

COURSE REQUIREMENTS
EOCS 3010- Spring 2008
Introduction to Occupational Studies

- Instructor:** Dr. John Scott Phone: 706-549-1753
Jlscott@uga.edu (Please use WEB CT E-mail Function)
- Office Hours:** By appointment since I have no office in the Department
- Text:** Scott, J. L. & Wircenski-Sarkees, M. (2008). *Overview of Career and Technical Education* Homewood, IL: American Technical Publishers.
- Supporting Resources:** Gray, Kenneth C., & Herr, Edwin L. (1998). *Workforce education: the basics*. Boston: Allyn & Bacon
Wong, H., & Wong, R. (1998) *How to be an effective teacher: The first days of school*. Mountain View, CA: Harry K. Wong Publications, Inc.
Georgia Department of Education: www.doe.k12.ga.us
National Board for Professional Teaching Standards: www.nbpts.org
Georgia Systemic Teacher Education Program (GSTEP): www.coe.uga.edu/gstep

Course Number and Title EOCS 3010 Introduction to Occupational Studies

- Course Location:** Rivers Crossing Building, Room 64 on the lowest floor level.
- Course Schedule** First class meeting on January 8th beginning at 2:00 and ending at 3:15 P.M. Classes will meet each week until April 24th with the exception of January 21st which is the King Holiday. The final exam period is April 30th to May 6th.
- Course Overview:** This course provides prospective and in-service educators information regarding the history, development, and current status of (CTE) career and technical education. Topics covered include definition and purposes of CTE, overview of CTE programs, evolution of CTE, early CTE in America, federal workforce legislation, career and technical student organizations, and philosophy of CTE.
- General Objectives** Upon completion of the course the participant will be able to:
- Define CTE and identify the goals and role of CTE at the secondary and postsecondary levels.
 - Describe the program settings for CTE
 - Identify and describe some of the specific program areas of secondary and postsecondary CTE

- Identify and describe the main CTE preparatory programs.
- Describe the trends for CTE
- Describe your chosen specific CTE program area and how it is delivered at the secondary and postsecondary levels
- Describe CTE special needs programs
- Describe how CTE teachers are prepared and certified in Georgia
- Describe the American Association for Career and Technical Education and the role and services provided by this professional association.
- Describe the early beginnings of education for work in Europe and Asia.
- Describe the educational reformers in Europe and their contributions to workforce education
- Describe early education for work in America.
- Describe and contrast the educational philosophies of John Dewey and Charles Prosser and identify the impact of their philosophies on CTE today.
- Describe Early CTE for non-white Americans
- Describe the development and impacts of federal legislation on CTE
- Describe the ten nationally recognized CTSOs
- Describe the CTSO for your chosen program area and identify its purposes and the many activities and services provided by the organization.
- Identify and describe the major philosophies of education
- Develop your own philosophy of CTE

Activities/Projects

Methods of teaching and evaluation for this course include:

- Media supported lectures
- Textbook and other resource readings
- Internet research
- Individual assignments
- Group assignments/Presentations
- Learning logs/reflections
- Internet/e-mail instruction
- Final exam paper

Course Requirements:

- Class participants are to send in electronically bi-weekly reflections through WEBCT e-mail describing their progress on assignments and their feeling about their learning experience. A suggested reflection sheet is included in the syllabus.
- Oral Quiz Questions/Class Participation
- Midterm Exam Overview of chosen CTE program guide

- Final Exam Building a case for CTE now and in the future
- Assignment 1 Power point presentation on CTE topic with supporting materials
- Assignment 2 Interviews (One with a practicing secondary CTE teacher and one with a postsecondary teacher)
- Assignment 3 Personal philosophy paper for CTE
- Assignment 4 Teaching demonstration
- Assignment 5 Article Reports
- Assignment 6 Professional Portfolio
- Assignment 7 Guide to Federal legislation currently impacting CTE

Assignment Schedule/Grading System

| Assignment | Due Date | Points |
|--|---|----------------|
| Reflections | Monday of the following weeks: (January 22, February 5 th & 19 th , March 4 th , 18 th , April 1, 15 th & 29 th .) | 5pts |
| Oral Quiz/Class Participation | | 5 pts |
| PP Presentation with supporting materials | (To be scheduled in Class) | 30 pts |
| Article Reports (Three article reports from Professional journals) | January 29 th | 10 pts |
| Interviews | February 12 th | 10 pts |
| Midterm Exam | March 4 th | 40 pts |
| Personal Philosophy paper | February 28 th | 15 pts |
| Final Exam Paper | May 2 nd | 40 pts |
| Teaching demonstrations | (To be scheduled in Class) | |
| Guide to Federal legislation | April 10 th | 10 pts |
| Professional Portfolio | April 24 th | 15 pts |
| Total Points | | 180 pts |

Accommodations: Any student who needs an accommodation or other assistance in this course should make an appointment with the instructor within the first week of class.

Honor Code and Academic Honesty Policy: UGA student honor code: “I will be academically honest in all of my academic work and will not tolerate dishonesty of others”. *A Culture of Honesty*, the University’s policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi

***ATTENDANCE** Students are responsible for assigned readings and handouts even if they are not discussed in class. Attendance is *vital* to successful completion of the course. Excessive absences may result in failure of the course. Students are allowed one excused absence and every attempt should be made to contact the professor in advance of class about the absence. A second absence will result in a 4 percentage point penalty off the final course point score unless special arrangements are made with the professor because of justifiable reasons for the absence. A third absence will result in a penalty of 8 percentage points deducted from the final course grading score. If a student is unable to complete the course and must request an “I” or incomplete, the highest grade awarded will be a “B”.

Power Point Presentation

Class members will draw presentation topics and when all members have drawn, will have a chance to make another draw or to swap topics with another class member. You are to research the topic using information in the textbook and information available from other sources including the Internet. You are to develop a Power Point supported presentation with a supporting handout to give to class members to be used as a future resource. The Power Point presentations will be expected to last no more than twenty (20) minutes with five minutes devoted to questions and class discussion.

The Presentation needs to include information in the following areas: (1) definition of the topic, (2) justification or why the topic is important, (3) where the topic is used and for what purpose(s), (4) who delivers the topic and where, (5) how is the topic related to other aspects of CTE, (6) how is the effectiveness of the topic determined, and (7) what is the expected future for the topic.

A rubric has been developed to help guide your work in preparing for and delivering the topic. A colorful, creative Power Point slide show should be developed to support the presentation. The presentation should begin with an introduction of the presenter, followed by a creative introduction of the topic and skillful presentation of the body of information. There should be a summary of major points presented at the end of the presentation, followed with a challenge to the class. References and resources to learn more about this topic should be shown in the last slide. The presenter needs to ask if there are any questions or comments and conduct a five minute class discussion.

No paper is required for the presentation but a handout with appropriate information to support the presentation is required. Arrangements can be made with the professor to duplicate copies of the handout for each class member.

Group Activity Learning Log

Each group is required to complete a group activity learning log for each group meeting (see form below). You may use the sample one provided in the syllabus or you can develop one of your own. A copy of the completed logs must be included in the final project for at least one member of each group. The learning log does not have to be typed but must be readable. It should become a useful document that will help group members accomplish their tasks more easily and to make the group activity a positive experience for everyone.

Two-Team Member Presentation Rubric

NAME _____ Assignment# _____

Title _____

Directions: Use the following rubric as a general guide to assess the quality of the presentation assignment of this course. The points earned on the rubric will be converted into percentages and multiplied times the weight factor of the presentation assignment to calculate points earned. Please highlight your ratings in yellow. You should self-assess your own work and submit completed rubric with the assignment.

| Assessment Factors | Very good | Good | Fair | Poor | Comments |
|---|----------------------------|---------------------|------|------|----------|
| 1. Evidence of reading and research on the topic | 6-5 | 4-3 | 2 | 1 | |
| 2. Developed a Quality Power Point slide show to support the presentation | 6-5 | 4-3 | 2 | 1 | |
| 4. Introduced Presenter and the topic in a creative and interesting manner | 6-5 | 4-3 | 2 | 1 | |
| 5. Defined the topic clearly | 8-7 | 6-5 | 4-3 | 2-1 | |
| 6. Explained why the topic is important to CTE | 8-7 | 6-5 | 4-3 | 2-1 | |
| 7. Described where the topic is used and for what purpose(s) | 8-7 | 6-5 | 4-3 | 2-1 | |
| 7. Described who delivers the topic and where it is delivered | 6-5 | 4-3 | 2 | 1 | |
| 8. Described how the topic is related to other aspects of CTE | 6-5 | 4-3 | 2 | 1 | |
| 9. Described how the effectiveness of the topic is determined | 6-5 | 4-3 | 2 | 1 | |
| 10. Described the future of the topic and any changes that may have to be made | 6-5 | 4-3 | 2 | 1 | |
| 11. Summarized the main points of the presentation and gave audience a challenge | 6-5 | 4-3 | 2 | 1 | |
| 12. Presented information with enthusiasm and good communication skills. Stayed within the 20 minutes timeline. | 6-5 | 4-3 | 2 | 1 | |
| 13. Prepared and distributed an informative handout | 8-7 | 6-5 | 4-3 | 2-1 | |
| Total Points 86 | Total Points earned | Weighted Pts | | | |

Comments/Reflection:

ARTICLE REPORTS

RATIONALE:

Teachers are members of their professional association and read the association's journals and other materials. They also read other education journals, especially those in their program area to keep abreast of changes in the field. It is important to develop a reading habit and this assignment will get you started.

You are to search for and read three articles that describe new trends or events in the field of CTE such as implementation of the new Perkins Act of 2006. You are to write a one page summary of the article with a title that includes the bibliography of the article using APA style. The summary should describe the author(s)' main points and should be typed with double space to facilitate reading. Please use a heading called SUMMARY.

The you are to type a one-page reflection which includes personal reactions to information and ideas presented in the article and what you plan to do with this new information now or in the near future.

Please use the article rubric as a guide for your article report. Complete the rubric and submit one rubric that assesses all three article reports.

The format should be as follows:

TITLE/BIBLIOGRAPHY

SUMMARY:

REFLECTION:

Article Reports Rubric

Name: _____ Course _____ Date _____

DIRECTIONS: Please read each rubric level and determine how your article reports compare and then place a whole number indicating how you rate your work. Place your rating in the space provided at the bottom of the rubric. F

Standard: Typed reports on recent articles--last five years with one retrieved through the internet. Well written summary of the authors' key points under a heading of "Summary" and thoughtful personal reflections under the heading of "Reflection" which include personal reactions to information and ideas presented in the article and plans for using article content now or in the future. Photocopied publications with bibliographic references are provided.

High Performance: Rating = 10-8 ()

All required reports were based on appropriate, current articles or other publications (last five years) with at least one retrieved via the internet. Reports were typed and included a comprehensive, well written summary of the author's key points and a thoughtful reflection which included personal viewpoints and a description of how information learned might be applied. A bibliographic reference was provided for each publication following APA style along with a photocopy of the publication. Information was separated under headings of Summary and Reflection.

Sound Performance: Rating = 7-5 ()

All required reports were based on appropriate, current resources (last five years) with one internet article included. Reports were mostly well written, typed and included a mostly comprehensive summary of the author's key points and thoughtful reflection, but some reports lacked sufficient detail about plans for using information gained from the publications. A bibliographic reference was included written in APA style and a photocopy of each resource was included. Information was separated under headings of Summary and Reflection.

Beginning Performance: Rating = 4-1 ()

Most required reports were based on appropriate, current resources (last five years) but no internet article was included and some articles were not appropriate to the assigned theme. Reports were typed with only "broad-brush summaries" and limited personal reflections which lack sufficient detail and plans for using the information. Reports were written with several evident writing flaws. Bibliographic entries were provided but not all were written according to APA style and some articles did not include a photocopy of the publication. Not all article reports placed information under headings of Summary and Reflection.

Not Yet Performance: Rating = 0 ()

Some required reports were not included and some were not typed. Several reports were based on out-dated resources and were not appropriate to the theme. Only a very limited summary of the authors key points was included and personal reflections were very brief and did not include much detail and content on plans for using the obtained information. Most reports were poorly written and contained many writing flaws. Not all Bibliographic entries were included and some did not follow APA style. Not all article reports contained a photocopy of the resource. Information provided in article reports were not placed under headings making it difficult to determine what was the authors work and what were the readers' responses.

Article Reports Rating _____ Weighted Pts

Comments/Reflection

INTERVIEWS

RATIONALE: It is interesting and informative to obtain firsthand information about CTE teaching from those currently employed in the field. There is no substitute for observing an actual educational institution environment and to learn as much as possible by talking with an experienced teacher. In order to gain desired information, you will need to develop a list of questions that you intend to ask during an interview. You will also need to follow appropriate procedure for scheduling the interview, conducting the interview, and following-up the interview. The final product must include a list of interview questions and a summary report of the finding of the interview. A rubric has been developed to guide your interview report and must be completed and submitted along with the assignment report.

Develop Interview questions:

You are to develop a list of interview questions that you can use to guide an interview from a currently employed secondary and postsecondary teacher in your CTE program area. The following are examples of the questions you might want to ask during the interview:

- Why/how did you choose to become a CTE teacher?
- How long have you been teaching at this school? Other schools?
- What do you like best about teaching at this school?
- How did you prepare to become a CTE teacher?
- What is your biggest challenge in teaching?
- Please generate other specific questions

Suggestions for structuring the interview:

It is important to follow procedures in gaining approval for an interview. You should first decide on a secondary and a postsecondary institution that you can visit within the time you have available. You are to actually do a face-to-face interview with a teacher in his/her classroom or laboratory. You need to call the school and ask to speak to an administrator who has the authority to grant permission to contact teachers. Explain to the administrator about the interview assignment and ensure him/her that the name of the school and teachers will not be included in your assignment report. If permission is granted, ask the administrator for the names of the teacher(s) in your CTE program area and if he/she has a recommendation as to whom to contact first and when might be the best time to make the initial phone call or visit. When you contact the teacher(s), explain to them that this is a course assignment but you really want to know what to expect when you become a teacher. Establish an appropriate time for the interview to begin and end. Teachers are busy people with many demands on their time so try to limit the interview to less than fifteen minutes. This means that you will need to listen carefully to responses to your interview questions and consolidate some of them when appropriate. End the interview on a positive note and thank the teacher for taking time to help you gain a better understanding of what to expect when you become a teacher. Send a thank you letter or note within one week after the interview.

Suggestions for the interview Report:

Your interview reports needs to include the questions that you developed and asked during the interview. Please check the questions that you were able to ask during the interview and write in other questions that you were able to ask during the interaction.

It is important to write down interview finding as soon as possible following the interview. The interview question should be useful in structuring your notes.

In addition to the interview questions checked, you are to write a summary report of the interview. Your report should contain the following types of information:

- Made up name of the school and college visited
- Made-up name of the teacher(s) and programs visited
- Description of the school or college
- Description of how you scheduled the interviews
- Description of the classroom or laboratory in which you conducted the interview
- Questions asked with responses
- Voluntary information provided
- Beginning and ending time of the interview
- Your personal reaction or reflection of the interview experience

Interviews Report Rubric

Directions: Use the following rubric as a general guide to assess the quality of your interview reports. The points earned on the rubric will be converted into percentages and multiplied times the weight factor calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow

NAME _____ Assignment _____
 Title _____

| Assessment Factors | Very good | Good | Fair | Poor | Comments |
|--|-----------|--------|------|------|----------|
| 1. Preparation of interview questions | 10-8 | 7-5 | 4-2 | 1 | |
| 2. Description of how interviews were scheduled | 6-5 | 4-3 | 2 | 1 | |
| 3. Description of the made up schools/college visited | 6-5 | 4-3 | 2 | 1 | |
| 4. Description of the made up teachers and actual programs visited | 6-5 | 4-3 | 2 | 1 | |
| 5. Description of the classroom/laboratory where interviews were conducted | 6-5 | 4-3 | 2 | 1 | |
| 6. Questions asked with responses | 15- 11 | 10 - 7 | 6-3 | 1 | |
| 7. Voluntary information obtained | 8-7 | 6-5 | 4- 2 | 1 | |
| 8. Description of the beginning and ending of the interviews and follow-up | 6-5 | 4-3 | 2 | 1 | |
| 9. Your personal reflection of the interview experiences | 8-7 | 6-5 | 4- 2 | 1 | |
| 10. Interview reports were written in a scholarly manner and submitted on time | 6-5 | 4-3 | 2 | 1 | |
| Totals 77 Possible Pts. Earned Points= | | | | | |

Comments:

Personal CTE Philosophy

RATIONALE: Everyone has a set of beliefs that guide action and decisions in life but most people have never taken time to organize these beliefs into a coherent philosophy. A personal philosophy of education is important for anyone preparing to become a CTE teacher. A person's philosophy consciously or unconsciously influences all we do as educators, especially how we deliver instruction and interact with students. Over the years, a number of schools of thought have been developed regarding education and these are known as major educational philosophies. Most people do not base their philosophies on just one educational philosophy. Instead, they borrow certain beliefs from a number of the major educational philosophies to develop their own. Chapter nine of your textbook describes these educational philosophies and should be a valuable resource for you to develop your own philosophy. You should especially pay attention to the principles and assumptions of CTE that are described in chapter 9.

You are to develop a personal philosophy for CTE that is anchored in one or more of the major educational philosophies such as essentialism, progressivism, reconstructionism, or one of the other educational philosophies. You should pay close attention to the principles and assumptions that have been developed for CTE. This is not an easy assignment for there are many things to consider when developing a philosophy of education. The questions included on page 415 of your textbook should be helpful as you tackle this assignment. Basic to any philosophy is a set of beliefs but what kind of beliefs and ideas do I consider? Which beliefs have the greatest value to me? How do the beliefs that I hold address the major factors of CTE such as basic presuppositions, educational perspective, desired outcomes, individuals to be served, relationship of CTE to academic education, relationship of education to community and society, roles of teachers and administrators, desired facilities and equipment, curriculum content, instructional strategies and supporting methods and techniques, teacher attributes and practices, and evaluation criteria. This philosophy paper should be useful to you for many years to come and will be a cornerstone for your professional portfolio.

A common question asked is "How many pages should this philosophy contain?" There is no set page constraints but the philosophy should be double spaced and should be at least three pages in length. It is recommended that you begin your philosophy with statements that describe why I choose CTE teaching as a career. It is important to include your future plans for long-term growth in the profession.

Personal Educational Philosophy for CTE

NAME _____ Assignment _____
 Title _____

Directions: Use the following rubric as a general guide to assess the quality of your personal philosophy for CTE. The points earned on the rubric will be converted into percentages and multiplied times the weight factor to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

| Assessment Factors | Very good | Good | Fair | Poor | Comments |
|--|-----------|------|------|------|----------|
| 1. Evidence of reading and research of the topic using your textbook and other resources. | 6-5 | 4-3 | 2 | 1 | |
| 2. Began philosophy with statements about why I chose teaching as a career | 6-5 | 4-3 | 2 | 1 | |
| 3. Described the educational philosophies that anchor your philosophy. | 6-5 | 4-3 | 2 | 1 | |
| 4. Described the theories, assumptions and principles about CTE that are included in your philosophy | 6-5 | 4-3 | 2 | 1 | |
| 5. Described your beliefs about the role and purpose of CTE | 6-5 | 4-3 | 2 | 1 | |
| 6. Described expected outcomes of CTE for individuals and society | 6-5 | 4-3 | 2 | 1 | |
| 7. Described who should be served by CTE programs, | 6-5 | 4-3 | 2 | 1 | |
| 8. Described the curriculum that should be delivered in CTE programs | 6-5 | 4-3 | 2 | 1 | |
| 9. Described the instructional strategies that should be used in CTE programs | 6-5 | 4-3 | 2 | 1 | |
| 10. Described the attributes and practices of teachers | 6-5 | 4-3 | 2 | 1 | |
| 11. Described beliefs about future trends in CTE and your development as a CTE teacher | 6-5 | 4-3 | 2 | 1 | |
| 12. Philosophy was written in a scholarly manner and submitted on time | 6-5 | 4-3 | 2 | 1 | |
| Total Points Possible 72 Points earned | | | | | |

Comments:

Teaching Demonstration

RATIONALE: One of the major duties of teaching is to deliver instruction to students so that all can learn the intended content and be able to use what they learned to make decisions, solve problems and perform real-world tasks. It is appropriate in an introduction course for students to begin practice teaching for the act of teaching something to others is a valuable learning experience and builds commitment to preparing to be the best CTE teacher possible.

You are to develop a 20-minute lesson plan for teaching some content or skill that would be similar to what you would be expected to teach when you begin student teaching. For example, if you are a business education teacher, you would be expected to teach students how to import graphics into a Power Point presentation from the internet. You will be provided with a lesson plan format similar to the one that you will use in the instructional strategies class. All materials required to support the lesson must be provided such as PP slides, handouts, and assignment sheets. A rubric has been developed to help guide your preparation and presentation. Please self-assess your lesson plan and presentation using the rubric and submit it with your assignment.

Lesson Plan Format

LESSON PLAN

Course _____ Task _____

Objectives:

Competencies/tasks:

PREPARATION

| Of Student | Of teacher |
|------------|------------|
| | |

PRESENTATION

| |
|----------------------|
| <p>Introduction:</p> |
|----------------------|

Key Points of Information and/or steps of Procedure:

Evaluation Activities

Enrichment/Remedial Activities:

Rubric for Lesson Plan

NAME _____ Assignment _____
 Title _____

Directions: Use the following rubrics as a general guide to assess the quality of your lesson plan. The points earned on the rubric will be converted into percentages and multiplied times the weight factor to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

| Assessment Factors | Very good | Good | Fair | Poor | Comments |
|--|-----------|------|------|------|----------|
| 1. All logistical information was included | 6-5 | 4-3 | 2 | 1 | |
| 2. Tasks and competencies were included | 6-5 | 4-3 | 2 | 1 | |
| 3. Learning objectives were well written and appropriate | 6-5 | 4-3 | 2 | 1 | |
| 4. Preparation statements for class included | 6-5 | 4-3 | 2 | 1 | |
| 5. Preparation statements for teacher were included | 6-5 | 4-3 | 2 | 1 | |
| 6. Learning activities were described | 6-5 | 4-3 | 2 | 1 | |
| 7. Content outline or steps of procedure were included | 6-5 | 4-3 | 2 | 1 | |
| 8. Supporting lesson materials were developed | 6-5 | 4-3 | 2 | 1 | |
| 9. Lesson summary was included | 6-5 | 4-3 | 2 | 1 | |
| 10. Application assignment was included with support materials | 6-5 | 4-3 | 2 | 1 | |
| 11. Evaluation activities were described | 6-5 | 4-3 | 2 | 1 | |
| 12. Enrichment/remedial activities described | 6-5 | 4-3 | 2 | 1 | |
| Total Points Possible 72 Points earned | | | | | |

Comments:

Lesson Presentation Rubric

NAME _____ Assignment _____
 Title _____

Directions: Use the following rubric as a general guide to assess the quality of your lesson presentation. The points earned on the rubric will be converted into percentages and multiplied times the weight factor to calculate points earned for this assignment. You should self-assess your own work. Please highlight your score in yellow. The completed rubric should be submitted with the lesson plan assignment following the presentation.

| Assessment Factors | Very good | Good | Fair | Poor | Comments |
|---|-----------|------|------|------|----------|
| 1. Prepared the learning environment and had all materials and equipment ready for the presentation | 6-5 | 4-3 | 2 | 1 | |
| 2. Provided a creative introduction to the lesson that explained what would be presented and why information is important | 6-5 | 4-3 | 2 | 1 | |
| 3. Lesson objectives clearly communicated | 6-5 | 4-3 | 2 | 1 | |
| 4. Learning activities clearly communicated and links to previous lessons emphasized | 6-5 | 4-3 | 2 | 1 | |
| 5. Lesson content sequenced well and student attention maintained | 6-5 | 4-3 | 2 | 1 | |
| 6. Communication skills (verbal/nonverbal) used in a skillful manner | 6-5 | 4-3 | 2 | 1 | |
| 7. Skills is using educational technology to deliver the lesson | 6-5 | 4-3 | 2 | 1 | |
| 8. Main points of lesson summarized and links to following lessons shared | 6-5 | 4-3 | 2 | 1 | |
| 10. Application activities described | 6-5 | 4-3 | 2 | 1 | |
| 11. Good questioning technique used | 6-5 | 4-3 | 2 | 1 | |
| 12. Personal traits/behaviors controlled | 6-5 | 4-3 | 2 | 1 | |
| 13. Assigned further learning activities | 6-5 | 4-3 | 2 | 1 | |
| Total Points Possible 78 Points earned | | | | | |

Comments:

Federal Legislation Guide

RATIONALE: Ever since the passage of the Smith Hughes Act of 1917, which established the federal-state local cooperative effort of providing CTE, the federal government has maintained an active interest in CTE. Congress has had different reasons for this long time support including preparing workers to serve the needs of business and industry, reducing unemployment, strengthening the economy, strengthening national defense, reducing poverty, and better serving individuals from special populations. For over 130 years Congress has reaffirmed its belief that federal support for CTE is an investment in the future of the nation's workforce and insurance that the nation will remain competitive in the global marketplace. Federal legislation has been a driving force in shaping the educational system that we have in the United States despite the fact that education is a state and local community responsibility.

It is important that CTE teachers have a sound knowledge of the federal legislation that has shaped and continues to shape the form of CTE in our Nation's schools today. There are many federal enactments that have addressed CTE since 1917 and your readings have provided you with the opportunity to get a complete picture of the evolution of CTE in the United States. What is most important today is for CTE teachers to understand the legislation that is currently impacting how CTE programs are organized and delivered today and who they serve.

You are to develop a Federal Legislation Guide that can be used to inform others of what drives policy and procedures for delivering CTE in our secondary and postsecondary schools today. You are to describe the role of Federal legislation in the evolution of CTE and why Congress has supported this form of education since 1917. In addition you are to describe the major federal acts that shaped our system of CTE today. The following listing of acts should be addressed and how they continue to impact CTE described.

- Smith-Hughes Act of 1917 - This act was passed with lifetime funding
- George-Deen Act of 1936 – This act began funding for Marketing Education
- National Defense Education Act – This act paved the way for the expansion of CTE at the postsecondary level
- The Area Redevelopment Act of 1961 and the Manpower Development and Training Act of 1962 – These acts began manpower legislation under the U.S. Department of labor
- The Vocational Education Act of 1963 – this act expanded the definition of CTE to include programs of business education and programs to serve individuals who were disadvantaged or had disabilities. It also encouraged the expansion of other aspects of CTE that you should mention such as construction of area schools and the beginning of important ancillary services for CTE students.
- The Civil Rights Act of 1964 – This act ensured the civil rights of individuals in the workplace
- The Vocational Education Amendments of 1968 – This act was a rewrite of the Vocational Act of 1963 that further expanded CTE programs including funding for work-study programs and for cooperative education programs that are an important component of CTE today
- Educational Amendments of 1974 – This act called for the development of an IEP for individuals with special needs, equality for women, and support for Career Education.
- Education for All Handicapped Children Act of 1975 – This act is the foundation for special education programs in our Nation's Schools.

- Comprehensive Employment and Training Act (CETA) Amendments of 1978 – Expanded postsecondary programs by providing funds to serve manpower students
- Job Training Partnership Act of 1982 – This act revised the CETA act and began an era where CTE and the private sector could work together to provide training and related job services. For the first time, this manpower legislation gave state and localities substantial choice in the direction of their employment and training policies. CTE programs benefited by serving more disadvantaged individuals and groups and new programs were made possible that were not formerly offered at educational institutions.
- Carl D. Perkins Vocational Act of 1984 – This was a new act that had two main purposes, one to improve the skills of the labor force and the other two provide equal opportunity for adults in CTE. This act marked a change in the philosophy of congress for CTE that local communities are in the best position to make educational decisions regarding the programs needed to serve their populations. It began the effort at articulating academic and CTE
- Americans with Disabilities Act of 1990 – This act ensured access to public buildings for individuals with disabilities and improved access to employment opportunities
- Carl D. Perkins Vocational and Applied Technology Education Act of 1990 – This act had many provisions but one of the main ones was funding to support Tech Prep programs
- Education of the Handicapped Amendments of 1990 (IDEA) – This act expanded the programs and services for individuals with special needs and more clearly shaped special needs programs and services in our Nation’s school today.
- School-to-Work Opportunities Act (STWOA) of 1994 – This act revived the career education initiative of 1974 and attempted to develop an educational system that helped students make the transition from school to work more easily. It strongly supported the youth apprenticeship programs that are in operation in nearly every high school in Georgia
- Individuals with Disabilities Education Act Amendments of 1997 – This act was undoubtedly the most important piece of legislation passed by Congress for educating children and youth with disabilities. It is the act that has shaped policy for special needs programs in our Nation’s schools.
- The Carl D. Perkins Vocational and Technical Education Act of 1998 – This act gave states and local school districts more flexibility to develop CTE programs but it made them more accountable for the use of federal funds. It recognized that too many students were exiting high school without the basic academic skills to continue their education and without the skills to enter competitive employment. It continued strong support for the Tech Prep program
- The Workforce Investment Act of 1998 – This is the latest manpower act that is still in force today. An important provision of this act was the establishment of the One Stop Career Center system in America.
- The No Child Left Behind (NCLB) Act of 2001 – This act is currently the act that drives policy for elementary and secondary education in our Nation’s schools. Its main purpose is to reform elementary and secondary education so that all students are prepared for continuing education and a productive life.

- The Individuals with Disabilities Education Act (IDEA) of 2004 – This act made a number of changes to IDEA 1997 including changes in due process and education of pre-school children with disabilities.
- The Card D. Perkins Career and Technical Education Improvement Act of 2006 – This is the main current federal legislation that funds CTE today. It has seven main purposes that you need to describe in your guide.

Suggestions for Developing Your Guide:

It is not necessary for you to rewrite the textbook information for each of the federal acts of this assignment. Instead, you are to decide the most important information to include that will help a reader understand how this act initiated or sustained some program or policy that shaped CTE today. For example, The Smith-Hughes is the only act that is funded forever and began the federal-state-local partnership of CTE. It only funded Agriculture, Trade and Industrial and Home Economics education. It initiated the requirement for the establishment of a state board to govern CTE, a state plan for the delivery of CTE and the mandate that half the cost of CTE must be provided by states. It defined who should be served by CTE. Today the cost of providing CTE is shared by federal, state and local government agencies. State boards and state plans are still in operation. The programs of agriculture, home economics, and trade and industrial education are still eligible for federal funds although some have been renamed. In other words, you do not need to include all provisions of the acts but only those parts that have shaped CTE today. A rubric has been developed to guide your work which you need to complete and submit it with the legislation guide.

Federal Legislation Guide Rubric

NAME _____ Assignment _____
 Title _____

Directions: Use the following rubric as a general guide to assess the quality of your federal legislation guide. The points earned on the rubric will be converted into percentages and multiplied times the weight factor to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

| Assessment Factors | Very good | Good | Fair | Poor | Comments |
|---|-----------|------|------|------|----------|
| 1. Evidence of reading and research on Federal legislation | 6-5 | 4-3 | 2 | 1 | |
| 2. Described the role of federal legislation in CTE and the reasons why Congress supported CTE since 1917 | 6-5 | 4-3 | 2 | 1 | |
| 3. Described the purpose (s) of each act | 6-5 | 4-3 | 2 | 1 | |
| 4. Described selected major components of the act that helped shaped CTE today | 15-11 | 10-7 | 6- 2 | 1 | |
| 4. Each of the guide entries were headed by the title of the act and arranged in chronological order. | 6-5 | 4-3 | 2 | 1 | |
| 5. Each legislation guide entry contained relevant and appropriate information | 10-8 | 7-5 | 4- 2 | 1 | |
| 6. The guide was written in a scholarly manner and submitted on time. | 6-5 | 4-3 | 2 | 1 | |
| Total Points Possible 55 Points earned | | | | | |

Comments:

Professional Portfolio

Rationale: All teachers need to develop and maintain a professional portfolio. An increasing number of school systems are asking for documented evidence of the preparation and experience of teachers and some are actually requiring a portfolio in the screening process. But the real value of the professional portfolio is that it provides an organized way to store important information that tells the story of a teacher's professional development. The National Board for Professional Teaching Standards (NBPTS) requires a portfolio as one component of the certification process. This portfolio consists of four entries: one classroom-based entry with accompanying student work, two classroom-based entries that require video recordings of interactions between teacher and students, and one documented accomplishments entry that provides evidence of a teachers accomplishments outside the classroom and how that work impacts student learning. It is a goal of the Occupational Studies Program at the University of Georgia that graduates of the program become NBPTS certified teachers soon after their third year of teaching experience so that learning how to develop and maintain a professional portfolio will help teachers get ready for this professional credential.

You are to develop a format for a professional portfolio and develop several entries as a result of other assignments of this course. The portfolio needs to be contained in a quality three-ring binder and have cardstock tabs. The outside of the portfolio should have a transparent cover that will allow an insert that contains logistical information and a colorful and meaningful graphic. Certain sections of the portfolio should have reflection papers behind the document such as one for the educational philosophy. An entry registry page should be included that documents when pieces of the work were injected, revised, or ejected and why. The contents of the portfolio should be as follows:

- A cover sheet that provides logistical information about the teacher—Name, address, phone/FAX/E-Mail, subject taught, level of education, etc.
- A table of contents to guide the reader
- A letter of introduction that gives a biographical sketch of the teacher
- A paper that describes why the person chose teaching as a career
- A philosophy of education paper
- A listing of goals as a professional educator
- A current vita or resume
- A list of references that can be contacted for recommendations
- A listing of accomplishments starting with the most current
- A competency profile—What skills and attributes you possess that makes you an effective teacher
- Work samples—Instructional materials you have developed, computer programs developed, innovative practices, etc
- Materials developed and evaluations of the student teaching experience
- Research and development projects in which you have been involved
- Publications that you have written or been one of the co-authors
- Letters of recommendation you have received from employers, parents, students and educators
- Awards and recognitions you have received
- College and school activities in which you were involved and leadership positions held
- Professional development plan\

- Reflection paper on the portfolio.

NOTE: If the portfolio is to be submitted for any competitive even, criteria should be developed for each entry and for the total portfolio and it should be evaluated by the developer by outside readers.

Professional portfolios are always a work in progress and you will not be expected to develop all of the entries now but you need to develop the tabbed dividers and cover sheets for each section identified above. You will be required to develop the following:

- A letter of introduction that gives a biographical sketch you as a preparing teacher
- A paper that describes why you chose teaching as a career
- A paper on what it takes to become a NBPTS certified teacher
- Insert your educational philosophy paper when it is completed
- A listing of goals as a preparing professional educator
- A current vista or resume
- A listing of references that can be contacted for recommendations
- Insert your lesson plan and rubrics and any other appropriate materials that you have developed in previous courses.
- Any awards and recognitions that you have received
- Bi-weekly reflection papers
- A reflection paper on developing the portfolio
- Any other materials in the portfolio sections previously described

A rubric has been developed to guide your work and to self-assess your work which you need to complete and submit along with the portfolio by the deadline.

You are to go to the National Board for Professional Teaching Standards and become familiar with the criteria and process for becoming a board certified teacher when eligible for candidacy. You are to write a short paper on what it takes to become a board certified teacher. This paper needs to be included in your portfolio.

Professional Portfolio Rubric

NAME _____ Assignment _____
 Title _____

Directions: Use the following rubric as a general guide to assess the quality of your Professional portfolio. The points earned on the rubric will be converted into percentages and multiplied times the weight factor to calculate points earned for each assignment. You should self-assess your own work. Please highlight your score in yellow.

| Assessment Factors | Very good | Good | Fair | Poor | Comments |
|--|-----------|------|------|------|----------|
| 1. Paper describing what it takes to become a board certified teacher | 6-5 | 4-3 | 2 | 1 | |
| 2. Attractive cover with graphic and logistical information on a quality three-ring binder | 6-5 | 4-3 | 2 | 1 | |
| 3. Cardstock dividers with tabs for each section of the professional portfolio | 6-5 | 4-3 | 2 | 1 | |
| 4. A letter of introduction that gives a biographical sketch of you | 6-5 | 4-3 | 2 | 1 | |
| 5. A paper that describes why you chose CTE teaching as a career | 6-5 | 4-3 | 2 | 1 | |
| 6. Insert the educational philosophy paper and included a reflection paper on developing this challenging document | 6-5 | 4-3 | 2 | 1 | |
| 7 A listing of goals as a preparing professional CTE educator | 6-5 | 4-3 | 2 | 1 | |
| 8. Developed a current vita or resume | 6-5 | 4-3 | 2 | 1 | |
| 9. Prepared a listing of references for contact | 6-5 | 4-3 | 2 | 1 | |
| 10. Inserted your lesson plan and materials and included a reflection paper on developing the plan and making the presentation | 6-5 | 4-3 | 2 | 1 | |
| 11. Bi-weekly reflection papers for the course | 6-5 | 4-3 | 2 | 1 | |
| 11. Included a reflection paper on developing the portfolio | 6-5 | 4-3 | 2 | 1 | |
| Total Points Possible 72 Point earned | | | | | |

Comments:

Midterm Exam Paper

CTE is delivered at the secondary and postsecondary levels through the program areas of agricultural Education, Business Education, Family and Consumer Sciences Education, Health Occupations Education, Marketing Education, Technical Education, Technology Education and Trade and Industrial Education. You have chosen to teach in one of these areas. Chapter 2 of your textbook provides an overview of these CTE programs but additional information is available from the Georgia Department of Education Website at www.doe.k12.ga.us and from other printed and internet sources. You are to research your chosen program area and write a paper that describes this area so that a reader who knows little about the program will be able to develop a good understanding of this CTE program. Your paper should address the following areas:

- Definition of the program
- Purposes of the program
- Who the program serves and at what levels
- Sample listing of courses offered at the secondary and at the postsecondary levels
- Nature of the curriculum at the secondary and postsecondary levels
- National and state curriculum standards
- How instruction is delivered at the secondary and postsecondary levels
- Special program options such as youth apprenticeship, dual enrollment, etc
- Career and technical student organization for the program area
- Professional associations that support the program area
- Future trends for the program area.
- Your reflections on completing the midterm

It is not possible for me to indicate a required page count for this paper but it will have to be multiple pages double-spaced and organized under headings such as the suggested topics that should be addressed in the question.

The instructor will use a rubric that contains criteria for the suggested content of the exam with additional criteria on the research of the topic and the scholarly manner in which it was written. This rubric will not be provided to allow you freedom of thought and expression

Final Exam Paper

University policy requires administration of a final exam that ensures that students have met course objectives. By the end of the course you will have learned a great deal about CTE and why this is an important component of a sound education for youth and adults. You are to write a paper that builds a case for CTE and projects where this program is going in the future. Your paper should include information in the following topics:

- Definition of CTE
- Role of CTE in American Education
- Goals and purposes of CTE

- Impacts of Federal legislation on CTE
- How CTE is delivered in Georgia
- Issues that confront CTE
- Future trends for CTE
- What is needed to improve CTE programs in Georgia

It is not possible for me to indicate a required page count for this paper but it will have to be multiple pages double-spaced and organized under headings such as the suggested topics that should be addressed in the question.

The instructor will use a rubric that contains criteria for the suggested content of the exam with additional criteria on the research of the topic and the scholarly manner in which it was written. This rubric will not be provided to allow you freedom of thought and expression

Interview Log

Date _____ Fake Teacher: _____ Fake School _____
Class _____ Grade Level _____

What I Observed/Asked

What I learned/Comments

| | |
|--|--|
| | |
|--|--|

REFLECTION FORM

Directions: A very powerful learning tool is to reflect on what has been read, observed, or completed. Effective teachers often ask students to reflect on what has been learned on a bi-weekly basis. You are to complete a reflection form and submit it on the dates indicated in the syllabus. You may use your own format or complete the stem sentences below.

What I found most interesting during the first two weeks of the course was...

The facts that really surprised me were...

One thing I'll remember 25 years from now is...

One idea I would like to learn more about is...

One practice that I learned about that I intend to use in my courses is...

During this two weeks of the course, what did you do well...

What help do you need from me...

EOCS 3010
Group Member Peer Evaluation Rubric

DIRECTIONS: Provide your name for “self” and other group member names for items 2-4

| Assessment Items | Pts. assigned | self | 2 | 3 | 4 |
|--|------------------|------|---|---|---|
| 1. Helped group set and accomplish goals for presentation | 10 | | | | |
| 2. Accepted responsibility and contributed to group work | 10 | | | | |
| 3. Performed all tasks effectively and in a timely manner | 10 | | | | |
| 4. Attended all group meetings | 10 | | | | |
| 5. Contributed to plan for the group project | 10 | | | | |
| 6. Completed assigned portion of group project | 10 | | | | |
| 7. Researched, provided info about topic, organized materials and/or contributed ideas | 10 | | | | |
| 8. Understood and supported materials in the final product | 10 | | | | |
| 9. Assumed an effectively executed a contributing role | 10 | | | | |
| 10. Briefly describe your role in planning and preparing your group’s information | 10 | | | | |
| TOTAL | 100 | | | | |
| Additional Comments: | | | | | |
| Note: Each group member must complete this rubric | | | | | |

Group Project Activity Learning Log

Group Members Present _____ Meeting Date: _____

Class session: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Individual Group Member Progress Reports:

Ideas Generated:

Observations Made--What Happened:

Emotional/Feeling States:

Questions/Problems Still Unanswered or Addressed:

Summary of Group Activity for This Session:

Individual Member Assignment/Expectations for Next Group Session

Team Presentation Topics

Tech Prep

Youth Apprenticeship

Association of Career and Technical Education

Georgia Special Education Programs for CTE students

Georgia's Cooperative Education Programs

Dual Enrollment Programs

CTSOs

Internships/Practicums/School-Based Enterprises/Job Shadowing

Career Academies

Career Pathways

Georgia Postsecondary CTE

Georgia Career Information System

Speech and Language Impairment

TWO-TEAM MEMBER TOPICS & SCHEDULE

| Team # | Topic | Members: | Presentation Time |
|---------|-------|----------|-------------------|
| Team 1 | _____ | _____ | _____ |
| Team 2 | _____ | _____ | _____ |
| Team 3 | _____ | _____ | _____ |
| Team 4 | _____ | _____ | _____ |
| Team 5 | _____ | _____ | _____ |
| Team 6 | _____ | _____ | _____ |
| Team 7 | _____ | _____ | _____ |
| Team 8 | _____ | _____ | _____ |
| Team 9 | _____ | _____ | _____ |
| Team 10 | _____ | _____ | _____ |
| Team 11 | _____ | _____ | _____ |
| Team 12 | _____ | _____ | _____ |
| Team 13 | _____ | _____ | _____ |
| Team 14 | _____ | _____ | _____ |

COURSE CHALLENGE

This is a foundation course in the pedagogical training for a career and technical education teacher for it is very important for preparing teachers to have a solid beginning understanding of CTE. Career and Technical Education is a massive enterprise in the U.S. with thousands of secondary and postsecondary schools and colleges offering CTE programs. The field has changed from its primary goal of preparing individuals for beginning employment to the goal of serving an increasingly diverse population of youth and adults. Today, CTE incorporates increasingly rigorous academic content standards and provides a blended mix of high school and postsecondary institution coursework. It has been said many times that if one is not aware of past events, they will not be able to understand the present and will struggle trying to predict the future. This course is designed to help teachers develop a solid understanding of the CTE system in America. There is a large body of information in your textbook and other resources that can help preparing teachers improve their knowledge of CTE. Each class member has a wealth of experience that needs to be shared in class with other students. We can learn and be better prepared to make a difference in the lives of all students if we are willing to devote the time and effort required for success in this course. Your professor is an experienced professor and co-author of the textbook but he is also a learner and looks forward to the learning journey with students of this course.

EOCS 3010 Student Progress Chart

| EOCS 3010 | Started | Half Complete | Draft Submitted | Complete |
|--|----------------|----------------------|------------------------|-----------------|
| Bi-weekly Reflections | | | | |
| PP Presentation on CTE topic | | | | |
| Interviews of Practicing CTE teachers | | | | |
| Personal Philosophy | | | | |
| Teaching Demonstration | | | | |
| Article Reports | | | | |
| Legislation Guide | | | | |
| Professional Portfolio | | | | |
| Midterm Exam | | | | |
| Final Exam | | | | |

NOTES: