATA SHEET: CAREER AND TECHNOLOGY EDUCATION PROGRAM SITES*

|  |  |  |
| --- | --- | --- |
| **Pathway Options** | **School Name(s) Sites** | **School Number** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |