

Course Title and Description

Effective Curriculum and Instruction for Career Education (ECICE) serves two purposes for Missouri career education instructors. One purpose is to serve traditionally certified career education teachers through a higher level synthesis course. The second purpose is to serve new career education teachers who may be pursuing teacher certification via alternative methods. From either perspective, this course will cover selected content from different courses within a teacher education sequence, such as curriculum development theory, selecting and organizing course content, and delivering course content (teaching methods). While stand-alone, individually-delivered teacher education sequence courses may have difficulty properly linking theory, selecting content, and delivering content, *ECICE* focuses on all three components working in harmony so that career education instructors can effectively communicate their content consistent with current Missouri Department of Elementary and Secondary Education recommendations and standards.

This course is designed to relate directly to a teacher's existing curriculum. A blend of theory and application will be emphasized, with course materials drawn from many different career education program areas. In addition, teachers enrolled in this course will be required to use segments of their existing course curriculum throughout this course for reflective discussion and curriculum improvement purposes.

This three hour credit course is offered for graduate credit and may meet Missouri Department of Elementary and Secondary Education career education certification requirements. In addition, *ECICE* may meet graduate degree requirements for students pursuing advanced degrees.

Course Rationale

Effective Curriculum and Instruction for Career Education (ECICE) is needed by career education teachers as they strive to meet improvement suggestions by the Missouri Department of Elementary and Secondary Education. Career education teachers who successfully complete this course will comprehend both Division of Career Education's program section requirements and Missouri School Improvement Program requirements. In addition, all teachers, regardless of their content, grade level, and school funding design (private or public), should be able to link curriculum theory, selection and organization practices, and content delivery strategies for improved instructional design and delivery for their students.

This course may contribute to DESE Career Education teacher certification requirements. It may also meet graduate credit requirements in a student's degree program.

Course Scope

The following tasks will be delivered in *Effective Curriculum and Instruction for Career Education (ECICE)*.

* = Denotes prerequisite competencies that, depending on teacher backgrounds, may be reviewed and discussed during this course.

1. Differentiate between curriculum development and instructional development terms
2. * Create course preliminary information (title, description, rationale)
3. * Create a scope and sequence for a course
4. * Create a scope and sequence for a program
5. Critique and improve existing curriculum components
6. Adapt a program/course evaluation plan for one's specific need
7. Evaluate instructional components for internal alignment
8. Evaluate instructional components for external alignment
9. Identify academic standards for external alignment
10. Identify technical standards for external alignment
11. Create instructional/curricular components that are fully aligned
12. Create measurable behavioral objectives using tasks, criterion, and conditions
13. Distinguish between learning domains
14. Develop domain-specific behavioral objectives
15. Develop domain-specific instructional strategies
16. Develop domain-specific student supplemental activities

17. Develop instructional strategies consistent with behavioral objectives and assessments
18. Incorporate Bloom's Taxonomy when writing behavioral objectives
19. Differentiate between measurement and evaluation
20. Develop content-specific and domain-specific authentic assessments
21. Develop content-specific and domain-specific process and product assessments
22. Create assessments that are internally aligned with learner objectives and instructional strategies
23. Develop an external alignment matrix
24. Develop an internal alignment matrix
25. Create measurable learner objectives (MLOs) from existing curriculum materials, including competencies and duty bands

The previous tasks will be organized and delivered within the following Measurable Learner Objectives (MLOs):

- 1. Describe Curriculum Components for Effective Instruction**
 - 1.1 Differentiate between curriculum development and instructional development terms

- 2. Evaluate Existing Curriculum Terminology and Components**
 - 2.1* Create course preliminary information (title, description, rationale)
 - 2.2* Create a scope and sequence for a course
 - 2.3* Create a scope and sequence for a program
 - 2.4 Critique and improve existing curriculum components

3. Apply Curriculum Alignment Theory to Instructional Materials

- 3.1 Evaluate instructional components for internal alignment
- 3.2 Evaluate instructional components for external alignment
- 3.3 Identify academic standards for external alignment
- 3.4 Identify technical standards for external alignment
- 3.5 Develop an external alignment matrix
- 3.6 Develop an internal alignment matrix

4. Write and Clarify Instructional Objectives

- 4.1 Create measurable learner objectives (MLOs) from existing curriculum materials, including competencies and duty bands
- 4.2 Create measurable behavioral objectives using tasks, criterion, and conditions
- 4.3 Distinguish between learning domains
- 4.4 Develop domain-specific behavioral objectives
- 4.5 Incorporate Bloom's Taxonomy when writing behavioral objectives

5. Select Instructional Strategies, Activities, and Resources

- 5.1 Develop domain-specific instructional strategies
- 5.2 Develop domain-specific student supplemental activities
- 5.3 Develop instructional strategies consistent with learner objectives and assessments
- 5.4 Create instructional/curricular components that are fully aligned

6. Apply Assessment Theory to the Classroom

- 6.1 Differentiate between measurement and evaluation
- 6.2 Develop content-specific and domain-specific authentic assessments
- 6.3 Develop content-specific and domain-specific process and product assessments
- 6.4 Create assessments that are internally aligned with learner objectives and instructional strategies
- 6.5 Adapt a program/course evaluation plan for one's specific need

In addition to the six measurable learner objectives and 25 tasks listed above, additional competencies from the following career education program areas (identified by DESE staff and teachers enrolled in the course) may be delivered to assist the teachers in their classroom curriculum and instruction planning and preparation.

Program Area / Content-Specific Competencies (if applicable)

- 1. Agriculture Education
- 2. Business Education
- 3. Family and Consumer Sciences Education
- 4. Health Sciences Education
- 5. Marketing Education
- 6. Technology Education
- 7. Trade and Industrial Education

Course Sequence

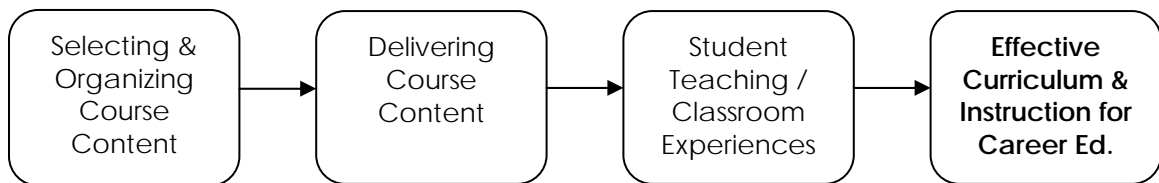
Effective Curriculum and Instruction for Career Education (ECICE) is a 3.0 credit hour course conducive to multiple delivery formats, such as a 16 week evening course (three contact hours per week), an ITV course, a web-based course, or a four-session “weekend” course (12.5 contact hours per session). Regardless of the delivery format, the following suggested course sequence illustrates two examples (16 week format and a four session weekend format) and is dependent on the individual learners and instructional climate of any given class.

Instructional Unit	16 Week Format	Four Session Format
Unit 1: Describe Curriculum Components for Effective Instruction	Week 1 (150 minutes)	Session 1
Unit 2: Evaluate Existing Curriculum Terminology and Components	Week 2 (150 minutes)	Session 1
Unit 3: Apply Curriculum Alignment Theory to Instructional Materials	Weeks 3-4 (300 minutes)	Session 1-2
Unit 4: Write and Clarify Instructional Objectives	Weeks 5-7 (450 minutes)	Session 2
Unit 5: Select Instructional Strategies, Activities, and Resources	Weeks 8-10 (450 minutes)	Session 3
Unit 6: Apply Assessment Theory to the Classroom	Weeks 11-15 (750 minutes)	Session 4

Program Sequence

Effective Curriculum and Instruction for Career Education (ECICE) may align with two distinctly different program sequences, depending on the backgrounds and career paths of the instructors enrolled in the course.

Sequence One: Traditional Teacher Education Program. For instructors who have completed a traditional teacher education program, this course may be viewed as a capstone course for practicing teachers that synthesizes select courses in a four-year traditional teacher education degree block as well as discussing curriculum and instruction alignment. These courses may include courses such as selecting course content, delivering course content (although this course will discuss content delivery theory rather than actually practicing content delivery), and student assessment:



Sequence Two: Non-traditional and Alternative Certification Sequence. For teachers pursuing / obtaining teacher education through procedures other than a traditional four year teacher education degree, this course may introduce elements of selecting course content, content delivery applications, student assessment, and aligning curriculum and instruction *prior* to the teachers completing their required teacher certification courses (selecting and organizing course content, delivering course content, and student assessment).

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At the beginning of each Unit of Instruction, a course road map will provide the course instructor with a visual organizer of where that unit's material corresponds with three courses commonly found in teacher education programs: curriculum development theory, selecting and organizing course content, and delivering course content (See *Figure 1*). Although *Figure 1* is designed to assist the course instructor prepare for each unit, it may also serve as a visual aid for the teachers enrolled in the course.

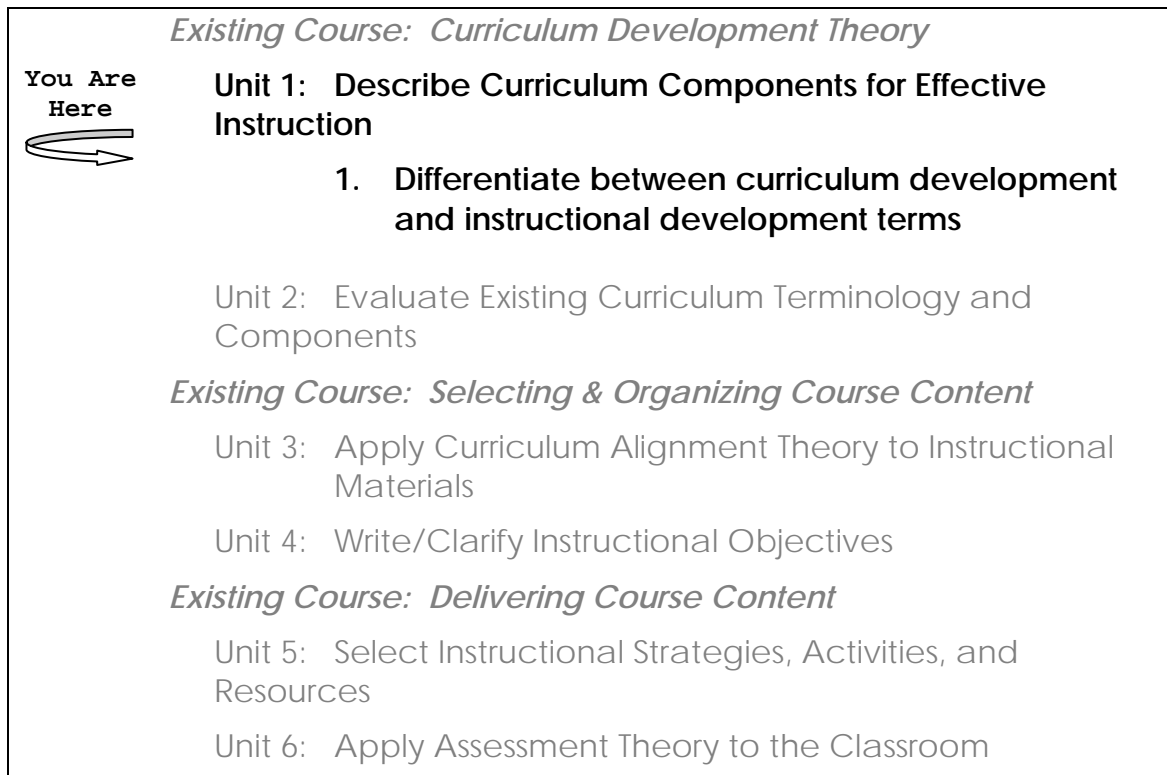


Figure 1. Visual organizer located at the beginning of each Unit.

Figure 2 illustrates that each component is oftentimes taught separately in a sequence of courses. However, all are related and contribute to successful planning and delivery of instructional content.

Just as *Figure 2* illustrates the interrelatedness of curriculum theory and instructional delivery, this course's content is also interrelated. A "synthesis" approach will be implemented, which means that during any given unit of instruction, the teachers enrolled in this class should be able to see the bigger picture of how one particular unit (that may fall under one section of the graphic) should also be addressed in another section of the graphic. *Figure 2* and a unit-specific *Figure 1* will be presented at the beginning of every unit.

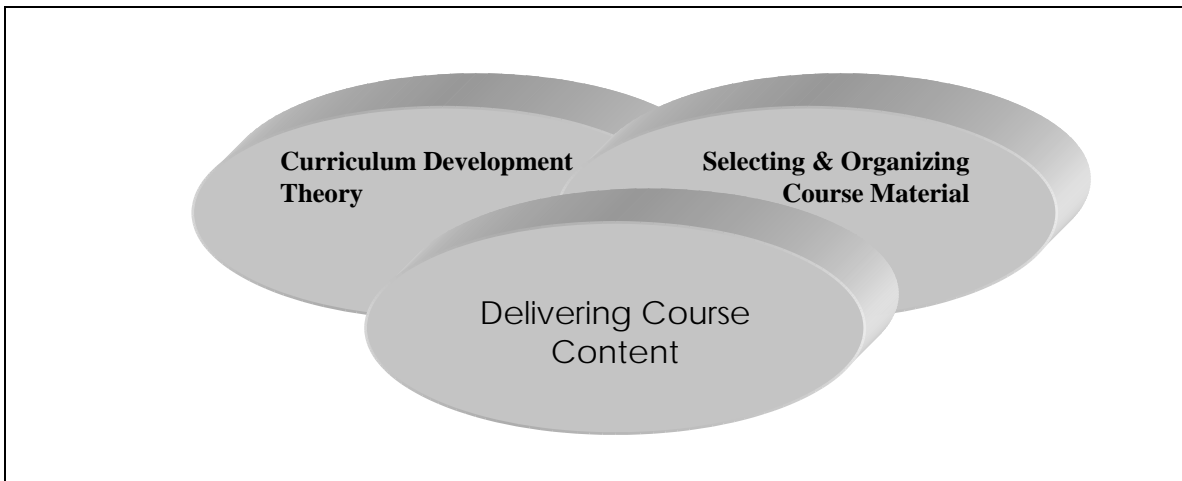


Figure 2. Relationship among curriculum development theory, selecting and organizing course materials, and delivering course content.