Maryland CTE Programs of Study

Teacher Academy of Maryland III (2025)

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INTRODUCTION 2

A Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. 2.A

B The Education Career Cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This Cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world. 2.B

C The Teacher Academy of Maryland CTE Program of Study encompasses teaching and instructional design roles across diverse educational levels, from kindergarten through Grade 12 (K-12) to adult learning. This field includes integrating educational technology and emerging teaching methods into curriculum development and delivery. Careers in this Sub-Cluster also involve providing professional development and training for educators while facilitating learning experiences and coaching individuals and groups. This field promotes lifelong learning in various settings, including schools, colleges, corporate environments, and community organizations. 2.C

D Teacher Academy of Maryland III emphasizes advanced teaching methods, leadership, and instructional innovation. Students will design curriculum materials, integrate emerging technologies, and analyze data to refine instructional practices. They will explore leadership roles in education, including mentoring, coaching, and professional development. This course includes preparation for the Praxis Core Assessment, focusing on the development of

Skip to main content

critical thinking and mastery of core academic skills necessary for advanced certification. Students will complete practical applications to prepare for apprenticeships or work-based learning in the next course. 2.D

E **Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.** 2.E

F **Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a co-curricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.** 2.F

KNOWLEDGE AND SKILLS 3

A **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:** 3.A

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

B **The student identifies various career pathways in the educational field. The student is expected to:** 3.B

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

C **The student develops technology and digital literacy skills. The student is expected to:** 3.C

Skip to main content

1. Use technology as a tool for research, organization, communication, and problem-solving. 3.C.1

2 Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C.2

3 Demonstrate proficiency in using emerging and industry-standard technologies 3.C.3

4 Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.4

D The student integrates core academic skills into educational practices. The student is expected to: 3.D

1 Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards. 3.D.1

2 Apply English concepts such as writing informative texts when documenting student progress, lesson plans, and communications with parents/guardians. 3.D.2

3 Use mathematical concepts for measurement and conversion (Fahrenheit vs. Celsius), ratios and proportions as well as fraction and decimal conversions. 3.D.3

E The student demonstrates an understanding of curriculum design and instructional methods. The student is expected to: 3.E

1 Analyze the components of curriculum design, including learning objectives, assessments, and instructional materials. 3.E.1

2 Develop lesson plans that incorporate diverse teaching strategies to meet the needs of all learners, including those with special needs. 3.E.2

3 Integrate technology into lesson planning to enhance student engagement and learning outcomes. 3.E.3

F The student applies principles of human learning to instructional practices. The student is expected to: 3.F

1 Compare and contrast major theories of human learning, such as behaviorism, constructivism, and cognitive development. 3.F.1

2 Apply learning theories to create engaging and inclusive learning environments catering to various learning styles and abilities. 3.F.2

3 Evaluate the effectiveness of different instructional approaches based on learner outcomes and feedback. 3.F.3

G The student engages in collaborative learning and professional development. The student is expected to: 3.G

1 Collaborate with peers and educators in developing and implementing instructional strategies. 3.G.1

2 Participate in professional development workshops and seminars to stay current with educational trends and practices. 3.G.2

3 Demonstrate the ability to reflect on and modify teaching practices based on feedback from mentors, peers, and students. 3.G.3

Skip to main content

H **The student demonstrates competency in classroom management and creating positive learning environments. The student is expected to:** 3.H

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

I **The student designs assessments that support student learning and evaluate instructional effectiveness. The student is expected to:** 3.I

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

J **The student applies principles of development to classroom management and teaching strategies. The student is expected to:** 3.J

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

K **The student integrates knowledge of human growth and development into teaching practices. The student is expected to:** 3.K

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