The Profession of Teaching  
Module III

The Professional Teacher:

1. Can design a challenging course of study that includes appropriate assessment, with well constructed instruments.
2. Can integrate academic disciplines of math, English, science and social studies into the CATE classroom.
3. Can advise a student organization specific to his/her teaching discipline.
4. Can perform a number of public relations tasks necessary to market your program to various audiences.

1. Designing Challenging Course Outlines

- Designing challenging vocational/technical courses requires
  - Having high expectations for all students;
  - Using a variety of assessment measures, such as (1) written exams;
    (2) observations with checklists to assess students’ skill development;
    (3) rubrics, which assists students in meeting industry employment standards
Designing Challenging CATE Courses (cont’d)

- A handout has been provided in the handout file on the website of a sample course outline recommended by: Designing Challenging Vocational Courses, Gene Bottoms, Southern Regional Board, High Schools that Work.
- Preparing a course outline related to your teaching field will be a major portion of your grade in this class.

Including Safety in the Course Outline

- Safety is an important part of most CATE course outlines, particularly in the Trades and Industry courses, which usually include skills application labs.
- OSHA guidelines and standards must be included in the outline as well. There are handouts on safety in the handout file on the course website. Pay particular attention to the information on teacher responsibilities and liability related to shop safety. Also, an extensive handout on shop safety will be provided during a “live” class session.

Including Thorough Assessment in the Course Outline

- Thorough assessment includes using a variety of testing measures, which appraise the effectiveness of instruction and mastery of the learning.
- A variety of tests must be used. Various types of written tests are given to assure foundation information is mastered by students. This includes safety information, which MUST be mastered before students begin the application phase of instruction in the labs.
Examples of Written Tests:

- True-False tests consist of a series of statements, some of which are true and some false. Advantage is ease of construction and scoring. Disadvantage is guessing factor is 50-50.
- Multiple-choice tests are composed of an introductory statement which may be a question or incomplete statement followed by several possible answers. Its advantage is that it requires judgment, reasoning and discrimination of students; reduces guessing factor to ¼; and that it tests more than memory. Its disadvantage is that initial construction is time-consuming for the teacher.

Examples of Written Tests (cont’d)

- Matching tests consist of two columns in which each item in Column 2 is to be paired with a word or phrase in Column 1 through some base suggestion. Its advantage is that it is comparatively easy to construct and score and the guessing factor can be practically eliminated. Its disadvantage is that it is inferior to multiple choice for measuring judgment and is apt to stress memorization of facts.

Examples of Written Tests (cont’d)

- Recall or essay tests require the student to make a comparison, write a description or explain certain points on which instruction has been given. Its advantages are that it measures student’s ability to organize his thoughts and express him/herself and it takes a short time to prepare. Its disadvantages include time to score and to write; difficult to score objectively; and offers poor coverage of the area being tested.
- Pictorial recall consists of a diagram/drawing with lines for parts to be identified. Its advantages are ease of scoring and eliminating guessing. Its disadvantage is it measures facts only.
Assessment

- Skill development is assessed in the labs by student demonstrations to the teacher and peers, and observation of the student in the lab area by the instructor.
- Documentation must be on file for each student to verify standards are met and to determine skill levels achieved in the labs. Checklists must be completed on student demonstrations and skill applications performed in the shop/lab. Samples are provided in the handout file on the website.

Assessment (cont’d)

- Authentic assessment, defined as assessment/evaluation of student performance which replicates routine application in the work environment, must be included in the CATE coursework.
- Informal tests can include student summaries of material covered in a discussion or in the lab setting, demonstrations given to peers, questioning strategies used by the instructor in large or small group settings, open ended questions placed on the board at the beginning of the class, which will require a written student response or a small group response as class begins.

2. Integrating Academics: Why?

- Most job tasks that students will face require combining of several skills, such as listening, reading, calculating, estimating, describing and predicting.
- Combining academic and career skills better prepares students for employment and lifelong learning.
- The Carl D. Perkins Act specifies integration in its wording.
- In 1991, the Secretary of Labor issued a report from the Secretary’s Commission on Achieving Necessary Skills (SCANS) addressed necessary skills to be productive in the workforce. Integration is an effective way to teach SCANS skills.
Integration (cont’d)

- CATE teachers can apply integration of academics into their classrooms by indicating in their lesson plans which academic area is being reinforced in a given lesson.

Examples:
- Building Trades estimates a job, applying math principles.
- Marketing develops a Business Plan or Marketing Plan, applying appropriate English skills.
- Office/Business Education composes a letter applying English skills.
- Cosmetology incorporates science into a lesson on hair color, or anatomy into a lesson on facials or massage therapy.

Integration (cont’d)

- Teacher collaboration is essential to effective integration. To successfully integrate academics into your technical program, you should spend time working with academic teachers. You may want to collaborate on projects or team teach a portion of the course.

- The Southern Regional Education Board (SREB) in the High Schools That Work program has organized teachers across the country into teams which integrate the curriculum. (For more information see their website or search for the variety of texts offered through HSTW.)

3. Advising a Youth Organization

- Student youth organizations are meant to be an important part of the CATE curriculum offering. (See the handouts on the web for a detailed listing of all titles of youth organizations associated with specific program areas.)

- Properly organized chapters help you as the instructor, since students have opportunities to apply skills, develop leadership, and gain recognition through officer candidacies and contest participation.
Advising a Youth Organization (cont’d)

- If there is not a local chapter in your district, contact the state advisor at TEA and request an introductory information packet.
- Check with your school district administrator or CATE director about district guidelines related to clubs/organizations.

Order an official handbook from the national headquarters of the youth organization. (See handouts for a listing of these addresses, etc.)
- Appoint a committee of interested students to review the materials received and perhaps visit a neighboring chapter. Then hold an organizational meeting to pursue student interest, develop a constitution, and begin the membership campaign.

Plan and conduct officer elections; then petition the state association for a charter.
- Be certain the president appoints key committees, such as Program of Activities, Finance, Community Service, Public Relations, and Social Committees.
- Order the necessary supplies/materials needed to conduct meetings.
Advising a Youth Organization (cont’d)

It is most important that you give ownership of the organization to the students as soon as possible to relieve you of those duties and to be certain the youth organization gives student members the opportunity to develop leadership skills.

Youth Organization—Program Activities

There are five general groupings of student organization activities:

1. Civic/Service—many of these projects can be conducted in conjunction with local business organizations while meeting a community need.

   Activities include raising funds for charitable organizations, helping families in need, and assisting civic groups in their projects.

Program Activities (cont’d)

2. Professional activities—these include incorporating community representatives with classroom study topics, such as having an HR representative conduct mock interviews; panel discussions of local interest can often focus on classroom topics; the lists is endless. Additionally, when students participate in contests, local business representatives can be involved in preparation of students prior to actual contests.
3. Social activities—these can be banquets to recognize employers in work-based program delivery models, Open House for parents, a luncheon provided for teaching staff during Teacher Appreciation Week. At any rate, these activities allow students to develop social skills and self-confidence.

4. Financial activities—fund raising is a major portion of this category of activities, since students will need additional funds to attend conferences and field trips. Of course, the teacher/advisor must clear these activities with district administration, since some districts do not allow fund raising by students.

4. Marketing Your Program

- Marketing your program by establishing good community relations is another important role for the professional CATE instructor.

- Marketing your program includes:
  - Actively recruiting students to enroll; contacting fellow teachers who may help in your recruitment efforts; contact parents through middle school orientation meetings, PTA meetings; speaking to professional organizations in the community, such as Lions Club. Prepare ahead of time in order to present the program in a positive manner.
Marketing your program (cont'd)

- Program publicity is another focus of any successful marketing/community relations plan. Publicity can be accomplished through a combination of print media, brochures, web sites, posters, exhibits of previous program successes, broadcast announcements and participation in career fairs. These activities can easily be incorporated with youth organization activities as well, which will give students additional leadership development opportunities.