Teacher Academy of Maryland

Implementation Guide

Developed by Towson University
College of Education

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University System of Maryland
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<u>Foreword</u>

The Teacher Academy of Maryland (TAM) Implementation Guide is drafted for the purpose of sharing our lessons learned from the years that we spent organizing and coordinating teacher academies for TAM. It is our hope that this Guide will answer questions, offer leads to resources, and inform how teacher academies can be established. It is intended to be motivational and conversational in tone as it may serve as a substitute for discussions that you would have been able to have with us. We trust that your teacher academy will thrive and that it will inspire your students to pursue careers in education.

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CHAPTER 1

Introduction

What is TAM? What is a Teacher Academy?

The Teacher Academy of Maryland (TAM) is a Maryland State Department of Education (MSDE)-approved Career and Technology Education (CTE) Program of Study. This program was developed collaboratively among 15 local school systems, 11 community colleges, 4 four-year institutions, and representatives from the University System of Maryland (USM), the Maryland Higher Education Commission (MHEC), and MSDE.

Maryland has 10 Career Clusters with focused programs of study in each. TAM is a CTE program in the Education and Training Services Pathway of the Human Resources Services Cluster designed for high school students interested in future careers as elementary, middle or high school teachers. This State-approved CTE Program of Study aligns with the Interstate New Teacher Assessment and Support Consortium (INTASC).

The TAM curriculum is based on the outcomes of the Maryland Associate of Arts in Teaching (A.A.T.) degree, which reflects the National Council for the Accreditation for Teacher Education (NCATE) standards.

> ### QUOTABLE QUOTE
>
> *According to studies conducted by Recruiting New Teachers, Inc., graduates of intensive teacher academy programs – such as TAM – are more likely to enter college-level teacher preparation programs than students involved in less intensive approaches, such as FEA Club or tutoring opportunities.*

> ### Snapshot
>
> *In 2006-07 . . .*
>
> *Maryland had teacher academies in 11 local school systems.*
>
> *Nearly 1000 Maryland students were enrolled in teacher academy courses.*

The Teacher Academy program of study requires students to successfully complete a four-course sequence beginning in the tenth grade year of high school. The program consists of four high school credits that focus on human growth and development through adolescence, teaching as a profession, curriculum and instruction and an internship. Students are required to take an industry-recognized assessment as part of the program.

The State Advisory Committee has determined that the industry-recognized examination that will offer TAM students a credential for earning income immediately upon graduation from high school is *ParaPro*. (Local school systems may decide to have students take *Praxis I* in addition to taking *ParaPro*).

Achieving at least the cut-off score on *ParaPro*, a score set by each state, will afford TAM students the opportunity to become paraprofessionals in local school systems while earning an undergraduate degree. Currently, the fee for *ParaPro* is $45.00, and local school systems determine how the cost is covered. It may include industry sponsorship, local funds, paid by the student, etc. In order to be admitted into the testing site on the day of the exam, students must show a government-issued identification that bears the student's picture and signature. For more details on *ParaPro*, please visit the Educational Testing Service's (ETS) web site prior to registering for the test. Please read all available information regarding *ParaPro* carefully. The ETS web site address is http://www.ets.org. (See the "Snapshot" on this page for the hyperlink to the *ParaPro* homepage.)

The Teacher Academy curriculum is designed to articulate to a Maryland post-secondary teacher education program as either articulated or transcripted credit. At the time of this manual's publication, *Towson University*, is the only baccalaureate-degree granting institution in partnership with school systems along with the following community colleges: Hagerstown Community College, Harford Community College, Howard Community College, the Community College of Baltimore County, and Baltimore City Community College. All have made agreements to award college-level credit to students who successfully complete the Teacher Academy program. Local CTE directors can provide additional information about these and other opportunities.

Upon completion of a high school degree and receiving a qualifying score on the *ParaPro* test, graduates are ready for employment in the teaching profession as instructional assistants in Title I elementary and middle schools. However, TAM career pathway completers are encouraged to pursue and earn a baccalaureate degree in teacher education. The program prepares students for

further education and careers in the education profession as it creates a pipeline of teacher candidates to address the persistent teacher shortage at the secondary level.

There is flexibility in the course sequence. Some schools elect to teach the Human Growth and Development through Adolescence course first, while others begin with the Teaching as a Profession course. One course is not a prerequisite for the other. However, Foundations of Curriculum and Instruction should be offered just prior to or in conjunction with the Education Academy Internship, since during the Internship, students will be applying what they learned in the Curriculum and Instruction course.

- Human Growth and Development through Adolescence (10th or 11th grade)
- Teaching as a Profession (10th or 11th grade)
- Foundations of Curriculum and Instruction (11th or 12th grade)
- Education Academy Internship (12th grade)

In this era of *No Child Left Behind* and its mandate for highly qualified teachers, it is important to note that the four TAM courses in the State approved CTE Program of Study are taken along with the other required courses for earning a Maryland high school diploma. Over the course of the three-year program, TAM students completing the program earn four high school credits which can translate into college level credits based upon the articulation agreements. Here is a sample high school program for Teacher Academy students:

Grade	English	Social Studies	Math	Science	TAM	Elective	Elective
9	English I (1 credit)	U.S. History (1 credit)	Algebra I (1 credit)	Earth Science (1 credit)	None	Physical Education (.5 credit) Health Education (.5 credit)	Foreign Language (1 credit)
10	English II (1 credit)	Government (1 credit)	Algebra II (1 credit)	Biology (1 credit)	**Human Growth and Development through Adolescence (1 credit)**	Fine Arts (1 credit)	Foreign Language (1 credit)
11	English III (1 credit)	World History (1 credit)	Geometry (1 credit)	Chemistry (1 credit)	**Teaching as a Profession (1 credit)**	Technology Education (1 credit)	Elective (1 credit)
12	English IV (1 credit)	AP Psychology (1 credit)	Precalculus (1 credit)	Physics (1 credit)	**Curriculum and Instruction (1 credit)**	**Education Academy Internship (1 credit)**	Elective (1 credit)

SAMPLE High School Program for Teacher Academy Students
4 English
4 Mathematics (Algebra I, Geometry, Algebra II, & Pre-Calculus)
4 Levels of Same Second Language
3 Social Studies (World History, US History, & American Government)
3 Lab Sciences (Biology, Chemistry, & Physics)
1 Technology Education
1 Fine Arts
1 Physical Education
1 Human Growth and Development through Adolescence
1 Teaching as a Profession
1 Foundations of Curriculum and Instruction
1 Educational Academy Internship
½ Health
½ Latin Connections (Classes of 2007, 2008)
½ Freshman Seminar (beginning with Class of 2009)
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22 Required Courses
2 Electives (minimum 2 advanced)
- Western High School Student Handbook 2006-2007

It is also important to note that all teachers who deliver instruction in the TAM program must meet eligibility requirements, including professional development focused on reviewing the program curriculum. They are also encouraged to participate in an ongoing learning community that supports their learning and that of their students. Darling-Hammond and Baratz-Snow (2005) assert that "teachers are more likely to stay in the profession if they are supported in their early efforts to learn to teach" (p. 65). The Teacher Academy of Maryland launches such support **<u>for high school students interested in education as a career path</u>** and paves the way for continued support.

CHAPTER 2

Getting Started:

Assess The School System's Existing Resources

Each local school system has a Local Director of Career and Technology Education. This individual may work in the school system's central office or may be a principal at a Career and Technology Education Technical Center in addition to being the CTE director. The CTE director provides oversight to all of the school system's CTE programs of study within the career clusters. The local CTE director works with the Local Advisory Committee (LAC) which is required under Maryland statute and consists of business and industry leaders who represent the various CTE programs of study. The LAC provides guidance to the overall CTE program.

In addition, each local school system has a Program Advisory Committee (PAC) for each career cluster/CTE program of study. The PAC consists of industry experts who make recommendations for keeping the program current with the industry, provide work-based learning opportunities for students, share expertise for curriculum improvement, assist with professional development and advise on the continuous improvement of CTE programs to ensure high-quality CTE programs that have enough breadth, depth, and academic rigor. The PAC guides the CTE Program of Study in all schools where the program is offered through the school system.

The local CTE director meets with the LAC for overall program guidance and with the PAC for each program of study. The local CTE director is also familiar with the process of adopting a State CTE Program of Study and the local process for starting a new CTE program of study. Based upon LAC recommendations, labor market demand, PAC expertise,

local procedures, local budgets, and availability of teachers, a new CTE program of study is either adopted or initiated.

Maryland has developed state CTE programs of study that local school systems may choose to adopt. TAM is one such program. Adopting a state developed CTE program of study has many advantages such as statewide professional development for instructors, statewide articulation agreements, standardized curriculum with recommended textbooks, the opportunity to participate in a professional learning community for instructors, and the availability of the expertise from the state PAC members. Prior to establishing a TAM, the local CTE director would form a local PAC, submit the program proposal with the local PAC identified to the Maryland State Department of Education, Division of Career Technology and Adult Learning for approval and would be familiar with the local decisions that have been made regarding TAM including:

- The amount of federal, state, and local funds budgeted for the program;
- Articulation agreements with institutions of higher education;
- Admissions criteria (if any);
- The industry assessment that has been identified statewide for TAM (*ParaPro* is the industry assessment but local school systems may also require *Praxis I*);
- Individuals authorized to serve as Internship Supervisors and whether a Work-based Learning Teacher Coordinator Endorsement is required.

Some school systems may designate a tech-prep coordinator, family and consumer sciences supervisor, or other central office staff to work directly with the Teacher Academies. In addition, a school system may designate a school-based faculty member to serve as a liaison with the central office regarding TAM.

Depending upon local policy, each school where TAM is taught may want to form a Steering Committee composed of the principal, the guidance counselor (or person who creates the master schedule of courses for the school), interested teachers (including the Future Educators Association or FEA advisor), a higher education representative, a teacher's union

representative, the local school system's teacher of the year, and at least one parent representative. Ideally, the Steering Committee would have a student representative and a representative from the schools where students will complete their internship (such as an elementary or middle school). Some Teacher Academies also include the CTE supervisor and the Family and Consumer Sciences supervisor from the county's Central Office.

Like the PAC does for all TAM programs within the school system, the Steering Committee creates a formal venue for discussing and debating everything involved in launching a Teacher Academy program. It also provides an avenue for communicating to other faculty about the progress of the TAM, so that all faculty and staff in the school are aware, informed and can raise questions and concerns as they arise.

Characteristics of Effective
Teacher Academy Instructors and Mentor Teachers
(Recruiting New Teachers, Inc., 2000)

- Role models of the profession; willing to make the extra effort that working with interns requires.
- Open-minded and reflective about their teaching; willing to explore and experiment with different methods and techniques.
- Love teaching; would encourage their own children to go into teaching.

Steering Committee meetings should focus around the following questions:

1. What is the best way to recruit students into the program? What local policies exist for a GPA requirement, or teacher recommendations? What student organization is available for those in the Teacher Academy program? If Future Educators Association (FEA) does not exist in the school, what steps need to be taken to start one?

2. If a student elects to participate in the program, what would his/her schedule look like for the four years of high school? (Although the first Teacher Academy course doesn't begin until 10th grade, recruitment should begin in 9th grade, or at the middle school level, so that students are taking the courses they will need to graduate).

3. Are there teachers who are willing to teach in the program? Do they meet TAM eligibility requirements? What are these teachers currently teaching? What implications will this have for the rest of the faculty, for other programs, for class size?

[NOTE: Prior to teaching the TAM program of study, a teacher must meet eligibility requirements. Teachers who meet the eligibility requirements are then to attend the approved Professional Development Summer Institute (see Appendix B).]

4. Does the school library have sufficient education-related texts to support the kind of reading and research required of the Teacher Academy curriculum? (Contact existing Teacher Academies to obtain a list of their education-related acquisitions).

5. How will the program be coordinated? What local policies exist for the coordinator such as a stipend or release time? Will this be a full-time or part-time position?

6. Which textbooks should be ordered for the courses? Appendix B contains a list of the recommended textbooks which have gone through review and evaluation by the state PAC and TAM teachers.

7. What middle and high school teachers and community organizations are available to provide technical assistance to students with field experiences?

8. What are existing sources of funds to support the program? Expenses could include any of the following:

- Program Coordinator
- Salary/Stipend/Release Time
- Program Instructors'
- Salary/Stipend/Release Time
- Summer stipend for curriculum planning
- Textbooks
- Supplemental Teaching Materials
- Professional resource library
- Technology (computers, LCD projectors)
- Funds for college trips, speakers
- Office supplies
- Stipends for Teacher Academy students (depending upon local policy)
- Stipends for Teacher Academy mentor teachers and/or supervisors (depending upon local policy)

> ### QUOTABLE QUOTE
>
> "Teacher Academy program coordinators from around the country unanimously advise program planners to allow release time for teacher academy coordinators . . . and regular common planning periods for program teachers."
> --Recruiting New Teachers, Inc.

9. Should a visit to existing Teacher Academy programs be scheduled? (See appendix A for contact list of Maryland Teacher Academies. The resource list includes websites for similar pre-collegiate programs that exist outside of Maryland.)

Fundraising

First, establish which expenses will be covered by school and district funding. In most cases, the program teachers' salaries and textbooks will be the district's responsibility. The local school system's CTE director will know what resources are available. School budgets may be able to cover office supplies and supplemental teaching materials. The university partner may be able to pay for college visits and provide professional development support for curriculum planning. An Institution of Higher Education (IHE) liaison on the PAC may be able to solicit donations of used computers or other equipment.

It is likely that some fundraising may be needed to ensure that a pool of funds are available to draw from as needs arise. Network with other teacher academy directors (see contact list in appendix A) to find out their sources of outside funding. Send a few PAC representatives to grant-writing workshops if the school system offers them as part of its professional development. Though identifying potential resources and obtaining them takes a great deal of time and effort, the good news is that the Teacher Academy concept sells itself. Directors of foundations and corporations are already aware of the teacher shortage and they are generally impressed with any project in which high school students are enthusiastically engaged. It is just a matter of identifying sources, having a specific plan for spending the money (such as $5000.00 to create a professional library or $1000.00 to provide stipends for students to attend a teacher conference), and sending out letters of inquiry.

> Job Description for Teacher Academy Coordinator
>
> - Recruit students.
> - Coordinate purchase of textbooks, supplementary teaching materials (trade books, videos, DVDs, software), and library research materials.
> - Coordinate ongoing curriculum planning with program teachers.
> - Coordinate field experiences and internships with elementary/middle school principals and teachers and community groups; assist with supervision of interns when needed.
> - Work closely with IHE partner to coordinate college-related activities.
> - Collect data to evaluate program; prepare reports.
> - Apply for grants to support the program.

Recruiting New Teachers, Inc. provides these guidelines for grant writing:

1. Be able to describe the program persuasively and concisely. (Suggested language can be found in Chapter 1).

2. Develop short-term and long-term goals. Consider, for example, what is needed for start-up costs versus what is needed after the first year, for expansion.

3. Be clear about how success will be measured (granting agencies want to see the return on investment). See Chapter 8 for details about developing a program evaluation plan.

4. Identify potential funders. Consult directories of funding sources. See Chapter 9. Contact existing Teacher Academies.

5. If the funding agency provides a description of what should be included in the letter of inquiry – *follow those instructions exactly!* Proposals that do not conform to the requirements may be automatically rejected. If no requirements are given, write a two page letter of inquiry following this outline (from SchoolGrants.org: www.k12grants.org):

   - Name and address of the school and district central office
   - Contact person(s) and title(s). Include telephone and fax numbers, as well as e-mail addresses
   - A summary of the local school system's mission
   - The size of this year's operating budget
   - A description of the proposed project. Make sure this is closely related to the foundation's giving initiatives!!
   - A summary of the project goals, objectives, and measurable outcomes. Again, these should be closely tied to the foundation's guidelines!
   - A list of the key individuals responsible for the project
   - If applicable, a list and brief description of project partners
   - The time frame for the proposed project
   - A brief description of funds requested and a description of how they'll be used
   - A statement regarding any prior funding received from the foundation

6. Always address the letter to an individual (not To Whom It May Concern) and include next steps – i.e., follow up within the next few weeks to find out if funder is interested.

7. If the funder is interested in receiving the full proposal, make sure one is ready to go. Generally, grant proposals consist of the following components:

   - A needs/impact statement: Why is this program so necessary? Who will benefit?

   - Project description: What are the specific objectives of the program, what activities are planned to meet these objectives, who will carry out the activities (include job descriptions), when will the activities happen, what are the anticipated outcomes, and how will the activities be evaluated.

   - A budget and timeline.

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                          Hot Tip

              Selling Points for Teacher Academy Programs

Teacher Academy programs can:

    • Transition students into college-level programs, give students incentives (college
      courses) and a "road map" into college.
    • Contribute to a school district's need for qualified and fully certified teachers and
      become part of the pipeline to serve the school district's needs well into the future.
    • Serve an important role in preparing minority teachers.
    • Prepare future teachers who are integrally connected to the communities in which
      they serve.
    • Empower students to take charge of their learning – teaching peers and younger
      students is a powerful leadership experience.  These programs offer real-life contexts
      for learning how to teach.

                                            --Recruiting New Teachers, Inc.
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CHAPTER 3

Building Partnerships:

Cultivating Relationships with Education Departments at Maryland's Two and Four Year Colleges

A major goal of the Teacher Academy is to prepare high school students for further education and careers in the education profession, particularly as middle and high school teachers in the critical shortage areas. Therefore, K-12 public school–higher education partnerships are crucial to TAM's effectiveness. Such a partnership will be of great benefit to high school students since they can glimpse college life and become aware of the academic expectations they must meet as college students. They even have opportunities to spend time on a college campus and interact with college students and professors.

> **Snapshot**
>
> The Teacher Academy (TA) at Southside Academy in Baltimore has a partnership with Towson University. University interns met with teacher academy students to design educational recess activities for children in grades K-4. Teacher academy students created and implemented the lessons, while the interns observed and made suggestions. The interns had to learn how to work with high school students (initially, the TA students felt the Towson interns were "talking down" to them) and the TA students learned that when they applied the interns' suggestions, their teaching was more effective and developmentally appropriate.

As a TAM educator, you can also benefit by participating in a partnership with higher education institutions since you are delivering course work that is reflective of college level courses. You have access to higher education faculty with whom you can exchange ideas as you plan TAM instruction and activities.

College/University faculty also benefit from school–higher education partnerships, especially when they are able to spend quality time in real classrooms with real students. Such exposure and experiences promotes reciprocal teaching and learning since spending time in each other's environment promotes understanding, shared decision making, collaboration, and professional growth.

The school system's CTE director can provide the community college or university that has been designated as the partner institution and the name of the contact person.

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Snapshot

Easton High School in Talbot County has a student exchange with Chesapeake Community College. College education majors gain field experience by observing and teaching at Easton High School and Easton Teacher Academy students sit in on college classes.

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With rare exception, a formal partnership with an IHE is required for all CTE programs. The local school system enters in a formal partnership with an IHE by executing a memorandum of understanding (MOU) between the school system and the IHE. The University System of Maryland can assist with ideas and templates for crafting the MOU. (For an example of a MOU, see appendix C.)

The MOU should clearly articulate the benefits that will be bestowed on TAM program completers during their post-secondary education experience. For instance, the Towson University TAM MOU details the undergraduate credits that students can be awarded upon successful completion of the high school program. It identifies the college level course for which students can earn credit, the General Education category that the course fulfills, and the stipulations that determine whether the credits are awarded. The MOU is followed by a copy of the TAM Program Completion Verification Form (see appendix D) which specifies what successful completion of the TAM program of study entails. The more clearly the MOU is defined, the easier it will be to implement.

A bonus benefit that accompanies the Towson University TAM MOU is a scholarship for TAM program completers who are admitted to Towson University, enrolled in the courses, and have identified education as their major. These students are eligible to have the scholarship renewed for up to four years, as long as they remain education majors. Structuring similar benefits with the local community college or other IHE and the local school system's MOU keeps consistency for TAM students.

CHAPTER 4

Recruiting Students

$\mathbf{T}$ake pictures of the students (have parents sign a photo release form) in the TAM and design a brochure about the program. Mail the brochure to 7th and 8th grade guidance counselors at each of the feeder middle schools – even better, make a personal visit to the middle schools to talk to the students as they prepare for high school or contact the person in the school or district who does this. If the high school hosts 8th graders in the spring or during a summer bridge program, make sure that the Teacher Academy is included on the program. In other words, make it a goal to ensure that incoming 9th graders have already heard about the Teacher Academy by the time they begin their freshman year.

Snapshot

Baltimore City has made a commitment to establish FEA Clubs in at least fifteen middle schools. This effort is coordinated by the Baltimore City Community College, with funding from the University System of Maryland's $E=mc^2$ grant. To increase awareness of the Teacher Academy program among 7th and 8th graders, the program coordinator brings high school students to the middle school FEA Club meetings and the FEA Clubs spend a day at the high school, shadowing Teacher Academy students.

The more incentives you are able to offer, the better. Teacher Academies in Howard County, for example, have arranged for their students to earn six articulated credits toward an AAT degree at Howard County Community College. With successful fundraising, the school system may be able to offer TAM graduates stipends for extending their internship experiences, paid summer assistantships, or summer college camp experiences on a university campus. Work closely with the university partner to develop a scholarship fund for students who have successfully completed the program and agree to major in education.

HOT TIP

Recruiting New Teachers, Inc., suggests hosting a recruitment event.

- Invite middle school guidance counselors to a breakfast meeting.
- Present the program at high school fairs.
- Show a video of program activities
- Bring students to talk about the program.
- Plan receptions for interested 9th graders and their parents.
- Follow-up with a mailing to each attendee, detailing information about the program and include applications, admission requirements, deadlines, starting dates and enrollment limits.

Even if the local IHE is not able to offer TAM students scholarships, the Teacher Academy program has much to offer those who are interested in working with children. All Teacher Academy courses have a required field component, so students have opportunities to gain practical teaching experience. Teacher Academy students form a close bond, since they progress through the program as a cohort. They gain status in their relationships with other teachers, because they share teachers' concerns about the profession, recruiting excellent teachers, and improving teaching and learning.

The Teacher Academy coursework typically begins in the 10th grade therefore, it is important to identify interested 9th graders and keep them interested in their first year of high school. Inviting them to join the FEA Chapter

is one way to do this. Use all the venues that the school offers to showcase FEA and Teacher Academy activities. Make Public Address (PA) announcements – or if the school is "wired," make a TV commercial to air on the in-house cable channel.

Make sure there is information about the program posted on the school's website. Contact the editor of the school newspaper to write frequent stories about Teacher Academy activities, or create a newsletter. Create a "public relations kit" (with fact sheets, success stories, and background information about the program) which can be sent to local media outlets to entice them to do a news story about TAM special activities and events. Design a PowerPoint presentation (with lots of pictures) that can be taken "on the road" whenever there is an opportunity to bring attention to the program. Check Towson University's Blackboard site for the TAM Online Community to determine materials that have already been developed.

Just before it's time for the 9th graders to begin developing their course schedules for their 10th grade year, make a special presentation at a 9th grade class meeting. Invite interested students to complete a form, get their parent or guardian's signature, and turn the form into the school's master scheduler, to make sure that the students get placed in the Human Growth and Development through Adolescence class.

One consideration as students are recruited is to advertise the Teacher Academy as a college prep program in addition to being a CTE program. It has been determined that the only exit examination that will offer TAM students a credential for earning income immediately upon graduation from high school is *ParaPro.* (Local school systems may decide to have students take *Praxis I* in addition to taking *ParaPro,* which is the identified industry assessment for TAM).

All TAM literature, such as brochures and fact sheets, should indicate that students must take *ParaPro* during their senior year, as a requirement of the program. The local policy regarding covering the cost of the industry assessment should also be noted. The school system determines how the cost is covered. It may include industry sponsorship, local funds, the student's responsibility, etc. All TAM students also need to know that a government-issued identification bearing the student's picture and signature is required in order to be admitted into the testing center on the day of the exam. (Visit www.ets.org for more information.)

Students' performance on the *ParaPro* will not affect their ability to enroll in post-secondary education programs. In fact, *ParaPro* is one of the technical assessments that can be used to meet the Core Indicators of Performance as defined by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV). Industry recognized technical assessments can help in determining the success of students enrolled in CTE programs of study, such as the Teacher Academy of Maryland. Others include High School Assessment performance, the number of TAM program completers, and the number of TAM program completions who enroll in post-secondary education programs, i.e., community college, four-year institutions of higher education, or trade/professional schools.

Admission Requirements

The Teacher Academy of Maryland does not require that local programs use admissions criteria. However, local programs may choose to establish prerequisite requirements, such as a certain

GPA or attendance record. The reasoning is that since the aim of TAM is to prepare future teachers, graduates need to have the academic credentials to succeed in post-secondary teacher education. Another important admissions criterion is *student interest*. If the goal is to increase the number of high school graduates who go on to pursue an education degree, the Teacher Academy program must identify those students whose interest is likely to be sustained for the next eight years.

Academic performance is crucial. Students are not considered program completers unless they have successfully completed all four Teacher Academy courses (although they may not be required to pass a course in order to take the next one in the sequence). Performance in core academic subjects – math, science, social studies, and language arts – is also important. In Maryland, students may not earn a high school diploma if they do not receive a proficient score on the high school assessments (HSAs) alternative HSAs, if applicable, or complete the Bridge Plan. Chapter 7 provides suggestions for providing additional academic support to Teacher Academy students.

Hot Tip

Especially at the beginning, the program coordinator should work *very closely* with the master scheduler. If possible, make sure that:

- All students who have been officially admitted into the Teacher Academy program are scheduled for these courses

- Courses aren't cancelled due to low enrollment. Especially at the beginning of a new program, it takes time to build enrollment.

CHAPTER 5

Working with the Curriculum

To obtain copies of the Teacher Academy curriculum consult the University System of Maryland (USM) website at **http://teacheracademy.usmd.edu**. A list of recommended textbooks can be found in Appendix B "Guidelines for the Teacher Academy of Maryland."

The TAM curriculum materials available on the USM website were originally compiled by Ms. Hannah Cawley, Ms. Heather Skelley, Dr. Todd Kenreich, and Dr. James Lawlor of Towson University. Their aim was to provide a document flexible enough for all of Maryland's Teacher Academies to adapt the curriculum to their specific instructional needs. What is generally provided are:

- Objectives for each course
- A scope and sequence
- Suggested activities

The curriculum development process is still underway. A bank of instructional activities written by TAM educators is being generated and is housed on the TAM Online Community. Additional instructional support can be obtained by actively participating in the TAM Online Community to exchange ideas with other TAM educators. Gaining access to this Community is contingent upon successfully completing the required professional development that educators must complete in order to teach the TAM program of study.

One of the first things one notices about the Teacher Academy curriculum is that it was clearly written at a high rigorous level appropriate for college students. This was deemed necessary because of the plan that Maryland colleges and universities will grant college credit to high school students who successfully complete the four-course sequence appropriate to college level work. Due to time and budget constraints, the suggested activities were not field-tested in high school classrooms. The state TAM PAC will review program quality data and local performance data to evaluation the TAM program and will address revisions/upgrades to curriculum as warranted.

The TAM program is based upon the outcomes of the Associate of Arts in Teaching degree. One implication of this is that Teacher Academy instructors must refine the curriculum to make it suitable for high school students, *without diminishing the intellectual rigor or ignoring or diluting the course objectives.* Fortunately, there are Teacher Academy instructors in Maryland who have been doing just this for the last several years. They are an excellent resource. See Appendix A for a list of TAM resource people and their contact information.

Human Growth and Development through Adolescence

This is an exciting first course in the Teacher Academy program because it appeals directly to what gets most prospective teachers interested in an education career – the joy of working with children. It is also a course that appeals to something fundamental to adolescents – studying and understanding themselves.

A few important suggestions from those who have taught it before:

1. DON'T belabor the educational theorists. Students do need to learn the differences between Piaget, Erickson, Skinner, and Brofenbrenner, but they can learn these best if they are presented in their applied form, rather than their abstract form. At Southside Academy in Baltimore City, students are given case studies and role plays to apply the various theories, such as the example below:

   > A 9-month-old infant cries every time his mother leaves the room. She is so frustrated with this she goes to two famous child psychologists for help. First, she asks B.F. Skinner for help then, she asks Jean Piaget for help. Based upon what you know about these two different theorists, what advice would B.F. Skinner give? What advice would Jean Piaget give? Be certain to identify the theories and give examples of how each theorist would react.

2. DO create lots of opportunities for students to interact with school-aged children. If someone in the school recently had a baby, see if that person can bring the baby in for a class period, just to allow the students to observe and ask questions. Take a tour of a pediatric ward at a local hospital. Invite the hospital's maternal health education coordinator to speak to TAM students. If there is a child care facility at your high school, talk to the director and arrange to have students make observations and do mini-lessons

with the children. If there is not a childcare facility nearby, plan an all-day field trip to an elementary school or middle school, with specific assignments for students to complete related to the visit.

3. It is suggested to spend at least two weeks on adolescent development.

<u>Teaching as a Profession</u>

Teaching as a Profession is designed to introduce students to the most talked-about and contemporary issues that teachers face. This can also be an exciting course because there is so much room for debate with many of these issues. Everything related to education is political because of two basic realities: 1) Every American has a stake in whether our students are well-educated – whether you are a parent or not. So this means that Americans will vote and put pressure on their elected officials, to make our educational system work better; and 2) Americans disagree widely on what it means to be "well-educated." This combination of factors makes for interesting study, to say the least!

Some schools elect to offer the Teaching as a Profession course as the first course in the sequence. While one course is not a prerequisite for the other, there is a slight overlap in that both courses cover theories of human learning. This is a major focus in Human Growth and Development through Adolescence and much less so in Teaching as a Profession. If the former course is taught first, a brief lesson on theories of human learning in Teaching as a Profession can serve as a review of concepts learned in Human Growth and Development through Adolescence. One way to meet the outcome of "comparing and contrasting theories of human learning" for the teaching as a profession course is to link it to the lesson on educational philosophies (Unit 2). When students are learning about the differences among philosophies, relate the philosophy to one of the theories studied in Human Growth and Development through Adolescence: humanism (Maslow), behaviorism (Skinner) and constructivism (Vygotsky).

A few suggestions from those who have taught this course:

1. Use current events as much as possible. Bring in issues that are being debated in the school district, in the state, and at the national level. Get a classroom set of one of the mainstream newspapers and use it to supplement the course text. Download articles from *Education Week.org* (free subscription allows two article downloads per week).

2. Have students draft their philosophy statement midway through the course, then revisit it and revise it at the end of the course.

3. Although some of the textbooks do not provide information to cover Units 9, 10 and 11 of the curriculum guide, it is possible to use supplemental resources to integrate those topics with existing chapters. For example:

- The topic of comparative education (Unit 9) can be integrated into Unit 4, when students learn about concepts such as high stakes testing and equal educational opportunity. Students can read about the Trends in International Mathematics and Science Study (TIMSS) report which compares curriculum, testing, and school organization in the United States to practices in other developed countries (**http://nces.ed.gov/timss/**)

- The topic of public opinion (Unit 10) can also be integrated into Unit 4, especially if students debate topics such as school vouchers, increases in school funding, and high school exit exams. The annual PDK public opinion poll findings can be used by debaters to buttress their positions (generally, the public is against school vouchers, for increases in school funding, and in favor of high school exit exams. (**http://www.pdkintl.org/kappan/kpollpdf.htm**)

- The topic of the future of the profession (Unit 11) can be addressed in both Units 4 and 5. In the Parkay and Stanford text, for example, students can draw conclusions about the changing demographics of the school-age population on page 241 and consider trends in educational technology such as distance learning and the digital divide on pp. 389-392 and pp. 413-416.

Curriculum and Instruction and Education Academy Internship

It can't be emphasized enough how important it is to make these final courses work for students. For the most part, students in these courses will be seniors and starting to apply for college (hopefully with the intention of majoring in education!). They will be eager to test their limits – do they have the knowledge and skills to teach children?   They need to experience the excitement that comes with knowing a child has learned something because of their efforts.

Curriculum and Instruction

Suggestions from current instructors:

- Since Teaching Style (Unit 3) and Professional Development (Unit 15) are not addressed in the Arends text, teachers will need to supplement these lessons with other sources. One idea is to require students to complete a checklist about each of their current teachers' instructional style and bring them to class in order to categorize "types," such as "Teacher-centered" or "Student-centered." To meet the course outcomes related to the Professional Development unit, invite a panel of teachers to speak to the students about "How I Stay Current in My Field." Reviewing the Maryland Teacher Professional Development Standards is another way of learning the professional development requirements for teachers in Maryland. This can be accessed on the MSDE website: **www.marylandpublicschools.org**. Once on the website go to "search the MSDE website" and type in Teacher Professional Development Standards in the box.

- To make Unit 6 (Understanding Learners) more personal for students, have students write about a time when a teacher had a misperception about them and how that impacted their learning experience.

- One of the course outcomes is to "prepare long and short term instructional plans in one's area of interest." Although the curriculum guide suggests that students should be able to develop unit plans, some Teacher Academy instructors have found this to be a very challenging assignment for their students. A great deal of scaffolding may be required to support students' efforts to achieve this outcome.

- Show video clips from the film *Kindergarten Cop* to illustrate the importance of planning for instruction!

Education Academy Internship

The Teacher Academy aims to prepare students for future careers as elementary, middle and high school teachers, therefore , it makes the most sense to arrange for internship placements at these

grade levels. Some high schools are located near their feeder schools which means easy access for students. Determine when these sites are best able to host interns. Southside Academy in Baltimore City, for example, has discovered that the local middle schools prefer interns to work in the mornings. Interns might also be placed in 9th and 10th grade classrooms in their own schools, as Richard Montgomery High School (Montgomery County) does in their Rocket Corps program.

Work with elementary and middle school principals and mentor teachers to ensure the minimum number of hours in which TAM interns are actively engaged in the teaching environment will be satisfied. Their role must be more than "go-fors." The minimum hour expectation for all one-credit CTE internships is established by local school systems and is consistent with all other one-credit course requirements.   For example, the minimum number of hours required for a one-credit course by Baltimore City Public School System is 135.

Address all concerns placement schools may have about having high school students in the building or classroom. Make sure that Teacher Academy students receive an orientation of the school to which they have been assigned, have them meet the principal and office staff, and be clear about expectations.   Have letters of agreement with mentor teachers.   Hold regular meetings with principals and mentor teachers to check progress and discuss ways to improve procedures.

Local policy speaks to the expectations and requirements that exist in the school system with regard to individual students leaving the building during the school day. A suggested matrix for ensuring that there is an intern assignment attached to each of the eight internship objectives is shown on the next page.

Suggested Matrix for Matching Intern Assignments to Internship Objectives

Education Academy Internship Objectives	Evidence of Achievement
Observe and critique classroom teachers for appropriate instructional practices and classroom management procedures	Observation Reports
Collaborate with the mentor teacher and other teaching professionals to develop lessons, select instructional resources, and develop classroom management procedures	Complete a minimum of five lesson plans, using a given format, along with worksheets, handouts, materials, and classroom management plan
Demonstrate teacher planning to meet instructional goals	Complete two Student Teaching Experiences, for a minimum of five teaching lessons
Demonstrate teaching skills that support learners and the development of subject matter knowledge	A total of four teaching evaluations – two from the mentor teacher and two from the internship supervisor
Implement lessons that address diverse student needs and learning styles and incorporate theories of motivation and learning.	This topic will be reviewed in class and will be evaluated in the lesson plans that students create for their teaching
Create and maintain an effective learning environment	This topic will be reviewed in class and will be evaluated in the lesson plans that students create for their teaching
Utilize assessment to improve teaching and foster learning	This topic will be reviewed in class and will be evaluated in the lesson plans that students create for their teaching
Identify the important role of family and caregivers in the learning process	Placement Profile – This is a descriptive report about the placement site, based upon the student's interview with the mentor teacher – it will also include questions about the age of the students, the curriculum, the classroom learning environment, the teacher's philosophy, and availability of technology.
Utilize instructional technology to meet student and professional needs as guided by the Maryland Plan for Educational Technology	This topic will be reviewed in class and will be evaluated in the lesson plans that students create for their teaching – either the student will use technology to, 1.) create the lesson, 2.) use with the children in teaching the lesson, 3.) or both.
Engage in critical thinking and problem solving in a variety of content areas	This will be evidenced in the students' two Reflection on Teaching essays.
Assemble and present for a juried review a working portfolio that includes reflections on their developing schema of the teaching profession	A panel of select high school teachers will complete a Portfolio Evaluation after each student has presented his/her portfolio.
Prepare to take appropriate assessment for program completion consistent with career choice (*ParaPro*)	Test will be taken on a specified date.

Recruiting Mentor Teachers

Ideally, the program should have a manual for mentor teachers who are working with the interns and an orientation for mentor teachers prior to the start of the internship experience. The manual and orientation should cover the following topics:

1. The variety of responsibilities that should be assigned to interns (observation, one-on-one tutoring, small group tutoring, whole class instruction, copying and preparing materials, designing a bulletin board, etc.)

2. A listing of the mentor teachers' responsibilities

3. Behavior and dress expectations of interns

4. Intern assignments (lesson plans, behavior management plan, video reflection, etc.)

5. Strategies for observing interns and giving feedback

6. How interns will be assessed

7. What to do if there are problems.

Depending upon local policy and available resources, it is likely that mentor teachers will receive no compensation for their efforts on behalf of the program. If mentor teacher compensation is not available, other recognition activities to acknowledge the support of the student interns would be to hold an end-of-year recognition such as a dinner, celebration, reception. or other venue.

Supervising and Coaching Interns

Schools that have been successful in recruiting and retaining Teacher Academy students may have as many as 25 interns taking the final course. This poses a challenge – not only in terms of securing placements but also in terms of ensuring that they are regularly supervised and coached by an individual other than the mentor teacher. Consider these solutions to the problem:

- The CTE director may appoint a Work-based Learning Teacher Coordinator to supervise interns.

- The program coordinator may supervise several interns as part of his/her teaching load.

- Invite retired teachers to devote one day a week to supervising interns.

- Place two interns in one classroom. Teaching responsibilities can be shared.

The main job of the intern supervisor is to help interns link coursework to teaching practice. This can best be accomplished during "debriefing sessions" following classroom observation. During a debriefing session, the supervisor and intern find a quiet place to meet. The supervisor invites the intern to reflect on the lesson that just took place, by considering the developmental needs of the children (Human Growth and Development through Adolescence), the relevance of legal, ethical and social educational issues (Teaching as a Profession), and instructional design/classroom management issues (Curriculum and Instruction). There should be opportunity for the intern to ask questions and express feelings.

CHAPTER 6

Portfolios

The TAM curriculum requires students to build a developmental portfolio during the four-course sequence or program of study. The portfolio is to be used as an end of program assessment along with *ParaPro*. The portfolio is organized around the ten INTASC (Interstate New Teacher Assessment and Support Consortium) principles which were developed by the Council of Chief State School Officers (CCSSO) in 1987.   In addition, most programs require students to include a resume in their portfolios. The typical portfolio is a two to three inch three-ring binder with ten dividers, to separate the artifacts for each INTASC principle.

A complete description of the INTASC Principles as well as relevant background information on them can be found by accessing the CCSSO web site at: **http://www.ccsso.org/Projects/interstate_new_teacher_assessment _and_support_consortium/**

The portfolio is an important part of the curriculum; therefore, teachers need to build substantial time into the course plan for portfolio-building. Course assignments and assessments should be designed with the portfolio in mind. Students will need repeated instruction in (and translation of) the INTASC principles to ensure that they understand how a particular artifact demonstrates achievement of a particular standard. It may be appropriate to plan time in the courses to meet individually with students as feedback is given on their portfolios. Allow time for peer review and formal exhibitions.

All TAM program teachers should be clear about the role of each course in developing the portfolio, since the goal is for students to continually "reflect and select" (replace some artifacts with others).   The final portfolio should represent an integration of all four courses. It is also necessary for the mentor teachers participating in the internship, to understand what the portfolio is and the kinds of materials that the intern needs to produce during the internship experience. The portfolio needs to be complete by the end

Snapshot
Teacher Academy students at Mt. Pleasant in Rhode Island hold exit portfolio presentations to which they invite a committee of teachers, friends and parents.

of the senior year.

Students should be encouraged to consider creating electronic portfolios (e-portfolio) to demonstrate their proficiency in the use of technology. A hard copy of the e-portfolio should be maintained as a precautionary measure. A variety of commercial software programs are available that are specifically designed for use in developing the e-portfolio, but PowerPoint can be used to accomplish the same purpose.

Below is a chart of suggested artifacts for each INTASC principle and a suggested table of contents for the final portfolio:

INTASC Principle	Suggested Artifacts	Course
Content Knowledge	High School Transcript Projects completed in academic courses Evaluation from Mentor Teacher *ParaPro* scores	Internship
Learner Development	Theorist Project Birth Defects Research Child Observation Reports	Human Growth and Development through Adolescence All courses
Learner Diversity	Article Review Student-created lesson plans	Teaching as a Profession Curriculum and Instruction Internship
Instructional Variety	Activity File Evaluation from Mentor Teacher	Curriculum and Instruction Internship
Learning Environments	Classroom Floor Plan Behavior Modification Plan Rules and Procedures	Human Growth and Development through Adolescence Curriculum and Instruction Internship
Communication	PowerPoint presentation Article Review Videotape of Student Teaching or Web-based Lesson created by student	Human Growth and Development through Adolescence Teaching as a Profession Internship
Planning Instruction	Student-created lesson plans Evaluation from Mentor Teacher	Curriculum and Instruction Internship
Assessment	Student-created lesson plans	Curriculum and Instruction

		Internship
Reflective Practice	Conferences Attended Membership in Professional Organizations (FEA)	All courses
	Philosophy of Education statement	Teaching as a Profession
	Reflection on Teaching essays	Internship
Collaboration	Service Learning Log	All courses
	Teacher Interview	Curriculum and Instruction

CHAPTER 7

Providing Additional Academic Support

The Teacher Academy is a CTE college-preparatory program. Throughout the curriculum, students have many opportunities to investigate college admissions requirements, prepare for the college application and financial aid process, and explore what it is like to be a college student, especially an education major.

As part of program evaluation (see Chapter 8), students quarter and semester grades in *all* subjects should be recorded. If students are failing one or more subjects, the Teacher Academy should ensure that academic support (tutoring, coach class, etc.) is available and require students to take advantage of it.

If the school offers an SAT prep class, it is highly recommend Teacher Academy students take it. If the school has a College Bound program, invite the director to give special presentations to TAM students. Create a lesson around Maryland Business Roundtable's (MBRT) *Be What I Want To Be* website (**http://www.bewhatiwanttobe.com/**).

> **Snapshot**
> The Teacher Academy at Mt. Pleasant High School in Providence, Rhode Island has put in place a number of support systems for its students:
>
> Ninth graders receive weekly tutoring from prospective teachers at their partner college, Rhode Island College.
>
> Parents of Teacher Academy students receive more frequent progress reports.
>
> Teachers hold weekly advisory meetings with students to discuss study habits and issues that affect students' academic performance.
> --Recruiting New Teachers, Inc.

Either schedule a MBRT speaker to introduce the website to TAM students, or have students log on and create their own accounts (by answering quiz questions that are posted on the site, students can earn points and prizes).

To help students envision themselves going to college, they must spend time on college campuses. Work with your IHE liaison to make these experiences as rich and authentic as possible. The IHE liaison should be able to arrange it so that TAM students can participate in college-level classes (the Human Growth and Development through Adolescence class, for

example, could visit a college-level version of the same course). Arts and sciences professors might be interested in teaching a mini-lesson to high school students such as: constructing robots from Legos, examining organisms under high-tech microscopes, measuring personal fitness levels in the university fitness center, and creating fractured fairy tales in the acting studio. Teacher Academy students can be paired with college students for a shadow day and, if space allows and chaperons are available, spend the night in a college dorm. Invite parents to participate on these campus visits.

Summer programs provide Teacher Academy students with continuity and enrichment. There are several existing models. At Southside Academy in Baltimore City, students apply for paid summer assistantships (the stipends are covered by an outside grant) to serve as teacher assistants during the two-week summer bridge program for incoming ninth graders. Each teacher assistant is assigned to one teacher, with whom they co-plan and co-teach. The assistants gain valuable teaching experience, while the incoming ninth graders benefit from building relationships with older students.

> **Snapshot**
> During a three-week summer session on the Rhode Island College campus, Mt. Pleasant Teacher Academy students participated in a science-math-writing course which included weekly field trips, activities in the college science lab, and lunch in the college dining hall. The curriculum was jointly developed and taught by college professors and high school teachers.
> --Recruiting New Teachers, Inc.

The Summer Assistantship Program also provides an avenue for introducing new students and parents to the Teacher Academy.

> **Snapshot**
> In Miami-Dade County, FL university education students teach creative, unconventional courses to teacher academy students during a six-week Summerlink program. The high schoolers earn high school credits and take field trips with an emphasis on the fine arts and cultural awareness. Since the classes are held on a college campus, students also gain an introduction to the college environment.
> --Recruiting New Teachers, Inc.

Additional Teaching Opportunities

Teacher Academy students are learning to look at schools and classrooms from a teacher's perspective. They should be encouraged to take on leadership roles at the school and in the community. Teacher Academy students may make excellent peer mediators and after-school tutors, if the school has those programs. (If the school does not have such programs, Teacher Academy students could create them as a class project). Science and history museums

and the local zoo may be interested in having high school students to help develop new exhibits, which helps in the development of research and instructional design skills. TAM students may gain additional insights into careers in education by being allowed to "shadow" school personnel for a day. School-based personnel may include members of the leadership team—the principal, assistant principals, department heads, guidance counselors as well as support team members.

CHAPTER 8

Program Evaluation

There are many reasons to become systematic and deliberate about collecting and analyzing data related to the TAM program. Data can provide one important lens through which to determine what aspects of the program need improvement. Data collected over a period of time shed light on *changes* that take place in participation rates, and students' knowledge and attitudes. Data are essential if applying for outside funding (both to obtain grants and to satisfy funders' requests for evidence about the impact of the grant). Documentation of the program's success can be included in promotional materials and principal's communications with central office.

Program evaluation is a time-consuming enterprise and one, which should not be placed entirely on the shoulders of TAM program teachers. A major task for a full-time program coordinator is to oversee the data collection process. The key to good data collection is: 1) plan ahead in regard to the types of documentation needed; and 2) have an organized filing system for storing documentation as it is collected.

For example, suppose an orientation meeting is planned in which the Teacher Academy program will be introduced to ninth graders and their parents. In planning for this meeting, identify what will be needed for documentation: sign-in sheets (for attendance); copies of handouts; feedback or application forms (for students to complete to register their interest). As soon as the orientation meeting is over, place materials in file folders, so they can be easily retrieved.

The local CTE office is responsible for reporting certain data to the Maryland State Department of Education, in order to meet the requirements of Perkins IV and state performance levels. These data include the number of students enrolled in the program; their demographic profiles; grade point average; HSA performance; the number of students who complete the TAM; the number of program completions who enroll in post-secondary education programs, and the number of students who achieve the cut-off score for *ParaPro*. The following list describes additional data and types of documentation you may wish to collect for various purposes:

DATA	DOCUMENTATION	PURPOSES
Participant profiles (students' interests, hobbies, life goals)	Surveys or interviews	• Include profiles in grant proposals, promotional materials
Informal assessment scores	Rubrics for major assignments, internship evaluations, portfolios	• Determine whether students are meeting program objectives and whether they are improving over time • Identify assignments that need to be modified
Attendance at program activities	Sign-in sheets	• Determine whether full participation is being achieved
Satisfaction ratings	Surveys of students, parents, teachers	• Identify areas of program that need improvement
Attitudes about teaching as a career	Surveys of students at different points throughout the curriculum	• Determine whether program is motivating more students to enter the teaching profession
College acceptance rates	College acceptance letters	• Determine whether program is adequately preparing students to continue their post-secondary education
Industry Certification	Students who took and passed *ParaPro*	• Determine whether program is adequately preparing students for industry certifications
Teacher education program enrollment rates	Verification from college admissions office	• Determine whether program is attracting graduates into the teaching profession
Numbers of graduates who return to your county to teach	Central office verification	• Determine whether program is addressing the teacher shortage in your school system

CHAPTER 9

Resources

For more information about Teacher Academy Programs

Teacher Academy of Maryland (TAM) Online Community

http://bbweb.towson.edu

The TAM Online Community is a Blackboard site that is provided by Towson University to the TAM Network at no cost to Network members. This password-protected site offers members a forum for exchanging ideas and resources relative to TAM. The site contains all of the instructional resources developed by TAM educators during the TAM Summer Leadership Institutes dating back to the summer of 2006. All of the handouts from content and curriculum presentations are posted there as well. The site offers members a discussion forum, external links to additional resources, and options for posting/exchanging documents and conducting live chats.

South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA)--Teacher Cadet Program

http://www.cerra.org/cadets

The primary goal of the Teacher Cadet Program is to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the Program is to provide these talented future community leaders with insights about teachers and schools so that they will be civic advocates of education.

Amanda Graham, Program Director, CERRA, Ward House at Winthrop University, Rock Hill, SC 29733, 803-323-4032 or 1-800-476-2387.

Hughes Center High School for Teaching and Technology

http://hughes.cpsboe.k12.oh.us/teach/index.html

The High School for Teaching and Technology takes seriously its unique mission "to encourage and support young people, especially African-American and Appalachian students, to pursue careers in the field of education and to prepare them for the role technology will play in the schools of the future.

2515 Clifton Avenue Cincinnati, OH 45219
(513) 363-7751 (Mary Cobb Secretary)
(513) 363-7750 (Diana Porter Program Facilitator)
Fax: (513) 363-7752

E-Mail: Mary Cobb cobbmar@cpsboe.k12.oh.us
E-Mail: Diana Porter porterd@cpsboe.k12.oh.us

The Pre-Teaching Academy at Walton High School/Lehman College
http://www.lehman.cuny.edu/deanedu/education/preteaching/index.html

Initiated at Walton High School, NY in 1984 the Pre-Teaching Academy has provided an introduction to careers in teaching through college classes and classroom internships for over 700 Walton High School juniors and seniors, 25% of whom plan to pursue, are pursuing or are engaged in teaching careers. All of the students are members of minority groups and most come from low-income families.

Resources for Fundraising

SchoolGrants.Org
http://www.schoolgrants.org/

SchoolGrants was created in 1999 as a way to share grant information with PK-12 educators. Grant writing can be intimidating to those who are new at it. SchoolGrants helps ease those fears by providing online tips to those who need them. Finding suitable grant opportunities requires a great deal of time and research - SchoolGrants reduces the effort by listing a variety of opportunities available to public and private nonprofit elementary and secondary schools and districts across the United States.

Computer Grants for Non-Profits
http://www.lib.msu.edu/harris23/grants/2comptec.htm

A compilation of web pages and books of potential interest to nonprofit organizations seeking funding opportunities related to computer technology.

RGK Foundation
http://www.rgkfoundation.org/guidelines.php

RGK Foundation awards grants in the broad areas of **Education**, **Community**, and **Medicine/Health**. The Foundation's primary interests within **Education** include programs that focus on formal K-12 education (particularly mathematics, science and reading), teacher development, literacy, and higher education.

Teaching Materials/Professional Education Library

Books

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Brooks, Jacqueline and Martin Brooks. <u>In Search of Understanding: The Case for Constructivist Classrooms</u>. Revised edition. Prentice Hall, Dec 2000.

Burmark, Lynell. <u>Visual Literary: Learn to See, See to Learn</u>. ASCD, March 2002.

Challener, Danie D. Stories of Resilience in Childhood: The Narratives of Maya Angelou, Maxine Hong Kingston, Richard Rodriguez, John Edgar Wideman, and Tobias Wolff. Routledge, June 1997.

Chapman, Carolyn and Lynn Freeman. Multiple Intelligences Centers and Projects. Corwin, July 1996.

Chartock, Roselle K. Educational Foundations: An Anthology. 2nd edition. Prentice Hall, June 2003.

Ciaccio, Joseph. Totally Positive Teacher: A Five Stage Approach to Energizing Students and Teachers. ASCD, March 2004.

Codell, Esme Raji. Educating Esmé: Diary of a Teacher's First Year. Algonquin, June 2001.

Cole, Robert W. Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners. ASCD, March 1995.

Conn, Kathleen. Bullying and Harassment: A Legal Guide For Educators. ASCD, Sept 2004.

Cookson, Peter W., Jr. School Choice: The Struggle for the Soul of American Education. Revised edition. Yale UP, Aug 1995.

Cooper, David and Kevin Ryan. Kaleidoscope: Readings in Education. 11th edition. Houghton Mifflin, May 2003.

Cooper, James M. Those Who Can, Teach. 11th edition. Houghton Mifflin, June 2006.

Cortes, Carlos E. The Children Are Watching: How the Media Teach About Diversity. Teachers College Press, Feb 2000.

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Videos/DVDs

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http://www.filmsmediagroup.com/
P.O. Box 2053
Princeton, NJ 08543-2053
Phone   800.257.5126
Fax   609.671.0266
Email   custserv@films.com

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Only a teacher: The impact of teachers on American public education
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Understanding learning disabilities: A cry from the edge

Available from Insight Media
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Theories of development
Adolescence: Cognitive and moral development
Learning Styles
Learning Styles and the learning process
Classroom Management: Taking charge
Classroom management at its best
Integrating learning: Technologize your lesson

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http://www.magnasystemsvideos.com/
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Life's' greatest miracle
Inside the teenage brain
The secret life of the brain
Failure to protect
Real Life Teens: Bullies and Harassment
Real Life Teens: Stress, Teen Anger
Real Life Teens: Teens and the Law
How difficult can this be? Fat City workshop
Learning disabilities and discipline
Learning disabilities and social skills
Teach me different
Differentiated instruction practice series
ADHD and LD: Powerful teaching strategies and accommodations

Professional Journals

Creative Classroom
Early Childhood News
Education Week
Instructor
Phi Delta Kappan
Rethinking Schools
Teacher
Teaching Pre K-8
Technology and Learning

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APPENDIX

Appendix A – TAM Contact Information

Appendix B – TAM Guidelines

Appendix C – Towson University TAM MOU and Program

Appendix D – Completion Verification Form

Appendix E – MSDE-Approved Program Description

Appendix A

Contact Information

MSDE CTE Office

       Mrs. Jeanne-Marie S. Holly
       Program Manager, CTE Systems Branch
       Division of Career Technology and Adult Learning
       Maryland State Department of Education
       200 W. Baltimore Street
       Baltimore, MD 21201
       Telephone: (410) 767-0182
       Fax: (410) 333-2084
       E-mail: **jmholly@msde.state.md.us**

Local CTE Offices

       (Please consult the local school system directory.)

Teacher Academy of Maryland Sites
       (Address and contact information is forthcoming.)

Towson University Teacher Academy of Maryland Contact Person

       Mrs. Pamela Williams Morgan
       Project Co-Coordinator
       Teacher Academy of Maryland
       Towson University
       College of Education
       Towson, MD 21252-0001
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Appendix B

Guidelines for the Teacher Academy of Maryland

Program Overview

The Teacher Academy of Maryland (TAM) is an instructional program at the high school level that meets state approved career and technology education standards. The program was developed collaboratively among local school systems, community colleges, institutions of higher education, the University System of Maryland, the Maryland Higher Education Commission and the Maryland State Department of Education.

TAM prepares students for success in college and in the essentials of teaching by offering:

- Rigorous academic core courses
- Curriculum focused on children, teaching and learning
- Integrated instructional technology
- Performance based experiential learning
- Postsecondary credit opportunities

TAM's mission is to encourage a diverse group of students to enter the teaching profession highly qualified, with a passion for teaching and learning and a rigorous academic foundation in the knowledge and skills necessary for success as teachers and learners. The Teacher Academy advocates for teaching as both an art and a science, based on mastery of content knowledge and instructional skills that enhance student learning. The Teacher Academy of Maryland will develop highly motivated future educators for Maryland's schools.

The Teacher Academy of Maryland is a Career and Technology Education (CTE) Program of Study that aligns with the Interstate New Teacher Assessment and Support Consortium (INTASC). The program of study prepares students for post secondary education leading to careers in the education profession. The program consists of four high school courses with embedded work-based learning focusing on, human growth and development through adolescence, teaching as a profession learning theory (field experience), and foundations of curriculum and instruction and internship/field experience (learning theory). These courses are designed to articulate as a three credit introductory education course to a Maryland post secondary teacher education program. This program is based on the outcomes of the Maryland Associate of Arts in Teaching (A.A.T.) degree. Given the need for more teachers over the next few decades in the state, all involved parties see this opportunity as a positive step towards informing and educating students about teaching as a profession.

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 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.

Teacher Qualifications

Prior to teaching the TAM program of study, a teacher must meet eligibility requirements. Teachers who meet the eligibility requirements are then to attend the approved Professional Development Summer Institute.

- Maryland Professional Certificate (Standard Professional or Advanced Professional)
- Master's degree, Master's equivalent, or 18 credit hours toward a Master's degree program
- Three years of successful teaching experience
- Recommendation from current principal and/or supervisor

Teachers must have satisfied the appropriate professional development requirement prior to teaching the curriculum for the first time.

Professional Development

All professional development conducted for the Teacher Academy of Maryland instructors is aligned with the Maryland Teacher Professional Development Standards. These standards call on teachers, principals and other school leaders, district leaders and staff, the Maryland State Department of Education, institutions of higher education, and cultural institutions and organizations across the state to work together to ensure that professional development is of the highest quality, sustained and readily accessible to all teachers.

The Summer Institute

Each Summer Institute is an intensive week-long program, bringing together educators from across the state. The first institute provides professional development for the first two courses – Human Growth and Development through Adolescence, and Teaching as a Profession. The second institute (may be taken the same summer or the following summer) provides professional development for the third course – Curriculum and Instruction, and provides an

overview of the internship/field experience. Participants will collaborate with colleagues on a variety of issues to:

- Develop an understanding of the academy expectations
- Review curricula, standards and essential resources
- Examine teacher, administrator and student expectations
- Assess student outcomes, and develop measurement techniques
- Discuss procedures and best practices for implementing and sustaining academies

By the conclusion of the institutes, teachers will be prepared to implement the academy curriculum.

Alternative Professional Development Options

For those who are unable to attend the professional development, the following options are recommended:
- Complete the course at the community college level with a grade of B or better (Foundations of Education or related course).
- Co-teach a Foundations of Education or related course at an IHE (Institution of Higher Education).

<u>Curriculum</u>

The state-approved CTE Program of Study includes the following four 1-credit courses:

- **Human Growth and Development through Adolescence:** 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.

- **Teaching as a Profession:** 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.

- **Foundations of Curriculum and Instruction:** 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.

- **Internship/Field Experience (Learning Theory):** 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.

Assessments

The state TAM Program Advisory Committee recommends that a separate committee of individuals be formed to annually review assessment options and modify as needed.

- **End of Course**

At the end of each course, students will complete a teacher designed end of course assessment. Assessments given during the course will be developed and administered at the discretion of the teacher but must document student attainment of the course, knowledge and skills. In addition, students will develop artifacts that demonstrate mastery of the A.A.T. outcomes for each course related to the program of study, to be compiled in the TAM portfolio.

- **End of Program**

At the end of the program students must present the TAM portfolio that documents their content and pedagogical knowledge. These portfolios will be graded collectively by the teachers who teach the course sequences at the high school. The grading scale will be a rubric based on the Interstate New Teacher Assessment and Support Consortium (INTASC) guidelines.

- **Industry Certification**
Students are expected to take the *ParaPro* to obtain an education industry certification which is applicable immediately upon high school graduation. Under the federal *No Child Left Behind Act (2001), ParaPro* certification or, in Maryland, 60 postsecondary credits, are required to work as a paraprofessional in a Maryland school. This industry certification permits students to work in the education field while continuing their postsecondary studies in teacher education.

Articulated/Transcripted Credit

Articulated credit for Foundations of Education (or an equivalent lower division course, (e.g.: Introduction to Education) will be awarded to students who meet the parameters, including grades, established by the IHE they wish to attend. A Memorandum of Understanding will be signed by each participating institution of higher education. The student is responsible for initiating the transcript evaluation process in order to receive articulated credit.

Course Textbooks

Textbooks to be used have been ***strongly recommended*** by colleges and universities. The textbooks are college-level.

Course: Human Growth and Development through Adolescence
Suggested Text:
(1) *Infants, Children, and Adolescents (5th Edition)* by Laura Berk.
Allyn and Bacon (ISBN: 0205419283)

(2) *The Developing Child*, by Holly Brisbane (2006)
McGraw Hill/Glencoe (ISBN: 0078689686)
(Because this is a high school text, it may only be used if appropriately supplemented to cover all course outcomes adequately.

(3) *Child and Adolescent Development: A Chronological Approach* by Danuta Bukatko (2008)
Houghton Mifflin
ISBN: 0-618-34920-0 (10 digit Student Edition)
ISBN: 978-0-618-34920 (13 digit Student Edition)

ISBN:0-618-83395-1 (10 digit Instructor Edition)
ISBN: 978-0-618-83395-5 (13 digit Instructor Edition)

(4) *Child and Adolescent Development: A Chronological Approach* by Danuta Bukatko (2008)
Houghton Mifflin
ISBN: 0-618-34920-0

(5) *Children and Their Development*, 5th edition by Robert Kail (2010)
Prentice Hall
ISBN: 0-205-65415-0

Course: Teaching as a Profession
Suggested Text:
(1) *Teachers, School and Society* by Sadker and Sadker
McGraw Hill
ISBN: 0-07-287772-3 (Student Edition)
ISBN: 0-07-287777-4 (Instructor Edition)

(2) *Becoming a Teacher* by Parkay and Stanford
Allyn and Bacon
ISBN: 0-205-38854-X (student edition)
ISBN: 0-205-38907-4 (instructor resource manual)

(3) *Those Who Can Teach* by Ryan and Cooper
Houghton Mifflin ISBN: 0618307044

Course: Foundations of Curriculum and Instruction
Suggested Text:
(1) *Effective Teaching Methods* by Gary Borich
Merrill
ISBN: 01-13-171496-1

(2) *Learning to Teach* by Richard Arends
McGraw-Hill Publishing
ISBN: 0072878509

(3) *Curriculum and Instruction for Becoming a Teacher* (A companion text to "Becoming a Teacher"), by Forrest W. Parkay
Allyn and Bacon   ISBN: 0-205-42425-2

Supplemental Resources

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   http://www.dushkin.com/annualeditions/ae-list.mhtml

Developmental Profiles: Pre-Birth thru 12 by Allen and Moritz
   Thomson Delmar Learning
ISBN: 0766837653

Individual school systems are expected to provide texts for participating high schools.

Governance Structure

The TAM program will be monitored by the Maryland State Department of Education's Division of Career Technology and Adult Learning. The superintendents of the individual school districts will be responsible for maintaining the requirements of the TAM and informing MSDE and CTE when they are not able to comply with these guidelines. A committee with representatives from all interested segments will meet annually as required to discuss issues related to the TAM such as teacher professional development, articulation and curriculum.

Appendix C

MEMORANDUM OF UNDERSTANDING

Towson University and School System

Teacher Education Academy of Maryland
Articulation Agreement

This Memorandum of Understanding establishes and affirms the relationship and obligations of Towson University and the XXPS to establish the articulation of credit for successful completion of the state-approved Teacher Academy of Maryland.

The Teacher Academy of Maryland (TAM) is a research and outcomes based program that prepares students for success in college and in the essentials of teaching by offering:

- Rigorous academic core courses
- Curriculum focused on children, teaching and learning
- Integrated instructional technology
- Performance based experiential learning
- Postsecondary credit opportunities

TAM's mission is to encourage a diverse group of students to enter the teaching profession highly qualified, with a passion for teaching and learning and a rigorous academic foundation in the knowledge and skills necessary for success as teachers and learners. The program advocates for teaching as both an art and a science, based on mastery of content knowledge and instructional skills that enhance student learning. The Teacher Academy of Maryland will develop highly motivated future educators for Maryland's schools.

The XXPS agrees to certify:

1. That all TAM teachers are highly qualified as defined in the *"Guidelines for the Teacher Academy of Maryland"* and have completed an approved professional training/development option.

2. That the state-approved curriculum and assessments have been employed in the program at all participating high schools.

3. That the designated guidance counselor at each Teacher Academy will be responsible for verifying students' successful completion of the TAM program of study in accordance with the expectations of Towson University as outlined below.

Towson University agrees to:

1. Provide the high school with "TAM Program Completion Verification Forms."

2. Award three (3) credits as ELED 201 School and American Society, fulfilling Towson University's General Education Requirement (GenEd), Category II.B.3 American Experience: Contemporary issues, provided that:

   a. The completed TAM form is received from the high school
   b. The student successfully completed all requirements of the TAM, including all end-of-course and end-of- program assessments.
   c. The student maintained a cumulative grade point average (GPA) of 3.0 in the TAM program of study with no grade lower that a 2.0 in any of the four courses required in the TAM program of study.
   d. The student has been admitted and matriculated at Towson University in a degree program as an entering freshman.

AGREEMENT

The undersigned have reviewed this Memorandum of Understanding and accept it as the basis for awarding articulated credits to the students of XX Public Schools who have successfully completed all requirements of the Teacher Academy of Maryland as indicated above. This agreement is to be reviewed annually.

Name	Date

Superintendent, XX Public Schools

Dr. Robert L. Caret	Date

President, Towson University

Dr. Katherine J. Denniston	Date

Acting Provost and Vice President for Academic Affairs
Towson University

Dr. Raymond P. Lorion	Date

Dean, College of Education

Appendix D

Teacher Academy of Maryland (TAM)
Program Completion Verification Form
Towson University

TOWSON
UNIVERSITY

<u>Student Information</u>

Last Name	First Name	Middle Name

Street Address	City	State	Zip Code
( )		/ /

Home Phone Number | Date of Birth

High School	School System

Transfer Evaluation Services

Towson University
8000 York Road
Towson, MD 21252-0001

t. 410 704-3229
f. 410 704-3522

<u>TAM Program of Study</u>

Course	Final Grade
Human Growth & Development through Adolescence	
Teaching as a Profession	
Foundations of Curriculum & Instruction	
The Education Academy Internship	
Program of Study Grade Point Average (GPA):	
Program Completion Date:	

<u>Verification of TAM Program Completion</u>

We, the undersigned, hereby verify that the student named above has successfully completed the Teacher Academy of Maryland Program of Study in accordance with the expectations of Towson University as stipulated in the **TAM** Memorandum of Understanding. As such, the above student has maintained a cumulative GPA of at least 3.0 in this program of study with no grade of less than 2.0 in any TAM course.

_____

Designated Guidance Counselor   **Date**

_____

Principal   **Date**

(Forward completed form to: Transfer Evaluation Services, Towson University, 8000 York Road, Towson, MD 21252-0001.)

Maryland CTE Program of Study

Teacher Academy of Maryland
Secondary CTE Program of Study Proposal Form
Maryland State Department of Education
Division of Career Technology and Adult Learning
200 West Baltimore Street
Baltimore, Maryland 21201-2595

This agreement is between the Division of Career Technology and Adult Learning (DCTAL), Maryland State Department of Education, 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:

Pathway
Options: 1. Middle School Education   2. High School Education   3.

Tech Prep: ☒ yes   ☐ no   This program meets the criteria as a Tech Prep Program and the academic and technical course sequences for both secondary and postsecondary programs are attached.

            ☐ yes   ☐ no Enclosed is a copy of the articulation agreement.

Program Start Date:

Signature of CTE Local Director: Date:

Signature of Local Superintendent: Date:

TO BE COMPLETED BY MSDE/DCTAL

Date Program Proposal received by CTE Systems
Branch:

CTE Control Number:		Fiscal Year:	

CIP Number:	Program:	Pathway Option 1:	Pathway Option 2:	Pathway Option 3:
13.0150				

MSDE Cluster Title: Human Resource Services

Approval Starts FY: _____

Signature, Assistant State Superintendent, Career Technology & Adult Learning   Date

CTE Secondary Program Proposal Contents

Indicate whether PAC list is included with program proposal or Local Perkins Application.

☒ Included with program proposal   ☐ Included with Local Perkins Application

Program Advisory Committee List

Membership: First entry should be the industry representative who is leading the PAC.						
PAC Leader Name:		Representation:	☐ Industry ☐ Academic			
Title:		Cluster Pathway:	Education, Training & Child Studies			
Affiliation:						
Address1:						
Address2:						
City, State, Zip:		State:	MD	Zip		
Phone:		Fax:				
Email:						
Area of Expertise:						
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):					

Name:		Representation:	☐ Industry ☐ Academic			
Title:		Cluster Pathway:	Education, Training & Child Studies			
Affiliation:						
Address1:						
Address2:						
City, State, Zip:		State:	MD	Zip		
Phone:		Fax:				
Email:						
Area of Expertise:						
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):					

Name:		Representation:	☐ Industry ☐ Academic	
Title:		Cluster Pathway:	Education, Training & Child Studies	
Affiliation:				
Address1:				
Address2:				
City, State, Zip:		State:	MD	Zip
Phone:		Fax:		
Email:				
Area of Expertise:				
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):			

Name:		Representation:	☐ Industry ☐ Academic	
Title:		Cluster Pathway:	Education, Training & Child Studies	
Affiliation:				
Address1:				
Address2:				
City, State, Zip:		State:	MD	Zip
Phone:		Fax:		
Email:				
Area of Expertise:				
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):			

Name:		Representation:	☐ Industry ☐ Academic	
Title:		Cluster Pathway:	Education, Training & Child Studies	
Affiliation:				
Address1:				
Address2:				
City, State, Zip:		State:	MD	Zip
Phone:		Fax:		
Email:				
Area of Expertise:				
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation☐ Staff Development ☐ Other (specify):			

Name:		Representation:	☐ Industry ☐ Academic	
Title:		Cluster Pathway:	Education, Training & Child Studies	
Affiliation:				
Address1:				
Address2:				
City, State, Zip:		State:	MD	Zip
Phone:		Fax:		
Email:				
Area of Expertise:				
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):			

Name:		Representation:	☐ Industry ☐ Academic	
Title:		Cluster Pathway:	Education, Training & Child Studies	
Affiliation:				
Address1:				
Address2:				
City, State, Zip:		State:	MD	Zip
Phone:		Fax:		
Email:				
Area of Expertise:				
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):			

Name:		Representation:	☐ Industry ☐ Academic	
Title:		Cluster Pathway:	Education, Training & Child Studies	
Affiliation:				
Address1:				
Address2:				
City, State, Zip:		State:	MD	Zip
Phone:		Fax:		
Email:				
Area of Expertise:				
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):			

Name:		Representation:	☐ Industry ☐ Academic		
Title:		Cluster Pathway:	Education, Training & Child Studies		
Affiliation:					
Address1:					
Address2:					
City, State, Zip:		State:	MD	Zip	
Phone:		Fax:			
Email:					
Area of Expertise:					
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):				

Name:		Representation:	☐ Industry ☐ Academic		
Title:		Cluster Pathway:	Education, Training & Child Studies		
Affiliation:					
Address1:					
Address2:					
City, State, Zip:		State:	MD	Zip	
Phone:		Fax:			
Email:					
Area of Expertise:					
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):				

Name:		Representation:	☐ Industry ☐ Academic		
Title:		Cluster Pathway:	Education, Training & Child Studies		
Affiliation:					
Address1:					
Address2:					
City, State, Zip:		State:	MD	Zip	
Phone:		Fax:			
Email:					
Area of Expertise:					
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):				

Name:		Representation:	☐ Industry ☐ Academic		
Title:		Cluster Pathway:	Education, Training & Child Studies		
Affiliation:					
Address1:					
Address2:					
City, State, Zip:		State:	MD	Zip	
Phone:		Fax:			
Email:					
Area of Expertise:					

Role: ☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development
☐ Other (specify):

Name:		Representation:	☐ Industry ☐ Academic		
Title:		Cluster Pathway:	Education, Training & Child Studies		
Affiliation:					
Address1:					
Address2:					
City, State, Zip:		State:	MD	Zip	
Phone:		Fax:			
Email:					
Area of Expertise:					

Role: ☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development
☐ Other (specify):

Name:		Representation:	☐ Industry ☐ Academic		
Title:		Cluster Pathway:	Education, Training & Child Studies		
Affiliation:					
Address1:					
Address2:					
City, State, Zip:		State:	MD	Zip	
Phone:		Fax:			
Email:					
Area of Expertise:					

Role: ☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development
☐ Other (specify):

Name:		Representation:	☐ Industry ☐ Academic		
Title:		Cluster Pathway:	Education, Training & Child Studies		
Affiliation:					
Address1:					
Address2:					
City, State, Zip:		State:	MD	Zip	
Phone:		Fax:			
Email:					
Area of Expertise:					
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):				

Name:		Representation:	☐ Industry ☐ Academic		
Title:		Cluster Pathway:	Education, Training & Child Studies		
Affiliation:					
Address1:					
Address2:					
City, State, Zip:		State:	MD	Zip	
Phone:		Fax:			
Email:					
Area of Expertise:					
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):				

Name:		Representation:	☐ Industry ☐ Academic		
Title:		Cluster Pathway:	Education, Training & Child Studies		
Affiliation:					
Address1:					
Address2:					
City, State, Zip:		State:	MD	Zip	
Phone:		Fax:			
Email:					
Area of Expertise:					
Role:	☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development ☐ Other (specify):				

Name:		Representation:	☐ Industry ☐ Academic	
Title:		Cluster Pathway:	Education, Training & Child Studies	
Affiliation:				
Address1:				
Address2:				
City, State, Zip:		State:	MD	Zip
Phone:		Fax:		
Email:				
Area of Expertise:				

Role: ☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development
☐ Other (specify):

Name:		Representation:	☐ Industry ☐ Academic	
Title:		Cluster Pathway:	Education, Training & Child Studies	
Affiliation:				
Address1:				
Address2:				
City, State, Zip:		State:	MD	Zip
Phone:		Fax:		
Email:				
Area of Expertise:				

Role: ☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development
☐ Other (specify):

Name:		Representation:	☐ Industry ☐ Academic	
Title:		Cluster Pathway:	Education, Training & Child Studies	
Affiliation:				
Address1:				
Address2:				
City, State, Zip:		State:	MD	Zip
Phone:		Fax:		
Email:				
Area of Expertise:				

Role: ☐ Work-based Learning ☐ Curriculum Development ☐ Skills Standards Validation ☐ Staff Development
☐ Other (specify):

☐   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.

☒   Evidence for labor market demand is attached to the proposal.

Check this box if the data available from the Department of Labor, Licensing and Regulation (DLLR) demonstrate that there is declining demand or no demand for new entrants, or the occupation is new or emerging. Supporting evidence is submitted with the proposal. An acceptable format is a combination of a DACUM and Tech Scan completed with an employer committee and letters from employers documenting employment demand.

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

Indicate the title and source of the skills standards for this program:	

Program Overview:
The Teacher Academy of Maryland is a Career and Technology Education (CTE) instructional program that aligns with the Interstate New 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.

Course Title: Human Growth and Development through Adolescence

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

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) _____

⊠⊠⊠
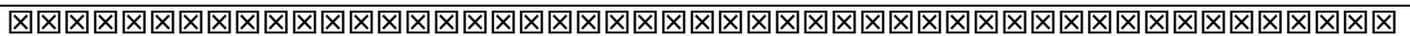
Course Title: Foundations of Curriculum and Instruction
Teacher Education Outcomes for the AAT

- 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 Title: Education Academy Internship

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.

☐ 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 I

☒☒

The program matrix defines a planned, sequential program of study that consists of a minimum of four credits in CTE with some exceptions, such as Marketing Education (five credits). Programs usually include at least three credits in school and one or more work-based learning credits. Work-based learning experiences must be included in the sequence to obtain program approval. The program matrix includes the recommended academic and CTE courses identified for the pathway and postsecondary linkages (i.e., dual enrollment, Tech Prep 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 are required of all students. 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 courses are not acceptable for credit in career and technology education.

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:	Maryland Academy for Teacher Education		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	Precalculus
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.				

* Concentrator Course

STEP 2E: VALUE-ADDED OPTIONS – Fill in the name of the partnering college, vendor, 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 Tech Prep.

Option	Partner	Credential	Value added for CTE completers
Example: **Dual Enrollment**			
Dual Enrollment	Montgomery College		Credit Hours Earned
Transcripted Credit	Towson University		3 Transcripted Credits for ELED 201 School and American Society
Articulated Credit	Baltimore City Community College Community College of Baltimore Hagerstown Community College Harford Community College Howard Community College Prince George's Community College Montgomery College		3 Credit Hours Earned for Foundations of Education
Credit by Exam			
Advanced Placement			
Apprenticeship Approved by MATC*			
Certification(s)			
License			
Degree			
Other (specify)	Praxis I ParaPro		

*MD Apprenticeship and Training Council

OPTIONAL - 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. While completing the matrix is optional, Section 2E must be completed before a program is identified as Tech Prep.

Describe the program to be developed in detail based on what students are expected to know and be able to do 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.

Recommended Sequence – Complete the program matrix for the postsecondary sequence for the Tech Prep 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	Introduction to Special Education
Foundations of Education (3)	Field Experience in Special Education
Field Experience in Education	Techniques of Reading and Writing
Techniques of Reading and Writing	History of the United States
History of the United States	Elements of Mathematics II
Elements of Mathematics I	Physical Science I

Semester 3	Semester 4
Processes and Acquisition of Reading	Introduction to Social and Cultural Anthropology
Integrated Arts	Global Geography
Elements of Mathematics III	Health and Fitness for Teachers
Physical Science II	Educational Psychology
General Psychology	Fundamentals of Speech

Provide a list of examples of careers students are preparing to enter:

Classroom teacher
Guidance Counselor
School Administrator
School Psychologist
Trainer

OPTIONAL - Four 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. While completing the matrix is optional, Section 2E must be completed before a program is identified as Tech Prep.

Describe the program to be developed in detail based on what students are expected to know and be able to do 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.

Recommended Sequence – Complete the program matrix for the postsecondary sequence for the Tech Prep 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 407 Political Geography II
GEOG 301 Geography of North America	GEOG 325 Urban Geography: Metropolitan Systems
PSYC 212 Adolescence & Adulthood	SCED 410 Secondary Methods & Curriculum
GEOG 402 Geography of Russia & Former Republics	EDUC 300 Teaching & Professional Assessment Lab.
POSC Political Parties & Elections	REED 317 Content Area Reading
SOCI 305 Racial & Cultural Minorities	EDUC 346 Educational Technology Laboratory

Semester 3	Semester 4
EDUC 391 Teaching Internship I	EDUC 406 Leadership Seminar
POSC 311 Research Methods	SCED 496 Teaching Internship
POSC 431 Russian Politics	EDUC 448 Educational Technology Laboratory III
POSC 323 Public Administration	
EDUC 447 Educational Technology Laboratory II	

Provide a list of examples of careers students are preparing to enter:
Classroom teacher
Guidance Counselor
School Administrator
School Psychologist
Trainer

STEP 2F: WORK-BASED LEARNING OPPORTUNITIES PROVIDED – Check each box that applies.

PAC members and other industry partners provide supervised work-based learning experiences 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   2. ☐ Capstone   3. ☐ Registered Apprenticeship   4. ☒ Internship   5. ☐ Industry-Mentored Project

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   ☐ HOSA   ☒ OTHER (specify) FEA

STEP 3: INSTRUCTIONAL PROGRAM DATA SHEET – Using the example provided as a model, complete the Program Data Sheet.

Local School System (LSS) and Code: _____

Name of Local Director of CTE: _____ Phone: _____

LSS Program Title: _____ CIP Code: **13.0150-0**

Pathway Options

1.	
2.	
3.	
4.	

INSTRUCTIONAL PROGRAM CREDIT BY GRADE(S)

Credits per year per pathway option as reflected by Course Sequences	9	10	11	12	TOTAL
1.					
2.					
3.					
4.					

Total number of credits for program completion: _____

CAREER AND TECHNOLOGY EDUCATION PROGRAM SITES

Pathway Options	School Name(s) Sites	School Number