ECT 4380, BTE 4401, ECW 4310, and DEC 4401: Methods of Teaching Career and Technical Education

Instructor Information:

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Course Description: Provides opportunity to become proficient in using special methods and procedural activities in Career and Technical education classes. (2012-2013 UWF Catalog).

Purpose of the Course: This course is required for the Bachelor of Science Degree in Workforce and Program Development with a specialization in industrial, business education, marketing education, and health occupations teacher education. The purpose of the course is to provide the CTE teacher with a strong background in methods, techniques, and strategies needed to plan, conduct, and evaluate instruction in the CTE classroom. The course addresses key knowledge, competencies, and attitudes identified through research on career and technical teacher preparation. It specifically addresses best practices of teaching, techniques, and methods related to the specific subject area, and to develop an Empowered Person and Professional Taking Action and Making a Difference. In addition, the course is required for district certification in industrial and technical subject areas in Florida.

ECT 4380, BTE 4401, ECW 4310, and DEC 4401 assist to develop the empowered person and professional taking action and making a difference in the following roles: decision maker, critical thinker,
problem solver, moral/ethical being, counselor/mentor, and lifelong learner.

Goals:

- To prepare students to meet the following accomplished practices mandated by the State of Florida: #1, #2, #3, #4, #5, #6, #7, #8, #9, #10, #11, and #12. [http://coeserver03.fiu.edu/efolio/feap.htm](http://coeserver03.fiu.edu/efolio/feap.htm)
- To prepare students to meet portions of the following National Board for Professional Teaching Standards: #1-12. [http://www.nbpts.org/](http://www.nbpts.org/)
- To prepare students to pass the items related to evaluating instruction on the Florida Department Professional Examination. [http://www.fldoe.org/asp/ftce/](http://www.fldoe.org/asp/ftce/)

Student Learning Outcomes:

Upon completion of the course, students will demonstrate proficiency in the following areas:

- Describe career and technical education in Florida including the typical delivery modules and requirements for teaching all areas. (Unit I: Students, Teachers and Teaching - textbook)
- Demonstrate skills required to organize lessons including designing a course of study, preparation of materials, writing lesson plans, presentation, and methods of instruction appropriate to the subject. (Unit II: Course Construction and Lesson Planning - Textbook)
- Describe or demonstrate the major methods or techniques of teaching that are appropriate for CTE program in related occupations. (Unit II: Course Construction and Lesson Planning - Textbook)
- Demonstrate appropriate methods of testing occupational skill, knowledge, or attitudes. (Unit III: Instruction and Assessment - Textbook)
- 5. Demonstrate methods for evaluating and grading student progress. (Unit III: Instruction and Assessment - Textbook)
- 6. Documentation of valid research strategies used to adapt and incorporate teaching and learning strategies for special needs individuals.

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<th>Course Number</th>
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<th>Course Outcomes (Characteristics)</th>
<th>EAPs Addressed</th>
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<td>Curr. Frame SS Standard Text Assign. Portfolio Dev. Natl. Standard</td>
<td>Decision Maker Critical Thinker Decision Maker All Ethic/Moral Prof. Critical</td>
<td>#1, #4, #7, #10 #3, #8, #11 #8 #1, #2, #3, #4, #7, #8 #3, #8, #11</td>
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<td>Lesson Plans Contextual App.</td>
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**Course Text:**


**Websites and Tutorials:**

- STEPS: [http://www.ibinder.uwf.edu/STEPS/](http://www.ibinder.uwf.edu/STEPS/)
- NCREL: [http://www.ncrel.org/sdrs/areas/issues/students/learning/Lr100.htm](http://www.ncrel.org/sdrs/areas/issues/students/learning/Lr100.htm)
- APA Format: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**Recommended Resources:**

Course Requirements:

**All written reports (assignments, papers, etc.) are to be keyed in MS Word and placed in the Dropbox section of D2L. Additional assignments and/or responses must be posted to the Discussion Section of D2L.

• Biographical information
• Completion of all Desire2Learn assignments
• Participation in threaded discussions
• Assignments specific to each Module

Portfolio

1. You will be required to submit a portfolio of your best practices by the end of the semester. Faculty at all levels of education are being held accountable, as never before, to provide clear and concise evidence of the quality of their classroom teaching. Artists, photographers, and architects all have portfolios in which they display their best work. The portfolio concept can be adapted to fit any level of education. A teaching portfolio enables faculty members to display their teaching accomplishments "for the record."

2. The teaching portfolio is a factual description of your teaching strengths and accomplishments. It includes documents and materials which collectively suggest the scope and quality of your professional teaching performance. The portfolio is not an exhaustive compilation of all of the documents and materials that bear on teaching performance. Instead, it presents selected information on teaching activities and solid evidence of their effectiveness.

3. Besides the requirements listed below, you may include a variety of other information. Participation in community activities, descriptions of how you integrate technology into your course content, a videoclip of you teaching a class, and lots of other materials can also be included in the portfolio.
4. Begin working on the portfolio today! Don't wait until the end of the course to begin to put items in the portfolio. See Schedule of Assignments and Due date file in the Content Section of D2L.

5. The portfolio should include:

6. Coversheet
7. Table of Contents
8. Your Resume
9. Educational Philosophy Statement
10. Curriculum Frameworks (one program only)
11. Syllabus for one course you teach (may be hypothetical, if not currently teaching).
12. Three lesson plans with an assessment rubric for each (for course for which syllabus was designed).
13. Personal Reflection Paper (one page paper reflecting on your past experiences with any of the course topics, key thoughts on what you know about any of the topics, and reflection-for-action--or thoughts on future actions relating to the topics)
14. Useful web sites (for specific discipline in career and technical education)
15. Any other documents (evidence) that you feels reflects your attainment of accomplished practices.

Discussions:

Through the website (D2L), we will have weekly discussions. For each weekly session, you will find topics for discussion posted to our website. The assignment may deal with an issue, current trend in education, an article in a journal, or a "situation" to evaluate. A response from each student is expected. In other words, have an opinion or solution to share with your colleagues. Criteria for evaluation of discussion submissions is found in the Discussions Rubric posted in the Important Course Information module.

Course Grade Determination: Grades for this class will be aligned with each Module in the D2L system. Every week a new Module will be released. Each Module will have a discussion section and grade (worth 20 out of 100 points per Module). Specific dropboxes have
been designed for each submission. Please review the Desire2Learn (D2L) system to make sure you have submitted all required assignments for each Module. The point count for assignments may vary.

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**Letter grades will be assigned as follows:**

97 - 100 ................. A
94 - 96 .................. A-
90 - 93 .................. B+
87 - 89 .................. B
85 - 86 .................. B-
75 - 84 .................. C
65 - 74 .................. D
Below 65 ............... F

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**Tentative Schedule:**

**August 22, 2011 Website will be ready.**

**Assignments will be posted on D2L on a weekly basis.**

Please check calendar for assignments and due dates.

**Topics to be covered:**

*See Modules outlined in Desire2Learn (D2L)*

Curriculum Frameworks, Sunshine State Standards, and Accountability
Principles of Learning, the Learning Process, and Teacher Traits
The Instructional Process, Course and Lesson Planning, and Teaching Strategies
Instructional Methods and Resources
Assessment and Instructional Evaluation
Career & Technical Organizations, Business Advisory Councils, and Professional Development

All assignments due in the appropriate Dropbox by 11:59 p.m. on due date. Failure to submit assignments on time will result in point deduction.

SPECIAL TECHNOLOGY USED BY STUDENTS:
This course is totally online. All instructional content and interaction takes place over the WWW. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the internet and upload / download files. In addition, students may need one or more of the following plug-ins:


Student Code of Conduct:
The Student Code of Conduct sets forth the rules, regulations and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code of Conduct and conduct themselves accordingly. You may access the current Student Code of Conduct at http://www.uwf.edu/judicialaffairs.