

OcEd 410 – Career and Technical Education School to Career Programs
4 credits

Spring 2006
Thursday 4 to 7:50 p.m.
MI 106

Coordinator – Marla Wyatt, Ph.D.
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Course Description – Work based learning, student leadership, advisory committees, program promotion, and professional responsibilities in career and technical education. The pre-requisite for the course is admission to the teacher education program.

Course Rationale – This course is designed to meet the WAC requirements for CTE teachers.

Text – This course is team taught. Text books (if any) will be assigned by the individual instructor.

Outcomes –

- create and sustain safe learning environments which prepare diverse students for the workplace, advanced training, and continued education
- demonstrate the ability to facilitate, supervise, and integrate state leadership standards into all CTE curriculum
- model personal and professional attributes and leadership skills which reflect productive life and work roles
- implement and maintain collaborative partnerships with students, colleagues, community, business, industry, and families which maximizes resources and promotes student self-sufficiency
- demonstrate the ability to link classroom learning of work and work-based learning to prepare students for the world of work
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Assessment – The constructivist, clinical, and traditional methods of instruction will be emphasized in this course. Oral and/or written documentation will be used in assessment to:

- develop a tentative philosophy of CTE according to selected criteria
- design a CTE advisory committee to include membership, roles, and suggested bylaws
- develop a promotional plan for a specific CTE program that includes students, parents and the business community
- design a school to work marketing plan, and develop a plan for an “appreciation” event
- identify CTE student organizations and how they enhance specific program areas
- create a CTE program outline, and design a CTE lesson plan for integrating CTE leadership into specific content area
- contract with the instructor to identify, plan and develop a personalized CTE project relative to specific program area
- complete case studies, participate in role plays, and design a mentor professional development plan
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Course Topics –

- History and Philosophy of CTE
- Collaborative Partnerships (Advisory Committees)
- Program promotion
- Work-based Learning
- Student Leadership Development and State Leadership Standards

Grading –

CTE Basics (advisory committees, professional responsibilities, program promotion, history, philosophy)	100 points
Work-based Learning	200 points
Leadership Activities	<u>100 points</u>
	400 points

Expectation of *all* students –

1. Assignments will be turned in on the day designated. **No** credit will be given for work turned in late.
2. No make-up assignments or examinations will be allowed except if provision for such is made in advance of the date in question.
3. All papers will follow APA 5th edition format (APA requires a cover page). Do not use a report cover. Please just staple the assignment in the upper left hand corner.
4. The ability to write clearly, convincingly, and effectively is considered to be an integral component of this course.
5. Please ask questions if you are not sure of assignments or expectations. The final responsibility for misunderstandings and late work rests with YOU!
6. Points will be given for each assignment. The total points obtained throughout each section will then be averaged and will be worth 1/4, 1/2, and 1/4 of the overall course grade.
7. Class starts on time, and students are expected to be present the entire time the class meets. In this course, the opportunity for students to hear each other and share his/her point of view helps to synthesize and develop a philosophy of CTE (even during a break!).
8. Plagiarism is the act of parading someone else's work as your own, either intentionally or unintentionally. In this course, plagiarism will result in a zero on the assignment and, possibly, a failing grade in the course.

Class Schedule
Spring 2006
OcEd 410
Thursday 4 to 7:50 p.m.
MI 106

March	30	History/Philosophy of CTE (Scott Calahan)
April	6	History/Philosophy of CTE (Scott Calahan)
	13	History/Philosophy of CTE (Scott Calahan)
	20	Work Based Learning for CTE (Jay Leviton)
	27	Work Based Learning for CTE (Jay Leviton)
May	4	Work Based Learning for CTE (Jay Leviton)
	11	Work Based Learning for CTE (Jay Leviton)
	18	Leadership for CTE (Marla Wyatt)
	25	Leadership for CTE (Marla Wyatt)
June	1	Leadership for CTE (Marla Wyatt)

Final: June 7 from 6-8 pm

Graduation is June 10, 2006

OcEd 410
Student Leadership Development

Marla Wyatt, Ph.D.

Michaelsen #132

963-2773

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Office hrs: MTWTh @ 10 am; T 2 to 4 pm; and Th 1 to 3 pm (or by appointment)

Class Outcomes:

1. Students will identify core leadership skills for Washington Career and Technical Education programs.
2. Students will develop and produce lesson plans for facilitating individual, group, and community and career skill development.

Class Schedule:

May 4 - introductions and expectations

- CTE Standards - if you do not have a copy, please print one
- Introductions of core leadership standards, you may print this if you want to get started early on your lesson plans
- CTSO's
- State Pathways
- CTE Certification
- Employability Skills - SCANS Skills

May 25 - Lesson plans for individual, group and community and career skill development

June 1 - presentation of lesson plans

June 7 - final is scheduled for 6 to 8 pm in Michaelsen 106

Assessment

Lesson plan presentation

25 pts.

Lesson plans

75 pts. (3 x 25 pts.)

100 pts. of the 400 for the class

Late Assignments will NOT be accepted (very very extenuating circumstances)

Rubric for June 1 presentation

Oral Presentation Rubric

Name: _____

Leadership Skill # : _____

Criteria				Comments
Title & Introduction; Body; Conclusion	Includes all components; title, introduction, main body, and summary. Easily understood. 5-4	Includes partial components. Slightly difficult to understand. 3-2	Omits components. Difficult to understand. 1-0	
Research	Provides accurate analysis of issues related to topic 5-4	Provides facts with fair degree of accuracy. 3-2	Provides minor inaccurate statement. 1-0	
Oral Communication	Uses correct grammar and physical gestures; speaks clearly and loud enough for everyone to hear; makes eye contact. 5-4	Uses adequate grammar and physical gestures; inconsistent with clarity and volume of voice; makes limited eye contact. 3-2	Uses incorrect grammar and physical gestures; does not speak clearly not loud enough to be heard by all, and avoids eye contact. 1-0	
Visual	Uses at least two (2) visuals that are appropriate for the topic and can be seen by everyone. 5-4	Uses only one visual; the visual cannot be seen by everyone, and may not be appropriate for the content. 3-2	Uses no visuals. 1-0	
Time Use (25-30 minutes)	Uses time effectively to deliver information. 5-4	Uses time fairly effective to deliver information. 3-2	Uses time ineffectively to deliver information. 1-0	

_____ Total score for all categories (25 points possible).

Lesson Plans (all 3 of them) due June 1, 2006

Lesson Plan Rubric

Name: _____

Leadership Skill # : _____

You choose it, but please use the same "format" for each lesson plan.

Criteria				Comments
Introduction	Uses clear, focused and significant details. 4-3	Uses partially clear and focused details. 2	Uses insignificant details that lack clarity and focus. 1	
Body of Lesson	Uses effective techniques to facilitate learning outcome. 5-4	Uses fairly effective techniques to facilitate learning outcome. 3-2	Uses ineffective techniques to facilitate learning outcome. 1	
Conclusion	Provides accurate summary of learning outcome(s). 4-3	Provides fairly accurate summary of learning outcome(s). 2	Provides inaccurate summary of learning outcome(s). 1	
Research	Provides accurate analysis of issues related to topic. 4-3	Provides facts with fair degree of accuracy. 2	Provides minor and inaccurate facts. 1	
Organization	Organizes lesson and time in logical and understandable sequence. 4-3	Organizes lesson and time fairly logical and in an understandable sequence. 2	Organizes lesson and time awkward or in confusing sequence. 1	
Mechanical Skills	Uses correct punctuation, spelling, grammar, capitalization, etc. 4-3	Uses inconsistent punctuation, spelling, grammar, capitalization, etc. 2	Uses incorrect punctuation, spelling, grammar, capitalization, etc. 1	

_____ Total score for all categories (25 points possible).