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ABSTRACT

The Career Education Workshops project began August 15, 1972 and was completed April 11, 1973. The primary purpose of the project was to conduct eight workshops which would be geographically distributed throughout Illinois on the basis of teacher population density, and would educate 240 or more elementary teachers concerning Illinois' three newly developed elementary career curricula. The four major outcomes set for the workshop participants were: (1) understanding the nature and design of the ABLE (Authentic Basic Life-Centered Education) Model Program, the OCCUPAC Project, and the Career Development for Children Project; (2) selecting implementation strategies for installing elements of the three curricula in local schools; (3) selecting a plan for articulating elements of the three curricula with the total education program in their schools; and (4) selecting demonstrated teaching techniques which could be used in a local school program. An evaluation team of workshop participants was formed for each workshop. Participant comments indicated enthusiasm for the workshop approach and encouragement for beginning the implementation of career education programs in their schools. The document includes an outline of the presentations made at the workshop. (Author/BP)

ED 099595

FINAL REPORT

Contract No. PDT--A3--032

CAREER EDUCATION WORKSHOPS

A PROJECT TO DEVELOP, CONDUCT, AND EVALUATE
EIGHT WORKSHOPS TO INSTRUCT ELEMENTARY
TEACHERS CONCERNING EXISTING ELEMENTARY
CAREER DEVELOPMENT CURRICULUMS

by

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Janet C. Ruddell, Project Assistant

Consultants:

Dr. Larry Bailey, Career Development for Children Project
Dr. Ann Jackson, Elementary Teacher Educator
Dr. Marla Peterson, OCCUPAC PROJECT
Dr. Walter Wernick, ABLE MODEL PROGRAM

THE CENTER FOR EDUCATIONAL STUDIES

School of Education

Eastern Illinois University

Charleston, Illinois 61920

April 1973

CE 002 688

The CAREER EDUCATION WORKSHOPS Project was conducted pursuant to a contract with the Professional and Curriculum Development Unit, Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, State of Illinois.

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Elementary School Career Education Workshops

Do you need help in planning a Career Education Curriculum in your school? If so, the Center for Educational Studies, at Eastern Illinois University, in cooperation with the Illinois Division of Vocational and Technical Education, has designed workshops around three Illinois Research Projects, which have developed Career Education curriculum materials. Each workshop will also provide ample time for guiding teachers in designing strategies which incorporate the project curriculum ideas that are most suited to their local needs.

Daily Program

Thursday

8:45 Registration
9:00 CAREER DEVELOPMENT FOR CHILDREN PROJECT
12:30 Lunch
1:30 ABLE MODEL PROGRAM
5:00 Dinner
6:00-9:00 Action Groups

Friday

9:00 OCCUPAC PROJECT
12:30 Lunch
1:30 In-service Teacher Demonstrations
5:00 Dinner
6:00-9:00 Action Groups

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MODEL PROGRAM

ABLE MODEL PROGRAM

Dr. Walter Wernick, Director

Northern Illinois University, DeKalb, Illinois

ABLE MODEL PROGRAM, a teacher-oriented research project, is developing a model program for the elementary school within which occupational information is presented to children. Field testing in a variety of settings demonstrates that easily managed techniques can bring children into direct contact with active adults in credible situations. Materials which include guides, forms, and interviewing procedures help classroom teachers integrate Career Development concepts within the basic content areas of the curriculum. The "person-in-the-occupation" is used as an organizing center for instructional activities — so the "world of work" comes through as Authentic, Basic, Life-centered Education.



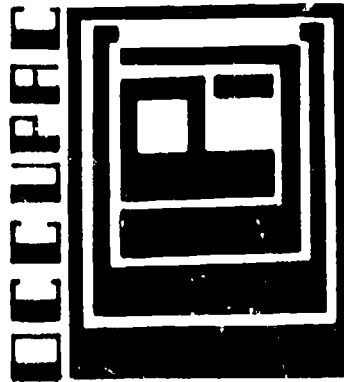
CAREER DEVELOPMENT FOR CHILDREN PROJECT

Dr. Larry Bailey, Director

Southern Illinois University, Carbondale, Illinois

The focus of the project is on the student and the behavior which he requires to do effective career planning and decision-making. An important thrust is to develop new curriculum materials for the first eight grades based on a conceptual model which is derived from knowledge of the career development theory and research. A series of well planned activities such as gaming and simulation, role playing, group projects, vocational exploratory experiences, etc. will be implemented to assist students in coping with the demands of each vocational developmental task.

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OCCUPAC PROJECT

Dr. Marla Peterson, Director

Eastern Illinois University, Charleston, Illinois

The primary purpose of the OCCUPAC Project was to develop packages of career education materials that are appropriate for use in Grades K-6. The OCCUPACS are designed so that they can be integrated with subject matter normally taught in the elementary school. The OCCUPACS contain slides, tapes, equipment and materials used in various occupations, decision-making simulation activities, and manipulatives of all kinds from the real WORLD OF WORK. They are based upon the premise that personal, social, and intellectual growth and development take place through a sequence of concrete experiences followed by abstractions.

Eastern Illinois University
Career Education Workshops
Booth House
Charleston, Illinois 61920

Non-Profit Org.
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Charleston, Ill. 61920
Permit No. 24



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Invitation

A Workshop Concerning Elementary Career Education Curriculums

Elementary Teachers, Teacher Preparation Personnel, and
Students in their final year of Teacher Preparation

WHO: See Schedule

WHEN: See Schedule

WHERE: Eight Illinois Universities

COST: \$5 Registration Fee

BY: Center for Educational Studies, School of Education
Eastern Illinois University, Charleston, Illinois and
Illinois Division of Vocational and Technical Education

Enrollment for each workshop is limited. Return Registration Blank and Registration Fee of \$5.00
Meals and lodging to be paid by participants.

Mail to:

Dorothy M. Lawson, Director of Career Education Workshops
Booth House
Eastern Illinois University
Charleston, Illinois 61920

Telephone 217-581-3914

Name _____
Street _____ City _____ Zip _____
School District _____ Address _____
I am (check one) _____ elementary teacher, _____ elementary teacher training personnel, _____ future teacher in my final
year of preparation, _____ other _____
Enroll me in workshop 1 2 3 4 5 6 7 8 (circle one)
Graduate credit information desired for this workshop yes or no.

Schedule of the Eight Career Development Workshops

1. Black Hawk Junior College, Moline, Illinois
November 2, 3, 1972
2. Western Illinois University, Macomb, Illinois
November 16, 17, 1972
3. Illinois State University, Normal, Illinois
January 18, 19, 1973
4. Southern Illinois University, Edwardsville, Illinois
February 1, 2, 1973
5. Eastern Illinois University, Charleston, Illinois
February 8, 9, 1973
6. Southern Illinois University, Carbondale, Illinois
February 22, 23, 1973
7. Chicago State University, Chicago, Illinois
March 8, 9, 1973
8. Northern Illinois University, DeKalb, Illinois
March 22, 23, 1973

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PREFACE

The CAREER EDUCATION WORKSHOPS Project was intended to disseminate information concerning the three existing Illinois elementary career development curriculums: the ABLE MODEL PROGRAM, the OCCUPAC Project, and the Career Development for Children Project. Concepts and materials developed by the curriculum model projects, strategies for installing a program in a school, procedures whereby the curriculums could be articulated with the total educational program, and practical suggestions for utilizing the curriculums in the classroom developed by the workshop staff were presented at each workshop.

At Eastern Illinois University, the Project to Develop, Conduct, and Evaluate Eight Workshops to Instruct Elementary Teachers Concerning Existing Elementary Career Development Curriculums was unique in that it represented a venture developed by the Center for Educational Studies, funded by the Division of Vocational and Technical Education of the Illinois Board of Vocational Education and Rehabilitation and presented in seven other Illinois colleges and universities.

The primary objective of the CAREER EDUCATION WORKSHOP was the development, conduction, and evaluation of workshops for elementary teachers concerning existing career development curriculums. Too often, projects stop after the research and development phases. This project provided the opportunity to complete the full research cycle by conducting dissemination and diffusion activities for three elementary school career development programs. In the past, the K-6 years have had the least emphasis on career development. The eight workshops on K-6 career development curriculums were designed to help schools inaugurate truly developmental career education programs.

Mr. Sherwood Dees, Director, State of Illinois, Department of Vocational and Technical Education, Mr. William Reynolds, Coordinator, and Mr. Richard Hofstrand, Head Consultant, Division of Vocational and Technical Education Professional and Curriculum Development Unit, assisted in planning, and obtaining fiscal resources necessary for pursuing this project.

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ACKNOWLEDGEMENTS

A project such as the CAREER EDUCATION WORKSHOPS Project requires the assistance of personnel both on the state level and local level. The recommendations of Dr. Richard Hofstrand, Head Consultant of the Professional and Curriculum Development Unit of the Illinois Division of Vocational and Technical Education influenced the design and quality of the workshops. Many thanks go to the directors of the three projects and their staff members. Dr. Larry Bailey supplied the needed materials and expertise from his project. Dr. Walter Wernick provided materials and suggestions from his project for the workshop presentations and made the necessary workshop arrangements at Northern Illinois University. He presented his program at the Northern Illinois University workshop and introduced a classroom teacher who presented her use of the ABLE MODEL PROGRAM in her classroom. Dr. Marla Peterson not only gave us materials and expertise but presented her materials at three of the workshops. She welcomed the participants at the Eastern Illinois University workshop into her research facilities of the "ETC Project". She also gave this staff the benefit of her experience at past workshops. Special appreciation goes to Dr. Ann Jackson who was responsible for presenting to each workshop the classroom teacher's view of career education. She shared her knowledge of other career education projects and gave practical suggestions for classroom teaching techniques and management.

My sincere thanks go also to Mrs. Janet Ruddell who was a great co-worker. She helped develop materials, design displays, present projects, register participants, and keep the workshops running smoothly.

Mrs. Mary Bare of the Casey Junior High School, Casey, Illinois, gave two presentations of student made OCCUPACS which had given her students a concrete career exploration experience.

Mrs. Marky Hinson gave valuable assistance in the design of the workshop brochure.

Dr. Floyd Landsaw of the Eastern Illinois University Audio-Visual staff gave technical and production assistance and made available any equipment which was needed for the workshops.

The CAREER EDUCATION WORKSHOPS Project was one of the first series of workshops to be organized on one university campus and then conducted on seven other college and university campuses. My sincere thanks to those DVTE liason officers who made it possible: Mr. Richard Nelson, Western Illinois University, Macomb, Illinois; Dr. Charles Porter, Illinois State University,

Bloomington, Illinois; Dr. Robert Schultheis, Southern Illinois University, Edwardsville, Illinois; Mr. William Appelgate, Southern Illinois University, Carbondale, Illinois; Mr. Joe Cain, Chicago State University, Chicago, Illinois. Mr. Darrell Biggs of Rock Island arranged for the facilities at Black Hawk College, Moline, Illinois.

Mr. George Hackler of Eastern Illinois University's extension office arranged for credit to be given for the workshop.

Dr. Donald Moler of the Guidance Department of Eastern Illinois University and Mrs. Jackie Lamb of the Illinois Division of Vocational and Technical Education gave special assistance in the area of guidance. They were particularly helpful in defining the role of the counselor in the elementary career education program.

A special thanks to Dr. Charles Joley, Coordinator Occupational Teacher Education, School of Education, Eastern Illinois University, and liason officer of the Division of Vocational and Technical Education, who initiated our introduction to the many Division of Vocational and Technical Education staff members and liason officers. His encouragement and "time to talk" were most valuable. His support, along with the support of Dr. Harry Merigis, Dean of the School of Education, Eastern Illinois University was indeed appreciated.

Dorothy M. Lawson, Director

ABSTRACT

The Career Education Workshop began August 15, 1972 and was completed April 15, 1973. The primary purpose of this project was to conduct eight workshops which would be geographically distributed throughout Illinois on the basis of teacher population density and would educate 240 or more elementary teachers concerning Illinois' three newly developed elementary career development curriculums. The schools selected as sites for the workshops were: Black Hawk College, Moline, Illinois; Western Illinois University, Macomb, Illinois; Illinois State University, Normal, Illinois; Southern Illinois University, Edwardsville, Illinois; Eastern Illinois University, Charleston, Illinois; Southern Illinois University, Carbondale, Illinois; Chicago State University, Chicago, Illinois; and Northern Illinois University, DeKalb, Illinois. Two hundred and sixty-five people were in attendance with an additional seventy-five who would have participated if there had been more space or additional workshops.

The four major outcomes of the workshops set for the participants were (1) understanding of the nature and design of the ABLE MODEL PROGRAM, the OCCUPAC Project and the Career Development for Children Project, (2) selection or modification of implementation strategies for installing elements of the three curriculums into local schools, (3) selection or modification of a plan for articulating elements of the three curriculums with the total education program in their school and, (4) selection of demonstrated teaching techniques which could be used in a local school program.

The procedures for conducting the workshops were not developed in isolation. Each of the three project directors, Dr. Marla Peterson, OCCUPAC Project; Dr. Walter Wernick, ABLE MODEL PROGRAM; and Dr. Larry Bailey, Career Development for Children Project, gave time to this staff, during which they explained their program and furnished the materials needed to present their program most accurately. All three directors reviewed the materials designed by this staff and gave their approval. Dr. Richard Hofstrand of the Illinois Division of Vocational and Technical Education also reviewed the materials and gave suggestions for improvement. An evaluation team of workshop participants was formed for each workshop. Feedback from these teams was used to improve future workshops. The emphasis was placed on translating theory into classroom procedures.

Too often, projects stop after the research and development phases. This project provided the opportunity to complete the full research cycle by conducting dissemination and diffusion activities for the three elementary school career development programs. In the past, the K-6 years have had the least emphasis

on career development. The eight workshops on K-6 career development activities should have a direct influence as the workshop participants inaugurate truly developmental career education program.

In summary, two hundred and sixty-five educators were directly influenced by this series of workshops. The participants who had programs underway felt they got a great "shot in the arm". Other participants felt they had received a sound basis to begin a program in their local school. The activity approach which was used extensively during the workshop was very successful and appropriate considering the student participation philosophy behind the teaching of career education.

This staff recommends that additional workshops be held both on the local and regional level. Also university courses need to be taught which will help in the growth and development of the career education programs.

CHAPTER I

THE CAREER EDUCATION WORKSHOPS

Purpose of the Project

There is no longer any question as to whether or not career education will be taught in the elementary school. Career choices are influenced by the attitudes, needs, values, and interests developed in childhood. Therefore, it is of vital importance for the elementary school to provide learning experiences which will lay a basic foundation for making these decisions. Career education also provides a means of drawing the school, parents, and community into a team effort working toward a common goal: providing the experiences and guidance needed to make a wise career decision.

The Illinois Division of Vocational and Technical Education granted research and curriculum development contracts for the development of elementary school career education materials to Southern Illinois University which developed the Career Development for Children Project, Northern Illinois University which developed the ABLE MODEL PROGRAM, and Eastern Illinois University which developed the OCCUPAC Project.

Too often, research projects stop after the research and development phases. The Career Education Workshops idea was conceived as an instrument which would provide the opportunity to complete the full research cycle by conducting dissemination and diffusion activities for the Career Development for Children Project, ABLE MODEL PROGRAM, and The OCCUPAC Project.

The purpose of this project was then to conduct eight workshops through which information on the three elementary school career development projects could be disseminated in an atmosphere which would be most conducive for imparting accurate and up-to-date information on the progress of the three projects.

The objectives for the project were:

- A. Demonstrate the nature and design of the three curriculums. The participants will then be expected to be able to select at least two elements from each curriculum which could be used in their local school.
- B. Present at least four implementation strategies for installing career education programs into elementary schools. The participants will then be expected to be able to select the strategy that they could use for installing programs in their local school.

- C. Present at least three plans whereby the curriculums would articulate with the total education program. The participant will be able to select and modify the one plan which they think would work best in their local schools.
- D. Present the curriculums and plans in a concrete manner, using films, slides, role playing, and various teaching techniques, some of which could be used by the participants in their own schools.

Organization of the Project

The materials developed and the presentation of the projects were not done in isolation.

Dr. Marla Peterson of the OCCUPAC Project had held a two week Career Education Workshop at Eastern Illinois University during the summer of 1971. During this workshop she had coordinated all three project directors, relative to presenting Career Education Curriculums. She was most helpful in sharing her knowledge and expertise in designing this new series of workshops. She also presented the OCCUPAC Project to three of the workshops. When the workshop was held at Eastern Illinois University, she gave the participants access to the materials her "Enrichment of Teacher and Counselor Competencies in Career Education Project" staff had gathered in their research center. These materials were also made available to this staff as they designed the materials for this project.

Dr. Walter Wernick of the ABLE MODEL PROGRAM gave this staff the benefit of his experience in providing in-service training for elementary teachers. He provided examples of classroom teacher units and strategies for implementing our workshop. He also presented his materials to the Northern Illinois University Workshop. Through him we were also able to procure the services of Mrs. Doris Miller, a classroom teacher in the Willow Grove School, Buffalo Grove, Illinois.

Dr. Larry Bailey of the Career Development for Children Project provided us with oral as well as written interpretations of his work. He spent a great deal of his time giving insight into his project and the scope which he intends to cover.

All three directors and staff members of the Professional and Curriculum Development Unit, Illinois Division of Vocational and Technical Education reviewed the materials developed by the workshop staff and gave constructive criticism.

A variety of presentations were devised in order that the workshops would be largely group participation rather than the instructors lecturing. This also, included opportunities for role playing and individualization of materials. Many audio visual techniques were used such as films, slides, transparencies, posters, and tape recordings.

The scheduling of the eight workshops was such that evaluation data from the first two workshops would be used to improve procedures used in the six succeeding workshops.

The locations for the workshops was selected on basis of teacher population.

Summary of Major Project Activities

Eight Career Education Workshops were held in various areas of Illinois they were:

1. Black Hawk Junior College, Moline, Illinois
2. Western Illinois University, Macomb, Illinois
3. Illinois State University, Normal, Illinois
4. Southern Illinois University, Edwardsville, Illinois
5. Eastern Illinois University, Charleston, Illinois
6. Southern Illinois University, Carbondale, Illinois
7. Chicago State University, Chicago, Illinois
8. Northern Illinois University, DeKalb, Illinois

The project director was also involved in the following speaking engagements during the development of the Career Education Workshops:

1. Junior High School Conference sponsored by Eastern Illinois Univeristy, October 6, 1972.
2. American Association of University Women, Charleston, Illinois, September, 1972.
3. WEIC-Radio, Charleston, Illinois, Jaycee Saturday Morning Forum, September, 1972.
4. 53rd Annual Conference of the Illinois Association of Women Deans and Counselors, Oakbrook, Illinois, December 1, 1972.

5. The 66th Annual Convention of The American Vocational Association, The Industrial Arts Career Program, Chicago, Illinois, December 2, 1972.
6. Arkansas Career Education Exemplary Project, Harrison, Arkansas, March 5, 1973.

Career Education presentations were given to under-graduate and graduate classes at Eastern Illinois University:

Education 123	Laboratory in Education
Education 324	Directing Learning in the Elementary School
Education 507	Seminar in Occupational Information, Guidance Department
Education 460	Career Education in the Elementary School (Scheduled for Summer of 1973)
Education 463	Trends and Issues in Career Education (Scheduled for Summer of 1973)
Education 506	Administration and Supervision of Programs in Occupational Education (Scheduled for Summer of 1973)

The respect shown for the work accomplished as an OCCUPAC Staff member and the developer of the Career Education Workshops and the Enrichment of Teacher and Counselor Competencies in Career Education Project, USOE contract, directed by Dr. Marla Peterson on the Eastern Illinois University campus has played a major role in helping Eastern Illinois University secure a subcontract from Ohio State University's United States Office of Education Contract: To Develop Curriculum Guides in Career Education in Agribusiness, Natural Resources and Environment Improvement. This project will develop Career Education Curriculum Guides K-6 and 7-9 in the areas of Agribusiness, Natural Resources and Environmental Improvement.

CHAPTER II

PROCEDURES USED IN THE DEVELOPMENT OF A WORKSHOP

Development of a Model

At the outset, the staff determined that a model would be designed and tested in the first two workshops. Then using feedback gathered there, changes and adjustments could be made in the program.

Four major objectives had been submitted in the proposal, and now the staff needed to develop the program so that each objective could be met.

The major objectives were:

- A. Demonstrate the nature and design of the three curriculums. The participants will then be expected to be able to select at least two elements from each curriculum which could be used in their local school.
- B. Present at least four implementation strategies for installing career education programs into elementary school. The participants will then be expected to be able to select the strategy that they could use for installing programs in their local school.
- C. Present at least three plans whereby the curriculums would articulate with the total education program. The participant will be able to select and modify the one plan which they think would work best in their local schools.
- D. Present the curriculums and plans in a concrete manner using films, slides, role playing, and various teaching techniques, some of which could be used by the participants in their own schools.

In order to do the very best job possible a literature search was done concerning career development. Also arrangements were made to visit each project site and talk with the directors of each project.

The focus of the Career Development for Children Project is on the student and the behavior which he requires to do effective career planning and decision-making. An important thrust is to develop new career education curriculum

materials for the first eight grades based on a conceptual model which is derived from knowledge of the career development theory and research. A series of well planned activities such as gaming and simulation, role playing, group projects, vocational exploratory experiences, etc. will be implemented to assist students in coping with the demands of each vocational developmental task.

ABLE MODEL PROGRAM, a teacher-oriented research project, is developing a model program for the elementary school within which occupational information is presented to children. Field testing in a variety of settings demonstrates that easily managed techniques can bring children into direct contact with active adults in credible situations. Materials which include guides, forms, and interviewing procedures help classroom teachers integrate career development concepts within the basic content areas of the curriculum. The "person-in-the-occupation" is used as an organizing center for instructional activities so the "world of work" comes through as Authentic, Basic, Life-centered Education.

The primary purpose of the OCCUPAC Project was to develop packages of career education materials that are appropriate for use in Grades K-6. The OCCUPACS are designed so that they can be integrated with subject matter normally taught in the elementary school. The OCCUPACS contain slides, tapes, equipment, and materials used in various occupations, decision-making simulation activities, and manipulatives of all kinds from the real "world of work". They are based upon the premise that personal, social, and intellectual growth and development take place through a sequence of concrete experiences followed by abstraction.

It had been decided early in the planning of the workshop that many audio visuals and concrete experiences would be provided to explain the ideas and theories presented. Therefore, as each presentation of a project was planned, thought was given to participant involvement.

Preparing implementation strategies called for another kind of knowledge. Since this new curriculum would require changes to be made in the structure of the classroom day, the priority of career education and the involvement of the community, and the uniqueness of local situations, strategies would have to be developed with care.

Ideas for implementing a program were given by all three project directors. A recent publication; Career Education: What it is and How to do it, by Kenneth B. Hoyt, Rupert N. Evans, Edward F. Mackin, and Garth Mangum, was a great help in providing a framework for making changes.

Plans for articulating elements of three curriculums were made for horizontal articulation as well as the vertical articulation. As one would expect - program directors, principals, and superintendents were more concerned with the vertical articulation, whereas the classroom teacher was more concerned with the horizontal articulation.

Various teaching techniques were used in each presentation. Any or all of them were transportable to the elementary classroom. Needless to say, teachers are very concerned with the "how to do it".

Of great concern to this staff was the dearth of materials available to the classroom teacher. At the time of the workshops, the only material which a school could purchase from any of the three projects were: "Career Education Activities through the World of Work Resources", "First Steps: Planning a Career Development Activity in Your Classroom", and "Introducing Career Education to Teachers", all prepared and produced by the ABLE MODEL PROGRAM at Northern Illinois University.

The OCCUPAC materials and the Career Development for Children materials were still in the process of being developed or being published commercially. However, one unique characteristic of the OCCUPAC Project is the possibility of student or teacher made packages following the idea of the OCCUPAC Project.

Time was provided for individual help to be given to those teachers and administrators who needed or wanted guidance in designing strategies to incorporate the project curriculum ideas that were most suited to their local needs.

Instructors:

Mrs. Dorothy M. Lawson
Eastern Illinois University
Charleston, Illinois

Mrs. Janet C. Ruddell
Eastern Illinois University
Charleston, Illinois

Consultants:

Dr. Larry Bailey, Director
Career Development for Children Project
Southern Illinois University
Carbondale, Illinois

Dr. Ann Jackson, Elementary Teacher Educator
Eastern Illinois University
Charleston, Illinois

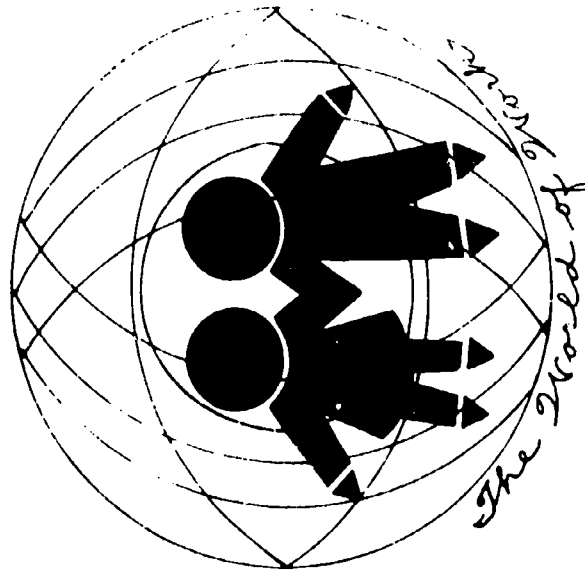
Dr. Marla Peterson, Director
OCCUPAC PROJECT
Eastern Illinois University
Charleston, Illinois

Dr. Walter Wernick, Director
ABLE MODEL PROGRAM
Northern Illinois University
DeKalb, Illinois

Sponsored by:

Center for Educational Studies
School of Education
Eastern Illinois University
Charleston, Illinois

and
Illinois Division of Vocational and Technical
Education
State of Illinois



CAREER EDUCATION

WORKSHOPS

1972 - 73

PROGRAM

Thursday

8:45 Registration
Introduction of Participants and Staff
What is Career Education?
Career Education Concepts
10:30 Break
CAREER DEVELOPMENT FOR CHILDREN PROJECT
12:30 Lunch
1:30 ABLE MODEL PROGRAM
3:30 Break
What, Where, and When?
5:00 Dinner
6:00 Team Work
7:30 Break
Implementing a program
9:00 Closing

Friday

9:00 Review
OCCUPAC PROJECT
10:30 Break
Career Education Programs in Action
12:30 Lunch
1:30 Synthesizing
3:30 Break
Sharing of Ideas
5:00 Dinner
6:00 Putting the Career Education Program
into your School
7:30 Break
Preparations for the Next Step
9:00 Closing

Please return the following materials to the registrar as you leave:

- Pre and post test and answer sheet
- DVTE Evaluation form
- Evaluation form completed by selected evaluation team.

CHAPTER III

WORKSHOP DATA

A study made of the participants taken from their registration forms giving institutions where employed, communities, and positions, has proved interesting. Such data is shown on the following charts and graphs.

The communities represented at the workshops were scattered throughout the state of Illinois. In the section which follows, Figures 1-8 show the location of the workshop, the communities represented at each workshop, and the number of participants from each community.

Figure 9 represents a composite of the locations of all communities represented.

The positions of the participants who attended the workshops were varied. Many job functions were represented, some of which were: elementary and junior high teachers, future teachers, guidance and counseling personnel, administrators, teacher training personnel, vocational and career education personnel, consultants from the state of Illinois, and other varied positions. The positions are shown on the graph, Figure 10. Others on the graph indicate: secondary teachers, special education teachers, curriculum developers, curriculum coordinators, VISTA volunteers, a teacher in the department of corrections, a reading consultant, a director of health services, and a librarian.

A record was kept of the receipt of registrations. The workshop brochure was mailed in October, 1972. Few registrations were received early. Most participants did not return their forms until approximately two weeks prior to the workshop they wished to attend. Figure 11 shows this information.

A complete list of the names, addresses, positions, and school districts or other institutions of the participants can be found on pages A-1 through A-21.

WORKSHOP #1

Black Hawk Junior College, Moline, Illinois

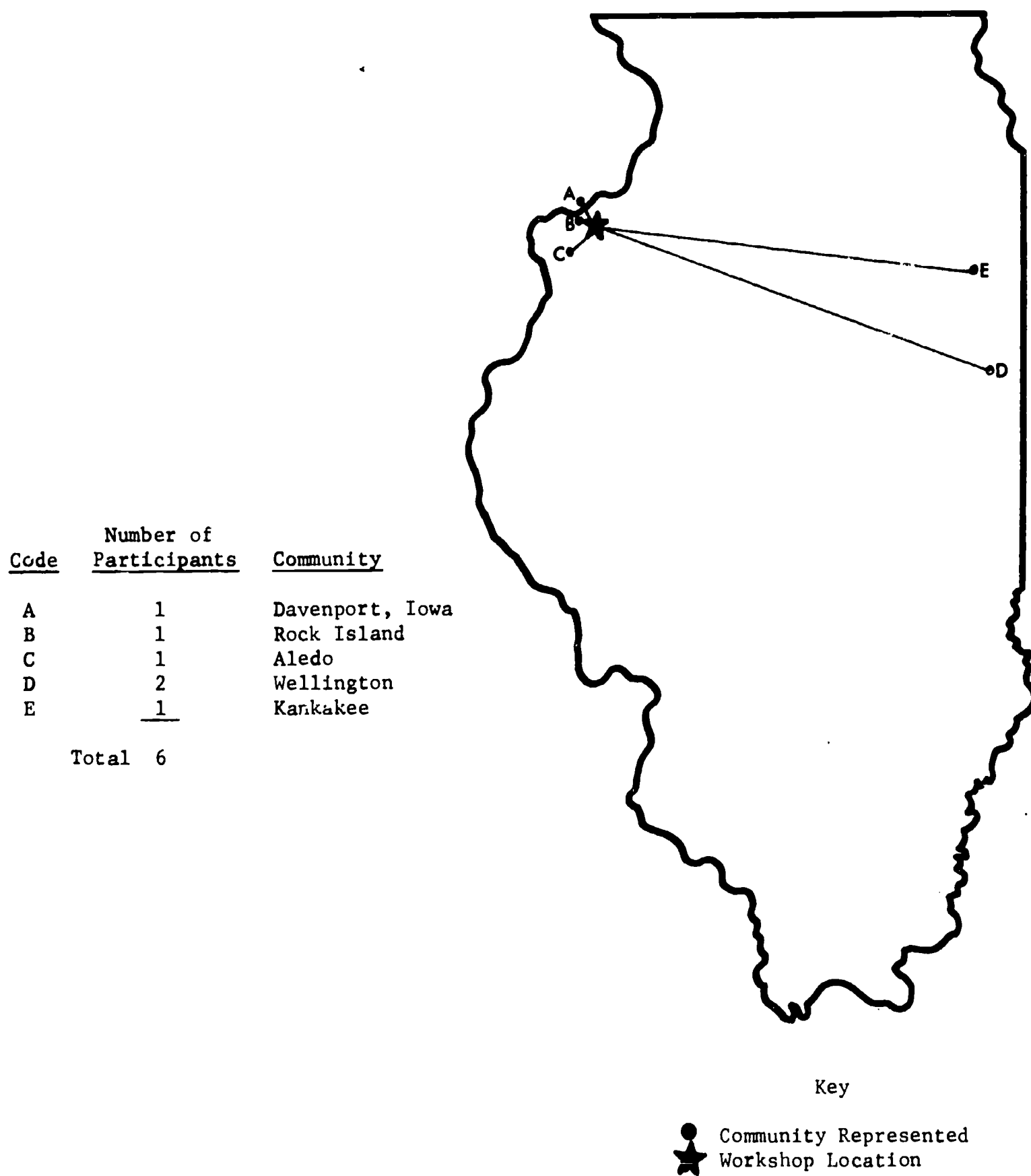


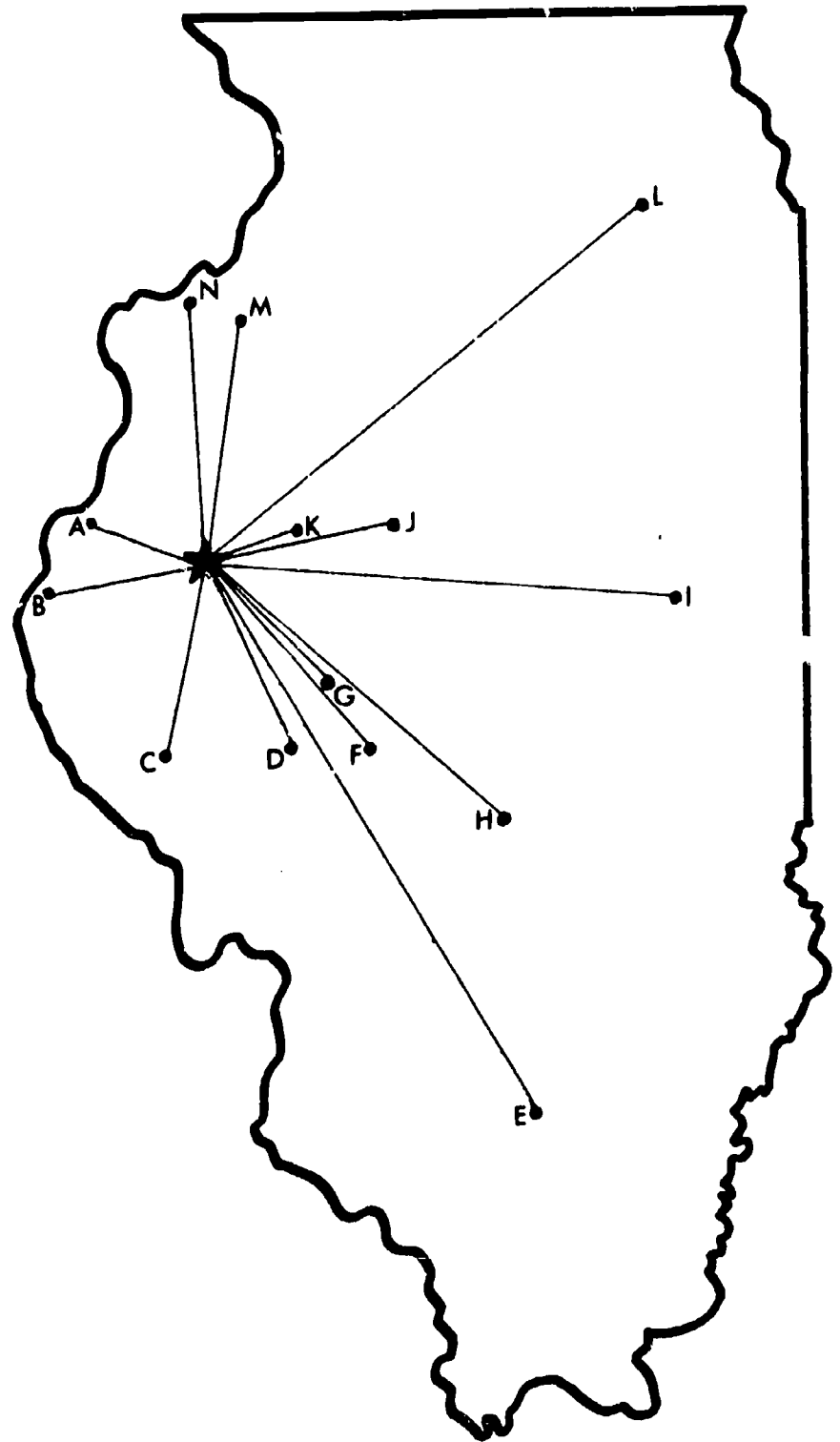
Figure 1

WORKSHOP #2

Western Illinois University, Macomb, Illinois

<u>Code</u>	<u>Number of Participants</u>	<u>Community</u>
A	1	Dallas City
B	2	Warsaw
C	1	Griggsville
D	3	Jacksonville
E	2	Mt. Vernon
F	8	Springfield
G	1	Petersburg
H	2	Pana
I	2	Rantoul
J	1	Pekin
K	1	Canton
L	4	Aurora
M	2	Orion
N	<u>1</u>	Rock Island

Total 31



Key

● Community Represented
★ Workshop Location

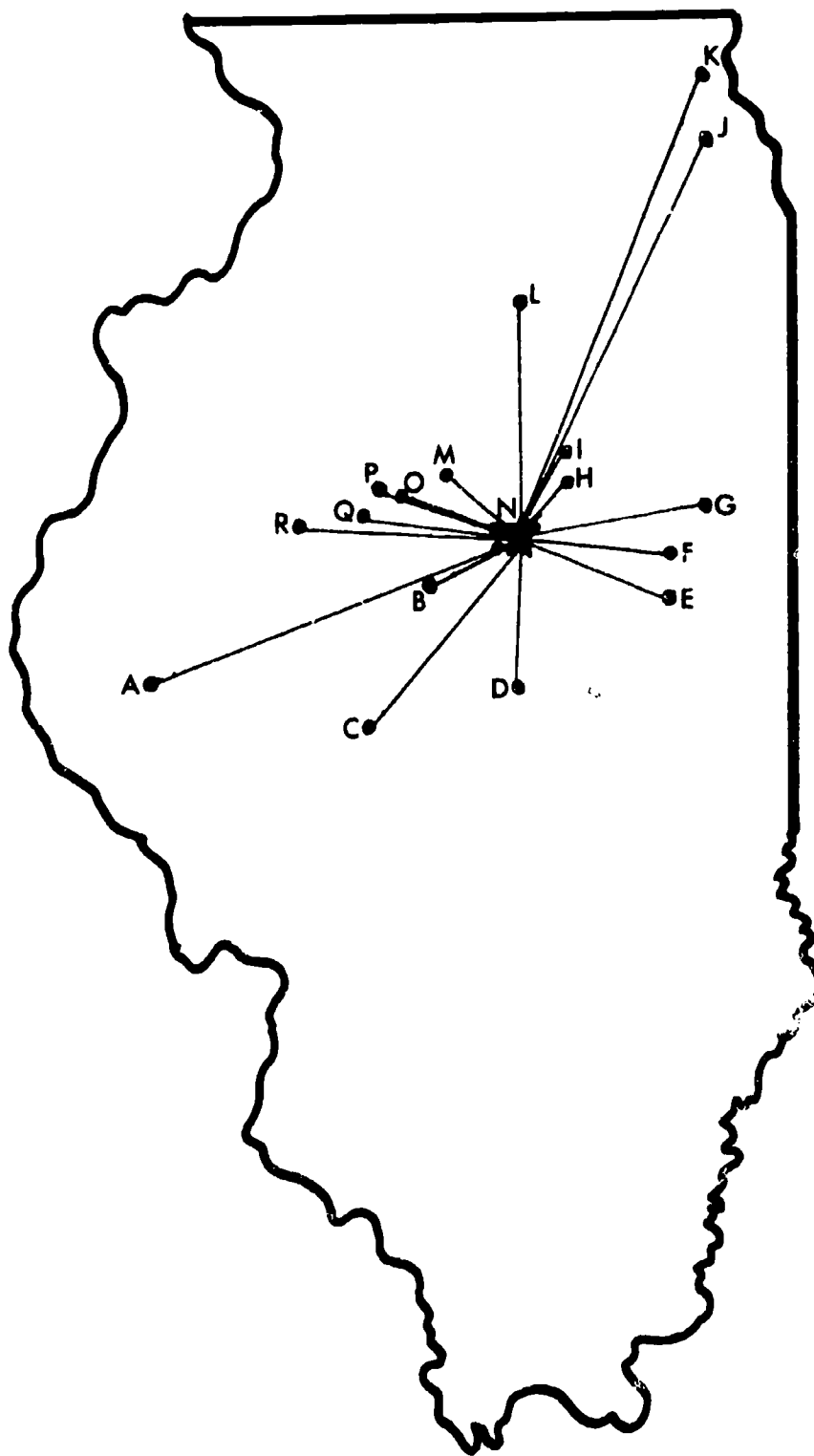
Figure 2

WORKSHOP #3

Illinois State University, Normal, Illinois

<u>Code</u>	<u>Number of Participants</u>	<u>Community</u>
A	1	Mt. Sterling
B	1	Hartsburg
C	3	Springfield
D	1	Decatur
E	3	Champaign
F	2	Rantoul
G	1	Loda
H	2	Chenoa
I	1	Pontiac
J	1	Palatine
K	1	Mundelein
L	1	Ottawa
M	1	Eureka
N	1	Normal
O	1	East Peoria
P	6	Peoria
Q	1	North Pekin
R	1	Canton
S	<u>5</u>	Bloomington

Total 34



Key

● Community Represented
★ Workshop Location

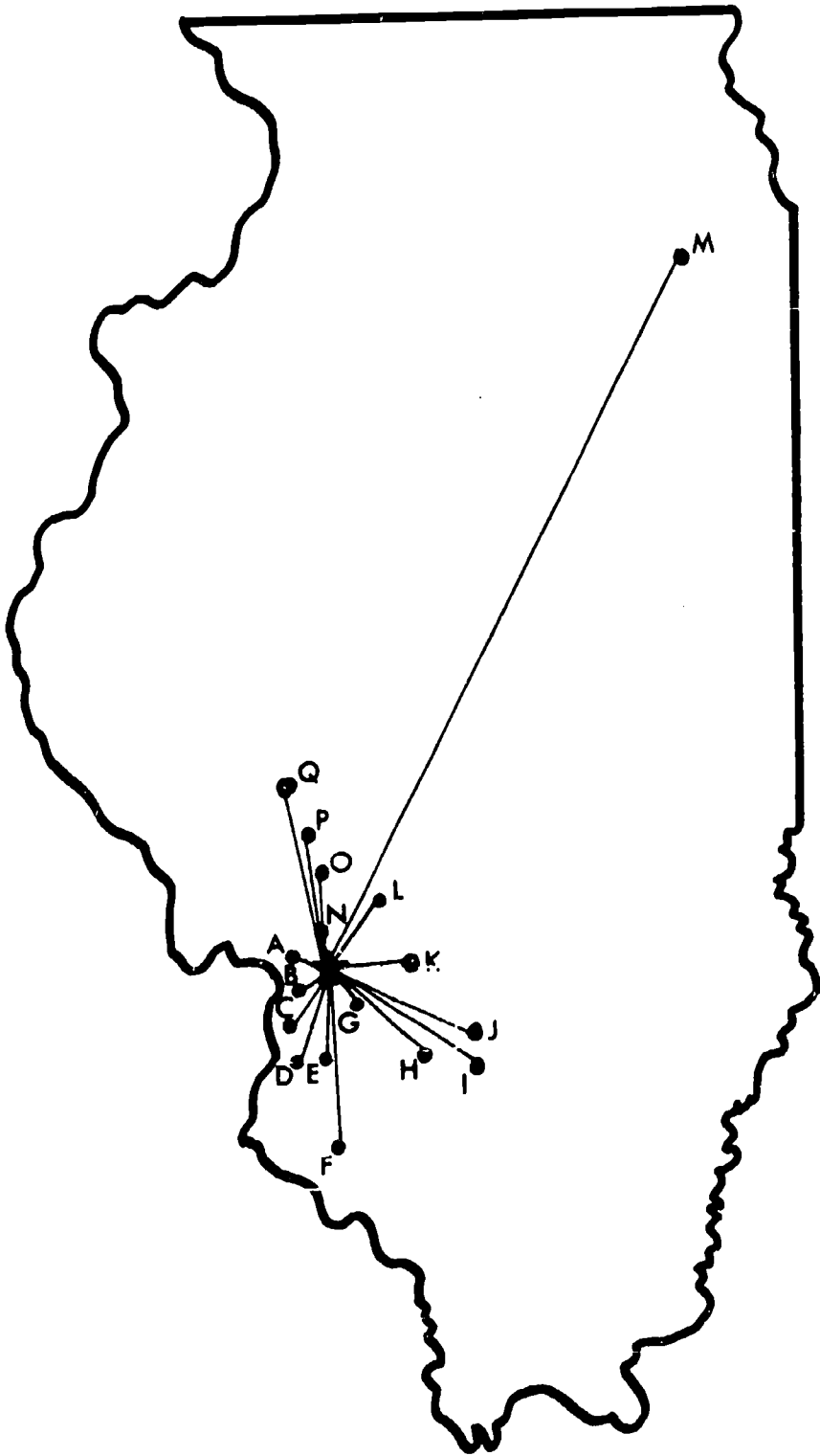
Figure 3

WORKSHOP #4

Southern Illinois University, Edwardsville, Illinois

<u>Code</u>	<u>Number of Participants</u>	<u>Community</u>
A	1	Bethalto
B	4	Roxana
C	1	Venice
D	9	Cahokia
E	1	O'Fallon
F	1	Red Bud
G	1	St. Jacob
H	2	Carlyle
I	1	Centralia
J	1	Sandoval
K	4	Greenville
L	1	Litchfield
M	1	Lockport
N	1	Bunker Hill
O	1	Carlinville
P	1	Palmyra
Q	2	Franklin

Total 33



Key

- Community Represented
- ★ Workshop Location

Figure 4

Eastern Illinois University, Charleston, Illinois

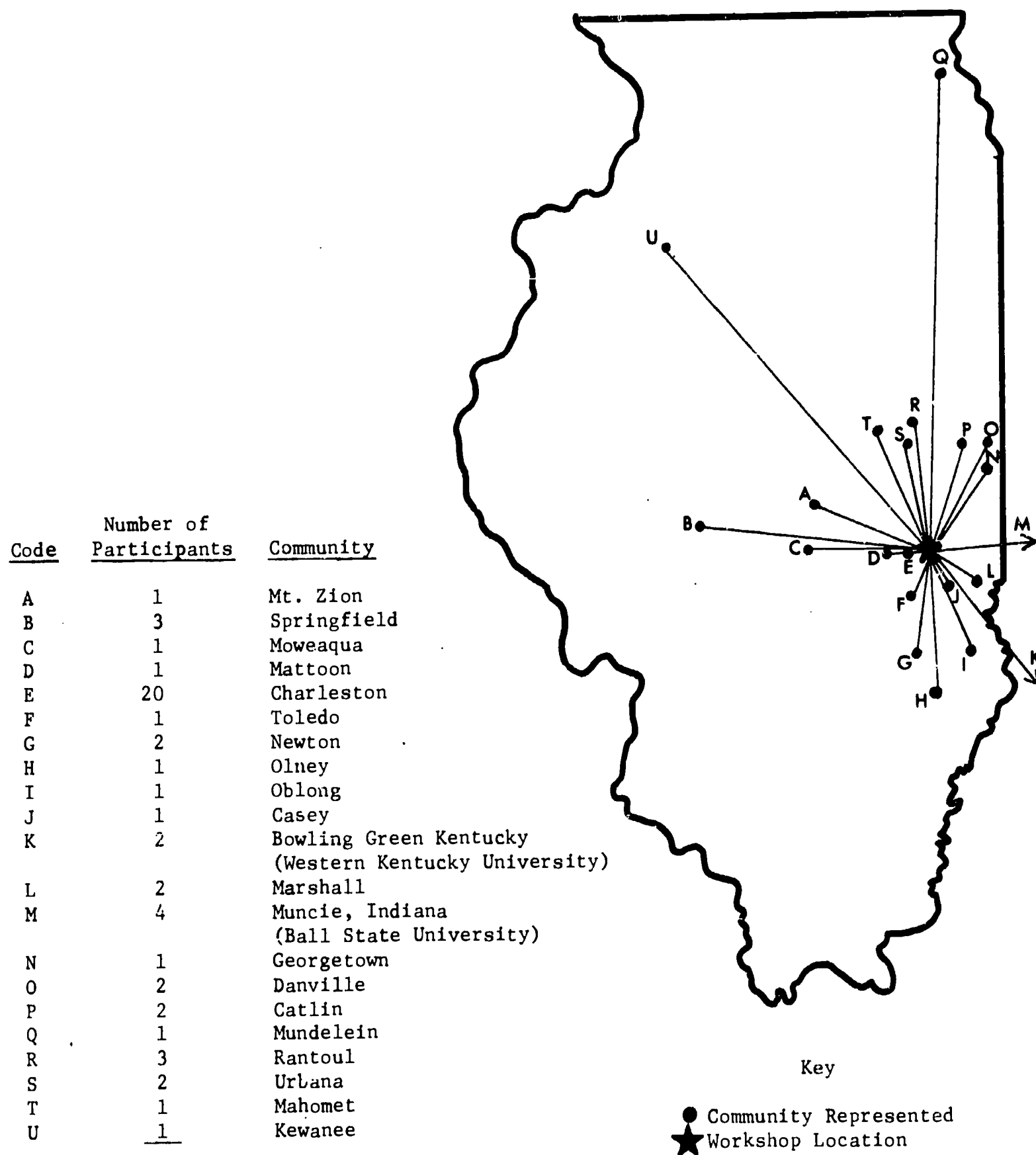


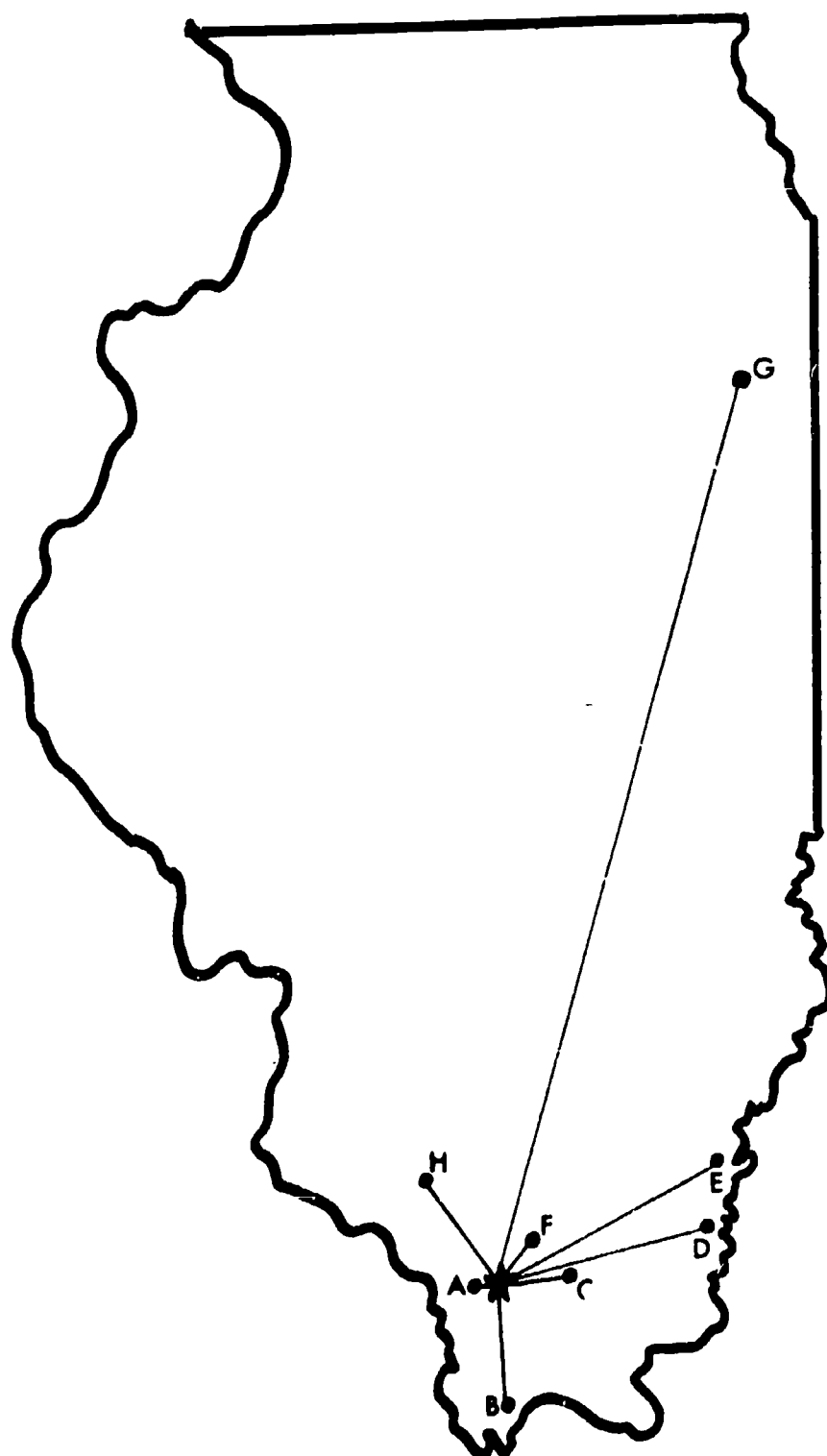
Figure 5

WORKSHOP #6

Southern Illinois University, Carbondale, Illinois

<u>Code</u>	<u>Number of Participants</u>	<u>Community</u>
A	1	Carbondale
B	1	Mounds
C	3	Marion
D	2	Ridgway
E	5	Carmi
F	1	Herrin
G	2	Kankakee
H	<u>1</u>	Pinckneyville

Total 16



Key

● Community Represented
★ Workshop Location

Figure 6

WORKSHOP #7

Chicago State University, Chicago, Illinois

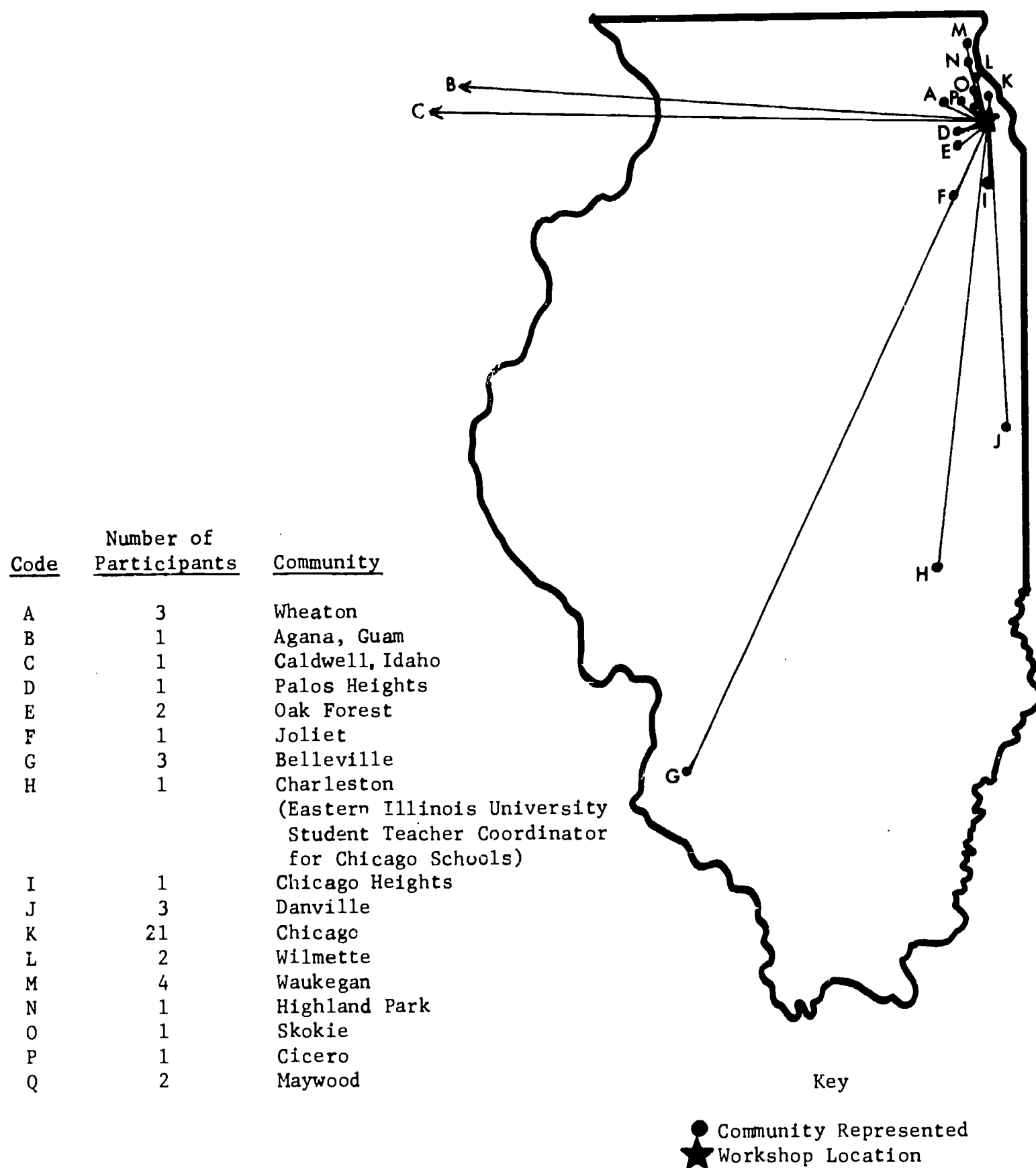


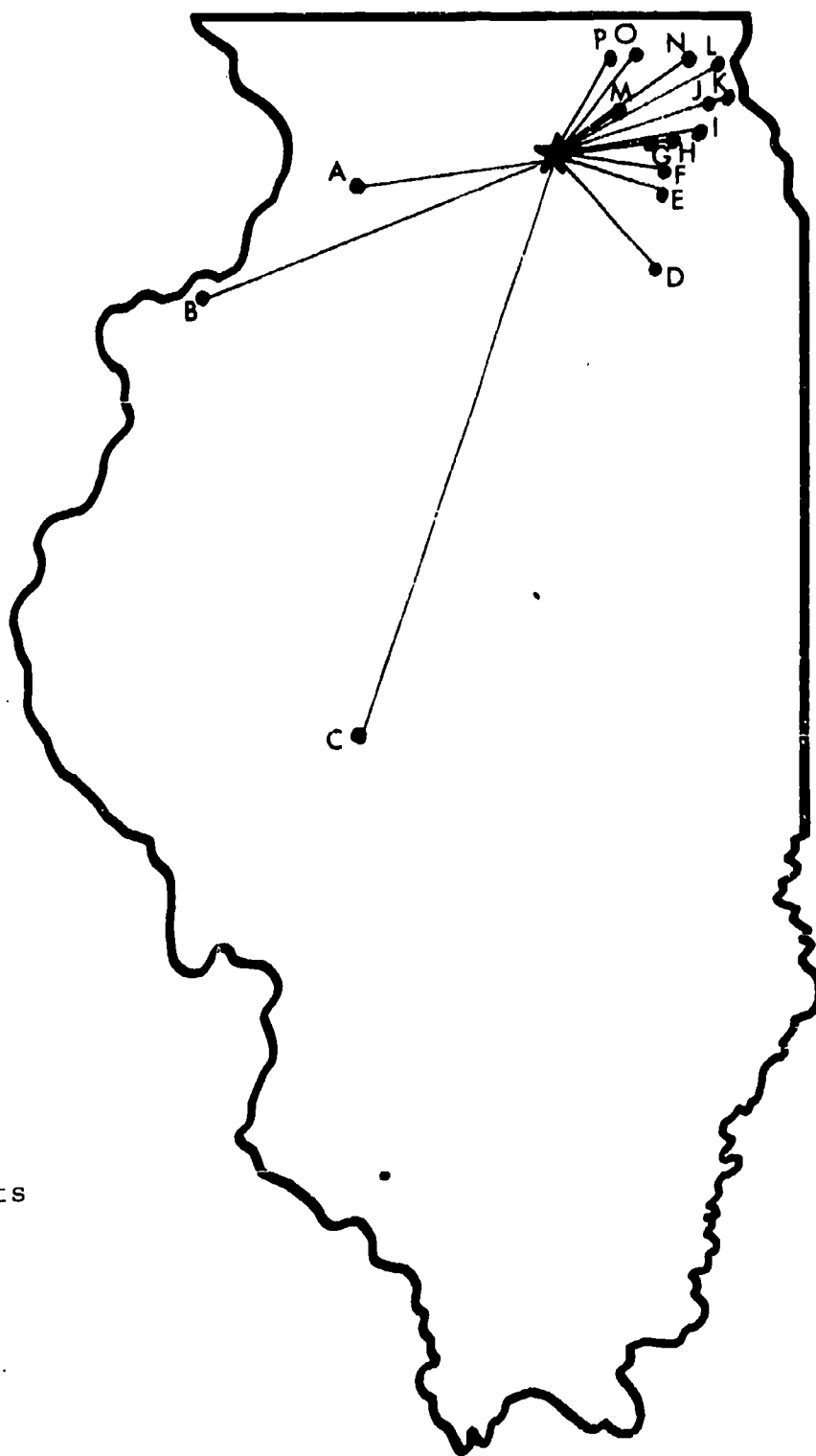
Figure 7

WORKSHOP #8

Northern Illinois University, DeKalb, Illinois

<u>Code</u>	<u>Number of Participants</u>	<u>Community</u>
A	1	Sterling
B	9	Moline
C	1	Springfield
D	1	Wilmington
E	1	Naperville
F	2	Lisle
G	1	Wheaton
H	13	Glen Ellyn
I	2	Maywood
J	1	Arlington Heights
K	1	Highland Park
L	4	Waukegan
M	2	Elgin
N	1	Gages Lake
O	1	McHenry
P	<u>2</u>	Woodstock

Total 43



Key

● Community Represented
★ Workshop Location

Figure 8

COMPOSITE WORKSHOP MAP

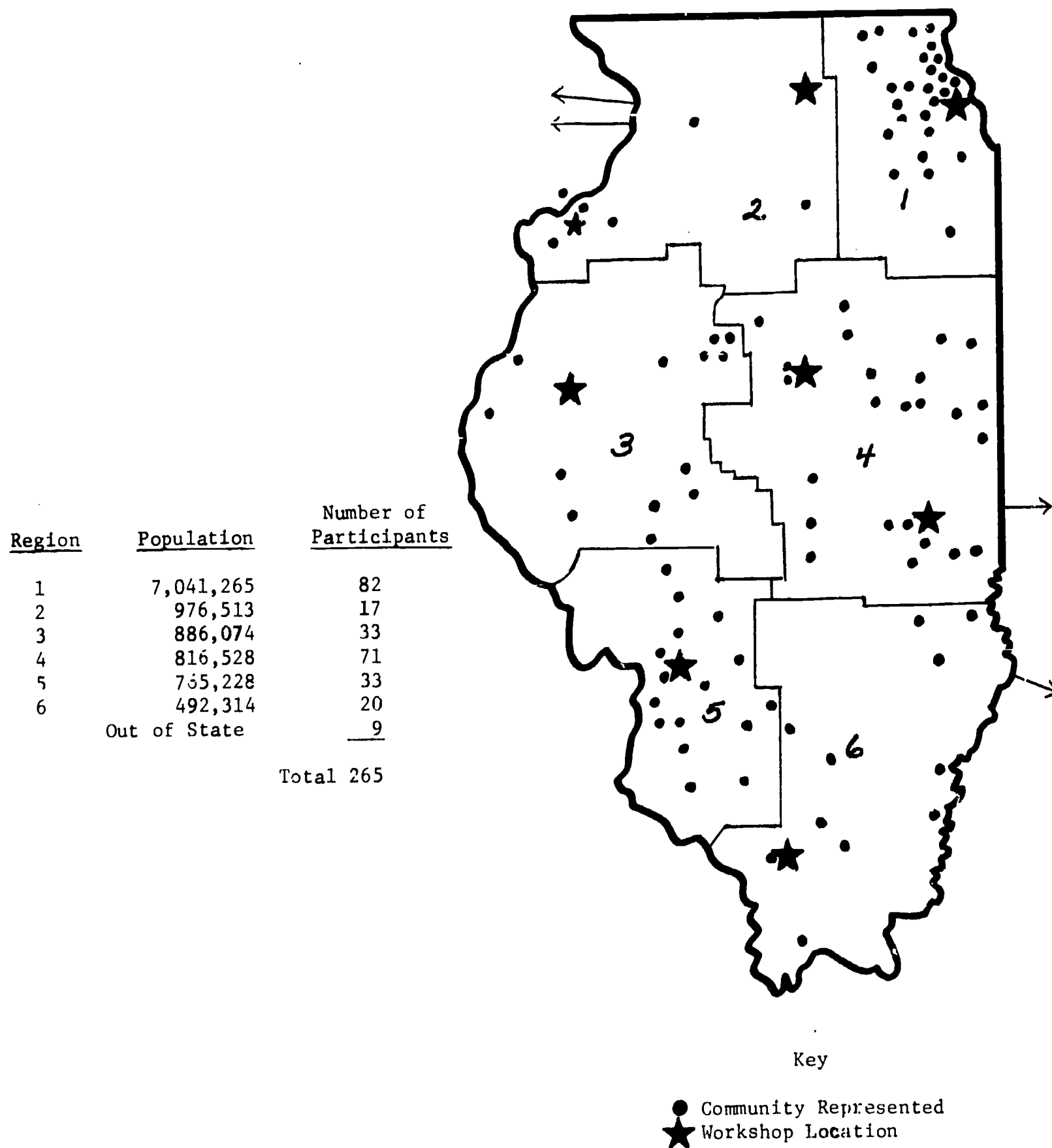


Figure 9

Job Functions Represented

Number of
Participants

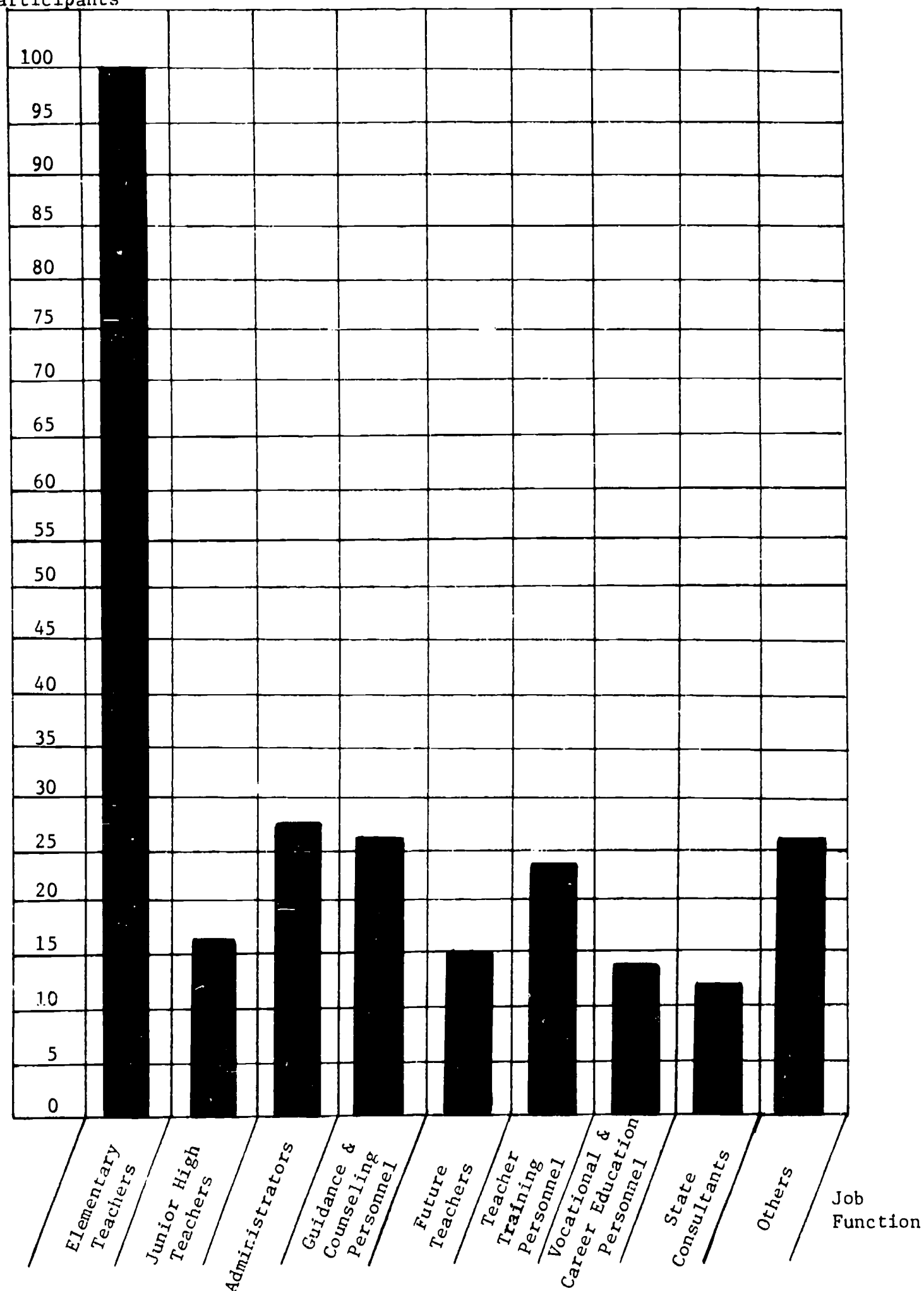
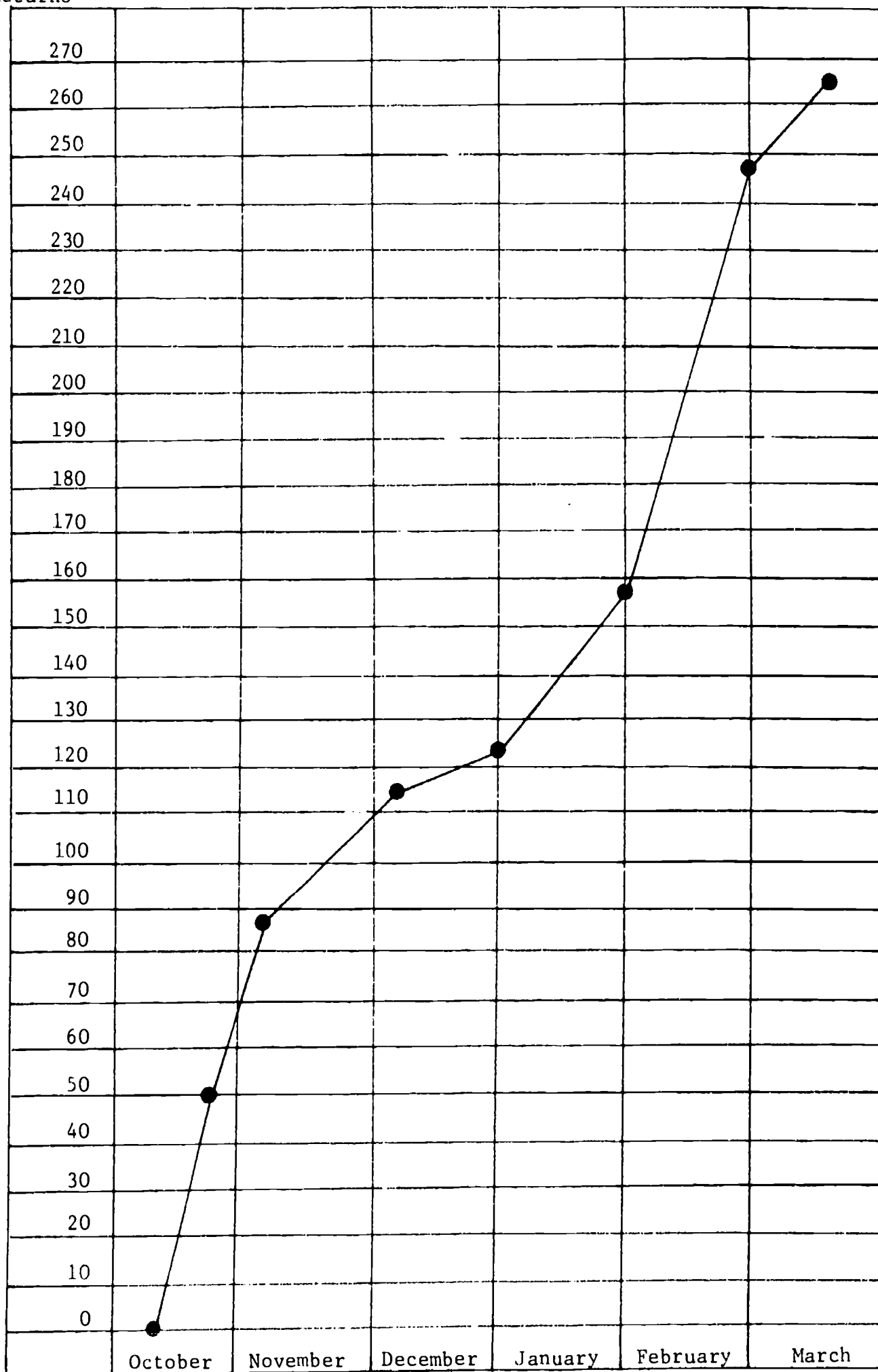


Figure 10

Dates of Registration Returns

Number of
Returns

Month

Figure 11

CHAPTER IV

PRESENTATIONS

The following summaries give an idea of what was presented at each session during the Career Education Workshop.

Many of the sessions consisted of films, slides, and material for the participants to register reactions. This workshop staff intended to construct a thinking and creating atmosphere, rather than a listening and absorbing stereotype class setting. Therefore, some of the summaries will be brief, consisting of key questions to be discussed while others will be rather complete lectures.

What is Career Education

The basic purpose of American education is preparing people for living, and within that context preparing people for a career.

This goal should be for all students, not a selected few who complete college or take the vocational training offered by the schools. Eighty per cent of the careers do not require a college education; yet our schools are primarily academic oriented institutions.

Career development proceeds much the same way as emotional, social, intellectual, and physical development. Different stages must be accomplished before one is ready for the next step.

Career development is a lifelong process. Each individual begins at a very early age to develop a view of work itself and a view of himself as a worker. He acquires knowledge about himself and possible work opportunities. He makes many choices related to himself as a worker and implements those choices.

These choices are of a personal nature. What kind of life style do I want? What is my value system? What are my leisure time preferences? How will they affect my choice?

These choices are made a number of times through a person's lifetime. The answers to the above questions may vary each time and thereby influence the career choice.

During the developmental process of career development, a child goes through the following stages: grades 1-3, awareness stage, grades 4-6, accommodation stage, grades 7-9, exploration stage, then a tentative choice is made leading to a firm decision and preparation at grade 10 followed by implementation.

What is the basis of a career choice? Interests, possibilities, and personal limitations and strengths are a few of the criteria used.

What can the elementary school do to introduce career development?

First of all we must realize that career development is a process, and people need the skills to make wise choices. The school is the logical place to extend the occupational horizons of a child, to provide experiences which aid in the development of self, to help students understand that useful work is the acceptable way to provide for one's basic needs, to provide information about careers, and most important of all to fuse the total educational experience into a whole which develops the understanding that educational experiences are a part of his career development.

Career education then is educating children of today in a manner which will make their lives useful and productive in the world they will live in tomorrow.

It is preparing people to accept the philosophy that all work has value and meaning and also to insure that people are exposed to a wide variety of possible careers so they can act wisely on the basis of their particular needs, abilities, and interests.

Career education can be a comprehensive education program focused on careers which unites the student, his parents, the schools, the community, and employers in a cooperative education venture.

Career education brings together the many parts of total development, rather than the developing of only one part such as vocation skills, academic skills, or the personal social self.

It is appropriate for all students at all levels. It can fuse the total educational experience into a whole as it provides relevance to programs in the formal school and recognition to new forms of learning in the community.

CAREER EDUCATION CONCEPTS

1. Some people must work if society is to survive.
2. Generally those workers who are trained, experienced, and productive find their work satisfying, and they will always be in more demand than their opposites.
3. Almost everything the school teaches can be helpful in at least one type of career.
4. Going through school with no consideration of the types of careers in which one might be interested causes one to miss much of the value in school.
5. A person may be suited for several different careers.
6. Every career requires some special type of preparation.
7. People must adapt as the world changes.
8. Any career area has different levels of responsibility.
9. A person's relationship with other people, his employer, and with society, affects his own career as well as the careers of others.
10. A worker must understand not only his job but also his employer's rules, regulations, policies, and procedures.
11. Occupations are dependent upon others.
12. Each occupation has unpleasant as well as pleasant tasks as determined by the individual worker.
13. An individual's values and needs influence career choice.

THE CAREER DEVELOPMENT FOR CHILDREN PROJECT

The Career Development for Children Project began in March of 1971 at Southern Illinois University and is presently nearing completion. Dr. Larry Bailey is the director of the project.

The over-all goal of the project is for the student to learn about himself and the world of work and receive adequate experience in relating the two to make intelligent career related decisions.

Dr. Bailey and his staff have thoroughly researched the theory of career development, including a study of self and developmental tasks. Following this extensive research, a curriculum framework was developed which outlines three developmental stages which a child passes through in his first eight years of school. These are: the Awareness Stage (grades 1-3), the Accomodation Stage (grades 4-6), and the Exploration Stage (grades 7-8). Within each stage there are several grade levels each having a specific emphasis and theme.

Materials for the Career Development for Children Project have been developed for grade levels 1-8 in the form of complete instructional packages. The package includes such materials as a teachers' manual, student materials and texts, and instructional aids such as study prints, transparencies, and filmstrips. The content is organized in the form of instructional units using learning activities which are flexible enough to allow implementation into many different school situations.

The project was presented to the workshop participants by giving a brief over-view of the entire program and then moving into some learning activities. When the Career Education Workshops Project began, materials for grade one were the only materials completed and ready to be shown. Therefore, the presentation of the project centered mainly on the first grade materials. The five units were presented using activities to further the participants understanding.

For introduction and motivation for two of the units, slides of the study prints, "Jimmy and Sue Meet Wango from Dango", and "Gottado", were used. Some of the stories and activities included in the grade one teachers' guide were introduced as an example of what types of things are included in the guides.

The workshop participants seemed to enjoy taking part in activities such as listing all the activities in which they

are involved during a typical morning. Later they classified those activities by identifying the ones which require making a decision, those which they must do (Gottados), and those activities which they like best and least. These activities were of the same type as those which the children do at this level.

In order to get an idea of the emphasis and theme of grade levels 2 through 8, the participants were put into groups of four or five persons for a work session. As a study sheet, they used a brochure produced by the Career Development for Children Project which explained the entire program. Using the brochure, each group became familiar with the Curriculum Development Framework and studied the theme and emphasis for each level. Having done this, they stated one concept and devised one activity for each grade level which could be used as a supplemental experience or integrated into a current curriculum.

The group exercise proved very successful in that it allowed the participants to become familiar with the Career Development for Children Project, to gain experience in devising career education concepts and activities, and to learn from other members of the group.

CAREER DEVELOPMENT FOR CHILDREN PROJECT

- I. Familiarize yourself with the Curriculum Development Framework.
- II.
 - a. Write the specific theme or emphasis of levels 2, 3, 5, 6, and 7.
 - b. Develop one concept for each of the above grade levels.
 - c. Develop one activity for each of these levels. (See following examples)
- III. Choose one grade level to share during group discussion.

AWARENESS STAGE

Level I

- a. Theme - Activities
- b. Concept - The student will understand that people's activities are part of what makes them unique.
- c. Activity - Children act out activities of familar people (mother cooking, custodian sweeping, etc.) The other children guess who the person is by viewing his activity. (Language Arts or Social Studies)

Level II

- a. Theme
- b. Concept
- c. Activity

Level III

- a. Theme
- b. Concept
- c. Activity

ACCOMMODATION STAGE

Level IV

- a. Theme - Self-appraisal
- b. Concept - Students will become aware of their interests and aptitudes.
- c. Activity - The students make lists of all the types of work they have done, all the things they can do well and all the things they are interested in and enjoy. (Language Arts or Social Studies)

Level V

- a. Theme
- b. Concept
- c. Activity

Level VI

- a. Theme
- b. Concept
- c. Activity

EXPLORATION STAGE

Level VII

- a. Theme
- b. Concept
- c. Activity

Level VIII

- a. Theme - Exploration and Decision-making
- b. Concept - The student will become aware of the many different occupations in their home area.
- c. Activity - Have students collect and scan local employment ads and the yellow pages and develop a list of occupations representing widely varying aspects of community life. (Language Arts or Social Studies.)

ABLE MODEL PROGRAM

AUTHENTIC, BASIC, LIFE-CENTERED EDUCATION

The ABLE MODEL PROGRAM began July 1, 1970 at Northern Illinois University. The director, Dr. Walter Wernick, determined to present a "visible" teacher. To accomplish this goal he and his staff produced a number of publications, including the "Career Education Activities through the World of Work Resources" which was used as a basic text to develop an understanding of the ABLE MODEL PROGRAM.

In order to make a teacher's occupation visible, letters need to be written to parents by the teacher and children, children should take their work home, children should plan to report activities to parents, the teacher should get the parents involved in her program, and plan an open house.

The life-centered approach to career education demands that the community be involved. It not only provides learning experiences for the children but gives the community a larger responsibility in the education of their children.

According to Dr. Wernick, career education is the development of human resources. It is the responsibility of educators to help students plan their lives, in and out of school. People need knowledge and skills taught in the school to perform effectively on the job. People also need knowledge and skills taught in school to meet their personal needs. The school and community working more closely together in the career education program will increase the relevancy of today's schooling.

There are five common elements found weaving through content of occupations.

1. Occupations have a history.
2. People and resources are usually located at fixed points. (Geography)
3. Occupations have tools and procedures to increase the energy available to do work. (Technology)
4. Occupations involve communications within the "work station area" and from that specific area to (or with) others who may be clients or customers.
5. The study of occupations is the study of people and their relationships - the HUMANIZING ELEMENT of the curriculum.

6. The new element or content area to be added is "the FUTURE".¹

Introduction to Film, "People Have Careers", Produced by ABLE

MODEL PROGRAM

People are the heart of an occupation, they are the process - the doers. People are the content - the ones with the knowledge and skills which make the occupation operatable. The study of occupations is the study of people. The study of people is the study of occupations. The occupations shown in the film is the "visible" teacher and the school secretary.

The main thrust of the film is using the "Organizing Center Concept". "Take an Idea and See Where It Leads You". Use the framework: ACCESSIBILITY (materials and services can be available to the learner); MOBILITY (content areas that merge from this idea); and ACCOMPLISHMENT (what the learners do); to develop the unit.² The person-in-the-occupation is as important as what the person accomplishes. Interviewing is the method used to find out about both the occupation and the person who performs this job. Likes, dislikes, uniqueness, training, and other information about an occupation can be more meaningful when an actual person-in-the-occupation is interviewed. Interviewing can also show the need for the subject area skills and knowledges taught by the school. The Interviewee can also help bridge the gap between the classroom and the community.

Each school or class needs to set up a community resource file in which information concerning people who have knowledge needed for the program, businesses which can provide field trip experiences, and materials available on particular occupations.

How can an idea be developed? Using the hand-out accompanying this presentation, the participants were divided into groups of four or five people. After doing the activity in small groups, a presentation, including a role playing interview, was made by each small group to the rest of the participants.

¹Walter Wernick, Career Education Activities through World of Work Resources (Northern Illinois University, 1972), p. 34.

²Ibid, p. 12.

ABLE MODEL PROGRAM

TAKE AN IDEA AND SEE WHERE IT LEADS YOU

1. Set the stage in your group by ROLE PLAYING the teacher, students, person-in-the-occupation. Select a recorder of the major decisions made by the group, include the process of decision making, eg. voting, organization, domination, also include some results of some of the decisions.
2. List some of the various occupations involved in producing and disseminating candy bars. Underline those occupations you could find in your community.
3. Select an occupation the group would like to learn more about. The occupation is to be selected from the above list.
4. Develop some learning activities (see pages 30-33 in the ABLE MODEL PROGRAM) including ways to use community resources (see pages 48-59), content skills (see pages 36-39), and career education concepts (see pages 44-47 and OCCUPAC list).
 - A. Activity one is to be an INTERVIEW.
 - (1.) Plan questions to be used when interviewing a person-in-the-occupation which your group is studying. (see pages 18-24)
 - (2.) ROLE PLAY an actual interview with the person-in-the-occupation.
 - B. Activity two
 - C. Activity three
5. Plan a way to make the experiences VISIBLE to another group.
(see pages 25-26)

THE OCCUPAC PROJECT

The OCCUPAC Project located at Eastern Illinois University and directed by Dr. Marla Peterson began in August of 1970 and was terminated June 30, 1971.

The primary purpose of this project was to develop packages of career education materials that would be used from kindergarten through grade nine. During the first year of development it was determined through field testing that the students in grade seven through nine enjoyed the OCCUPACS but needed more in-depth materials; therefore, the second year was devoted to preparing materials on the K-6 level only.

The OCCUPACS contain slides, tapes, equipment, and materials used in various occupations, decision-making simulation activities, and manipulatives of all kinds from the real WORLD OF WORK.

Dr. Peterson based her project on the premise that personal, social, and intellectual growth and development take place through a sequence of concrete experiences followed by abstractions. Child growth and development data and career development data guided the staff in the development of the OCCUPACS.

The OCCUPAC staff took six approaches to the development of their materials. First, materials must be developed which are not solely dependent upon the teacher or counselor; second, materials must be developed which expose elementary school children to a variety of occupations; third, materials must be developed which do not treat work in isolation; rather an integrated approach is needed; fourth, materials must be developed which build wholesome attitudes toward all useful work; fifth, materials must be developed which use a multi-media approach, including: seeing, talking, listening, and "doing"; and sixth, materials must be developed which include the "people" aspects of the world of work.¹

The OCCUPAC Project involved the classroom teacher, the elementary counselor, and vocational education personnel not only in the development of the OCCUPACS but in actual classroom testing. The main concern of this project was not to work on a new theory of career development but to form a model for translating the knowledge of child development and career development into instructional materials.

¹Marla Peterson, OCCUPAC Final Report (Eastern Illinois University, 1972), pp. 1-2.

The three main objectives of the OCCUPAC approach, the functions of work, attitudes of work, and a variety of occupations, were interwoven into the presentation. A series of slides were shown depicting the children at "work" which pointed out that if a child is fully involved in and is having fun with an activity, learning is taking place.²

Following the slides prepared by Dr. Peterson, which shows children using the OCCUPAC, another set of slides depicting student made OCCUPACS was shown.

Mrs. Mary Bare of Casey, Illinois had developed a unit, concerning decision makers in the community, for her eighth grade Language Arts class. Following this unit she initiated the study of occupations, an exploratory mini-unit in career education. The format was the designing of a package of materials like the OCCUPAC. Each child or team of two or three were to research an occupation of interest to them. They were to interview people in the occupation, take pictures, devise activities and select manipulatives representative of the occupation.

The slide presentation showed the project from the initial planning stage to the culminating "open house".

The activity designed for this project was individual designing of an OCCUPAC for the occupation of teaching. Each participant was requested to suggest pictures that would depict teachers at work, tools of the profession and activities for children which would give an idea of what teachers do in the world of work. These ideas were shared with the rest of the participants.

²Marla Peterson, OCCUPAC Facts #4 (Eastern Illinois University, 1972), p. 5.

WHAT, WHERE, AND WHEN:

ARTICULATION OF A CAREER EDUCATION PROGRAM

In order to establish a program of career education in a school, goals must be established for the program. Examples of possible goals were discussed: information about occupations, awareness of the world of work, relevance of schooling to the world of work, development of self, and provision of experiences in the world of work.

After the school determines what the goals of the program will be, the next step is determining the connecting thread which will make this a continuous program.

One strategy was to determine the concepts to be taught and build from a readiness level through the junior high school level. In this manner the concept would be introduced, developed, and re-emphasized at each level but on a higher learning plane. Materials from the OCCUPAC Project were most appropriate to use in this discussion.

The second strategy, that of vocational developmental tasks can be used as the common thread for career education to run through the elementary school. Materials from the Career Development for Children Project were used in this presentation.

Vocational developmental tasks and career education objectives are developed by sequencing the tasks and the objectives at the appropriate developmental level. Activities for each grade level are then devised to carry through the plan.

The third strategy discussed was one using occupational clustering. The ABLE MODEL PROGRAM materials were most useful in developing this strategy.

The fifteen clusters developed by the United States Office of Education were examined and the workshop participants were led to comment on some of the observable characteristics of this clustering. Discussion involved the original USOE concept of the use of this clustering system, foreseeable problems, and the changes which are occurring. A further breakdown of the fifteen clusters was used to help participants ascertain the occupations they are presently teaching in terms of career education.

The plan used by Bowling Green Public Schools in Kentucky to Organize the world of work in grades one through twelve was shown as an example of how the fifteen clusters can be used throughout the entire school system.

A comparison was made of the fifteen USOE clusters and the state of Illinois' five clusters which are further broken down into primary, intermediate, and upper levels for classroom study. Materials from the ABLE Project were used as resources in this presentation.

CONSUMER AND HOMEMAKING RELATED

1. Family and Community Services
2. Institutional Household Maintenance Services
3. Food Service Industry
4. Child Care Guidance and Teaching
5. Housing Design, Interior Decorating
6. Operations
7. Clothing, Apparel and Textile Industry
8. Inter-changeable Technician for Homemaking

FINE ARTS AND HUMANITIES OCCUPATIONS

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Humanities <li style="padding-left: 20px;">Creative Writing <li style="padding-left: 20px;">Languages <li style="padding-left: 20px;">History | <ol style="list-style-type: none"> 2. Fine Arts <li style="padding-left: 20px;">Creating <li style="padding-left: 20px;">Performing <li style="padding-left: 20px;">Performing Arts Designs <li style="padding-left: 20px;">Performing Arts Production <li style="padding-left: 20px;">Artist Management <li style="padding-left: 20px;">Visual and Graphic <li style="padding-left: 20px;">Media |
|---|---|

HOSPITALITY AND RECREATION OCCUPATIONS

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Environmental Management 2. Operations 3. Environmental Management | <ol style="list-style-type: none"> 4. Community Services 5. Mobility 6. Human Development |
|---|--|

AGRI-BUSINESS AND NATURAL RESOURCES OCCUPATIONS

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Agriculture <li style="padding-left: 20px;">Agronomy <li style="padding-left: 20px;">Herbicide <li style="padding-left: 20px;">Land Grant <li style="padding-left: 20px;">Pesticide <li style="padding-left: 20px;">Reclamation <li style="padding-left: 20px;">Land Appraisal | <ol style="list-style-type: none"> 2. Fisheries and Wildlife <li style="padding-left: 20px;">Production <li style="padding-left: 20px;">Support and Regulations <li style="padding-left: 20px;">Petroleum and Related Products <li style="padding-left: 20px;">Operations <li style="padding-left: 20px;">Land and Water Management <li style="padding-left: 20px;">Forestry <li style="padding-left: 20px;">Research <li style="padding-left: 20px;">Service <li style="padding-left: 20px;">Support and Regulations <li style="padding-left: 20px;">Mining and Quarrying <li style="padding-left: 20px;">Processing and Marketing |
|---|---|

MARINE SCIENCE OCCUPATIONS

1. Marine Transportation
2. Marine Biology
3. Underwater Construction and Salvage
4. Commercial Fishing
5. Aqua-culture
6. Marine-Oceanographic Exploration

ENVIRONMENTAL CONTROL OCCUPATIONS

1. Soil and Mineral Conservation and Control
2. Water Resources Development, Conservation and Control
3. Forest, Range, Shore, and Wildlife, Conservation and Control
4. Man-made Environment
5. Operations
6. Development and Control of Physical Environment
7. Space and Atmospheric Monitoring and Control

PUBLIC SERVICE OCCUPATIONS

1. Courts and Corrections
2. Labor Affairs
3. Parks and Recreation
4. Defense
5. Public Health
6. Financial
7. Post Office
8. Education
9. Public Utilities
10. Highways
11. Public Transportation
12. Regulatory Services
13. Police and Fire
14. Operations
15. Social and Rehabilitation
16. Urban Development

HEALTH OCCUPATIONS

1. Mental Health and Illness
2. Retardation
3. Health Services Administration
4. Dental Science and Services
5. Medical Science and Services
6. Accidents, Injuries and Emergency Services
7. Operations
8. Pharmaceutical Science and Services
9. Biologic Science and Technology
10. Health Services Delivery
11. Health Information Systems

BUSINESS AND OFFICE OCCUPATIONS

1. Operations
2. Secretarial
3. Record Systems and Control
4. Clerical
5. Administrative
6. Business Ownership

COMMUNICATIONS AND MEDIA OCCUPATIONS

- Advertising
1. Commercial
 2. Prime time
 3. Space and time buyer
 4. House organ
 5. Release
 6. Point of sale

- Line Communications
1. Broadcasting
 2. Publishing
 3. Language
 4. Audio Visual

MANUFACTURING OCCUPATIONS

1. Production
2. Materials
3. Operations
4. Research
5. Design
6. Distribution

PERSONAL SERVICES OCCUPATIONS

1. Cosmetology
2. Mortuary Science
3. Barbering
4. Household Pet Services
5. Physical Culture

MARKETING AND DISTRIBUTION OCCUPATIONS

1. Sales Promotion
2. Sales and Services
3. Buying
4. Physical Distribution
5. Operations
6. Marketing Services
7. Marketing System

CONSTRUCTION OCCUPATIONS

1. Operations
2. Contracting
3. Interior
4. Land Development
5. Landscaping
6. Design

TRANSPORTATION OCCUPATIONS

1. Land
2. Pipeline
3. Aerospace
4. Operations
5. Water

TEAM WORK

Expertise is needed from many people in order to plan, implement, and evaluate a new program. Teachers, counselors, librarians, and specialists, curriculum specialists, principals and superintendents, students and the community all have unique contributions to give to the total program.

Listed here are some of the contributions participants felt would be given by each of the groups involved in implementing a program.

A. Teachers -

1. sensitive to students as developing personalities.
2. help students to understand and accept themselves.
3. help students understand and know his abilities and talents,
4. recognize leadership qualities.
5. help students find self-identity as they compare positive and negative qualities of historical figures.
6. provide experiences to gain awareness and appreciation and nature of roles.
7. provide experience for student testing of reality.
8. develop attitudes of respect for and appreciation of social usefulness of all types of work.

B. Counselors -

1. specialize in methods of appraisal and counseling.
2. counsel individuals.
3. gather information about occupational and educational requirements and opportunities.
4. consult with teachers who are trying to help students receive optimum benefits.
5. act as a liason between school, home, and community in the use of resources for guidance.
6. work with class groups in experiences and counseling.

7. develop community resources.

C. Librarians and Media Specialists -

1. provide resource materials center.
2. provide skills for obtaining and making materials.

D. Curriculum Specialists -

1. know theory of curriculum developments.
2. provide leadership.
3. gather materials.
4. provide in-service programs.
5. send people to workshops.

E. Principals & Superintendents -

1. supply backbone and encouragement.
2. provide communication between teachers, superintendents and school boards.
3. decide on priorities of funds and time.
4. encourage and make possible teacher in-service education.
5. provide flexibility of program and structure.
6. maker or breaker of many curriculum changes.

F. Students -

1. can assess their own needs.
2. can assess their own interests.
3. prove that involvement creates motivation.
4. need to be introduced to the role of an educator.
5. provide feedback.

G. The Community - (Parents, Business, Industry, Government, Public Agencies)

1. provides wealth of human talent - business men, labor leaders, public officials.
2. provides manpower statistics.
3. provides expertise in a specific industry or occupational field.
4. provides familiarity with industrial and labor process.
5. provides opportunities to observe working situations.
6. provides opportunities for actual employment.
7. provides officials in government.
8. provides public agencies - eg., police, water, courts.
9. provides service groups - which are interested in education.
10. provides senior citizens who have a wealth of information and experiences to share.
11. can encourage the program.

IMPLEMENTING A PROGRAM

In order to implement a program a number of steps should be followed to be most organized and efficient.

It seem appropriate to organize a group of interested individuals and groups. Included should be educators, parents, employers, representatives from public agencies, and elected officials.

An understanding of the career development concepts will need to be developed as well as establishing the program as a High Priority. Long term objectives should also be determined very early in the planning stages.

The established educational system should be studied and notations made where changes could be made which will incorporate the career development concepts. Considering the purpose and function of the existing programs and courses.

How are changes made? What supportative services for students and staff are available? What in-service training should be provided? How will community resources be identified which can be utilized in establishing the career education program? What data can be gathered as evidence of success or failure of each segment of the career education program? All of the above questions need to be answered during the initial planning stages.

It will be important to conduct a resource study and then make a useable compilation of this data. It needs to include human resources as well as printed resources and all out of school experiences available for field trips.

Instructional objectives need to be prepared; a curriculum must be designed, pupil personnel services must be provided, and in-service training programs must be planned. Most importantly emphasis must be placed on specific planning by all committies.

It would be wise to evaluate existing programs in other school districts and plan a detailed budget which estimates faculty time and the need for special materials and equipment before developing a pilot program.

One of the problems identified as the reason for program failure is not establishing a target date. The total effort is held more closely together when everyone is working toward a common beginning.

Once the program is ready to be implemented into the system, the classroom teacher must plan how she will fit the program into her individual curriculum.

The following patterns are suggested as ways for putting the career development program into the classroom.

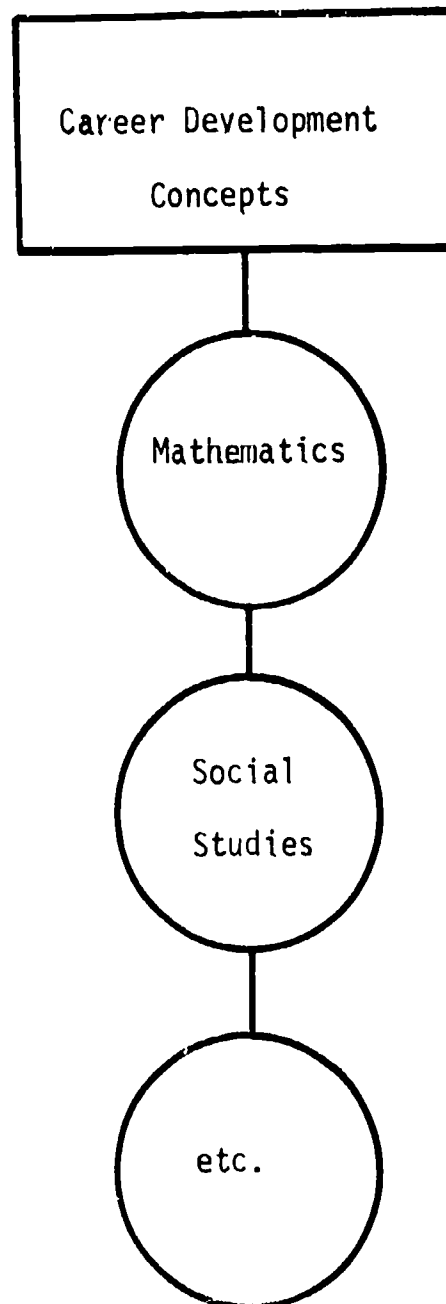
Patterns for Implementation of Career Education Concepts into the Classroom

The implementation patterns used in this workshop were begun by the director of the OCCUPAC Project, Dr. Marla Peterson. Using her original patterns, additional ones were designed to show different ways the career education program could be implemented into the classroom.

A brief overview of the three projects, the ABLE MODEL PROGRAM, the Career Development for Children Project, and the OCCUPAC Project was given so that the participants could determine a strategy, which would be most beneficial for installing career education into their schools and classrooms and would use elements of the three projects most effectively.

A series of discussion questions and statements were also used either to further explain the pattern or to relate career education to subject matter which is taught at the various grade levels.

t



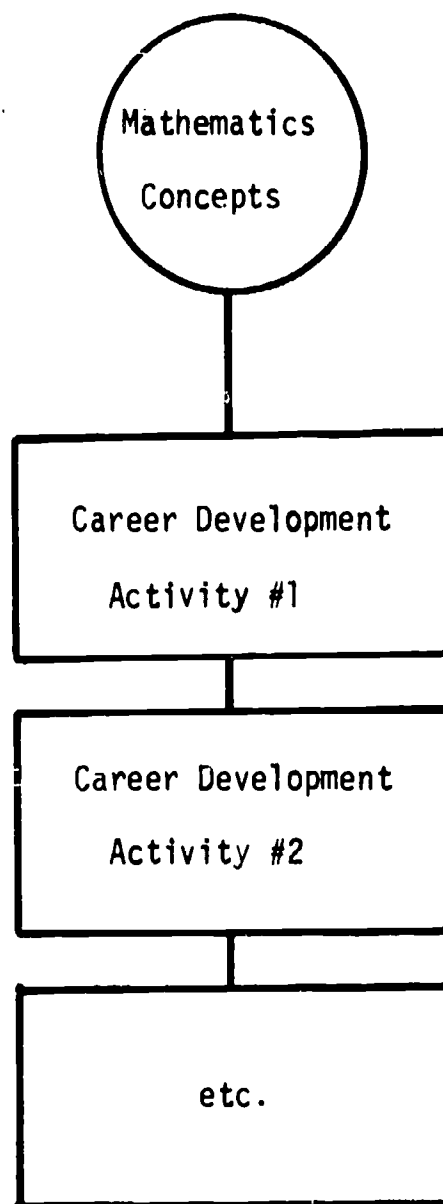
IMPLEMENTATION PATTERN #1

Career Development Concepts infused into all other subjects possible.
Example: Skills and habits learned in school are related to the world of work.

IMPLEMENTATION PATTERN #1

Discussion Questions or Statements

1. In what subject would you teach the following career development concepts?
 - A. Each occupation has its own vocabulary.
 - B. Each occupation has job knowledge that is unique to that occupation.
 - C. Each occupation has its own materials and equipment.
 - D. There is dignity and worth in all useful work.
 - E. Getting along with people is important in all occupations.
 - F. Work helps determine speech, dress, and use of leisure time.
 - G. An individual must learn to accept his occupational limitations as these limitations are related to specific occupations.



IMPLEMENTATION PATTERN #2

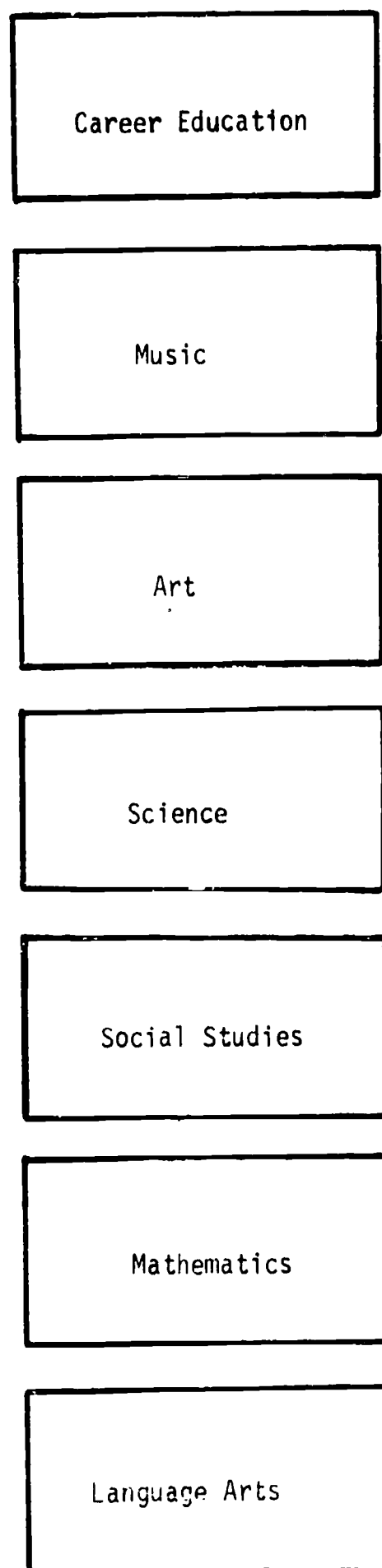
Other subject concepts feed into each Career Development Activity

Example: Each occupation has job knowledge that is unique to that occupation.

IMPLEMENTATION PATTERN #2

Discussion Questions or Statements

1. In what kinds of career development activities could the following math concepts be taught that would show each occupation has job knowledge unique to that occupation?
 - A. Counting
 - B. Fractions
 - C. Measuring
 - D. Money
 - E. Decimals
 - F. Geometric Shapes
 - G. Classification of Objects
 - H. Relativity - Size



IMPLEMENTATION PATTERN #3

Career Development Concepts become a separate subject.

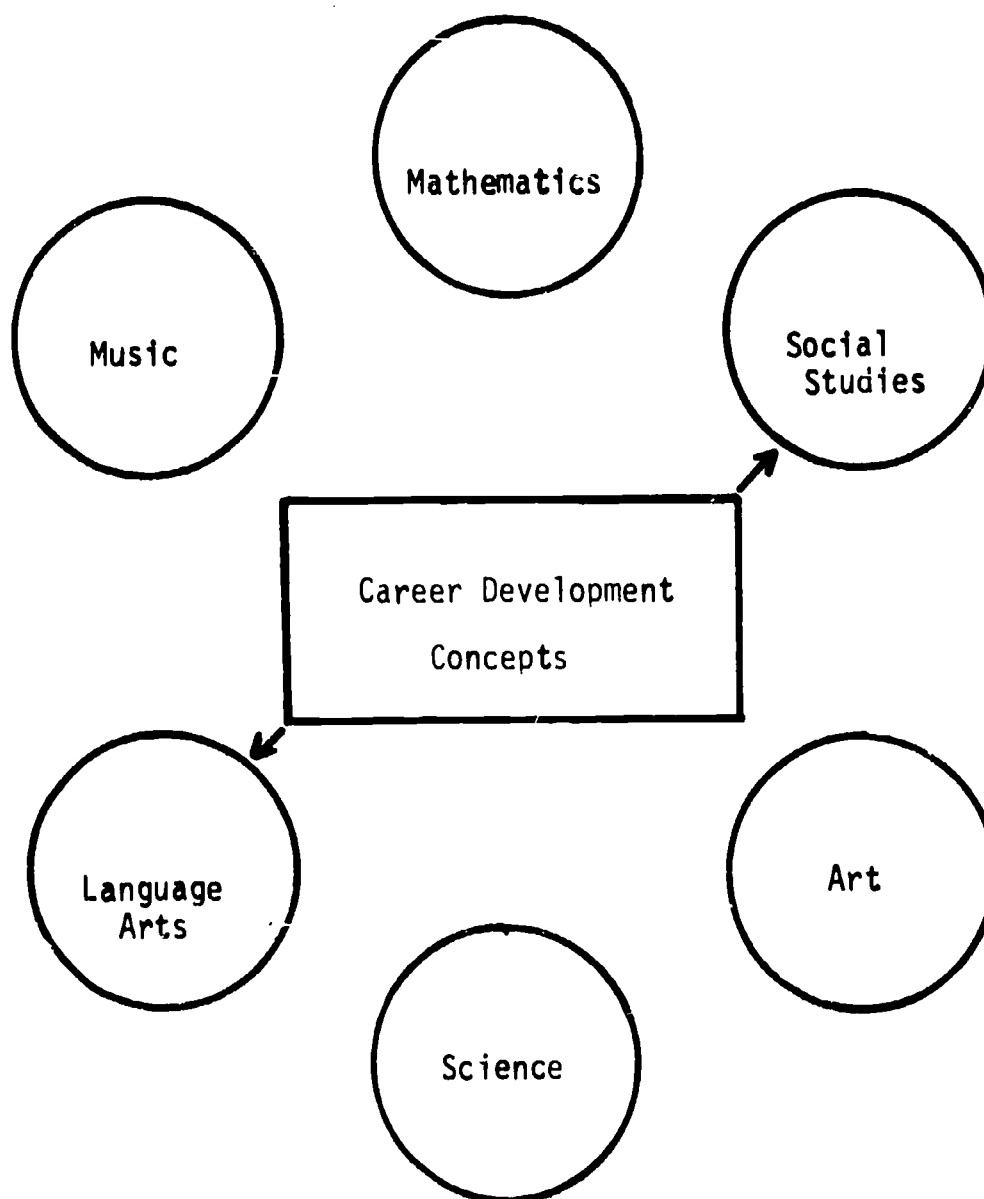
IMPLEMENTATION PATTERN #3

Discussion Questions or Statements

1. Which career development concepts would be best taught as a separate subject?

Examples for discussion

- A. Self Development
- B. Career Information
- C. Revelance of Education
- D. Decision Making
- E. Career Coping Behaviors
- F. Lifestyle
- G. Attitudes and Appreciations



IMPLEMENTATION PATTERN #4

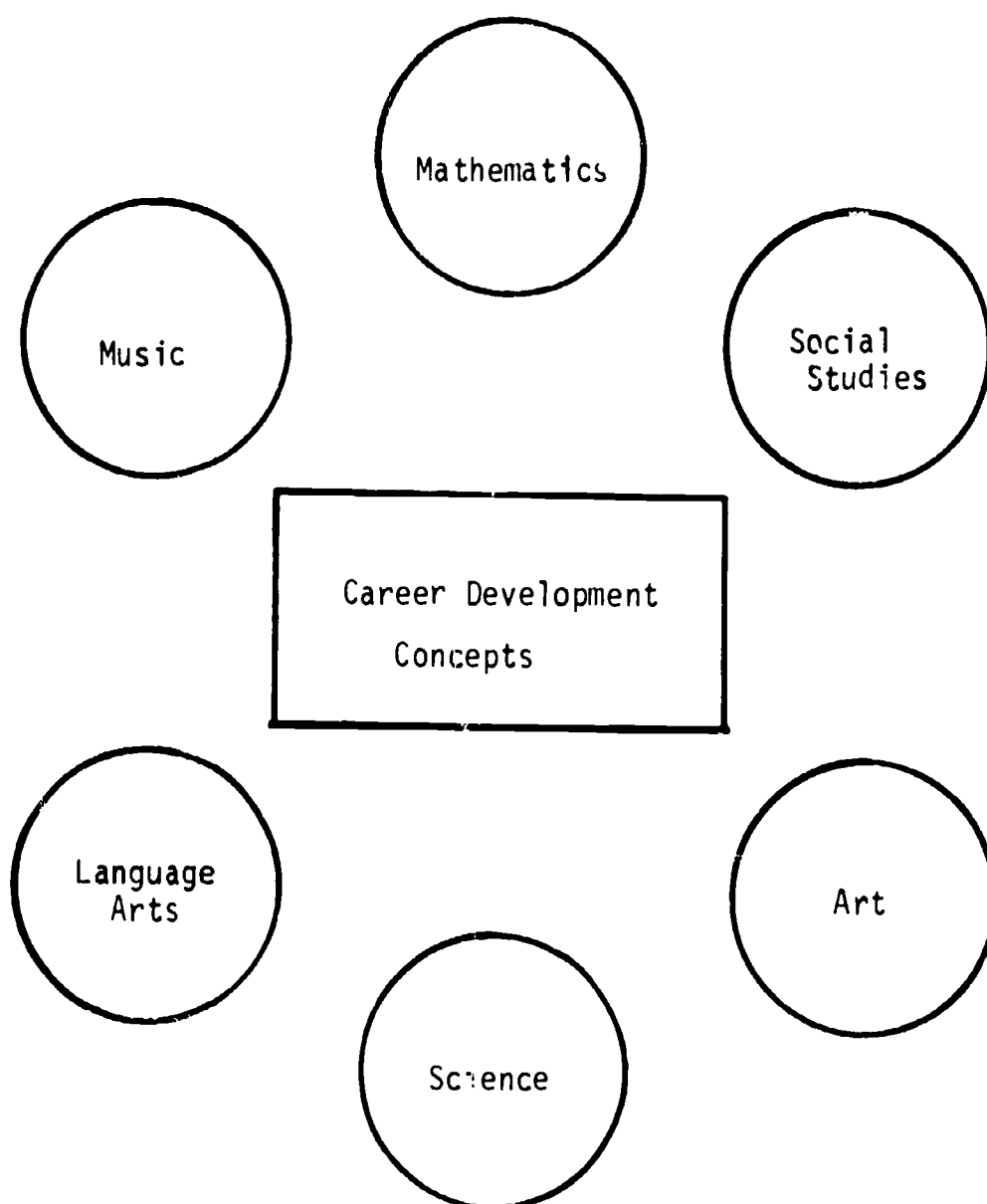
Career Development Concepts taught only in a certain subject
for example - Social Studies and Language Arts

Example: Each occupation attracts people with certain interests and needs.
Each occupation has its own vocabulary.

IMPLEMENTATION PATTERN #4

Discussion Questions or Statements

1. It is possible that a classroom teacher would want to plan to teach most of her career education concepts in only one or two subject areas. What occupations could she miss if she concentrated on those needing or primarily using Language Arts or Social Studies skills?
2. Which subject area is most likely to have the most material already written about occupations?
3. Which subject area would probably have the least direct influence on many careers?



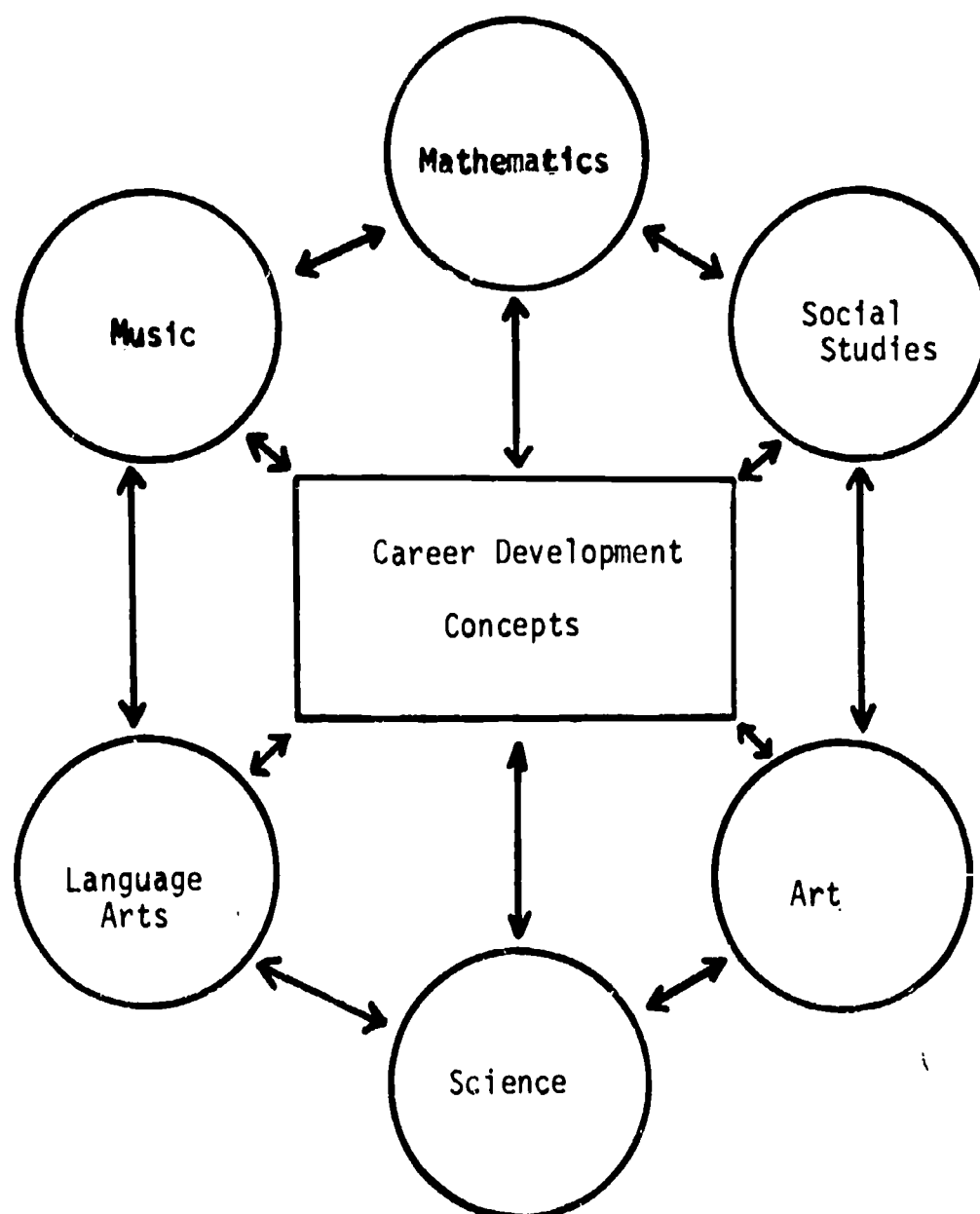
IMPLEMENTATION PATTERN #5

Incidental teaching: no integrated plan, use concept whenever and wherever convenient during the school year.

IMPLEMENTATION PATTERN #5

Discussion Questions or Statements

1. None of the three projects presented were designed with this pattern in mind.
2. A caution that must be considered here is that the teacher must have a thorough knowledge of all of the career development concepts in order to make use of the teachable moment.
3. An advantage of this method is that the teacher is free to discuss various occupations and career development concepts whenever the situation presents itself.



IMPLEMENTATION PATTERN #6

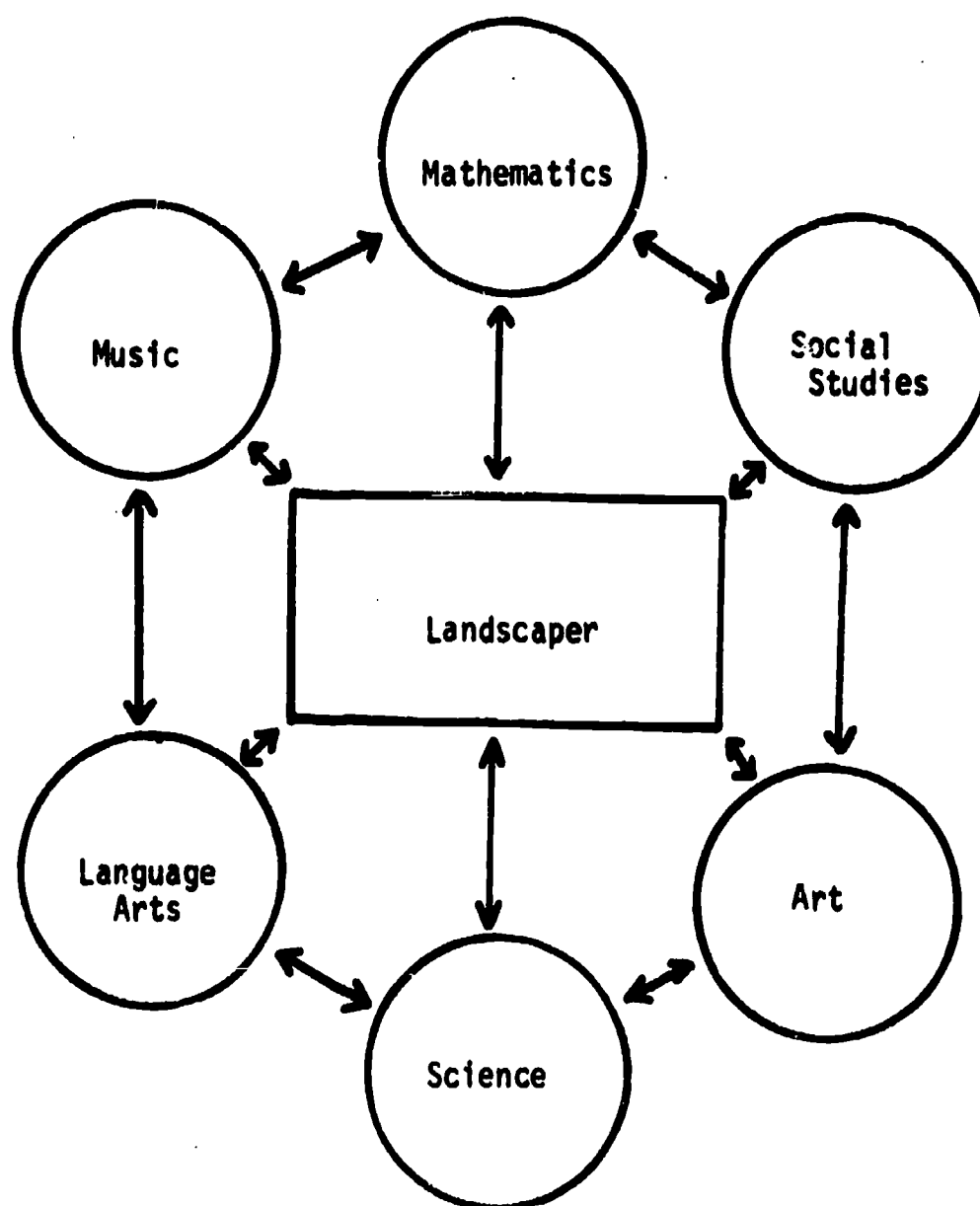
Career Development Concepts - Central force, all other subjects fused with Career Development Concepts and all other subjects.

Example: Educational skills and experiences are related to the achievement of career and life goals.

IMPLEMENTATION PATTERN #6

Discussion Questions or Statements

1. Discuss the concept: an individual's aptitudes and interests influence his choice of a specific occupation.
2. Discuss how an individual learns to accept his occupational limitations as these limitations relate to specific occupations.
3. Discuss how experiences in school affect the achievement of career goals.
4. Given an organization e.i. school, factory, farm, or store, what subject matter skills might be needed? What levels of knowledge would be needed? How are these levels determined?



IMPLEMENTATION PATTERN #7

Career Development Concepts can be taught by using a specific occupation as the organizing force.

Example: Almost everything the school teaches can be helpful in at least one type of career.

IMPLEMENTATION PATTERN #7

Discussion Questions or Statements

1. Select an occupation and discuss the knowledges needed from each subject area in order to achieve the career goal.

Examples

1. Math - skill
 - a. shapes - geometric
 - b. computation - skill development
 - c. money
 - d. time
2. Social Studies - service, working conditions, sex, job market
 - a. occupation - roles of workers
 - b. need
 - c. natural resources
 - d. climate zone
 - e. dependence on others
 - f. clothing
3. Art- asthetics
 - a. color
 - b. symmetry
 - c. design
4. Science - knowledge - environment
 - a. kinds of plants
 - b. sunlight, shade
 - c. soil

- d. water
 - e. fertilizer
 - f. seasons
5. Language Arts - vocabulary
- a. oral communications
 - b. written letters
 - c. read directions
6. Music - asthetics
- a. sounds of nature
 - b. sounds of machinery
 - c. rhythms
 - d. dance

Why does a program need to be evaluated? Modifications and adjustments will be necessary and the goals and objectives may change.

What techniques can be used to evaluate a new program? Observation, comparisons of results, performance tests, and direct solicitation of reactions from students and community. It is essential to create a feedback system in evaluating the effect of the program as it continues. However, the ultimate evaluation will not be achieved until enough students have completed the total program and have begun actual work in their career.

Results of achievement should be shared with students, parents, and directors of the various activities. Students need to keep records of skill acquisition, personal achievements, personal abilities and interests, experiences in the world of work - including their reactions to each experience, and decision made regarding a career direction.

Once the program is well established efforts must be made to maintain it. Judgements must be made concerning the impact and contribution of the various elements to the learning process. The leadership of the administration will certainly affect the priority of the program. The administrators will be most helpful by revitalizing the program at intervals by providing encouragement, funds, and time which their personnel will need to keep the program operating at its fullest potential. By providing a flexible program some original programs or activities will be changed or dropped and new ones added. The question foremost in the minds of all personnel should be: is this program meeting the present and future needs of the student?

CAREER EDUCATION PROGRAMS IN ACTION

This part of the program was begun with the slide presentation of the eighth grade Language Arts class taught by Mary Bare in Casey, Illinois, which was discussed in the OCCUPAC presentation.

The United States Office of Education slide-tape presentation on career education explained the philosophy of the USOE, reviewed the fifteen occupational clusters, and cited six career education programs which are funded by their office. This presentation came to the workshop from the Illinois Office of the Superintendent of Public Instruction.

Depending upon the participants at the workshops, additional programs were presented which had been developed in the school districts represented. The participants from the Peoria schools, Mrs. Carol Trubett in particular, and Mrs. Miller of the Willow Grove School, Buffalo Grove, gave presentations of materials they had used and samples of their children's work.

SYNTHESIZING

Synthesizing according to the dictionary means combining parts or elements to form a whole. Dr. Ann Jackson, a teacher educator at Eastern Illinois University provided this part of the program. Included here is a brief outline of that presentation:

- I. Career Education Is Needed by Everyone
 - A. Life-long developmental process
 - B. Center for educational process
 - C. Concepts to be developed
- II. Educational Implications of the Three Projects
 - A. Northern, Eastern (unifying)
 - B. Southern (add on)
- III. Implementing Classroom Programs
 - A. Teach oriented programs for sound education
 - B. Use of local problems and resources
 - C. Materials to be developed locally at present
 - D. Activities from each project
 1. Northern--Handbook with ideas
 2. Southern--1 example available
 3. Eastern--OCCUPAC
 - E. Spin-off ideas from each project
 1. Understand the concept of career education
 2. Refocus present program
- IV. Planning for Career Education in a School System

In order to help the participants do their own synthesizing, an activity was devised whereby each participant considered what is being taught in their own schools. The materials given to them during each project presentation were used as the resource materials.

DESIGNING A PROGRAM

1. Using the OCCUPATIONAL CLUSTER list, check those occupational areas which have been presented in your elementary school.
2. Circle those occupations with which the children have had direct personal contact through your school program.
3. Sketch out a plan as to how three occupations, which have not been presented before, could be presented to a particular grade level. Consider the various implementation patterns suggested and techniques which have been discussed.
4. List some specific Career Development Concepts which you could develop through your plan.
5. What elements of the three projects presented could you use to develop this program?

DESIGNING A PROGRAM

1. Mark the CAREER DEVELOPMENT CONCEPTS which you are presently developing. Circle those concepts which you feel need more stress.
2. Circle those concepts which you have not developed in any specific learning activities.
3. Select one general CAREER DEVELOPMENT CONCEPT and outline a spiral program K-6 using a variety of activities and occupations.
4. Sketch out a plan as to how this concept could be developed on one grade level. Consider the various implementation patterns suggested and techniques which have been discussed.
5. What elements of the three projects presented could you use to develop this program?

SHARING OF IDEAS, PUTTING THE
CAREER EDUCATION PROGRAM INTO YOUR
SCHOOL, AND PREPARATIONS FOR THE NEXT STEP

The workshop was formally closed as participants shared the programs they had sketched out and teaching techniques they had used or were familiar with.

This time period was also spent discussing problems and possible solutions which various participants had encountered. It was felt that time was needed for discussion of individual problems by the workshop staff who could give practical suggestions for implementing the participant's Career Education Program. This was a beneficial time for the participants and the workshop staff.

CHAPTER V

EVALUATIONS

Four types of data gathering instruments were used during the workshop.

I

Twenty-two items adapted from the Kentucky Research Coordinating Unit "Career Information Inventory" were used on a pre-test post-test basis to gather data on teacher attitudes toward career education. This instrument is shown on pages 72 and 73.

The "Career Education Information Inventory" had a Likert-type answer format with five response alternatives. The respondents were asked to choose 1 of 5 answers for each time. (1) Strongly Agree, (2) Agree, (3) Undecided, (4) Disagree, or (5) Strongly Disagree. The responses given by a random sample of participants is underscored for the pre-test and put into parenthesis for post-test.

Conclusions based on this evaluation show that most participants agreed that:

One of the most important decisions a person makes in his lifetime is his career choice.

Knowledge of one's self affects occupational choice.

The world of work can be the core or organizing center for the curriculum in the elementary school.

A career education program should involve real life experiences.

Career education can help students develop positive attitudes toward work and workers.

The educational program should provide students with the relevance of today's education.

Career education can be a means of drawing the school, community, and family closer together.

Career education is needed to develop the "total person."

"Hands on" experiences are essential to a good career education program.

Experiences in career education should allow students to evaluate their interests and abilities.

Career development is a continuous process throughout the lifetime.

Career education should be integrated into the regular curriculum.

They disagreed with the idea that:

Career education should only be for those students who are not able to succeed in an academic program.

Students presently have sufficient orientation to the possibilities in the world of work to make sound career choices.

The participants were uncertain but tended to agree rather than disagree that:

The school should be the primary conveyor of career information.

Career education is concerned with developing the self concept.

The total school curriculum should be related to the real life goals of the students.

Four statements found three camps either agreeing or disagreeing or undecided.

Most school curricula should be reoriented to place emphasis on career education.

Educational programs should be planned to help students prepare career choices.

Teachers will need additional preparation in order to teach career education.

Career education should be taught as a special subject with its own "time slot".

Perhaps the last statements indicate the state of flux which the new curriculum is in, in that no set policies or definitions have been made at this time. Since it has not been decided as to the depth of the career education program and to what extent areas other than career information is to be taught in the elementary schools - participants are not sure of the nature of preparation they need.

II

The Division of Vocational and Technical Education Evaluation form was administered at the end of each workshop. This instrument is shown on page 74 with the number of responses given in each area.

The discrepancy between the number of responses and the total participant population was due to participant absence at the time the form was completed or they did not wish to participate in the evaluation or parts of it.

Conclusions that can be based on this evaluation are:

1. The workshop did help in terms of helping learners become employable, however 99% of the participants were presently employed.
2. The workshop was well organized.
3. The workshop was applicable to the participant needs.
4. The participants recommended this workshop to others as an excellent workshop.
5. The instructors were rated highly in interest generators and as teachers of material.
6. The participants felt the activities were very appropriate in terms of career education.
7. The participants left with the feeling the workshop would affect their behavior on the job.
8. Most participants felt they were learning a sufficient amount for their time and effort expended.
9. The amount of material presented seemed to be just right as most of the x's were in the center of the continuum.

The staff feels that the attitudes towards learning displayed by the participants greatly affected the participants response to the workshop. This attitude was primarily very positive except in a few cases.

A sample of comments from participants were:

1. Some workshops should be planned for teachers only.
2. Some workshops should be planned for counselors only.
3. A follow-up session is needed to compare successes, and problems.

4. A team of 2 or more from a school district should participate in this kind of workshop.
5. More preparation time is needed by each teacher for integration of materials on local level.
6. Local in-service training programs for all teachers in the district needs to be organized.
7. More workshops on the state level for teachers who did not attend any of the eight.
8. All curriculum materials presented were not available for purchase or implementation.
9. Make such workshops available each year to stimulate teacher growth.
10. More interaction is needed with personnel from programs already in practice in a local school district.
11. I had fun.
12. Enthusiasm and interest of presenters was obvious.
13. Quite a lot to comprehend in two days.
14. Many worthwhile ideas were generated.
15. How do you improve an established program?
16. How do you tell the faculty about career education's importance in all grades?
17. The instructors presented very relevant materials and were very knowledgeable of the needs of teachers and how to get us involved.

III

A feedback evaluation was given at each workshop to a randomly selected group of participants who made suggestions for workshop improvement. The instrument is shown on page 75.

IV

A workshop follow-up study was sent to all participants at the conclusion of the workshops. The instrument is shown on page 76.

Participants replied that:

1. They had used the materials to prepare units, lessons, and a proposal for a pilot program; to inform administrators, school boards, advisory counsels, and other teachers about career education; to develop new career education programs, local materials, and curriculum guides; and as a source of information and ideas for teachers and committees.
2. The workshop was most helpful as a career awareness program.
3. The special need most often indicated that was not being met was that of still having to develop one's own program from the materials presented.
4. The workshop made most people more aware of the importance of career development in the elementary school.
5. The registration refund was returned to each participant who in turn - returned the money to the school district, purchased materials for career education units such as slides, film strips, play money, lumber, popcorn, film and flash cubes, cassette tapes, stamps, games, a puppy, prize ribbons, bus transportation for field trip, paint, and additional resource books for professional growth.

CAREER EDUCATION INFORMATION INVENTORY

PRE AND POST TEST

The following statements will be answered with a SA - strongly agree, A - tend to agree, U - undecided, D - tend to disagree, SD - strongly disagree.

(Note: underlined response given in pre-test, parenthesis around responses in post-test.)

1. One of the most important decisions a person makes in his lifetime is his career choice. (SA) A U D SD
2. The choice of an occupation influences almost every other aspect of life. (SA) (A) (U) D SD
3. Knowledge of one's self affects occupational choice. (SA) (A) U D SD
4. Most school curricula should be reoriented to place emphasis on career education. (SA) (A) (U) (D) SD
5. The world of work can be the core or organizing center for the curriculum in the elementary school. (SA) (A) U D SD
6. A career education program should involve real life experiences. SA (A) U D SD
7. The school should be the primary conveyor of career information. (SA) (A) (U) D SD
8. Career education is concerned with developing the self concept. (SA) (A) (U) D SD
9. Career education should only be for those students who are not able to succeed in an academic program. SA A U (D) (SD)
10. Career education can help students develop positive attitudes toward work and workers. (SA) (A) U D SD
11. The educational program should provide students with the relevance of today's education to tomorrow's needs. (SA) (A) U D SD
12. Career education can be a means of drawing the school, community, and family closer together. (SA) (A) U D SD

13. Career education is needed to develop the "total" person. (SA) (A) U D SD
14. Educational programs should be planned to help students prepare career choices. (SA) A U (D) SD
15. The total school curriculum should be related to the real life goals of the students. (SA) (A) (U) D SD
16. "Hands on" experiences are essential to a good career education program. (SA) A U D SD
17. Experiences in career education should allow students to evaluate their interests and abilities. (SA) (A) U D SD
18. Teachers will need additional preparation in order to teach career education. (SA) (A) U (D) SD
19. Career education should be taught as a special subject with its own "time slot". SA (A) (U) (D) (SD)
20. Career development is a continuous process throughout the lifetime. (SA) (A) U D SD
21. Students presently have sufficient orientation to the possibilities in the world of work to make sound career choices. SA A (U) (D) (SD)
22. Career education should be integrated into the regular curriculum. (SA) (A) U D SD

WORKSHOP EVALUATION
 Participant's Form
Workshop Title: Career Education WorkshopsAgency or Institution: Eastern Illinois University

The activity you have just completed was supported by the Illinois Division of Vocational and Technical Education. Your appraisal of the activity will aid DVTE in improving future such activities. Please return by (1) placing this form in the envelope provided by the workshop, or (2) properly fold, fasten, stamp, and mail directly to the address which appears.

Please rate the workshop by placing an "x" along the following continuums.

In terms of helping learners become employable, how great a need has this activity attempted to fulfill?

(Great need) | 79 | 39 | 20 | 9 | (Insignificant need)

How well was the workshop organized?

(Well organized) | 111 | 89 | 7 | 0 | (Lacked organization)

How applicable to your needs was the workshop content?

(Very applicable) | 69 | 50 | 7 | 1 | (Unapplicable)

How would you recommend this workshop to someone who has a similar job?

(Highly recommended) | 105 | 42 | 11 | 2 | (Don't bother to go)

How would you rate the instructor? (If more than one, write in the name along the continuum where he or she would be placed.)

(Excellent) | 113 | 93 | 9 | 2 | (Poor)

How appropriate was this activity in terms of what you believe to be career education?

(Very appropriate) | 98 | 41 | 1 | 0 | (In appropriate)

To what degree will what you have learned affect your behavior in your job?

(Considerable) | 82 | 59 | 6 | 5 | (Very little)

How much do you feel you learned?

(More than anticipated) | 76 | 45 | 21 | 5 | (Less than expected)

How much material was presented?

(Too much for the time available) | 21 | 93 | 29 | 9 | (Not enough for the time expended)

How would you rate the activity overall?

(Excellent) | 95 | 51 | 7 | 1 | (Unsatisfactory)

What are your needs for in-service activities for the future? Please list specific topics.

Please relate additional comments on this workshop on the reverse side.

Figure 13

YOU HAVE BEEN SELECTED AT RANDOM TO BE ON OUR EVALUATION TEAM.

- I. As the workshop proceeds, jot down anything which you particularly like or do not like.

- II. To be done at time of DVTE evaluation.
Comment on the following:

1. Clearness or confusion of the presentations.
2. Pace and structure of the workshop format.
3. Informal discussion or interaction time (a) enough or not enough time (b) what topics of discussion were not discussed that should have been (c) what topic's discussion was of little importance to participants.
4. The activity approach.
5. The use of audio visuals.
6. What you liked least about the workshop. Why?
7. What you liked best about the workshop. How was it most helpful to you?
8. What should have been included or changed to make the workshop more meaningful to participants.

Figure 14

CAREER EDUCATION WORKSHOP FOLLOW-UP STUDY

Prepared by: Dorothy M. Lawson, Director of Career Education Workshops

Sponsored by: Center for Educational Studies, School of Education, Eastern
Illinois University, Charleston, Illinois and Illinois Division
of Vocational and Technical Education

Participant's Name _____

1. I (have or have not) used the workshop materials.
circle one

2. I used the workshop materials to:

___ a. prepare a unit in Career Education

___ b. prepare a lesson in Career Education

___ c. integrate or infuse Career Education with another subject or subjects
such as: _____

___ d. to inform other teachers in our school about Career Education

___ e. other _____

3. The Career Education Workshop gave me the most help by _____

4. The Career Education Workshop did not meet my special need which was _____

5. The Career Education Workshop has made me more aware of _____

6. I used my \$5 refund to purchase _____

for the purpose of _____

PLEASE PLACE IN SELF-ADDRESSED ENVELOPE AND MAIL.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

As a result of the workshop activities, some general conclusions and specific recommendations have become apparent to the project staff.

Conclusions:

1. The effectiveness of these workshops on the participants depended on their previous knowledge and experiences in the "world of work" and their level of awareness of the "world of work" within the local community.
2. Participants who had programs under way felt the workshop was a great "shot in the arm".
3. The participants were frustrated and could see little value in being presented materials that were not immediately available.
4. The activity approach to learning rather than lecturing seemed to be very successful and appropriate considering the student participation philosophy behind the teaching of career education.

Recommendations:

1. Additional career education workshops need to be scheduled for the next two years. This group of eight workshops barely scratched the surface. Many elementary and middle school personnel do not know the philosophy or purpose of career education or how to implement a program into their schools and classrooms. Others need additional help in continuing their programs.
2. Career education consultants should be available for the conduction of career education workshops in the local school district.
3. A follow-up session should be held two or three weeks after the initial workshop to discuss topics generated at the first sessions.
4. More personnel who are actively conducting a career education program should be involved in presenting materials and ideas to other teachers concerning career education.

5. Future workshops should not be limited to the three Illinois Career Development Programs, but rather should encompass all outstanding programs and materials.
6. Future workshops should provide time for participant field trips into the community.
7. Courses in the universities need to be designed to incorporate the following knowledges which the participants indicated were needed to teach career education: occupational information, child self-development, coping behaviors, formulation of goals, identification and achievement of skills needed for attainment of goals, techniques of decision making, and development of positive attitudes and appreciations toward the "world of work".
8. Participants recommended that each school district represented should send a team of a principal and at least one teacher to the workshop for better interaction when presenting information to other teachers.

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A P P E N D I X

A

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP I</u>			
Berri, Jan	Box D, Pleasant Valley, Iowa 52767	Elementary Counselor	Rock Island Dist. #41, Ill.
Clute, Don	R. R. #2, Alexis, Ill. 61412	Elementary Counselor	Aledo Unit #201
Frazier, Fred	3333 Forest Road, Davenport, Iowa 52807	Elementary Counselor	Davenport Dist., Iowa
Kaufman, Barbara	Box 136, Wellington, Ill. 60973	Elementary Teacher	Wellington Dist.
LaMere, David	R. R. #1, Box 129, Kankakee, Ill. 60901	Director of Vocational & Technical Education	Kankakee Dist. #111
Rice, Ed	Box 136, Wellington, Ill. 60973	Elementary Teacher	Wellington Dist.
<u>WORKSHOP II</u>			
Baker, Jerry	345 LeClaire, Warsaw, Ill. 62379	Principal	Warsaw Unit #316
Beenenga, Gene	DVTE, 1035 Outer Park Drive, Springfield, Ill. 62701	DVTE Consultant	DVTE, State of Ill.
Boyce, Ava	R. R. #2, Canton, Ill. 61520	Junior High Teacher	Spoon River Valley Dist. #4
Brauer, Dan	OSPI, 316 So. Second St., Springfield, Ill. 62706	Pupil Personnel Service Staff	OSPI, State of Ill.
Brink, Dana	2610 Willow, Pekin, Ill. 61554	Elementary Teacher	Pekin Elementary Dist. #108
Brink, Richard	2610 Willow, Pekin, Ill. 61554	Supervisor Consumer Ed.	OSPI, State of Ill.

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP II CONT'D</u>			
Covert, Willa	Dallas City, Ill.	Elementary Teacher	Dallas City Unit #336
Eccher, Jim	1010 1st St., Orion, Ill. 61273	School Counselor	Orion Unit #223
Favero, Wilman	Nicholson School, 649 N. Main St., Montgomery, Ill. 60538	Principal	Aurora (West) #129
Gasaway, Carl	OSPI, 316 So. Second St., Springfield, Ill. 62706	Pupil Personnel Services Staff	OSPI, State of Ill.
Glisson, David	1429 Kenneth Dr., Rantoul, Ill. 61866	Assistant Superintendent	Rantoul Dist. #137
Heiden, Gloria	Rosamond, Ill. 62083	Elementary Teacher	Pana Dist. #8
Hoffman, Gary	OSPI, 316 So. Second St., Springfield, Ill. 62706	Director - Career Education	OSPI, State of Ill.
Hollister, Mary	1806 Grand Ave., Davenport, Iowa 52803	High School Teacher	Rock Island High School, Ill.
Hoover, Neil	1211 N. Diamond, Jacksonville, Ill. 62650	Junior High Teacher	Jacksonville Dist #117
Jean, Roland	1025 Englewood Dr., Rantoul, Ill. 61866	Junior High Teacher	Rantoul Dist. #137
King, Beverly	Nicholson School, 649 N. Main St. Montgomery, Ill. 60538	Elementary Teacher	Aurora (West) #129
Logan, Betty	Griggsville, Ill. 62340	Elementary Teacher	Griggsville Unit #4

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP II CONT'D</u>			
Maroney, Bill	Nicholson School, 649 N. Main St., Montgomery, Ill. 60538	Elementary Teacher	Aurora (West) #129
Mauck, Fleda	Nicholson School, 649 N. Main St., Montgomery, Ill. 60538	Elementary Teacher	Aurora (West) #129
Metcalf, Marilyn	OSPI, 316 So. Second St., Springfield, Ill. 62706	Supervisor of Consumer Education	OSPI, State of Ill.
Miller, Ronald	DVTE, 1035 Outer Park Drive, Springfield, Ill. 62706	Consultant-Industrial Oriented Occupations	DVTE, State of Ill.
Mitchell, Martha	9 Ivywood, Jacksonville, Ill. 62650	Elementary Teacher	Armstrong Junior High, #117
Nicholson, Tom	R. R. #, Orion, Ill. 61273	Career Education Director	Orion Unit #223
Potts, Linda	Pana, Ill. 62557	Elementary Teacher	Pana Dist. #8
Roderick, Margaret	521 Perkins Ave., Mt. Vernon, Ill. 62864	Elementary Teacher	Mt. Vernon City Schools
Rohlfing, Gena	Mt. Vernon, Ill. 62864	Elementary Teacher	Mt. Vernon City Schools
Tanner, David	R. R. #1, Petersburg, Ill. 62675	Vocational Coordinator	Porta Dist. #202
Taylor, Audra	417 Ash St., Chapin, Ill. 62628	Junior High Teacher	Jacksonville Dist. #117
Troute, Lynn	R. R. #1, Williamsville, Ill. 62693	Guidance Consultant	DVTE, State of Ill.
Williams, Coleen	Warsaw, Ill. 62379		Warsaw Dist. #316

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP III</u>			
Baker, Robert	Chenoa, Ill. 61726	Special Education Teacher	Chenoa Unit #9
Bale, Hobson	501 N.W. Cross, Mt. Sterling, Ill. 62353	Elementary Principal	Brown County Community Schools
Cavitt, John	1100 Avon Drive, Springfield, Ill. 62704	Elementary Principal	Springfield Dist. #186
Chapman, Jimmie	1408 W. Parkside Dr., Peoria, Ill. 61603	Elementary Teacher (Special Education)	Peoria Dist. #150
Davis, Chris	412 W. Nebraska St., Peoria, Ill. 61603	Elementary Teacher	Peoria Dist. #150
Davis, Glenn	529 Sattley St., Rochester, Ill. 62563	Elementary Principal	Springfield Dist. #186
Detweiler, David	415 Delwood, Morton, Ill. 61550	Elementary Teacher	North Pekin Dist. #102
Fuson, Donna	500 So. Plum Grove Road, Palatine, Ill. 60067	Teacher Training Personnel	Project EVE Northwest Educational Cooperative
Gamsky, Irene	Centennial Elementary School, 901 Colton Ave., Bloomington, Ill. 61701	Counselor	Bloomington Dist. #87
Golden, Sandra	Bloomington Junior High School 570 E. Washington, Bloomington, Ill. 61701	Counselor	Bloomington Dist. #87
Guettler, Jean	1013 Briarcliff Dr., Rantoul, Ill. 61866	Elementary Teacher	Rantoul Dist. #137
Honn, Sandra	Hartsburg, Ill. 62643	Junior High Teacher	Hartsburg-Emdem
Hughes, Wilma	317 So. Tanner, Rantoul, Ill. 61866	Special Education Teacher	Rantoul Dist. #137

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP III CONT'D</u>			
Jones, Guy	103 So. New, Champaign, Ill. 61820	Vocational Director	Champaign Community Schools
Kent, William	OSPI, 316 So. Second St., Springfield, Ill. 62706	Consultant in Business Education	OSPI, State of Ill.
Kyser, Melnie	1125 N.E. Glen Oak #1, Peoria, Ill. 61603	Elementary Teacher	Peoria Dist. #150
Lang, Jerry	Irving Elementary School, 602 W. Jackson Bloomington, Ill. 61701	Elementary Teacher	Bloomington Dist. #87
Malcolm, Nancy	Bent Elementary School, 904 N. Roosevelt Bloomington, Ill. 61701	Elementary Teacher	Bloomington Dist. #87
Mannahan, William	Canton, Ill. 61520	Assistant Superintendent	Canton School Dist.
Martin, Dean	712 York St. Ottawa, Ill. 61350	Principal	Ottawa Dist. #141
Mashaney, Marilouise	2005 N. Charlotte, Peoria, Ill. 61604	Elementary Teacher	Peoria Dist. #150
Mullen, Miriam	309 E. Sangamon Ave., Rantoul, Ill. 61866	Elementary Teacher	Rantoul Dist. #137
Nelson, Dr. Robert	4 Plymouth, Normal, Ill. 61761	Secondary Teacher Training Personnel	Illinois State University
Newton, Glen	Bent Elementary School, 904 N. Roosevelt Bloomington, Ill. 61701	Principal	Bloomington Dist. #87
Newtonson, Connie	3975 Camelot Circle, Apt. 201, Decatur, Ill. 62526	Elementary Teacher	Decatur Dist. #61

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP III CONT'D</u>			
Perkinson, Betty	Loda, Ill. 60948	Elementary Teacher	Buckley-Loda Comm. Unit #8
Ross, Noel	Loda, Ill. 60948	Elementary Teacher	Buckley-Loda Comm. Unit #8
Salmon, Dwight	814 Illini Dr., Pontiac, Ill. 61764	Elementary Teacher	Pontiac Dist. #429
Shane, Ken	Chenoa, Ill. 61726	Junior High Teacher	Chenoa Unit #9
Stewart, Edith	110 Lake St., Washington, Ill. 61571		East Peoria Dist. #86
Turbett, Carol	225 E. Gift, Peoria, Ill. 61603	Elementary Teacher	Peoria Dist. #150
Winkler, Mary	3912 Walround, Peoria, Ill. 61614	Elementary Teacher	Peoria Dist. #150
Witter Barbara	R. R. #1, Box 265, Eureka, Ill.	Guidance Counselor	Eureka Dist #140
Wright, Allen	504 W. Moreland, Apt. 17, Bldg. 2, Mundelein, Ill. 60060	Guidance Director	Hawthorn
<u>WORKSHOP IV</u>			
Aichhorn, Buelah	Cahokia, Ill. 62206	Elementary Teacher	Cahokia Unit #187
Allen, Virginia	Cahokia, Ill. 62206	Elementary Teacher	Cahokia Unit #187
Amason, Cecile	400 So. Elm, Centralia, Ill. 62801	Guidance Director	Centralia Dist. #135
Amyx, Dorothy	122 E. Washington St., Carlinville, Ill. 62626	Guidance	Carlinville Unit

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP IV CONT'D</u>			
Anders, Paul	Box y, Bunker Hill, Ill. 62014	Elementary Teacher	Bunker Hill Unit #8
Bell, Michael	Cahokia, Ill. 62206	Elementary	Cahokia Unit #187
Brame, Derrell	6th St., Carlyle, Ill. 62231	Elementary Principal	Carlyle Unit #1
Brown, George	1008 N. Hena, Greenville, Ill. 62246	Elementary Teacher	Bond County Dist. #2
Campbell, Ruth	97 Bert Ave., E. Alton, Ill. 62024	Elementary Teacher	Roxana Dist. #1
Carr, Virginia	Cahokia, Ill. 62206	Elementary Teacher	Cahokia Unit #187
Cofer, Myrna	520 E. 6th St., Centralia, Ill. 62801	Elementary Counselor	Sandoval Unit #501
Davis, Rose Anne	610 Third St., Wood River, Ill. 62095	Elementary Teacher	Roxana Dist. #1
Edmunds, Ed	1008 N. Hena, Greenville, Ill. 62246	Elementary Teacher	Bond County Dist. #2
Falwell, Georgia	4953A Northland Place, St. Louis, Mo. 63113	Elementary Counselor	Venice Unit #3, Ill.
Frentzel, Robert	Cahokia, Ill. 62206	Elementary Teacher	Cahokia Unit Dist. #187
Gahr, Oneia	Litchfield, Ill. 62056	Counselor	Litchfield Unit #12
Goldsmith, Linda	Cahokia, Ill. 62206	Elementary Teacher	Cahokia Unit #187
Greife, Carrine	1109 W. State, Jacksonville, Ill. 62650	Secondary Principal	Franklin Unit #1
Ireland, Charles	1008 N. Hena, Greenville, Ill. 62246		Bond County Unit #2

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP IV CONT'D</u>			
Jacoby, Eva	110 State, Franklin, Ill. 62638	Counselor	Franklin Unit #1
Jacoby, Russell	Palmyra, Ill.	Counselor	Palmyra
Jones, Dale	212 Penning, Wood River, Ill. 62095	Elementary Teacher	Bethalto Unit #8
Kampmeyer, Edna	Cahokia, Ill. 62206	Elementary Teacher	Cahokia Unit #187
Kessinger, Jim	1008 N. Hena, Greenville, Ill. 62246	Elementary Teacher	Bond County Unit #2
Launius, Delmer	108 Elmer, Troy, Ill. 62294	Vocational Director	St. Jacob Dist. #2
Mazurier, Charlene	402 Jefferson Rd., Edwardsville, Ill. 62025	Special Education Teacher	O'Fallon Dist. #90
Medcalf, Helen	2010 River Aire Ct., Godfrey, Ill. 62035	Elementary Teacher	Roxana Dist. #1
Munson, Carl	820 Janice Ave., Lockport, Ill. 60441	Assistant Principal	Dist. #92 Walsh School
Sanders, Karen	33 Farthing Lane, Belleville, Ill. 62278	Elementary Counselor	Red Bud Elementary
Scanlan, Marcia	6th St., Carlyle, Ill. 62231	Elementary Teacher	Carlyle Unit #1
Thielemann, Barbara	407 S. 9th St., R. R. #1, E. Alton, Ill. 62024	Elementary Teacher	Roxana Unit #1
Wilson, Lucille	Cahokia, Ill. 62206	Elementary Teacher	Cahokia Unit #187
Wrigley, Patti	Cahokia, Ill. 62206	Elementary Teacher	Cahokia Unit #187

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
WORKSHOP V			
Bachman, Shirley	305 May Ct., Mt. Zion, Ill. 62549	Director of Health Services	Mt. Zion Dist. #3
Bare, Mary	Box 98, Casey, Ill. 62420	Junior High Teacher	Casey Unit #1
Barford, Judith	902 1st, Charleston, Ill. 61920	ETC Staff	Eastern Ill. University
Biggs, Ruth	915 Westgate, Charleston, Ill. 61920	Teacher Training Personnel	Eastern Ill. University
Bitting Donald	210 Lyle St., Kewanee, Ill. 61443	Assistant Superintendent	Kewanee
Blade, Robert	R. R. #2, Box 134, Greenup, Ill. 62428	Junior High Teacher	Cumberland Dist.
Bosomworth, Lucile	12 Keiffer Dr., Olney, Ill. 62450	Elementary Teacher	East Richland
Castillo, Jill	129 Paddock Dr. E., Champaign, Ill. 61820	Elementary Teacher	Rantoul Dist. #137
Collins, June	409 Webster, Catlin, Ill. 61817	Elementary Teacher	Catlin Unit #5
Dalton, Suzanne	1825 Reynolds Dr., Charleston, Ill. 61920	Special Art	Charleston Unit #1
Delmotte, Robert	316 E. West, Georgetown, Ill. 61846	Principal	Georgetown
Domeit, Joan	R. R. #2, Charleston, Ill. 61920	Teacher Training Personnel	Eastern Ill. University
Downs, Dale	506 Warren, Charleston, Ill. 61920	Teacher Training Personnel	Eastern Ill. University

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP V CONT'D</u>			
Elliott, Betty	415 Taft St., Charleston, Ill. 61920	Teacher Training Personnel	Eastern Ill. University
Falen, Frances	1413 13th, Charleston, Ill. 61920	Teacher Training Personnel	Eastern Ill. University
Foulks, Jeanette	Yanker Ridge School, Mumford & Anderson, Urbana, Ill. 61801	Elementary Teacher	Urbana Dist. #116
Foust, Delbert	R. R. #4, Charleston, Ill.	Teacher Training Personnel	Eastern Ill. University
Garritty, Ron	Springfield, Ill. 62707	Assistant Regional Director (Region 3)	DVTE, State of Ill.
Gillenberg, Bonnie	DVTE, 1035 Outer Park Dr., Springfield, Ill. 62707	Consultant-Business, Marketing & Management	DVTE, State of Ill.
Gregg, Joan	1806 Johnson, Charleston, Ill. 61920	Teacher Training Personnel	Eastern Ill. University
Hall, Marion	516 N. Jackson, Danville, Ill. 61871	Coordinator for Primary Grades	Danville Dist. #118
Hemp, Gladys	Yanker Ridge School, Mumford & Anderson Urbana, Ill. 61801	Elementary Teacher	Urbana Dist. #116
Henak, Dr. Richard	1807 Winston Dr., Muncie, Ind. 47304	Teacher Training Personnel	Ball State University, Ind.
Higgins, Jo Ann	Lincoln Trail Elementary School, Mahomet, Ill. 61853	Elementary Teacher	Mahomet-Seymour #3

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP V CONT'D</u>			
Hooks, Vandaly	526 Warwick, Owensboro, Ky. 42301	Coordinator of Orientation-Exploration	Western Ky. University
Huddleston, Steve	Newton, Ill. 62448	Guidance	Jasper Co. Unit #1
Joley, Barbara	2529 Carriage Lane, Charleston, Ill. 61920	Teacher Training Personnel Substitute	Eastern Ill. University
Kirkwood, Dr. James	2018 Euclid Ave., Muncie, Ind. 47303	Teacher Training Personnel	Ball State University, Ind.
Knott, Jay	515 Hall Court, Charleston, Ill. 61920	Director of Placement	Eastern Ill. University
Leggitt, Orren	609 N. Grant, Oblong, Ill. 62449	Elementary Counselor	Oblong Unit #4
Logan, Lloyd	R. R. #3, Danville, Ill. 61832	Vocational Coordinator	Danville Dist. #118
McClerren, Dorothy	R. R. #4, Charleston, Ill. 61920	Elementary Teacher	Charleston Unit #1
Mead, Rosemary	1104 Hickory Lane, Owensboro, Ky. 42301	Coordinator, Regional Career Education Development Project	Western Ky. University
Morgan, Pamela	DVTE, 1035 Outer Park Dr., Springfield, Ill. 62707	Consultant of Business Marketing & Management	DVTE, State of Ill.
Pancake, Lelah	516 S. Sixth, Marshall, Ill. 62441	Elementary Teacher	Marshall Unit #2
Perz, Robert	1624 University, Charleston, Ill. 61920	Future Teacher	Eastern Ill. University
Pinther, Evelyn	1150 Buchanan, Charleston, Ill. 61920	Teacher Training Personnel	Lakeland Junior College

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP V CONT'D</u>			
Reece, Rosemary	810 Tenth St., Charleston, Ill. 61920	Teacher Training Personnel	Eastern Ill. University
Reynolds, Freda	114 Kent Dr., Catlin, Ill. 61817	Elementary Teacher	Catlin Unit #5
South, Robert	42 Colson Dr., Muncie, Ind. 47304	Teacher Training Personnel	Ball State University, Ind.
Stephans, Doris	12 Orchard Dr., Charleston, Ill. 61920	Elementary Teacher, Substitute	Coles County
Sutherland, Jan	27 Buchanan Ct., Charleston, Ill. 61920	ETC Staff	Eastern Ill. University
Tate, Virginia	2228 8th St. Circle, Charleston, Ill. 61920	Teacher Training Personnel	Eastern Ill. University
Tausig, Carl	1922 University, Charleston, Ill. 61920	ETC Staff	Eastern Ill. University
Thompson, David	Jasper Co. Community Unit #1, Newton, Ill. 62448	Elementary Teacher	Jasper County Unit #1
Thompson, Eileen	1804 Rebecca, Champaign, Ill. 61820	Elementary Teacher	Rantoul Dist. #137
Turner, Carol	120 Forest Ave., Paris, Ill.	Teacher Training Personnel	Eastern Ill. University
Vargo, Gail	R. R. #1, Box 285B, West Terre Haute, Ind. 47885	Elementary Teacher	Marshall Community Schools, Ill.
Wagner, Dr. Edgar	R. R. #12, 341 Tulip Tree, Muncie, Ind. 47302	Teacher Training Personnel	Ball State University, Ind.

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP V CONT'D</u>			
Walther, Ruth	1800 Meadowlake Dr., Charleston, Ill. 61920	Teacher Training Personnel	Eastern Ill. University
Wolak, Kathleen	407 W. White St., Apt. 10, Champaign, Ill. 61820	Junior High Teacher	Rantoul Dist. #137
Wright, Robert	514 McKinley, Libertyville, Ill. 60048	Superintendent	Hawthorn School, Mundelein
Young, Mary Ann	Moweaqua, Ill. 62550	Counselor	Moweaqua Dist. #6A
<u>WORKSHOP VI</u>			
Barker, Patricia	So. Carbon St., Marion, Ill. 62959	Elementary Teacher	Marion Unit #2
Burnett, Joe	1119 So. 7th, Kankakee, Ill. 60901	Elementary Principal	Kankakee Dist. #111
Disney, David	Ridgway, Ill. 62979	Elementary Principal	Galatin Unit #1
Dixon, Dor.	112 McArthur, Carmi, Ill. 62821	Elementary Counselor	Carmi Unit #5
Fozard, Lenora	204 E. Marion, Marion, Ill. 62959	Elementary Teacher	Marion Unit #2
Hirsch, Donald	R. R. #2, Box 117, Pinckneyville, Ill.	Elementary Teacher	Pinckneyville Dist. #204
Kelton, Meriel	So. Carbon St., Marion, Ill. 62959	Elementary Teacher	Marion Unit #2
Nugent, James	Carbondale, Ill.	Director of Career Education	Carbondale Schools
Pratt, Dorothy	Mounds, Ill.	Curriculum Director	Meridian Dist. #101

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP VI CONT'D</u>			
Puckett, John	R. R. #1, Mills Shoals, Ill. 62862	Elementary Teacher	Carmi Unit #5
Raybon, Eddie	250 N. Entrance, Kankakee, Ill. 60901	Elementary Teacher	Kankakee Schools
Smith, Betty	700 N. 10th St., Herrin, Ill. 62948	Vocational Director	Herrin Unit #4
Staley, Mike	R. R. #4, Carmi, Ill. 62821	Elementary Teacher	Carmi Unit #5
Taylor, Jim	R. R. #4, Carmi, Ill. 62821	Elementary Principal	Carmi Unit #5
Wiggins, Jack	Ridgway, Ill. 62979	Guidance	Ridgway High School
Wollin, Kenneth	1430 Mann Place, Carmi, Ill. 62821	Counselor	Carmi Dist. #5
<u>WORKSHOP VII</u>			
Barr, Charlotte	8130 W. 84th Place, Oaklawn, Ill. 60458	Teacher Training Personnel	Chicago State University
Bierzzychudek, Cheryl	Laramie School, 14950 Laramie, Oak Forest, Ill. 60452	Elementary Teacher	Forest Ridge Dist. #142
Bernard, Diane	436 W. Surf St., Apt. 30, Chicago, Ill. 60614	Guidance Counselor	School Dist. #89
Brown, Rufus	8518 So. University, Chicago, Ill. 60619	Assistant Principal	Chicago Schools #13
Cain, Joe	818 Greenbriar Lane, Park Forest South, Ill. 60466	Director Career Education	Chicago State University

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP VII CONT'D</u>			
Corridon, Mary Ellen	1528 W. 99th St., Chicago, Ill. 60643	Future Teacher	Chicago State University
Davis, Charles	7834 So. Damon, Chicago, Ill. 60621	Future Teacher	Chicago State University
Dumetz, Louise	8929 So. Blackstone, Chicago, Ill. 60619	Junior High Teacher	DuSable High School
Enz, Dominic	Benny Junior High School, Waukegan, Ill.	Vocational Adjustment Counselor	Waukegan Schools
Falat, Mary	12014 So. 69th Ave., Palos Heights, Ill. 60463	VISTA Volunteer	Southwest #146
Frederick, Susan	131 N. Jackson St., Danville, Ill. 61832	Future Teacher	Danville Dist. #118
Giddings, Roberta	10447 Sangamon, Chicago, Ill. 60643	Supervisor of Special Education Teachers	Chicago State University
Gillet, Pamela	1225 So. 60th Ct., Cicero, Ill. 60650	Elementary Curriculum Consultant	West Suburban SPEED Association #97
Gould, Clotilde	Agana, Guam 96910	Future Teacher	Guam Schools
Gowens, Trudi	8428 So. Drexel, Chicago, Ill. 60619	Future Teacher	Chicago State University
Greco, Linda	9901 So. 81st Ave., Palos Hills, Ill. 60465	Elementary Teacher	Chicago State University
Hamilton, Richard	Whittier School, Wheaton, Ill. 60187	VISTA Volunteer	Wheaton Unit #200
Hammond, Doug	131 N. Jackson St., Danville, Ill. 68132		Danville Dist. #118

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP VII CONT'D</u>			
Hermeier, Richard	1560 Sandburg Terrace, James House, Apt. 709, Chicago, Ill. 60610	Consultant-Educable Mentally Handicapped	SPEED Association So. Cook County
Hill, Owen	1420 Long Beach Dr., Ingleside, Ill. 60041	Elementary Teacher	Ingleside Dist. #37
Hoffman, Thomas	1305 Maple, Evanston, Ill. 60201	Elementary Teacher	Skokie Unit #69
Horton, William	1649 E. 50 St., Apt. 19B, Chicago, Ill. 60615	Coordinator WECEP	Chicago Schools
Hoy, Blair	Laramie School, 14950 Laramie, Oak Forest, Ill. 60452	Coordinator	Forest Ridge Dist. #142
Hughes, Alonzo	1501 Washington Blvd., Maywood, Ill. 60153	Elementary Teacher	Maywood Dist. #89
Kirk, H. A.	23 Cambridge Dr., Belleville, Ill. 62221	Administrator	Belleville #118
Kiss, Judith	Harper School, Dartmouth and Greenwood, Wilmette, Ill. 60091	Elementary Teacher	Wilmette Dist. #39
Klassen, Peter	919 Lois Place, Apt. 310, Joliet, Ill. 60450	Teacher-Department of Corrections	Channahan School Camp
Marks, Robert	Webster Junior High, Waukegan, Ill.	Junior High Teacher	Waukegan Schools
McKenzie, Patricia	8429 So. Bennett, Chicago, Ill. 60617	Future Teacher	Chicago State University
Mathews, Celestine	13101 So. King Dr., Chicago, Ill. 60627	Future Teacher	Chicago State University

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP VII CONT'D</u>			
Odom, Fred, Jr.	5912 So. Princeton, Chicago, I.. 60621	Future Teacher	Chicago State University
Pukach, Joe	1404 E. Main, Belleville, Ill. 62221	Administrator	Belleville Dist. #118
Rawson, Norman	1018 Express, Belleville, Ill. 62223	Director of Career Education	Belleville Dist. #118
Reich, Betty	7735 Monroe St., Forest Park, Ill. 60130	Guidance Counselor	Maywood Dist. #89
Richardson, Thelma	8343 So. May, Chicago, Ill. 60620	Future Teacher	Chicago State University
Rosen, Ron	Lowell School 130 W. Park, Wheaton, Ill. 60187	Elementary Teacher	Wheaton Dist. #200
Rowley, Eleanor	215 E. Ave., Park Ridge, Ill. 60068	Vocational Coordinator Special Education Teacher	Highland Park Deerfield #113
Schultz, Kevin	2724 W. 43rd St., Chicago, Ill. 60632	Future Teacher	Chicago State University
Sery, William	131 N. Jackson, Danville, Ill. 61832	VISTA Supervisor	Danville Dist. #118
Spangenberg, John	Harper School, Dartmouth & Greenwood, Wilmette, Ill.	Elementary Teacher	Wilmette Dist. #39
Steinback, Paul	13007 Forestview Dr., Palos Hts., Ill. 60463	Future Teacher	Chicago State University
Tabor, Robert	Benny Junior High, Waukegan, Ill.	Junior High Teacher	Waukegan Schools

WORKSHOP PARTICIPANTS

POSITION OR
JOB FUNCTION

INSTITUTE

ADDRESS

NAME

WORKSHOP VII CONT'D

Thomas, Janet

Thomlin, Phil

Vana, Susan

Vincent, Stuart

Wertz, Dean

Williams, Merline

Wilson, Dan

WORKSHOP VIII

Arlt, Sandra

Backman, Jayne

Bergman, Robert

Berklan, Martin

Bond, Kenneth

2420 Robert Ave., Caldwell, Idaho 83605

Webster Junior High, Waukegan, Ill.

7835 So. Kolmar, Chicago, Ill. 60652

1340D Greenwillow, Greenview, Ill. 60025

Chicago Heights, Ill. 60411

9028 S. Paxton, Chicago, Ill. 60617

Lowell School, Wheaton, Ill. 60187

59 Briar Apt. 201, Glen Ellyn, Ill.
60137

427 So. Euclid, Villa Park, Ill. 60181

4 So. Gifford St., Elgin, Ill. 60120

Whittier School, Waukegan, Ill.

1700 Gages Lake Rd., Gages Lake, Ill.
60030

Teacher Training
Personnel

Junior High Teacher

Future Teacher

Teacher Training
Personnel

High School Teacher

Future Teacher

Elementary Teacher

Elementary Teacher

Elementary Teacher

Director of Vocational
& Technical Education

Principal

Curriculum Director

COSSA Caldwell, Idaho

Waukegan Schools

Chicago State University

Eastern Ill. University

Bloom Twp. High School

Chicago State University

Wheaton Unit #200

Glen Ellyn Dist. #41

Glen Ellyn Dist. #41

Elgin Unit #46

Waukegan Schools

Gages Lake Dist. #50

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP VIII CONT'D</u>			
Child, Cherie	609 Fulton St., Geneva, Ill. 60134	Junior High Teacher	Glen Ellyn Dist. #41
Dawson, Carol	West School, Waukegan, Ill.	Elementary Teacher	Waukegan Schools
Diedrich, Pat	345 Main St., Glen Ellyn, Ill. 60137	Elementary Teacher	Glen Ellyn Dist. #41
Doran, Jim	1605 N. Riverside Dr., McHenry, Ill. 60050	Reading Consultant	McHenry Dist. #15
Dorn, Virginia	DVTE, 1035 Outer Park Dr., Springfield, Ill. 62076	DVTE Consultant	DVTE, State of Ill.
Edwards, Georgia	838 So. 19th Ave., #3A, Maywood, Ill. 60153	Elementary Teacher	Maywood Dist. #89
Gargang, Florence	1644 Midland Ave., Highland Park, Ill. 60035	Elementary Teacher	Highland Park Dist. #108
Frances, Helen	So. Joliet St., Wilmington, Ill. 60481	Librarian	Wilmington Dist. #209
Gillen, John	533 Juniper Dr., Naperville, Ill. 60540	Vocational Coordinator	Naperville Dist. #203
Green, Myrtle	1605 So. 13th, Maywood, Ill. 60153	Elementary Teacher	Maywood Dist. #89
Haines, Stephen	2909 27th Ave., Rock Island, Ill. 61201	Elementary Teacher	Moline Dist. #40
Hansen, Betty	405 So. Reuter Dr., Arlington Heights, Ill. 60005	Junior High Teacher	Arlington Heights Schools
Hutnick, Stephen	West School, Waukegan, Ill. 60085	Principal	Waukegan Schools
Kluender, Eleanor	243 N. Martha, Lombard, Ill. 60148	Elementary Teacher	Glen Ellyn Dist. #41

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP VIII CONT'D</u>			
Konecky, Janet	2430 26th St., Rock Island, Ill. 61201	Elementary Teacher	Moline Dist. #40
Krugler, Jean	820½ Clay St., Woodstock, Ill. 60098	Counselor	Woodstock Dist. #200
LaFleur, Dr. Lawrence	1800 6th Ave., Sterling, Ill. 61081	Director of Instruction	Sterling Dist. #5
Laub, Robert	Wiesbrook School, Wheaton, Ill. 60187	Elementary Teacher	Wheaton Unit #200
Leach, Julie	755 Hill Ave., Glen Ellyn, Ill. 60137	Junior High Teacher	Glen Ellyn Dist. #41
Lott, Elizabeth	325 Dover Ave., LaGrange Park, Ill. 60525	Elementary Teacher	Lisle Dist. #202
McAdams, Ben	1010 20th St., Rock Island, Ill. 61201	Principal	Moline Dist. #40
McBride, Gwen	935 17th St., Moline, Ill. 61265	Principal	Moline Dist. #40
McCurry, Dale	315 Sunset, Aurora, Ill. 60506	Elementary Principal	Glen Ellyn Dist #41
McLean, Everett	R. R. #1, Box 60A, Huntley, Ill. 60142	Elementary Teacher	Glen Ellyn Dist #41
Michelson, Harry	4 So. Gifford St., Elgin, Ill. 60120	Director of Vocational & Technical Education	Elgin Unit #46
Mitchell, Christine	4104 11th St., Apt. 3A, East Moline, Ill. 61265	Elementary Teacher	Moline Dist. #40
Mitchell, Lucy	2929 8th St., Moline, Ill. 61265	Elementary Teacher	Moline Dist. #40
Moran, Lorne	919 Roslyn Rd., Glen Ellyn, Ill. 60137	Elementary Teacher	Glen Ellyn Dist. #41

WORKSHOP PARTICIPANTS

NAME	ADDRESS	POSITION OR JOB FUNCTION	INSTITUTE
<u>WORKSHOP VIII CONT'D</u>			
Perry, Carol	670 Marilyn #201, Glendale Heights, Ill. 60137	Elementary Teacher	Glen Ellyn Dist. #41
Pruett, Rosalie	581 Darlington Ct., Crystal Lake, Ill.	Guidance Counselor	Woodstock Dist. #200
Rymer, Vicky	McCall School, Waukegan, Ill.	Elementary Teacher	Waukegan Schools
Scott, Ardie	3706 43rd St., Apt. 312, Moline, Ill. 61265	Elementary Principal	Moline Dist. #40
Selzer, Deborah	1330 So. Finley, 1D, Lombard, Ill. 60148	Elementary Teacher	Glen Ellyn Dist. #41
Sholes, Louise	408 Turf Lane, Wheaton, Ill. 60187	Elementary Teacher	Glen Ellyn Dist. #41
Singley, Suzanne	River Rd., Box 48, Cardova, Ill. 61242	Elementary Teacher	Moline Dist. #40
Skinner, Susan	889 Lorraine, Apt. 206, Wheaton, Ill. 60107	Elementary Teacher	Lisle Dist. #202
Steele, Dawn	3902 10th Ave., Moline, Ill., 61265	Elementary Teacher	Moline Dist. #40
Vincent, Karen	1240 St. James, 1C, Glen Ellyn, Ill. 60137	Elementary Teacher	Glen Ellyn Dist. #41

A P P E N D I X

B

TIMES-COURIER, Charleston, Illinois, Wednesday, July 19, 1972, page 5

EIU Awarded Grant for Teacher Workshops

CHARLESTON — The Illinois State Division of Vocational and Technical Education has awarded Eastern Illinois University a grant of \$18,480 to develop, conduct, and evaluate eight workshops which will instruct teachers in the newly developed elementary curricula in career education.

According to Dr. Charles Joley, Center for Educational Studies, the workshops will be distributed geographically throughout Illinois in proportion to the density of the teacher population and must involve a minimum of 240 elementary teachers.

Participants in the workshops will become acquainted with the three new programs designed within the State of Illinois to provide career information to children at the elementary level. The

three programs include the OCCUPAC which was developed at Eastern and the Able Model Project at Northern Illinois University and the Career Development for Children Project from Southern Illinois University.

The workshops will be administered by the School of Education's Center for Educational Studies. Mrs. Dorothy Lawson will serve as director of the project.

Page 10 Eastern News Monday, December 11, 1972

State workshops planned

The Center for Educational Studies at Eastern, in cooperation with the Illinois Division of Vocational and Technical Education, has designed workshops around three Illinois Research Projects, which have developed Career Development curriculum materials for elementary teachers.

The three programs include the "OCCUPAC Project" which was developed at Eastern, and the "ABLE MODEL

PROGRAM" at Northern Illinois University and the "Career Development for Children Project" at Southern Illinois University.

RESERVATIONS to attend the workshops are being accepted on a first come, first served basis. Superintendents and principals have brochures describing the workshops, or further information can be received by contacting Mrs. Dorothy Lawson, Director of

the Career Education Workshops at Eastern, Telephone 581-3914.

The locations and dates of the workshops are:

Illinois State University - Normal January 18-19, 1973.

Southern Illinois University - Edwardsville - February 1-2, 1973.

Eastern Illinois University - Charleston - February 8-9, 1973.

Southern Illinois University - Carbondale - February 22-23, 1973.

Chicago State University - Chicago - March 8-9, 1973.

Northern Illinois University - DeKalb - March 22-23, 1973.

state side news



Volume 26 no. 1

1035 Outer Park Drive, Springfield, Illinois 62706

September, 1972

dvte announces workshops

CAREER EDUCATION CURRICULA FOR ELEMENTARY TEACHERS

The purpose of these eight workshops is to instruct elementary teachers regarding the curricula for career education including Project ABLE, OCCUPAC, and Career Development for Children Project. These eight workshops will be conducted around the state during the 1972-73 school year.

For more information contact: Mrs. Dorothy Lawson, Booth House, 1536 South 4th Street, Eastern Illinois University, Charleston, Illinois 61920 217/581-3914

CAREER EDUCATION CURRICULA FOR ELEMENTARY TEACHERS

Eight workshops will be held for existing and future elementary teachers, teacher preparation personnel and counselors. These workshops will be concerned with elementary career education curriculums including Project ABLE, OCCUPAC, and Career Development for Children Project.

Workshop Schedule

1. Black Hawk Junior College
Moline, Ill.
November 2, 3, 1972
2. Western Illinois University
Macomb, Ill.
November 16, 17, 1972
3. Illinois State University,
Normal, Ill.
January 18, 19, 1973
4. Southern Illinois University
Edwardsville, Ill.
February 1, 2, 1973
5. Eastern Illinois University
Charleston, Ill.
February 8, 9, 1973
6. Southern Illinois University
Carbondale, Ill.
February 22, 23, 1973
7. Chicago State University
Chicago, Ill.
March 8, 9, 1973
8. Northern Illinois University
DeKalb, Ill.
March 22, 23, 1973

For more information contact Mrs. Dorothy Lawson, Booth House, Eastern Illinois University, Charleston, Ill. 61920 217/581-3914.

TIMES - COURIER, Charleston, Illinois, Saturday, February 10, 1973, page 3

Educators Participate In Career Workshop

CHARLESTON - Fifty-one educators participated in an Elementary School Career Education at Eastern Illinois University Thursday and Friday. Nineteen Illinois school systems were represented and in addition two persons came from Owensboro, Ky., and four from Ball State University in Muncie, Ind.

"The workshop was supposed to be limited to 30," said Mrs. Dorothy Lawson, its director, "and we regret that some had to be turned away. The large turnout signifies the interest that is being shown in career education by public schools and university teacher education staffs."

The workshop at Eastern is one of scheduled this academic year in all parts of the state.

Other career education classes and workshops will be held this summer.

The local workshop was a cooperative project of the Center for Educational Studies at EIU in cooperation with the

Illinois Division of Vocational and Technical Education.

The workshops were designed around three Illinois Research Projects which have developed Career Education curriculum materials. One of the three is the OCCUPAC Project at Eastern, under the direction of Dr. Marla Peterson, which has received national recognition.

The workshop included study of materials, demonstrations, and discussions.





SHOP TALK-A group of prominent Charleston people got together briefly during a break in the action at yesterday's career education workshop. Left to right: Mrs. Beryl McClerren, Sue Dalton, and Evelyn Pinther, Mary Bare of Casey, and Dr. Jay Knott of EIU. (Photos by Buryl Engleman)



COFFEE TIME- Janet Ruddell of Eastern Illinois University, assistant director of the workshop, talk shop with Robert Wright, superintendent of schools in Libertyville, during yesterday mornings coffee break. Wright is a native of Casey, and a graduate of Eastern Illinois University. He spent 30 years in the Casey schools before moving to Libertyville a few years ago.

School of Education News

EASTERN ILLINOIS UNIVERSITY

Vol. 4, No. 4

29 January 1973

CENTER EXPANDS ROLE IN CAREER EDUCATION

Recognizing that dissemination to the practitioner is an essential part of any educational innovation or development the Center for Educational Studies has expanded its role in Career Education within the State of Illinois. Mrs. Dorothy Lawson and Mrs. Janet Ruddell are conducting a series of eight Career Education Workshops throughout the state for elementary teachers, guidance personnel and university instructors involved in teacher preparation.

The workshops provide a demonstration and explanation of the materials developed for the three Illinois projects, OCCUPAC from E.I.U., ABLE from N.I.U. and Career Development for Children from S.I.U. The sessions also provide a strategy for implementing Career Education programs in individual classrooms as well as in the total school.

Workshops have already been conducted at Black Hawk College in Moline, Western Illinois University at Macomb, and Illinois State University in Normal. Additional workshops are scheduled for E.I.U., February 8 and 9, and on later dates at S.I.U., N.I.U., and Chicago State University.