Delaware Department of Education

CTE & STEM Office

401 Federal Street, Suite 256

Dover, DE 19901

PHONE: 302.735.4015 FAX: 302.739.1780

**DELAWARE CTE PROGRAM OF STUDY APPLICATION**

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| LOCAL EDUCATION AGENCY INFORMATION | | |
| **Local Education Agency (LEA):** | | |
| **School(s) where the Program of Study will be Located:** | | **Program of Study Start Date:** |
| **LEA CTE Coordinator Name:** **Phone:** **E-Mail Address:** | | |
| **Career Cluster Title:**  Education & Training | **Career Pathway Title:**  Teaching/Training | **Program of Study Title:**  K-12 Teacher Academy – 6 credit |
| **CTE Program of Study Course Titles & Sequence:**   1. Human Growth and Development (HGD) 4. Exceptional Children (EC) 2. Teaching as a Profession (TP) 5. Dual-enrollment: To be selected by the LEA\* 3. Foundations of Curriculum and Instruction (FCI) 6. Dual-enrollment: To be selected by the LEA\*   \* LEA will choose two dual-enrollment courses from the following options (select appropriate courses and delete other options):  **OPTION 1 - Delaware Technical Community College:**   * PSY121 General Psychology; and * EDC260 Educational Psychology; or * PSY125 Child Development; or * EDC150 Issues in Elementary Education.   **OPTION 2 - Wilmington University:**   * ECE214 Creating Environments for Learning; and * RDG203 Learner Development and Early Literacy. | | |
| **CTE Program of Study Request:**  State-model CTE Program of Study  Local CTE Program of Study | | |

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| ASSURANCES & SIGNATURES |
| CTE Program of Study approval and funding is contingent upon the following assurances:   1. The LEA will comply with Delaware Administrative Code, 14 DE Admin. 525, Requirements for Career and Technical Education Programs and the Delaware State Plan for the Carl D. Perkins Career and Technical Education Act of 2006; 2. The LEA will submit CTE program data as required by the Delaware Department of Education; 3. All teachers are certified in the appropriate CTE area and participate in program specific professional learning; 4. The LEA will convene and engage a program advisory committee for the purposes of program development, implementation, and continuous improvement; 5. All students have equal access to the program of study as well as early career/early college options; 6. Career and Technical Student Organizations are integral components of the program of study; 7. The LEA will maintain safe facilities and equipment aligned with the program of study goals; and 8. A process for continuous improvement has been established, which includes a model of evaluation and program improvement. |
| LEA CTE Coordinator Signature: Date: |
| LEA Chief School Officer Signature: Date: |

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| PROGRAM ADVISORY COMMITTEE MEMBER INFORMATION |
| Complete the list of program advisory committee members. Program of study representatives should include, but are not limited to: CTE and academic teachers, CTE/curriculum district coordinators, school counselors, business and industry representatives, labor representatives, and post-secondary partners. Community stakeholders including parents and students can also be considered. *Attach additional information if applicable*. |
| Name: Title: |
| Affiliation: |
| Address: |
| Phone: E-Mail: |
| Area of Expertise: |
| Representing:  Business/Industry  Secondary Education  Post-Secondary Education  Community/Other |
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| Name: Title: |
| Affiliation: |
| Address: |
| Phone: E-Mail: |
| Area of Expertise: |
| Representing:  Business/Industry  Secondary Education  Post-Secondary Education  Community/Other |
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| Area of Expertise: |
| Representing:  Business/Industry  Secondary Education  Post-Secondary Education  Community/Other |
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| Name: Title: |
| Affiliation: |
| Address: |
| Phone: E-Mail: |
| Area of Expertise: |
| Representing:  Business/Industry  Secondary Education  Post-Secondary Education  Community/Other |
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| LABOR MARKET DEMAND |
| Certify that a labor market needs analysis has been completed for the proposed CTE program of study. Attach the [*Labor Market Information (LMI) Review*](http://www.doe.k12.de.us/Page/435) document. |
| Access the [*Labor Market Information (LMI) Review*](http://www.doe.k12.de.us/Page/435) document.  The LEA certifies that regional, state, and local labor market data have been reviewed to assure a demand exists for the POS occupations and that the number of POS completers will not significantly exceed this demand. Department of Labor data are available and/or documented. Supporting evidence of supply and demand is submitted with this proposal.  No data exist for POS due to a unique labor market demand. Supporting evidence of demand is submitted with this proposal. Evidence may include, but is not limited to: real-time labor market information, documentation of national, regional, state, or local labor trends, or letters from employers or workforce agencies documenting projected employment specific to the career pathway. |

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| ACADEMIC AND TECHNICAL SKILL STANDARDS |
| List the academic, technical, and workplace skills and knowledge used to develop the program of study. |
| **Title and source of academic standards:**  [Common Core State Standards (CCSS)](http://www.corestandards.org/)  The Common Core State Standards (CCSS) are national standards that set clear college- and career-ready expectations for kindergarten through 12th grade in English language arts/literacy and Mathematics. The standards help to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs and enter the workforce. The standards were developed by the nation's governors and education commissioners, through their representative organizations, the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO). Teachers, parents, school administrators, and experts from across the country provided input into the development of the standards. The implementation of the Common Core, including how the standards are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels. For more information on CCSS, please visit the link above.  [Next Generation Science Standards (NGSS)](http://www.nextgenscience.org/)  The Next Generation Science Standards (NGSS) are national standards for science that lay out the disciplinary core ideas, science and engineering practices, as well as crosscutting concepts that students should master in preparation for college and careers. The standards were developed through a state-led effort that was managed by Achieve. The development of the NGSS involved the National Research Council (NRC), the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and other critical partners such as K–12 teachers, state science and policy staff, higher education faculty, scientists, engineers, cognitive scientists, and business leaders. For more information on the NGSS, please visit the link above. |
| **Title and source of technical skill standards:**  National Board Professional Teaching Standards  The mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by:  maintaining high and rigorous standards for what accomplished teachers should know and be able to do; providing a national voluntary system certifying teachers who meet these standards; and advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.  Council of Chief State School Officers (CCSSO)  The CCSSO supports the Interstate Teacher Assessment and Support Consortium (InTASC) standards. These standards articulate what effective teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college and workforce. |
| **Title and source of workplace or other skill standards, as applicable:**  [Common Career Technical Core (CCTC)](http://www.careertech.org/CCTC)  The Common Career Technical Core (CCTC) are national standards for Career & Technical Education (CTE) that help to inform the establishment of state standards and/or programs of study. The CCTC were developed by educators, school administrators, representatives from business and industry, faculty from higher education, as well as workforce and labor markets economists.  The CCTC includes a set of standards for each of the sixteen (16) Career Clusters and the corresponding Career Pathways that help to define what students should know and be able to do after completing instruction in a program of study. For more information on the CCTC, please visit the link above.  Within the K-12 Teacher Academy program of study, the CCTC standards for the Education & Training Cluster have been embedded in each course. The program has students apply the CCTC Education & Training standards, specifically the Teaching/Training Career Pathway standards.  [Career Ready Practices (CRP)](http://www.careertech.org/career-ready-practices)  The Career Ready Practices (CRP) are a component of the CCTC framework and includes twelve (12) statements that address the knowledge, skills, and dispositions that are important to becoming career ready. The CRP describes the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education and should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a career pathway. For more information on the CRP, please visit the link above.  Within the K-12 Teacher Academy program of study, the CRP statements are embedded throughout the program to ensure students display the appropriate workplace and soft skills required to be successful in a career. |

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| EARLY CAREER AND EARLY COLLEGE OPPORTUNITIES |
| Identify CTE program of study early career opportunities, industry-recognized certifications and licenses, options for early college credit, two- and four-year degree and certification program alignment, and the technical skill attainment measures for the program of study. *Attach articulation/dual enrollment agreement(s)*. |
| **Describe early career opportunities (i.e. work-based learning experiences and industry-mentored projects):**  The K-12 Teacher Academy program of study prepares students for careers in elementary and secondary education. Observation opportunities in a variety of age and discipline settings, as well as special needs and non-classroom settings, provide practical experiences while enriching the learning. Students participate in a long-term placement during their senior year which allows for in-depth experiences in a classroom setting. |
| **List industry-recognized certifications and/or licenses, as appropriate (include the partner organization and credential):**  [Praxis Core](https://www.ets.org/praxis/about/core/)  Praxis® Core Academic Skills for Educators (Core) Test measures academic skills in reading, writing and mathematics. This test was designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs. Delaware’s institutions of higher education use the Praxis Core tests to evaluate individuals for entry into teacher education programs. Many states, including Delaware, also require Praxis Core scores as part of their teacher licensing process.  [ParaPro Assessment](https://www.ets.org/parapro)  Paraprofessionals must have the appropriate knowledge and ability to assist in instructing students and be competent in required instructional techniques and academic content areas. The ParaPro assessment is required for Delaware paraprofessional certification for candidates with less than two years of study at an institution of higher education. |
| **Describe early college credit options (i.e. advanced placement, dual enrollment, transcripted and/or articulated credit, credit by exam, pre-apprenticeship, other) and options for two- and four-year degree and/or certification program alignment (attach articulation/dual enrollment agreement). The partner organization and hours of credit earned should be included, as applicable:**  Students who successfully complete the K-12 Teacher Academy - 6 credit Program of Study will receive six (6) dual-enrollment credits at the following colleges and universities. LEAs will choose two courses from the following options (select appropriate courses and delete other options):  **OPTION 1 - Delaware Technical Community College:**   * PSY121 - General Psychology (3 credits); and * EDC260 - Educational Psychology (3 credits); or * PSY125 - Child Development (3 credits); or * EDC150 - Issues in Elementary Education (3 credits).   **OPTION 2 - Wilmington University:**   * ECE214 - Creating Environments for Learning (3 credits); and * RDG203 - Learner Development and Early Literacy (3 credits).   The Department of Education is currently negotiating additional articulation agreements with Delaware Technical Community College, Delaware State University, Wesley College, and Wilmington University. |
| **List technical skill attainment measures for the program of study (i.e. industry recognized certification or license, advanced placement, dual enrollment, transcripted and/or articulated credit, dual enrollment, credit by exam):**  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify): Praxis Core; ParaPro Assessment  Advanced standing (specify):  **Delaware Technical Community College:**  PSY121 - General Psychology (3 credits)  EDC260 - Educational Psychology (3 credits)  PSY125 - Child Development (3 credits)  EDC150 - Issues in Elementary Education (3 credits)  **Wilmington University:**  ECE214 - Creating Environments for Learning (3 credits)  RDG203 - Learner Development and Early Literacy (3 credits)  Other (specify): |

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| POS OVERVIEW, COURSE DESCRIPTIONS, END-OF-COURSE, AND PROGRAM ASSESSMENTS |
| Provide a CTE program of study overview that broadly describes the program and student expectations. Identify end-of-program assessment(s) and opportunities for students to participate in early college and early career experiences. List each course title in the CTE program of study. Provide an overview of each course and define what students should know and be able to demonstrate upon completion of each level. Identify appropriate end-of-course assessment(s). |
| **CTE Program of Study Overview:**    The Delaware K-12 Teacher Academy program of study is a six (6) course Career and Technical Education (CTE) program that engages students in developing a realistic understanding of teaching while exploring the importance and impact of teachers. Students will acquire the knowledge and skills needed to sustain their interest in the profession and cultivate the skills needed to be successful educators, thus creating a pipeline of high-quality students transitioning to the teaching profession. Students will understand the rigors of a career in education and participate in classroom and field experiences relevant to pursuing a degree in education. The program prepares students for a variety of careers in education such as elementary teacher, secondary teacher, paraprofessional, and special education teacher.   * **Human Growth and Development** (HGD) introduces students to human physical, cognitive, social, and emotional development beginning with conception and ending with adulthood. Theories supporting current thinking and research on human development are examined, as well as the processes and influences affecting the developing person.  Further, students explore challenges to normal growth and development. * **Teaching as a Profession** (TP) explores the role of the teacher in the past, present, and future in order to understand the importance of teaching in American society and its historical significance and social impact. Students explore the responsibilities and opportunities of an effective teacher at various grade bands and consider the function of the teacher as a leader. Students also identify personal professional goals to establish a path to becoming a teacher. * **Foundations of Curriculum and Instruction** (FCI) explores curriculum delivery models in response to the needs of the learner. Emphasis is placed on the development of a variety of instructional materials that promote learning and a supportive classroom environment. Students analyze the influence of technology and impact on learning. Students develop lesson plans and assessments while practicing appropriate classroom management techniques to maximize the learning process for every student. * **Exceptional Children** examines the diverse needs and characteristics of exceptional learners and explores the complexities of special education law. Students develop an IEP and use assessment and performance data to make decisions that support individuals with exceptional learning needs. Students use instructional methods grounded in theory and research and learn about student motivation and classroom management in the content of exceptional learners.   **Dual Enrollment Options (select two courses and delete other options)**  **OPTION 1 - Delaware Technical Community College (DTCC):**   * **PSY121 General Psychology** surveys the general principles underlying human behavior and mental processes. Students explore the nervous system, perception, learning, motivation, personality, and psychological disorders. Methods of assessment and research principles are explored. (Required) * **EDC260 Educational Psychology** focuses on the developmental concerns of adolescents and how these issues may influence the adolescent learner in formal and informal learning situations. Academic motivation, interpersonal relationships, learning styles, and teacher expectations are studied. Students complete an observation in a secondary school setting. * **PSY125 Child Development** examines basic concepts relevant to child development. Emphasis is placed upon physical, cognitive, emotional, and social development during childhood and the interrelationship of these factors. Students complete an observation in an early childhood or elementary school setting. * **EDC150 Issues in Elementary Education** provides students with an overview of teaching as a profession. The philosophical, historical, and social foundations of teaching and learning are explored. National and state curriculum frameworks are examined. Students complete an observation in an elementary school setting.   **OPTION 2 - Wilmington University:**   * **ECE214 Creating Environments for Learning** examines concepts and strategies for preventing discipline problems as well as models of discipline for use if such problems occur in the classroom. Preventive strategies include organizing the classroom effectively, maintaining on-task behavior, positive interactions, developing and teaching rules and behavioral expectations, and ignoring attention-getting behavior. Discipline models reviewed by students include student-centered approaches including the supportive model and transactional analysis, and teacher-directed approaches such as assertive discipline and behavior modification. * **RDG203 Learner Development and Early Literacy** explores the fundamental attributes of early literacy development and instruction. After gaining an understanding of the connection between early oral language development and literacy skills, students will be introduced to the five core components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students explore strategies for instruction, assessment, intervention, and family-support, as well as the connection between reading and writing. |
| **End-of-Program Assessment(s):**  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify): Praxis Core; ParaPro Assessment  Other (specify): |
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| **Course title:**  Human Growth and Development (HGD) |
| **Course description (including prerequisites):**  Human Growth and Development (HGD) introduces students to human physical, cognitive, social, and emotional development beginning with conception and ending with adulthood. Theories supporting current thinking and research on human development are examined, as well as the processes and influences affecting the developing person.  Further, students explore challenges to normal growth and development. |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of this course students will:   1. Explain the major theories of human development and apply those theories in the context of teaching and learning. 2. Describe the basic methods of research and observation related to children and use those results/observations to provide more effective instruction. 3. Distinguish between normal and abnormal development as it relates to each domain and describe how teachers use this information to inform instruction. 4. Identify positive and negative influences on the developmental domains, analyze the effects of those influences on a student’s ability to learn, and demonstrate how an effective teacher utilizes this information to modify instruction. 5. Describe how the factors of nature vs nurture, the family as a system, and parenting styles influence development. 6. Describe genetic and environmental variables during conception and birth that affect the development of intellectual abilities, personality, and psychological development. 7. Analyze major learning theories related to cognitive development and demonstrate how to integrate those theories for effective instructional outcomes. 8. Describe language development during infancy and childhood and explain the implications for future learning. 9. Describe social and emotional development as it relates to emotion, temperament, self-esteem, identity, gender awareness, and peer socialization. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): |
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| **Course title:**  Teaching as a Profession |
| **Course description (including prerequisites):**  Teaching as a Profession (TP) explores the role of the teacher in the past, present, and future in order to understand the importance of teaching in American society and its historical significance and social impact. Students explore the responsibilities and opportunities of an effective teacher at various grade bands and consider the function of the teacher as a leader. Students also identify personal professional goals to establish a path to becoming a teacher.  Prerequisite: Human Growth and Development (HGD) |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of this course students will:   1. Assess the qualities of an effective teacher and describe how those qualities impact student achievement. Compare and contrast your personal qualities with those of an effective teacher to predict future success. 2. Articulate a personal philosophy of teaching in order to establish a baseline for self-assessment of skills/disposition needed to be an effective teacher. 3. Examine the roles and responsibilities of the teacher at each grade band identifying positive and negative attributes of each. Describe options for teachers in different settings such as public, parochial, private, or charter. 4. Describe the pathway to becoming an educator and outline a personal plan for a career in education. Discuss the importance of teachers as life-long learners. 5. Chart major events in the history of education and summarize the implications for current and future educators. 6. Explain how politics and public policy have shaped current educational practice. Identify major court cases related to education and their authority on the classroom setting. 7. Investigate education-related professional organizations and their influences on education. 8. Create of code of ethics for teachers; describe the implications for students and teachers when it is not honored. 9. Identify organizational governance and funding structures for schools. 10. Recognize the importance of the relationship between the family and the school and its impact on student success. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): |
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| **Course title:**  Foundations of Curriculum and Instruction (FCI) |
| **Course description (including prerequisites):**  Foundations of Curriculum and Instruction (FCI) explores curriculum delivery models in response to the needs of the learner. Emphasis is placed on the development of a variety of instructional materials that promote learning and a supportive classroom environment. Students analyze the influence of technology and impact on learning. Students develop lesson plans and assessments while practicing appropriate classroom management techniques to maximize the learning process for every student.  Prerequisites: Human Growth and Development and Teaching as a Profession |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of this course students will:   1. Describe various types of curriculum and explain how curriculum and instruction are related. 2. Identify how content and content standards are organized within the curriculum. 3. Analyze factors that affect the components of a curriculum. 4. Describe multiple methods for assessing student learning and identify when it is appropriate to use each. 5. Demonstrate how to use appropriate strategies to differentiate instruction and engage all learners in higher order thinking. 6. Explain the elements of IDEA and regulations for students with exceptionalities to create developmentally appropriate instruction. 7. Develop individualized education programs using a variety of strategies to create personalized learning opportunities. 8. Describe how technology has evolved and how it can be integrated effectively in the classroom. 9. Identify the process to creating a positive classroom environment, explore different approaches to classroom management to optimize student learning and minimize behavior, and develop a set of class guidelines to enhance the learning environment. 10. Describe the steps in planning for instruction based on formative and summative assessment data, prior learning, and student interests and prepare a standards-based lesson plan. 11. Prepare, deliver, evaluate, and revise a standards-based lesson plan. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): |
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| **Course title:**  Exceptional Children (EC) |
| **Course description (including prerequisites):**  Exceptional Children (EC) examines the diverse needs and characteristics of exceptional learners and explores the complexities of special education law. Students develop an IEP and use assessment and performance data to make decisions that support individuals with exceptional learning needs. Students use instructional methods grounded in theory and research and learn about student motivation and classroom management in the content of exceptional learners.  Prerequisites: Human Growth and Development, Teaching as a Profession, and Foundations of Curriculum and Instruction |
| **Course knowledge and skills (what students will know and be able to do):**  By the end of this course students will:   1. Characterize exceptional children as defined by the Individuals with Disabilities Education Act (IDEA). 2. Contrast past and present treatment of students/persons with disabilities. 3. Describe federal legislation and landmark court cases in special education law and their impact on contemporary practice. 4. Explain the characteristics, methods of identification and assessment, prevalence, educational approaches, and education placement alternatives for gifted and talented and special education students.   5. Describe the role of the referral process and the Individualized Education Plan (IEP) in identifying and assisting exceptional learners including the importance of the transition plan for students fourteen (14) years of age and older.  6. Develop an IEP in collaboration with team members.  7. Examine evidence-based instructional strategies and materials to support individuals with exceptional learning needs.  8. Describe effective communication methods to use with families of individuals with exceptional learning needs. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): |
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| **Course title (dual enrollment – select appropriate courses and delete all others):**  Delaware Technical Community College - PSY121 General Psychology(Required) |
| **Course description (including prerequisites):**  PSY121 surveys the general principles underlying human behavior and mental processes. Students explore the nervous system, perception, learning, motivation, personality, and psychological disorders. Methods of assessment and research principles are explored.  Prerequisites: Human Growth and Development, Teaching as a Profession, Foundations of Curriculum and Instruction, and Exceptional Children |
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| **Course title (dual enrollment – select appropriate courses and delete all others):**  Delaware Technical Community College - EDC260 Education Psychology |
| **Course description (including prerequisites):**  EDC260 Educational Psychology focuses on the developmental concerns of adolescents and how these issues may influence the adolescent learner in formal and informal learning situations. Academic motivation, interpersonal relationships, learning styles, and teacher expectations are studied. Students complete an observation in a secondary school setting.  Prerequisites: Human Growth and Development, Teaching as a Profession, Foundations of Curriculum and Instruction, Exceptional Children, and PSY121 General Psychology |
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| **Course title (dual enrollment – select appropriate courses and delete all others):**  Delaware Technical Community College - PSY125 Child Development |
| **Course description (including prerequisites):**  PSY125 Child Development examines basic concepts relevant to child development. Emphasis is placed upon physical, cognitive, emotional, and social development during childhood and the interrelationship of these factors. Students complete an observation in an early childhood or elementary school setting.  Prerequisites: Human Growth and Development, Teaching as a Profession, Foundations of Curriculum and Instruction, Exceptional Children, and PSY121 General Psychology |
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| **Course title (dual enrollment – select appropriate courses and delete all others):**  Delaware Technical Community College - EDC150 Issues in Elementary Education |
| **Course description (including prerequisites):**  EDC150 Issues in Elementary Educationprovides students with an overview of teaching as a profession. The philosophical, historical, and social foundations of teaching and learning are explored. National and state curriculum frameworks are examined. Students complete an observation in an elementary school setting.  Prerequisites: Human Growth and Development, Teaching as a Profession, Foundations of Curriculum and Instruction, Exceptional Children, and PSY121 General Psychology |
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| **Course title (dual enrollment – select appropriate courses and delete all others):**  Wilmington University - ECE214 Creating Environments for Learning |
| **Course description (including prerequisites):**  ECE214 Creating Environments for Learning examines concepts and strategies for preventing discipline problems as well as models of discipline for use if such problems occur in the classroom. Preventive strategies include organizing the classroom effectively, maintaining on-task behavior, positive interactions, developing and teaching rules and behavioral expectations, and ignoring attention-getting behavior. Discipline models reviewed by students include student-centered approaches including the supportive model and transactional analysis, and teacher-directed approaches such as assertive discipline and behavior modification.  Prerequisites: Human Growth and Development, Teaching as a Profession, Foundations of Curriculum and Instruction, and Exceptional Children |
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| **Course title (dual enrollment – select appropriate courses and delete all others):**  Wilmington University – RDG203 Learner Development and Early Literacy |
| **Course description (including prerequisites):**  RDG203 Learner Development and Early Literacy explores the fundamental attributes of early literacy development and instruction. After gaining an understanding of the connection between early oral language development and literacy skills, students will be introduced to the five core components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students explore strategies for instruction, assessment, intervention, and family-support, as well as the connection between reading and writing.  Prerequisites: Human Growth and Development, Teaching as a Profession, Foundations of Curriculum and Instruction, Exceptional Children, and ECE214 Creating Environments for Learning |

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| PROGRAM OF STUDY CURRICULUM |
| Identify the method of technical and academic curriculum development (adopted, adapted, or developed in accordance with guidance from the program advisory committee). |
| **POS technical and academic curriculum will be:**  Adopted (specify source): State-model program of study  Adapted (specify source):  Developed locally (describe):  Other (specify): |

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| TEACHER CERTIFICATION |
| Provide valid teacher certification(s), candidate experience, pre-requisite and requisite licensure or certification requirement(s) for POS teachers. |
| **POS teacher requirements include:**  Teacher certification(s) (list): Valid Delaware Teaching Credential in good standing  Candidate experience (describe): Candidate must have demonstrated experience as a masterful classroom teacher. Excellent communication skills are needed. This respected educator should be a teacher-leader both in and out of the classroom setting and possess a true love of their content and the students they serve. Must be able to collaborate as well as self-reflect. The candidate must have a minimum of 5 years of experience in the classroom.  Pre-requisite professional licensure or certification requirement(s) (list): 1) Valid Delaware teaching credential in good standing; 2) Master’s degree is preferred  Requisite professional licensure or certification requirement(s) (list):  Other (describe): |

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| VALUE-ADDED OPPORTUNITIES |
| List extended early career and college credit opportunities available during the student’s senior year. Document transition services, cooperative learning experiences, additional dual enrollment, or other. |
| **Opportunities for extended and accelerated learning include:**  Cooperative education (describe):  Structured internship (describe):  Dual enrollment (list):  Advanced Placement (list):  Transition services (describe):  Other (describe): |

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| CAREER AND TECHNICAL STUDENT ORGANIZATIONS |
| Indicate the Career and Technical Student Organization (CTSO) affiliation by checking the appropriate box. |
| Educators Rising |

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| PROGRAM OF STUDY MATRIX |
| Complete the program of study matrix to demonstrate the alignment of academic and technical courses, culminating early career and/or early college experiences. Identify appropriate certification and licensure options, opportunities for obtaining early college credit (courses with articulated or dual enrollment credit agreements should be appropriately designated within the matrix), the post-secondary program sequence, and potential career options. *Attach the Program of Study Matrix*. |
| Access the [Program of Study Matrix](http://www.doe.k12.de.us/Page/2016). |

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| DEPARTMENT OF EDUCATION PROGRAM OF STUDY APPROVAL | | |
| The following section will be completed by staff from the Delaware Department of Education, CTE & STEM Office and reported to the LEA as part of the CTE program of study approval process. | | |
| **Date Delaware CTE Program of Study Application Received:** | | |
| **Local Education Agency (LEA):**    **School(s):** | | **Program of Study Start Date:** |
| **LEA CTE Coordinator Name:** **Phone:** **E-Mail Address:** | | |
| **Career Cluster & Code:**  Education & Training / 5 | **Career Pathway & Code:**  Teaching/Training / 5.03 | **Program of Study Title & Code:**  K-12 Teacher Academy  6 credit / 5.03803 |
| **CTE Program of Study Course Titles, Course Codes, and Funding Levels:**  1. Human Growth and Development / 5.0380311 / 1  2. Teaching as a Profession / 5.0380322 / 1  3. Foundations of Curriculum and Instruction / 5.0380332 / 2  4. Exceptional Children / 5.0380342 / 2  **OPTION 1 - Delaware Technical Community College:**  5. PSY121 General Psychology / 5.0380352 / 2   1. EDC260 Education Psychology / 5.0380363 / 2 2. PSY125 Child Development / 5.0380373 / 2 3. EDC150 Issues in Elementary Education / 5.0380383 / 2   **OPTION 2 - Wilmington University:**   1. ECE214 Creating Environments for Learning / 5.0380393 / 2   6. RDG203 Learner Development and Early Literacy / 5.0380303 / 2 | | |
| **CTE Concentrator/Completer Course Titles:**  Concentrator Course: Foundations of Curriculum and Instruction  Completer Course: | | |
| **CTE Program of Study Request:**  State-model CTE Program of Study  Local CTE Program of Study | | |
| **CTE Program of Study Attachments:**  Labor Market Information (LMI) Review;  Articulation/Dual Enrollment Agreement(s); and  Program of Study Matrix. | | |
| DDOE CTE & STEM Director Signature: Date: | | |
| DDOE Chief Academic Officer Signature: Date: | | |