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ABSTRACT

In this publication, the teacher's responsibilities in career education have been delineated from an examination of past and present teacher's roles as well as selected programs which directly and indirectly define the teacher's responsibilities. Some of these responsibilities include: (1) assessing needs, (2) commitment to career education goals, (3) curriculum development, (4) helping students develop self, occupational, and educational awareness, (5) adapting ideas from other models and teachers, and (6) assuming leadership inservice programs. In order to prepare teachers to meet their responsibilities, preservice and inservice teacher education programs should cover: (1) documenting the need for career education, (2) explication of the career education concept, (3) information about business, industry, and labor, (4) sources of information and utilization of resources, (5) implementation strategies, and (6) developing guidance and counseling skills. These components of an inservice or preservice program are discussed along with descriptions of several existing and proposed preservice and inservice programs. (SB) ?

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CAREER EDUCATION: TEACHERS' RESPONSIBILITIES

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CONTENTS

INTRODUCTION

What are teachers' responsibilities in career education? The answer hinges on a number of factors, some of which are: (1) the needs of the population to be served, (2) the system and/or buildings's commitment to career education, (3) the setting in which the program is being implemented, (4) the focus of the program, (5) the responsibilities of other personnel within the system, and (6) the nature and scope of in-service training available.

Career education, although a relatively young overt movement in education, has existed in a variety of forms since the early 1900's. Perhaps there is more agreement about what career education is not than what it is. But most spokesmen agree that it is not a single course or unit; it is not vocational education; it is not something taught and learned in isolation; and it is not the responsibility of a single functionary in the schools. The current thrust indicates that it is a more systematic, developmental K-adult approach, providing sequential, experience-based, and varied learning activities, with the classroom teacher at the heart of the program (Hoyt, 1972; Tennyson, 1971; Herr and Cramer, 1972). To understand present and projected teacher roles, it is important to examine past teacher responsibility, as well as to look at selected programs which directly and indirectly define that responsibility. It is also important to look at directions for career education in teacher education and at in-service training models and their components. One needs to identify both conceptualized and operational programs in which specific kinds of career education responsibilities are delineated. In other words, the problem is to identify various kinds of teacher responsibilities for career education, competencies needed to perform those functions, and training programs being developed to achieve them.

A number of writers have addressed the question of who is responsible for career education. There is some agreement that career education requires involvement of all school personnel and a variety of community personnel with separately defined functions (Position Paper on Career Development, 1973; Swanson and Jervis, 1973; Goldhammer and Taylor, 1972; Hansen, 1972b; Drier, 1972b). There is disagreement about the roles of

various educators in the career education process, with some placing major coordinative responsibility on the school counselor (Hansen, 1972b; Keller, 1970; Gysbers and Moore, 1972b). Others, however, see the vocational educator or a career guidance specialist as the major coordinator for career education (Swanson and Jervis, 1973). In most philosophical discussions, the position of shared functions by educators, community, and parents seems to be reaffirmed (Hoyt, 1972; Gysbers and Moore, 1972a; Hansen, 1972b; Position Paper on Career Development, 1973). There is universal agreement that the teacher is the main delivery system for career education (Hoyt, 1972; Drier, 1972b; Keller, 1972b; Hansen, 1972a).

TEACHER'S ROLE-PAST AND PRESENT

At the elementary level, teachers always have been consciously and unconsciously involved in career education. The current goal is to make these efforts more conscious and systematic, building on new knowledge in child development, career development, and learning psychology and on more sophisticated methods and media for refocusing elementary curriculum around a career development theme (Hoyt, et al., 1973).

In addition to the ongoing efforts of vocational educators to relate their subjects to the world of work, the traditional approach to vocational guidance in the secondary schools was Parsons' "matching model" of persons and jobs. It manifested itself in the schools in the form of a terminal counseling interview in the senior year and an occupations unit often taught by eighth and ninth grade social studies teachers (Hansen and Borow, 1973). A study by Sanstead (1966) revealed that Minnesota social studies teachers responsible for careers units reported that, although it was an important and satisfying unit for students, teachers desired more preparation in their undergraduate teacher preparation program and more help from counselors in implementing the unit.

The Teacher's Role in Career Development (Tennyson, et al., 1965) was an early attempt to promulgate the idea of lifelong career development and the teacher's major role in this development through subjects. Several conferences in the

1960's, involving vocational educators, counselors, counselor educators, and curriculum specialists, laid the groundwork for current efforts (Tennyson and Ashcraft, 1966). More recent models, built around a developmental, K-12 framework, include Herr's "Unifying an Entire System of Education around a Career Development Theme," (Herr, 1969) and the Detroit Developmental Career Guidance Project (Leonard, n.d.).

A current position paper on career development, prepared by a joint commission of the American Vocational Association and the National Vocational Guidance Association (1973), outlines distinct functions for various educators, including administrators, academic teachers, vocational teachers, counselors, parents, and community. While it gives strong leadership to the guidance specialist, it suggests the following responsibilities for academic and vocational teachers.

The vocational teacher should:

1) Provide realistic educational and occupational information to students and staff based on knowledge of their occupational field and continuous contact with workers and work settings.

2) Identify and recruit resource persons in the employment community to assist in the school program.

3) Provide exploratory experiences in vocational classrooms, labs, and shops for students not enrolled in occupational preparation programs, and assist those teachers who wish to incorporate "hands on" types of activities in their courses.

4) Identify basic and academic skills and knowledge that are needed to succeed in the occupations of their field and communicate this information to academic teachers and guidance specialists.

5) Assist academic teachers and guidance specialists in designing appropriate occupational exploration experiences.

6) Provide students with information about vocational offerings and guidance specialists with information about the kinds of careers for which students are prepared.

7) Assist students enrolled in vocational programs to analyze and interpret their learning experiences for better understanding of self in relation to occupations and the world of work.

8) Plan and provide vocational instruction which prepares students to enter, adjust, progress, and change jobs in an occupational field.

9) Assist students in identifying a wide range of occupations for which their vocational instruction is applicable.

10) Encourage employers to assist in expanding student awareness of career opportunities.

11) Arrange observation activities or part-time employment for students and school staff to help them learn more about occupations and work settings.

12) Participate in the planning and implementation of a comprehensive career education program ("Position Paper on Career Development," 1973: 14-15).

The academic teacher should:

1) Provide for easy transition of students from home to school, from one school environment to the next, and from school to further education or employment.

2) Provide students with curriculum and related learning experiences to insure the development of basic concepts of work and the importance of those who perform work.

3) Provide group guidance experiences, with appropriate aid from the guidance specialists and vocational educators to regularly demonstrate the relationship between learning and job requirements.

4) Help parents understand and encourage the career development process as it relates to their children.

5) Provide opportunities within the curriculum for students to have decision-making experiences related to educational and vocational planning.

6) Assist the student in synthesizing of his accumulated career development experiences to prepare him for his ongoing educational transitions.

7) Provide career exploratory experiences to help students gain an understanding of worker characteristics and work requirements.

8) Provide experiences to help students increase their depth of understanding of personal capabilities, interests and possible limitations.

9) Provide for career preparation experiences sufficient to enable the individual to aquire [sic] skills necessary for entering and remaining in the world of work at a level appropriate to capabilities and expectations.

10) Provide, as an extension of the in-school learning experience, opportunities for the individual to experience work first-hand in a non-threatening environment ("Position Paper on Career Development," 1973: 15-16).

In another document, Hoyt identifies seven responsibilities of the classroom teacher. The classroom teacher is expected to:

1) ...embrace and adopt the basic assumptions and goals of career education for themselves...and dedicate a portion of their efforts towards accomplishment of these goals....

2) ...become aware of and knowledgeable concerning the career implications of the substantive content they seek to help students learn....

3) ...seek out and capitalize on the wide variety of means available for emphasizing the career implications of the substantive content he seeks to help the students learn....

4) ...emphasize career implications in ways that will bring dignity to all honest work and to all persons who perform such work....

5) ...emphasize career implications as a means of motivating students to learn more of the substantive content the teacher is attempting to teach....

6) ...seek out and capitalize on cooperative projects involving the efforts of several teachers, or even the entire teaching staff....

7) ...work cooperatively with those charged with responsibility for other components of career education (Bottoms, et al., 1972: 7-10)....

Official statements on teacher responsibility have come from the U.S. Office of Education (Marland, 1972) and from the Comprehensive Career Education Model I (CCEM) staff at The Center for Vocational and Technical Education, The Ohio State University (Drier, 1972[b]). Marland (1972) cites three things teachers and other educators can do: (1) heighten awareness of career opportunities; (2) strengthen school ties with industry, labor, and other job information sources; and (3) acquaint community leadership with the dollars-and-cents practicality of career education.

The U.S. Office of Education, in its six pilot schools for the school-based Comprehensive Career Education Model (Hackensack, New Jersey; Mesa, Arizona; Los Angeles, California; Jefferson County, Colorado; Atlanta, Georgia; and Pontiac, Michigan), specifies major teacher participation in reorganizing curriculum around a career development theme. The CCEM presents a series of developmental program goals arranged around eight elements (self-awareness, educational awareness, career awareness, economic awareness, decision-making, beginning competency, employability skills, and attitudes and appreciations). These are translated into a K-12 matrix of 32 themes and outcome statements arranged by grade level. While the developmental model specifies student outcomes rather than teacher performance, it is obvious that since this is a curriculum model, and it is primarily teachers who implement curriculum, the developmental program goals have strong implications for teacher responsibility and competency (The Center for Vocational and Technical Education, 1972).

The above-mentioned responsibilities are made more explicit in another document on in-service preparation in a section called "Orienting Installation Teachers to Their Role" (Drier, 1972[b]). The specific responsibilities identified include attitudinal goals relating to the teachers' interpersonal working relationships and attitudes toward career education; methodological goals including utilization of new teachers' guides, units, and resources; and integrational goals such as seeing how his or her subject relates to the existing curriculum, to the student's career development process, and to the total career education program. Teachers are also expected to make their own individual needs assessment to determine where they are in relation to expected career education competencies.

Gysbers and Moore (1972[b]) discuss indirect functions, shared functions, and direct functions of teachers, counselors, and administrators. Swanson (1973) speaks of the concern for competency, as well as responsibility, and for the teacher's involvement at every level of the public schools, K-12. A survey by Willingham (1972), while dealing mainly with career guidance in secondary education, summarizes trends and programs in career education with implicit functions for teachers. Hansen (1972[b]) recommends specific functions for teachers at elementary, junior high, and senior high levels related to developmental tasks. She emphasizes such areas as teacher examination of his or her own career development; interdisciplinary efforts of academic and vocational teachers; and direct inputs into curriculum in a variety of ways. These inputs include (1) teaching of psychology through focus on the human life cycle; (2) effecting change in school structures and procedures; (3) teaching career implications of school subjects; (4) utilizing school and community resources; and (5) creating special programs for special needs, e.g., women, minorities, and urban and rural populations.

Hansen suggests several teacher responsibilities at each developmental level to be facilitated by counselor assistance. It is the teacher's responsibility to:

Elementary

1) build on the child's intrinsic interest in activity and exploration.

2) bring into the child's world adults and older age students who provide new models of behavior and work roles.

3) use a variety of techniques to improve the child's self esteem.

4) create action-oriented experiences and direct experiencing of the world of work.

5) engage in interdisciplinary and hands-on experiences integrating academic and vocational activities.

6) develop experiences which will avoid occupational stereotypes, including glamorous occupations and sex-role stereotypes.

Junior High

1) provide broad exploratory, concrete, action-oriented experiences related to the world of work.

2) help students see the vocational and avocational implications of school subjects.

3) get students out into business and industry and bring career representatives into the school on a systematic basis.

4) find ways to organize the world of work and bring it down to manageable size through job clusters or families.

5) begin teaching awareness of the decision process and the place of values, alternatives, information, and action plans.

6) expose students to people in atypical and non-glamour occupations.

7) identify and use resources appropriate to this level.

8) engage in interdisciplinary team efforts focused on career education.

9) utilize role models--alumni, siblings, peers, vocational school students, college students, adult workers--to assist in exploration.

Senior High

1) assist in clarifying the career decision process in relation to self.

2) help the student become aware of preferred life styles.

3) help the student reality-test his self-concept through tryout experiences.

4) continue to teach the vocational and avocational aspects and implications of school subjects, including the structure of the subject, the structure of related career fields, possible college majors or vocational specialties, and educational or vocational paths.

5) identify ways in which the student can gain work experience.

6) identify, use, and adapt resources appropriate for this level.

7) convey to each student that he or she is a worthwhile person whatever his occupational or educational goals or life-style aspirations (1972b: 15-16).

Common teacher functions mentioned by several writers (Jones et al., 1972; Hoyt, 1972; Drier, 1972[b]; Hansen, 1972[a]; "Position Paper on Career Development," 1973; Swain, 1971) include: (1) needs assessment; (2) curriculum writing; (3) relating subjects to career; (4) greater teacher responsibility in counseling and guidance; (5) creating learning activities, units and courses; (6) utilizing school and community resources, e.g., worker interviews and field visits; (7) creating special programs for special needs; (8) assuming special in-service system and building responsibilities; (9)

interpreting various aspects of the career education program to parents and community; and (10) helping students to feel worthwhile regardless of the educational or vocational path they choose.

TEACHER RESPONSIBILITY IN ILLUSTRATIVE PROGRAMS

A few illustrative programs and activities at each educational level will help point up how teacher responsibility is translated into practice. In the K-6 Career Development Project of Roseville, Minnesota, a creative first grade teacher describes how she uses the career development concept to refocus her curriculum to make education more relevant and to help her students see the relationship between school and work early in elementary school. Among lessons she develops are "Why Do We Learn?", "Workers in Our School," "Who Am I, What Am I Like, and What Can I Do We l?", "Workers We Know," "Workers Who Come to Our House," "Day Workers and Night Workers," "Abilities and Jobs," and "What Our Parents Do." She is now using her lessons and materials to demonstrate to other teachers in her building and system how she takes the concept and makes it grow. A fourth grade teacher and a sixth grade teacher are also developing similar materials and demonstrating them for teachers at their grade level, (Harwood, et al., 1972).

Laramore (1972) reports on the spiralling activities which develop out of fourth graders' interests in pets and the variety of direct field experiences, media activities, role playing, drama, and other kinds of classroom activities which are generated by a unit on pets. A sixth grade teacher in Los Angeles, California, describes his multiple responsibilities as he develops and implements a "Career Awareness Trip," refocusing the annual class trip for his inner city students on careers ("Career Awareness Trip," 1973). Teachers in the New Jersey "Technology for Children Project" develop and implement "episodes" and hands-on activities through the elementary school curriculum, integrating academic lessons and technical activities. Such activities as "Establishing a Rubber Stamp Business" offer students an opportunity to participate actively in all parts of running a business. Other episodes include "Discovering Machines," "Man the Inventor," "Aerospace," "Cookie Business," and "A TV Production" (Hansen and Borow, 1973).

In the Hackensack, New Jersey, career education project, intensive career exploration for junior high boys and girls occurs through home economics and industrial arts, including classroom studies, field trips, and lab work (Fulton, 1971). All teachers and other faculty are involved in a "Time Out" day at Carl Sandburg Junior High School in Robbinsdale, Minnesota, when students can choose from a variety of teacher and student-generated "exploring and expanding" activities. Adults provide meaningful relationships with students who share their interests in the "Pupil Potentials Labs" concept at Hosterman Junior High. Another opportunity for self and career exploration is offered through an interdisciplinary curriculum model based on family, home, and community developed by a career development team of academic and vocational educators and with a counselor as team leader (Neuwirth, 1971). Laramore (1972) describes "A Lesson in Banking" in which a mathematics teacher, English teacher and a career education specialist plan a variety of experiences (guest banker, bank interviews, loan contract, tapes, and play-writing), culminating in an actual car purchase. The College Entrance Examination Board has junior and senior high teachers and/or counselors teaching a series of units on decision-making, focusing on values, information, and decision strategies (Miller and Gelatt, 1971-1972). Hansen (1970) describes a career planning unit based on the Life Career Game, and team-taught by teachers and counselors as part of a career development program. Benson (1972) has compiled a teachers' resource guide for career development in the junior high school, including both group process and career development content. In the Orange County, California, schools, the development of school-centered career resource centers has resulted in greater teacher involvement in use of resources. In one center, an industrial arts teacher and counselor have developed a programmed guide for students to use in their career exploration (Kosuth and Miltenberger, 1972).

In the senior high, teachers are also assuming varied responsibilities for career education. At Robbinsdale, Minnesota, subject area teachers, assisted by counselors, have assumed responsibility for careers through subjects (e.g., Careers in English, and Careers in Mathematics) and the Mathematics Department has made a major commitment to developing and teaching career-related mathematics units (Hansen, 1972[b]). In Sonoma County, California, mathematics, social studies, business education, and English teachers are involved

in an interdisciplinary program called "Commuter Experience," which emphasizes various life styles (Laramore, 1972). Gunn Senior High School in Palo Alto, California, has developed a Life Style Center in which, along with community guests, faculty members talk with students about their own life styles (Willingham, 1972). The Richmond Plan, in which students were offered the opportunity to study English, math, and science within a technical framework in the industrial arts shop, was an early attempt to involve teachers in interdisciplinary teaching related to career development (Hansen, 1970). In a number of states, senior high career resource centers have been established to which teachers take classes and send students. Mosher and Sprinthall (Hansen, 1972[b]) describe a psychological curriculum for personal growth in which teachers and counselors use the human life cycle to involve students in such activities as cross-age teaching, peer counseling, exploratory work experiences, and courses in the psychology of work and of aging. Teacher-taught units developed in the University of Minnesota Career Development Curriculum include "Life Styles and Work," "Occupational Satisfactions and Rewards," "Self-Concept Exploration," "Women and the World of Work," "Significant Others," "Value Clarification," and the "Social Contribution of Work" (Tennyson, et al., 1970). These are merely illustrative of the kinds of activities and responsibilities being assumed by teachers involved in career education in the public schools.

Reflection on these varied teacher functions and responsibilities as they are being defined and carried out in emerging career education programs suggests that there are several contingencies which will affect these roles. The teacher's responsibility is going to depend in part on the conceptual framwork or model of career education used in the school system. It may have a heavy occupational awareness focus, a heavy self-awareness focus (in which the community and the world of work become a vehicle for exploration of self) or a blending of these. Teacher functions will be affected also by functions of other personnel--regular and special--who are involved in the career education program. For example, the question of whether the counselor is freed from typical administrative and crisis responsibilities to have a central role in career education, whether trained paraprofessionals are available to assist teachers and counselors, whether parents and community are integrally involved

in the program, and whether there is a career education coordinator or specialist available will also affect the teacher's role.

The organization of the school will also have an impact on teacher functions. Whether the school is traditional or open, the degree of autonomy and freedom of teachers to plan activities outside the school walls, and opportunities for interdisciplinary cooperation will all affect ease, rate, and scope of implementation. Teacher commitment and preferences, the nature and scope of the in-service training program, the amount of teacher experience in the world of work, and the extent of teacher involvement in development of the program and practices all will affect teacher functioning. All of these may determine the extent to and manner in which teachers will be able to carry out their responsibilities in career education. The most important contingency, however, is whether they have been exposed to a sound in-service training program in career education to help them develop attitudes and competencies needed for effective functioning in this emerging area.

COMPONENTS OF IN-SERVICE TEACHER EDUCATION PROGRAMS

If these are the ways in which teacher responsibilities in career education are being defined, the major task of preparing teachers for implementing these responsibilities still remains. A number of writers, as well as institutions and agencies, have addressed themselves to the question of staff development for career education (Hoyt, 1972; Schaffer, 1971; Hansen, 1972[a]; Keller, 1972[a,b]).

Several critical questions can be posed regarding in-service teacher education programs: (1) What does a teacher need to know about career education to function effectively? (2) What kinds of attitudes and skills does he or she need to have? (3) What methods or strategies can he or she utilize in implementation? (4) How can the effectiveness of the career education efforts be evaluated? The following section describes recommended components of in-service and pre-service programs for teachers, and staff development programs which are in conceptual and operational stages.

Most of the writers in the field agree that an in-service program must deal with the following components:

1) Documentation of the need for career education (Hoyt, 1972; Goldhammer, 1972; Tennyson, 1971; Hansen, 1972[b]; Gysbers and Moore, 1972[b]; Drier, 1972[b]; Keller, 1972[a]).

2) Orientation to the career development/career education concept (Hoyt, 1972; Drier, 1972[b]; Hansen, 1972[a]).

3) Orientation to the world of work (meanings, tasks, classification, structure, and trends) (Hoyt, 1972; Keller, 1972[b]).

4) Knowledge and use of school and community resources (Swanson, 1973; Hansen, 1972[a]; Hoyt, 1972).

5) Strategies for implementation through curriculum (infusion through subjects) (Hoyt, 1972; Swanson, 1973; Tennyson, 1970).

6) Guidance and counseling skills related to career education (Swain, 1971; Hansen, 1972).

7) Change process activities to facilitate acceptance and adoption by teachers and community (Drier, 1972[b]; Keller, 1972[a]).

Below is an elaboration on each of these components.

The Need

There is considerable agreement that to influence faculty attitudes regarding the importance of career education and to obtain a commitment to it, teachers, adminstrators, and counselors must be convinced of the nature of the career development problem and the concomitant need for career education. Numerous authorities have addressed this question (Hoyt, 1972; Goldhammer and Taylor, 1972; Hansen, 1972[b]; Gysbers and Moore, 1972[a]). From a vocational education philosophy and framework, the need is often posed in relation to high school and college dropout figures and the lack of adequate vocational preparation, e.g., a marketable skill

(Hoyt, et al., 1972; Marland, 1972). The need from a humanistic career development point of view has been delineated by Hansen (1972b), Goldhammer (1972), and Schaefer (1971). One of the difficulties in attempting an in-service program is establishing the cruciality of career education through curriculum when other more immediate areas such as drug, sex, ecology, and human relations education are also vying for time. But educators need to be made aware of the interrelatedness of these problems and of the preventive potential of career education in dealing with these areas of concern.

The Career Education Concept

While many agree that there is no single career education concept or definition, most in-service programs provide some conceptual framework or explication, usually reflecting their own bias or preferred definition. Most define some basic elements or dimensions and a set of objectives which include aspects of self awareness, occupational awareness, educational awareness, and decision-making process or planning behaviors. Emphases and components vary, some placing more stress on the occupational awareness, others focusing more on the self (The Center for Vocational and Technical Education, 1972; Tennyson, et al., 1970; Drier, 1972b).

Orientation to the World of Work

The need for teachers to be knowledgeable about business, industry, and labor often has been stated and has become even more critical in times of a tight economy and labor market. While vocatioal educators, through their experience and training, are usually well-acquainted with the work world, academic teachers and counselors often have been accused of having a limited knowledge of, or experience in, jobs outside of academia. Most in-service programs, therefore, incorporate some kind of focus on an exploratory work experience for teachers and other educators whose exposure to occupations outside of education has been limited. Some programs also suggest including in in-service programs information about the structure of the labor force, clustering systems, changing work ethics, and manpower and womanpower trends, as well as the psycho-social aspects of work.

Information Systems and Use of Resources

The information explosion has made it difficult for individuals (teachers, students, and adults) to obtain the information they need for developmental career decisions. Identifying and utilizing the resources of school and community to assist in occupational exploration is acknowledged to be an important part of career education, for all kinds of human resources, assessment instruments, media, and strategies become the "tools" of program implementation (Hansen and Borow, 1973). Teachers need help in identifying and using human resources in the school, in business, labor, and industry, and among parents and community. They also need to know when and under what circumstances resources are available, how they might be utilized, and under what conditions they might facilitate most effective learning. In addition, teachers need to be aware of the numerous printed, film, computer, and other media resources. The establishment of various kinds of career centers or career resource centers as a central component of career education programs is becoming increasingly common. Organization of career education around learning centers has obvious implications for teacher role and responsibilities, as well as for curriculum.

Implementation Strategies

Embracing the "how" of infusing career education into curriculum, this step becomes one of the most important to teachers. The literature suggests that teachers can profit from examining illustrative programs and efforts of other teachers, and that they need to examine their own curriculum and to learn a process by which they can utilize career education concepts in their subjects (Swanson, 1973; Hoyt, 1972; Tennyson, et al., 1970). Among the many resources which suggest sample objectives and learning strategies are the Career Education Resource Guide (General Learning Corporation, 1972); Career Education In-Service Training Guide (Keller, 1972[a]); Career Development Curriculum, (Tennyson, et al., 1970); Career Development and the Elementary School Curriculum (EPDA Institute, 1971); and Elementary Guide in Career Development (Harwood, et al., 1972).

Guidance and Counseling

While many writers acknowledge the importance of guidance as part of career education there are differences in

perception as to how the guidance component is implemented. There are some who see career development as linked to the guidance function and as a somewhat peripheral aspect of career education (Hoyt, 1972; Swanson, 1973); others see the counselor's role and the guidance function as more central to career education (Gysbers, et al., unpublished paper). If career education becomes pervasive through curriculum, it is likely that teachers will assume more of the educational-vocational guidance function and will need in-service training which includes some counseling skills. Another direction indicated is that of identifying teachers who, with special training, might become career advisors or coordinators, guides, or teacher-counselors (Swain, 1971; Hansen, 1972[a]).

Change Process

The need to give attention to change process has been acknowledged by numerous writers (Keller, 1972[a]; Schaefer, 1971; Drier, 1972[b]). Keller (1972[a]) suggests a model for an in-service workshop and describes several developmental stages of programming. The USOE publication, Career Education-A Handbook for Implementation (1971), also suggests a systematic approach which deals with the process of change and innovation. It is well-known that the best idea may fail if adequate attention is not given to the process by which teachers acquire not only knowledge and competency but a sense of commitment to the innovation (Drier, 1972[b]).

EXAMPLES OF STAFF DEVELOPMENT PROGRAMS

A search of the literature has revealed that little has been published to date on staff development for career education. Teacher training institutions have barely begun to think about providing prospective teachers with career development concepts and practices. With concern for teacher training being developed jointly by the public schools and institutions of higher education, career education becomes a natural link for developing the idea of relevancy between learning and experience. The career development of teachers, with the tight job market currently facing teachers, has become a concern of many teacher education institutions. Yet, there is substantial activity in progress in preparing teachers

for career education, most of which is reported in papers, proposals, and project reports. Programs are under development both for pre-service and in-service teachers and are being sponsored by federal agencies, state agencies, universities, local agencies, and private agencies. A few illustrative programs in various stages of development are described below.

Federal Agencies

The Comprehensive Career Education Model (CCEM), previously alluded to, focuses on in-service preparation of all staff as the key to career education delivery (Drier, 1972[b]). In a two-phase program, CCEM suggests a staff development cadre to serve as a representative planning and advisory group. This group should consist of career education staff, administrators, teachers, counselors and consultants. The model also recommends a master teacher from each school building to serve as a staff development building coordinator who would assist in planning, coordinating and implementing programs. The specific steps for teacher preparation include (1) orientation to their role as a career education curriculum unit installer, (2) orientation and in-depth understanding of specific curriculum units, (3) in-depth exploration of the instructional unit and its relationship to the total career development of a student, (4) teacher-prepared instructional sequence, and (5) evaluation of career education units.

Other national developments include several USOE-sponsored projects which relate to in-service preparation of teachers for career education. A national conference on "Implications of Career Education for Teachers' Preparation" in October, 1972, addressed itself to many of the questions of both content and process in pre-service and in-service programs for career education (Gorman and Clark, 1972). A series of 16 regional conferences for decision-makers was held in 1972 under the aegis of the Maryland State Board of Education. A national training conference was conducted by the University of Missouri under their Career Development, Guidance, Counseling, and Placement Project. The "Conference dealt with [an] overall plan for developing a state-tailored guide for implementing career guidance, counseling, and placement programs in their [the attendees'] respective states" (Willingham, et al., 1972:41). A national conference on "Implementing Career Education, K-12," was held in May, 1973, sponsored by the Mesa, Arizona, CCEM team

and the Continuous Progress Learning Institute. The conference disseminated publications developed as part of the Mesa Pilot Project for use in in-service career education programs (Continuous Progress Learning Institute, 1973).

State Agencies

Ohio, Wisconsin, California, Georgia, and Maryland are among states developing plans for in-service teacher education programs. In Ohio, 20 in-service career development programs have been funded under the Vocational Education Amendments of 1968. The school districts have developed a variety of essentially autonomous in-service projects utilizing nearby teacher education personnel as resource people (Keilholtz, 1972).

Wisconsin has developed a state guide for local schools showing how 16 career development concepts can be integrated into the curriculum in middle childhood, late childhood, early adolescence, and adolescence. The concepts stress early information on careers in a sequential process, kindergarten through adult (Willingham, et al., 1972). The Wisconsin model suggests levels at which concepts might be introduced, developed, and emphasized. The teacher is central to the model, which provides for extensive use of video programs, films, filmstrips, and other multi-media. The guide has now been published commercially for in-service and implementive use (Drier, 1972a).

The Arizona Department of Education, through its Career Education Clearinghouse, has attempted to explicitly define career education in-service performance and goal statements. Through the Research Coordinating Unit, performance objectives and goal statements for administrators, teachers, and counselors in the areas of awareness, orientation, preparation, and program development have been identified. A staff survey was made of project directors to determine agreement with defined objectives but results were not available as of this writing. Besides the CCEM at Mesa, the State of Arizona also has developed an in-service teacher education career education packet (Career Education Clearinghouse, 1972).

The Georgia Department of Education has been deeply involved in career education in a variety of ways since passage of the Vocational Amendments of 1968. Activities have included development of guides for implementation, exemplary

programs, coordinated in-service projects, and instructional media. The Program for Education and Career Exploration (PECE) for junior high originated in the Georgia Department of Education. In 1969, the University of Georgia counseling and guidance staff designed a training program for PECE teacher-coordinators. The training program included classroom studies focusing on career development combined with laboratory experiences in varied work roles similar to those students would experience. The following year, all enrollees became interns in guidance in pilot schools (Swain, 1971).

Many other states report extensive in-service plans (Maryland, North Dakota, New Jersey, Colorado). At this writing, complete descriptions of the comprehensive in-service programs were not available. Among the 36 career education projects funded since 1971 by the USOE Curriculum Center for Occupational and Adult Education several have had and are having direct and indirect focus and impact on teacher responsibilities and in-service training. Many of these activities and materials are being developed in state vocational-technical education curriculum laboratories (Mississippi, Illinois, Oklahoma, California, Kentucky) and are just beginning to be disseminated nationally (Simpson, 1972).

Universities

Numerous universities have sponsored in-service education workshops and instituted new courses in career development in their pre-service teacher education curriculum. The following are selected university programs representative of the activity now occurring.

Colorado State University. A series of regional curriculum institutes for career education was sponsored by the Department of Vocational Education of Colorado State University, Fort Collins, Colorado. The week-long institutes held at Fort Collins, Colorado; Washington, D.C.; and Auburn, Alabama, provided in-service training for vocational educators and university, public school, and state agency personnel with leadership responsibilities for career education (Larson and Valentine, n.d. [1973]). The University of Northern Colorado at Greeley also reports a variety of career education in-service and pre-service projects. In addition to a number of courses in career education, there is an ongoing Center for Career Development in the Department of Vocational Education. Also, in conjunction with The Center

for Vocational and Technical Education, a simulated leadership development program for state and local personnel is under development. A program specialist in career education has been appointed, and a model for pre-service teacher education is being implemented.

Several modules are suggested by Keller (1972b) for majors in colleges of education, including two required for students prior to certification--"Subject Matter Application" and "Pre-Teaching Module." Others are "Careers in Education," "Society and Work," "Guidance and Counseling for Career Planning," "Basic Technology," "Career Education," "Clustering Techniques for Career Education," and "Vocational Education." Other features include team advisement, a career development center in the College of Education, placement of students in business and industry for related occupational experience, and utilization of community advisers (Keller, 1972b). A Career Education In-Service Training Guide also has been developed as a model for local administrators in planning and implementing in-service programs (Keller, 1972a).

Marshall University. At Marshall University, West Virginia, Olson (1972) reports extensive involvement of the departments of vocational education and elementary education with career education in the public schools. They have worked with 30 administrators of 55 local systems in West Virginia and with teachers from five counties in developing curricular materials. The staff is focusing on both process and task components while using specific guidelines for developing curriculum materials. A college course entitled "Career Education Curriculum Development" includes strategies of competence development, field experiences, guidance and counseling, assessment, interpersonal interaction, multi-media activities, occupational research, resource role models, and simulation and/or hands-on experiences. The concept of "curriculum blending," utilizing mathematics, social studies, science, fine arts, and language, is introduced. Sources of commercially-produced materials and methods of student/teacher-produced materials are examined. An instructional resource unit is developed by each teacher, including objectives, descriptive information, teaching techniques, methods of curriculum blending, evaluation procedures, and resources. Among teacher activities through which mathematics, science, fine arts, social studies, and language may be related to career education are career clubs, field trips, guest speakers, group projects, interaction groups, individual projects, lectures, multi-media activities, psychomotor activities,

reading assignments, simulations, and writing assignments. A course in the principles and practice of career education is also offered (Olson, 1972).

Northern Illinois University. Curricular resource units are the focus of the Authentic Basic Life-Centered Education (ABLE) model program at Northern Illinois University. The project began by developing world of work resource units for elementary teachers. A theory of practice has been developed with participating teachers in selected school districts, but one which allows each teacher to develop a plan from a personal base through the philosophy of "Take an idea and see where it leads you." Using the world of work as the "organizing center" for the curriculum of the elementary school, ABLE is attempting to build a creative teacher model with planning, implementation and evaluation based upon performance criteria (Wernick, n.d.). The fundamental life-centered organizing centers around which the ABLE program is built (e.g., banking, baking, telephone business) depend upon a teacher's imaginative view of instruction, with elasticity and creativity built into the concept. The project suggests interviewing and group conferences as two basic skills of communication children need to carry out the program. The resource guide suggests a variety of staff development activities (Wernick, n.d.).

Eastern Illinois University. Enrichment of Teacher and Counselor Competencies for Career Education (ETC), an Eastern Illinois University project, has been under way since the summer of 1972. The project staff are developing bibliographies in addition to resource and teaching units for teacher and counselor education. A National Advisory Committee and an Ad Hoc Occupational Information Team have been named. A summer course in "Career Education in the Elementary School" was offered in 1973 (Peterson, 1973).

Southern Illinois University. Bailey (1971), at Southern Illinois University, has focused on pupil outcomes and learning materials in A Curriculum Model for Facilitating Career Development. His K-8 curriculum was one of the early performance-based sequential programs to help teachers infuse career development into the elementary school curriculum.

University of Georgia. Several interdisciplinary thrusts are under way at the University of Georgia, including departments of administration, vocational education, curriculum, and counseling and guidance. State and regional summer

workshops with varied formats have been held, some to orient middle school teachers to career education objectives and practices, and others to orient administrators, curriculum leaders, and state department personnel to career development. A curriculum laboratory also has been funded.

University of Minnesota. Extensive career development in-service programs have been implemented for several years by the Departments of Distributive Education and Counselor Education in the College of Education at the University of Minnesota. Using a systems model and supported by State Department of Education funds, University faculty members have developed a series of in-service summer workshops with various combinations of personnel (distributive educators, counselors, secondary teachers, administrators, and elementary teachers). The workshops generally have combined group process, community building, and exploratory work experiences with the content of career development. Content has included the career development concept, illustrative models and programs, school and community resources and multi-media, meanings of work, trends in the labor force, strategies for educational change, leadership development, curriculum development, and career needs of women and minorities. Besides action plans for program development, outcomes have included development of a set of behavioral objectives and suggested teaching-learning experiences (Anderson, et al., 1968); a K-6 Guide for Career Development and the Elementary School Curriculum (Education Professions Development Act [EPDA] Institute, 1971); and teacher-developed classroom and building plans for teacher in-service education in infusing career development into the curriculum (Hansen and Borow, 1973).

Over the past five years, the University of Minnesota Career Development Curriculum (CDC) has developed a sequenced set of performance and enabling objectives relating to developmental tasks at the primary, intermediate, junior high, and senior high levels; seven learning opportunity packages (LOP's) for the senior high teacher to incorporate into curriculum; and four junior high packages relating career development to English, social studies, home economics, and industrial arts (Tennyson, et al., 1970). These teacher-oriented materials are being published by the Minnesota Department of Education Pupil Personnel Services Division (Hansen and Borow, 1973).

Three career development courses offered in the Department of Counseling Psychology serve both counselors in training and in-service teachers, administrators, and other personnel

working in K-adult career education settings. A Career Development Lab for use by teachers and counselors in the courses is also part of the system. The CDC staff is actively involved with inner city and suburban school systems in local in-service, field testing, and implementation activities. A recent development is that of a massive in-service program for 275 teachers, counselors, and administrators, K-12, in the St. Paul, Minnesota, schools.

At the pre-service level, the CDC team is developing a teacher educator module for use in pre-service teacher education in elementary and secondary programs (e.g., methods courses, introductory education courses, clinical experiences, and curriculum courses). Project Teacher Education for Career Education (TECE) is operating under an Education Professions Development Act (EPDA) grant and will culminate in a statewide one-day institute for teacher educators from all the state teacher preparation institutions to orient them to the concept and the materials and their use, with the goal of obtaining a commitment to field test the module with education undergraduates in the 1973-1974 school year. A career development module for direct use by pre-service students was piloted in the introductory secondary education courses in 1971-1972 (Hansen and Borow, 1973).

The Division of Vocational-Technical Education has made a major priority commitment to career education and is incorporating career education concepts into a number of its graduate and undergraduate courses. Besides developing an "Education for Work" model, the staff of the Research Coordinating Unit is involved in evaluating teacher activities in eight exemplary programs funded in Minnesota and has an instrument under development for this evaluation. A college-wide Career Education Task Force with representatives of all divisions also has been established to determine the directions in which the College of Education should go with respect to preparing teachers for career education.

Local Agencies

There is such a plethora of in-service programs for career education that a description of local plans must, as with the previous ones, be illustrative. Most of the exemplary programs being developed across the nation provide for an in-service component to prepare teachers and other staff for career education responsibilities.

Sonoma County, California. Sonoma County, California, reports an in-service project to train a cadre of teachers in six schools: an elementary, junior high, and secondary school in each of three counties. The plan utilizes existing staff and community resources to develop curriculum experiences incorporating career education into subject matter at every level. The project employs paraprofessional career education specialists to help teams of teachers generate ideas on methods of implementation. Each activity includes one of 13 concepts developed by a career guidance task force in the California State Department Pupil Services Division. After a classroom tryout, the career education specialist writes up the experience, including pre-activities, terminal objectives, evaluation, and follow-up, for use by other teachers in planning. Each school develops its own program but involvement of teachers assures implementation. Teachers initially involved are expected to be used as consultants in other schools the following year. The teacher and career education specialist build on interest at each level and already have developed over 300 career education activities which have been made available to teachers in other parts of the system (Laramore, 1972).

St. Paul, Minnesota. Using in-service teacher education as the starting point, Project "Career Education and Staff Enhancement" (CEASE) in North St. Paul, Minnesota, has a three-year plan to mainstream career education through curriculum. Funded by the Title III Elementary and Secondary Education Act, Project CEASE began with system-wide faculty orientation workshops, K-12, in the summer of 1972. District-wide curriculum committees have career education persons designated for every subject, and principals are being asked to accept and direct career education in their building. Teacher competency inventories are being developed by level, and a regular, ongoing orientation program is in progress. The project was initiated by the assistant superintendent and the curriculum director and is now headed by George Von Drashek (Speiker and Johnson, 1972).

Robbinsdale, Minnesota. A system-wide in-service program for educators, K-12, funded jointly by the Robbinsdale, Minnesota, Area Schools and the Minnesota State Department of Vocational Education, has been in progress since 1970 (Helling, 1971). Several kits of materials for teachers have been developed, both as a format for in-service programs and as examples of product outcomes. Two types of workshops have been offered. One is a summer workshop for educators in the system

which includes an exploratory work experience for teachers, orientation to the career education concept, group process, and development of an action plan. The other is a two-day institute on occupational exploration programs offered for university credit to school systems throughout the state. Two special areas of focus have been development of "Career-Related Math Units" and an in-service program and materials related to environmental careers, in cooperation with the Environmental Education Center (Heck and Helling, 1971).

Private Agencies

There is a growing interest of private agencies in career education materials and programs. Among those offering training in career education are the New Educational Directions (NED) career education institutes in Crawfordsville, Indiana. The two-day institutes are customized for participants' needs and are geared to teachers, supervisors, and administrators planning, developing, or refining career education programs (Gannon, 1973). The College Entrance Examination Board is also offering in-service programs in career decision-making for teachers and counselors, using its junior high "Deciding I" and senior high "Deciding II" materials. The format includes experiential exercises involving value clarification followed by a demonstration film showing students using the materials and a follow-up discussion (Miller and Gelatt, 1971-1972).

LIMITATIONS AND NEEDS

It is apparent that career education is here to stay and that there is a burgeoning of activity nationally to prepare teachers for career education responsibilities. Programs are sponsored by national funding, state agencies, teacher education institutions, local education agencies, and private agencies. While most of the activity is geared to in-service training of teachers (or teams of teachers, counselors, administrators, and paraprofessionals), there are a few attempts to infuse career education concepts and practice into the pre-service education of teachers. It appears that there is an integration of training and curriculum development activities and that the curriculum materials often become the major vehicle for effecting change.

If career education continues to grow at its present rate, teacher training institutions will need to give much more emphasis than presently exists to preparing teachers for career education functions in the elementary and secondary schools. With the beginning interest in career development in the post-high years, there will also be a corresponding need for teachers, counselors, and administrators in post-secondary institutions to have some awareness and understanding of career education at that level.

Teacher responsibilities for career education are both directly stated by authorities in the field who specify performance terms in theoretical and operational programs, and implied by the nature of many of the innovative curricular programs operating nationally. Teacher functions are being specified through extensive development of curriculum materials for implementation in the classroom by teachers at all levels. These teacher responsibilities, as described in the literature concerned with evolving programs, include assessment of needs; acceptance of and commitment to career education goals; curriculum writing and testing (performance objectives and learning activities); relating subjects to careers by utilizing the world of work to teach subject skills (showing both vocational and avocational implications of subjects); showing relationships between education and occupations; using the subject to develop self, occupational, and educational awareness, and decision-making skills; using the world of work as an organizing center for learning activities; adapting ideas from other models and teachers; and assuming leadership for local building or district in-service teacher education programs.

As one peruses the in-service teacher education programs under development, it appears that much of the activity in this area emanates from vocational-technical education. This involvement is understandable and laudable, but if career education is to be system-wide, it is essential to obtain greater involvement of academic educators, counselors, and counselor educators. It would also seem desirable to obtain a better balance between training programs which focus on individual career development and those which focus on occupational information. More widespread involvement of guidance personnel who could give leadership to the self-development areas would seem desirable.

But perhaps more important is the need for attention to the question of teacher attitude. As Shimberg (1972: 49)

points out, "Educational innovations have a way of being sabotaged when they are placed in the hands of people who are comfortable with the status quo." Preparing teachers for career education responsibilities must be preceded by efforts to obtain attitude changes and a commitment to view career education as a way of reworking lesson plans and adjusting teaching procedures to focus on a theme which has potential for unifying curriculum efforts and making those efforts more relevant to the needs of the learners. The need to convince teachers of not only the vocational skill training function of all teaching, but also of the humanizing possibilities of education through career (self) development, is one of the teacher education functions which still is seeking solution.

As Gysbers and Moore (1972[a]) point out, there are still many barriers to implementation of career education programs, including allocation and mobilization of resources and the stereotyped, over-simplified concept some people hold of career development. Another barrier is the definition of differentiated functions (who does what in the program with what kinds of competencies and training). With the participation of so many traditional and emerging personnel (teacher-coordinator, lead teacher, building coordinator, career guidance specialist, career education specialist, career motivation coordinator, career cluster coordinator, and team leaders) this becomes especially difficult. It is apparent that hundreds of teachers are on the cutting edge of career development and are already involved in numerous kinds of responsibilities. However, if career education is to have a significant impact on American education, ways will have to be found to expose more teachers to the vital concept in order to help them realize how they can use it to refocus their curriculum, to get academic and vocational teachers working more closely together, and to provide teachers with the necessary competencies, through in-service and pre-service training, to make career education work.

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[1]Bibliographical entries followed by an ED number are generally available in hard copy or microfiche through the Educational Resources Information Center (ERIC). This availability is indicated by the abbreviations MF for microfiche and HC for hard copy. Order from ERIC Document Reproduction Service (EDRS), P.O. Drawer O, Bethesda, Maryland 20014. Payment must accompany orders totaling less than $10.00. Documents available from the Government Printing Office may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

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* ABSTRACTS OF INSTRUCTIONAL MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (AIM), a quarterly publication, provides indexes to and abstracts of a variety of instructional materials intended primarily for teacher or student use.
* ABSTRACTS OF RESEARCH MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (ARM) is published quarterly and provides indexes to and abstracts of research and related materials.
* COMPUTER TAPES of AIM and ARM contain resumes of over 6,000 documents on vocational and technical education that have not appeared in RIE.
* RESEARCH IN EDUCATION (RIE) and CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE) are monthly publications. Many of the documents announced in AIM and ARM are also listed in RIE, the Central ERIC publication. Journal articles reviewed by the Clearinghouse are announced in CIJE, the CCM Corporation publication.

CAREER EDUCATION

A new project, the Supportive Information for the Comprehensive Career Education Model (SI/CCEM), is using the ERIC document base to provide information for the development of the Comprehensive Career Education Model (CCEM). In addition to using ERIC, the project staff is helping to acquire additional materials for CCEM. Many of these are being announced in AIM, ARM, and RIE.

INFORMATION ANALYSIS

The Clearinghouse engages in extensive information analysis activities designed to review, analyze, synthesize, and interpret the literature on topics of critical importance to vocational and technical education. Review and synthesis papers have been prepared on many problems or processes of interest to the entire field. Current emphasis is upon interpretation of major concepts in the literature for specific audiences. Recent career education publications have been developed that clarify and synthesize for program developers and decision-makers the theoretical, philosophical, and historical bases for career education.

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In order to provide information on ways of utilizing effectively the ERIC document base, the Clearinghouse provides the following user services:

1. Information on the location of ERIC microfiche collections;
2. Information on how to order ERIC access products (AIM, ARM, RIE, and CIJE);
3. Bibliographies on timely vocational-technical and related topics such as (1) career education, (2) vocational education leadership development, (3) vocational education for disadvantaged groups, (4) correctional institutions, (5) cooperative vocational education, (6) information system for vocational decisions; and (7) management systems in vocational education;
4. Brochures describing ERIC operations and products;
5. Directing users to sources of information required for solving specific problems; and
6. Referral of requests to agencies that can provide special services.

YOUR INPUTS

Your comments, suggestions, and questions are always welcomed at the Clearinghouse. In addition, any documents you feel are beneficial to educators may be sent to the Clearinghouse for possible selection and inclusion into AIM, ARM, or RIE.

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DESCRIPTORS - *Career Education; *Teacher Responsibility; Teaching Skills; *In-service Programs; *Pre-service Education; Program Descriptions; Teacher Role; Curriculum Development; Program Implementation; Occupational Information; Information Sources; Information Systems; Educational Needs; Guidance Functions.

ABSTRACT - In this publication, the teacher's responsibilities in career education have been delineated from an examination of past and present teacher's roles as well as selected programs which directly and indirectly define the teacher's responsibilities. Some of these responsibilities include: (1) assessing needs, (2) commitment to career education goals, (3) curriculum development, (4) helping students develop self, occupational, and educational awareness, (5) adapting ideas from other models and teachers, and (6) assuming leadership in-service programs. In order to prepare teachers to meet their responsibilities, pre-service and in-service teacher education programs should cover: (1) documenting the need for career education, (2) explication of the career education concept, (3) information about business, industry, and labor, (4) sources of information and utilization of resources, (5) implementation strategies, and (6) developing guidance and counseling skills. These components of an in-service or pre-service program are discussed along with descriptions of several existing and proposed pre-service and in-service programs. (SB)