

**District Career & Technical Education (CTE) Pathway Proposal**

The Career & Technical Education (CTE) Pathway proposal must be submitted to the CTE Coordinator for prior approval and must include the following information:

**Name of State approved (CCCS) CTE Program:**

*Pathway Name:* **Family and Consumer Science**

*Sub-Pathway Name:* **Education**

*Credit Type(s):* **ELE**

*Department Code:* **FCS**

*CIP Code:* **480000**

**I. GOALS**

**A. Provide a brief overview of the CTE Pathway.**

DCSD is partnering with the University of Colorado - Denver School of Education and Human Development to offer students a pathway in teaching where students can earn college credit through dual enrollment and work toward a degree in education to become a future PARA or licensed educator. This concentration is designed for those planning a career as a teacher or interested in learning more about teaching and working with students.

**B. How does this CTE Pathway fit into the overall educational program?**

CTE programs significantly increase not only the high school graduation rate, but also results in a higher percentage of students going to college and persisting through graduation. Students taking both academic and technical courses have lower dropout rates and better achievement gains than other students.

**C. What benefits would students receive from this CTE pathway?**

The Future Educator Pathway is a CTE Pathway that includes innovation, dual enrollment course work, and in-person class observations in a DCSD school. University of Colorado at Denver (UCD) dual enrollment coursework counts directly towards a post-secondary teaching degree. It provides Field Experience (placement in a classroom) with children built into the coursework. Coursework includes a breadth of educational topics including: working with diverse children, instructional technology, STEM methods, and child development. Future Teachers will be able to finish a degree at a higher-education institution and enter the workforce more quickly with several education classes already underway.

**II. CAREER & TECHNICAL EDUCATION (CTE) PATHWAY COURSES**

- A. Complete the table below indicating the course sequence students would take within the CTE program. Other courses may be added or changed within the program, based upon the need of students or program modifications. **New course names will be indicated in red text.**

| <i>State Approved Course Name:</i> | <i>State Approved Description:</i>  | <i>Credit Type</i> | <i>Course Number</i> |
|------------------------------------|---|--------------------|----------------------|
| CTE Teacher Cadet 1A               | This is the first semester of a full-year course designed for students who have a strong interest in, or who are considering a career related to, the occupation of "teacher" at any age or grade level. Students will complete self-assessments, participate in individual and group projects, complete observations at various ages and stages of learning, and increase their understanding of themselves and others as "learners". The culminating event in this class is 50 hours of field experience during the second semester at an area school where students will plan and deliver lessons under the supervision of a cooperating teacher.      | ELE                | 79102201             |
| CTE Teacher Cadet II               | Teacher Cadet II is designed to provide additional field experience for those students who have successfully completed the Teacher Cadet I course. For students who know they want to enter the education profession, this field experience will enhance their experience and understanding of classroom instruction and challenges facing education today  | ELE                | 79102301             |
| CTE Teacher Cadet 1B               | This is the second semester of the course and is designed for students who have a strong interest in, or who are considering a career related to, the occupation of "teacher" at any age or grade level. Students will complete self assessments, participate in individual and group projects, complete observations at various ages and stages of learning, and increase their understanding of themselves and others as "learners". The culminating event in this class is a 6-week mini-teaching experience during the second semester at an area school where students will plan and deliver lessons under the supervision of a cooperating teacher. | ELE                | 79102202             |
| CTE Education Exploration          | Education Exploration is a semester course designed to provide students with an overview of professions within education. Students will discover their own learning style and how learning styles impact teaching and the delivery of lessons. Experiences with various education professionals will enhance the  | PRA                | 79102303             |

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|  | understanding of classroom planning, licensure requirements, and career opportunities within school systems.   |     |         |
| UCD EDHD 1030 - Early Ed Field Experience  | 3 UCD Credits / .5 HS Credit<br>Working within the community to support children’s learning requires competencies explored in this course. The experiences of seminar, paired with working at a local school or community-based context, will help students develop theoretical grounding as a community based educator. This course requires the student to be placed at a CCSD elementary school for observation hours. Students will be required to provide their own transportation to and from observation hours. | PRA | 6910401 |
| UCD STEM 1000 - STEM Methods   | 3 UCD Credits / .5 HS Credit<br>This course provides an overview of STEM practices and philosophies in PK-12 education. STEM trends, foundations of practice, and resources are examined.  | ELE | 6910402 |
| UCD LCRT 2000 - Rebels, Villains, & Superheroes: How Children’s Literature Shapes Our Identities | 3 UCD Credits / .5 HS Credit<br>This course explores both classic and contemporary children’s and adolescent literature and media in traditional and digital texts, specifically focusing on developing literary understandings, exploring perspectives and personal responses to literature, and inquiring into trends and issues.  | ELE | 6910403 |
| UCD SPED 1400 - Universal Design for Learning  | 3 UCD Credits / .5 HS Credit<br>This course will introduce Universal Design for Learning (UDL), an important, contemporary educational philosophy, with an emphasis in a set of principles & techniques that focus on strategies and tools to help ALL students by accommodating their differences in inclusive classroom settings. Candidates will also be exposed to foundational information about children with disabilities who are included in today's classroom.  | ELE | 6910404 |
| UCD CLDE 1000 - Language, Power, & Identity  | 3 UCD Credits / .5 HS Credit<br>This course explores the relationship between language, identity, and power in various international contexts. The course considers how legacies of inequality for particular communities are reflected in societal attitudes about languages and language users and subsequent language planning.   | ELE | 6910405 |
| UCD SPED 1030 - Understanding (dis)Ability in Contemporary Classrooms                            | 3 UCD Credits / .5 HS Credit<br>This course provides an overview of special education by examining the history of special education, construction of dis/ability, characteristics of individuals with disabilities, aspects of   | ELE | 6910406 |

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|   | disproportionality, and introduction to evidence-based instructional practices.   |     |         |
| UCD HDFR 1005 - Child Development             | 3 UCD Credits / .5 HS Credit<br>This course focuses on the study of human growth, development and ecology from conception to adolescence. The emphasis is on the major theories of child growth and development and the implications of current research findings to better understand child development. | ELE | 6910407 |
| UCD INTE 2000 - Digital Teaching and Learning | 3 UCD Credits / .5 HS Credit<br>Survey of technology for: (1) your own learning, informally and in classes; (2) your students' learning when you become a teacher; and (3) sharing with peers and colleagues. Use tools to address problems of equity, access, and learning needs.                        | ELE | 6910408 |

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Signature Page

Does the Career and Technical Education (CTE) Coordinator approve adoption of this program?

*\*\* Your signature below indicates your approval of the program.*

Signature \_\_\_\_\_ *Aimee Barker* \_\_\_\_\_

Does the Chief Assessment Officer (or designee) approve adoption of this program?

*\*\* Your signature below indicates your approval of the program.*

Signature \_\_\_\_\_ *Mathias Reynolds* \_\_\_\_\_

Does the Assistant Superintendent approve adoption of this program?

*\*\* Your signature below indicates your approval of the program.*

Signature \_\_\_\_\_ *Danny Winsor* \_\_\_\_\_

Does the Board of Education approve adoption of this program?

Yes

No

Date of BOE Meeting \_\_\_\_\_

Signature \_\_\_\_\_

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**Office use:** The following information is required to build individual courses into Infinite Campus

|  |  |
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| Credit Type: ( FNA, PRA, MAT, etc)   |  |
| Department Code:   |  |
| Course Number:   |  |
| Course entered in NCAA database if applicable.   |  |
| Update <a href="#">Graduation Competencies</a> course document if applicable for Math and English courses. |  |
| VIP Code:  |  |
| CIP Code:  |  |
| Add to HEAR list, if applicable.   |  |
| Course Mapping SCED code:  |  |
| Date entered into Infinite Campus  |  |
| Credit amount:   |  |

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