MA in CTE Portfolio
EVT 6948 - Practicum in CTE – Summer 2013
Section II. Core Understanding of CTE
Part 2: Articulation of Core Understandings
Curriculum and Instruction

What the particular domain means in the context of CTE

The class environment a teacher creates is a critical connection to the learning achievement of a student. Teachers need knowledge and understanding in regard to the establishment of the classroom environment, and knowledge of how to assess the utilization of the environment. Similar to industry, students will need to understand some key concepts to be successful in the classroom setting. Character, productivity, attendance, respect, teamwork, cooperation, communication, attitude, tolerance, and commitment are all character traits which will be recognized in a classroom environment designed to maximize student learning (Foster, 2013). "The most interesting people are usually those who are also the most interested" (37). Teachers must have a strong focus on rigor and relevance within the classroom. Backward design is a process in which a teacher can easily encompass these traits into daily lessons. Backward design focuses on the learner's needs and the expected outcomes. Too often teachers focus on the information they want to teacher and what materials they have to teach with. The backward design model targets a focus on expected outputs of learning instead of inputs used in learning (Wiggins, 2005). Lessons which are clearly focused on a big idea or picture are assets which prove to be beneficial to both teacher and students. The backward design model creates a better paced and organized lesson to ensure appropriate benchmarks and standards are reached. Identified results, determined acceptable evidence and planned learning experiences and instruction are the three stages to the backward design model. Through use of an essential question to determine the knowledge which will be achieved by the end of the class and using the three stages of backward design a teacher can place a better emphasis on the overall objective mastered by the end of the lesson (Wiggins, 2005).

The nature of the key elements of the domain

Research has shown classroom lessons connected to work experiences are critical and beneficial to the work industry. These classroom experiences mature students and formulates a better connection of lessons in math and science to the real world. "They are better prepared than a student going through a traditional high-school curriculum" (47). School districts often involve local industry in the development of curriculum. Industry certifications are a great way to benchmark student learning and a curriculum focused on producing students who are highly skilled and highly qualified (Alfeld, Stone, Aragon, Hansen, Zirkle, & Connors, 2007).

Effective teachers acknowledge on a daily basis of their relationships they have with student's correlates with their overall performance in class. Teachers can expand and progress student relationships through giving comments, appreciation of student efforts, and

encouragement. Research demonstrates teachers who frequently promote community within their classroom also promote a higher level of learning (Hew, Cheung, 2011).

Research exposed grading is not critical to instruction. More effective teachers gauge student learning with specific feedback on the learning mastered. Grades hold a stronger value as rewards rather than a punishment. Poor teachers who utilize grades as punishment create undesirable affects on the relationships between teacher and student. Effective teachers develop systems which avoid subjective grading, because teacher perceptions have great impacts on students behavior and judgments of their performance (Wong, 2005).

How your understanding of the domain translates into actual practice

Although there is not much research to show the exact outcomes of students who have participated in Career and Technical Student Organizations (CTSO'S) There is much evidence which shoes the enhancement to learning and benefits to more purposeful lessons. Research has discovered students who have increased participation within theses organizations, have increased their leadership skills. Employable skill development is often the mission of many Career and Technical Student Organizations. Even though more research is need to show the true effects CTSO's have on student learning achievements, some research has revealed students enrolled in CTE classes who are involved in Career and Technical Student Organizations have a higher motivation for learning (Alfeld, Stone, Aragon, Hansen, Zirkle, Connors, 2007).

Student success is a tool to gauge the effectiveness of Career and Technical Student Organizations and sometimes the best marketing tool for a program. The hands on opportunities and leadership skills acquired often give participants an edge above other students. Student's success with certifications and competitions is a defining assessment of student achievement (Decken, 2012).

How or what program courses/experiences contributed to the understanding of the domain

Efficient people are also often effective people. Harry Wong stated in 2005, "The Effective teachers affect lives" (5). Teachers who focus on effectiveness and efficiency are better prepared to affect student's lives. Self evaluation tools assist in teacher survival, master and impact. When effective teachers are evaluated evidence of positive expectations, classroom management and mastery of teaching are all observed (Wong, 2005). Teachers need to continuously improve as professionals to ensure they are giving student the quality education they deserve. Self evaluations will continue to be a valuable tool for teachers to gauge themselves and their work practices

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