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I: 3, 4

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDC 411/MCT 6411

COURSE TITLE : Methods of Teaching Career and Technical Education I

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	70

Learning Activities:

- 1.1 Candidates will locate at least one Internet website that involves teaching, lesson plans, and/or educational techniques, and critique each site including the ease of navigation and quality of information.

Program Competency #6: The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and Delaware's student content standards.

Learning Activities:

- 6.1 Candidates will identify the Principles of Learning and the level of learning in selected lesson plans.
- 6.2 Candidates will demonstrate understanding that effective instructional planning requires alignment of assessment and instruction prior to lesson delivery.
- 6.3 Candidates will align assessment with the lesson when planning instruction.
- 6.3 Candidates will demonstrate and understanding of how to develop long (unit) and short range (lesson) plans.
- 6.4 Candidates will demonstrate and understanding of how to connect student experiences with education goals in planning.
- 6.5: Understanding of how to maximize the participation and engagement of students with disabilities in a general or expanded curriculum.

II. ATTRIBUTES, OR RATIO NAL

Methods of Teaching Career and Technical Education I include methods and demonstration of proficiency in teaching a particular career program of a teacher. Students are expected to develop materials, lesson plans, units and structure in their courses. This course also addresses strategies that include helping students to develop problem

III: SCORING RUBRICS :

Program Competency #1:

Create learning experiences that make content meaningful to students and reflect an understanding of the concepts and structure of education.

Assignment: Develop a lesson plan. Integrate appropriate task analysis and use of five examples of instructional aids.

SCORING ELEMENTS	UNSATISFACTORY 1	EMERGING 2	BASIC 3	PROFICIENT 4	DISTINGUISHED 5
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1.1 Understa

SCORING
ELEMENTS

UNACCEPTABLE
1

BASIC

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Rubric for Portfolio Program Competency # 6– Planning for Instruction

PROGRAM COMPETENCY #6: Design instruction based upon knowledge of the disciplines, students, the community, and Delaware’s student content standards to demonstrate knowledge of instructional planning.

Structured External Assignment: Using the Pathways Lesson Format, the career and technical degree candidate will complete and submit four lesson plans in your discipline. The candidate will write a description, analysis, and reflection (relative to these lesson plans and addressing the scoring elements below) to demonstrate knowledge of planning for instruction in your discipline.

Scoring Elements	UNACCEPTABLE 1	BASIC 2	EMERGING 3	PROFICIENT 4	DISTINGUISHED 5
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6.2 Understanding that effective instructional planning requires alignment of assessment and instruction prior to lesson delivery.

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assessment and lalignmen79.84nn91 1gnen /P <</MCID 27 >>BDC T* [(S-6(h)-1(on64 124.92 0.481c [(as)-5(s)-5(es)-5(s)3 d)-4()]TJvt)-

	used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.	description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.	the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.	description of assessment strategies used in the lesson, (4) a rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.	description of assessment strategies used in the lesson, (4) a rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.
6.3 Understanding of how to develop long (unit) and short range (lesson) plans. Score: _____	The candidate demonstrated an unsatisfactory* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.	The candidate demonstrated an emerging* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.	The candidate demonstrated a basic* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.	The candidate demonstrated a proficient* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.	The candidate demonstrated a distinguished* level of understanding of how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.
6.4 Understanding of how to connect student experience	The candidate demonstrated an unsatisfactory	The candidate demonstrated one emerging specific	The candidate demonstrated <u>two</u> basic examples of	The candidate demonstrated <u>three</u> specific	The candidate demonstrated <u>four</u> distinguished

with education
goals in planning.

understanding of how
to make connections
between student

Score: _____

