

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

Understanding of the Domain

What the particular domain means in the context of CTE

A quality education program needs provide students experience and skills to be able to compete for the jobs of tomorrow. I believe that all students no matter what stage have the potential to learn at a higher level. My vision of technology education will be discussed as (a) conceptualization of learning, (b) conceptualization of teaching (c) goals for students, (d) implementation of the philosophy, and (e) personal growth. In order to have a quality education program, teachers should possess a vision of learning for the students and themselves.

The nature of the key elements of the domain

Conceptualization of learning

Learning occurs through effective teaching. Students can comprehend more from an effective teacher rather than self-teaching. Hunter states, “Even champions have coaches”(Hunter, 2004 p.3). Students come from all different backgrounds and have individualized life experiences in which they will base their leaning upon. Teachers need to understand that prior simple learning must happen before complex learning can be attained (Hunter, 2004).

Input modalities are the way in which students are presented information. This is where the teaching process can differ. It is up to the teacher in which the way the new information can be distributed. Will it be presented through a media, class peers or from the teacher? By altering the inputs for learning, students can gain knowledge by their preferred learning style (Hunter, 2004).

Learning is evident in the classroom when students have a clear understanding of the objective. If students understand what they are to learn in particular lesson, they will be willing to give an increased effort in class (Hunter, 2004). Students will benefit if they understand and know the purpose for leaning.

Output Modalities are behaviors that make evident of what the students have learned. This is an important part of the teaching process, as it shows the teacher if the students are ready to move forward, or if the lesson needs to be reviewed. A quality teacher will use these outputs to check evidence of learning from more than one student, if not all (Hunter, 2004).

Conceptualization of Teaching

I believe the student’s excitement for learning has a direct correlation of the teacher. If the teacher displays a passion and excitement to teach the topic, then the students will be excited and motivated to learn it. A student’s motivation to learn is taking pride in what they have learned. Giving a student a chance to teach or assist another learner not only helps them retain the

information better, but it gives students a sense of pride to know and comprehend the information.

In my area of engineering, a student has obtained knowledge not by performing a task correctly, rather if they see the connection of the material from their core classes. The connection and application of science, math, and reading in the career in environment to be is the most important display of learning.

In preparing today's students for the future career world, it is my duty to introduce them to as many platforms as the school has available. Differentiating instruction for all learners in a CTE class is an forthright and difficult task . As technology and engineering teacher, I feel expected to be a master of many skills. For a student to learn the reality of a career they need to see it and do it. They can get the background knowledge from a textbook, however to really understand the career they need to physically do it. This can differentiate from video tutorials, guest speakers, industry tours, and hands on projects.

Goals for Students

My expectation of a student in my classroom is that of a work environment. Once they enter my door they are there to earn a paycheck and that is a grade. I also want them to know that a grade or an object is not all they should want to do something for. Come in each day and work because you want to. I do my best to create an exploratory environment to empower students to create their own goals for learning.

Through a focus in the classroom of a model CTE teacher each day, I make a point of expectations that my boss anticipates of me through discussion with students of how expectations correlate with the expectations of a student. Examples of this would be coming to work and school on time, and working at my full effort to earn what I am compensated for.

I discuss with students about how I am returning back to school and why. Industry certifications I have earned over the past years are displayed in my classroom, and I challenge them to hang to obtain the ability to hang their industry certification next to mine. I believe this displays my commitment to being a lifelong learner.

Implementation of the Philosophy

It is a true testament to my teaching vision that all students have the ability to learn at a higher level as some of the lowest level readers and largest discipline problem students in the school are successful in my program. I think this displays that any students can and will learn if they are motivated by the content.

I teach CTE and the "C" stands for career, and that is the classroom environment I need to create. Just as I cannot go ask my boss my every question, and I am expected to discuss with my fellow peers, the students shall do the same. Students must ask at least two students their question before the come to me. Not only does this work towards a career environment, but also supports the pyramid of higher level learning according to Blooms taxonomy.

How your understanding of the domain translates into actual practice

I believe that the most important instructional strategies are: understanding objectives, goal setting, and cooperative learning. Each day when a student walks into the class they need grasp what it is they are to learn. As a teacher it is my duty that the students have a clear

understanding of the objective for learning. Students need to be able to set goals for learning that will help them reach the overall objective of the lesson.

Teaching to me is an industry that will never be fully understood or perfected. Teaching trends will change with time and students of the current generation will differ from the next. Each will require continued innovation of skills and training.

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

Looking back on my development as a teacher, I feel that my strongest growth has been a better understanding of how to reach all learners. This ability and core understanding was generated through completion of courses with a focus of curriculum and instruction. In a multi grade level class, it is imperative that the interest of all levels of learners is withheld. I need to respect the learning of high and low level students, while still meeting the expectations of state standards and objectives.

My greatest challenge is keeping up with today's technologies. In CTE, we are teaching the future career force and most students for jobs that do not even exist yet. I do not think this is a challenge one can overcome, rather to try and keep pace. I need to constantly continue my training and learning and continue to be a lifelong learner, if that is what I expect of my students.

Continued service on professional content area boards and committees is central to my professional development, as it gives an opportunity to cultivate leadership skills and experience not obtained in the classroom.

References

Hunter, R., & Hunter, M. C. (2004). *Madeline Hunter's Mastery teaching: Increasing instructional effectiveness in elementary and secondary schools*. Thousand Oaks, Calif: Corwin Press. 3,7,42