

# College of Education

**Course Syllabus**

**Summer 2022**

**Course Number:** ED410

**Course Title:** Curriculum, Instruction, and Assessment for CTE

### Credits: 3

**Catalog Description:** This course is designed to focus on curricular theory and planning through units and daily lessons that are tied to current industry standards in your area of CTE. This course will focus on identification of instructional goals, activities to achieve goals through student learning, appropriate measurement and how to determine if a student has met instructional goals and industry skills. Instructional models most relevant to CTE are combined with standards based curricular design using content specific CTE standards: Statewide Knowledge and Skill-sets, National standards or locally designed standards. Particular focus on STEM design within CTE promotes a cross curricular approach with real world application. Measurement practices (including traditional and proficiency models), which emphasize the attainment of skills, will be included alongside rubric development for performance-based assessments.

**Instructor:**

Caitlin Russell

Off-campus Office

503-708-4891 (text or call)

chenden@eou.edu

**Mode, Time, and Place:** Online self-paced

**Texts (required):**

All readings and video resources will be provided in Canvas

**Course Outcomes:**

Students completing this course will be able to:

1. Describe the four major curricular ideologies and identify with one or more
2. Develop a personal teaching philosophy
3. Apply culturally responsive practices to lesson plan design
4. Write various types of learning targets and identify relevant resources to help develop them
5. Write and develop lesson plans that reflect Oregon Skill Sets, employability skills and other National Standards as applicable
6. Write developmentally appropriate and student-centered lessons and units that are concept-based
7. Design inter- and intra-disciplinary units and lessons
8. Design lesson plans and units that demonstrate alignment among standards, objectives, activities, and assessments
9. Integrate math or literacy standards as relevant to the career cluster or school focus
10. Design lesson plans that promote relevant and authentic learning (disciplinary literacy)
11. Design lesson plans with attention to differentiation
12. Describe various assessment types
13. Identify the correct assessment type(s) to match learning objectives and instructional strategies
14. Utilize backwards design to create lessons to address unit goals
15. Describe and demonstrate various instructional models
16. Explain how to use data to inform their instructional planning choices and/or adaptations to instruction
17. Describe the purpose and use of rubrics
18. Create rubrics for various uses
19. Develop an assessment/evaluation philosophy
20. Describe assessment validity and reliability
21. Describe different types of items on an assessment
22. Develop a Scope and Sequence utilizing all elements of curriculum design, instruction and assessment

**OAR Requirement Fulfilled by this Course:**

**584-042-0051**

**Career and Technical Education (CTE) Professional Development Plan**

(7) For applicants who have not previously completed a teacher preparation program, the CTE professional development plan must outline how the applicant will acquire a minimum of eighteen (18) quarter hours or twelve (12) semester hours, as specified below, of teacher preparation required for eligibility for a Career and Technical Education II Teaching License. The Instructor Appraisal Committee may increase the requirements if they deem the additional education is necessary. Applicants under this subsection must meet all of the following requirements in subsections (a) through (d).

(b) Obtain at least three (3) quarter hours or two (2) semester hours in Curriculum Design, Instructional Strategies and Assessment

**Alignment of this Course with National Teaching Standards (InTASC)**

(1) The Learner and Learning:

(a) Learner Development: The teacher understands how children learn, grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]

(b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]

(2) Content

(a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4]

(b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

(3) Instructional Practice

(b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

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| **InTASC Standard(s)** | **Outcome(s)** | **Module(s)** | **Means for Assessment** |
| 1, 2, 4, 5 | 1, 2 | Module 1: Philosophy and Curriculum | Curricular Ideologies Activity |
| 1, 2, 4, 5, 6, 7 | 8-14 | Module 2: The Curriculum & Developing Learning Targets | Writing Objectives; Learning Targets Analysis |
| 1, 2, 4-7 | 2, 3 | Module 3: Teaching Philosophy & CRP | Quiz |
| 1, 2, 4, 5, 7 | 3, 4, 5, 6, 7, 8, 9, 10, 11 | Module 4: Differentiation & Lesson Plan Analysis  Module 4A: Alignment & Measurement | Diff. Practice; Lesson Plan Analysis & Design; Alignment & Measurement LP |
| 1, 2, 4, 5, 7 | 3, 4, 5, 6, 7, 8, 9, 10, 11 | Module 5: Developing a Unit Plan | Unit Plan Plan |
| 1-5, 7, 8 | 10, 11, 16, 17 | Module 6: Instructional Models | Instructional Model Demo\* |
| 1, 2, 4, 5, 6, 7 | 17-25 | Module 7: Assessment and Evaluation Choices & Rubric Design | Rubric Activities; Assessment Blueprint |
| 6, 7, 8 | 8-16 | Module 8: Assessment Design & Data Analysis | Assessment Eval & Data Analysis\* |
| 1, 2, 4, 5, 7 | 1-11 | Modules 1-8 | Quizzes |

\*Indicates classroom specific with mentor involvement (mentor requirement adjusted for summer term)

**Course Topics:**

Developing a teaching philosophy

Curriculum theory

Planning and organizing for teaching

Developing unit and daily lesson plans

FERPA

Instructional goals and means to measure attainment (assessment & evaluation)

Instructional strategies addressing middle/high school best practices and cultural responsiveness

Questioning strategies

Teaching strategies to accommodate all learners (including culturally responsive practices)

Effective research-based teaching strategies

Understanding assessments, evaluation, and interpreting data sets

Concept learning

Affective, portfolio, and performance assessments

Describing test results in terms of fundamental descriptive statistics

Designing grade books

**Course Design and Requirements/Expectations**

Self-paced courses are purposefully designed to require no interaction with other course participants or with the instructor; however, the unique requirement of this course will be interaction with CTE mentors, regional coordinators, others within the educational system, and/or community members.

*Module Format:* Students are required to complete each portion of each module in order to progress on to the next section or module. Modules may contain readings, videos, quizzes, or written assignments.

*Instructor Role:* The instructor for this course will monitor activity and may send reminders. The student may email the instructor and expect a prompt response. Some instructor feedback (on assignments that are not automatically graded) should be expected. Some modules may include built-in feedback for certain activities.

## Student Evaluation and Grading

Grades are based on completion, computerized scoring, or rubrics/scoring guides written for individual assignments and are specified for each module. Written assignments will require signature pages from mentors or regional coordinators which will be provided with the assignment. Final grades will be scaled as follows:

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| --- | --- |
| A 90-100 | D 60-69 |
| B 80-89 | F Less than 60 |
| C 70-79 |  |

**Course Completion Policy**  
All assignments are due **by the end of the term—at least by the Friday prior to Finals Week**. *Incompletes are not an option*. If the work cannot be completed within the term, the student will be assigned whatever grade has been earned through the end of finals week. Students may retake the course to replace the earned grade, but they will have to pay the course fee again. Withdrawals are per university policy.

**Student Conduct**

All students are expected to adhere to the student conduct code. All members of the Eastern Oregon University academic community are responsible for compliance with its Academic Honesty Code. Please refer to the EOU website. <http://www.eou.edu/saffairs/handbook/index.html>

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including, but not limited to, cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these. (Please see Student Handbook at: <http://www.eou.edu/sse/student-handbook/>).

**Accommodations/Students with Disabilities policy:**

Any student who feels he or she may need an accommodation for any type of disability, please contact the Disability Services Office in Loso Hall, Room 234. Telephone: 541-962-3081.

**Writing Center**

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU’s undergraduate and graduate students who are writing for any course at any level, or who are writing resumes, job letters, graduate applications, and more. Go to [eou.mywconline.com](http://www.eou.mywconline.com/) to schedule an appointment in the Writing Center (Loso Hall 234).

**Responsible Employee**

All EOU faculty members are considered Mandatory Reporters as well as Responsible Employees. Any student may report an act of violence (including stalking, dating violence, domestic abuse) against himself/herself and expect that faculty member to provide support as well as reporting the incident directly to the Title IX Campus Officer: Christopher McLaughlin, [cjmclaughlin@eou.edu](mailto:cjmclaughlin@eou.edu), 541-962-3516.

**Other Student Services**

Director of Student Relations: Colleen Dunne-Cascio, [ccascio@eou.edu](mailto:ccascio@eou.edu), 541-962-3476; Counseling Center, 541-962-3524