

## **EOCS 5460/7460 Student Teaching in Occupational Studies**

**Catalog Description:** Full-time supervised student teaching experience in an existing occupational studies program.

### **Overview**

Upon admission to the professional education semester their senior year, students will spend fifteen weeks, four days a week in a local public school within a discipline of occupational studies. Student teachers will participate in the full life of the school: attending meetings and staff development; curriculum planning and implementation; teaching and assessing; co-facilitating advisory groups, vocational student organizations, and homerooms; maintaining contact with parents; tutoring; extending their technology skills; and immersing themselves in the life of the school and the students. This provides a student teacher with the opportunity to mesh theory with practice in the reality of a school setting, while receiving daily guidance and support.

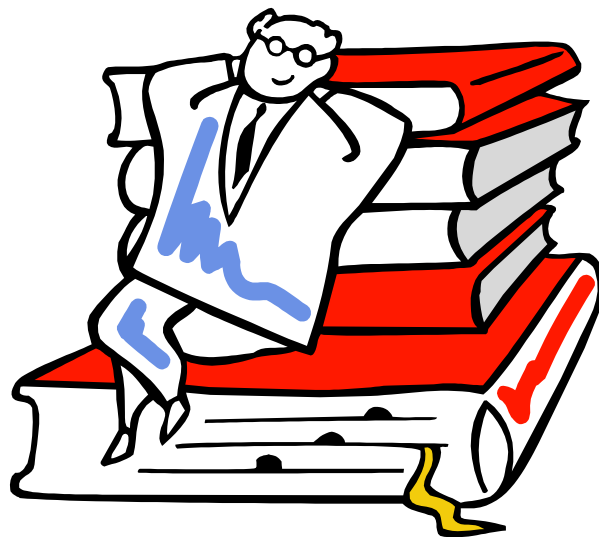
### **Induction Seminars**

The weekly induction seminars, which are held as part of the professional education semester, are designed to encourage student teachers to work together and to learn to appreciate the power of teaming. Each student teacher is required to monitor and reflect upon their teaching and experiences with students and others and to write about their thoughts in a reflection journal. At least twice during the semester, students will be expected to provide short videotapes of teaching episodes in their classroom. These videotapes will be used to assess the professional growth and needs of each student.

### **Reflection Journal and Portfolio**

Ongoing and multiple assessments of each student teacher's progress will include evaluation of their products and projects, written work, journal and portfolio. Guidelines for products and projects, written work, journal and portfolio are attached.

**GUIDELINES FOR DEVELOPMENT OF  
REFLECTION JOURNAL AND PORTFOLIO  
FOR CAREER AND TECHNICAL  
EDUCATORS**



**Department of Occupational Studies  
University of Georgia**

## CAREER AND TECHNICAL EDUCATOR REFLECTION JOURNAL

As a beginning career and technical educator, you are asked to maintain a written journal in which you record your observations, toy with various perspectives, analyze your practice, interpret your understanding of topics, keep records, make comments, or reconstruct experiences.

Purchase either a spiral-bound notebook or hard-bound journal in which to record your written notations and reflections. You should make a minimum of **two** entries per week in your journal (date each entry as your enter) throughout the academic year.

Reflecting through journal writing provides you the opportunity to shape and create new ideas and to connect them to what you already know. You are asked not to “retell” the event(s) but rather analyze the event(s).

In your journal, you can try addressing the following questions:

- What is the situation that is causing me to feel uneasy?
- Why is the situation problematic?
- How am I approaching the problem?
- What did I expect would happen?
- What actually happened?
- What am I really trying to do in this situation?
- What would happen if I ... ?
- Supposing that happens, what should I do then?

You do not need to address all of these questions in every entry. They are meant to be “journal starters” that get you going. Once you enter into the reflective process, it will tend to take over and guide the rest of the journal entry.

You will be asked to exchange ideas with your colleagues during induction seminar meetings based on your journal entries. Additionally, your mentor at the local school and university faculty will be able to assist you as part of the ongoing assessment as you share your journal entries with them. Your “year-long” reflection journal will be submitted at the May induction seminar.

## CAREER AND TECHNICAL EDUCATOR PORTFOLIO

The encouragement of educators to develop personal portfolios has accelerated in the past several years as the importance of reflective problem solving and critical inquiry has increased. Assembling a portfolio develops reflective thinking, decision making and evaluation skills, and as a learning device.

The portfolio has multiple purposes. It can be to assess teachers; teachers can use it as a self-evaluation strategy; and it can be shared with administrators, potential employers and licensing/certifying agencies to document competence. In recent years, the National Board for Professional Teaching Standards has developed the concept of using portfolios as a basis for conferring “national certification” upon experienced teachers.

There is no particular format to follow in a portfolio. However, the portfolio, like all work, should be neat, organized, and creative. Most important, the portfolio should represent you as a career and technical educator. The portfolio will be used to assess your growth and development as a career and technical educator. At the monthly induction seminars you will be requested to submit activities for your review by your local mentor and university faculty. Your completed portfolio will be submitted at the April induction seminar meeting.

**DEFINITION:** A portfolio is a collection of ideas, artifacts, and product. It provides an authentic means for career and technical educators to represent and assess their views and practices in regard to teaching and other aspects of their position and the results of their work.

Portfolios are useful for keeping a record of professional growth during a lifelong process of learning to become a professional career and technical educator. They are also useful for displaying an educator’s strengths when documenting student achievement.

Items most educators put in their portfolios include reflective essays showing how they think about teaching and learning, artifacts such as sample units of work or lesson plans, and samples of their students’ work, particularly work that shows how the teacher has impacted student learning. Some educators also include photos and videos showing classroom teaching and student interaction.

## **PORTFOLIO ACTIVITY 1: Contextual Information Sheet**

**Directions:** You to describe the broader context in which you teach, including aspects of your teaching schedules, and characteristics of the students, school, and community.

1. Type of school/program and grade/subject configuration (single grade, departmentalized, interdisciplinary team, etc.)
2. Number of students you teach each day and average number of students in each class.
3. Write a description containing information about your teaching context. You should include details of any district or state mandates, such as required curricula, assessments, pacing, or texts, that may shape your teaching, the backgrounds of your students, their educational history and special needs, and the type of local community in which your teaching occurs.

## PORTFOLIO ACTIVITY 2: Teaching Platform

**Purpose:** This portfolio activity is designed to help you describe your current thinking about teaching and learning by creating a teaching platform.

**Directions:** Create a teaching platform by doing the following:

**Step 1:** Write a two- or three-page paper that describes your platform for teaching and learning. This platform should represent your thinking as this point in time about how learning occurs and the implications this has for teaching practices. Clear and specific “planks” that include the beliefs and values, which guide the way you would construct your classroom and perform your teaching, should support your platform.

Think about the platform as your overall conception about teaching and learning and the planks as your more specific beliefs and values. An example of a plank might be that “learning is an active process wherein knowledge is socially constructed.”

**Step 2:** Your platform should be started now. Revise it weekly as you study and learn more about all aspects of teaching and learning to teach in career and technical education.

**Step 3:** You should use your platform as a device to organize other aspects of your portfolio. For instance, you might illustrate your beliefs with photographs, videos, papers, lesson plans, and examples of student work.

### PORTFOLIO ACTIVITY 3: Planning Skills

**Purpose:** This portfolio activity will provide you with materials for your portfolio that demonstrate your understanding and skill to plan lessons and units.

**Directions:** Create a unit plan and a lesson plan by completing the steps that follow:

**Step 1:** Choose a topic from your specific discipline of career and technical education that you will teach to students in the upcoming semester.

**Step 2:** Develop a unit plan using the following guidelines/format provided below or an acceptable format.

**TITLE OF UNIT:** \_\_\_\_\_

Unit rationale and introduction: \_\_\_\_\_

**OVERALL UNIT OBJECTIVES:**

General Objective 1: \_\_\_\_\_

Specific Objective: \_\_\_\_\_

Specific Objective: \_\_\_\_\_

General Objective 2: \_\_\_\_\_

Specific Objective: \_\_\_\_\_

Specific Objective: \_\_\_\_\_

**UNIT CONTENT:**

*Major Content and Topics to Cover (outline)*

**SYNTAX FOR UNIT:**

*Major Activities and Sequence of Lessons*

Day 1

Day 2

Etc.

*Materials and Other Resources Required*

**MAJOR ASSIGNMENTS:**

*Long-Range Activities*

*Short-Range Activities*

*Other Student Activities*

**ASSESSMENT AND EVALUATION PROCEDURES:**

**Step 3:** Next, develop daily lesson plans for this unit using the following guidelines/format provided below or another acceptable format.

<b>LESSON TOPIC/SUBJECT:</b> _____	<b>Grade Level:</b> _____
<b>PREINSTRUCTIONAL PLANNING</b>	
<i>Objectives:</i> _____ _____ _____	<b>Domains:</b> Cognitive Affective Motor/Skill
<i>Materials/special arrangements/individual modifications:</i>	
<b>INSTRUCTION</b>	
<i>Introduction/establishing set:</i>	
<i>Sequence of learning activities:</i>	
<i>Closure:</i>	
<i>Assignment:</i>	
<b>POST-INSTRUCTION</b>	
<i>Evaluation of student learning:</i>	
Formal:	
Informal:	
<i>Evaluation of the lesson (How did the lesson go? Revisions needed?)</i>	

**Step 4:** Write a brief critique of unit and lesson plans describing why you chose to approach the topic the way you did and assessing the strengths and weaknesses of your work.

**Step 5:** Arrange your unit and lesson plans and your critique in your portfolio in a way that will let someone understand your understanding of the planning process.

## **PORTFOLIO ACTIVITY 4: Classroom/Laboratory Environment**

**Purpose:** This portfolio activity is designed to help you think about classroom communities and to demonstrate your beliefs about the features of a positive classroom community.

**Directions:** Create your ideal classroom/laboratory environment by completing the steps below.

**Step 1:** Write a two- or three-page paper that describes your ideas about what constitutes an ideal classroom/laboratory space and environment for your career and technical education specialty program.

**Step 2:** Illustrate your ideas with a graphic design or actual picture of how you have designed your classroom/laboratory space and environment. Include the following:

- How space is used in the classroom/laboratory
- Limitations of the physical space in the classroom/laboratory
- How the teacher interacts with students
- How students interact with one another

**Step 3:** Write guidelines and steps you think that career and technical educators in your discipline area need to follow to create a classroom/laboratory with a good physical ambiance and a positive environment.

**Step 4:** Arrange all of the above in your portfolio in a way that clearly and concisely illustrates your ideas.

## **PORTFOLIO ACTIVITY 5: Multicultural Education and Inclusion Policies**

**Purpose:** This portfolio exercise will help you gather materials in your portfolio that demonstrates your understanding of multicultural education and policies.

**Directions:** Create a portfolio entry by completing the following steps:

**Step 1:** Select a key component of your school district or school's current policies related to multiculturalism and inclusion. Generally, you can get this information from your principal or by contacting the district's central office.

**Step 2:** Observe how these policies are implemented in career and technical education classrooms/laboratories, "academic" classrooms, school office, school cafeteria, and other major units within the school (e.g., guidance department). You may wish to document your observations with field notes and pictures.

**Step 3:** Do a written analysis of your findings. Your analysis should include (a) features in each setting that correspond with the policies, (b) features in each setting that show efforts are underway, and (c) features in each setting that still need work.

**Step 4:** Review all your work and place it in your portfolio along with a letter to the school district's career and technical education director/supervisor describing your insights about multiculturalism and inclusion and how these insights will help you become an effective career and technical educator.

## **PORTFOLIO ACTIVITY 6: Classroom Management**

**Purpose:** This portfolio is an extension of the platform you started in Portfolio Activity 2. Here, it provides you with the opportunity to describe your current thinking about classroom management.

**Directions:** Create a platform on the topic of classroom management by doing the following:

**Step 1:** Write a two- or three-page paper that describes your ideas and attitudes for creating a well-managed classroom. This paper should reflect your thinking at this point in time and can be changed later if you wish.

**Step 2:** In your platform, make sure you include:

- What you believe in regard to preventive management
- What you believe about student discipline
- Your ideas and attitudes about student self-management

**Step 3:** Place your paper in your portfolio. You may wish to illustrate your attitudes and ideas with photographs, videos, and other examples.

## **PORTFOLIO ACTIVITY 7: Performance Assessment**

**Purpose:** This portfolio activity will provide you with materials for your portfolio that demonstrate your understanding of and skill in developing and using some form of performance assessment.

**Directions:** Create a performance assessment device and compare it to a more traditional test by completing the steps that follow.

**Step 1:** Choose a topic or question from your specific discipline of career and technical education curriculum which students can demonstrate their understanding or skill through some type of performance test.

**Step 2:** Develop a traditional paper-and-pencil test to measure the understanding or skill.

**Step 3:** Next, develop a performance assessment and a scoring rubric for the same topic.

**Step 4:** Give both assessment devices to students in your class.

**Step 5:** Write a brief analysis of the performance of your students on both assessment devices.

**Step 6:** Write a brief critique of your performance assessment describing its strengths and weaknesses. Also, provide your ideas about the use of performance assessment in your specific discipline of career and technical education.

**Step 7:** Arrange your assessment devices and your critique in your portfolio in a way that will let someone understand your grasp of performance assessment in a brief amount of time.

## PORTFOLIO ACTIVITY 8: Presentation Lesson

**Purpose:** It is always difficult to teach a new idea to someone. The purpose of this portfolio assignment is to help you gain skill in designing a lesson for teaching a new idea to your students and to develop a product that can become part of your portfolio.

**Direction:** Follow the steps here to design and teach a lesson and to display it in your portfolio.

**Step 1:** Select one of your classes to utilize in this portfolio activity.

**Step 2:** Select a declarative knowledge (knowledge about something or knowledge that something is the case) that you believe that your students in your specific discipline of career and technical education class doesn't know very much about but is important for them to know.

**Step 3:** Develop goals and design a lesson to teach the knowledge to the class you identified in step 1 using the presentation model. In your lesson plan, outline what you will do at each phase of the model's syntax (pre-instructional planning, instruction, post-instruction). Pay particular attention to how you are going to design the lesson to contextualize it for students (*contextualizing the lesson is used to help make information more meaningful to students by relating prior knowledge or experiences to the new lesson*).

**Step 4:** Teach the lesson to the class and videotape the lesson.

**Step 5:** View the videotape and write a critique of your lesson. How appropriate was the knowledge you selected for the class you taught? How did the students react to your advanced organizer? What do you think of your contextualization? Did the lesson turn out as you planned it? What would you do differently next time? What did this experience teach you about presentation teaching and the use of contextual activities?

**Step 6:** Arrange the following in your portfolio: your lesson plan, your contextual activity, your critique and a copy of the videotape.

## **PORTFOLIO ACTIVITY 9: Task Analysis and Demonstration**

**Purpose:** This exercise will help you gain skill in performing task analysis and conducting demonstrations and to develop products of this work and your portfolio.

**Directions:** Following the steps here, perform a task analysis, conduct a demonstration of a specific skill, and document your work with videotape.

**Step 1:** Choose a topic from your specific discipline of career and technical education that consists of a number of skills. Do a task analysis identifying all the sub skills associated with the topic.

**Step 2:** Sequence the sub skills into a logical order showing how they relate to one another or how some are prerequisite to others. Do this using either a flowchart or diagram. This flowchart or diagram should be included in your portfolio.

**Step 3:** Select one sub skill and prepare a 10-15 minute lesson to demonstrate it to a specific class. Your lesson should also be placed in your portfolio.

**Step 4:** Conduct the demonstration and videotape your presentation. The videotape should be placed in your portfolio.

**Step 5:** Critique your task analysis and demonstration. How appropriate was the skill you selected to demonstrate? Did the demonstration work as you planned? What would you do differently next time?

**Step 6:** Arrange the following in your portfolio: the task analysis, the flowchart/diagram, lesson plan, the videotape, and your critique.

## **PORTFOLIO ACTIVITY 10: Teaching “Soft” Skills for Employability**

**Purpose:** Teaching “soft” skills for employability are an important and sometimes difficult aspect of a career and technical educator’s work. The purpose of this aid is to help you gain skill in designing a “soft” skill’s lesson and to develop products of this work that can become part of your teaching portfolio.

**Directions:** Follow the steps below to design a “soft” skills lesson, teach that lesson, and record the lesson on videotape for your portfolio.

**Step 1:** Choose a “soft” skill such as cooperation, teamwork, listening to others, or helping other with their work for your specific discipline of career and technical education and design a lesson to introduce students to that skill. Do a task analysis identifying all the sub skills associated with the overall “soft” skill.

**Step 2:** Sequence the sub skills into a logical order showing how they relate to one another or how some are prerequisite to others. Do this using either a flowchart or diagram. This flowchart or diagram should be included in your portfolio.

**Step 3:** Select one of the sub skills and prepare a 10-15 minute lesson to demonstrate it to a specific class. Your lesson should also be placed in your portfolio.

**Step 4:** Teach the lesson and videotape your presentation. The videotape should be placed in your portfolio.

**Step 5:** Critique your “soft” skill lesson. How appropriate was the selected “soft” skill for your students? Did the lesson turn out as you planned? What would you do differently next time?

**Step 6:** Arrange the following in your portfolio: the task analysis of the “soft” skill, the flowchart/diagram, lesson plan, the videotape, and your critique.

## PORTFOLIO ACTIVITY 11: Designing Problem Situations

**Purpose:** Thinking up unique and interesting topics and situations for problem-based lessons is among the most difficult aspects of teaching. The purpose of this portfolio activity is to help you gain skill in designing problem situations and to develop products of your work that can become part of your teaching portfolio.

**Directions:** Follow the steps here to design two problem situations and to display them in words and pictures in your portfolio.

**Step 1:** Choose two topical areas from your specific discipline of career and technical education for which you will use problem-based instruction. Choose one of these areas because it would lend itself to at least two days of instruction. Choose the other because it would take several weeks to complete a problem-based lesson.

**Step 2:** Make problem situations out of both topics and draw a web (see illustration below) showing how the problem situation can be divided into subtopics. Put the subtopics in some logical order showing how they related to one another. Use the following criteria to guide your problem selection:

- *Overview of Problem-Based Instruction*
  - Problem-based instruction has teachers present problem situations to students to get them to investigate and find solutions on their own.
  - The general flow or syntax of a problem-based lesson consists of five major phases: orient students to the problem; organize students for study; assist with independent and group investigations; develop and present artifacts and exhibits; and analyze and evaluate work.
- *Planning and Conducting Problem-Based Lessons*
  - Major planning tasks associated with problem-based instruction consist of communicating goals clearly, designing interesting and appropriate problem situations, and logistical preparation.
  - During the investigative phase of problem-based lessons, teachers serve as facilitators and guides of student investigations.
- *Assessment and Evaluation*
  - Assessment and evaluation tasks appropriate for problem-based learning necessitate finding alternative assessment procedures to measure such student work as performances and exhibits. These procedures go by the names of performance assessment, authentic assessment, and portfolios.

**Step 3:** Develop lesson plans showing how you would visually illustrate and introduce the two problem situations. For one of the situations, assume that you are defining the problem for students. For the other, assume that you are helping students define the problem for themselves within the confines of your curriculum.

**Step 4:** Select one of the lesson plans and teach the lesson to a specific class. Videotape your presentation. The videotape should be placed in your portfolio.

**Step 5:** Critique your work with a reflective essay. How appropriate were the problem situations selected? What kinds of problems did you face in planning your lesson? How did the students receive the lesson?

**Step 6:** Arrange the following in your portfolio: the two problem situations, your lesson plans, your reflective essay, and videotape.

## PORTFOLIO ACTIVITY 12: Demonstrating Questioning

**Purpose:** To help you gain skill in questioning and to develop understanding of the effects of various questions. The results will become part of your portfolio.

**Directions:** Following the steps here, develop a list of questions that might be asked in a discussion, try them out on a class, and visually document this work for your portfolio.

**Step 1:** Choose a topic from your specific discipline of career and technical education and develop a list of questions that you would ask in a discussion. Have one question from each of the six levels of Bloom's taxonomy (see table below).

Level		Example of Questions	Cognitive Processes
1	Knowledge	Which region of the U.S. is Ohio in?	Recalling factual information
2	Comprehension	What is the difference between longitude and latitude?	Using information
3	Application	If John has 12 feet of lumber, how many 2-foot-long boards can he make?	Applying principles
4	Analysis	Why do some trees lose their leaves in winter?	Explaining relationships or making references
5	Synthesis	What might happen if the earth experienced a continuing warming trend?	Making predictions
6	Evaluation	What do you think about the recycling program?	Making judgments or stating opinions

**Step 2:** Select one of your classes to utilize in this portfolio activity.

**Step 3:** Develop and design a lesson to teach to the class you identified in step 2 using discussion and questioning. In your lesson plan, outline what you will do at each phase of the model's syntax (pre-instructional planning, instruction, post-instruction). Sequence your levels of questions throughout the lesson.

**Step 4:** Teach the lesson to the class and videotape the lesson making sure to ask each of your prepared questions.

**Step 5:** Review the videotape and analyze the responses elicited by the various levels of questions.

**Step 6:** Write a critique of your questioning. Did it go as you planned? How did the responses differ according to the level of questions asked?

**Step 7:** Arrange the following in your portfolio: your lesson plan including planned questions, your critique and a copy of the videotape.

### **PORTFOLIO ACTIVITY 13: Effective Schooling**

**Purpose:** For Portfolio Activity 2, you were asked to prepare a platform with several planks that expressed your thinking at that time about teaching and learning. The platform was described as your overall conception of teaching and learning and the planks as your more specific beliefs and values. This portfolio activity is to have you extend your platform on career and technical educators' work and aspects of effective schooling.

**Directions:** Create a platform on career and technical educators' work and on effective schools by doing the following:

**Step 1:** Add two or three pages to the platform you wrote in Portfolio Activity 1 that describes your current beliefs about the organizational functions of teaching, the features of effective schools, and the implications this has for your work as a career and technical educator. Your platform must be supported by clear and specific planks that include your beliefs and values in regard to the effective schools research, and the research on teachers' work and the professional community.

**Step 2:** Include in your discussion the various features of effective schools that is cited in the research and literature, and write how much you agree or disagree with the various features based on your own work in the school.

**Step 3:** Discuss the organizational functions of teaching career and technical education, and consider which aspect of teachers' work you value the most and which aspects you find most troublesome.

**Step 4:** You may wish to illustrate your platform with photographs of schools, videos, papers, and other artifacts that will demonstrate to others your understanding of the school as places where teachers work and of the features that make some schools more effective than others.