I. TITLE: Planning and Implementing Instruction in Career & Technical Education

II. COURSE DESCRIPTION: 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.

III. PURPOSE: The purpose of this course is to introduce new career and technical teachers to a variety of instructional techniques and their appropriate uses in the Career and Technical classroom and laboratory.

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 guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS). 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)
   B. Recognize the importance of connecting classroom instruction to prior knowledge and experiences both in the classroom and outside (KTS #2, 4, 8)
   C. Understand the learning process (KTS #2, 3, 4)
   D. Develop familiarity with literature on learning (KTS #7, 9)
   E. Demonstrate the ability to modify and adapt instruction to meet the needs of diverse learners (KTS #3, 5)
   F. Understand the importance of reflection in translating experience into learning and practice developing skills in reflection (KTS #7)
   G. Develop skill in asking effective questions (KTS #4)
   H. Explore important aspects of discipline and behavior management (KTS #3)
   I. Develop interpersonal and collaborative team skills (KTS #8)
   J. Create a understanding of the importance of practice, projects and open-ended problem solving instructional activities in the Career and Technical Classroom (KTS #4)
   K. Demonstrate creative and effective use of instructional media (KTS #4, 6)
   L. Appreciate the importance of time and resource management (KTS #3)
   M. Create an understanding of the importance of maintaining a safe, classroom/laboratory environment conducive to learning (KTS #1)
   N. Demonstrate familiarity with trends and issues in instructional technology (KTS #6)
   O. Incorporate technology into effective classroom and laboratory instruction (KTS #6)
The COE 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 Themes of Diversity and Closing the Achievement Gap are explored in the course through the Cultural Interview. The students will interview two foreign exchange students about their high school experiences from the country from which they reside.

V. 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

VI. INSTRUCTIONAL ACTIVITIES:
A. Lecture
B. Demonstration
C. Discussion
D. Group problems and activities
E. Student presentations

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

VIII. RESOURCES:

IX. GRADING PROCEDURES:
X. ATTENDANCE POLICY:
A student who misses an entire weekend will have a 25% deduction from their final grade. Students who miss a micro-lesson presentation or turn in late work will result in a 10% deduction on the current assignment multiplied by the number of lessons missed or days late.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:

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.**
CTE 503: Assignments and Final

Micro-lesson #1

Prepare a lesson for a class of thirty, 11th and/or 12th grade students (three have IEP’s) that involves the implementation of reading and writing. Teacher should provide a reading handout that generates interest (article from a current magazine, newspaper, webpage, etc.) yet relates to the unit being covered. The lesson should also include the implementation of an open response writing situation. Lesson plan length = 90 minutes; Micro-lesson time allowed = 15 – 20 minutes. Reflection due one week later

IEP student to address: ADHD

Micro-lesson #2

Prepare a lesson for a class of thirty, 9th and/or 10th grade students (three have IEP’s) that involves the implementation of math or science. The stage of implementation is up to the teacher. Lesson should provide detailed information on research collected, method of implementation, and importance. Develop an assessment for the class and provide a rubric for evaluation. Lesson and assignments need to be at the appropriate grade level. Lesson plan length = 90 minutes; Micro-lesson time allowed = 20 – 25 minutes. Reflection due one week later

IEP student to address: ADHD

Micro-lesson #3:

Prepare a lesson for a class of thirty, 7th and/or 8th grade students (three have IEP’s) that involves performance based learning. Teacher should provide detailed information on the steps to develop and produce the ending outcome (i.e. corsage, blueprint design, meat cuts, wedding cake designs, …). An additional time sheet (to keep students on task) needs to assist the lesson along with a rubric on how you will assess the student’s final outcome. Lesson plan length = 90 minutes; Micro-lesson length = 90 minutes; Micro-lesson time allowed = 25 – 30 minutes

IEP student to address: ADHD, & Visual Impairment

**Micro-lessons should consist of (but not limited to) the following:
KTIP Format (all three lessons)
Handouts (at least one lesson)
Worksheets (at least one lesson)
Technology – Provide sample of technology (ELMO, PowerPoint slides, Smart Board, etc.)
Hands-on activity (lab experience) – as many lessons as possible
Assessment (at least one lesson)
Cultural Interview - CTE students should conduct two thirty-minute interviews with two MSU students who are not from the United States in regards to their high school education and the school operations. CTE students should look at the entire spectrum of the classroom and student setting in a comparison to their experience. A paper summarizing their experience will be due on the third Saturday of the semester.

Or

CTE students should conduct two thirty-minute interviews with two students who do not represent the majority of the school population (subjects must be approved by professor before selection). CTE students will interview the participants in regards to their lived high school education and experiences. CTE students should look at the entire spectrum of the classroom and student setting in a comparison to their experience. A paper summarizing their experience will be due on the third Saturday of the semester.

CTE 503
Final Portfolio

Growth Plan
A professional growth plan is designed to allow a teacher to identify his/her strengths and weaknesses related to each of the Kentucky New Teacher Standards. Therefore, upon completion of all of the lesson planning and microteaching sessions, students will summarize their strengths and weaknesses and develop a method and deadline for improvement.

1st Day of School Lesson

An in-depth KTIP lesson plan that describes (in detail) every procedure you will take in the class of your choice. The first day should include the following:

- Class rules
  - Teaching Philosophy
- Name Activity (Outside the box)
- Course Syllabus
  - Course Outline (Units & Subjects to be covered)
  - Multicultural Implementation

Classroom Starters

Eighteen weeks (90 days total) of small starters for each day of the semester to help wake up the class.

Positive Remarks

Fifty (50) positive remarks for rewarding students that excels in your classroom. Remarks should represent your personality (outside the box). Students cannot use the comments utilized in the CTE course.

Classroom Survey
Develop a one-page survey that would allow your students to provide you with excellent feedback in order to restructure your curriculum or methods of teaching on an annual basis.

Curriculum Map

Develop a semester of curriculum for a course of your choice. The curriculum map should include: Unit Titles, Content Covered, Essential Questions, Core Content, Kentucky Learner Goals, Skills, Assessment, etc.

Introductions
Describe three teaching activities that you will use to introduce a unit or subject to a classroom. Organize a set of directions that enables the reader to understand the format of the activities. Examples: (Quiet Wall, Free Spirit, Role Play, etc.)
August 21  US vs. the World, Inadvertent Populations, Stereotypes, Syllabus Review, Books, Introductions, Assignments and Portfolio, 1<sup>st</sup> day of school stuff, Why a teacher? ACT, Micro-lesson – DVD (Sony 8”, 1.4 GB – Sony Handycam)

August 22  (Morning) What is a KTIP Lesson Plan? School Required Lesson Plans, Kentucky Learner Goals (Standards), Teaching Philosophy, Advisory or Adult Councils, Learning Styles, Integration, A Need for CTE?

August 22  (Midday) Conflict Resolution, Education Issues, Career Majors, Quantitative vs. Qualitative, Self-Directed Labs (Tech, Shop, Greenhouse, Science, modular, Computer, Sewing, Culinary, Nursing, Etc.) Learning Styles, Learning Wall

August 22  (Afternoon) Learning Styles continued, Depth of Knowledge, Open Response & Rubrics KATS, TEDS, Skill Standards (Tracking), NCLB, Discipline, Classroom Order, Quiet or Loud? Newspaper Review

September 4  Micro-lesson Presentation – Reading and Writing (use of open Response) (15)

September 5  (Morning) Micro-lesson makeup, The removal of and proposal for KATS, TEDS, Skill Standards, NCLB continued, Class Starters, hands-on learning, School Report Card, State Profile, Perkins Funding

September 5  (Afternoon) Strategies to teaching, Expectations, CHAMPS, KTIP and other forms of Evaluation, Safe Schools, Career Academies, The demographics and topography of the school, Sparkplugs

October 2  The power of CDE, Resources, Forms, Teaching Styles, Time Management, Columbia Report & Money, Good, Bad, & Ugly group projects, Program Handbook, Core Content, Introduction to Portfolio, Parental Support, Ideal Department Schedule, Curriculum Map

October 3  Micro-lesson Presentation – Math/Science/CHAMPS implementation (25) DUE: Cultural Interview

November 6  Micro-lesson Presentation – Performance Based (35)

November 7  Micro-lesson Presentation - Continued DUE: Final