Maryland
STATE DEPARTMENT OF EDUCATION

Program of Study Guide: Teacher Academy of Maryland - DRAFT

Comprehensive guidelines and course standards for the Teacher Academy of Maryland

Office of College and Career Pathways

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MARYLAND STATE DEPARTMENT OF EDUCATION

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Purpose

The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Teacher Academy of Maryland Program of Study. The academic standards in this document are theoretical and performance based. The standards contain content from multiple state departments of education, the Interstate New Teacher Assessment and Support Consortium (INTASC), ParaPro Certification, Praxis Core Academic Skills for Educators, Advance CTE Education Career Cluster Framework, and the Council for Accreditation of Educator Preparation (CAEP), and have been reviewed and vetted by members of the Maryland business and industry community.

In addition to academic standards, the Maryland State Department of Education (MSDE) has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; and Work-Based Learning resources and requirements by course level.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.

Standards Sources

Teacher Academy of Maryland standards are based on various research-backed sources, best practices, and national frameworks that guide effective K-12 education. The following sources provide a rigorous foundation for the Teacher Academy of Maryland standards, ensuring they are well-rounded, research-driven, and aligned with national expectations and young learners' unique needs.

Here are the primary sources that these standards draw from:

1. **ParaPro Certification Standards**
   A. **Description:** The ParaPro Certification Standards focus on assessing the knowledge and skills of paraprofessionals working in K-12 classrooms. The certification evaluates competencies in reading, writing, and math, as well as the ability to assist in classroom instruction effectively.
   B. **Usage:** These standards were used to design course-level objectives for **Teacher Academy of Maryland I and II**, ensuring students gain the core academic and instructional support skills needed to pass the ParaPro Assessment Certification.
   C. **Source:** ParaPro Assessment - ETS.

2. **Praxis Core Academic Skills for Educators Standards**
   A. **Description:** The Praxis Core Academic Skills for Educators Standards evaluate the academic readiness of candidates entering teacher preparation programs. The assessment focuses on reading comprehension, mathematical reasoning, and writing skills.
   B. **Usage:** These standards were used to inform the advanced academic and teaching competencies outlined in **Teacher Academy of Maryland III and IV**, ensuring students are prepared for the Praxis Core Certification.
   C. **Source:** Praxis Core Test Overview - ETS.

3. **Advance CTE Education Career Cluster Framework**
   A. **Description:** The Advance CTE Education Career Cluster Framework defines knowledge and skills necessary for success in education-related careers, including teaching, instructional design, and professional development. The framework emphasizes integrating educational technology, addressing diverse learner needs, and promoting lifelong learning.
   B. **Usage:** This framework provided the foundational structure for the overall program of study and informed the development of all course standards, emphasizing career readiness and professional competency.
   C. **Source:** Advance CTE Career Clusters.

4. **National Educational Technology Standards (ISTE Standards for Educators)**
   A. **Description:** The ISTE Standards for Educators outline the skills needed to effectively integrate technology in teaching and learning, emphasizing innovation, collaboration, and digital citizenship.
   B. **Usage:** These standards informed the integration of educational technology and innovative instructional methods in **Teacher Academy of Maryland III and IV**.
   C. **Source:** ISTE Standards for Educators

5. **Council for Accreditation of Educator Preparation (CAEP) Standards**
   A. **Description:** The CAEP Standards ensure quality in educator preparation programs, focusing on content knowledge, clinical practice, and program impact.
   B. **Usage:** These standards helped align work-based learning experiences in Teacher Academy of Maryland IV with professional educator preparation practices.
   C. **Source:** CAEP Standards.

6. **Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**
   A. **Description:** The INTASC Standards outline the principles and practices necessary for new teachers to be effective in the classroom. These standards focus on learner development, instructional practices, assessment, learning environments, and professional responsibilities.
   B. **Usage:** The INTASC Standards were used as a foundation for developing the professional, instructional, and reflective components of the **Teacher Academy of Maryland III and IV** courses. These standards emphasize the application of best practices in teaching, with a focus on collaboration, adaptability, and cultural responsiveness.
   C. **Source:** INTASC Standards Overview.

7. **Maryland Essential Dimensions of Teaching (EdoTs)**
   A. **Description:** The Essential Dimensions of Teaching (EdoTs) are a set of standards established by the Maryland State Department of Education. They define the knowledge, skills, and practices that educators should demonstrate to be effective in the classroom and improve student achievement.
   B. **Usage:** The EdoTs are used to guide the evaluation of teacher performance and the development of teacher preparation programs in Maryland.
   C. **Source:** Maryland Essential Dimensions of Teaching (EdoTs).

Course Descriptions

Course Level	Course Information	Description
Required Core: Course 1	Teacher Academy of Maryland I SCED: <XX> Grades: 9-12 Prerequisite: None Credit: 1	Teacher Academy of Maryland I introduces students to the foundational concepts of human development, focusing on the physical, cognitive, and socioemotional changes that occur throughout the lifespan. This course explores key developmental theories and their implications for teaching and learning at various stages. Students will examine how family, culture, and community influence development and how early childhood experiences, including trauma, can impact a child's academic and social outcomes. This course is designed to provide future educators with a deep understanding of human growth and development to effectively support diverse learners in K-12 educational settings. It serves as the first step in the Teacher Academy of Maryland pathway, laying the foundation for further study in teaching practices and curriculum development.
Required Core: Course 2	Teacher Academy of Maryland II SCED: <XX> Grades: 10-12 Prerequisite: Teacher Academy of Maryland I Credit: 1	Teacher Academy of Maryland II builds on the foundations established in Teacher Academy of Maryland I. This course focuses on instructional design, teaching strategies, and educational technology integration. Students will explore differentiated instruction, assessment methods, and strategies for supporting diverse learners, including English language learners and students with special needs. Through project-based learning, students will demonstrate their ability to create and implement effective instructional materials. By the end of this course, students will be fully prepared to take the **ParaPro Assessment Certification**, demonstrating competency in core academic areas.

Course Level	Course Information	Description
Optional Flex: Course 1	Teacher Academy of Maryland III SCED: <XX> Grades: 11-12 Prerequisite: Teacher Academy of Maryland I and II Credit: 1	Teacher Academy of Maryland III emphasizes advanced teaching methods, leadership, and instructional innovation. Students will design curriculum materials, integrate emerging technologies, and analyze data to refine instructional practices. They will explore leadership roles in education, including mentoring, coaching, and professional development. This course includes preparation for the **Praxis Core Assessment**, focusing on the development of critical thinking and mastery of core academic skills necessary for advanced certification. Students will complete practical applications to prepare for apprenticeships or work-based learning in the next course.
Optional Flex: Course 2	Career Connected Learning I SCED: <XX> Grades: 11-12 Prerequisite: Teacher Academy of Maryland I and II Credit: 1	This flexible, work-based learning course introduces students to real-world applications of classroom knowledge and technical skills through on-the-job experiences and reflective practice. Students engage in career exploration, skill development, and professional networking by participating in youth apprenticeships, registered apprenticeships, pre-apprenticeships, internships, capstone projects, or other approved career-connected opportunities. Variable credit (1–3) accommodates the required on-the-job training hours and related instruction. By integrating industry standards, employability skills, and personalized learning goals, Career Connected Learning I equips students to make informed career decisions, develop a professional portfolio, and build a strong foundation for success in postsecondary education, training, or the workforce.

Course Level	Course Information	Description
Optional Flex: Course 3	Career Connected Learning II SCED: <XX> Grades: 11-12 Prerequisite: Career Connected Learning I Credit: 1	Building on the foundational experiences of Career Connected Learning I, this advanced work-based learning course provides students with deeper on-the-job practice, leadership opportunities, and refined career exploration. Students continue to enhance their technical and professional skills, expanding their industry networks and aligning personal goals with evolving career interests. Variable credit (1–3) remains aligned with the required training hours and related instruction. Through elevated responsibilities and skill application, Career Connected Learning II prepares students to confidently transition into higher-level postsecondary programs, apprenticeships, or the workforce.

Dual Enrollment and Career Connected Learning Experiences Must be Aligned to the CTE Core.

Industry-Recognized Credentials and Work-Based Learning

Industry-Recognized Credentials – The standards in this document are aligned to the following certifications:
By the end of Teacher Academy of Maryland II: ParaPro **By the end of Teacher Academy III:** Praxis Core **Optional Credentials (via the Flex Course options**): TAM students can enroll directly in a four-year college with a teacher education program, netting credit for their high school program, or they can enroll in any of the 13 community colleges statewide that offer the articulated Associate of Arts in Teaching degree – a two-year degree whose coursework transfers to any in-state, four-year college (public or private) with a teacher preparation program.

Work-Based Learning Examples and Resources		
Teacher Academy of Maryland I and II**:** **Career Awareness**	Teacher Academy of Maryland III: **Career Preparation**	**Flex Courses:** **Career Preparation**
• Industry Visits • Guest Speakers • Participation in Career and Technical Student Organizations • Postsecondary Visits – Program Specific Site Tours • Mock Interviews	• All of Career Awareness plus the following: • Job Shadow • Paid and Unpaid Internships	• Paid and Unpaid Internships • Apprenticeships

Labor Market Information: Definitions and Data

Labor market information (LMI) plays a crucial role in shaping Career and Technical Education (CTE) programs by providing insights into industry demands, employment trends, and skills gaps. This data helps education leaders assess the viability of existing programs and identify opportunities for new offerings. By aligning CTE programs with real-time labor market needs, schools can better prepare students for in-demand careers and ensure that resources are effectively utilized to support pathways that lead to high-quality, sustainable employment.

Standard Occupational Code (SOC) and Aligned Industry:

Indicator	Definition	Pathway Labor Market Data
High Wage[1]	Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the state of Maryland, and/or leads to a position that pays at least the median hourly or annual wage for the DC-VA-MD-WV Metropolitan Statistical Area (MSA). *Note: A 25th percentile hourly wage of $24.74 or greater is required to meet this definition.*	**Standard Occupational Code:** 25-2021: Elementary School Teachers, Except Special Education in Maryland 25-2031: Secondary School Teachers, Except Special Education in Maryland 25-9045: ParaPro Teaching Assistants, Except Postsecondary in Maryland **Hourly Wage/Annual Salary:** ParaPro Teaching Assistants: 25th Percentile: $14.62 / $30,400.00 50th Percentile: $17.44 / $36,270.00 75th Percentile: $22.73 / $47,280.00 Elementary School Teachers: 25th Percentile: $28.78 / $59,860.00 50th Percentile: $31.43 / $65,370.00 75th Percentile: $40.95 / $85,170.00 Secondary School Teachers: 25th Percentile: $28.78 / $61,810.00 50th Percentile: $31.43 / $78,690.00 75th Percentile: $40.95 / $96,940.00

[1] Living Wage Calculator: https://livingwage.mit.edu/states/24

Indicator	Definition	Pathway Labor Market Data
High Skill	Those occupations located within the DC-VA-MD-WV Metropolitan Statistical Area (MSA) with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree, bachelor's degree, or higher.	**Typical Entry-Level Education:** Elementary and Secondary School Teachers require a Bachelor's Degree. ParaPro positions require some college, no degree.
In-Demand	Annual growth plus replacement, across all Maryland occupations, is 405 openings between 2024-2029.	**Annual Openings** Elementary School Teachers, Except Special Education - 1,959 Secondary School - Teachers, Except Special Education - 1,111 ParaPro Teaching Assistants, Except Postsecondary - 2,695

Labor Market Information Data Source

Lightcast Q4 2024 Data Set. Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry. Foundational data for the state of Maryland is collected and reported by the Maryland Department of Labor.

Methodology for High Wage Calculations

To combine labor market data across multiple Standard Occupational Classifications (SOCs), a weighted average approach was used to ensure accurate representation of the marketplace. Median wages for each SOC were weighted based on their respective employment levels, reflecting the relative demand for each occupation. This method ensures that occupations with higher employment contribute proportionately to the overall wage calculation. Additionally, job openings from all relevant SOCs were summed to determine the total projected demand. For example, if Mechanical Engineers account for 67% of total employment and Electrical Engineers for 33%, their respective wages are weighted accordingly, and job openings are aggregated to provide a comprehensive view of labor market opportunities. This approach delivers a balanced and accurate representation of both wages and employment demand for the program.

Methodology for In-Demand Calculations

The baseline for annual job openings, taking into account new positions and replacement positions, was determined by taking the average of all annual job openings between 2024 and 2029 across all 797 career sectors at the 5-digit SOC code level. For the 2024-2029 period, average job openings (growth + replacement) is 405.

Course Standards: Teacher Academy of Maryland I

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 9-12, and there are no prerequisites.

2. **INTRODUCTION**
   A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
   B. The Education Career Cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This Cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world.
   C. The Teacher Academy of Maryland CTE Program of Study encompasses teaching and instructional design roles across diverse educational levels, from kindergarten through Grade 12 (K-12) to adult learning. This field includes integrating educational technology and emerging teaching methods into curriculum development and delivery. Careers in this Sub-Cluster also involve providing professional development and training for educators while facilitating learning experiences, and they involve providing coaching for individuals and groups. This field promotes lifelong learning in various settings, including schools, colleges, corporate environments, and community organizations.
   D. Teacher Academy of Maryland I introduces students to the foundational concepts of human development, focusing on the physical, cognitive, and socioemotional changes that occur throughout the lifespan. This course will provide future educators with a deep understanding of human growth and development to effectively support diverse learners in K-12 educational settings. It is the first step in the Teacher Academy of Maryland pathway, laying the foundation for further study in teaching practices and curriculum development.
   E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
   F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. KNOWLEDGE AND SKILLS

A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
3. Employ effective reading, writing, and technical documentation skills.
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
5. Demonstrate leadership skills and collaborate effectively as a team member.
6. Implement safety procedures, including proper use of software and following privacy guidelines.
7. Exhibit an understanding of legal and ethical responsibilities in the educational field, following copyright laws and regulations.
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.

B. **The student identifies various career pathways in the educational field. The student is expected to:**

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in education.
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
3. Demonstrate effective interview skills for roles in educational fields.

C. **The student develops technology and digital literacy skills. The student is expected to:**

1. Use technology as a tool for research, organization, communication, and problem-solving.
2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information.
3. Demonstrate proficiency in using emerging and industry-standard technologies
4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use.

D. **The student integrates core academic skills into educational practices. The student is expected to:**

1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards.
2. Apply English concepts such as writing informative texts when documenting student progress, lesson plans, and communications with parents/guardians.
3. Use mathematical concepts for measurement and conversion (Fahrenheit vs. Celsius), ratios and proportions as well as fraction and decimal conversions.

E. **The student demonstrates an understanding of the physical, cognitive, and socioemotional development of children and adolescents. The student is expected to:**
   1. Describe the major stages of human growth and development (infancy, childhood, adolescence, adulthood).
   2. Explain the physical milestones in each stage and their impact on learning and behavior.
   3. Identify key cognitive development theories, including Piaget's stages of cognitive development and Vygotsky's social development theory.
   4. Analyze the influence of socioemotional development, including attachment, identity formation, and peer relationships, on student learning and behavior.

F. **The student applies developmental theories to educational settings and practices. The student is expected to:**
   1. Relate the theories of Piaget, Erikson, Kohlberg, and others to practical teaching strategies in the classroom.
   2. Identify the unique needs of learners at different developmental stages and adapt teaching practices accordingly.
   3. Analyze how cultural, socioeconomic, and environmental factors influence development and learning.
   4. Apply developmental principles to create inclusive learning environments that support all students' growth.

G. **The student understands the impact of family, culture, and community on human development. The student is expected to:**
   1. Examine the role of family dynamics and culture in child development and learning.
   2. Discuss how socioeconomic status and family background influence students' educational experiences and outcomes.
   3. Identify strategies to support diverse family structures and cultural backgrounds in an educational setting.
   4. Analyze the role of community resources and school-family partnerships in fostering child development and academic success.

H. **The student evaluates the influence of early experiences and trauma on development. The student is expected to:**
   1. Explain the impact of early childhood experiences on cognitive, emotional, and social development.
   2. Investigate the effects of trauma, neglect, and adverse childhood experiences (ACEs) on learning and behavior.
   3. Identify appropriate interventions and strategies to support students who have experienced trauma or other developmental challenges.
   4. Analyze the role of educators in supporting children's resilience and promoting positive outcomes despite early adversity.

I. **The student demonstrates knowledge of the stages of adolescence and its relevance to teaching. The student is expected to:**

1. Explore the physical, cognitive, and emotional changes that occur during adolescence.
2. Discuss the influence of peer relationships, identity exploration, and social pressures on adolescent development.
3. Identify effective teaching strategies that address the developmental needs of adolescent learners.
4. Examine issues such as risk-taking behavior, motivation, and mental health that may affect adolescent learners.

J. **The student applies principles of development to classroom management and teaching strategies. The student is expected to:**

1. Identify developmental factors that influence students' behavior in the classroom and apply strategies to promote positive behavior.
2. Demonstrate how understanding developmental stages can inform effective classroom management techniques.
3. Design age-appropriate learning activities that foster growth in physical, cognitive, and socioemotional domains.
4. Use observation and assessment techniques to track and support students' developmental progress.

K. **The student integrates knowledge of human growth and development into personal teaching philosophy and practice. The student is expected to:**

1. Develop a personal teaching philosophy that reflects an understanding of developmental theories and student needs.
2. Reflect on how human development influences their approach to teaching and classroom management.
3. Apply developmental principles to foster a positive and supportive classroom climate that encourages student growth.
4. Create a portfolio that includes observations, lesson plans, and reflections on developmental practices in education.

Course Standards: Teacher Academy of Maryland II

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 10-12, and Teacher Academy of Maryland I is the prerequsite.

2. **INTRODUCTION**
   A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
   B. The Education Career Cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This Cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world.
   C. The Teacher Academy of Maryland CTE Program of Study encompasses teaching and instructional design roles across diverse educational levels, from kindergarten through Grade 12 (K-12) to adult learning. This field includes integrating educational technology and emerging teaching methods into curriculum development and delivery. Careers in this Sub-Cluster also involve providing professional development and training for educators while facilitating learning experiences and coaching individuals and groups. This field promotes lifelong learning in various settings, including schools, colleges, corporate environments, and community organizations.
   D. Teacher Academy of Maryland II builds on the foundations established in Teacher Academy of Maryland I. This course focuses on instructional design, teaching strategies, and educational technology integration. Students will explore differentiated instruction, assessment methods, and strategies for supporting diverse learners, including English language learners and students with special needs. Students will demonstrate their ability to create and implement effective instructional materials through project-based learning. By the end of this course, students will be fully prepared to take the **ParaPro Assessment Certification**, demonstrating competency in core academic areas.
   E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
   F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. **KNOWLEDGE AND SKILLS**
   A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
      1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
      2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
      3. Employ effective reading, writing, and technical documentation skills.
      4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
      5. Demonstrate leadership skills and collaborate effectively as a team member.
      6. Implement safety procedures, including proper use of software and following privacy guidelines.
      7. Exhibit an understanding of legal and ethical responsibilities in the educational field, following copyright laws and regulations.
      8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.

   B. **The student identifies various career pathways in the educational field. The student is expected to:**
      1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in education.
      2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
      3. Demonstrate effective interview skills for roles in educational fields.

   C. **The student develops technology and digital literacy skills. The student is expected to:**
      1. Use technology as a tool for research, organization, communication, and problem-solving.
      2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information.
      3. Demonstrate proficiency in using emerging and industry-standard technologies
      4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use.

   D. **The student integrates core academic skills into educational practices. The student is expected to:**
      1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards.
      2. Apply English concepts such as writing informative texts when documenting student progress, lesson plans, and communication with parents/guardians.
      3. Use mathematical concepts for measurement and conversion (Fahrenheit vs. Celsius), ratios and proportions as well as fraction and decimal conversions.

E. **The student demonstrates an understanding of the roles and responsibilities of teachers at various educational levels. The student is expected to:**
   1. Identify key roles of teachers in elementary, secondary, and postsecondary education.
   2. Examine the duties of teachers beyond classroom instruction, including administrative and leadership responsibilities.
   3. Investigate how educators collaborate with families and community members to enhance learning outcomes.

F. **The student explores contemporary educational issues and their impact on teaching practices. The student is expected to:**
   1. Investigate current educational trends and their effects on teacher roles, including the use of technology, standardized testing, and inclusion practices.
   2. Analyze how contemporary social issues, such as socioeconomic disparities and diversity, impact classroom instruction and teacher effectiveness.
   3. Explore professional development opportunities to address current educational challenges and improve teaching practices.

G. **The student demonstrates an understanding of historical perspectives in American education and their influence on modern teaching practices. The student is expected to:**
   1. Identify key historical milestones in American education, such as the establishment of public schools, desegregation, and major educational reforms.
   2. Explain how historical events and policies shaped current educational structures and teaching methodologies.
   3. Discuss the role of the federal government and state policies in shaping educational opportunities for diverse student populations.

H. **The student applies ethical standards in the teaching profession. The student is expected to:**
   1. Define ethical responsibilities as an educator and relate them to daily teaching practices.
   2. Analyze ethical dilemmas in educational settings, including equity issues, student privacy, and teacher-student relationships.
   3. Apply the National Education Association (NEA) Code of Ethics to case studies in education.

I. **The student engages in reflective practices through guided field experiences. The student is expected to:**
      a. Participate in guided observations of K-12 classrooms to identify effective teaching strategies and classroom management techniques.
      b. Document field experiences and reflect on personal teaching practices to improve instructional effectiveness.
      c. Develop and revise a professional portfolio that aligns with teaching standards and professional growth goals.

Course Standards: Teacher Academy of Maryland III

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 11-12, and Teacher Academy of Maryland I and II are prerequisites.

2. **INTRODUCTION**

   A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
   B. The Education Career Cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This Cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world.
   C. The Teacher Academy of Maryland CTE Program of Study encompasses teaching and instructional design roles across diverse educational levels, from kindergarten through Grade 12 (K-12) to adult learning. This field includes integrating educational technology and emerging teaching methods into curriculum development and delivery. Careers in this Sub-Cluster also involve providing professional development and training for educators while facilitating learning experiences and coaching individuals and groups. This field promotes lifelong learning in various settings, including schools, colleges, corporate environments, and community organizations.
   D. Teacher Academy of Maryland III emphasizes advanced teaching methods, leadership, and instructional innovation. Students will design curriculum materials, integrate emerging technologies, and analyze data to refine instructional practices. They will explore leadership roles in education, including mentoring, coaching, and professional development. This course includes preparation for the **Praxis Core Assessment**, focusing on the development of critical thinking and mastery of core academic skills necessary for advanced certification. Students will complete practical applications to prepare for apprenticeships or work-based learning in the next course.
   E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
   F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a co-curricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. **KNOWLEDGE AND SKILLS**

A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
3. Employ effective reading, writing, and technical documentation skills.
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
5. Demonstrate leadership skills and collaborate effectively as a team member.
6. Implement safety procedures, including proper use of software and following privacy guidelines.
7. Exhibit an understanding of legal and ethical responsibilities in the educational field, following copyright laws and regulations.
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.

B. **The student identifies various career pathways in the educational field. The student is expected to:**

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in education.
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
3. Demonstrate effective interview skills for roles in educational fields.

C. **The student develops technology and digital literacy skills. The student is expected to:**

1. Use technology as a tool for research, organization, communication, and problem-solving.
2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information.
3. Demonstrate proficiency in using emerging and industry-standard technologies
4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use.

D. **The student integrates core academic skills into educational practices. The student is expected to:**

1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards.
2. Apply English concepts such as writing informative texts when documenting student progress, lesson plans, and communications with parents/guardians.
3. Use mathematical concepts for measurement and conversion (Fahrenheit vs. Celsius), ratios and proportions as well as fraction and decimal conversions.

E. **The student demonstrates an understanding of curriculum design and instructional methods. The student is expected to:**
   1. Analyze the components of curriculum design, including learning objectives, assessments, and instructional materials.
   2. Develop lesson plans that incorporate diverse teaching strategies to meet the needs of all learners, including those with special needs.
   3. Integrate technology into lesson planning to enhance student engagement and learning outcomes.

F. **The student applies principles of human learning to instructional practices. The student is expected to:**
   1. Compare and contrast major theories of human learning, such as behaviorism, constructivism, and cognitive development.
   2. Apply learning theories to create engaging and inclusive learning environments catering to various learning styles and abilities.
   3. Evaluate the effectiveness of different instructional approaches based on learner outcomes and feedback.

G. **The student engages in collaborative learning and professional development. The student is expected to:**
   1. Collaborate with peers and educators in developing and implementing instructional strategies.
   2. Participate in professional development workshops and seminars to stay current with educational trends and practices.
   3. Demonstrate the ability to reflect on and modify teaching practices based on feedback from mentors, peers, and students.

H. **The student demonstrates competency in classroom management and creating positive learning environments. The student is expected to:**
   1. Identify strategies for maintaining an orderly classroom environment that fosters respect and collaboration among students.
   2. Develop a classroom management plan that includes strategies for addressing disruptive behavior and promoting positive student engagement.
   3. Use proactive strategies to manage diverse student needs and maintain a safe and supportive learning environment.

I. **The student designs assessments that support student learning and evaluate instructional effectiveness. The student is expected to:**
   1. Develop both formative and summative assessments that align with curriculum goals and student learning objectives.
   2. Use assessment data to evaluate student progress and inform instructional decisions.
   3. Provide constructive feedback to students to help them improve academic performance and develop lifelong learning skills.

Course Standards: Career Connected Learning I and II

Career connected learning is an educational approach that integrates classroom instruction with real-world experiences, enabling high school students to explore potential careers and develop relevant skills before graduation. By participating in work-based learning opportunities—such as apprenticeships, internships, capstone projects, and school-based enterprises—students apply academic concepts in authentic settings, gain practical industry knowledge, and build professional networks. This hands-on engagement helps students connect their studies to future career paths, strengthens their problem-solving and communication skills, and supports a smoother transition into college, vocational programs, or the workforce.

All Career and Technical Education Programs of Study include aspects of work-based learning, and almost all of the programs include two Career Connected Learning (CCL) courses. Below are the course descriptions for CCL I and CCL II. The CCL standards can be found via this link: