MOREHEAD STATE UNIVERSITY
PROFESSIONAL EDUCATION UNIT

DEPARTMENT OF AGRICULTURE and
DEPARTMENT OF INDUSTRIAL AND ENGINEERING TECHNOLOGY

METHODS OF INSTRUCTION
CTE 470
ONLINE

Fall 2010

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LC 316C, Phone 783-2633
Office Hours: M – F 8:00am to 4:30pm

Course Description: (3-0-3); I Restriction: admission to the TEP. The principles of instructional methods which apply to the teaching of agricultural/industrial education subject matter which is included under the major program components of secondary vocational agriculture/industrial education programs. Equates with AGR 680.

Field Experience Hours: A minimum of 10 hours of level III experiences as defined by the Educational Services Unit in the public school system is required to receive a passing grade. Course log Assignment: All observations must be completed by November 20th. A minimum of a half page summary is required of each observation done. The summary should include: where the observation took place; what grade level and what class was observed; what took place during the observation/class(es) including topics covered, lab and/or lecture, discipline issues, assignments, and any other pertinent activities that took place. Information should include classroom management, behavior management, teaching methodology, etc…

*For those that are teaching at a community college. You must send a signed letter to the instructor that has all of your personal information and stating that you have no intentions of following through with a secondary education certification route. Your observation assignment will be to observe and/or collaborate with other community college courses/faculty.

"Community Engagement: A Light to and From the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, research, literature, and experiences specific to Appalachia- preparing professionals to improve

schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guide out activities.

Conceptual Framework Outcomes (CFOs): The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Objectives (SLOs): This course is a course in the teacher education program. This course will help to develop instructional plans, delivering and evaluating instruction, and evaluating learner performance for agricultural/industrial education. This course will assist the pre-service career and technical education instructor to:

1. Develop the ability to create an individual philosophy of education, learning, and teaching through thought and reasoning.
2. Develop an understanding of the learning principle utilized by students when in a learning environment.
3. Develop an appreciation for the three learning domains and how to effectively teach to all three.
4. Develop skills to deliver an effective lesson using appropriate resources and methods to provide the essential knowledge and skills to be an effective educator.
5. Develop the ability to evaluate the effectiveness of the instructional method.
6. Develop an understanding of the importance of student organizations in the educational process.
7. Develop an understanding of the Kentucky Learner goals, academic expectations and core content.
8. Develop an understanding that being a professional teacher is a commitment to a continual improvement process which will involve the local, regional, and national professional association and communities.
9. Develop the skills to reflect, use, and evaluate technology as a resource and medium for all aspects of education.

NCATE/ EPSB Accreditation Alignment of SLOs and CFOs:

Program:	**High Grades (9-12)**		**Career and Technical Education (CTE 470)**			
Aligned with ▶ Assessment ▼ (point values)	**Kentucky Teacher Standards (KTS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**International Technology Education Association (ITEA)**	**American Association for Agricultural Education (AAAE)**	**NCATE**
Discussion Board (180) CFO: 3 SLO: 1 - 9	1 - 10	n/a	n/a	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1
Field Experience (100) CFO: 1 - 5 SLO: 1 – 9	1 - 10	1.12, 2.36 – 6.3	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Teacher Standard Paper (100) CFO: 2 SLO: 2, 4, 5	1 - 10	1.1, 1.2, 1.11	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Writing Objectives (100) CFO: 1, 4 SLO: 1, 2, 7	1, 2	n/a	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Writing Lesson Plans (100) CFO: 1 - 5 SLO: 1 – 9	1, 2, 4, 5, 6	1.1, 1.2, 1.11	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Creating an Instruction Sheet (100) CFO: 1, 4 SLO: 1 – 4, 7, 8	1, 2	1.2	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Digital Video (100) CFO: 1 - 5 SLO: 1 - 9	1, 2, 4, 5, 6	1.1, 1.2, 1.11	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Contextual			Diversity,	6, 7, 8, 9, 10	2, 3, 4, 5, 6,	1,3,4

Factors (100) CFO: 1- 5 SLO: 1 – 9	1, 2	n/a	assessment, literacy, achievement gap		7	
TPA Learning Objectives (100) CFO: 1 - 5 SLO: 1 - 9	1, 2	n/a	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Assessment Plan (100) CFO: 1 – 5 SLO: 1 - 9	1, 2, 5	n/a	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Design for Instruction (100) CFO: 1 – 5 SLO: 1 - 9	1, 2, 5	n/a	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Instructional Decision Making (100) CFO: 1 – 5 SLO: 1 – 9	1 – 6	n/a	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Analysis of Student Learning (100) CFO: 1 – 5 SLO: 1 – 9	1 – 6	n/a	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Reflection and Self-Evaluation (100) CFO: 1 – 5 SLO: 1 - 9	1 - 10	n/a	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1,3,4
Exam (100) CFO: 1, 2, 4 SLO: 1 - 9	1 - 10	1.1, 1.2, 1.11	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1
Exam (100) CFO: 1, 2, 4 SLO: 1 – 9	1 - 10	1.1, 1.2, 1.11	Diversity, assessment, literacy,	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1

			achievement gap			
Final Exam (100) **CFO: 1, 2, 4** **SLO: 1 – 9**	1 - 10	1.1, 1.2, 1.11	Diversity, assessment, literacy, achievement gap	6, 7, 8, 9, 10	2, 3, 4, 5, 6, 7	1

Assignment Descriptions:

Program: High Grades (9-12) Career and Technical Education (CTE 470)	
Assessment (point value)	**Description**
Discussion Board (180)	The candidate will participate in the weekly discussion board over the assigned readings. You are expected to be online every week for the scheduled class. Discussion board participation is required.
Field Experience (100)	The candidate will visit the public schools for 10 hours during the semester. These visits will include observation and whole – class teaching. The candidate will consult with his/ her cooperating teacher for appropriate career and technical topics to plan and teach.
Teacher Standard Paper (100)	The Professor will assign the candidate a research paper on Kentucky Teacher Standards.
Writing Objectives (100)	The candidate will review web sites and write objectives in KTIP format.
Writing Lesson Plans (100)	The candidate will review websites and write lesson plans in KTIP format.
Creating an Instruction Sheet (100)	The candidate will review websites and textbook and create an instruction sheet for their students.
Digital Video (100)	The candidate will review websites and create a digital video of themselves teaching in a classroom setting.
Contextual Factors (100)	The candidate will review the TEP Handbook and create the Contextual Factors part of a TPA.
TPA Learning Objectives (100)	The candidate will review the TEP Handbook and create the Learning Objectives part of a TPA.
Assessment Plan (100)	The candidate will review the TEP Handbook and create the Assessment Plan part of a TPA.
Design for Instruction (100)	The candidate will review the TEP Handbook and create the Design for Instruction part of a TPA.
Instructional Decision Making (100)	The candidate will review the TEP Handbook and create the Instructional Decision Making part of a TPA.
Analysis of Student Learning (100)	The candidate will review the TEP Handbook and create the Analysis of Student Learning part of a TPA.
Reflection and Self-Evaluation (100)	The candidate will review the TEP Handbook and create the Reflection and Self-Evaluation part of a TPA.

Exam (100)	The exam will apply to course discussions, Field Experiences, assignments, and research.
Exam (100)	The exam will apply to course discussions, Field Experiences, assignments, and research.
Final Exam (100)	The final exam will apply to course discussions, Field Experiences, assignments, and research.

Textbook: Textbook – "Instructors and Their Jobs", 2009, Miller, W. R. and Miller, M. F. ATP. "Hints for the Highly Effective Instructor", 2007, Miller, W. R. and Miller, M.F. ATP.

You will have to access to the internet. I will post articles, papers, and websites for you to access and read.

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu .)

Course Structure: Competencies will be developed that relate to the objectives of the course. These competencies will relate to basic understanding of the material covered from the proposed course outline.

Assignments will be a part of the weekly online announcements. Assignment topics are a part of objectives listed above. These may be changed by adding or deleting at the discretion of the Instructor. All assignments and papers must be typed in Microsoft Word unless otherwise noted.

Grading Policy: *All papers, reports, and presentation material that will be handed in MUST BE TYPED, double spaced, page numbered (except for the cover page) and follow APA guidelines. Each assignment and exam will be based on a 100-point scale. All assignments must be handed in electronically. No Hard Copies will be accepted. No late assignments will be accepted. Any presentation that a student is responsible for must be given on the date assigned, no make-up presentations will be allowed for any reason. All assignments and papers must be types in Microsoft Word unless otherwise noted. Be prepared. No Make-up exams or quizzes will be given, if you miss an exam or quiz it will be calculated as a 0.
Final grade will consist of weekly assignments, discussion board participation, observations and tests. A final letter grade will be assigned to each student based on the following number of percentage points that he or she makes:

90 or above A

80-89 B
70-79 C
60-69 D
59 E

The assessments given will measure the student's ability to recall information, apply information, analyze situations, synthesize the information, and evaluate a situation to make an informed decision.

*This may be changed by the instructor.

Attendance Policy: You are expected to be online every week for the scheduled class. Discussion board participation is required.

Americans with Disabilities ACT (ADA): Professional staff from MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students taking departmental courses.

Course Outline: The following calendar is a basic outline of the course.

Date	Topic	Assignment
Week 1 – August 23	Orientation and class organization Instructor's Role Instructor Characteristics	Discussion Bd.
Week 2 – August 30	Learning Process	Discussion Bd.
Week 3 – September 6	Holiday	
Week 4 – September 13	Influences on Learning	Discussion Bd. Teacher Standards Paper
Week 5 – September 20	Identifying Content and Specifying Behaviors	Discussion Bd. Writing Objectives
Week 6 – September 27	Instructional Planning (Both)	Discussion Bd. Writing Lesson Plans
Week 7 – October 4	Written Instructional Materials	Discussion Bd. Instruction Sheet
Week 8 – October 11	Midterm Oral Presentation and Questioning Strategies	Exam Discussion Bd. Digital Video
Week 9 – October 18	Discussion and Group Participation Methods	Discussion Bd. KTIP Lesson Format
Week 10 – October 25	Demonstrating	Discussion Bd. Contextual Factors – TPA
Week 11 – November 1	Instructional Media and Devices	Discussion Bd. Learning Objectives - TPA
Week 12 – November 8	Computers in Instruction	Discussion Bd. Assessment Plan - TPA
Week 13 – November 15	Measuring and Evaluating Student	Exam

	Achievement Instructional Assessment and Evaluation	Discussion Bd. Design for Instruction
Week 14 – November 22	Effective Learning Environments Organization of the Learning Environment	Discussion Bd. Instructional Decision Making
Week 15 – November 29	Supervision and On-The-Job Training	Discussion Bd. Analysis of Student Learning
Week 16 – December 6	Industry-Based Instruction	Discussion Bd. Reflection and Self-Evaluation
Week 17 – December 13	Final Exam	Exam

* CALENDAR IS SUBJECT TO CHANGE

Assignments may be added or deleted at the discretion of the Instructor. All assignments and papers must be types in Microsoft Word unless otherwise noted.

Academic honesty: Cheating, fabrication, plagiarism or helping others to commit these acts will **not** be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read The Eagle: Student Handbook or ask me. The policy is located at *http://www.morehead-st.edu./units/studentlife/handbook/academicdishonesty.html*.
Note: Copying information from the Internet is plagiarism if appropriate credit is not given.

Campus Safety Statement: This is an online course students will not be attending classes on campus.