

MA in CTE Portfolio

ECT 6948 - Practicum in CTE – Summer 2013

Section IV. Impact of Program Participation

Self-Assessment of Professional Practice

This reflection is an analysis of professional strengths and limitations. In this reflection one will gain knowledge of strengths and limitations that will contribute to or prevent the realization of career goals and future contributions to the advancement of career and technical education through improved professional practice.

Strengths and limitations regarding curriculum and instruction

Strengths

Meeting the needs of all learners while teaching higher order thinking job skills

“Learning in context is paying attention to the interaction and intersection among people, tools, and context within a learning situation” (Hansman, 2001). Incorporating the learner’s needs and ideas into the education experience will better shape the design of a program. With a classroom average of 35 students at times it is very difficult to teach high skilled material and also meet the needs of all learners. Student engagement is essential to the balance of the program. Students who are engaged in learning material are also on task. In an engineering technology classroom with 35 students means there could be 20 different tasks and modules happening during a single class period. Data shows success in engagement as some of the lowest level learners in the school enter into the program and have great success comprehending high complexity tasks and modules.

Engaging students in career readiness skills at a young age gives an opportunity to master content and skills which are required in college and the workforce. Programs such as the engineering course which I teach promote high complexity environments which can accelerate and deepen learning through a focus of individual needs. During the course and educator can utilize class time creating career themed opportunities for students and exploring areas of academic interest. The end goal of CTE programs should acknowledge a need for students to

master content are skills which are recognized by national college and career readiness and education standards

Limitations

Economic preservation

Flourishing CTE programs which promote college and career readiness operate with hefty expenditures. Creating sustainability within programs requires partnerships within the community. I feel this is an area in which continuous improvement is needed. New grant opportunities are commonly available for career and technical education, and if administrators expect their teachers to operate successful courses it is up to them to discover the resources to fund the programs. The Carl D. Perkins fund is a national grant opportunity for districts to support CTE programs, however to cater to the needs of all district programs administrators shall have the skills to pursue multiple grant opportunities and not only rely on district funding. Career and Technical programs must keep up to date with modern technologies for students to obtain skills to be career ready. Not all categories which define career readiness mandate students need to be proficient in today's technologies in order to be successful, however in the manufacturing and technology sector it may be difficult to be marketable the modern workforce only know yesterday's technology. Many school districts are facing difficult financial times, through improved professional practice I may discover avenues of funding CTE programs which will generate opportunities to maintain pace with modern technologies.