

Alignment

Alignment to State Standards

This assignment aligns with the following Missouri Leadership Development Standards:

Visionary Leadership (#1 & 2):

- Knows the importance of a vision and how it relates to the core values and culture of the school community.
- Understands the importance of all stakeholders knowing the collective mission, vision and core values.

Relational Leadership (#3):

- Understands how to build positive relationships in support of student learning and well-being.

How Alignment is Assured

Alignment to standards is identified for students on the course syllabus. This assignment specifically provides an opportunity for current and future CTE administrators to explore secondary and postsecondary issues specific to his or her interest. It includes research, identifying best practices and/or trends, and implementing findings into CTE programs.

Evidence Overview

Use of Assessment as Part of the Quality Assurance System

Students are given approximately 4 weeks to create a proposal for this assignment. They are provided formative feedback on this proposal. They then complete their project and create a video presentation over 8 weeks to share with classmates. Students also reflect on their learning and classmates then have the opportunity to ask questions and give additional feedback. This assignment serves as a formative assessment prior to taking the program's performance assessment.

Details of Assessment Administration

The CTE 5150 course is a required course, often taken as one of the first CTE administrator certification courses. The course is offered online and students have access to the assignment materials from the beginning of the semester. All students in the course are required to complete this assignment.

How the Evaluation is used to Measure Candidate Progress

This assignment is used to provide formative feedback to candidates on their progress towards certification requirements. The faculty member of this course monitors candidates abilities

Evidence and Analysis

Directions Delivered to Candidates

See attached assignment sheet.

Evaluation Instrument

See attached assignment sheet.

Assurance of Reliability and Validity

We review multiple years of data to ensure consistency and reliability. This assessment has been reviewed by CTE administrators to assure content validity.

Presentation of Data

CTE 5150 - Emerging Issues			
Assignment 5	Emerging Issues		
	Mean M	Standard Deviation SD	
Fall 2019 (n=9)	97.78	6.67	
Fall 2020 (n=12)	98.08	1.51	
Fall 2021 (n=14)	100.00	0.00	
Overall Average (N=35)	98.62	2.73	

Analysis and Interpretation

This formative assessment data was collected and analyzed for the Fall semesters of 2019, 2020, and 2021. In 2019, n=9 students completed the assignment. The mean score was 97.78 with a SD of 6.67 and this was the lowest mean score of the three years. In 2020, n=12 students completed the assignment. The mean score was 98.08 with a SD of 1.51. The final year, 2021, n=14 students completed the assessment. The mean score was 100 with a SD of 0.00, which was the highest mean score of the three years. Over the three year period, n=35 students completed the assignment with a mean score of 98.62 and a SD of 2.73.

Continuous Improvement

Focus Area(s)

Emerging issues in career and technical education are always changing, so faculty attempt to stay current and encourage students to identify current challenge areas in their CTE environments as proposals for this assignment. The assignment requires collaborating with their colleagues in the course to give and solicit feedback, as well as determine collaborative efforts needed in the field to address the challenge area.

We collect student course evaluation feedback as well solicit qualitative feedback at the end of each course to make updates each year.

EMERGING ISSUES (Project/Presentation)

Unit Objective:

Provide an opportunity for current and future CTE administrators to explore secondary and post-secondary issues specific to his/her interest.

Assignment Objectives:

1. The student will research practices that will improve career and technical education.
2. The student will identify best practices and/or emerging trends in career and technical education.
3. The student will implement relevant information into career and technical education programs.

Assignment Guidelines:

Students will select a topic in CTE and research best practices and/or emerging trends in career and technical education. Utilizing this information, the student will implement relevant information into CTE programs by developing a project that will benefit the student and his or her school. This project is intended to be something that is useful and meaningful.

In order to provide a "variety" of current topics – duplication of topics will not be allowed; however, if you decide to "team up" with another classmate on the topic – that is acceptable.

Total Points for Assignment: 145 points
45 points for Project Proposal (and peer feedback)
100 points for Project and Presentation

Part 1 - Project Proposal (DUE: 9/27/2020)

Write a 2-3 page project proposal with the following sections:

1. Statement of Need or Purpose. Why is this project important to you and your school?
2. Brief Review of Literature. Outline some of the key findings that support your project. What have you learned from a quick review of sources related to your topic that is guiding your work?
3. Project Outline. What you plan to do with your project? What will be the final product? Outline some of the key steps in completing your project. How will the project be utilized by you and/or your school?
4. References. List resources utilized in your proposal and any that will be used to complete your project. Be sure to use in text citations in your proposal.

Submit your project proposal as an attachment in the Project Proposal Discussion Board in Blackboard by the deadline. Please include a brief summary (100 words) in your original post.

Give feedback to at least three (3) of your classmates and reply to your own post about any feedback you will consider in the completion of your project by 10/4/2020.

Part 2 - Project and Presentation (DUE: 12/6/2020)

Create a video reflection and attach it and a copy of your project in the Project and Presentation Discussion Board in Blackboard. Use Zoom (Instructions available in the Unit 2 folder) to create a 10-15 minute screencast presentation of your project discussion and reflection. Zoom will allow you to share your project documents on your screen, while sharing video of you talking. It also has annotate tools for you to use.

Give feedback to at least three (3) of your classmates by 12/11/2020.

At the end of the project document include the following:

1. Reference Page.
2. At bottom of Reference Page, Cite appropriate Professional Standards for Educational Leaders that relate to this assignment. (You will be docked 10 points if you fail to cite the standards)

Example projects might include: a PowerPoint that you developed to be used with your Board of Education for a program evaluation (or another topic); It may be a "new" or "revised" Student Orientation format; It may be a new course proposal; It may be a new walk-through form that has been developed; It may be a new video of your school for recruitmentYou pick!

Here are some EXAMPLES of potential topics for your project
(These are a few ideas to perhaps spark an interest – but are merely suggestions.)

Accreditation

- Secondary
- Adult/Post-Secondary

Advisory Committees and Business Partnerships

Community Education

- Adult Education and Literacy
- Non-credit Courses - Hobby and Skill
- School Aged Childcare
- After School Programs

Mentoring Programs

- Instructors
- Counselors

Administrators

Professional Development/In-Service

- Classroom Management
- Instruction Strategies
- Professional Learning Communities/Collaboration
- Rigor, Relevance, Relationships

Program Approval

- DESE Requirements
- Local Requirements/Process

School Reform Initiatives

Such as - but not limited to:

- Advisor/Advisee Programs – Interventions & Privileges
- MO Learning Standards
- Embedded Credit/Academic Integration
- High Schools/Tech Centers That Work
- Pathways to Prosperity

Secondary to Post-Secondary Transition

- Apprenticeships
- Articulation Agreements
- Dual Credit

Student Services

- Guidance, Counseling, and Placement
- Special Needs

ASSIGNMENT RUBRIC - PART 1	
45	TOTAL POINTS POSSIBLE
Points Earned	
5	___ Statement of Need or Purpose
10	___ Brief Review of Literature.
10	___ Project Outline.
5	___ References. (List and Citation)
5	___ Brief summary in Discussion Board post.
10	___ Give feedback to at least three (3) of your classmates and reply to your own post about any feedback you will consider in the completion of your project
Point Deductions	
Up to -5 pts.	___ More than 5 errors in sentence writing (spelling; punctuation; grammar).
-4.5 pts.	___ Assignment deadline not met (10% deduction).

ASSIGNMENT RUBRIC - PART 2

100 TOTAL POINTS POSSIBLE

Points Earned

- 60 ___ Final Project
- a. Reflects use of best practice/research (25 points)
 - b. Demonstrates a solid understanding and knowledge of the topic. (20 points)
 - c. It is evident the project will impact the individual and/or school (10)
 - d. References (5 points)
- 40 ___ Presentation of Project
- a. Length of presentation is 10-15 minutes (10 points)
 - b. Utilizes Zoom (10 points)
 - c. Summary and reflection is clear (20 points)

Point Deductions

Up to -5 pts.

___ More than 5 errors in sentence writing (spelling; punctuation; grammar).

-10 pts.

___ Assignment deadline not met (10% deduction).

-10 pts.

___ Failure to cite MLDS (10% deduction)