I. TITLE: Basic Assessment and Curricula for CTE

II. COURSE DESCRIPTION: This course will include assessment development and curriculum construction for selecting and arranging teaching content and preparing instructional materials for career and technical education.

III. PURPOSE: The purpose of this course to provide insight and practice in developing discipline specific developmental appropriate integrated curricula and assessments.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS). When planning their curriculum, students enrolled in this class will be able to:

A. Incorporate discipline specific national and state level standards into instructional planning (KTS #2)
B. Identify, access, and incorporate school and community resources into instructional planning (KTS #9)
C. Identify and plan appropriate instructional sequences and use to improve instruction (KTS #2, 3)
D. Access, interpret, and incorporate current literature in curriculum development (KTS #9)
E. Develop appropriate performance assessments linked to learning goals and objectives (KTS #5)
F. Plan to accommodate diverse learning styles and intelligence (KTS #2, 3, 7)
G. Develop a program evaluation plan that includes planning for improvements (KTS #7, 9)
H. Discuss the importance of quality student assessment, evaluation, and feedback (KTS #5, 8)
I. Develop effective instructional materials that meet the needs of all learners (KTS #2, 4, 6)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on performance assessments appropriate for Career and Technical Education.

The EPSB Themes of Assessment and Diversity are explored in the course through students planning and developing performance-based assessments in the cognitive, psychomotor, and affective learning domains based on the instructional objectives and delivery methods to ensure curriculum alignment.
V. CONTENT OUTLINE:
   A. Planning Instruction
      • What is Curriculum?
      • Rigor and Relevance
      • Bloom’s Taxonomy (review)
      • Learning Theory and Learning Styles (review)
      • Course of Study Components
      • Local, State, and National Standards
      • Program Goals
      • Course Goals
      • Course Objectives
      • Curriculum Alignment
   B. Selecting and Organizing Course Materials
      • Student Objectives (Measurable Learner Objectives)
      • Scope and Sequence
      • Resource Alignment
      • Selecting Predeveloped Curriculum Materials
      • Creating New Curriculum Materials
      • Lesson Planning
   C. Student Performance Assessments
      • Critiquing existing assessments
      • Developing performance assessments
      • Assessment alignment
      • Assessment by domain
   D. Program Evaluation and Improvements
      • Evaluation Plans
      • Data collection
      • Internal and external scanning

VI. INSTRUCTIONAL ACTIVITIES:
   A. Illustrated Lecture
   B. Demonstration
   C. Discussion
   D. Group problems and activities using appropriate instructional technologies

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
    None

VIII. RESOURCES:
   A. Waterfield Library at Murray State University
   B. RACERtrak, ERIC, and the Internet
   C. Self-selected and instructor-recommended books, articles, and activities
   D. MSU Computer Centers
   D. Educational Media/Resource Room – 341 Alexander Hall

IX. GRADING PROCEDURES:
This course will use criterion-referenced assessment procedures (students are measured against pre-determined objective criteria) rather than norm-referenced procedures (students are compared to each other, where the numbers of letter grades are predetermined based on the statistical normal curve).

The students’ grades will be calculated based on the points they earn from the following assignments and activities:

<table>
<thead>
<tr>
<th>Assignments (summary point values)</th>
<th>UG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Locate State/National Standards (collaborative team activity)</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 2: Create a Sample Course of Study</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 3: Create a Scope and Sequence for a Course</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 4: Create Performance Assessments</td>
<td>50</td>
</tr>
<tr>
<td>Daily Participation Points</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>400</td>
</tr>
</tbody>
</table>

Assignment Sheets for each assignment will be provided to students.

The grading scale used for this course will be 100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D), and 59-0 (F). At any time throughout the semester, a student can divide their total obtained points by the total points possible (MY POINTS / TOTAL POSSIBLE POINTS).

**X. ATTENDANCE POLICY:**
This course adheres to the attendance policy published in the current MSU Undergraduate Bulletin.

**XI. ACADEMIC HONESTY POLICY:**
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.
*Note:* Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

**XII. TEXT AND REFERENCES:**
There is no single required textbook for this course. However, the following textbooks and readings will be referenced throughout the semester. In addition, current literature supplied by the instructor will be discussed. Collaborative teams are also required to locate and discuss current literature on the topics being discussed that session.

Forget, M. A. (2004). *MAX teaching with reading and writing: Classroom activities for helping students learn new subject matter while acquiring literacy skills.* Victoria, Canada: Trafford.


XIII. PREREQUISITES:
None

XIV. 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, Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XV. 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.

ADDITIONAL TOPICS:

Personal Communications Devices: All personal communication devices must be turned off (not standby or silent) during class meetings and field experiences.