

The University of Georgia
Department of Workforce Education, Leadership, & Social Foundations (WELSF)

**Curriculum Planning, Instructional Strategies, and Student Teaching
In Occupational Studies**
EOCS 4350/6350, EOCS 4360/6360, and EOCS 5460/7460

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Description of Courses

EOCS 4350/6350: Curriculum Planning in Occupational Studies: Content identification, program organization, preparation of instructional objectives, and guidelines for selection and development of instructional materials for occupational studies programs.

EOCS 4360/6360: Instructional Strategies in Occupational Studies: Teaching materials, methods, techniques, and strategies utilized in programs of occupational studies

EOCS 5460/7460: Student Teaching in Occupational Studies: Full-time supervised student teaching experience in an existing occupational studies program.

Resources

1. Edmunds, N. A., & Smith, C. L. (2001). *Learning to teach*. Association for Career and Technical Education: Alexandria, VA.
2. Smith, C. L., & Edmunds, N. A. (1999). *Career and technical educator's survival guide*. Association for Career and Technical Education: Alexandria, VA.
3. Department of WELSF (2002). *Practicum and student teaching handbook*.
<http://www.coe.uga.edu/welsf/occstudies/students/handbook/intro.html>
4. GSTEP:
 - The BRIDGE: <http://www.teachersBRIDGE.org>
 - GSTEP Framework/Principles in downloadable format:
<http://www.coe.uga.edu/gstep/documents>
5. College of Education Student Teaching Handbook:
<http://www.coe.uga.edu/students/fieldexp/handbook/>

Courses and Student Teaching Objectives

At the conclusion of this course and your student teaching experience you will be able to perform the following at the level consistent of beginning career and technical education teachers.

- I. Content and Curriculum** -- Teachers demonstrate a strong knowledge of content area(s) appropriate for their certification levels.
 1. To demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to career and technical education
 2. To understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.
 3. To stay current in their subject areas as engaged learners and/or performers in their fields.
 4. To relate content area(s) to other subject areas and see connections to everyday life.
 5. To carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).
 6. To interpret and construct school curriculum that reflects state and national content area standards.
- II. Knowledge of Students and Their Learning** -- Teachers support the intellectual, social, physical, and personal development of all students.
 7. To believe that all children can learn at high levels and hold high expectations for all.
 8. To understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).
 9. To be sensitive, alert, and responsive to all aspects of a child's well-being.
 10. To understand how factors in environments inside and outside of school may influence students' lives and learning.
 11. To be informed about and adapt their work based on students' stages of development, multiple intelligences, learning styles, and areas of exceptionality.
 12. To establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.
- III. Learning Environments** -- Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
 13. To create a learning community in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.
 14. To organize, allocate, and manage time, space activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.
 15. To understand and implement effective classroom management.
 16. To recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
 17. To be sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain a culturally responsive classroom.
 18. To access school, district, and community resources to foster students' learning and well-being.
 19. To use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- IV. Assessment** -- Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
20. To understand measurement theory and characteristics, uses, and issues of different assessments.
 21. To use preassessment data to select or design clear, significant, varied and appropriate student learning goals.
 22. To choose, develop, and use classroom-based assessment methods appropriate for instruction
 23. To involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
 24. To develop and use valid, equitable grading procedures based on student learning.
 25. To use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.
 26. To use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
 27. To be committed to using assessment to identify student strengths and needs and promote student growth.
- V. Planning and Instruction** -- Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
28. To articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.
 29. To plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
 30. To understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.
 31. To monitor and adjust strategies in response to learner feedback.
 32. To vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
 33. To use appropriate resources, materials, and technology to enhance instruction for diverse learners.
 34. To value and engage in planning as a collegial activity.
- VI. Professionalism** -- Teachers recognize, participate in, and contribute to teaching as a profession.
35. To continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of education.
 36. To understand and implement laws related to rights and responsibilities of students, educators, and families.
 37. To follow established codes of professional conduct, including school district policies.
 38. To systematically reflect on teaching and learning to improve their own practice.
 39. To seek opportunities to learn based upon reflection, input from others, and career goals.
 40. To advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.
 41. To assume leadership and support roles as part of a school team.

Assignments

1. **Teaching Demo** – Create and complete a 30-minute lesson plan and teaching demonstration about an instructional strategy that can be used in CTE classrooms. Strategies and dates of teaching demonstrations will be randomly selected. An assignment sheet and rubrics will be provided. Refer to course timetable for the scheduled dates of the Teaching Demos.

Teaching Demo on: _____

2. **Final Exam** – Complete an objective-type final exam on the last day of class. The exam will be comprehensive and will include information from all outside reading assignments, class notes and discussion, and student directed teaching demonstrations. Refer to course timetable for the scheduled date of the final exam.

Comprehensive Final Exam on: _____

3. **Weekly Discussion Postings** – On Monday of each week, beginning with your second week of student teaching, a discussion topic will be posted on WebCT. You will be responsible for responding to the discussion topic as well as contributing a minimum of two additional postings. Additional postings should be responses and/or reactions to the comments made by other members of our group. You have between Monday and Sunday to make your three postings. You begin this activity with 100 points. You will lose 2 points for each posting you fail to post on WebCT. For example, if you choose not to participate in the discussion one week, you will lose 6 points – 2 points for each of the 3 postings you are requested to contribute to the discussion.

Weekly Discussions begin on: _____

4. **Community Mapping Project** – Conduct a research mapping project on your teaching community. You will research and submit a written paper that describes and illustrates in detail the community in which you are conducting your student teaching. Instructions and grading rubric for this research paper will be provided. Refer to the course timetable for scheduled due date of your professionally developed Community Mapping Project.

Community Mapping Project due date: _____

5. **Teaching Video** – Submit **ONE** teaching video from your student teaching experience. Corresponding lesson plans and **ALL** supporting materials **MUST** be submitted with the video. Additional instructions and procedures will follow. Teaching and lesson plan rubrics will be provided. Refer to the course timetable for scheduled due date of your Teaching Video.

Teaching Video due date: _____

6. **Professional Development Portfolio** – Create a professional development teaching portfolio that demonstrates your skills, abilities, and strengths. Contents of this portfolio will be vital to you as you begin to search for a teaching position. Instructions and grading rubric for the professional development teaching portfolio will be provided.

Professional Development Portfolio due date: _____

7. **Teaching Notebook** – Develop and maintain organized teaching notebooks for each of your different student teaching preparations. You will submit **at least ONE** of your teaching notebooks at the end of the semester for evaluation. A grading rubric will be provided. Refer to the course timetable for the scheduled due date of your Teaching Notebook.

The following types of materials **MUST** be included in your teaching notebook:

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|----------------------------|--|
| a. Teaching schedule | f. Lesson plans with supporting materials |
| b. Course syllabus | g. Tests with keys |
| c. Calendar of instruction | h. Other types of assessments with rubrics |
| d. Seating chart(s) | i. Projects with rubrics |
| e. Grading plan | j. List of course resources |

Teaching Notebook due date: _____

8. **Professional Meeting** – Attend at least one professional type meeting during your student teaching experience. Prepare an oral report about your meeting attendance. Please remember that you are always expected to participate in all of the CTSO events attended by your cooperating teacher. You may use one of the regional or state events as your professional meeting for this assignment. You will report about your meeting at the first seminar that follows your meeting attendance. Refer to the course timetable for scheduled seminar dates.
9. **Final Courses/Student Teaching Reflection** – At the conclusion of your student teaching experience, provide a written reflection of the course/student teaching objectives. Submit this electronically via WebCT. Refer to the course timetable for the scheduled due date for your Reflection.

Reflection due date: _____

10. **Attendance and Participation** – You are **EXPECTED** to attend all class meetings and seminars. **NO EXCUSED** absences will be given. You begin the semester with 100 points. If you must miss part or all of a class meeting or seminar you will lose **up to 10 points** for each absence depending on the length of your absence. You are expected to document all class absences, tardies, and early departures on your name card.

Course Grading

Curriculum Planning – EOCS 4350/6350		Instructional Strategies – EOCS 4360/6360	
1. Final Exam	15 %	1. Final Exam	15 %
2. Community Mapping	25 %	2. Teaching Demo	20 %
3. Professional Meeting	15 %	3. Teaching Video	20 %
4. Professional Development Portfolio	25 %	4. Teaching Notebook	25 %
5. Weekly Discussion Postings	10 %	5. Attendance & Participation	10 %
6. Attendance & Participation	10 %	6. Final Reflection	10 %
TOTAL	100 %	TOTAL	100 %

A = 90 – 100 %	B = 80 – 89 %	C = 70 – 79 %	D = 60 – 69 %	F = below 60 %
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*** The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

*** University Honor Code and Academic Honesty Policy: All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.

*** The University of Georgia is committed to full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact the professor during office hours. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.

THE GSTEP FRAMEWORK is a replicable statewide induction tool that identifies the knowledge, skills, dispositions, understandings, and other attributes of accomplished teaching. It provides a structure through which novices and their mentors are able to assess and analyze teaching practice.

College of Education Mission

The College of Education at the University of Georgia has a public contract with the citizens of the state and nation to define and achieve its land and sea grant, level one research missions. That responsibility is to provide the highest level of leadership in furthering education, communication, life long learning, and health and well-being for all citizens. This mission must be pursued at local, state, national, and international levels and it must permeate academic preparation programs, community collaborations and partnerships, and the domains of teaching, research, and service.

The College of Education will be known for its systematic inquiry, the scholarship of teaching, and the commitment to service through partnerships as guiding principles for our actions. We have established core principles as a way to express our dedication to excellence in education at all levels.

College of Education Vision

The College of Education at the University of Georgia will be known for outstanding scholarship, leadership, collaboration, contribution, excellence in education, communication, and professions fostering health and well-being in order to revitalize education and learning and promote the general health and welfare of a democratic society.