

MA in CTE Portfolio

EVT 6948 - Practicum in CTE – Summer 2013

Section II. Core Understanding of CTE

Part 1: Reflection on Example for Curriculum and Instruction

Reflection on the Selected Artifact

In order to ensure effective learning, a program must have a well defined mission and curriculum path. There should be a clear understanding of what skills and knowledge students will have upon completion of the program and upon completion of courses. In the class EVT6167 Curriculum Enhancement, a curriculum framework and curriculum vision was developed in order to better outline learning within the engineering program at Haile Middle School.

Describe the rationale for selection. What are the reasons for choosing the particular example?

Public education is constantly receiving negative disapproval for not properly preparing its students for today's workforce. To defend these criticisms school systems have started to collect data regarding these measurements. Programs have been devised by the government such as, *No Child Left Behind* that make schools accountable for their data results (Fletcher & Zirkle, 2009).

Studies confirm that vocational education has had a beneficial effect when it comes to financial earnings over a year or numerous years (Silverberg, 2004). A staggering sixty nine

percent of vocational students receive no prior postsecondary certificates or degrees. Most students obtaining academic degrees leave institutions with completing only a few courses. Research also illustrates the same for vocational students, but completing fewer courses than those in the academic programs (Silverberg, 2004). Less than half of vocational students obtain any certificate of any kind. In the academic fields, fifty two percent of students earn some type of certificate or credential. Vocational students are less likely to obtain any credential, and a far less likely to transfer into a four year degree program (Silverberg, 2004). Thus, programs need to offer a curriculum that is data focused and gives students the opportunity to earn work credentials and skills.

Applying related concepts in your professional practice

The redevelopment of the mission and curriculum for the Haile Middle School Engineering Academy better aligned learning goals and structure for a successful career academy and student learning experience. Perkins funding is relevant to student success. Career and technical administrators must demonstrate and show success in their programs in order to obtain funding. Information of the data is submitted to the state, and the state must make the information available to the public. If programs fail to meet the state standards and guidelines they could lose their Perkins funding. If a program is excelling districts can also receive rewards or incentive grants (Silverberg, 2004).

References

Fletcher C. Edward Jr., Zirkle, Chris , Relationship of High School Curriculum Tracks to Degree Attainment and Occupational Earnings, *Career and Technical Education Research*, 34(2), pp. 81-102, 2009.

National Assessment of Vocational Education (U.S.), Silverberg, M., & United States. (2004). *National Assessment of Vocational Education: Final report to Congress*. Washington, D.C.: U.S. Dept. of Education, Office of the Under Secretary, Policy and Program Studies Service.