WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
COURSE SYLLABUS AND OUTLINE

FACULTY MEMBER:    TERM:
COURSE NUMBER:    EDC 406
COURSE TITLE:  CTE Assessment and Course Construction
COURSE CREDIT:  3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
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</table>

College of Education Program Attributes

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

- Master knowledge-based course content;
- View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
- Remain attentive to contextual and cultural sensitivity;
- Engage in authentic participation, collegiality, and collaboration;
- Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
- Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
- Become involved in learning experiences that are standards driven, and;
- Utilize technology effectively.

*All Career and Technical Students must be registered in EDC 100 (Undergraduate) or MCT 6102 (Graduate) which is the E-Folio System that is used for documenting and tracking student mastery of Program competencies.

I. COURSE DESCRIPTION:
The purpose of this course is to assist Career and Technical Education (CTE) teachers in learning...
how to develop their courses to in accordance with workplace needs and curriculum standards, including State Content Standards. Additionally, this course will include assessment strategies and techniques for the usage and construction of rubrics and multiple choice test questions. This is a dual-listed course for undergraduate and/or graduate credit. Additional and differentiated assignments will be required for students taking this course at the graduate level.

II. PROGRAM COMPETENCIES (Delaware Standards for Teachers):

| Delaware Teacher Standard #2 Human Development and Learning: The Teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of each learner. |
| Delaware Teacher Standard #5 Learning Environment: The Teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction. |
| Delaware Teacher Standard #6 Planning for Instruction: The Teacher understands instructional planning and designs instruction based on knowledge of the disciplines, students, the community, and Delaware’s student content standards. |
| Delaware Teacher Standard #7 Instructional Strategies: The Teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge. |
| Delaware Teacher Standard #8 Assessment: The Teacher understands multiple assessment strategies and uses them for the continuous development of students. |
| Delaware Teacher Standard #10 Professional Relationships: The Teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being. |

III. GRADUATION COMPETENCIES: Graduation Competencies will be addressed through Major Instructional Goals.

| Undergraduate and Graduate Graduation Competency #2.1 Written Communication: Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary. |
Undergraduate and Graduate Graduation Competency #2.2  Written Communication:
Utilize appropriate APA format for scholarly writing.

Undergraduate and Graduate Graduation Competency #3.2  Academic Program:
Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.

IV. MAJOR INSTRUCTIONAL GOALS:

GOAL A: Investigate the historic, occupational, and integrated-academic foundations of CTE curriculums.

Delaware Teacher Standard #1  Content Knowledge: The Teacher understands the core concepts and structure(s) of the discipline and their related content standards and creates learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education.

Delaware Teacher Standard #10  Professional Relationships: The Teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.

Goal A Learning Outcomes: The candidate will be able to:

1. Cite the 1876 foundation for the incorporation of scientific methods for systematic teaching in U.S. CTE curriculums.
2. Name and provide the date for the first Federal legislation for secondary CTE.
3. Explain why CTE curriculums encompass general occupational skills and career-specific technical skills.
4. Discuss the business and industry situation that preceded the 1983 report "A Nation at Risk".
5. Explain the findings of the Sandia National Laboratories data review of "A Nation at Risk".
6. Describe the evolution of the relationship between CTE curriculum and the academic skills of CTE students.
7. Define the orientation, justification, focus, and expected outcomes of CTE curriculum.
8. Discuss how CTE programs provide taxpayer with value-added students that justify the additional expense of CTE.

GOAL B: Explore workforce-based curriculum models and determine the final customer for CTE programs.

Delaware Teacher Standard #6  Planning for Instruction: The Teacher understands instructional planning and designs instruction based on knowledge of the disciplines, students,
Goal B Learning Outcomes: The candidate will be able to:

1. Name and explain the three content groupings from the "Integrated System for Workforce Education Curricula".
2. Describe the seven major components of the "Performance-Based Instructional Design System".
3. Identify major stakeholders for curriculum planning.
4. Explain who represents the final customer for CTE programs.
5. Outline the concept of positive and negative scenarios for a new or redesigned CTE program planning process.
6. Identify the curricular role of standards and assessment.
7. Define processes for collecting and assessing school-related data.

GOAL C: Understand the tax-based community boundaries served by CTE curriculum-based programs and research sources of labor market information for the community.

Goal C Learning Outcomes: The candidate will be able to:

1. Explain the role and boundaries of the community.
2. Describe methods for projecting labor supply and demand.
3. Define labor market terms.
4. Interpret occupational labor market information.
5. Research occupational labor market projections.

GOAL D: Demonstrate understanding of the DACUM curriculum development process and the design of Programs of Study.

Delaware Teacher Standard #10 Professional Relationships: The Teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.

Goal C Learning Outcomes: The candidate will be able to:

1. Name and explain the three content groupings from the "Integrated System for Workforce Education Curricula".
2. Describe the seven major components of the "Performance-Based Instructional Design System".
3. Identify major stakeholders for curriculum planning.
4. Explain who represents the final customer for CTE programs.
5. Outline the concept of positive and negative scenarios for a new or redesigned CTE program planning process.
6. Identify the curricular role of standards and assessment.
7. Define processes for collecting and assessing school-related data.

GOAL C: Understand the tax-based community boundaries served by CTE curriculum-based programs and research sources of labor market information for the community.

Delaware Teacher Standard #10 Professional Relationships: The Teacher understands the role of the school in the community and collaborates with colleagues, parents/guardians, and other members of the community to support student learning and well-being.

Goal C Learning Outcomes: The candidate will be able to:

1. Explain the role and boundaries of the community.
2. Describe methods for projecting labor supply and demand.
3. Define labor market terms.
4. Interpret occupational labor market information.
5. Research occupational labor market projections.

GOAL D: Demonstrate understanding of the DACUM curriculum development process and the design of Programs of Study.

Delaware Teacher Standard #6 Planning for Instruction: The Teacher understands instructional planning and designs instruction based on knowledge of the disciplines, students, the community, and Delaware’s student content standards.

Delaware Teacher Standard #7 Instructional Strategies: The Teacher understands a variety of
instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.

**Goal D Learning Outcomes:** The candidate will be able to:

1. Explain reasons why internal and external pressures should not trump responsiveness to the world of work and the best interests of students.
2. Describe the process of assembling a DACUM committee.
3. Define a DACUM single-sheet profile.
4. Discuss the advantages of the DACUM curriculum process.
7. Discuss the implications of Programs of Study (POS).
8. Outline a Program of Study for a selected occupational category.

**GOAL E:** Examine the advantages, construction, and implementation of assessment-based rubrics.

**Delaware Teacher Standard #5** Learning Environment: The Teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.

**Delaware Teacher Standard #8** Assessment: The Teacher understands multiple assessment strategies and uses them for the continuous development of students.

**Goal E Learning Outcomes:** The candidate will be able to:

1. Explain the advantages of rubrics for the teacher.
2. Discuss the student-centered advantages of rubrics.
3. Review rubric components.
4. Construct different types of rubrics.

**GOAL F:** Integrating CTSO contests for use as resources for reviewing for course material and formative assessment of student understanding of course material.

**Goal F Learning Outcomes:** The candidate will be able to:

1. Explain the differences between formative and summative tests.
2. Describe advantages of formative testing.
3. Discuss the implications of using a test bank.
4. Define multiple choice distracters.
5. Discuss plausible distracters, as used in multiple choice questions.
6. Explain the number of recommended multiple choice alternatives.

7. Outline the general qualities of a good multiple choice question and its alternatives.

V. STRUCTURED EXTERNAL ASSIGNMENTS

The graduate candidate will:

1. Select an end-of-pathway assessment and write a review of the assessment.
2. Pick a CTE pathway and county and find all related occupational classifications for that pathway in a selected Delaware county. Write a paper about the process that includes all data.
3. Pick a CTE career pathway to research on the U.S. DOL BLS website and create a simulated DACUM Single-sheet Profile.
4. Create a Program of Study Outline.
5. Use the multiple choice item guidelines to write twelve multiple choice questions.
X. RUBRICS FOR PROGRAM COMPETENCIES:

Structured External Assignment Rubric:

Program Competency#10: Collaborate with colleagues and other members of the community to support student learning and demonstrate knowledge of the school in the community.

Structured External Assignment: The undergraduate candidate is to establish a local CTSO chapter or add an activity to an existing chapter as evidenced by meeting minutes. Student must also develop a new CTSO leadership contest that includes the parameters of the contest and the contest development outline. (GC #4.1)

Structured External Assignment: The graduate candidate is to contact all state CTSO chapters and evaluate the consistency of chapter goals, quality of chapter projects and make recommendations where necessary. Results of state chapter’s research must be written as a term paper and turned in at the end of the class 7.

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<thead>
<tr>
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<th>BASIC</th>
<th>PROFICIENT</th>
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<tbody>
<tr>
<td>10.1 Undergraduate Candidate established a local chapter or added an activity to an existing chapter, and developed a new contest</td>
<td>local chapter/added activity to existing chapter was poorly organized, incomplete, confusing and minutes of meeting are missing. CTSO leadership contest</td>
<td>local chapter/added activity to existing chapter details inadequate. CTSO leadership contest vage. Report on contest parameters confusing.</td>
<td>local chapter/added activity to existing chapter acceptable. CTSO leadership contest complete and report on implementation clear. Report on project requirements</td>
<td>local chapter/added activity to existing chapter reflects careful preparation and high levels of effort. Clear and consistent evidence that student is able to design leadership</td>
<td>local chapter/added activity to existing chapter reflects ability to initiate local chapter/added activities far beyond normal expectations. The development of the</td>
</tr>
<tr>
<td>10.1 Graduate: Required research on state chapters</td>
<td>not included.</td>
<td>met, but lacking depth and without distinction.</td>
<td>contests and effectively report on contest parameters. Quality of work exceeds satisfactory accomplishment, and shows initiative, comprehension of material, and the ability to work with concepts related to the course.</td>
<td>CTSO contests is original and highly motivational. Report on contest parameters is clear with examples for better understanding.</td>
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<tr>
<td>Research of CTSO state chapters was missing more than 2 chapters and chapter goals and projects were not clearly compared or evaluated.</td>
<td>Research of CTSO state chapters were addressed and chapter goals and Projects were discussed. No evaluation or comparison of chapter goals and projects was included.</td>
<td>Research of all state CTSO chapters’ goals and projects were compared and evaluated. Basic recommendations were included.</td>
<td>Research on state CTSO chapters was complete with valid comparisons of chapter goals and chapter projects. Clear recommendations were included.</td>
<td>Research on state chapters included all state chapters with exceptional details comparing chapter goals and chapter projects.</td>
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Activities/Assignments may very due to edition changes and/or faculty recommendations

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<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1</th>
<th>EMERGING 2</th>
<th>BASIC 3</th>
<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
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<tr>
<td>10.1 Cooperate with colleagues and other members of the community.</td>
<td>The candidate demonstrated a limited understanding of cooperation with colleagues and developing an effective learning climate within the school and community.</td>
<td>The candidate demonstrated an emerging understanding of cooperation with colleagues and the development of an effective learning climate within the school and the community.</td>
<td>The candidate demonstrated an acceptable understanding of how colleagues cooperate and develop an effective learning climate within the school and the community.</td>
<td>The candidate demonstrated a clear understanding of the integral relationship between the school and the community at large. Four examples were given that supported school/community involvement for the promotion of student learning.</td>
<td>The candidate demonstrated an excellent understanding of the integral relationship between the school and the community at large by providing five examples of school/community involvement that support the promotion of student learning.</td>
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<tr>
<td>10.2 Collaborate with other professionals to solve problems and promote student success.</td>
<td>The candidate gave less than two examples of Relationships between professionals and used fewer than 2 examples of ways school and community supports student learning.</td>
<td>The candidate described an emerging understanding of the integral relationship between the school and the community at large with 2 examples of school/community situations that support student learning.</td>
<td>The candidate demonstrated an acceptable understanding of the integral relationship between the school and the community at large with three examples of school/community situations that support the promotions of student learning.</td>
<td>The candidate demonstrated a superior understanding of the integral relationship between the school and the community at large with four examples of school/community situations that support the promotions of student learning.</td>
<td>The candidate demonstrated an exceptional understanding of the integral relationship between the school and the community at large by providing five examples of school/community situations that support the promotions of student learning.</td>
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SCORING RUBRIC FOR GRADUATION COMPETENCY #2.1 and #2.2

Graduation Competency #2.1: Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.

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<th>PROFICIENT 4</th>
<th>DISTINGUISHED 5</th>
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<tr>
<td>2.1 Level of knowledge of written communication</td>
<td>The candidate demonstrated an unsatisfactory level of knowledge of written communication in the use of correct English grammar, punctuation, usage, mechanics, sentence structure and vocabulary.</td>
<td>The candidate demonstrated an emerging level of knowledge of written communication in the use of correct English grammar, punctuation, usage, mechanics, sentence structure and vocabulary.</td>
<td>The candidate demonstrated a basic level of knowledge of written communication by appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure and vocabulary.</td>
<td>The candidate demonstrated a proficient level of knowledge of written communication by appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure and vocabulary.</td>
<td>The candidate demonstrated a distinguished level of knowledge of written communication by appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure and vocabulary.</td>
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Graduation Competency #2.2: Teacher candidate use of American Psychological Association (APA) format for scholarly writing.

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<tr>
<td>2. 2. Level of knowledge in using the APA format</td>
<td>The candidate demonstrated an unsatisfactory level of knowledge using the American Psychological Association (APA) format by having more than three factual inaccuracies.</td>
<td>The candidate demonstrated an emerging level of knowledge in using the American Psychological Association (APA) format by having only three factual inaccuracies.</td>
<td>The candidate demonstrated a basic level of knowledge in using the American Psychological Association (APA) format by having only two factual inaccuracies.</td>
<td>The candidate demonstrated a proficient level of knowledge in using American Psychological Association (APA) format by having only one factual inaccuracy.</td>
<td>The candidate demonstrated a distinguished level of knowledge by consistently and accurately using American Psychological Association (APA) format having no factual inaccuracies.</td>
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Commented [{u3}]: Where is the assignment involving the APA format?

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