

**Murray State University
COMMON SYLLABUS**

Revised Spring 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: CTE COURSE NUMBER: 503 CREDIT HOURS: 3

I. TITLE: Planning and Implementing Instruction in CTE

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course will provide an overview of current trends and issues in planning and implementing instruction in the media rich career and technical education classroom and laboratory. Includes exploration of such varied methods as lecture, discussion, group instruction, projects and instructional modules.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and Interstate Teacher Assessment and Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. utilize delivery of instruction using a variety of instructional delivery and evaluation methods (KTS #4, 5; InTASC #6, 7, 8);
- B. recognize the importance of connecting classroom instruction to prior knowledge and experiences both in the classroom and outside (KTS #2, 4, 8; InTASC #1, 2);
- C. understand the learning process (KTS #2, 3, 4; InTASC #1, 2, 3);
- D. demonstrate the ability to modify and adapt instruction to meet the needs of diverse learners (KTS #3, 5; InTASC #1, 2);
- E. understand the importance of reflection in translating experience into learning and practice developing skills in reflection (KTS #7; InTASC #1, 2, 4, 5);
- F. develop and implement effective questioning methods, differentiated instruction, and assessment for the classroom and laboratory learning experiences (KTS #4; InTASC #4, 5, 6, 8);
- G. explore important aspects of discipline and behavior management (KTS #3; InTASC #3);
- H. develop interpersonal and collaborative team skills (KTS #8; InTASC #10);
- I. create an understanding of the importance of practice, projects, and open-ended problem solving instructional activities in the Career and Technical Classroom (KTS #4; InTASC #7, 8, 9);
- J. demonstrate creative and effective use of instructional media and technology cognizant of the trends and issues governing the CTE classroom (KTS #4, 6; InTASC #8);
- K. create an understanding of the importance of maintaining a safe, classroom/laboratory environment conducive to learning (KTS #1; InTASC #3); and
- L. write professionally for the field of career and technical education (KTS #1).

The COEHS Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on three sets of micro-teaching lessons. Students will reflect upon the classroom setting, student characteristics, and teaching effectiveness for each of the three levels of classroom teaching.

The EPSB Theme of Assessment is explored in the course through modeling of formative assessment from the instructor. Additionally, students will understand formative assessment and create formative assessments for each micro-teaching lesson plan, as a means to identify student learning needs.

The EPSB Theme of Diversity will be addressed through discussion of Cultural Diversity Issues in Education and also Multi-Cultural Education as it applies to the current career and technical education classroom. Students will survey current issues and publications pertaining to this theme.

The EPSB Theme of addressing the Achievement Gap will be explored via survey of the No Child Left Behind Act, differentiation of instruction, and adaptation and modification of content presented in micro-teachings for students with diverse learning needs.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Tech Prep, School-to-Work, High Schools that Work, School to Careers, and other Career and Technical education reform movements
- B. Teaching and learning theory
- C. Selecting content
- D. Planning the lesson
- E. The teaching arts/skills
- F. Methods for presenting new skills
- G. Methods of presenting information
- H. Assessment and feedback as instructional technique
- I. Teacher as facilitator
- J. Classroom and laboratory learning environments
- K. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture
- B. Demonstration
- C. Discussion
- D. Group problems and activities
- E. Student presentations
- F. LiveText

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Four (4) hours of field experiences. To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.

VII. TEXT(S) AND RESOURCES:

Miller, W. R. & Miller, M. F. (2014). Essential teaching skills: Strategies for the highly effective instructor. Orland Park, IL: American Technical Publishers.

Live Text

VIII. EVALUATION AND GRADING PROCEDURES:

Quizzes	40 Points
Micro-Lesson #1	50 Points
Micro-Lesson #2	100 Points
Micro-Lesson #3	100 Points
Micro-Lesson Critiques	20 Points Each Day
Examination (1)	100 Points
Classroom Management Plan (Livetext)	50 Points
Professional Growth Plan (Livetext)	50 Points
Dispositions Essay (Livetext)	50 Points
Self-Reflection & Refinement	10 Points Each Lesson
Final Portfolio	135 Points

A = 90%

B = 80%

C = 70%

D = 60%

E = Below 60%

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised.

Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more

information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**