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IDENTIFIERS *Learning Packages

ABSTRACT

The guide contains 35 instructional packages for preparing career education administrators. Each of the instructional packages contains a rationale, a competency statement, instructional objectives, a pre-assessment, a listing of possible learning activities, and a proficiency test. In some cases supplementary or support materials are also included. The first of five sections of the guide is on general administration and contains packages on: organization structuring, record keeping, using data, solving problems, managing by objectives, scheduling, school plant planning, establishing accident prevention programs, budgeting, purchasing, developing an educational philosophy, writing reports, and demonstrating professional behavior. Section 2 on program planning contains packages on: using external resources, meeting program approval budget requirements, planning programing budgeting systems, preparation of the one- and five-year plan, implementing career education programs, evaluating programs, constructing vocational surveys, and establishing cooperative programs. Packages in section 3 on personnel cover: developing job descriptions, ranking candidates, interviewing and hiring, orienting staff, in-service training, evaluating instruction, identifying legal requirements for personnel dismissal, and resolving grievances. Packages in section 4 on public relations cover: involving advisory groups, enlisting community support, and disseminating program information. Section 5 packages on student services cover: vocational counseling, reducing drop-outs, and working with special needs students. (JR)

A B C - Instructional Packages

A Model Competency Based
Program for the Preparation
of Administrators of Occupational Career
Education Programs

Administration by Competency Project
Department of Educational Administration
Illinois State University
1974

BEST COPY AVAILABLE

Prepared for
The U.S. Office of Education
and
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INTRODUCTION

This book contains 35 instructional packages designed to be used in the preparation of Occupational/Career Education Administrators. The packages were developed by the Department of Educational Administration at Illinois State University in cooperation with the U.S. Office of Education and the Illinois Division of Vocational and Technical Education.

Each of the instructional packages contains a rationale, a competency statement, instructional objectives, a pre-assessment, a listing of possible learning activities, and a proficiency test. In some cases supplementary or support materials are also provided. The instructional packages make it possible for the student to work at his/her own pace. Additional flexibility is provided in that for each instructional package, several possible learning activities are identified.

The instructional packages can be used individually in workshops, as in-service programs, in classroom situations, or they may be used together in a program leading to a degree or administrative certification. Regardless of how they are used, they require constant evaluation, refinement, and revision in order to remain significant and relevant.

ABC INSTRUCTIONAL PACKAGE CONTENTS

TITLE PAGE: Each ABC competency package begins with a title page. The information on this page is self-explanatory. The Package Number, Area and Title are the only items on the title page that vary from package to package.

RATIONALE: The purpose of the rationale is to introduce the competency to the learner. While it often contains answers to the questions of what, when, where and how of a specified competency, the major emphasis in the rationale is WHY the learner who anticipates becoming an administrator needs to exhibit proficiency in the competency.

COMPETENCY STATEMENT: A statement of a complex, coordinated behavior.

INSTRUCTIONAL OBJECTIVES: Each complex coordinated behavior is broken into sub-competencies and stated in the form of objectives. The performances contained in the objectives usually become progressively more complex with each successive objective. Each objective has the following elements: (a) the task or performance, (b) who is expected to perform this task or performance, (c) the conditions that will exist during the performance, and (d) the criteria which describes the minimum acceptable level of performance.

PRE-ASSESSMENT: Each package contains a pre-assessment instrument designed to allow the student to determine whether or not he (she) is ready to take the proficiency test. In most cases, there is a test item for each objective. This allows the student to focus in on those objectives on which he (she) feels deficient.

POSSIBLE LEARNING ACTIVITIES: This section contains a listing of learning activities that students have found to be helpful as they strived for proficiency. Listing includes such activities as readings, simulations, course work, workshops, field trips, evaluation visits, programmed instruction, and the use of audio visual materials.

Although the administrative internship is not listed as a major learning activity in all packages, it is recognized as an enrichment or support activity for all competencies.

SUPPLEMENTARY MATERIALS: Several of the packages have listings, figures or other materials which are not readily accessible in other sources, but support the intent of the package.

PROFICIENCY TEST: Each package contains a proficiency test which can be used to determine whether or not the student can exhibit the pre-determined competency.

GENERAL ADMINISTRATIVE

AREA 1

- 1.01 Organization Structuring
- 1.02 Record Keeping
- 1.03 Using Data
- 1.04 Solving Problems
- 1.05 Managing by Objectives
- 1.06 Scheduling
- 1.07 School Plant Planning
- 1.08 Establishing Accident Prevention Programs
- 1.09 Budgeting
- 1.10 Purchasing
- 1.11 Developing an Educational Philosophy
- 1.12 Writing Reports
- 1.13 DEMONSTRATING Professional Behavior

PROGRAM PLANNING

AREA 2

- 2.01 Using External Resources (DVTE)
- 2.02 Meeting Program Approval Budget Requirements
- 2.03 Planning, Programming Budgeting Systems (PPBS)
- 2.04 Preparing the One and Five Year Plan
- 2.05 Implementing Career Education Programs
- 2.06 Evaluating Programs
- 2.07 Constructing Vocational Surveys
- 2.08 Establishing Cooperative Programs

PERSONNEL

AREA 3

- 3.01 Developing Job Descriptions
- 3.02 Ranking Candidates
- 3.03 Interviewing and Hiring
- 3.04 Orienting Staff
- 3.05 In-Service Training
- 3.06 Evaluating Instruction
- 3.07 Identifying Legal Requirements
for Personnel Dismissal
- 3.08 Resolving Grievances

PUBLIC RELATIONS

AREA 4

- 4.01 Involving Advisory Groups
- 4.02 Enlisting Community Support
- 4.03 Disseminating Program Information

STUDENT SERVICES

AREA 5

- 5.01 Vocational Counseling
- 5.02 Reducing Drop-Outs
- 5.03 Working with Special Needs
Students

GENERAL ADMINISTRATIVE

AREA 1

- 1.01 Organization Structuring
- 1.02 Record Keeping
- 1.03 Using Data
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- 1.07 School Plant Planning
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- 1.09 Budgeting
- 1.10 Purchasing
- 1.11 Developing an Educational Philosophy
- 1.12 Writing Reports
- 1.13 Demonstrating Professional Behavior

A B C

Instructional Package 1.11

AREA: General Administrative

TITLE: Organization Structuring

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
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and
The State of Illinois
Division of Vocational and Technical Education
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(0674)

AREA: General Administrative

PACKAGE TITLE: Organization Structuring

RATIONALE: The complexity of the modern education system demands an organizational structure which is both effective and efficient. As an administrator, you are likely to be responsible for the design, evaluation, and modifications of this organizational structure. It will also be your responsibility to insure that the structure encourages the coordinated day to day efforts of the staff toward the realization of the objectives of the organization.

The structure which is usually described by an "organizational chart" should facilitate internal communication and clarify the duties and responsibilities for each person. The structure should also provide channels for developing, implementing, and monitoring programs, and it should insure accountability for equipment and materials.

COMPETENCY
STATEMENT:

Given a description of a school and its environment, the administrator will be able to design or modify the organizational structure for the school and cite a rationale for such a structure.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to describe at least six major constraints that have an effect on the organizational structure for a given educational institution.
2. Given the kind of school, number of teachers, students and course areas, the student will be able to determine the number of administrators, non-teaching staff, and teachers to be released part-time for administrative responsibilities. The student must defend his(her) position to a designated staff member.
3. Given the constraints described above, the kind of school, number of teachers, students and course areas available, the student will be able to make a line and staff chart that shows the formal relationship between all employees. The structure or chart need not show the number of teachers for each area. The chart will be considered adequate if the student can quickly and convincingly answer questions presented by a peer or instructor concerning staff responsibilities and lines of communication.
4. Given a line and staff chart and one program goal, the student will be able to write the duties and responsibilities for specified employees. These responsibilities must contribute to the attainment of the given goal.
5. Given an organizational structure and fiscal problem, the student will be able to designate the formal communication lines that should function in solving the problem. The student should also designate who is accountable in the above situation.
6. Using a line and staff chart for a school system he (she) has worked in, the student will be able to illustrate the formal and informal organizational structure that existed. He (She) will then give at least one example of a decision that was made through informal rather than formal channels.

PRE-ASSESSMENT:

- I. Describe at least six major constraints that have an effect on the organizational structure of a school.
- II. Write your response for each of the situations below:
 1. Determine the number of administrators, non-teaching staff, and teachers to be released part-time for administrative responsibilities.
 - A. Gateway City Area Vocational Center
800 students
40 teaching staff
17 course areas
 - B. Prairie View High School
1800 students
91 teachers
Offerings in five vocational areas and college prep
 - C. Pine Elementary School
525 students in K-6
22 teachers
 - D. Broadwoods Middle School
900 students (6-8 grade)
47 teachers
math, science, English, foreign language, social studies, physical education, home economics, industrial arts, music and art
 2. Design an administrative chart for each of the above situations. (Do not include individual teachers.)
 3. For the goal of preparing the materials and supplies budget for the school, write duties and responsibilities for each of the employees on the administrative chart you developed for situation A in question number 1.
 4. The electric motor on an engine lathe is not working. The metals teacher needs this piece of equipment if students are to achieve the course objectives. Using the chart you developed for situation A in question 1, designate the lines of communication that should function in solving this problem.

III. Illustrate the formal and informal organizational structure for a school in which you have been employed. Then give an example of a decision that was made through informal rather than formal channels.

POSSIBLE LEARNING ACTIVITIES:

1. EDA 481 - Administration and Organization of Schools (ISU)
2. Internship
3. Read:
 - a. Bernard, Chester. "The Function of the Executive," Cambridge, Mass.: Harvard University Press, 1938. p. 190.
 - b. Morphett, John and Reller. Educational Organization and Administration. New Jersey: Prentice-Hall, 1957. 2nd Edition.
 - c. Campbell, Cunningham and McPhee. The Organization and Control of American Schools. Columbus, Ohio: Charles E. Merrill Book Co., 1965.
 - d. Campbell, Corbally and Ramseyer. Introduction to Educational Administration. Boston: Allyn and Bacon and Co., Inc., 1966.
 - e. Sergiovanni and Carver. "The New School Executive, A Theory of Administration." Dodd, Mead and Co., 1973.

PROFICIENCY TEST:

For each of the situations below:

1. Determine the number of administrators, non-teaching staff, and teachers to be released part-time for administrative responsibilities.
 - A. Greenfield Area Vocational Center
167 students
12 teachers
Offerings in all five vocational clusters
 - B. Mid-Vale High School
200 students
14 teachers
4 vocational classes and college prep
 - C. Pine Elementary School
525 students in K-6
22 teachers
 - D. Lincoln Junior High School
350 students
18 teachers
math, science, English, foreign language, social studies, physical education, home economics, industrial arts, music and art
2. Design an administrative chart for each of the above situations.
3. For the goal of preparing the materials and supplies budget for the school, write the duties and responsibilities for each of the employees on the administrative chart you developed for situation A in question number 1.
4. a) The electric motor on an engine lathe is not working. The metals teacher needs this piece of equipment if the students are to achieve the course objectives. Using the chart you developed for situation A in question 1, designate the lines of communication that should function in solving this problem.

or

b) The water line running in the ceiling over a teacher's desk is leaking. The desk is not movable. Using the chart you developed for situation A in question 1, designate the lines of communication that should function in solving this problem.

or

- c) A teacher wants to go on a field trip. Using the chart you developed for situation A in question 1, designate the lines of communication that should function in solving this problem.

or

- d) A student stuck another student with a pencil and broke the point off. Using the chart you developed for situation A in question 1, designate the lines of communication that should function in solving this problem.

5. Illustrate the formal and informal organizational structure for a school in which you have been employed. Then given an example of a decision that was made through informal rather than formal channels.

A B C

Instructional Package 1.02

AREA: General Administrative

TITLE: Record Keeping

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
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(0674)

AREA: General Administrative

PACKAGE TITLE: Record Keeping

RATIONALE: A well organized, complete system of records is a necessity for the vocational administrator, if he/she is to efficiently carry out the duties and responsibilities of that position.

COMPETENCY
STATEMENT:

The vocational administrator will be able to identify the components of and maintain an efficient record keeping system covering fiscal records, appropriate financial reports, inventories, equipment records, materials and supplies, students' records, personnel records and miscellaneous correspondence.

INSTRUCTIONAL OBJECTIVES:

1. Given a situation and the background data, the student will be able to devise a procedure to efficiently and effectively control the vocational records necessary for the administrator. Included in this plan of action will be the types of records to be kept, the retention schedule for the records, and the techniques, supplies and equipment that will be used. The plan will also indicate who will have access to the various records.
2. The student will be able to name the two basic filing systems and the characteristics of each as well as his/her rationale for selecting the system to be followed in his pre-determined plan. (See 1.0 #1)
3. Given a listing of records, reports, and correspondence, the student will be able to categorize these records, reports, and correspondence according to his pre-determined plan. He/She will also be able to indicate a file folder title for each item listed and if cross referencing is necessary, also provide those title(s). This competency will have been met when the student can recall with 100% accuracy either the title of the folder or cross reference for that item.
4. Given a situation and the background data, the student will be able to determine which records to keep in the personnel file. The student will also determine where to locate the personnel files and who should have access to them. The student will defend his answers. This will be evaluated by a designated instructor.
5. Given a situation and the background data, the student will be able to devise a plan for handling and storing records dealing with students in the vocational center. This plan should determine where the records should be kept, who should have access to them, and what data should be included in the records. This plan must be congruent with the ideas expressed in a current and recognized guideline for keeping records.

PRE-ASSESSMENT:

1. You have been appointed as the vocational director of the Chess County Area Vocational Center. School officials anticipate the enrollment for the coming school year will be around 250 students with a professional staff of 12. As director of this center, it is up to you to determine the filing system most appropriate for your needs as well as the supplies and equipment to be used in handling the records. You should decide what records will be filed and provide an accompanying records retention schedule. Also indicate who will have access to each category of records.

Write a procedure for developing and maintaining an effective and efficient record keeping system. Include the manner in which you will handle the items mentioned above and any other information you deem pertinent.

2. List the characteristics of the alphabetic and numeric filing systems. Write your rationale for choosing the filing system selected in Question 1 above.
3. The following are a list of records, reports, and correspondence which are likely to pass your desk as a vocational director.

Using the filing system you selected in Question 1, indicate the title of the file folder for each item. Then list the titles under which the item should be cross referenced.

- a. Adult education student (James Bloss)
- b. Average daily enrollment data
- c. Budget for auto mechanics
- d. Equipment budget
- e. Criteria for identifying disadvantaged students
- f. Visually handicapped students file (John Blow)
- g. Follow-up studies
- h. Eleventh day enrollment
- i. One and Five-Year plan
- j. Catalog of AV materials
- k. Letter from parent of (James Bloss)
- l. Letter from Advisory Council Member (Don Doe)
- m. Staff meeting minutes
- n. Requisitions for materials and supplies
- o. Form VE 3 (Application for reimbursement)
- p. Form VE 10 (Equipment Requests)
- q. Form VE 22 (Placement of Program Completions in vocational programs)

- r. Form VE 500E (Enrollments, expenditures and number of teachers in elementary vocational programs)
- s. Form VE 501 (Expenditures for vocational education by sources, purpose and level)
- t. Form 502 (Number of teachers and local administrative staff in vocational education)
- u. Form 503 (Enrollments in vocational education programs)
- v. Joint Agreement Forms

POSSIBLE LEARNING ACTIVITIES:

1. Interview secretaries to vocational administrators in order to determine the kinds of records kept by the vocational directors.
2. To determine record keeping requirements by the state, interview one who is in a position to know what the requirements are--either a vocational administrator, a superintendent, or an officer of the state agency, DVTE or OSPI.
3. Read and browse through an Office Supplies and Equipment Catalog to determine what is available and the approximate costs of installing a system.
4. Listen to audio tape entitled "School Records" (ABC)

PROFICIENCY TEST:

1. You have been appointed as the department chairman of the Chess County Area Vocational Center. School officials anticipate the enrollment for the coming school year will be around 600 students with a professional staff of 25. As department chairman of this center, it is up to you to determine the filing system most appropriate for your needs as well as the supplies and equipment to be used in handling the records. You should decide what records will be filed and provide an accompanying records retention schedule. Also indicate who will have access to each category of records.

Write a procedure for developing and maintaining an effective and efficient record keeping system. Include the manner in which you will handle the items mentioned above and any other information you deem pertinent.

2. List the characteristics of the alphabetic and numeric filing systems. Write your rationale for choosing the filing system selected in Question 1 above.
3. The following are a list of records, reports, and correspondence which are likely to pass your desk as a department chairman.

Using the filing system you selected in Question 1, indicate the title of the file folder for each item. Then list the titles under which the item should be cross referenced.

- a. Materials and supplies budget.
- b. Equipment budget
- c. Letter from Advisory Council member (Joe Black)
- d. Eleventh day enrollment data
- e. DVTE Form VE 10 (Equipment Requests)
- f. Request for supplies from staff member (Art Fox)
- g. Memo from AVC director concerning in-service training
- h. Catalogs - Broadhead and Barnett
- i. Staff minutes
- j. McKnight Book Catalog
- k. Letter from parent of (Amos Myers)
- l. Memo from staff member requesting the removal of Kurt Arduini from class
- m. Course syllabi
- n. Tests
- o. Evaluation for teaching checklist
- p. Safety forms (accident)
- q. Literature from the "American Vocational Association"
- r. Training plans for cooperative education

- s. Manual for equipment
- t. Letter requesting an adult education class
- u. Letter requesting you to present at local Rotary Club
- v. Memo requesting you to help build props for senior play

A B C

Instructional Package 1.03

AREA: General Administrative

TITLE: Using Data

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
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and
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AREA: General Administrative

PACKAGE TITLE: Using Data

RATIONALF: The vocational administrator draws on a variety of information resources for the development and continuing maintenance of the vocational program. State agency requirements place a premium on carefully evidenced proposals based on complete data and needs analysis. The vocational administrator should be able to locate, interpret and apply data to vocational program needs.

COMPETENCY STATEMENT: The vocational administrator will be able to locate, interpret, apply and explain the value of data for the total vocational program.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to list 25 local, state and federal potential data sources for obtaining information relevant to vocational programming. He will also be able to describe the type of information each source can provide and further explain how that information can be used in developing or evaluating a vocational program.
2. The student will be able to develop a data profile for 40 preselected variables in three information categories for an assigned city-county area.
3. The student will be able to describe how the data in each of the five information categories would be used in developing, modifying and/or evaluating the total vocational program. The student will be able to provide a rationale for each description to a designated peer and instructor.

PRE-ASSESSMENT:

1. List 25 potential data sources for obtaining information related to vocational programming.
The list must include:
 - A. Eleven local agencies, groups or associations
 - B. Eight state agencies, groups or associations
 - C. Six federal agencies, national groups or associationsSpecify the type(s) of information that can be received from each group and explain its value for the development and/or evaluation of the vocational program.

2. Using the set of data variables (See Attachment 1) and an assigned or selected city-county analysis region, prepare a data profile for the specified area using the data variables listed.

3. Compare all variables in the three information categories with available information concerning the existing or planned vocational program.* The comparison should include the following:
 - A Describe how the data was/can be used in developing the vocational program.
 - B. Indicate the specific program, facility, personnel and/or budgetary modifications that could be made based on the information collected. Indicate why each change is being recommended.
 - C. Describe how the information collected can be used for intermediate and long-range program, facility, personnel and budgetary planning.

*The available information includes printed OSPI, state DVTE, local district and related reports. Whenever possible, the assigned city-county area will match internship or evaluation team assignments.

POSSIBLE LEARNING ACTIVITIES:

1. Attend the lecture or utilize the ABC tape package on data use and profiling.
2. Attend State DVTE workshops or other information meetings dealing with data use and analysis.
3. Consultation with school or area vocational center personnel.
4. Consultation with local association personnel that develop or use such information, i.e., local chamber of commerce, United Fund, Mental Health agencies.
5. Read the following data use resource publications:
 - a. Argyle Publishing Corporation. How to Analyze and Interpret Financial Information. New York: Argyle Publishing Corporation, 1968.
 - b. Pohlmann, Vernon C. and Taylor, Daniel. Central Illinois Planning Data Analysis. Normal: Illinois State University, 1973.
 - c. Pohlmann, Vernon C. U.S. Census: A Handbook for Central Illinois Users. Normal: Illinois State University, 1972.
 - d. Pohlmann, Vernon C. 1970 Census: Opportunities in the Census. Normal: Illinois State University, 1972.

PROFICIENCY TEST:

1. List 25 potential data sources for obtaining information on vocational programming. The list must include:
 - A. Eleven local agencies, groups or associations
 - B. Eight state agencies, groups or associations
 - C. Six federal agencies, national groups or associations

Specify the type(s) of information that can be received from each data source and explain its value for the development and/or evaluation of the vocational program.

2. Using the set of data variables (See Attachment 1) and a city-county analysis region, prepare a data profile for the specified area(s), using the 40 data variables listed. The instructions for using the variables are included in Attachment 1.
3. After completion of the profile noted in question two, compare all variables in the three information categories with available information concerning the existing or planned vocational program. Your comparison should include the following:
 - A. Describe how the data you collected was/can be used in developing the vocational program.
 - B. Indicate the specific program, facility, personnel and/or budgetary modifications that could be made based on the information you collected. You must indicate why each change is being recommended.
 - C. Describe how the information you collected can be used for intermediate and long-range program, facility, personnel and budgetary planning.

ATTACHMENT ONE

The following data variables are to be used in conjunction with the General Administrative, Using Data Package, Number 1.3.

The variables have been grouped into three information categories. The categories are:

- 1) General Demographic
- 2) Economic Development
- 3) Education

With few exceptions, information on the data variables listed can be obtained from printed Census, OSPI and other agency reports. When finding information in these or other documents, carefully read the data headings to make sure you are getting the information needed. When the required data variable is "Industry of Employed Persons," make sure you are working only with that data.

Other suggestions for completing this portion of the package include:

1. If you are asked to list/find information on the "Occupation of Employed Persons 16 Years Old and Over," list all occupations in the table(s) you are using.
2. If you are asked to provide data for a period of years and you can only find data for the current year, use whatever is available.
3. If you are asked to note the percentage changes in employment, drop-out rates, etc., figure them yourself if they are not provided.
4. If you feel that other data for your study or internship area is more appropriate than what is asked for here, substitute where you think it is appropriate.

The point of this exercise is to acquaint you with data sources and the development and use of information profiles.

Data Variables

Category One: General Demographic

- 1) Population Distribution by Sex, Race, Urbanization, and Density, 1970.
Source: PC(1)-AU.S. and PC(1)-B15, Illinois
- 2) Population Trends and Projections, 1900-1990.
Source: CIPDA, 1973.
- 3) Percentage Change in Population - Trends and Projections.
Instruction: This should show percentage changes 1950, 1960, 1970. If projections are available, report them through 1990.
Source: CIPDA, 1973.
- 4) Population Percentage Gain or Loss by County and City 1960-1970.
Source: CIPDA, 1973.
- 5) Age Distribution of Population, 1970 for County and City.
Source: PC(1)-B15, Illinois.
- 6) Years of School Completed by Males and Females, 25 Years Old and Over, 1970.
Instruction: Use all data reported under this heading.
Source: PC(1)-C15, Illinois.
- 7) Racial Composition of City and County Area.
Instruction: Report data for all racial groups listed that have persons living in the reporting area.
Source: PC(1)-C15, Illinois.
- 8) Distribution of Families by Family Income, 1969.
Instruction: Report for all income categories up to and including \$25,000 and over. Also show the Median Income.
Source: PC(1)-C15, Illinois.
- 9) Number of Families and Mean Income by Types of Income.
Instruction: Report all data under this heading.
Source: PC(1)-C15, Illinois.
- 10) For your city and county area find the following information:
Total Number of poor
% of all persons who are poor
Total number of unrelated poor
Total number of poor families
% of all families
% of families and number receiving public assistance
Source: Dept. of Public Aid

Category Two: Economic Development

- 1) Employment by Type and Broad Industrial Sources and Proprietors (Full and Part-Time Wage and Salary Employment) 1969.
Source: CIPDA, 1973.
- 2) Industry of Employed Persons, 16 Years Old and Over, 1970.
Instruction: Report for all applicable categories.
Source: PC(1)C-15, Illinois.
- 3) Occupation of Employed Persons, 16 Years Old and Over, 1970.
Instruction: Report for all applicable occupations for both city and county area.
Source: PC(1)C-15, Illinois.
- 4) For your city and county find the following employment data:
 - number of males and females 16 years old and over who are working.
 - number in the labor force.
 - percentage of the total labor force of those working.
 - number unemployed, % unemployed and number not in the labor force.All of these figures should be obtained for males and females. Source: Chamber of Commerce, Illinois Data Book
- 5) Find for male and female black persons the same information noted in Item 4. If the largest non-white racial group in your city-county area is other than black, find the information for that group. For some counties and cities no racial data is available.
- 6) Value of Specified Owner Occupied Housing Units, 1970.
Source: HC(1)A15, Illinois and HC(V1)-15, Illinois.
- 7) Contract Rent of Specified Renter Occupied Housing Units, 1970.
Source: HC(1)-A15 and HC(V1)-15, Illinois.
- 8) Number of New Single and Multiple Family Housing/Dwelling Unit Starts for 1972 - Current Period. For City and County area if available for both.
Source: Chamber of Commerce.
- 9) Number of New Business and Industrial Starts for City and County Area for 1972 - Current Period.
Source: Chamber of Commerce.
- 10) Retail Trade Dollar Volume Statistics. 1972 - Current Period for City and County if Available for both.
Source: Chamber of Commerce, Illinois Data Book.

- 11) People on Farms, Number of Farms and Average Size Farms by County.
Source: ICCRS, USDA and IDA.
- 12) Bank Assets by County and for City if available.
Source: Chamber of Commerce.
- 13) Industrial List for the City and Number of Employees. For cities under 2,500 in population report for the city and county.
Source: Chamber of Commerce.
- 14) Current Employment and Unemployment Rate for Your City-County Area.
Source: IDL, USDL.
- 15) Livestock and Crop Type Inventory showing:
 - number and value of animals.
 - acres and value of crops in corn, wheat and soybeans.Source: IDA, U of I Ag. Extension and USDA.

Category Three: Education

- **1) Assessed Valuation (Equalized), Multiples for Current Year, Assessed Valuation Per pupil for the District(s) you are working with.
Source: OSPI.
- *2) Age Distribution by School Districts, 1970.
- *3) Housing Characteristics by School Districts, 1970.
- *4) Family Income and Poverty Data by School Districts, 1970.
- 5) Drop-outs, High School Graduates, Enrollments, and Drop-outs as a Percentage of High School Graduates.
Instructions: Report data for males and females.
Source: OSPI
- 6) Racial Composition of Pupils by School District.
Instruction: This should be reported for the last available year for which data has been compiled. Report data for your district(s) and all others in the county. Also provide a county total.
Source: OPSI
- 7) Current Tax Rate by Fund for All District(s).
Source: Local District
- 8) Number of Students Enrolled in Vocational Courses, Totals, Male and Female, and Racial breakdowns if available.
Source: Local District
- 9) List all vocational programs (Ag., Printing, Office Occupations), courses offered in each area and the enrollment for each area. Report data for school year beginning 1973-74 to current period.
Source: Local District
- 10) Number of Title I Eligibles in the District(s) Total and For Those Enrolled in the Vocational Program.
Source: Local District
- 11) Number of Teachers in District, in Vocational Program and Number of Administrative (certified) Personnel in the Vocational Program.
Source: Local District
- 12) Average Class Size in District and for the Vocational Program and Pupil Teacher Ratio for Both.
Source: Local District

- 13) Enrollment* Projections for Total District(s) and Vocational Program if available.
Source: Local District
- 14) Determine enrollment percentage changes for total district(s) and vocational program for the period 1970-current period.
Source: Local District
- 15) Vocational Program Drop-out Rates for Males, Females and by Race if available.
Source: Local District

* Starred items represent U.S. Census data reported for Illinois School Districts. This data is available through the Office of Continuing Education and Public Service, Illinois State University.

** If you are working with an area vocational center, report data for all districts that send students to the center.

A B C

Instructional Package 1.14

AREA: General Administrative

TITLE: Solving Problems

Administration by Competency Project

Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-84-104
PDT-84-105

(0674)

AREA: General Administrative

PACKAGE TITLE: Solving Problems

RATIONALE: Problem solving and decision making require not only experience, but a process to aid in the systematic solution of problems. Administrators who "Fly by the seat of their pants" rather than carefully gather, organize, and analyze data and then look for possible alternatives and carefully select the most appropriate alternative will be plagued by poor decisions. As an administrator you will be continually confronted with the need to make decisions. This package will equip you with a method that will aid this process.

COMPETENCY STATEMENT: For a given problem, the vocational administrator will be able to apply a problem solving process and propose alternative solutions (identified in rank order).

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to graphically portray and explain a decision making model that can be used in an educational environment. The model must include elements such as: problem identification, identification of contributing factors, detailing of alternative solutions, selection and justification of final solution.
2. Given a case study the student will be able to apply the model to the situation. The case study will be extended through the use of an "in basket" controlled by a designated instructor. In this way the student will be able to continually apply the decision making model to new situations created by his (her) previous decisions.

PRE-ASSESSMENT:

1. Graphically present a decision making model that can be used in an educational environment.
2. Utilize the decision making model above in responding to the following situation.

Karl Miller was a junior high principal who prided himself on implementing new programs. He became aware of some stagnation among his teachers. Jerry Burns, head of the science department, would make a good peer "change agent." Sure enough, just one visit to another school, and Jerry started the machinery moving to implement a team teaching approach to science instruction. Miller shared with Burns his knowledge that the school system was operating on a tight budget and any new programs would have to stay within existing funding. Subsequently, Burns' car was seen in the school parking lot Saturday and Sunday as he prepared the visual materials necessary to present an interesting lecture to small groups of 120 seventh graders on Monday morning. The following Wednesday, the students were given time to work in small groups with teachers available for support and information. Friday was for evaluation and independent study. Week 1 went smoothly and Miller smiled at the enthusiasm of the students. Reporters from the local paper had trouble keeping up with all the activity.

The following week-end, Miller again noticed Burns' car in the parking lot and made a mental note to check with the department head to see if some teachers might share the load of preparing visual materials.

This week's Monday lecture was presented by Johnson. As the principal stopped in, he noticed students laying their pencils down and staring into space as the lecture, filled with facts, ran the full 50 minutes. A field trip to the weather bureau on Wednesday recaptured the enthusiasm of the class. The following Monday was Marty "the moochin" Martin's turn. She had agreed to the project under protest. With hands visably shaking she delivered an informational but un-inspiring lecture. Burns returned from an out-of-town trip to a science fair to find students and teachers alike disorganized and discouraged. As Miller tried to build his confidence Burns sank into the nearest chair. "I'm tired!" he started. "We're all tired. Trying to prepare for the team class plus 3 other preparations is just too much. Also, Miss Sparks resents our using the multi-purpose room when she needs it for P.E. classes. We need time to breathe and reorganize." As the bell for the next class sounded its warning, Burns rose wearily and walked out the door.

Mr. Miller approaches you, the superintendent of the system to request release time for Mr. Burns and other team teachers. Since the program has already been implemented you feel pressure to comply with his request even though you are aware of budget problems.

POSSIBLE LEARNING ACTIVITIES:

1. Applicable course work:
EDA 582 - Administration as a Science and Art (ISU)
2. Lecture or audio-visual presentation on a problem-solving process.
3. Read:
 - a. McGrath, J H Planning Systems for School Executives. Scranton, Pa.: International Textbook Co., 1972.

PROFICIENCY TEST:

Graphically present a decision making model that can be used in an educational environment.

Utilize the decision making model above in responding to the following situation.

Dr. Maning was hired as superintendent last spring after the Board had interviewed numerous candidates. His appeal included his association with his church, his lack of smoking and drinking, and his youth (32 years of age). Maning had just completed his doctoral studies and the Board hoped he would bring new ideas to the system, as the past administrator was very traditional.

Shortly after being hired, Maning insisted that Hutton, a part-time psychologist and friend be hired on a full-time basis. Over golf, Maning and Hutton decided that drop-out students and potential drop-outs were not receiving adequate attention. In August, they applied for a Title I grant under the Elementary and Secondary Education Act. Project Renewal received tentative approval and \$10,200 to implement the program. The task got underway in September with about 45 students who were identified by teachers as being able to benefit from such a program. Activities of the group were to be identified by the students themselves. One of their first functions was to vote not to send an informational letter to their parents for fear they might object to their children being singled out for such a project. Project Renewal pupils were allowed to smoke during meetings (even though other students had to refrain from doing so within the building), to set up a clubroom with pop vending machines, to take field trips (such as apple picking and potato harvesting at nearby farms). Some faculty questioned the value of these trips. Project students attended regular classes on a voluntary basis though when in class they were bound by the rules of all the students. Some juniors and seniors volunteered to tutor the Project students. Faculty seemed to feel there were many aspects of the program not clearly outlined, many questions went unanswered.

Dr. Maning announced that girls could wear slacks to a school dance. When six arrived in shorts, the high school principal and dance chaperone asked them to please wait outside. Maning overruled his administrators and allowed the girls admission.

Observers felt that Hutton and Maning were working too closely together on Project Renewal and, as a matter of fact, were working only on the Project with their other functions suffering neglect. Maning took Student Council members on school trips to college campuses to have time to explain to them the benefits and purposes of the Project.

When Maning and Hutton held an all-school assembly for the purpose of answering questions about Project Renewal, some students, teachers and parents were belligerent toward the superintendent, psychologist and the Project students. A small number of students walked out of the'r classes to protest privileges given the Project pupils. Some parents withdrew their children from school.

On November 10, the Board met in special session and accepted the resignation of Maning and Hutton. You were hired on December 1. Realizing the positive aspects of such a program as Project Renewal and the negative feelings now generated, what will be your approach?

A B C

Instructional Package 1.05

AREA: General Administrative

TITLE: Managing by Objectives

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: General Administrative

PACKAGE TITLE: Managing by Objectives

RATIONALE: The concern for accountability in education had influenced administrators to consider more effective management systems. Managing by Objectives is a process of identifying an organization's goals, formulating plans to achieve those goals, determining costs, deciding what constitutes satisfactory performance, developing monitoring systems to determine the progress of the program and evaluating the results derived. Managing by Objectives focuses on generalizable functions (processes) that must be performed by the administrators of all types of institutions, regardless of their basic purposes or value orientations. While Managing by Objectives seeks achievement as the culmination of a Managing by Objectives program, it also enables the organization and its personnel to identify, move toward, and look into objectives as well as to manage more effectively for desired results and for administrative accountability.

COMPETENCY
STATEMENT:

Given a community profile, the interests of the students and the resources of the school, the vocational administrator will be able to write measurable management objectives and state the means of implementing and evaluating them.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to list four conceptual elements of a Management by Objectives program.
2. The student will be able to list five advantages of using a Management by Objectives program.
3. The student will be able to list five common pitfalls (or dangers) in using a Management by Objectives program.
4. Given proper Management by Objectives forms and a program goal, the student will be able to write sample program objectives which are measurable.
5. Given a hypothetical situation, the student will be able to state or write a rationale supporting the use of a Management by Objectives program.

PRE-ASSESSMENT :

I. (A) Using the form below, write a management objective for a teacher in an area vocational center who has been asked to contribute to the Institutional Goals of: Establish and regularly use area advisory committees.

LISTING OF PROBLEMS, PROJECTS, AND OUTCOMES FORM M.1.1.1.2 IOCP

COLUMN A	COLUMN B		
Projects, problems, outcomes, idea changes, activities that you want to achieve	Essential to complete this year	Desirable to complete this year	Not to complete this year but desirable to complete within 4 years
			Could be put off

(B) Who should be involved in determining the specific management objectives?
Who should monitor the situation to assure attainment of the goal?

II. (A) Using the form below, write a management objective for a department chairman who has been asked to contribute to the Institutional Goal: Recruit more students into the vocational program.

PROGRAM MANAGEMENT OBJECTIVES WORKSHEET FORM M.1.1.1.3 IOCP

(For Program Objectives with Specific Quantitative Indicators)

NAME: _____ DATE _____

TITLE AND/OR POSITION: Department Chairman

CONDITIONS	OUTCOME STATEMENT	CRITERIA		
		Minimum Acceptable	Average Expected	Maximum Probable
Time Period and/or Target Date	Management Responsibility			

(B) Who should be involved in determining the specific management objectives? Who should monitor the situation to assure attainment of the goal?

III. (A) Using the form below write a management objective for a Director of Vocational Education who has been asked by Central Administration to, "Improve the Public Relations Program."

PROGRAM MANAGEMENT OBJECTIVES WORKSHEET FORM M.1.1.4 IOCP

(FOR OBJECTIVES THAT DO NOT HAVE SPECIFIC QUANTITATIVE INDICATORS)

NAME _____ DATE _____

TITLE AND/OR POSITION Director of Vocational Education

CONDITIONS	OUTCOME STATEMENT	CRITERIA
Time Period and/or Target Date	Plan for Change and Problem Solving	Statement Describing Conditions That Will Exist

(B) Who should be involved in determining the specific management objectives? Who should monitor the situation to assure attainment of the goal?

PRE-ASSESSMENT (cont'd)

- IV. You are a high school principal--your superintendent is an autocrat (he believes in dictating policy on a week to week basis). This is causing you headaches in dealing with your total program. Write him a formal letter or orally sell him on the Management by Objectives approach. (The oral presentation of the letter should be delivered to the superintendent in a role playing situation.)

POSSIBLE LEARNING ACTIVITIES:

1. Attend lecture on Management by Objectives.
2. Attend IOCP Workshop
3. View ABC video-tape presentation on Management by Objectives.
4. Read:
 - a. Management by Objectives and Results by the American Association of School Administrators. Arlington, Virginia, 1973.
 - b. Odiorne, George S. Management by Objectives. Pitman Publishing Corp., 1965.
 - c. Humble, John W. How to Manage by Objectives. American Management Assn., 1973.
 - d. Management Strategies and Guidelines for Using IOCP Manuals. State of Illinois Board of Vocational Education and Rehabilitation. Springfield, Illinois, 1972.
 - e. Activity Manual for Occupational Program Identification. State of Illinois Board of Vocational Education and Rehabilitation. Springfield, Ill., 1972.
 - f. Writing Measurable Objectives for Career Education. State of Illinois Board of Vocational Education and Rehabilitation. Springfield, Ill., 1972.

PROFICIENCY TEST:

- I. (A) Using the form below, write a management objective for a teacher in an area vocational center who has been asked to contribute to the Institutional Goal: Prepare materials and supplies budgets.

LISTING OF PROBLEMS, PROJECTS, AND OUTCOMES FORM M.1.1.1.2 IOCP

COLUMN A	COLUMN B		
Projects, problems, outcomes, idea changes, activities that you want to achieve	Essential to complete this year	Desirable to complete this year	Not to complete this year but desirable to complete within 4 years
			Could be put off

- (B) Who should be involved in determining the specific management objectives?
Who should monitor the situation to assure attainment of the goal?

II. (A) Using the form below, write a management objective for a department chairman who has been asked to contribute to the Institutional Goal: Conduct an occupational survey.

FORM M.1.1.4 IOCP

PROGRAM MANAGEMENT OBJECTIVES WORKSHEET

(FOR PROGRAM OBJECTIVES WITH SPECIFIC QUANTITATIVE INDICATORS)

NAME _____ DATE _____

TITLE AND/OR POSITION Department Chairman

CONDITIONS	OUTCOME STATEMENT	CRITERIA		
		Minimum Acceptable	Average Expected	Maximum Probable
Time Period and/or Target Date	Management Responsibility			

(B) Who should be involved in determining the specific management objectives? Who should monitor the situation to assure attainment of the goal?

III. (A) Using the form below, write a management objective for a Director of Vocational Education who has been asked by Central Administration to develop a one and five year plan.

PROGRAM MANAGEMENT OBJECTIVES WORKSHEET

(FOR OBJECTIVES THAT DO NOT HAVE SPECIFIC QUANTITATIVE INDICATORS)

NAME _____ DATE _____

TITLE AND/OR POSITION _____

CONDITIONS	OUTCOME STATEMENT	CRITERIA
Time period and/or Target Date	Plans for Change and Problem Solving	Statement Describing Conditions that Will Exist

(B) Who should be involved in determining the specific management objectives? Who should monitor the situation to assure attainment of the goal?

PROFICIENCY TEST (cont'd):

You are an area vocational center director. The board to which you are responsible has asked you to inform them about the Management by Objectives approach to administering an educational institution. Outline the major components of a Management by Objectives system and write a rationale for using this system.

A B C

Instructional Package 1.06

AREA: General Administrative

TITLE: Scheduling

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: General Administrative

PACKAGE TITLE: Scheduling

RATIONALE: One of the most frequently overlooked, yet vital, concerns of educational administrators is that of scheduling. In order to realize the greatest potential from his educational institution the good administrator needs to consider the scheduling trilogy (1) space (2) students (3) staff. The educational administrator must coordinate staff competencies, student requirements and interests, and available space in a time distribution to assure maximum utilization of facilities and provide the broadest possible educational opportunities.

COMPETENCY
STATEMENT:

Given the necessary background data, and considering legal requirements, the student will develop a daily schedule for classes which meets the needs of staff and students, and which effectively and efficiently utilizes available space and time.

INSTRUCTIONAL OBJECTIVES:

1. Given hypothetical schedule of classes, information on students, information on staff, information on space and time, the administrator will be able to
 - a. Design, adjust and/or defend a class schedule which provides a balanced faculty load.
 - b. Design or adjust a class schedule which utilizes all class rooms a maximum number of hours per day.
 - c. Design or adjust a class schedule which is flexible and permits students to change their program in given situations.
 - d. Design or adjust a class schedule and evaluate the schedule in terms of staff, students, space and time.

PRE-ASSESSMENT:

1. Using the attached materials, what classes should be placed in the schedule where each of the following numbers are found.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
2. Using the materials provided, describe changes in a class schedule which will satisfy the following situations:

SITUATION ONE

A student entering his junior year wants to attend courses at the AVC which are offered only during the afternoon. He failed English II at his home school last year. English II is offered only during the afternoon. What are your recommendations and why?

SITUATION TWO

A staff schedule of x number of teachers shows the majority to have six contact periods per day in a seven period schedule. However, the football coach has only four and the basketball/baseball coach has only four. Is this justifiable? If so, how? If not, how could it be corrected?

SITUATION THREE

Prepare a suggested four year course program for a beginning high school student who wants to study electronics at the AVC during his junior and senior years. Be sure to include state requirements for graduation as well as prerequisites for electronics.

3. Make a conflict sheet using the six student class requests that follow:

Student 1

English IV
French III
Physics
Psychology

Student 2

English IV
Shop IV
Consumer Ed.
Civics

Student 3

English IV
Shop IV
Chemistry
Civics

Student 4

English IV
Civics
Chemistry
Psychology

Student 5

English IV
Physics
Civics
Psychology

Student 6

English IV
Shop IV
Chemistry
Consumer Ed.

POSSIBLE LEARNING ACTIVITIES:

On an individual basis:

- Read: a. McKinney, A. J. Secondary School
Schedule Making.
- b. SRA. E-Z Does it Scheduling.

Reference should be made to School Code of Illinois.

SUPPLEMENTARY INFORMATION:

Facts you Need to Know to Solve the Schedule Problem

1. No more than 25 pupils per section
2. Seven period day
3. The number of students and grade level of each class as per attached.
4. Faculty teaching area attached

<u>Grade Level</u>	<u>Course Title</u>	
9	Shop I	(29)*
10	Shop II	(28)
11	Shop III	(16)
12	Shop IV	(11)
12	Civics and Consumer Ed.	(45)
11	American History	(73)
9	Home Economics I	(37)
10	Home Economics II	(31)
11	Home Economics III	(16)
10-11-12	Art	(66)
9	Business Math	(22)
10	Business Law	(25)
10	Business English	(25)
11-12	Marriage and Family	(13)
9	General Math	(70)
11	Chemistry	(32)
12	Physics	(10)
9-12	Physical Education -Men	(6)
	-Women	(6)
11-12	Drivers Education/ Health	-BTW (5)
		-Classroom (2)
11-12	Psychology & Sociology	(21)
9-12	Band	
12	National Affairs	(19)
9	Geography	(73)
10	World History	(22)
10	Biology	(44)
9	General Science	(71)

*() Parentheses indicate the number of students

<u>Grade Level</u>	<u>Course Title</u>	
12	Advanced Biology and Physics	(12)
9	General Business	(37)
10	Typing I	(68)
11	Office Practice	(13)
11	French III	(6)
9	French I	(31)
9	German I	(18)
10	German II	(11)
10	French II	(19)
10	Accounting	(36)
10	Shorthand I	(35)
11	Shorthand II	(25)
12	College Algebra	(23)
11	Geometry	(48)
10	Algebra II	(24)
9	Algebra I	(36)
9	English I	(72)
10	English II	(73)
11	English III	(74)
12	English IV	(47)
11-12	Speech	(15)

Instructors

Baldwin----Geography; World History
 Bennett----Biology; General Science; Advanced Biology/Physics
 Calvin-----General Business; Typing I; Office Practice
 Dandridge--French III; French I; French II; German I; German II
 Elliott----Accounting; Shorthand I; Shorthand II
 Gage-----College Algebra; Geometry; Algebra I; Algebra II
 Gilbert----English III; English I
 Harvey----Speech; English IV; English II
 Jeckel----Shop II, Shop I; Shop III and IV
 Melbourne--Civics and Consumer Ed; American History;
 National Affairs
 Quantas---Home Economics I; Home Economics II; Marriage
 and Family; Home Ec. III
 Reynolds---Art; Business Math; Business Law; Business English
 Rufus-----General Math; Chemistry; Physics
 Sergeant---Physical Education (Men's)
 Tillman---Behind the Wheel; Classroom Driver's Ed.
 Unger-----Physical Education (Women's)
 Virginia---Psychology and Sociology
 Workman---Study Hall
 Zaitz-----Band

TEACHER	Period 1 8:15-9:09 RM	Period 2 9:12-10:06 RM	Period 3 10:09-11:03 RM	Period 4-A 11:06-11:41 RM	Period 4-B 11:44-12:44 RM	Period 5 12:47-1:42 RM	Period 6 1:45-2:40 RM	Period 7 2:43-3:38 RM
Baldwin	(1)	Study Hall	W. Hist.	Lunch	Geography	Geography	W. Hist.	
Bennett	Biology	Gen. Sci.	(2)	Lunch	Adv. Bio. Physio.	Biology		Gen. Sci.
Calvin	Gen. Bus.	Typ. I.		Lunch	Typ. I	Off. Prac.	Gen. Bus.	(3)
Dandridge	French III	French I	French I	Lunch	German I	(4)		French II
Fittell	Acct.	Sh. I		Lunch	Sh. II	(5)	Acct.	
Gage		Coll. Adv.	Geom.	Lunch	Geom.	Alg. II	Alg. I	Alg. I
Gilbert	Lat. III	Eng. I	Lang. I	Lunch	Eng. III	Eng. I	Eng. II	Eng. III
Harvey	Shop II	Eng. II	Eng. IV	Lunch	(6)	Eng. IV	Eng. II	Eng. II
Jeeke	Shop I	Shop I	(7)	Lunch	Shop II	Shop III	Shop I	
McBouture	Clвлен & Count. Eds	Amer. Hist.	Amer. Hist.	Lunch	Clвлен & Count. Ed.	Clвлен & Count. Ed.	Amer. Hist.	Intl. Jounl
Quintani	Home Ed. I	Home Ed. II		Lunch	Marriage & Family	Home Ed. III	Home Ed. II	(8)
Reynolds	Art	Bus. Math	Art	Lunch	Art	Chem.	Bus. Law	Bus. Prof.
Ruffin	Gen. Math	Chem.	Gen. Math	Lunch	Gen. Math	P.E.	Phys. Ed.	
Sergeant	P.E.	P.E.		Lunch	P.E.	P.E.	P.E.	P.E.
Tillman	BTW	BTW	Class Rm. Dr. Ed.	Lunch	Class Rm. Dr. Ed.	BTW	BTW	BTW
Unger	P.E.	P.E.		Lunch	P.E.	P.E.	P.E.	P.E.
Virginia	Comm.	Psych./Socio.		Lunch				
Workman	Study Hall	Study Hall	Study Hall	Lunch	Study Hall	Study Hall	Study Hall	Study Hall
Zaluz		Sectional	Band	Lunch	Sectional	Sectional	Sectional	Sectional

PROFICIENCY TEST:

1. Using the attached materials, what classes should be placed in the schedule where each of the following numbers are found.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
2. Using the materials provided, describe changes in a class schedule which will satisfy the following situations:

SITUATION ONE

A student entering his junior year wants to attend courses at the AVC which are offered only during the afternoon. He failed English II at his home school last year. English II is offered only during the afternoon. What are your recommendations and why?

SITUATION TWO

A staff schedule of x number of teachers shows the majority to have six contact periods per day in a seven period schedule. However, the football coach has only four and the basketball/baseball coach has only four. If this justifiable? If so, how? If not, how could it be corrected?

SITUATION THREE

Prepare a suggested four year course program for a beginning high school student who wants to study electronics at the AVC during his junior and senior years. Be sure to include state requirements for graduation as well as prerequisites for electronics.

3. Make a conflict sheet using the six student class requests that follow:

Student 1

English IV
French III
Physics
Psychology

Student 2

English IV
Shop IV
Consumer Ed.
Civics

Student 3

English IV
Shop IV
Chemistry
Civics

Student 4

English IV
Civics
Chemistry
Psychology

Student 5

English IV
Physics
Civics
Psychology

Student 6

English IV
Shop IV
Chemistry
Consumer Ed.

A B C

Instructional Package 1.07

AREA: General Administrative

TITLE: Facilities
School Plant Planning

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: General Administrative

PACKAGE TITLE: Facilities
School Plant Planning

RATIONALE: With advances in technology and the evolution of new emerging occupations coupled with the current emphasis on expanding vocational education opportunities comes the necessity of planning new facilities or remodeling and renovating existing facilities. The complexity of this task makes it essential for the vocational administrator to use a systematic approach in determining facility requirements and assuring that these needs are met. To further complicate this activity there are always a series of constraints limiting viable alternatives. It is the purpose of this package to equip the potential vocational administrator with the necessary tools to perform the task of school plant planning.

COMPETENCY STATEMENT: Given a situation that requires changing, expanding or planning new facilities, the vocational administrator will be able to detail the procedure he/she would follow in solving the problem.

INSTRUCTIONAL OBJECTIVES :

1. Given a situation the student will be able to list the factors that indicate there may be a facilities problem.
2. Given a situation the student will be able to precisely define the problem concerning facility requirements.
3. Given a problem the student will be able to write a minimum of four hypotheses for possible solutions.
4. Given a situation, the student will be able to list and suggest sources for the five main categories of information that are necessary in the school plant planning process.
5. Given organized data, a defined problem and a listing of possible courses of action, the student will be able to redefine the problem (if necessary), select, and justify the most plausible course of action.
6. The student will be able to detail an architect's role in a school building project and list the services he/she provides.
7. The student will be able to identify and describe at least three types of consultants that can be of service within the school plant planning process.
8. Given a situation concerning facilities planning, the student will be able to describe and plan a strategy for obtaining input from faculty, staff, students and/or the community at large.

PRE-ASSESSMENT:

1. List four factors that often indicate that there is a need to expand or change facilities.
 - a.
 - b.
 - c.
 - d.
2. (See attached sheet)
Define the facilities problem in the above situation.
3. Write four hypotheses for the problem stated in question 2.
4. List the five main categories of information that must be obtained in planning school facilities.
 - a.
 - b.
 - c.
 - d.
 - e.
5. Detail the architect's role in planning and implementing a school building program.
6. List three areas that an educational consultant can provide assistance during the facilities planning process.
7. How can an administrator get input from faculty and staff concerning the requirements for a new facility?

2. SITUATION

Shallowbrook Community High School
High School District #80, Miami, Illinois

Dr. Dorothy N. Skinner, Superintendent
Mr. William Camp, Principal

School and Community

Shallowbrook Community High School is a four-year comprehensive high school which opened in September of 1959. It has a modern, spacious, physical plant and campus of 75 acres. Shallowbrook has an enrollment of approximately 3280 students for the school year of 1972-73. It is accredited by the North Central Association of Secondary Schools and Colleges and by the University of Illinois.

Shallowbrook serves the communities of Miami, York Center, Oakbrook and parts of Elmhurst and Lombard. These are largely residential suburban communities with some light industry and are located about 20 miles west of Chicago.

Faculty

The faculty is made up of 174 teachers. Of this number, 125 (71.8) hold Master's Degree, 46 (26.4) the bachelor's degree and 2 the Ph.D. Our faculty maintains a strong academic emphasis and grading standard is high.

Guidance

Shallowbrook has a Guidance staff of 14 full-time counselors, one of whom is Director of Guidance. Students receive individual help with educational, vocational and personal planning. The department has also developed a computerized vocational and educational information system.

Ability Grouping

Shallowbrook offers honors courses in English, mathematics, social studies and science. Students may enter these courses by invitation and application. These courses are marked "Honors" on our transcripts or, in the case of mathematics, are marked "Advanced Placement". There are also top, superior, average, and slower sections at all grade levels in science, social science, mathematics, languages and English.

Class Rank

In computing class rank, "A" is assigned a numerical value of 4, B-3, C-2, and D-1. There is no weighting of

grades. Driver education, physical education, band, chorus, orchestra and other part-credit courses are not included in the computation of class rank.

The following chart gives a correlation of grade point averages and percentiles for the classes of 1972-1975.

<u>%ile Rank</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
90%	3.11	3.07	3.04	3.23
75%	2.67	2.63	2.62	2.73
50%	2.27	2.13	2.14	2.23
25%	1.90	1.73	1.77	1.73

Curriculum

Shallowbrook offers a full program of courses in science, mathematics, foreign language, social studies, art, business, home economics, industrial arts, music and physical education. Students are required to arrange their courses in certain major-minor sequences and must pass three years of English, two years of social studies, one year of math and one year of science in order to graduate.

Standardized Test Results

During the 1971-72 school year, 87 seniors took the College Board Scholastic Aptitude Test. The mean verbal score for boys was 519; girls 535. The mean math score for boys was 556; girls 560.

Based on 437 students who took the American College Test last year, the mean composite score for our boys is 21.2 and 20.2 for our girls.

Scholarship and Post High School Education

Fourteen percent of the class of 1972 won scholarships. There are 13 students who received Letters of Commendation from the National Merit Scholarship Corporation, and 94 seniors qualified for scholarships under the Illinois State Commission Scholarship program. Of this graduating class, approximately 28% are attending four-year colleges, 24% are attending local community colleges, 4% are attending specialized and technical schools, and 22% have entered the job market. 5.9% of the students dropped out in their senior year.

Enrollment Data

174 teachers teach 870 sections with an average of 21.6 students in each section. The guidance department conducts a pre-enrollment activity. From this data the number of sections for each course is determined. In most cases, the student's demand for specific courses can be met, with one exception. The auto mechanics area can handle only 42.4 percent of the students that indicate a desire to take auto mechanics courses.

POSSIBLE LEARNING ACTIVITIES:

1. View the ABC video-tape on school plant planning.
2. Read monograph, "School Plant Planning" by Dr. Elwood Egelston.
3. Enroll in Ed. Admin. 480 (ISU), School Plant Planning.

PROFICIENCY TEST:

Directions: The situation detailed below is to be referred to in answering the first, second, third, and eighth items.

Workhorse Area Vocational/Technical Center
Taylorville, Illinois

Information for 1973-1974

School and Community

Workhorse Area Vocational/Technical Center is a comprehensive area vocational center which opened in September of 1959. It has a modern, physical plant and campus of 15 acres. Workhorse has an enrollment of approximately 827 students for the school year of 1972-73. It received excellent ratings by the evaluation team that participated in the DVTE 3 phase evaluation visitation.

Workhorse serves the communities of Miami, Center, Woodstock and parts of Elm and Walnut. These are largely small town communities which have some light industry in an agriculture setting.

Faculty

The faculty is made up of 74 teachers. Of this number, 15 hold master's degrees, 47 the bachelor's degrees and 12 are working toward a bachelor's degree. Our faculty maintains a strong relationship with business and industry and the most recent developments in technology.

Guidance

Workhorse has a Guidance staff of 4 full-time counselors, one of whom is Director of Guidance. Students receive individual help with educational, vocational and personal planning. The department has also developed a computerized vocational guidance system.

Curriculum

Workhorse offers a full program of courses in health occupations, industrial oriented occupations, agriculture, home economics and business occupations. Students are required to major in one of the five areas and must pass three years of English, two years of social studies, one year of math and one year of science in order to graduate. Most of the general education requirements are taken in their "home school".

Follow-up Data

Fourteen percent of the class of 1973 went to four year colleges while 29 percent went to Junior Colleges. Twenty-two percent have entered the job market. Of the students listed as seniors to graduate in 1974, 12 percent dropped out of school. The other 24 percent could not be located or were unemployed when the survey was taken.

Enrollment Data

The 74 teachers teach a total of 296 sections. The Health Department has 5 teachers teaching 17 sections; Industrial Department 22 teachers for 44 sections; home economics 16 teachers for 64 sections; agriculture 6 teachers for 12 sections and business 25 teachers for 159 sections.

Enrollment Trends

The Center has been able to find qualified personnel to offer the sections that students demand. Furthermore, local businesses have been willing to lease their facilities in the evening. Presently, 13 of the industrially oriented sections are held in privately owned buildings and 2 business courses that need access to a computer go to local businesses in the evening hours.

With the recent increase in offerings in the agriculture curriculum and the prices in farm commodities has some tremendous increase in demand for agriculture courses. At this time no land laboratories are available and the courses that demand special facilities such as farm mechanics have no laboratories. Facilities presently suitable for these activities are presently occupied 100% of the school day by industrial oriented courses.

1. List at least four factors that indicate there may be a facilities problem.
 - a.
 - b.
 - c.
 - d.
2. Define the facilities problem in the situation described.
3. Write four possible solutions to the problem detailed in question 2.

4. List the five main categories of information that are necessary in the school plant planning process and suggest sources for each category.

Category

Sources

- a.
 - b.
 - c.
 - d.
 - e.
5. Identify and describe three types of consultants that can be of service within the school plant planning process.
- a.
 - b.
 - c.
6. Detail an architect's role in a school building project and list the services he/she provides.
7. Detail the strategy you would use to obtain input from the faculty, staff, students and community at large in dealing with the situation described at the beginning of this exam.

3 1 1

International College

AGENCY: General Administrative

PROJECT: International
Program at Accident
Program

Administration of Competency Project

Department of Educational Administration
University of Minnesota

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(0674)

AREA: General Administrative

PACKAGE TITLE; Facilities
Establishing Accident Prevention Programs

RATIONALE: One of the major responsibilities of the administrator is to assure the teachers, staff and students a safe and healthful learning environment. It is therefore essential for the administrator to develop an accident prevention program that is continuous and consistently provides for immediate corrective action whenever an unsafe practice or condition is observed. It is also imperative that the school comply with state, local and federal life, health and safety regulations.

COMPETENCY STATEMENT: Given a vocational education instructional setting, the prospective vocational administrator will develop an accident prevention program for teachers, staff and students that complies with local, state, and federal regulations. He/She will also develop a strategy for implementing this program.

INSTRUCTIONAL OBJECTIVES:

1. Given drawings, photographs, or an actual vocational laboratory, the student will be able to recognize at least ten of the major unsafe practices or conditions and make recommendations for corrective action.
2. The student will be able to describe the four objectives of the 1970 Occupational Safety and Health Act as detailed in How to Make OSHA 1970 Work for You.
3. The student will be able to list five organizations or agencies that supply assistance in establishing and maintaining an accident prevention program.
4. Given the "Recordkeeping Requirements" booklet and an "in basket" that describes an accident, the student will be able to fill in the records that are required by law. These records must meet the requirements specified in the above booklet.
5. Given demographic data for a school district, the student will be able to set forth a strategy for implementing an accident prevention program in the schools. This strategy must not only include a procedure for starting the program, but also the way on-going activities such as record keeping, training, inspecting and program assessment may be achieved.
6. The student will be able to write the general purpose and the method used to enforce the life/safety codes in the State of Illinois. These statements must agree with those set forth in "Efficient and Adequate Standards for the Construction of Schools", OSPI Series Circular A, No. 156; and "Building Specifications for Health and Safety in Public Schools," OSPI Series A, No. 157.
7. Given a list of occupations, the students will be able to identify those considered to be hazardous. Then the student will write requirements that must be met in training students for the identified hazardous occupations.

This requirement must be congruent with those specified in "Child Labor Bulletin 101."

PRE-ASSESSMENT:

1. Look at the 5 pictures on the following page, and identify the unsafe practices or conditions. Then select the most critical situation and write a recommendation for corrective action. If this situation involves a student, this recommendation should be addressed to the teacher in charge of the student.

Picture A _____

Picture B _____

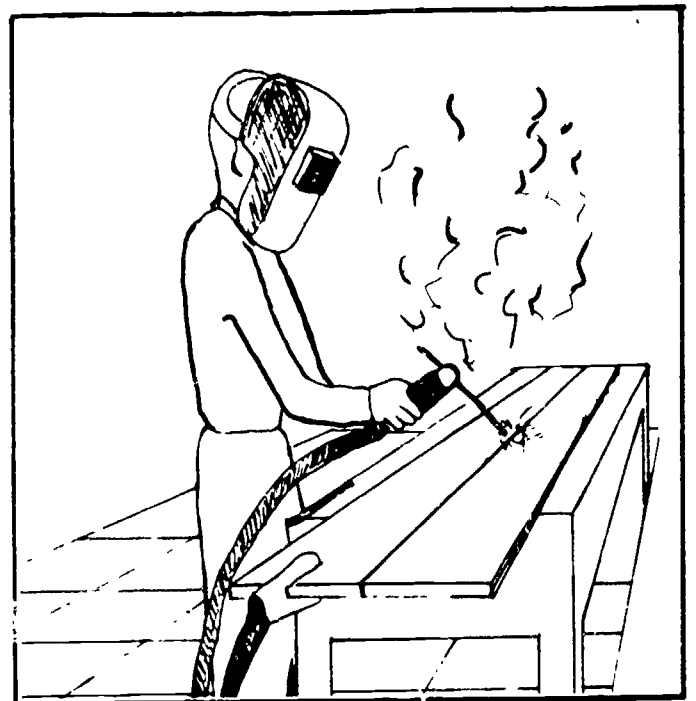
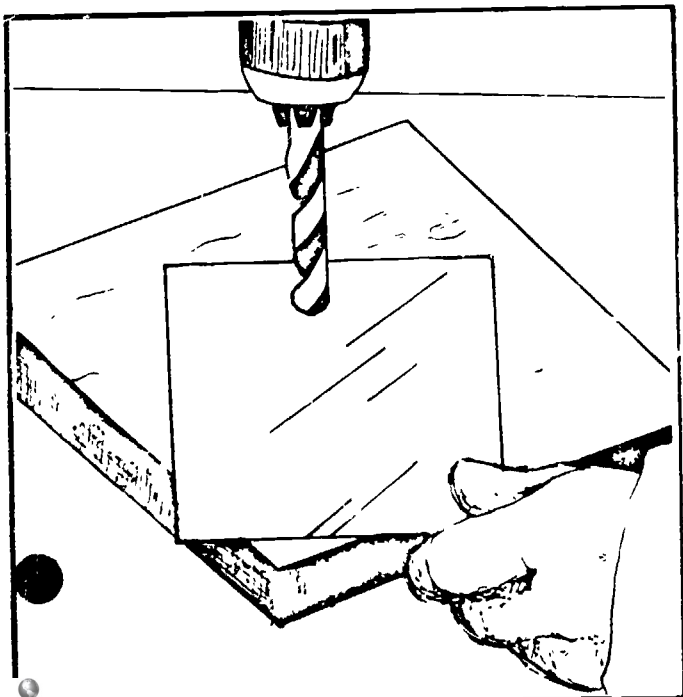
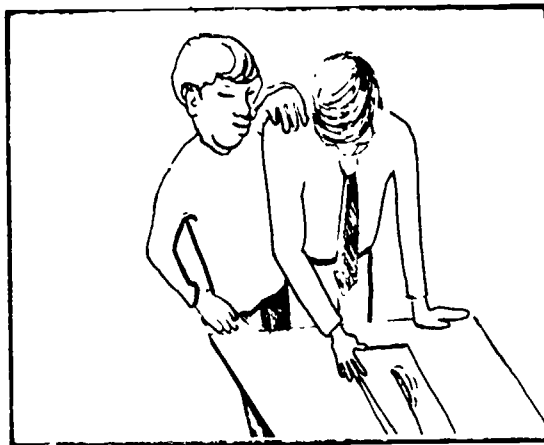
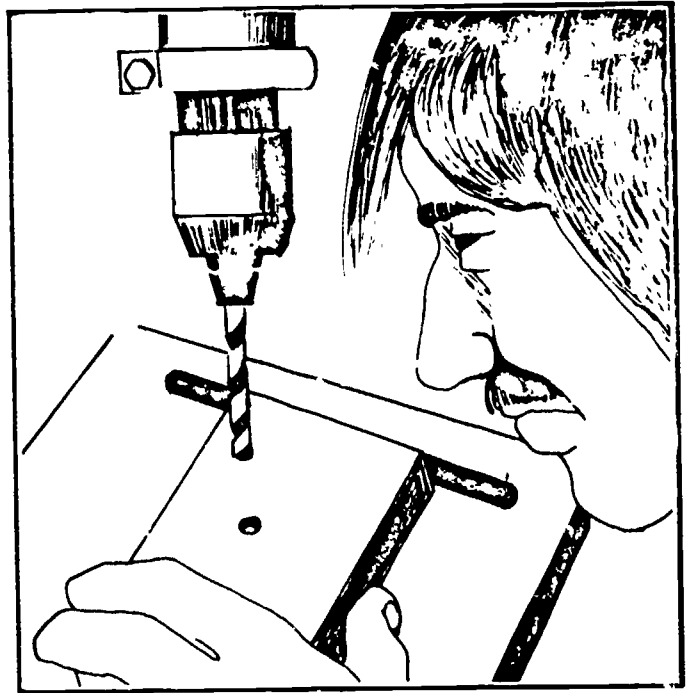
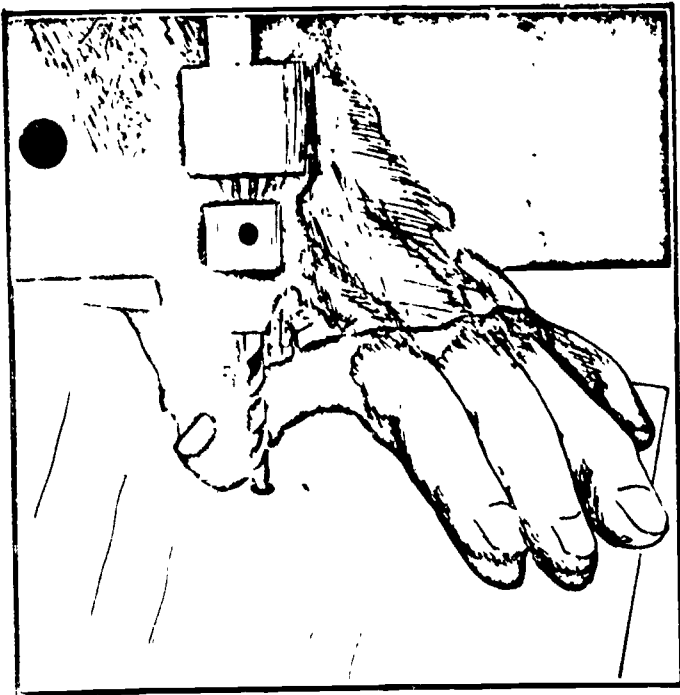
Picture C _____

Picture D _____

Picture E _____

Recommendation for corrective action:

2. Describe the four objectives of the 1970 OSHA.
 - a.
 - b.
 - c.
 - d.
3. List five organizations or agencies that could be contacted to acquire assistance for improving or establishing school safety programs.
 - a.
 - b.
 - c.
 - d.
 - e.
4. Write a strategy for implementing and maintaining a school accident prevention program on the back of this sheet.
5. Write the purpose and the method used to enforce the life/safety codes in the State of Illinois.
6. Underline the occupations considered to be hazardous for 16-18 year old students. Then write the requirements that must be met in training students for the underlined occupations.
Surveyor, office worker, Lath mill operator, truck driver, X-ray technician and baker



POSSIBLE LEARNING ACTIVITIES:

1. Attend a lecture or listen to the ABC audio tape on school safety.
2. Attend a lecture or listen to the ABC audio tape on life/safety codes.
3. View the slide tape series on OSHA prepared by the National Safety Council.
4. Visit vocational laboratories. Use the attached Inspection Guide to assist in identifying unsafe practices and conditions.
5. Read and work through the Recordkeeping Requirements booklet supplied by the U.S. Department of Labor.
6. Read pages 1-37 in How to Make the OSHA 1970 Work for You, Ann Arbor Science Publishers, Inc., 1972.
7. For information relative to Illinois Life/Safety codes read "Efficient and Adequate Standards for the Construction of Schools," Circular Series A No. 156, OSPI, State of Illinois and "Building Specifications for Health and Safety in Public Schools," Circular Series A No. 157, OSPI, State of Illinois, 1969.
8. Read the U.S. Department of Labor "Child Labor Bulletin 101" for a listing of hazardous occupations.

SAFETY INSPECTION GUIDE

It is not inclusive of all the unsafe conditions and practices that occur in vocational laboratories, although it will help in identifying most problem areas; beware of unlisted items.

Inspect the vocational facility; fill in the following check list; then write a summary report using the suggested format.

Conditions	Provided?		Quality?			Inspector's Comments
	Yes	No	Good	Fair	Poor	
Guards on machines Non-slip floor areas Grounded electric cords Anchored compressed gas cylinders						
Wash facilities Lighting Ventilation and exhaust systems Product storage						
Stock storage Noise control Main switch shut off Fireproof waste cans						
Safety clothing Safety zones Marked fire exits Fire extinguishers						
First-aid cabinet Fire alarm Aisle space Color coding						
* Hand tool condition Power tool condition Posted safety rules Orderly work areas						

INSPECTION GUIDE CONTINUED
(Unsafe Practices)

Unsafe practices	Imminent Danger	Serious	Non- Serious	Inspector's Comments
Failure to wear protective equipment Eye protection Hard hats, shoes, clothing, head bands, etc.				
Unauthorized smoking Failure to use guards on machines Use of improper tool for situation				
Poor pedestrian practices Crowding around machines Students using machines without supervision				

SUMMARY OF SAFETY REPORT

Name _____ Date _____ Facility _____

1. In an inspection of laboratory facilities, the following items were found to be of poor quality.

II. The following items are not provided.

III. The following unsafe practices were observed.

IV. Detail the recommendation for corrective action below.

PROFICIENCY TEST:

1. Look at the 5 pictures on the following page, and identify the unsafe practices or conditions. Then select the most critical situation and write a recommendation for corrective action. If this situation involves a student, this recommendation should be addressed to the teacher in charge of the student.

Picture AA _____

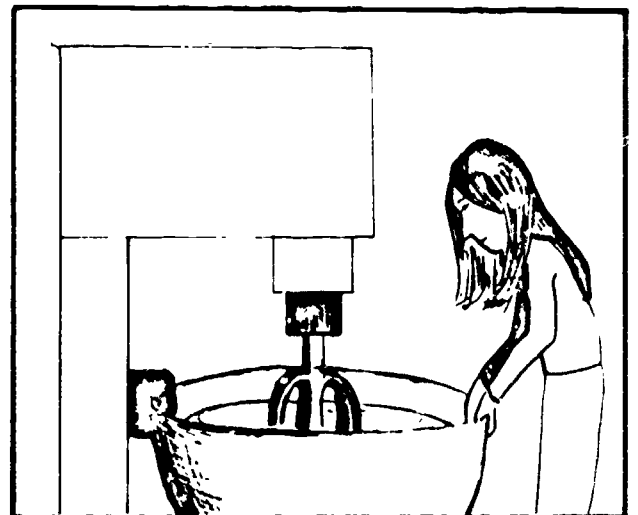
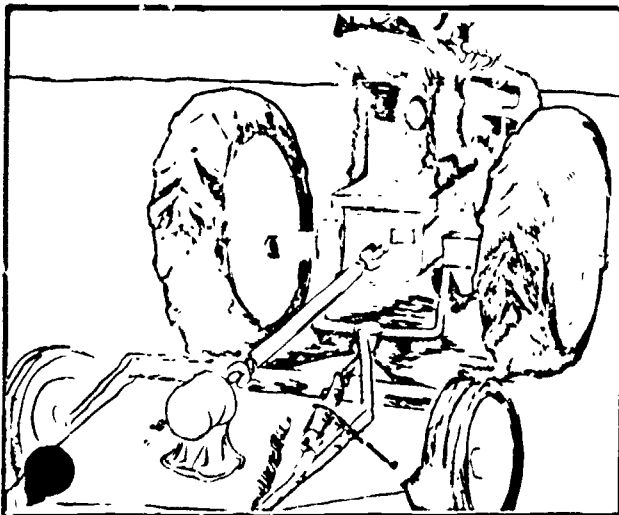
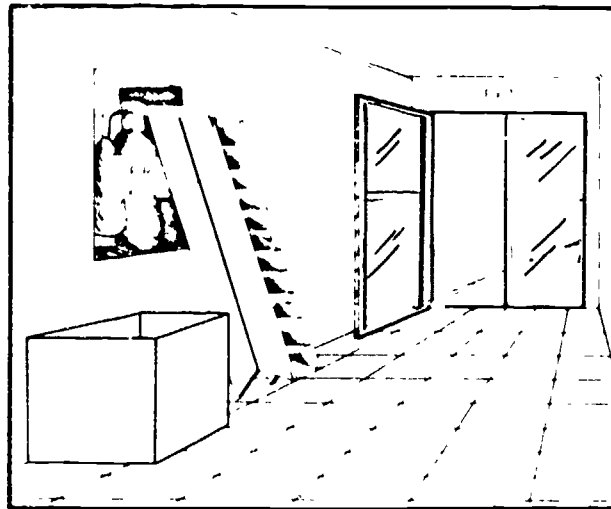
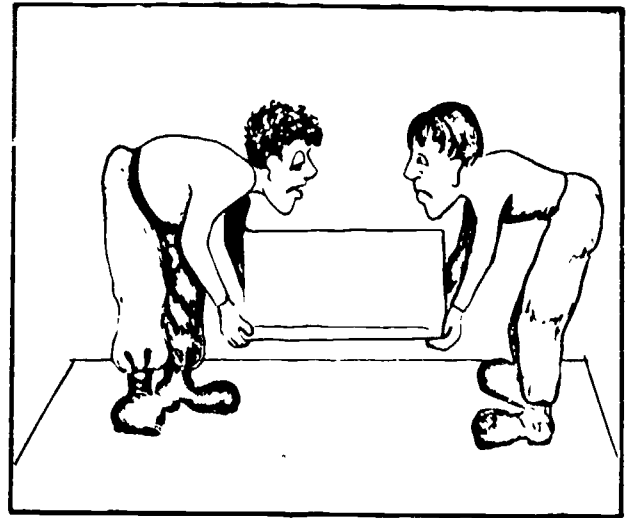
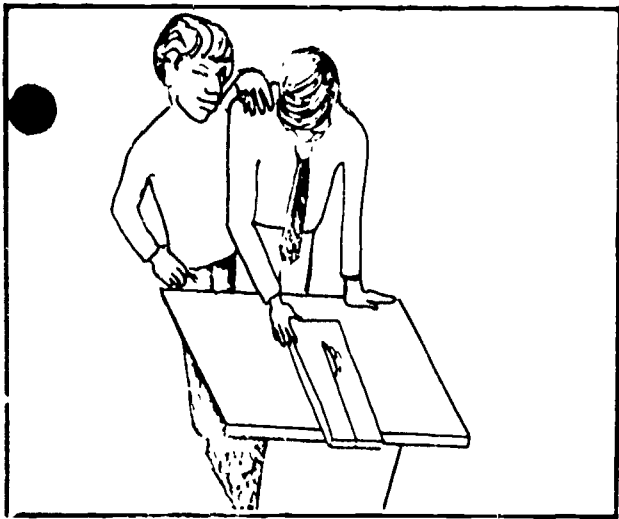
Picture BB _____

Picture CC _____

Picture DD _____

Picture EE _____

2. List and describe four objectives of the 1970 Occupational Safety and Health Act.
 - a.
 - b.
 - c.
 - d.
3. List five organizations or agencies that could be contacted to provide assistance for improving or establishing a school safety program. Then describe the kind of support each one could provide.
 - a.
 - b.
 - c.
 - d.
 - e.
4. Write a strategy for implementing and maintaining a school accident prevention program on the back of this sheet.
5. Write the purpose and the method used to enforce the life/safety codes in the State of Illinois.
6. Underline the occupations considered to be hazardous for 16-18 year old students. Then write the requirements that must be met in training students for the underlined occupations.
clothing salesman, mine worker, heavy equipment operator, table saw operator, policeman and farmer.



A B C

Instructional Package 1.09

AREA: General Administrative

TITLE: Budgeting

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: General Administrative

PACKAGE TITLE: Budgeting

RATIONALE: One of the primary responsibilities of an administrator is the development of school program and agency budgets. The budget serves as the financial statement of a school or agency's goals, objectives and priorities. Since budget systems and requirements vary from state to state and within program areas, it is essential for the administrator to be familiar with the basics of budgetary construction.

COMPETENCY
STATEMENT:

The vocational administrator will prepare a budget that includes:

1. Use of the OSPI (Illinois) Chart of Accounts format and entry systems.
2. Use of the DVTE reimbursement priorities and formulas.
3. Development of budget figures for all appropriate OSPI accounts.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to describe the State DVTE program priority and reimbursement formulas used for programs and budget approval or have successfully completed the reimbursement competency.
2. The student will be able to describe the State DVTE legal requirements for budgetary submission and approval.
3. The student will be able to define or identify the following items drawn from the Illinois School District Chart of Accounts:
 - a. Identify the nine funds and two groups of accounts.
 - b. Define the principle differences between cash and accrual accounting and identify the five types of accounts used in cash basis accounting.
 - c. Using the Illinois (OSPI) Minimum Chart of Accounts, describe the coding system used to identify funds, accounts and specific line items.
4. The student will identify ten budgetary factors used in determining total program costs (i.e., class size, salary schedule, etc.).
5. Given a preselected set of budgetary information and the Illinois Minimum Chart of Accounts, the student will appropriately enter and prepare a budget for all appropriate funds.

PRE-ASSESSMENT:

1. Describe and/or define the following items:
 - a. The state DVTE program priorities and reimbursement formulas used for program and budgetary approval.
 - b. The state DVTE legal requirements for budgetary submission and approval.
2. Using fifteen items that may be reimbursable by the State DVTE, determine the reimbursement rates for each item that can be claimed.
3. Using any appropriate State DVTE or OSPI publications or notes and using budgetary information, prepare a budget for all necessary accounts using the Illinois Minimum Chart of Accounts.

POSSIBLE LEARNING ACTIVITIES:

1. Attend the lecture or view the ABC video-tape on budgeting.
2. Attend the State DVTE workshops or other information meetings dealing with budget development or related matters.
3. Read the following budgetary resource materials:
 - a. "Illinois Financial Accounting Manual for Local School Systems" Illinois Office of Superintendent of Public Instruction, Circular Series A/No. 313, Revised September 1972 or the latest edition.
 - b. "State and Local Financing for Illinois Public Schools" Illinois Office of Superintendent of Public Instruction, Circular Series A/No. 313, Revised September 1972 or the latest edition.
4. Enroll in Educational Administration 479 or 586 (ISU).

PROFICIENCY TEST:

1. Describe and/or define the following items:
 - a. The current state DVTE program priority and reimbursement formula system used for program and budgetary approval. Indicate how the priorities and reimbursement formula is/are applied. Explain the reason(s) why the priority and reimbursement formula system was established.
 - b. Provide a time table of the state DVTE budgetary submission and approval requirements. Indicate what needs to be accomplished and at what points during the year.
2. From the district or area center in which you are interning, select fifteen items that are reimbursable by the state DVTE and determine the reimbursement rates for each claimed item.

For Question two you may use any appropriate state DVTE publications or notes, and you may choose a location other than the internship location.

3. Prepare a complete one year budget using the Illinois Minimum Chart of Accounts for all necessary funds.

For Question three, you may use budgetary information drawn from the district or area center in which you are interning or a preselected district or area vocational center.

A B C

Instructional Package 1.10

AREA: General Administrative

TITLE: Purchasing

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: General Administrative

PACKAGE TITLE: Purchasing

RATIONALE: Purchasing is a sequential process of procuring identified tools, equipment and supplies necessary to continue or modify existing programs, or to implement new programs, directed at achieving the educational system's goals. Because of financial constraints, it is the administrator's responsibility to attempt to procure budgeted items at minimal cost. Additionally, many tools, supplies and equipment items have the same generic name and are manufactured by different firms, but are of different quality or are for different performance levels. It is necessary that specifications be written to enable the vendor to understand the exact equipment desired. To aid in purchasing, the administrator needs to develop a budget, a purchasing calendar, a system of inventory, use of specification forms, bid sheets and purchase conditions.

COMPETENCY
STATEMENT:

Given a vocational program, the vocational administrator will be able to design a purchasing system for securing needed materials and equipment.

INSTRUCTIONAL OBJECTIVES:

1. Given five catalogs, the student will be able to list three different sources for securing a needed purchase for one of the vocational areas.
2. The student will be able to list three of the necessary financial requirements for purchasing needed materials.
3. Given a current inventory with the rate of supply usage, the student will design a sequence calendar for acquiring the supplies and equipment needed for a vocational program.
4. Given three quantity discount problems, all involving the same tool, the student will be able to correctly calculate the best deal from one of the three vendors.
5. Given a needed item, the student will be able to write the specifications needed to get that item. The specifications must be precise enough to assure the quality of product needed for a given situation and also eliminate bids that represent inferior products. Successful completion of this competency will be determined by a designated instructor.
6. Given a specific item, the student will be able to outline the steps that must be taken to purchase the item from faculty request through use. These steps must assure faculty input, process efficiency, greatest value for the dollar, and accountability for funds.
7. The student will be able to list at least five considerations that should be made in determining priority for a listing of materials or equipment.

PPE-ASSESSMENT:

The new director of vocational education (you) has been charged with the responsibility of developing a sequential process of procuring identified tools, equipment, and supplies necessary to continue or modify existing programs, and/or to implement new programs. Also included is the responsibility for the development of the forms and methods necessary to complete the tasks at hand.

- Using the catalogs provided, select one of the following items and identify at least 3 possible sources for that item indicating in writing the sources and the prices.

drafting paper 80 lbs. white 11 x 17

typing paper 60 lbs. erasable bond

tap and die set, Metric

1 set stainless steel bowls, 1 pint to 3 quart (approx.)

- Name 3 important considerations necessary in writing specifications and/or in letting out bids.
- Write a sequential calendar for acquiring the supplies and equipment below that are needed for some of the vocational programs given the current inventory levels and the rates of usage. Find and label when that item must be ordered.

<u>Current Inventory Level</u>	<u>Rate of Usage</u>	<u>Delivery Time</u>
(Example: 15 sacks	9 used per month	6 weeks)
Item 1 - 60 cartons	3 used per week	6 weeks
Item 2 - 950 BDF	70 BDF used per week	6 weeks
Item 3 - 125 pads	10 sold per week	6 weeks
Item 4 - 12 boxes	1 used per week	6 weeks
Item 5 - 9 gallons	6 gallons used per sem.	8 weeks
Item 6 - 20 tools	1 missing every 3 mo.	8 weeks
Item 7 - 40 tins	¼ of the tins are used up each semester and ½ of the tins are used each year	8 weeks
Item 8 - 6 pounds	2 lbs. used each month	8 weeks
Item 9 - 7 gross	4 gross used per year	15 weeks

May	
April	
March	
February	
January	
December	
November	
October	(Example: 15 sacks used up)
September	(Example: Must order replacement for 15 sacks)
August	
July	
June	

Start here

4. You only need to purchase 400 of Item X this year. You have three vendors catalogs each with different rates of quantity discounts. Find the best deal.

Vendor A \$3.50 each in lots of 80

Vendor B \$3.35 each in lots of 150

Vendor C \$3.65 each in lots of 100

Keep in mind that it costs the school \$5.00 for storage of any groups of items for more than one year.

5. Select one of the following items and write the specifications needed to get that item. Be complete to insure that the item meets your needs.

Metal lathe

Electric typewriter

Electric range

Paint spray equipment

(select one that you are
not familiar with)

6. a. The building trades program will need 10 yards of concrete in about three weeks. List the steps that must be taken to assure delivery and payment for the concrete.
- b. The drafting teacher needs 100 sheets of a certain kind of drawing paper. The total cost is estimated to be less than \$10.00. List the steps necessary to purchase the paper.
7. List five considerations that should be made in establishing priority for the purchase of materials or equipment.

POSSIBLE LEARNING ACTIVITIES:

1. Attend an IOCP Workshop session.
2. Read: IOCP Workshop Manual 3.5.1 and 3.6.1.

Sources:

1. State School Code
2. A school district budget and purchasing calendar.

PROFICIENCY TEST:

The new director of vocational education (you) has been charged with the responsibility of developing a sequential process of procuring identified tools, equipment, and supplies necessary to continue or modify existing programs, and/or to implement new programs. Also included is the responsibility for the development of the forms and methods necessary to complete the tasks at hand.

- You are to select one of the following items and identify at least three possible sources for that item indicating in writing the source and the price.

welding gas
 open-end wrenches - metric
 electronic ovens
 tag board 18" x 24" white 50 sheets

- Note 3 important considerations necessary in writing specifications and/or in letting out bids.
- Write a sequential calendar for acquiring the supplies and equipment listed below and needed for some of the vocational programs given the current inventory levels and the rates of usage. Find and label when that item must be ordered.

<u>Current Inventory Level</u>	<u>Rate of Usage</u>	<u>Delivery Time</u>
(Example: 15 sacks	9 used per month	6 weeks)
Item 1 - 60 cartons	3 used per week	6 weeks
Item 2 - 950 BDF	70 BDF used per week	6 weeks
Item 3 - 125 pads	10 sold per week	6 weeks
Item 4 - 12 boxes	1 used per week	6 weeks
Item 5 - 9 gallons	6 gallons used per sem.	8 weeks
Item 6 - 20 tools	1 missing every 3 mos.	8 weeks
Item 7 - 40 tins	1/4 of the tins are used up each semester and 1/2 of tins are used each year	8 weeks
Item 8 - 6 pounds	2 lbs. used each month	8 weeks
Item 9 - 7 gross	4 gross used per year	15 weeks

June | July | August | September | October | November | December | January | February | March | April | May

Start Here

4. You only need to purchase 400 of Item X. You have three vendors catalogs each with different rates of quantity discounts. Find the best deal.

Vendor A \$10.80 in lots of 144

Vendor B .10 each

Vendor C \$ 1.00 per dozen

Keep in mind that it costs the school \$5.00 for storage of any groups of items for more than one year.

5. Select one of the following items and write the specifications needed to get that item. Be complete to insure that the item meets your needs.

trash compacter
ditto machine
automobile hoist
drill press

6. a. The welding program needs four new welders so they can increase class size. List the steps that must be taken to assure delivery of proper equipment and subsequent payment.
- b. The home economics teachers need 10 lbs. of hamburger. List the steps necessary to purchase the hamburger with public funds.

A B C

Instructional Package 1.11

AREA: General Administrative

TITLE: Developing an Educational
Philosophy

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers VLT-B4-104
PDT-B4-105

(0674)

AREA: General Administrative

PACKAGE TITLE: Developing an Educational Philosophy

RATIONALE: A person's philosophy dictates how a person will act in a given situation. Philosophy should be closely aligned with action. A written vocational education philosophy should be determined by one's ability to organize his thoughts and beliefs concerning the response to problematic situations. Although a person's philosophy is always in the state of flux, it is helpful to actually verbalize his/her beliefs. This kind of self-analysis increases the administrator's awareness of why he behaves a certain way in an educational setting. Job applications often offer the opportunity to "write your philosophy of education". This package is designed to help you accomplish this task.

COMPETENCY
STATEMENT:

At a given point in time, the student will be able to formulate and verbalize an internally consistent statement of professional beliefs based on his/her probable behavior in an educational setting.

INSTRUCTIONAL OBJECTIVES:

1. Using references as desired, the student will be able to write a 3-4 page, double spaced, typewritten statement of his/her philosophy of education. This statement must include the student's beliefs in relation to the following questions.
 - a. What is education?
 - b. What is the function of education?
 - c. What is the relationship between vocational and general education?
 - d. Who should receive general and vocational education?
 - e. Who should finance general and vocational education?

Having written the philosophy of general and vocational education, the student will submit these documents to three of the following people:

- a. Spouse, Fiancée, or close friend
- b. Project faculty member
- c. Fellow student
- d. Intern Supervisor

These people are to be asked to read the philosophies and verify to the student whether or not he exhibits the stated philosophy. This objective will have been achieved when the statement on the following page has been signed.

2. The student will be able to define, compare and/or describe the following educational programs:
 - a. Agriculture
 - b. Agribusiness
 - c. Career Education
 - d. Home Economics
 - e. Industrial Arts
 - f. Industrial Technology
 - g. Practical Arts Education
 - h. Business Education
 - i. Office Occupations
 - j. Distributive Education
 - k. Trade and Industry
 - l. Health
 - m. Personnel and Community
 - n. Industrial Oriented
 - o. Industrial Education
 - p. Horticulture

The definitions must appear in vocational education literature. The comparisons will be evaluated by a designated instructor.

3. Having completed a statement of education and vocational education, the student will react to a given problematic situation. This reaction must be consistent with the person's philosophy statements. The congruence will be judged by a designated instructor.

VARIIFICATION OF PHILOSOPHY

I have read Mr. (Ms.) _____'s philosophies of general and vocational education. After considerable verbal interaction I agree that he(sha) seems to exhibit this philosophy through their daily actions.

Signed

Date _____ Spouse, fiancée or close friend

Date _____ Faculty Member

Date _____ Fellow student

Date _____ Intern Supervisor

PRE-ASSESSMENT:

1. In a 3-4 page, double spaced, typewritten paper, write your philosophy of education. Address yourself to the following questions:
 - a. What is general education?
 - b. What is the function of education?
 - c. What is the relationship between vocational education and general education?
 - d. Who should receive general and vocational education?
 - e. Who should finance general and vocational education?

2. In a short sentence or paragraph, define the following terms. Then list the likeness and differences between "career education" and "practical arts education".
 - a. Agriculture
 - b. Career Education
 - c. Business Education
 - d. Distributive Education
 - e. Health Occupations
 - f. Personnel and Community
 - g. Industrial Oriented Occupations

3. Write a reaction to the following situation:

You are the vocational education administrator of a high school where for the first time two girls have applied for the auto mechanics program. Traditionally, the auto mechanics instructor has selected the students that would be allowed to enter the program. Although the two girls rate high on the normal criteria used in selection, he has rejected their request. The girls' parents are rather upset and are forcing you to either support the auto mechanics instructor or allow the girls to enter the program. Write your position.

POSSIBLE LEARNING ACTIVITIES:

1. Interact with peers, intern supervisors and professors concerning general and vocational education.
2. Complete academic courses that deal with philosophy of vocational education.
3. Read:
 - a. Roberts, Roy W. Vocational and Practical Arts Education. Harper and Row Publishers, 1971.
 - b. Division of Vocational and Technical Education, State of Illinois Vocational and Technical Education, Description, Definitions and OE Coding. Bulletin No. 5-1071.

PROFICIENCY TEST:

1. In a 3-4 page, double spaced, typewritten paper, write your philosophy of education. Address yourself to the following questions:
 - a. What is general education?
 - b. What is the function of education?
 - c. What is the relationship between vocational education and general education?
 - d. Who should receive general and vocational education?
 - e. Who should finance general and vocational education?

Show your philosophy to 4 individuals (i.e., spouse, friend, faculty member, fellow student, intern supervisor, etc.). Have each of these individuals sign the verification sheet which is attached.

2. In a short sentence or paragraph, define the following terms, then list the likeness and differences between "career education" and "practical arts education."
 - a. Agriculture
 - b. Career Education
 - c. Business Education
 - d. Distributive Education
 - e. Health Occupations
 - f. Personnel and Community
 - g. Industrial Oriented Occupations

3. Write a reaction to the following situation:

You are the vocational education administrator of a high school where for the first time two girls have applied for the auto mechanics program. Traditionally, the auto mechanics instructor has selected the students that would be allowed to enter the program. Although the two girls rate high on the normal criteria used in selection, he has rejected their request. The girls' parents are rather upset and are forcing you to either support the auto mechanics instructor or allow the girls to enter the program. Write your position.

VARIFICATION OF PHILOSOPHY

I have read Mr. (Ms.) _____'s philosophies of general and vocational education. After considerable verbal interaction I agree that he (she) seems to exhibit this philosophy through their daily actions.

Signed

Date _____
Spouse, fiancée, or
close friend

Date _____
Faculty Member

Date _____
Fellow Student

Date _____
Intern Supervisor

A B C

Instructional Package 1.12

AREA: General Administrative

TITLE: Writing Reports

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
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(0674)

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AREA: General Administrative

PACKAGE TITLE: Writing Reports

RATIONALE: Educational leaders spend a great deal of time transmitting written communications in various forms. It is imperative that a communication is clear, concise, complete, and that it conveys the intended message. Many potentially excellent leaders are unsuccessful because of "communication failures."

COMPETENCY STATEMENT: Given the need for written communications, both internally and externally, the vocational administrator will demonstrate the ability to write in a clear, complete, and concise manner while conveying the intended message.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to list five rules of clarity in written communications.
2. The student will be able to list five questions which should be answered in making any form of written communication complete.
3. The student will be able to list five rules for making written communication concise.
4. The student will be able to define the terms character, courtesy, and control as they relate to written forms of communication.
5. Given a series of sample forms of written communications the student will make corrections which insure that the communication is clear, complete, and concise.
6. Given a series of hypothetical situations, the student will prepare written forms of communications which follow the rules for writing in a clear, concise and complete manner.
7. The student will be able to demonstrate a facility for using the proper form of written communication for a given situation.

PRE-ASSESSMENT:

1. List five rules for clarity in written communication.
 - a.
 - b.
 - c.
 - d.
 - e.

2. List five questions which should be answered in making any form of written communication complete.
 - a.
 - b.
 - c.
 - d.
 - e.

3. List five rules for making written communication concise.
 - a.
 - b.
 - c.
 - d.
 - e.

4. Define the terms character, courtesy, and control as they relate to written forms of communication.

5. In the three sample forms of written communications, make corrections which insure that the communication is clear, complete, and concise, and that they demonstrate character, courtesy, and control. (See samples)

6. Using the sample situations below, prepare written forms of communications which follow the rules for good writing. Be sure that the proper form for the written communication is used in each instance.
 - a. Send a memo to a superior, indicating you would like to be placed on the agenda for the upcoming board meeting.
 - b. Contact the Service Region Superintendent to make arrangements for film and material exchange with your district.
 - c. Request a DVTE staff, from the proper unit, to send you information on reimbursement for your career education K-8 program.
 - d. Write a letter to be sent to all parents, urging them to participate in the upcoming career education night for junior high students; it will be held in the local high school cafeteria.

7. Identify five different specific forms which must be used at some time during the course of the academic year by the educational administrator.

SAMPLE WRITTEN COMMUNICATIONS

MEMORANDUM

FROM: Mr. Jacobs, Principal
TO: Frank
RE: Lounge

The place is in quite a state. I want you to clear it out everyday. If your lazy helper won't do it, fire the idiot.

MEMORANDUM

TO: All Staff Members
FROM: Mr. Jacobs, Principal
RE: Faculty Lounge

The lounge is too busy between 8:30 and 9:00 and between 1:00 and 1:30. This is creating problems and in some cases lines are forming at the coffee machine. Eliminate the problem immediately.

MEMORANDUM

TO: Mr. Williams, Auto Shop
FROM: Mr. Jacobs, Principal

Recently, while glancing at a copy of a magazine, I happened to read an article concerning OSHA. This prompted me to take a second look at the OSHA manuals and I must admit that it was very interesting reading. I assume that you are well versed insofar as OSHA is concerned and I want to commend you on the fine young men who are completing your course of study. By the way, young Tom Smith was hired by his uncle's garage. This is really a feather in our cap and I'm happy that Tom was able to prove himself.

Back to other things, the nurse reported to me that Wally Temple became nauseous after working in your shop. Could the fumes from the engines have anything to do with this and, if so, is there any OSHA ruling on this.

POSSIBLE LEARNING ACTIVITIES:

1. Read:

- a. Parry, Scott B. Improving Your Written Communications. Cranford, New Jersey: Didactic Systems, Inc., 1965.
- b. Prime 100. Writing Reports that Work. Cranford, New Jersey: Didactic Systems, Inc., 1969.
- c. DVTE Bulletin 24-374.

2. Review forms used by DVTE and other local, state or federal education agencies.

PROFICIENCY TEST:

1. List five rules for clarity in written communications.
 - a.
 - b.
 - c.
 - d.
 - e.
2. List five questions which should be answered in making any form of written communication complete.
 - a.
 - b.
 - c.
 - d.
 - e.
3. List five rules for making written communications concise.
 - a.
 - b.
 - c.
 - d.
 - e.
4. Define the terms character, courtesy, and control as they relate to written forms of communication.
5. For three of the following situations, prepare written forms of communication which follow the rules for good writing. Be sure that the proper form for the written communication is used in each instance.
 - a. Letter to parent about continual tardiness of student.
 - b. Memo to graphic instructor asking if a student with a slight handicap can enroll in his course.
 - c. Memo to custodian to clean meeting room prior to meeting in two days. The room has not been cleaned very well in the past.
 - d. Memo to teachers announcing an in-service meeting-- you would strongly urge them to attend after school.
 - e. Letter to bus company to obtain information on contracting their service for your school year--population: 700 students.
 - f. Create an agenda for the monthly meeting of the advisory committee.
6. Using one of the following hypothetical situations, develop a contractual agreement with the DVTE (Bulletin 24-374 will be useful - Guidelines for Contractual Agreements) utilizing the proper form.
 - a. Develop a curriculum guide for any vocational course, include the time, staff, consultant, field test and equipment needed.

- b. You wish to field test a career education curriculum, develop the agreement with considerations of number of students served, faculty, equipment and community needed.
- c. You are developing a professional handbook for use by educators in your field: include time, writers, printers, and scope of the handbook.
- d. You wish to develop an in-service career week for teachers in various fields--you develop the objectives, salaries, time, etc. needed.
- e. You wish to develop a special education career program: include the type of student, money and facilities needed as well as personnel etc. needed to accomplish the task.
(Disadvantaged or Handicapped)
- f. You are developing some "software" and "hardware" for a particular curriculum; write your proposal and include all necessary information.

A B C

Instructional Package 1.13

AREA: General Administrative

TITLE: Demonstrating Professional
Behavior

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
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Division of Vocational and Technical Education
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Contract Numbers PDT-B4-104
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AREA: General Administrative

PACKAGE TITLE: Demonstrating Professional Behavior

RATIONAL: As an educational leader, the vocational administrator must possess and demonstrate high ethical standards. By demonstrating his competence and moral leadership and by conducting himself in an irreproachable manner, the administrator reflects his commitment to the improvement and preservation of the public schools.

Ethical matters may be viewed as the standards of conduct which make up the basic professional and moral code for administrators. These issues are very important because the standards which are developed carry over into the community and society and are interpreted and judged by the lay public. While ethical standards are subject to interpretation and change, the moral and professional codes are largely unwritten and, in practice, the determination between right and wrong will be a difficult but critical decision for the vocational administrator.

COMPETENCY
STATEMENT:

The student will be able to demonstrate ethical judgments expected of a professional educational administrator of a vocational program.

INSTRUCTIONAL OBJECTIVES:

1. Given a hypothetical situation and the background data concerning a specific conflict situation, the student will indicate and defend an outlined course of action to be followed by the administrator which is fair and impartial, respectful of the worth of the individual, and, professionally courteous. The fairness, impartiality, respectfulness and courteousness of the course of action will be judged by two peers and a designated instructor.

2. The student will list in writing with justifications how the following goals contribute to the professional growth and development of the administrator and the school district.
 - a. attendance at seminars and conferences;
 - b. encouragement of staff to attend appropriate professional meetings;
 - c. utilization of relevant research findings;
 - d. participation in administrator's professional organizations on the state and national levels;
 - e. enrollment in and successful completion of advanced graduate courses;
 - f. contribution to professional publications.

These justifications will be rated by a peer and a designated instructor.

3. The student will demonstrate knowledge of professional organizations for administrators by listing three such organizations as well as these organizations' major emphases, goals and functions. He will also state the names of the professional publications for each of the three organizations.

4. The student will design an evaluation form which could be utilized by staff members in appraising the professional behavior of the administrator.*

*The staff will not necessarily evaluate the administrator. Having the student complete this activity will encourage him to think and focus on how his conduct impresses others.

PRE-ASSESSMENT:

1. You are an administrator in a school district which has one high school serving 2,000 students. The ethnic breakdown of the student body is 60% white, 30% black and 10% Spanish. Black parents have approached you charging that the consumer education course is being taught from a white, middle-class approach and does not prepare black children to deal with the life style which will continue to face them as members of the black community.

Demonstrating professional behaviors and attitudes, identify at least 6 factors which should be given consideration and give a rationale as to why these factors should be considered.

2. A. List three professional organizations primarily open to administrators.
 - 1.
 - 2.
 - 3.
 - B. What professional publication(s) can you expect to receive as a member of each organization listed in A?
 - C. What are the benefits and/or assistance rendered by each organization listed in A?
 - D. What is the major emphasis and function of each organization listed in A?
 - E. To facilitate your professional growth, which of the three organizations would you join first and why? Which second and why? Which third and why?
3. State University, located 30 miles east of your school district, has sent a notice that it plans to offer a series of four career education workshops (non-credit) each Saturday during the month of March which are open to all educators. Noted authorities in this field will be participants in the workshops. The registration fee is \$3.00 for each workshop session. If planning to attend all four sessions, the advanced registration fee is \$10.00. State in writing why and how you, as principal of your high school, would encourage (or would not encourage) or persuade members of your faculty to attend the four workshop sessions. How would you select the faculty members you wished would attend? What criteria would you use?

4. From a list of statements included in this package, select those which you consider should be included on an evaluation of administrator form which could be given to faculty. Write a rationale for including each statement selected. If you have additional statements of your own which you feel should be included, list them and state your rationale for including them. This form must include at least ten variables and a continuum for each.

POSSIBLE LEARNING ACTIVITIES:

1. Read the Code of Ethics adopted by the Illinois Association of School Administrators.
2. Enroll in, and satisfactorily complete, a course dealing with human relations.
3. Participate in and complete an administrative internship program.
4. View and/or participate in a video taped roleplaying situation involving an administrator demonstrating facets of professional, ethical behavior.

SUPPLEMENTAL INFORMATION

List of Possible Statements for Faculty Evaluation of an Administrator

1. The administrator has a good appearance.
2. The administrator has a good educational background.
3. The administrator has physical strength or stamina.
4. The administrator refrains from smoking or drinking in public.
5. The administrator has reliable attendance and punctuality.
6. The administrator communicates effectively with staff and faculty.
7. The administrator demonstrates good public relations skills.
8. The administrator has a calm temperament.
9. The administrator is persuasive, enthusiastic, and aggressive.
10. The administrator has the ability to listen, plan and organize effectively.
11. The administrator has the ability to supervise others in a professional manner.
12. The administrator is an educational leader in the school and community.
13. The administrator has the ability to socialize well in all situations.
14. The administrator readily provides work records and information about the school's employees and/or students to interested parties.
15. The administrator creates a team where morale and efficiency are high.
16. The administrator always expects more from his staff and faculty than the basic.
17. The administrator is open to change and innovation.

18. The administrator is anxious to bring new faculty into the school who have fresh ideas.
19. The administrator effectively promotes employees and faculty from within the system.
20. The administrator recognizes that loyal employees and faculty deserve first consideration and should be rewarded with promotions and pay raises.
21. The administrator is honest and fair in his dealings with faculty and staff.
22. The administrator provides for evaluations and improvements in curriculum and teaching.
23. The administrator is an effective classroom teacher.
24. The administrator handles students and student problems effectively.
25. The administrator is a member of a professional administrative organization.
26. The administrator does not favor collective bargaining for faculty.
27. The effective administrator encourages his faculty to grow professionally--release time, research funding and publication, support and backing, etc.
28. The administrator recruits and hires competent, effective teachers.
29. The administrator does all he can to retain excellent teaching staff.
30. The administrator budgets well for equipment, teaching materials, facilities, etc.

PROFICIENCY TEST:

1. Respond to a number of critical incidents (either a video tape, an audio tape, a role playing situation) in a manner which demonstrates principles of ethics and professional standards. (This should be done before a jury of at least 2 students and one instructor.)
 - a. Fight between black and white student;
 - b. Teacher complaint of noise in adjoining classroom;
 - c. Parent complaint that a teacher is a homosexual;
 - d. Board member asks you to hire his daughter as a teacher;
 - e. Teacher accused of making advances at student;
 - f. Student of opposite sex makes advances to you in order to have a grade changed;
 - g. Teacher preaches his religion in the classroom;
 - h. Female teacher wears very short skirts;
 - i. Star basketball player caught cheating before the big game;
 - j. Parent complains that son was slapped by teacher.

2. From a list of statements included in this package, select those which you consider should be included on an "Evaluation-of-Administrator" form, which could be given to faculty. Write a rationale for including each statement selected. If you have additional statements of your own which you feel should be included, list them and state your rationale for including them. This form must include at least ten variables and a continuum for each.

PROGRAM PLANNING

AREA 2

- 2.01 Using External Resources (DVTE)
- 2.02 Meeting Program Approval Budget Requirements
- 2.03 Planning, Programming Budgeting Systems (PPBS)
- 2.04 Preparing the One and Five Year Plan
- 2.05 Implementing Career Education Programs
- 2.06 Evaluating Programs
- 2.07 Constructing Vocational Surveys
- 2.08 Establishing Cooperative Programs

A B C

Instructional Package 2.01

AREA: Program Planning

TITLE: Using External Resources

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
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(0674)

AREA: Program Planning

PACKAGE TITLE: Using External Resources

RATIONALE: In the course of developing vocational programs and budgets, it is necessary to consult with the staff of the Illinois Division of Vocational and Technical Education (DVTE). Through its many divisions, the DVTE offers a variety of technical assistance and problem-solving services. It is therefore appropriate for the vocational administrator to have a working knowledge of the DVTE's functions and office organization.

COMPETENCY STATEMENT: Given a specific situation concerning the development and delivery of vocational programs, the vocational administrator will be able to identify the type of assistance needed and from which units of the DVTE the assistance can be received.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to identify the seven operating units of the State DVTE as detailed in "State DVTE Office and Unit Description" or "Organizational Structure: Unit Role and Function."
2. The student will be able to determine which unit(s) of the State DVTE would be consulted for specific program and budget development concerns. When presented with a list of problems, the student must select the primary DVTE unit that is prepared to give assistance. (80% minimum criteria)
3. The student will be able to explain the role and function of the units of the State DVTE as stated in, "Organizational Structure: Unit Role and Function."
4. The student will be able to indicate the points in the development of a reimbursable vocational program or budget where consultation with the State DVTE is required and/or desirable.

PRE-ASSESSMENT:

1. Identify the seven operating units of the State DVTE.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.

2. Using the letter to the left of the units you listed above, indicate the unit(s) you would refer to for assistance in each of the following cases:
 - ___ 1. You need help in developing a one and five year plan.
 - ___ 2. You are having trouble determining the level of funding a certain program is reimbursable for.
 - ___ 3. You need assistance in preparing the documents of an on-site evaluation.
 - ___ 4. There is a question of your compliance with occupational and safety codes prescribed by state and federal legislation.
 - ___ 5. You are considering applying for Manpower Development and Training Act money for a special vocational program.
 - ___ 6. Through a community survey, you find a number of drop-outs and you have elected to pursue the development of a program specifically for this kind of clientele.
 - ___ 7. You wish to design an occupational survey for the identification of future program needs. Which unit would you consult for assistance in the construction of this survey?
 - ___ 8. You have been asked by your superintendent and your school board to do a review of the literature in vocational education prior to submitting a proposed plan for a vocational program to the board. The board is specifically interested in a national review of programs in vocational education. You are particularly interested in those unit(s) that can directly provide this service or provide referral service.

- 9. You wish to establish an in-service training program for the teachers in your vocational center. You particularly want unit(s) that will provide assistance in the development and review of your in-service program.
- 10. There is a question about the reimbursability of some equipment.
3. Describe the role and function of the seven units of the State DVTE in the development and funding of vocational programs.
4. Indicate at what points in the development of the vocational program and budget, consultation with the State DVTE is required and/or advisable.

POSSIBLE LEARNING ACTIVITIES:

1. Attend a lecture or view the ABC videotape on Using the State DVTE.
2. Attend the State DVTE workshops or other information meetings dealing with the use, role and function of the agency.
3. Read the following State DVTE resource publications:
 - a. "State DVTE Office and Unit Description," Form No. DO-2000. State of Illinois, Division of Vocational and Technical Education. July 11, 1973 or the latest edition.
 - b. "Organizational Structure: Unit Role and Function," State of Illinois, Division of Vocational and Technical Education.
4. Consult with vocational administrators about their use of the State DVTE for technical and problem-solving assistance.

PROFICIENCY TEST:

1. Identify the seven operating units of the State DVTE.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.

2. Using the letter to the left of the units you listed above, indicate the unit(s) you would refer to for assistance in each of the following cases:

- 1. You are considering a contract for a local community college to provide instructional and facilities services for your vocational program. This contract needs review, who do you consult?
- 2. You are in the process of developing an informational profile of the vocational needs of your community for the future development of your vocational program.
- 3. You have terminated a program that no longer has a need for graduates in your area. The classroom equipment used in this program needs to be disposed of.
- 4. You have identified the need for a program in nuclear technology. Preliminary investigation shows this to be an expensive and unique undertaking. Which unit(s) would you contact to explore the possibility of obtaining funding for a pilot program in this new area?
- 5. You have agreed to develop a program for the sightless in cooperation with other agencies and wish to receive assistance in the development of such a program.
- 6. According to a state regulation, a course in consumer education is mandatory at the secondary level. Which unit(s) would you consult for assistance in developing this course?
- 7. Your industrial education department would like to develop an innovative exploratory program for ninth graders. They want to know if funds are available for th's process.

- ___ 8. You need assistance in preparing the documents in preparation for the third phase of the 3 Phase Evaluation System.
 - ___ 9. You want help in developing a community survey.
 - ___ 10. You need information concerning the availability of funds for the expansion of four vocational facilities.
3. Choose one of the situation statements below and give a detailed response.

SITUATION STATEMENT ONE

Top level administrators from three adjacent unit school districts have agreed to explore the possibility of setting up an area vocational center. You have been asked to give them sources where they might obtain information on the establishment and operation of such a center. Your administrator has asked you to detail specifically what kinds of help can be obtained from the State DVTE.

SITUATION STATEMENT TWO

Your superintendent has recently been named to the position of "Director of Vocational Education." He has asked you to describe the role, function and operating units of the State DVTE. Specifically what will you provide to the superintendent as far as the units of the State DVTE and their function(s)?

SITUATION STATEMENT THREE

You have been asked to conduct an in-service training presentation on the State DVTE. Your remarks, by prior request, must include descriptions and functions of the DVTE's operating units. Indicate below the units and their functions.

A B C

Instructional Package 2.02

AREA: Program Planning

TITLE: Meeting Program Approval
Requirements

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
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(0674)

AREA: Program Planning

PACKAGE TITLE: Meeting Program Approval Requirements

RATIONALE: Funding for vocational programs at the state and local level are determined by program priority and reimbursement guidelines or regulations established by federal and state agencies. These guidelines and regulations effect the type and funding levels for vocational programs offered in the local school districts. An ability to understand and manipulate the local vocational center programs consistent with local needs and the guidelines and regulations will permit the vocational administrator to obtain maximum funding for the vocational programs being offered.

COMPETENCY
STATEMENT:

The vocational administrator will be able to explain program priority and reimbursement guidelines and regulations.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to explain the role, function and financial implications of the program priority and reimbursement system.
2. The student will be able to assign the appropriate priority classification to a set of ten programs.
3. The student will be able to determine and calculate the reimbursement claim amounts for a set of ten items.
4. The student will be able to determine and calculate a selection of programs and reimbursement claims that will obtain the maximum amount of funding permissible under the appropriate guidelines and regulations.

NOTE: For items 2-4, the student will be permitted to use any state DVTE or other information sources that will aid in proper priority and reimbursement calculation.

PRE-ASSESSMENT:

1. Using any appropriate State DVTE or OSPI publications or notes and given a set of ten alternative vocational programs and need statements, determine the program priorities for each.
2. Using any appropriate State DVTE or OSPI publications or notes and given a set of ten items, determine which items are reimbursable and at what rates.
3. Explain the role, function and financial implications of program priorities and reimbursement for the development of the local program.

POSSIBLE LEARNING ACTIVITIES:

1. Attend a lecture or view the ABC video tape on reimbursement.
2. Attend State DVTE workshops or other information meetings dealing with reimbursement or related matters.
3. Consult with staff members of the State DVTE Program Approval and Evaluation Unit.
4. Read the following State DVTE resource publications:
 - a. "Priority Listing of Program and/or Courses for FY 1973 Funding", Illinois Division of Vocational and Technical Education, July 21, 1972, or latest edition.
 - b. "Criteria for Program Approval and Financial Support", State Board of Vocational Education, Bulletin No. 4-672, July 1973, or latest edition.
5. Enroll in Educational Administration 479 or 586 (ISU).

PROFICIENCY TEST:

1. Determine the program priority rankings for a set of ten vocational program and need statements.
2. Determine which of the ten items are reimbursable and at what rates.
3. Explain the role, the function and financial implication of program priority and reimbursement system for the development of the local program.

NOTE: For questions one and two, the ten items will be provided by the project staff at the time of the test. You may use any appropriate State DVTE or OSPI publications or notes for completing questions one and two.

A B C

Instructional Package 2.03

AREA: Program Planning

TITLE: Planning Programming
Budgeting Systems
PPBS

Administration by Competency Project

Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
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Contract Numbers PDT-B4-104
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(0674)

AREA: Program Planning

PACKAGE TITLE: Planning Programming Budgeting Systems
PPBS

RATIONALE: The development of Planning Programming Budgeting Systems at the federal and state level has begun to extend to local school systems. The basic goal of the Planning Programming Budgeting System is to improve the education decision-making process. Thus it is desirable for everyone who has an interest in education to gain an understanding of the concepts and procedures of the systems approach to planning and budgeting.

COMPETENCY
STATEMENT:

The vocational administrator will apply the operating principles and explain implementing strategies for a Planning Programming Budgeting System that provides for:

- a. Development of program goals, objectives and alternatives for the vocational programs offered.
- b. Development of program cost figures for each program need area.
- c. Continual goal, objectives and fiscal needs review and modification.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to identify and explain the four principle components of a Planning, Programming Budgeting System.
2. The student will be able to differentiate between Planning, Programming Budgeting System and performance, line item, and object function budgeting.
3. The student will be able to define and explain the relationship of the following terms to a Planning, Programming Budgeting System:
 - a. Unit cost analysis
 - b. Cost prorating
 - c. Cost center analysis
 - d. Goal and objective formation
4. Using a set of vocational programs and need descriptions, the student will be able to develop a budget that applies the four components of a Planning, Programming Budgeting System.

PRE-ASSESSMENT:

1. Identify and explain the four principle components of a Planning, Programming Budgeting System.
2. Define and explain the differences between a Planning Programming Budgeting System and performance, line item, and object function budgeting.
3. Define, explain, and give one example that shows you understand the relationship of the following terms to a Planning, Programming Budgeting System:
 - a. Unit cost analysis
 - b. Cost prorating
 - c. Cost center analysis
 - d. Goal and objective formation
4. Using a set of vocational programs and descriptions of the program needs, develop a budget that applies the four components of a Planning, Programming Budgeting System.

POSSIBLE LEARNING ACTIVITIES:

1. Attend the lecture or view the ABC video tape package on Planning Programming Budgeting Systems.
2. Attend information meeting dealing with Planning Programming Budgeting Systems.
3. Successful completion of Educational Administration 479 (ISU) and certification by the instructor that the student has met the competency requirements outlined above.
4. Read the following resource publications:
 - a. Burkhead, Jesse. Government Budgeting. New York: John Wiley and Sons, Inc., 1967. Chapters 5-9, pp. 110-212.
 - b. McGivney, Joseph H. and Hedges, Robert E. An Introduction to PPBS. Columbus, Ohio: Charles E. Merrill, 1972. pp. 31-135.

PROFICIENCY TEST:

1. Identify the four principle components of a Planning, Programming Budgeting System (PPBS).

Explain the operations of and interrelationships between each of the four components.

2. Define and explain the principle differences between PPBS and
 - a. Performance
 - b. Line item budgeting
 - c. Object-function budgeting

3. Define and explain each of the following terms:
 - a. Unit cost analysis
 - b. Cost prorating
 - c. Cost center analysis
 - d. Goal and objective formation

Explain the relationship of each of the terms noted above as it relates to PPBS.

4. Prepare a budget that applies the four components of PPBS. You may use budgetary information drawn from your internship or evaluation team assignment. Your budget must provide for all programs and costs of the vocational center you use for your budgetary data.

A B C

Instructional Package 2.04

AREA: Program Planning

TITLE: Preparing the One and
Five Year Plan

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
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AREA: Program Planning

PACKAGE TITLE: Preparing the One and Five Year Plan

RATIONALE: The Division of Vocational and Technical Education requires each area center or school having a reimbursable program to submit annually a one and five year plan. The purpose of these plans is to help the vocational administrator in planning for the next year and for projecting programs for five years. An essential part of program planning is to provide a sequence of courses that will meet the vocational needs of all students equipping them with entry-level qualifications and skills. Therefore, the vocational administrator must be knowledgeable in the preparation of the one and five year plans.

COMPETENCY STATEMENT: The vocational administrator will be able to write a one and five year plan.

INSTRUCTIONAL OBJECTIVES:

1. Given a "One and Five Year Plan," the "Guidelines and Format for Preparing Local District One and Five Year Plan for Occupational Education", and a checklist, the student will be able to:
 - a. determine whether or not each section of the Plan meets DVTE requirements;
 - b. list any missing components;
 - c. list the sources for the required information for each section, and
 - d. list information included in addition to the requirements.

2. Given a "One and Five Year Plan," the student will be able to write a strategy for involving the staff in the revision of the Plan for the current year. This strategy must show who would be involved in the preparation of each section. It should also explain the specific duties of each person assigned to each section.

3. The student will be able to develop a timeline for the preparation of a One and Five Year Plan. The timeline must include all major events from start through duplicating and mailing. It must show completion dates for each of the sections in the Plan.

PRE-ASSESSMENT:

1. Using the "One and Five Year Plan," the "Guidelines and Format for Preparing Local District One and Five Year Plan for Occupational Education," provided, complete the checklist provided.
2. Using the "One and Five Year Plan" provided, write a strategy for involving the staff in revision of the Plan for the current year.
3. Develop a timeline for the preparation of a One and Five Year Plan.

CHECKLIST FOR A ONE AND FIVE YEAR PLAN

Directions: Using the plan that has been given to you and Guidelines and Format for Preparing Local District One and Five Year Plan for Occupational Education, go through the Plan section by section completing the following:

SECTION A

1. Meets the minimum requirements of the DVTE Guidelines.
2. Does not meet minimum requirements.
List missing components.
 - a.
 - b.
 - c.
3. List source(s) of information for the following components:
 - a. Most recent equalized assessed valuation of school district.
 - b. Most recent assessed valuation per student.
 - c. Most recent tax rates.
 - d. Total estimated population of school district.
 - e. Expenditure per pupil (most recent).
4. List additional information that is included in this section and its source.
 - a.
 - b.
 - c.

SECTION B

1. Meets the minimum requirements of the DVTE Guidelines.
2. Does not meet the minimum requirements.
List missing components.
 - a.
 - b.
 - c.

3. List sources of information for the following components:
 - a. Number of students from your district which will be attending classes in other school districts covered by a joint agreement.
 - b. Number of students, if any, from private or parochial schools expected to enroll in proposed local program.
4. List additional information that is included in this section and its source.
 - a.
 - b.
 - c.

SECTION C

1. Meets the minimum requirements of the DVTE Guidelines.
2. Does not meet the minimum requirements.
List missing components.
 - a.
 - b.
 - c.
3. List the sources of information to answer the following questions.
 - a. What are the objectives of the district's total occupational program?
 - b. How will proposed district's occupational objectives meet the needs of all students?
 - c. What and how were school and community resources used in developing your program?
 - d. What are the ancillary and guidance services being provided to students in the occupational program?
 - e. How do you plan to evaluate the occupational program?
 - f. Personnel qualifications in relationship to occupational program assignment.
 - g. What program and/or curriculum improvements are proposed for the coming year?
 - h. Describe the activities proposed to improve program quality within five years.

4. List additional information that is included in this section and its source.
 - a.
 - b.
 - c.

SECTION D

1. — Meets the minimum requirements of the DVTE Guidelines.
2. — Does not meet minimum requirements.
List the missing components.
 - a.
 - b.
 - c.
3. List the sources of information for the following components. Using Form No. VE-4
 - a. O.E. Code No.
 - b. Estimated enrollments by individual courses.
 - c. Estimated number of students claimed as disadvantaged and handicapped.
 - d. Previous school year approval level.
4. For Form No. VE-5 list source of information for enrollment figures.

For Form No. VE-6 list source of information for enrollment figures.

For Form No. VE-7 list source of information for enrollment figures.

SECTION E

1. — Meets the minimum requirements of the DVTE Guidelines.
2. — Does not meet minimum requirements.
List missing components.
 - a.
 - b.
 - c.
3. What sources of information would you use to obtain the needed information for the long-range Plan for both credit and non-credit courses.

SECTION F

1. Meets the minimum requirements of the DVTE Guidelines.
2. Does not meet the minimum requirements.
List the missing components.
 - a.
 - b.
 - c.
3. List source of information you would use to determine per credit cost.

SECTION G

1. Meets the minimum requirements of the DVTE Guidelines.
2. Does not meet the minimum requirements.
List the missing components.
 - a.
 - b.
 - c.
3. List the source you would use to obtain last year's enrollment.
4. What records would be used to obtain the information needed for Table II.

SECTION H

1. Meets the minimum requirements of the DVTE Guidelines.
2. Does not meet minimum requirements.
List the missing components.
 - a.
 - b.
 - c.
3. List the necessary signatures.

POSSIBLE LEARNING ACTIVITIES:

1. Internship
2. IOCP Workshop
3. Attend a sub-regional workshop for an overview from DVTE as to what should be included in the plan.
4. Interview a person responsible for writing a Plan and find out his procedures for writing and compiling the needed materials.
5. Plan a Table of Contents for the One and Five Year Plan by reviewing plans from various schools and area centers. Follow the guidelines from DVTE.
6. Read: "Guidelines and Format for Preparing Local District One and Five Year Plan for Occupational Education." Division of Vocational and Technical Education. Bulletin No. 2-973.

PROFICIENCY TEST:

1. Using the "One and Five Year Plan," the "Guidelines and Format for Preparing Local District One and Five Year Plan for Occupational Education" provided, complete the checklist provided.
2. Using the "One and Five Year Plan" provided by instructor, write a strategy for involving the staff in revision of the Plan for the current year.
3. Develop a timeline for the preparation of a One and Five Year Plan.

A B C

Instructional Package 2.05

AREA: Program Planning

TITLE: Implementing Career
Education Programs

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
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AREA: Program Planning

PACKAGE TITLE: Implementing Career Education Programs

RATIONALE: The schools are being urged in various ways to adopt a pervasive commitment to the career development of all pupils through a well planned kindergarten through adult program. It is vital to the educational administrator to be knowledgeable insofar as career education concepts are concerned if such programs are to be successful.

COMPETENCY STATEMENT: The practicing administrator will be able to implement a long-range career education program, including an understanding of the philosophy, objectives, functions and operations of the local K-12 career education sequential program.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to identify in writing at least seven objectives of career education that are not specifically assigned to any one grade during a student's school life.
2. The student will be able to identify at least three concepts that should be introduced in each of the following grade levels. K-3, 4-6, 7-9, and 10-12.
3. The student will be able to design a sequential model for a total career development program K-14.
4. The student will be able to develop a plan for implementing a career education program for K-12 containing at least the following elements: philosophy, objectives, implementation and evaluation of that program.
5. The student will be able to define in writing the concept of career education, breaking it into its various components and sequential events. The definition must be similar to one found in current vocational education literature.
6. The student will be able to defend in writing the need for career education implementation in the public schools. This paper must include: the advantages of a career education program for students, faculty and the community along with the procedures for interfacing career education with existing instructional programs.

PRE-ASSESSMENT:

1. You are the administrator in a new school where career education is not understood or used. How would you implement the career education concept and curriculum? You may use outline form to illustrate your implementation procedures.
2. Design a model for career education development for a community that contains a K-12 unit district, a community college, and two major universities.
3. Below, in each of the four categories, list at least three concepts that should be introduced in those grades concerning career development.

A. K-3

1. _____
2. _____
3. _____
4. _____

B. 4-6

1. _____
2. _____
3. _____
4. _____

C. 7-9

1. _____
2. _____
3. _____
4. _____

D. 10-14

1. _____
2. _____
3. _____
4. _____

4. You, as administrator, are asked to present a speech on the "Purposes of Career Education in Public Schools" for the local PTA meeting. You have invited the school board to attend. This is your first and perhaps only chance to present the case for career education. Write a brief outline of your speech.

POSSIBLE LEARNING ACTIVITIES:

1. Enroll in a Career Education course.
2. Attend workshops on career education - IVA convention, etc.
3. View overhead transparencies - ABC project on career education.
4. Read:
 - a. "An Aid for Planning Programs in Career Education." Division of Vocational and Technical Education. Bulletin No. OCB-2000 4/473.
 - b. Hoyt, Evans, Macken and Mangus. Career Education: What it is and How to do it. Salt Lake City: Olympus Publishing Co., April, 1973.
5. Blueprint for Implementing Career Education. Sheboygan, Wisconsin. (Curriculum guide)

PROFICIENCY TEST:

1. Write at least seven objectives of career education that are not specifically assigned to any one grade during a student's life.
2. Identify at least three concepts that should be introduced in each of the following grade levels:

K-3 _____

4-6 _____

7-9 _____

10-12 _____

3. Present a sequential model for a total career development program K-14.
4. Write a rationale to be presented to a board of education for including career education in the public school. This paper must include:
 - a. a definition of career education;
 - b. the procedure for implementing career education in the elementary, junior high and senior high schools;
 - c. the advantages of a career education program for students, faculty and the community, and
 - d. the changes that will have to be made in existing programs.

SUPPLEMENTARY INFORMATION

Career Development Concepts (Checklist)

- K-3 An understanding and acceptance of self is important throughout life.
- K-3 Persons need to be recognized as having dignity and worth.
- K-3 Occupations exist for a purpose.
- K-3 There is a wide variety of careers which may be classified in several ways.
- K-3 Work means different things to different people.
- K-3 Education and work are inter-related.
- K-3 Individuals differ in their interest, abilities, attitudes and values.

- 4-6 Occupational supply and demand has an impact on career planning.
- 4-6 Job specialization creates interdependency.
- 4-6 Environment and individual potential interact to influence career development.
- 4-6 Occupations and life styles are inter-related.
- 4-6 Individuals can learn to perform adequately in a variety of occupations.
- 4-6 Career development requires a continuous and sequential series of choices.
- 4-6 Various groups and institutions influence the nature and structure of work.

- 7-9 Individuals are responsible for their career planning.
- 7-9 Job characteristics and individuals must be flexible in a changing society.

NOTE: Each concept is continued from the grade it is introduced.

Student Level and Career Curriculum Development

Primary K-3...

1. Value of work is being learned.
2. Sex roles behaviors are being formed.
3. Concept of self as a student, as boy or girl and as friend.
4. Independence to work within community group (school, church, etc.).
5. Dreaming - assume role of adult (occupational)
6. Role playing highly utilized.

4-6...

1. Self-image as "worker" emerges.
2. Occupational considerations are based on personal abilities, influence of parents, and capacities and encouragement of peers.
3. Selection of junior high courses becomes important to future occupational choices.
4. Career choices usually limited to stereotypes: (Girls, nurses, teachers; Boys enter one of the professions).
5. Expectations and hopes high, but not sure of themselves, expect to enter a less prestigious job.
6. "Acceptance of differences", "Consideration of others", "Recognition of responsibility"... important for self development.

7-9...

1. Career aspirations are singled out on basis of self concept.
2. Occupational preference are involved with sex role and symbols of society.
3. Occupational exploration based on interests even though interest patterns not well developed.
4. Occupational preference imitate adult world, desire to be as an adult ranks high.
5. Choices of careers are often unrealistic.
6. Personal pride in work develops.

10-12...

1. Exploration stage.
2. Interested in appraising abilities.
3. Choice of high school courses is vocationally relevant.
4. Occupational preference is an expression of the vocational self-concept.

5. Occupational considerations are based on needs, values and opportunities in addition to interest and capacities.
6. Near graduation, the individual realizes preferences are too subjective and adopts an instrumental attitude toward work, working conditions, training required and financial return are considered.

The following suggested objectives for students are not assigned a specific time in the student's life span: They may be observed and implemented as appropriate throughout his entire life.

1. To engage in self appraisal related to how people differ in skills, interests, and abilities and how these differences affect an individual's career development.
2. To express the degree of practice and knowledge that is essential to attain "skill" status.
3. To communicate the relationship and relevance of school to life and work.
4. To perceive work as a function of man's pride, identity and fulfilling the need for skillful and creative expression.
5. To gather information on a wide variety and a number of levels of occupations through both directly planned and unplanned exploration.
6. To exhibit tolerance for all types of work and the people who do them.
7. To plan and select sequential, occupational oriented experiences that contribute to a foundation for career planning suitable to his/her own individuality.
8. To investigate the future for all types of work.
9. To relate the influence and pressure of economic, cultural and political aspect of society in life and work.
10. To state the relationship of attitudes and personality factors (social, personal, emotional) to school and job success.

A B C

Instructional Package 2.06

AREA: Program Planning

TITLE: Evaluating Programs

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
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and
The State of Illinois
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AREA: Program Planning

PACKAGE TITLE: Establishing Program Evaluation Procedures

RATIONALE: The administrator must involve personnel, faculty and students in evaluation for program improvement. Evaluation may be viewed as an essential step in planning, implementing and improving occupational programs. Evaluation is a process—not an event. As a process, it continuously assesses programs for their strengths and weaknesses which in turn aids in determining a course of action to effectively reach stated goals and objectives.

COMPETENCY STATEMENT: For a given vocational education program, the vocational administrator will be able to continuously evaluate the program in terms of job markets, trends, students' interests, and initial and on-going costs.

INSTRUCTIONAL OBJECTIVES:

1. Given a school situation, the student will be able to develop a plan for course, program and multiple program evaluation for the purpose of starting a new program or improving an existing course or program. The plan must be explained and defended before a jury consisting of two students and a designated faculty member. This plan must include the timeline for conducting the evaluation activities, people involved (their role and function) in each activity and the procedure for securing and using data from (a) advisory committees, (b) former students, (c) students, (d) faculty, (e) employers of graduates, (f) manpower studies, and (g) cost analysis studies.
2. Given the description of a program, the student will be able to describe the services DVTE and other outside consultants can provide in evaluating the program.
3. The student will be able to describe the Three Phase System for Statewide Evaluation of Occupational Education Programs. This description must include the goal for each phase, the specific areas evaluated and the procedures used to accomplish the goals.

PRE-ASSESSMENT:

1. Using the information below, develop a plan for course, program and multiple occupational program evaluation for the purpose of starting a new program or improving an existing program. This plan must include a timeline for conducting the evaluation activities, the people involved in each activity (along with their role and function), and the procedures for securing and using data from (a) advisory committees, (b) former students, (c) students, (d) faculty, (e) employers, (f) manpower studies, and (g) cost analysis studies.

Area Vocational School: 23 programs; 500 students, 2 administrators; 28 teachers; 2 counselors.

School serves three high schools in a population center of 80,000 and seven small high schools in a rural Illinois area. Total Junior/Senior population of these ten schools is 2,500. The city has several large industries and many small light industries.

2. Describe the services DVTE and other outside consultants can provide in evaluating the programs in the Area Center described in question 1.
3. Describe the Three Phase System for Statewide Evaluation of Occupational Education programs. State the goal for each phase, the specific areas evaluated and the procedures used.

POSSIBLE LEARNING ACTIVITIES:

1. Participate on a State of Illinois DVTE Evaluation Team.
2. Read:
 - a. Burt, Samuel. "Use of Industry-Advisory Committees as a Technique for Evaluating Vocational and Technical Education Programs."
 - b. Examine the State of Illinois Division of Vocational and Technical Education's packet on the "Three Phase System for Statewide Evaluation of Occupational Education Programs."
3. Study the IOCP Manual #4, Occupational Program Evaluation.
4. Enroll in and successfully complete a course in Program Evaluation.

A B C

Instructional Package 2.07

AREA: Program Planning

TITLE: Constructing Vocational
Surveys

Administration by Competency Project

Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
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PROFICIENCY TEST:

1. Using the information below, develop a plan for course, program and multiple occupational program evaluation for the purpose of starting a new program or improving an existing program. This plan must include a timeline for conducting the evaluation activities, the people involved in each activity (along with their role and function), and the procedures for securing and using data from (a) advisory committees, (b) former students, (c) students, (d) faculty, (e) employers, (f) manpower studies, and (g) cost analysis studies.

Comprehensive High School with 1800 students, grades 10-12; 800 students are enrolled in 25 vocational programs. There is a vocational director, 1 vocational counselor and 30 vocational teachers. 89 students are in cooperative programs.

School is a suburban, industrial community in Chicago area.

2. Describe the services DVTE and other outside consultants can provide in evaluating the programs in the high school described in Question 1.
3. Describe the Three Phase System for Statewide Evaluation of Occupational Education Programs. State the goal for each phase, the specific areas evaluated and the procedures used.

AREA: Program Planning

PACKAGE TITLE: Constructing Vocational Surveys

RATIONALE: Much of our existing knowledge about career opportunities and education has come from studies of nationwide conditions and trends. This contribution to our understanding of career opportunities is of great value. However, data collected and generalized for national distribution do not portray local conditions and distinctive features.

Even though mobility has become a way of life in our technological society, approximately 50 percent of our young people depend on their own communities or areas for training and jobs. Therefore, an alert vocational administrator is concerned with ways in which he can supplement information about nationwide employment conditions and trends with descriptive data from student interests, and career and educational opportunities in local areas in the development of career programs.

COMPETENCY
STATEMENT:

The vocational administrator will be able to design, implement and evaluate a survey.

INSTRUCTIONAL OBJECTIVES:

1. Given an educational setting, the student will be able to prepare a document suitable to use in obtaining administrative approval to conduct a vocational survey. This document must include:
 - a. planning procedures;
 - b. purpose(s);
 - c. objectives;
 - d. data collection, tabulation and analysis procedures;
 - e. methods for presenting and using the results, and
 - f. cost factors.

2. Given the description of a school, the student will be able to devise a plan for the survey staff to follow in gathering information for program evaluation and/or implementation. This plan must include:
 - a. types of surveys to be used;
 - b. purpose for each survey;
 - c. position(s) responsible for designing each survey;
 - d. calendar of operation;
 - e. position(s) responsible for conducting each survey;
 - f. procedures for tabulating, analyzing and using data.The student must be able to defend the plan.

3. The student will be able to design a survey instrument which will:
 - a. provide the needed data;
 - b. take less than ten minutes to complete, and
 - c. be easy to tabulate.The student must be able to defend the survey design.

PRE-ASSESSMENT :

1. You are the new vocational director in the only high school in a city with a population of 63,000. The recent Three Phase Evaluation Report recommends that you greatly expand the Work Experience Program, and either change or expand the general home economics curriculum to include vocational preparation in personal and community service occupations. As the initial step in complying with the recommendations, you want to conduct one or two vocational surveys. Prepare a document that you could submit to the administration to receive approval to conduct the survey.

2. Using the description below, design a plan for the survey staff to follow in gathering information for program evaluation and/or implementation.
 - 600 students
 - 25 teachers
 - 21 programs
 - 1 director of counseling with assigned secretary
 - 15 participating schools with total Junior/Senior enrollment of 4,000

3. The administration wants to know if a specific program (select one: auto mechanics, D.E., dental assistant, agri-business or cosmetology) is successful. Design a survey instrument to gather data that will indicate the strengths and weaknesses of one of the above programs.

POSSIBLE LEARNING ACTIVITIES:

1. Read:

- a. IOCP Planning manuals 1.1.3.5 1.3.1 1.4.1 and 4.22
- b. "Guide for Cooperative Education" DVTE Bulletin 39-571, pp. 112-114.
- c. "State Plan" - DVTE, page 74, item 9.28.
- d. "Forecasting Manpower Needs." The Center for Business and Economic Research. Western Illinois University.

2. Contact:

- a. U.S. Bureau of Census
- b. U.S. Department of Labor
- c. Illinois Employment Service

PROFICIENCY TEST:

1. You are a department chairman in an area vocational center with a program that has 85 students and 5 other instructors. The recent Three Phase Evaluation Report is somewhat critical of the follow-up data and procedures in use in your school. Due to its size, your department was specifically mentioned. You are anxious to correct the situation. Prepare a document that you could submit to the administration to receive approval to conduct a follow-up study.
2. Using the description below, design a plan for the survey staff to follow in gathering information for program evaluation and/or implementation.

1000 students
50 teachers
13 programs
1 Director of Counseling with assigned secretary
2 Vocational counselors
12 participating schools with total Junior/Senior enrollment of 7,000

3. The administration wants to determine the success of a specific program (select one: electrician, D.C., L.P.N., food service or landscaping). Design a survey instrument to gather data that will indicate the strengths and weaknesses of one of the listed programs.

A B C

Instructional Package 2.08

AREA: Program Planning

TITLE: Cooperative Occupational
Programs

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
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and
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Division of Vocational and Technical Education
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AREA: Program Planning

PACKAGE TITLE: Cooperative Occupational Programs

RATIONALE: Without question, one of the greatest concerns about education today is the relevance of curriculum and instruction to the needs and aspirations of students. As a result, we have witnessed a tremendous infusion of innovative techniques into the system. Cooperative education is still recognized as one of the most beneficial instruction methods due to its relationship between classroom instruction and actual work experience. Consequently, as a vocational administrator you should be knowledgeable in the implementation, the control and the maintenance of cooperative programs.

COMPETENCY STATEMENT: Given the necessary data, the vocational administrator will be able to implement and maintain cooperative occupational education program(s) as dictated by DVTE Guidelines.

INSTRUCTIONAL OBJECTIVES:

1. Given an educational setting, the student will be able to formulate an organizational plan that shows the interrelationship of the various components of a cooperative program. This plan must contain at least seven components, i.e., teacher-coordinator, training sponsor, advisory council or committee, classroom instruction, on-the-job experiences, youth organizations, instructional programs, etc.
2. The student will be able to write the purposes and identify the similarities and differences of four basic types of cooperative occupational education programs. For a given situation he/she will also be able to select and justify the type of program that would best satisfy school and community needs.
3. The student will be able to indicate the qualifications a teacher coordinator must have to satisfy DVTE Guidelines.
4. The student will be able to define and describe the relationship between the elements which collectively produce a successful cooperative occupational education program. These must be in agreement with DVTE Guidelines.

PRE-ASSESSMENT :

1. Construct an organizational plan that shows the inter-relationship between at least seven components of a cooperative education program.
2. Identify and describe the four basic approaches to cooperative occupational education programs.
3. Describe at least five of the six requirements and qualifications that teacher coordinators must have and/or meet to satisfy DVTE Guidelines.
4. Define the following elements of a cooperative occupational education program. Then draw a diagram and/or explain the relationship between the elements. You may add elements to your diagram.
 - a. Teacher coordinator
 - b. Facilities
 - c. Simulation
 - d. Project
 - e. Classroom related instruction
 - f. Training plan
 - g. Sponsor
 - h. Work experience
 - i. Rotation

POSSIBLE LEARNING ACTIVITIES:

1. Read the following sources:
 - a. Illinois Articulated Guide for Cooperative Education.
 - b. Minnesota Guide for Cooperative Vocational Education.
 - c. E. Edward Harris, "Requirements for Office and Distributive Education Teacher-Coordinators."
 - d. Mason and Haines, Cooperative Occupational Education and Work Experience in the Curriculum.
 - e. Wray, Ralph D., "Resolving the Teacher-Coordinator's Dilemma", Journal of Business Education, Vol. XLIX, No. 1 (October 1973), pp. 17-19.
 - f. ERIC VT 012 906. "What School Administrators Should Know About Cooperative Vocational Education."
 - g. ERIC VT 014 964. "Planning Techniques for Local Programs of Vocational Education."
 - h. ERIC VT 012 905. "What Teacher-Coordinators Should Know About Cooperative Vocational Education."

2. Enroll and participate in a course in coordination techniques, such as Business Education 380, Cooperative Programs (ISU).

PROFICIENCY TEST:

1. Construct an organizational plan that contains at least seven elements and shows the interrelationship between these components.
2. Name the cooperative plan or plans which would best satisfy the following situations. Justify each answer.
 - a. Rural school district with limited training stations.
 - b. Metropolitan school district with unlimited training stations.
 - c. Inner-city with high drop-out and truancy.
 - d. Freshmen and sophomores seeking work experience.
 - e. A very heavy manufacturing district.
 - f. A suburban district with many shopping centers and light industry.
3. As the district's vocational administrator, you have been approached by a math teacher who is applying for a teacher-coordinator position in your district. What qualifications or requirements must he be made aware of before he can successfully transfer from his math position to the role of teacher-coordinator?
4. You are the new vocational administrator in a school district which is contemplating adding cooperative programs. The local Chamber of Commerce has asked you to speak about this possibility at a noon luncheon. What specific elements of any cooperative program should you mention in your speech in order to explain the concept of cooperative education? Define each of the elements so a lay person could easily understand their meaning and their relationship to one another.

PERSONNEL

AREA 3

- 3.01 Developing Job Descriptions
- 3.02 Ranking Candidates
- 3.03 Interviewing and Hiring
- 3.04 Orienting Staff
- 3.05 In-Service Training
- 3.06 Evaluating Instruction
- 3.07 Identifying Legal Requirements
 for Personnel Dismissal
- 3.08 Resolving Grievances

A B C

Instructional Package 3.01

AREA: Personnel

TITLE: Developing Job Description

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
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AREA: Personnel

PACKAGE TITLE: Developing Job Description

RATIONALE: A vocational administrator in his task of selecting staff must write clear, informative, and comprehensive job descriptions so that:

1. A new employee knows what he is to do (tasks and/or functions) and to whom he is to report (chain of command).
2. Job descriptions may be updated to meet the ever-changing needs of each school system.
3. The employer and employees and all other concerned people know the relationship of their jobs to the total system.
4. In order to match prospective employees with positions available and current employees with the tasks to be completed.
5. He will inform the appropriate sources from which applications will be taken of the need for such employees (communication to the external world).
6. Evaluation of the employees will be done according to how well the employee is doing his job as outlined by the job description.

COMPETENCY
STATEMENT:

The vocational education administrator will prepare and/or update job descriptions covering the responsibilities, qualifications and salary information for professional staff and support staff positions. This will include a follow-up to insure that job descriptions actually match job duties, requirements, and training.

INSTRUCTIONAL OBJECTIVES:

1. Given a number of positions in a vocational program, the student will be able to list the tasks or duties within the position as well as the chain of command. The student will define in writing or verbally the tasks or duties of each position and then draw an organization chart showing the relationship of each position.
2. Given a number of vitae, the student will be able to choose those candidates that qualify to fill the position according to organization requirements and qualifications of candidates.
3. Given hypothetical situations requiring the hiring of a certain number of people, the student will list three external sources for each that he should communicate with in order to alert candidates of the vacancies.
4. In evaluating current employees, the student will be able to compare the job being done with the job description, and revise the job description as needed. This will be assessed by a designated instructor.

PRE-ASSESSMENT:

1. Given the following positions: Superintendent, Area Vocational Center Director, Teacher in one of the five divisions, Vocational Guidance Counselor, Teacher Aide (Do not do your own area), write complete job descriptions including at least five tasks performed by each.
2. Indicate the relationship of each of the above in an organization chart.
3. Attached are a number of vitae and the following positions to fill:

Division Chairman of the Business Division;
Teacher to teach Typing, Shorthand, Office Practice;
Teacher Aide for Business Division.

Choose the best possible candidate to fill each position according to the requirements of the organization and qualifications of the candidates. Justify your answer.

4. The following positions need to be filled:

Teacher of Beauty Culture
Auto Mechanics Instructor
Division Chairman of Applied Science

List three different external sources the administrator should communicate with in an effort to alert prospective candidates for each of the job vacancies.

SITUATION FOR QUESTION #3

Our school has over 600 students attending. We are a moderately industrialized community with our major business, however, being farming. We have an adequate budget and desire quality in our education. We wish to experiment with some of the new teaching innovations, but lack the trained personnel. Due to retirements and resignations, we seek to replace some of our teaching and administrative personnel.

Positions to be filled: Division Chairman of the Business Division

Candidate #1

Born and raised in Chicago. Received B.S. in Business Ed. from Northern Illinois University. Received M.S. in Business Education from Illinois State University. Has taught 9 years, only 1 with you, with satisfactory evaluations. No administrative experience. Is married. 3 children and an active member in civic affairs. Is married to one of the school board's president's immediate family. Takes a very active role in state business education organizations. Spouse works for the State, in the OSPI office.

Candidate #2

Born and raised in Bloomington, Illinois. Received a B.S. in Business Education and M.S. in Business Education at Illinois State University. Had taught 2 years successfully prior to getting Master's. Active in business club affairs for students. Is married, no children. Spouse is an accountant. Has had 1 year of administrative experience, not with this school system.

Candidate #3

Born in Chicago, raised in New York City. Received a B.S. in Business Education and M.S. in Business Education from Syracuse University. Received an Ed.D. from University of Wisconsin, Madison. Has had no teaching experience other than student teaching--very favorable evaluation. Doctoral internship report was excellent. Candidate has done considerable research into the business areas, and is presently writing a book on typing methods. Not married.

Question #3 (cont'd)

Position to be filled: Teacher to teach Typing, Shorthand,
Office Practice

Candidate #1

Born and raised in Springfield, Illinois. -Received a B.S. in Business Education from Southern Illinois University. Worked as a salesclerk and bookkeeper for the last 3 years in high school. Attended an area vocational center for two years for office machines. Was a leader in all business clubs and activities in college. Likes to work with students interested in any business area. Does income tax work part-time. No teaching experience, but excellent student teaching reports. Is not married.

Candidate #2

Born and raised in Cairo, Illinois. Received B.S. in Business Education from Missouri School of Mines. Has taught 1 year in Marion, Illinois. Good evaluation. has worked extensively with Drop-Out programs for disadvantaged children. Is married, two children. Spouse works for Illinois Bell Telephone Company.

Candidate #3

Born in Germany and raised in Forge, South Dakota. B.S. in Business Education from University of Illinois; has 12 years of successful teaching in two different schools. Highly rated by all employers. Enjoys civic action groups. Divorced with one child.

Question #3 (cont'd)

Position to be filled: Teacher Aide for Business Division

Candidate #1

The candidate is an adult, attending the local junior college after 11 years of married life, for further education. Has had numerous vocational business courses in high school. The candidate would like to find out if teaching is the area she wants. The spouse works for the school system as an accountant. The candidate cannot be a full-time aide, due to other commitments.

Candidate #2

The candidate is a college junior majoring in business. The reason for the application is to have a paying part-time job and the experience. Has been an aide for one semester in another school system with satisfactory reports. Could be full time in the morning only. The candidate enjoys working with students.

Candidate #3

A high school graduate, married, with 3 children in college. Spouse works for the city. The candidate can work full time, but 3 days only a week. Does not have any real educational background but has been a successful business person for numerous years.

POSSIBLE LEARNING ACTIVITIES:

1. Study various one and five year plans for a Junior College, Vocational Area Center, Secondary Vocational Program and K-12 Career Awareness Programs. Using plans as guides brainstorm with a group of peers as to the major components that should be included in a job description. Discuss what sources should be contacted to inform candidates of the vacancies.
2. I.O.C.P. Activity Manual 3.7
3. Educational Administration 481--Administration and Organization of Schools (ISU).
4. Read: Illinois Office of the Superintendent of Public Instruction. The Certification of Professional Educational Personnel. Printed by the authority of the State of Illinois.

PROFICIENCY TEST:

1. Given the following positions:

Division Chairman	School Board Member
Lead Teacher	Principal
Custodian	

Write complete job descriptions including at least five tasks performed by each.

2. Indicate the relationship of each of the above in an organization chart.

3. Attached are a number of vitae and the following positions to fill:

Department Chairman of the Home Economics Department;
Teacher to teach Electronics, drafting and welding.

Choose the best possible candidate for each position according to the requirements of the organization and qualifications of the candidates. Justify your answer.

4. The following positions need to be filled:

Teacher of Nursing Aides
Aircraft Mechanics Teacher
Division Chairman of Applied Science

List the different external sources the administrator should communicate with in effort to alert prospective candidates of the job vacancies.

Question #3 (cont'd)

Requirements of the Organization: Must meet all state certifications; prefer experienced candidates, but will consider others. Applicants must be willing to do extracurricular work and partake in civic affairs to some extent.

Position to be filled: Teacher to teach electronics, drafting and welding.

Candidate #1

Born and raised in Joliet, Ill. B.S. and M.S. in Industrial Technology from Illinois State University. No teaching experience. Student teaching evaluations were above average. The candidate has extensive on-the-job training in the electronics and welding industries. Has worked for an industrial supply house for 15 years as the business manager. The candidate resigned from the position to take up a career in industrial education.

Candidate #2

A non-degree applicant. Candidate has 3 years of technical school in electronics and graphic illustration. Has 3 years experience as a radio-TV repairman. Has worked as an architect for a building construction firm for 2 years. The candidate has also worked for a ship building firm as an all-position welder for 1½ years. Candidate is married with two children. Spouse does not work.

Candidate #3

The candidate was raised in Urbana, Illinois, where a B.S. in Industrial Education was earned, followed by a M.S. in Industrial Technology at Illinois State University. Has taught for 5 years in a neighboring district. Was released from contract due to phasing-out of the teaching area. The candidate is divorced with 3 children. Former spouse is working for the city as a secretary.

Question #3 (cont'd)

Position to be filled: Department Chairman of the Home Ec.
Department

Candidate #1

Born and raised in Chicago. B.S. in Home Economics and M.S. in Home Ec. from Illinois State University. Received an Ed.D. from the University of Illinois. Has taught 16 years, and has been a department head for 9 years in another school system. Has extremely favorable evaluations. Spouse is retired. No children.

Candidate #2

Born and raised in Peru, Illinois. Received a B.S. in Home Ec. from Western Illinois University. Has taught 8 years in a nearby school system with very favorable reports. Has the advanced graduate courses for supervisor certification. (Level 1 endorsement) Is married, 2 children. Spouse works for the local telephone company.

Candidate #3

Born and raised in San Francisco, California. Received both a B.S. and M.S. in Home Ec. from the University of California, Berkeley. Has taught 2 years in California. Has no administrative experience. Has worked extensively with Head Start Programs and Drop-out Prevention Programs. Has a speciality of working with minority groups. Not married.

A B C

Instructional Package 3.02

AREA: Personnel

TITLE: Ranking Candidates

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
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AREA: Personnel

PACKAGE TITLE: Ranking Candidates

RATIONALE: Since any school system is only as strong as its instructional staff, it is imperative that the school administrator has the ability to critically and objectively screen and rank job applicants.

COMPETENCY STATEMENT: Given credentials and job descriptions, the vocational administrator will determine which candidates meet state certification requirements and the needs of the school system.

INSTRUCTIONAL OBJECTIVES:

1. Given a number of credentials and a specific job description, the prospective administrator will:
 - a. select all the applicants that meet the job description, and
 - b. rank the top candidate according to the criteria provided for the job.

2. Given five vitae and a job description, the student will rank and give a rationale for the rankings.

3. The student will be able to list state certification requirements for given positions, such as:
 - a. vocational area administrator;
 - b. secondary school teacher in a vocational area;
 - c. area coordinator.

PRE-ASSESSMENT:

1. Using the attached five sets of credentials and a specific job description, rank the applicants and justify this ranking.
2. Given the school code certification requirements and work experience requirements, what sources would you consult in hiring:
 - a. Superintendent
 - b. Counselor
 - c. Non-degree vocational teacher
 - d. Area director
 - e. Food Service personnel
3. Using a description of a school system and the job description for a position within the system as given in Question #1, list the:
 - a. academic requirements;
 - b. present and future needs; and
 - c. personal characteristics,that you would look for when screening applications for the given job description.

PRE-ASSESSMENT ATTACHMENT

Credentials and Job Description for Pre-assessment question #1

Job Description: General Industrial Arts

The teacher of General Industrial Arts will teach 2 basic classes of metals and 3 classes of basic woods. The teacher is expected to pull his own maintenance, prepare all reports, inventories and to submit supply requests when needed. His immediate supervisor is to be the department head, to whom all reports are to be submitted. The teacher will have, in addition to his teaching duties, the supervision of the North hall in the morning and is expected to sponsor the Industrial Arts Club and one other school extracurricular organization.

Applicant #1

Major: Industrial Arts; Minor: Driver's Education
Grade Point Average: 3.61
Experience: None
Student Teaching Report: Below Average Teacher

Course Work:

Industrial Arts for Elementary Teachers
Automotive Fundamentals
Principles of Accident Prevention
Graphic Communication
Energy and Power
Technical Drafting
Architectural Drafting
Wood Technology
General Metal Work
Electrical Technology

Applicant #2

Major: English; Minor: Industrial Arts
Grade Point Average: 2.6
Experience: None
Student Teaching Report: Very good teacher

Course Work:

Graphic Communications
Technical Drafting
General Metal Work
Energy and Power
Wood Technology
Electrical Technology

Applicant #3

Major: Physical Education; Minor: Industrial Arts
Grade Point Average: 2.7
Experience: None
Student Teaching Report: Very Good

Course Work:

Graphic Communications	Energy and Power
Technical Drafting	Wood Technology
General Metal Work	Electrical Technology
Machine Tool Technology I	Machine Tool Technology II
Welding Technology	

Applicant #4

Major: Industrial Arts Comprehensive
Grade Point Average: 2.0
Experience: None
Student Teaching Report: Average Teacher

Course Work:

Automotive Fundamentals	General Metal Work
Graphic Communication	Electrical Technology
Energy and Power	Welding Technology
Technical Drafting	Construction Technology
Wood Technology	Reinforced Plastics
Machine Tool Technology I	Machine Tool Technology II
Electrical Machinery	Applied Electronics
Architectural Drafting	General Shop

Applicant #5

Major: Industrial Arts; Minor: Geography
Grade Point Average: 2.8
Experience: 6 years
Teaching Evaluation: Good teacher

Course Work:

Graphic Communications	General Metal Work
Energy and Power	Electric Technology
Technical Drafting	General Shop
Wood Technology	Machine Tool Technology I
Construction Technology	

POSSIBLE LEARNING ACTIVITIES:

1. Read:

- a. Rausch, Irwin. Selecting Effective People. Cransford, New Jersey: Didactic Systems, Inc., 1970.
- b. Castetter, Wm. B. Personnel Function in Educational Administration. MacMillan Publishing Co., 1962.
- c. OSPI, "The Certification of Professional Educational Personnel," Printed by the authority of the State of Illinois.

2. Role play situation of an interview process for ranking candidates.

PROFICIENCY TEST:

1. In an industrialized city, you are the responsible administrator for preparing new job descriptions and updating current job descriptions for the high school. You are to prepare in one paragraph job descriptions for the following areas:
 - a. Teacher of vocational foods
 - b. Counselor for Career Education (vocational oriented)
 - c. Teacher of Agri-business
 - d. Teaching Aide in Industrial Arts (auto)
 - e. Supervisor--Department Head: Business

2. List all the requirements for state certification in the following areas:
 - a. non-degree vocational instructor
 - b. substitute teacher for a vocational subject
 - c. instructor: area vocational center
 - d. teaching aide: high school
 - e. guidance counselor--area vocational center

3. You are the administrator in charge of personnel in a school system. List what you would want (or require) in a vitae from a prospective job applicant and justify your reasoning. (Your answer is expected to be extensive.)

4. Based upon your criteria for Question #3, draw up a vitae with your own major and minor areas of professional education. You will use this vitae to apply for a job; the vitae will be evaluated on conciseness, accuracy, completeness and skill in organization.

5. Using the attached five sets of credentials and a specific job description, rank the applicants and justify this ranking.

PROFICIENCY ATTACHMENT:

Credentials, Job Description and School System Description
for Proficiency Question #5

Job Description:

The Agribusiness instructor is expected to teach 3 advanced classes in Agribusiness and to team-teach in 2 other General Agricultural classes. The teacher will have the responsibility of developing the course outlines for the 3 Agribusiness classes along with all software needed for the courses. Additionally, the agribusiness instructor is expected to pull his own maintenance, make all reports needed by the department chairman for his teaching area, and to co-sponsor the Future Farmers of America. No other extra-curricular responsibilities are included.

Description of the School System:

The school system is located in an industrial urban city, near Chicago. The population is average ethnically, with the majority of the city being middle-class to upper-middle class. The school system is a unit district, with 750 students in the high school. Each high school in the city serves as a feeder school into the local area vocational center.

Applicant Three

Major: Agricultural Education
Minor: Industrial Technology
Grade Point Average: 2.7
Experience: 3 years teaching at Maroa, Illinois
Teaching Evaluation: Very good teacher

Introduction to Agricultural Economics
Introduction to Agricultural Mechanics
Introduction to Plant Science
Soil Science
Introduction to Animal Science
Livestock Selection
Summer experience in Agricultural Education
Methods and Procedures in Agricultural Education
Farm Management
Agribusiness Operations
Grain and Soybean Production
Forage Crop Production
Agricultural Genetics
Dairy Science
Pork Production
Sheep Production
Beef Production
Livestock Health and Diseases
Artificial Insemination of Farm Animals
Meat Science

Applicant Four

Major: Industrial Technology in Education
Minor: Agricultural Science
Grade Point Average: 2.6
Experience: None
Student Teaching Evaluation: Superior

Introduction to Agricultural Economics
Introduction to Agricultural Mechanics
Introduction to Plant Science
Soil Science
Introduction to Animal Science
Farm Accounting
Grain and Soybean Production
Forage Crop Production
Grain Marketing
Soil Fertility and Fertilizers

Applicant Five

Major: Agricultural Education
Minor: Business Education
Grade Point Average: 3.1
Experience: Taught Agribusiness 2 years at
Decatur, Illinois. Worked in
parents agribusiness
Teaching Evaluation: Competent

Introduction to Agricultural Economics
Introduction to Agricultural Mechanics
Introduction to Plant Science
Soil Science
Introduction to Animal Science
Livestock Selection
Summer experience in Agricultural Education
Methods and Procedures for Agricultural Education
Agricultural Marketing
Agribusiness Operations
Soil and Water Conservation
Farm Management
Soil Fertility and Fertilizers

A B C

Instructional Package 3.03

AREA: Personnel

TITLE: Interviewing and Hiring

Administration by Competency Project

Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
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Division of Vocational and Technical Education
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AREA: Personnel

PACKAGE TITLE: Interviewing and Hiring

RATIONALE: The personal interview is one process by which the educational administrator screens new applicants. It is also used to provide feedback for the staff on a continuing individual basis. Consequently, it is important that the administrator is skillful in organizing and applying effective interviewing skills.

COMPETENCY
STATEMENT:

The vocational administrator will be able to demonstrate the following interviewing skills:

1. Respecting behavior
2. Questioning skills
3. Encouraging skills
4. Data gathering skills
5. Clarification skills
6. Feedback skills

These behaviors encompass factors such as:

1. Respect for the interviewee.
2. Comfortable and acceptable posture.
3. Appropriate seating arrangement.
4. Acceptable facial expressions and eye contact.
5. Lack of distracting mannerisms.
6. Questions that draw out the interviewee.
7. In-depth or follow-up questions to get all needed information on a particular point.
8. Open-ended questions.
9. Following behavior.
10. No cuing or leading behavior.
11. No threatening questions.
12. Non-judgment attitude.
13. Use of paraphrasing, restatement, perception checks, or summarizing to clarify.
14. Give the interviewee a chance to ask questions.
15. Appropriate conclusions, including procedure that will be followed, what notification will be made, and what the interviewee is expected to do if a position is offered.

INSTRUCTIONAL OBJECTIVES:

1. On a written exam, the student will be able to state two general purposes of interviewing, and provide and defend a rationale for the interviewing process.
2. The student will be able to skillfully conduct a ten minute selection interview which demonstrates:
 - a. respecting behavior,
 - b. questioning skills,
 - c. encouraging skills,
 - d. data gathering skills,
 - e. clarification skills, and
 - f. feedback skills.This interview should be video-taped and assessed by 2 peers and a designated instructor.
3. Given a set of credentials, the student will be able to prepare in writing, an interview guide stating at least five questions that will be used during the course of the interview.
4. Given video-taped or role playing interview situations, the student will be able to provide in writing a critique of the interviewer on the basis of a check list containing fifteen items.
5. In a role play or video-taped appraisal interview situation, the student will be able to demonstrate and identify five points which indicate good feedback skills.

PRE-ASSESSMENT:

1. In a role playing situation with another student, conduct a 10 minute selection interview which demonstrates good interviewing skills. (should be video-taped, if possible)
2. View a video-taped or role played interview of another student and assess it in terms of the attached check list.
3. In writing, list the six major skill areas of interviewing.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
4. Using the attached set of credentials, prepare an interview guide which includes ten questions and justify your questions.
5. Using a hypothetical situation, such as the one attached, conduct a five minute role playing (or video-taped) evaluation or appraisal interview which demonstrates good feedback skills.
6. Identify five feedback skills you used in the interview situation in Question #5 (should be viewed on video-tape).

SUPPLEMENTARY MATERIALS

Interviewing Check List

1. Respect for the interviewee.
2. Comfortable and acceptable posture.
3. Appropriate seating arrangement.
4. Acceptable facial expressions and eye contact.
5. Lack of distracting mannerisms.
6. Questions that draw out the interviewee.
7. In-depth or follow-up questions to get all needed information on a particular point.
8. Open-ended questions.
9. Following behavior.
10. No cuing or leading behavior.
11. No threatening questions.
12. Non-judgmental attitude.
13. Use of paraphrasing restatement, perception checks, or summarizing to clarify.
14. Giving the interviewee a chance to ask questions.
15. Appropriate conclusions, including procedure that will be followed, what notification will be made, and what the interviewee is expected to do if a position is offered.

Credentials for Question #4 of Pre-assessment

Job to Be Interviewed For: To teach beginning woods
and metals

Applicant

Born and raised in Chicago suburbs. In college participated in Thespians for 4 years, stage crew work for 4 years and the school debating team for 3 years. Enjoys working with students and putting on plays. Was the sponsor of the school's Drama Club for 3 years. Has authored a book on English Literature, circa 1758-1809. Builds own furniture. Resigned at the present teaching position to be closer to spouse's parents.

Major: English Minor: Industrial Arts
Grade Point Average: 2.6
Experience: 3 years teaching English
Teaching evaluation: Very good teacher

Course Work:

Graphic Communication
Energy and Power
Technical Drafting
Wood Technology
General Metal Work
Electrical Technology

Possible Situation for Question Number 5 of Pre-Assessment

A number of teachers (3) have complained to you that they believe or have seen students smoking in another teacher's classroom. This is against board policy. The teacher involved is a very dynamic liberal teacher. How would you handle this situation? . . . keeping in mind that you want to keep this teacher, but still have the board policies followed?

POSSIBLE LEARNING ACTIVITIES:

1. Read the booklet and view the videotape on Effective Interviewing Techniques, by Clayton Tomas, ISU, Department of Educational Administration.
2. Read alternative sources of information, such as:
 - a. Rausch, Erwin. Interviewing. Cranford, New Jersey: Didactic Systems, Inc., 1970.
 - b. Rausch, Erwin. Selecting Effective People. Cranford, New Jersey: Didactic Systems, Inc., 1970.
 - c. American Management Association, Inc. Effective Interviewing for the Supervisor. Cranford, New Jersey: Didactic Systems, Inc., 1965.
 - d. American Management Association, Inc. Basic Skills in Communication. Cranford, New Jersey: Didactic Systems, Inc., 1965.
 - e. IOCP Activity Manual 3.7
3. View pre-recorded interviews and critique using guidelines given.

PROFICIENCY TEST:

1. In a role playing situation with another student, conduct a ten minute selection interview which demonstrates good interviewing skills. (Should be video-taped, if possible)
2. View a video-taped or role played interview of another student and assess it in terms of the attached check list.
3. In writing, describe the six major skill areas of interviewing.
 - a. Respecting behavior
 - b. Questioning skills
 - c. Encouraging skills
 - d. Data gathering skills
 - e. Clarification skills
 - f. Feedback skills
4. Using the attached set of credentials, prepare an interview guide for each which includes ten questions and justify your questions.
5. Using a hypothetical situation such as the one attached, conduct a five minute role playing (or video-taped) evaluation or appraisal interview which demonstrates good feedback skills.

Credentials for Proficiency Test Question #4

Job to Be Interviewed For: Beginning Typing and
Accounting

Applicant Vitae

Born and raised in Springfield, Illinois. Worked as a sales clerk and bookkeeper last 3 years in high school. Attended an Area Vocational Center for two years for office machines. Was a leader in numerous business clubs and activities in college. Likes to work with students interested in any business education area. Hopes to become a department head in 4 or 5 years. Does income tax work part-time.

Professional Information:

Major: Business Education Minor: English
Grade Point Average: 3.2
Experience: None
Student Teaching Evaluation: Exceptional
 student teacher

Course Work:

Elementary Accounting I
Elementary Accounting II
Business Data Processing
Business Law I
Business Law II
Business Organization and Management
Marketing
Business Finance
Business and It's Environment
Typewriting
Problems in Office Production Typewriting
Decision-making for Consumers

Credentials for Proficiency Test Question #4

Job to Be Interviewed For: To teach beginning woods
and metals

Applicant Vitae

Born and raised in Rockford, Illinois. All-State athlete in football. Very active in high school and college sports. Also very active in the summer sports activity programs for elementary and high school students. Likes to make furniture and to do gunsmithing. Is a scout leader and is expert in campcraft.

Professional Information:

Major: Physical Education; Minor: Industrial
Grade Point Average: 2.7 Arts
Experience: None
Student Teaching Evaluation: Very Good

Course Work:

Graphic Communication
Energy and Power
Technical Drafting
Wood Technology
General Metal Work
Electrical Technology
Machine Tool Technology I
Machine Tool Technology II
Welding Technology

Possible Situation for Question #5 of Proficiency Test

A teacher was seen by two board members in the same tavern that they were in. Additionally, there were a number of high school seniors there (legally), but it is not known if they were with the teacher. The board feels that this is bad for school morale and wants you to stop it. The teaching evaluations that you have given this teacher have been poor.

Interviewing Check List

1. Respect for the interviewee.
2. Comfortable and acceptable posture.
3. Appropriate seating arrangement.
4. Acceptable facial expressions and eye contact.
5. Lack of distracting mannerisms.
6. Questions that draw out the interviewee.
7. In-depth or follow-up questions to get all needed information on a particular point.
8. Open-ended questions.
9. Following behavior.
10. No cuing or leading behavior.
11. No threatening questions.
12. Non-judgmental attitude.
13. Use of paraphrasing restatement, perception checks, or summarizing to clarify.
14. Giving the interviewee a chance to ask questions.
15. Appropriate conclusions, including procedure that will be followed, what notification will be made, and what the interviewee is expected to do if a position is offered.

A B C

Instructional Package 3.04

AREA: Personnel

TITLE: Orienting Staff

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
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(0674)

AREA: Personnel

PACKAGE TITLE: Orienting Staff

RATIONALE: Today's administrator is concerned with providing and maintaining the best possible professional staff. The staff will be increasingly effective as they become aware of the community needs, their particular duties and the school support services and personnel that are available to help them do a better job. The success of the administrator depends on the success of his/her staff.

COMPETENCY STATEMENT: The vocational administrator will be able to describe and defend an orientation process to use in orienting new staff to the job and to the community.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to identify materials and information that should be included in a staff orientation introduction packet.
2. The student will be able to identify ten topics that should be included in an orientation meeting.
3. The student will be able to identify six problems that are characteristic of new teachers and a possible strategy to solve each.
4. The student will be able to identify five support staff positions that new teachers should be acquainted with.
5. The student will be able to write and defend a rationale for an extensive orientation program for new staff members. Included in the rationale should be a justification for the use of orientation meetings and/or orientation packets and an identification of orientation procedures used for student teachers.

PRE-ASSESSMENT:

1. Identify five problems that are characteristic of new teachers.
2. Identify a possible solution for each of the above problems.
3. Given a vocational education institution with ten new teachers, three in food preparation, four in data processing, and three in health occupations and a staff of 86, prepare an agenda including a minimum of eight topics of primary concern for the new staff orientation meeting.
4. List four support staff that the new teachers should know.
5. Write and defend a rationale for an extensive orientation program then justify the use of orientation meetings before two students and one faculty member.

POSSIBLE LEARNING ACTIVITIES:

1. Read the following books:

- a. Carter, William; Hansen, Carl W.; and McKim, Margaret G. Learning to Teach in the Secondary School. New York, N. Y.: The Macmillan Co., 1962. 423 pp.
- b. Evaluative Criteria--1970 Edition. National Study of Secondary School Evaluation: American Council on Education, Washington, D.C., 1969. 356 pp.
- c. Keene, Melvin. Beginning Secondary School Teacher's Guide. New York, N. Y.: Harper and Row, 1969. 228 pp.
- d. Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Reardon Publishers, 1962. 60 pp.
- e. Sanders, Norris M. Classroom Questions: What Kinds? New York, N. Y.: Harper and Row, 1966. 176 pp.
- f. Trubowitz, Sidney. A Handbook for Teaching in the Ghetto School. Chicago, Ill.: Quadrangle Books, Inc., 1968. 175 pp.

2. Read the following newsletters:

- a. "Education Summary." Croft Educational Services, 100 Garfield Ave., New London, Conn. 06320.
- b. "Education Recaps." Educational Testing Service, Princeton, New Jersey. 08540.

3. Read the following pamphlets:

- a. "Motivation" (Carlos de Zafra, Jr., Gladys W. Balcom and Elizabeth B. Mitchell).
- b. "Classroom Personalities" (Emery Stoops, Russell E. Johnson and Owen Smith).
- c. "Understanding the Problem Child" (Louis E. Rath and Anna Porter Burrell).
- d. "A Handbook for the New Teacher" (Willard Abraham).
- e. "Are You a Good Teacher?" (William M. Alexander).
- f. "Homework: A Guide for Secondary School Teachers" (Harry Bard).

- g. "The Unified Curriculum: A Case Study, Grades 7-8"
(Joseph A. Butterweck).
 - h. "Case Studies in School Supervision"
(Barnard J. Everett).
 - i. "Using Committees in the Classroom"
(Louise E. Hock).
 - j. "Teaching Beginners to Read"
(Alice M. Meeker).
 - k. "First-Aid for Classroom Discipline Problems"
(Rolf E. Muuss).
 - l. "Teaching Study Habits and Skills"
(Ralph C. Preston).
 - m. "How to Evaluate Teachers and Teaching"
(Lester S. Vander Werf).
4. View Filmstrip:

Bassett, Tinker, Ives, and Park. Teacher Induction Program. By National Association of Secondary School Principals.

PROFICIENCY TEST:

1. Your school board has requested a written rationale concerning your inquiry to organize an orientation workshop for new staff. Include problems often faced by new teachers, possible solutions to those problems, support staff that new teachers should meet and know, and topics of discussion.

2. Given a vocational education institution with eight new teachers, 2 in auto mechanics, 3 in office practices, 1 in food preparation, 1 in woodworking and 1 counselor, and a staff of 62, prepare an agenda for a 3 day orientation program for the new staff. Integrate the areas mentioned in #1 above.

A B C

Instructional Package 3.05

AREA: Personnel

TITLE: In-Service Training

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
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(0674)

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AREA: Personnel

PACKAGE TITLE: In-Service Training

RATIONALE: The instructional staff exercises control over the quality of any program within the school. The achievement and degree of success of students in any school program are affected directly by school staff members and their degree of commitment to the program. One method which administrators use to increase the level of performance of faculty and staff is that of in-service training. Not only is in-service training an effective means of updating when used effectively, it is an effective method of developing a spirit of cooperative compliance in a group of individuals who grow to work together toward a common goal.

COMPETENCY STATEMENT:

The vocational administrator will be able to assess needs and develop goals and objectives for in-service training programs to meet these needs.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to define the terms pre-service education and in-service education. Definitions must be congruent with that found in current educational literature.
2. Given a description of a school, the student will be able to identify the situations which indicate a need for an in-service education program.
3. In a given problem situation, the student will be able to develop an in-service training program in outline form which includes:
 - a. an identification of the problem and a rationale for the in-service program;
 - b. specific objectives of the in-service program;
 - c. methods of involving staff in developing the in-service program;
 - d. techniques to be used to stimulate the interest of the staff in participating in the in-service program;
 - e. methods to be used in presenting the in-service programs, and
 - f. procedures to be used in evaluating the in-service program.

The outline will be assessed by a designated instructor and another student.

PRE-ASSESSMENT:

1. Define the terms pre-service education and in-service education.
2. Read the attached description then identify the situations which indicate a need for an in-service education program.
3. Choose one of the problems or situations from Question #2 and develop an in-service training program in outline form which includes:
 - a. an identification of the problem and a rationale for the in-service programs;
 - b. specific objectives of the in-service program;
 - c. methods of involving staff in developing the in-service program;
 - d. techniques to be used to stimulate the interest of the staff in participating in the in-service program;
 - e. methods to be used in presenting the in-service program;
 - f. procedures to be used in evaluating the in-service program.

Oakhill Community High School
High School District #00, Tyrone, Illinois
Dr. Ramone Bruns, Superintendent
Mr. Ronald Lee, Principal
Information for 1973-1974

School and Community

Oakhill Community High School is a 3 year comprehensive high school which opened in September of 1959. It has a modern, spacious physical plant and campus of 40 acres. Oakhill has an enrollment of approximately 2840 students for the school year of 1974-1975. It is accredited by the North Central Association of Secondary Schools and Colleges and by the University of Illinois.

The on-site visitation team for the Division of Vocational and Technical Education Three-Phase Evaluation System recently completed a review of this school and community. The school received high praise for its facilities and dedicated faculty. Only a few recommendations for improvement were made. One was in the area of performance objectives. Although most of the vocational courses had performance objectives, most academic areas had no written objectives. Further, in some of those courses that had objectives, there was no evidence that they were being used in the classroom.

Oakhill serves the communities of Tyrone, York Center, Oakbrook and parts of Elmhurst and Lombard. These are largely residential suburban communities with some light industry and are located about 20 miles west of Chicago.

Most students come from upper-middle class homes with both parents employed. This has been cited as one reason the school has a problem with drugs. It is estimated that 73.2% of the students have tried marijuana and 43.1% have tried hard drugs. 41% of the students say they use marijuana regularly. The regular use of hard drugs is unknown. These percentages have been going up each year for the last 4 years.

Guidance

Oakhill has a guidance staff of 8 regular counselors, 4 vocational counselors and one director of guidance. Students receive individual help with educational, vocational and personal planning. The department has also developed a computerized vocational and educational information system.

Faculty

The faculty is made up of 152 teachers. Of this number 92 hold the master's degree, 55 the bachelor's degree and 5

vocational teachers are provisionally certified. Most of the faculty live in the community and exhibit pride in this high school.

Curriculum

Oakhill offers a full program of courses in science, mathematics, foreign language, social studies, art, agriculture, business, home economics, industrial arts, music and physical education. In addition, two cooperative education programs enroll approximately 20 students each.

Students are required to arrange their courses in certain major-minor sequences and must pass three years of English, two years of social studies, one year of math and one year of science in order to graduate.

Standardized Test Results

During the 1974-1975 school year, 87 seniors took the College Board Scholastic Aptitude test. The mean verbal score for boys was 519--girls 535; the mean Math score for boys was 556--girls 560.

Based on 437 students who took the American College Test last year, the mean composite score for boys was 20.3 and 20.1 for girls.

Scholarship and Post High School Education

14 percent of the class of 1975 won scholarships. There are 13 students who received Letters of Commendation from the National Merit Scholarship Corporation, and 94 seniors qualified for scholarships under the Illinois State Commission Scholarship program. Of this graduating class, approximately 28% are attending four-year colleges, 24% are attending local community colleges, 4% are attending specialized and technical schools, and 22% have entered the job market. 5.9% of the students dropped out in their senior year.

Enrollment Data

152 teachers teach 742 sections with an average of 21.6 students in each section. The guidance department conducts a pre-enrollment activity. From this data the number of sections for each course is determined. In most cases the student's demand for specific courses can be met, with one exception. The auto mechanics area can handle only 42.4% of the students that indicate a desire to take auto mechanics courses.

POSSIBLE LEARNING ACTIVITIES:

1. Attend the lecture or view ABC slide program.
2. Read: Sergiovanni, Thomas J. and Carver, Fred D.
The New School Executive. New York: Dodd,
Mead and Co., 1973.
3. Applicable course work:
EDA 48 - Administration and Organization of Schools (ISU)
EDA 58 - Administration as a Science and as Art (ISU)
4. Administrative internship.

PROFICIENCY TEST:

1. Define the terms "pre-service" education and "in-service" education in no more than 10 words.
2. Identify five problems or situations which you felt indicated a need for an in-service education program in a school system in which you have taught.
3. Choose one of the problems or situations in Question #2 and develop an in-service training program in outline form which includes:
 - a. an identification of the problem and a rationale for the in-service program;
 - b. specific objectives of the in-service program;
 - c. methods of involving staff in developing the in-service program;
 - d. techniques to be used to stimulate the interest of the staff in participating in the in-service program;
 - e. methods to be used in presenting the in-service program;
 - f. procedures to be used in evaluating the in-service program.
4. Critically analyze a student-prepared in-service training program which will be provided by your instructor.

Cornfield Community High School
High School District #0, Soybean, Illinois
Mr. John Brown, Superintendent and Principal
Mr. Donald Ramon, Asst. Principal

School and Community

Cornfield High School is a four year comprehensive high school that has been the center of school and community since 1892. To accomodate consolidation and population growth, three major additions have been made to the original building. It is projected that within five years, the original section of the building either needs a major renovation or be replaced with new facilities.

The school presently has 692 students with an average of 173 in each grade level. It is accredited by the North Central Association of Secondary Schools and Colleges.

CHS serves a rural community with some light industry. Approximately 43% of the graduates leave the community upon graduation and never return to take up permanent residence. Although there are general home economics and typing courses, a recent DVTE Evaluation Team recommended that vocational programs in the areas of business and public and community service occupations be greatly expanded. They also recommended the initiation of a health occupations program and a cooperative education program.

Curriculum

Cornfield has offered a full program of courses in science, mathematics, social studies, art, agriculture, home economics, industrial arts, music and physical education. Students are required to take their courses in certain major-minor sequences and must pass three years of English, two of social studies, one year of math and one of science in order to graduate.

Faculty

The faculty has had only limited turnover. The average faculty member has been employed in the district for 15 years. Open high school positions are viewed by junior high teachers as "promotions" and the administration has filled most high school vacancies with personnel already employed in the district.

62% of the faculty have master's degrees and more than half of those were conferred prior to 1965. The remaining faculty have bachelor's degrees and are certified to teach their respective subject areas in the State of Illinois.

The faculty takes pride in being able to offer a good educational program with limited funds. They seldom request new books, equipment, supplies and AV materials.

Guidance

The high school has one guidance counselor who is responsible for scheduling students. She also gives students help with making post high school educational and vocational plans.

Students

About 40% of the students live on farms. Most of the others live in middle class homes in the town of Soybean. The teachers, parents are becoming quite concerned about student dress and appearance. Some of the boys are wearing their hair over their ears while some of the girls are not "dressing like ladies." Another concern is in the area of "drop-outs." Ten years ago, "drop-outs" were non-existent, but there has been a gradual increase over the past five years.

Five percent of the class of 1975 won scholarships. Two students received Letters of Commendation from the National Merit Scholarship Corporation. Of the graduating class, 25% are attending four year colleges. 23% are attending community colleges in neighboring cities, and the remaining have entered the job market or have become homemakers.

A B C

Instructional Package 3.06

AREA: Personnel

TITLE: Evaluating Instruction

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: Personnel

PACKAGE TITLE: Evaluating Instruction

RATIONALE: With the emphasis today on accountability and improvement in the teaching process, administrators need to know how to establish and carry out a program of teacher evaluation. This program should provide for evaluation of the staff for tenure purposes and for the improvement of the instructional process.

COMPETENCY
STATEMENT:

In a given teaching situation, the vocational administrator will be able to analyze the instruction using (1) a check list type evaluation instrument, and (2) interaction analysis (where applicable). In any given situation, the vocational administrator will be able to list:

1. Strengths of the instruction
2. Weaknesses of the instruction
3. Suggestions for improvement

The vocational administrator will be able to identify the various kinds of evaluation instruments and state the situation in which each will be used.

INSTRUCTIONAL OBJECTIVES:

1. Given a video taped simulated or real example of teaching, the student will be able to analyze the teaching behavior.
2. Given a simulated situation, the student will be able to describe a process for the development of a teacher evaluation instrument using faculty and administrators.
3. Given a simulated situation, the student will be able to describe a method to implement a program of teacher evaluation into an institution.
4. The student will be able to build a hierarchy of Bloom's Cognitive Domain and describe each level.
5. The student will be able to state the ten divisions of Flanders Interaction Analysis.
6. The student will be able to describe one other evaluation instrument.
7. The student will be able to evaluate instruction in terms of student learning.

NOTE: These objectives are to be completed to the satisfaction of a designated faculty member.

PRE-ASSESSMENT:

1. List two different types of teaching evaluation instruments or techniques.
 - a.
 - b.
2. Describe the procedures you would use to build a teacher evaluation instrument.
3. List four major areas you would include in the instrument.
 - a.
 - b.
 - c.
 - d.
4. List the steps you would use in implementing a teacher evaluation program.
5. List the divisions of Bloom's Cognitive Domain in proper order.
6. List the ten divisions of Flanders Interaction Analysis.
7. View a video taped, simulated, or real example of teaching and:
 - a. list the three major weaknesses;
 - b. list the three major strengths;
 - c. suggest a way of improving each weakness.
8. State five ways an administrator might use to determine the extent of student growth in a specific class.

POSSIBLE LEARNING ACTIVITIES:

1. Courses:

EDA 481 - Administration and Organization of Public Schools (ISU)

Curriculum and Instruction 437 - Analysis of Teaching (ISU)

2. Read:

- a. Mager, Robert F. "Developing Attitude Toward Learning." Belmont, California: Fearon Publishers/Lear Siegler, Inc., 1968.
- b. Mager, Robert F. and Beach, Kenneth M. Jr. "Developing Vocational Instruction." Belmont, California: Fearon Publishers/Lear Siegler, Inc., 1967. pp. 1-6, 52-58, 62-67.
- c. Bloom, B. S. (ed.); Englehart, M. D., Furst, E. H., Hill, W. H. and Krathwold, D. R. Taxonomy of Educational Objectives Handbook I: Cognitive Domain. New York: David McKay, 1964. pp. 201.
- d. Gage, N. L. (ed.). Handbook of Research on Teaching. Chicago, Ill.: Rand/McNally and Co., 1963. pp. 247-291, 479-484.

PROFICIENCY TEST:

1. List two different types of teaching evaluation instruments or techniques.
 - a.
 - b.
2. Describe the procedures you would use to build a teacher evaluation instrument.
3. List four major areas you would include in the instrument.
 - a.
 - b.
 - c.
 - d.
4. List the steps you would use in implementing a teacher evaluation program.
5. List the divisions of Bloom's Cognitive Domain in proper order.
6. List the ten divisions of Flanders Interaction Analysis.
7. View a video taped, simulated, or real teaching sequence in any area of your choice and:
 - a. List the three major weaknesses
 - b. List the three major strengths
 - c. Suggest a way of improving each weakness.
8. State five ways an administrator might use to assess student learning in a given class.

A B C

Instructional Package 3.07

AREA: Personnel

TITLE: Identifying Legal Require-
ments for Personnel
Dismissal

Administration by Competency Project

Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
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(0674)

AREA: Personnel

PACKAGE TITLE: Identifying Legal Requirements
for Personnel Dismissal

RATIONALE: Among the personnel responsibilities of the administrator occasionally falls the task of dismissing a staff member. A certified teacher's right of due process of law is guaranteed by the School Code of Illinois and common law. The procedures which must be followed will vary depending on his length of service and whether he has attained the status of contractual continued service (commonly called tenure). Therefore, it is incumbent upon the administrator to be able to determine the proper resources for assistance in dealing with dismissal, granting of tenure, transfers and other disciplinary responsibilities.

**COMPETENCY
STATEMENT:**

Given a situation involving management responsibilities, the vocational administrator will identify the legal requirements for staff dismissal, failure to grant tenure, transfers and other disciplinary possibilities.

INSTRUCTIONAL OBJECTIVES:

1. Given the decision to dismiss a first year teacher based upon the School Code of Illinois, the student will be able to describe the procedure necessary to effect a legal dismissal.
2. Using the School Code of Illinois and given a situation involving a teacher with previous experience who is beginning his second year of employment and whose first year was not considered effective, the student will be able to describe the procedure to be followed to help improve the teacher's performance and, if necessary, effect a legal dismissal.
3. Using the School Code of Illinois, the student will be able to describe the allowable reasons and necessary procedures for dismissing a teacher who has achieved tenure.
4. Using the School Code of Illinois and given a situation involving a teacher in the second year of his first teaching position, the student will be able to describe the steps to be taken to extend the probationary period.
5. Given a situation involving a dispute over the transfer of a staff member to another school in the district, the student will be able to settle the dispute according to accepted legal practices.

PRE-ASSESSMENT:

1. You are director of an area vocational center and have been displeased with the performance of the teacher of the Child Care Occupations program—a woman who began teaching the preceding September. In February, after four conferences, you have decided to terminate her employment at the end of this year. She refuses to save face by resigning. Using the School Code, describe what is necessary to dismiss her.
2. You are the director of an area vocational center. On your staff is a teacher in charge of the Graphic Arts program. He has taught at the secondary level in another state for seven years, worked in the printing industry for three. He has been at your center for one year and his performance during that time was not considered satisfactory. It is now early in his second year. Use the School Code of Illinois to determine what action should be taken this year to help him, and if necessary, to legally dismiss him.
3. Utilizing the School Code, name the allowable causes for dismissing a teacher who has attained tenure status. Describe the procedures which must be followed and the teacher's rights.
4. A teacher on your staff who is in her first teaching position is successfully performing her assigned duties during her second year of employment. Your board of education has a policy of delaying the granting of tenure as long as possible. What steps must be followed to carry out that policy for the teacher in question? When will she attain tenure?
5. You are the director of an area vocational center which is administered by a high school district with three comprehensive high schools. The chairman of Industrial Oriented Occupations has asked that the Building Trades Program instructor be transferred to one of the comprehensive high schools to teach woods and drafting classes and that the teacher currently in that position, who is considered better prepared, be brought in to teach vocational building trades. The vocational teacher is resisting the transfer, claiming that his five years of service at the vocational center entitles him to tenure in that building as a Building Trades teacher. Settle the dispute, supporting your decision with the School Code.

POSSIBLE LEARNING ACTIVITIES:

1. Read:

- a. School Code of Illinois. Section 24-11 through 24-14.
- b. Garber, Lee O. and Ben C. Hubbard. The Illinois School Board Member and the Law. Danville: Interstate Printers and Publishers, 1971. pp. 85-91.

2. Enroll in Educational Administration 478 (ISU) - Legal Bases of Education.

3. Meet with a School District Attorney.

PROFICIENCY TEST:

You are the Vocational Director of a large unit school district which borders a metropolitan area. The district contains 3 high schools, 5 middle schools and 8 elementary schools—all operating on-going career programs at their commensurate levels. Included in your job description is a requirement calling for management of personnel in vocational teaching assignments.

It is February 1, and your district superintendent has asked for your recommendation concerning questionable staff under your jurisdiction. Using the School Code of Illinois, indicate the legal ramifications and requirements as they relate to dismissal, in addressing yourself to the following situations.

1. This teacher has been employed for one year and, after a number of evaluations, is considered unemployable for next year (no prior teaching experience).
2. One teacher is on tenure, but you consider him to be totally unacceptable. Identify your alternatives.
3. A two year teacher in your district is not considered to be ready for tenure, but dismissal is not warranted (no prior teaching experience).
4. You feel that one high school teacher would be more effective in a middle school position. He is "put out" about a transfer and says that a teacher cannot be transferred after tenure has been achieved.

A B C

Instructional Package 3.08

AREA: Personnel

TITLE: Resolving Grievances

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDI-B4-104
PDT-B4-105

(0674)

AREA: Personnel

PACKAGE TITLE: Resolving Grievances

RATIONALE: The present trend of school district personnel associations to establish formal grievance procedures necessitates the development of a working knowledge of grievance procedures on the part of prospective administrators. It is quite possible that an administrator will be required to resolve grievances presented by the professional staff or by students. Regardless of what the source of a grievance may be, it is important that a procedure be established to facilitate the processing of that grievance. The prospective administrator must be prepared to develop a procedure that is acceptable to all concerned parties and to effectively communicate the prescribed procedures to everyone involved.

COMPETENCY STATEMENT: The vocational administrator will be able to identify, describe and justify a procedure to be used in the resolution of various grievances.

INSTRUCTIONAL OBJECTIVES:

1. Given a specific and current professional teacher agreement, the student will be able to state in writing:
 - a. What constitutes a grievance.
 - b. What protection and rights the teacher or administrator is entitled to when filing a grievance.
 - c. The chain of events that could follow if a grievance is not settled by the immediate supervisor.
 - d. The various forms to be completed at each step.

(Criteria for judging the answers will be the comparison of answers with the guidelines established in the agreement used.)

2. Consistent with the guidelines for establishing good grievance procedures, the student will be able to establish a procedure to handle complaints filed by students.
3. After reading or viewing a given situation, the student will be able to determine if the situation described constitutes a grievance and what procedure should be followed. He should indicate the position the administration should take (if one exists) and the nature of time limits to be observed.

POSSIBLE LEARNING ACTIVITIES:

1. Read:

- a. Helmes, Robert H. (Ed.). Handling Employee Grievances. Chicago: Public Personnel Association, 1968. pp. 71.
- b. Kramer, Louis I. Principals and Grievance Procedures. Washington, D.C.: The National Association of Secondary School Principals, 1969. pp. 32. (Appendix—Sample Grievance Procedures)
- c. Lutz, Frank W. and Lou Kleinman and Sy Evans. Grievances and Their Resolution: Problems in School Administration. Danville: The Interstate Printers and Publishers, Inc., 1967. 106 pp.
- d. Baer, Walter E. Grievance Handling: 101 Guides for Supervisors. American Management Association, Inc., 1970. 268 pp.
- e. Kuhn, James W. Bargaining in Grievance Settlement. Columbia University Press, New York, 1961. --. 5-38.
- f. Nigro, Felix A. Management—Employee Relations in the Public Service. Chicago: Public Personnel Association, 1969. (Chap. 8) pp. 265-288.
- g. Ullman, Joseph C. and James P. Begin. Negotiated Grievance Procedures in Public Employment. Chicago: Public Personnel Association, 1970. 29pp.

2. Read different agreements to gain a better understanding of grievance procedures.
3. In a small group discussion, come up with several situations that could occur in a school situation and decide which are grievances.

PROFICIENCY TEST:

1. Situation: An agreement states that teachers shall have no more than three different course preparations per day except with the consent of the teacher. With no discussion or agreement beforehand, the Auto Mechanics teacher was assigned four preparations a day. The administrator who assigned this excess teaching load was the Auto Mechanics department head. You, as the vocational administrator must resolve this problem as the Auto Mechanics teacher has filed an informal grievance. Answer the following questions regarding this situation:
 - a. Does a grievance exist? Explain.
 - b. What position would an association play in this grievance?
 - c. What should be the time limits for each step? Why?
 - d. If a grievance exists, what course of action should the administration take to resolve the grievance at the lowest possible step?
 - e. What would the chain of events be for this grievance if it were not resolved at a previous level?
(Explain each step and what would happen as the grievance passed through the successive stages.)
2. A charge is made by a student and parents that the student was discriminatorily rejected as a student for the center. They demand that the student be admitted. The grievance is resolved at informal level. What happens now. Please list and explain the steps in the process.
3. During negotiations consideration has been given to the development of formal grievance procedure to become part of the negotiated agreement. You have been charged with the responsibility of developing a procedure that will be acceptable to the board of education and the teacher association. Be sure to consider the following:
 - a. Grievance definition
 - b. Chain of events
 - c. Teacher protection and rights clause
 - d. Time limits
 - e. Involvement of teacher association and administrators
 - f. Process for withdrawing grievances

SUPPLEMENTARY INFORMATION

Grievance Procedure—the several stages or steps in which a grievance may be settled or to which it may be appealed.

Grievance—a cause of uneasiness or distress felt to afford rightful reason for reproach, complaint, or resistance. Specific definition of what constitutes a grievance varies from one agreement to another.

Complaint—informal procedure

Grievance—formal procedure

Grievance resolution is a part of the administration of any agreement.

General Design for a Grievance Procedure

1. Complaint established
2. Dealt with informally
3. Grievance filed
4. Handled at building level
5. Central office
6. Appeal board
7. Board of Education
8. Arbitration

Methods for Solving Problems Before Grievance Stage

1. Treat employees fairly and equitably
2. Identify hidden meaning behind a complaint
3. Train supervisors extensively to handle grievances
4. Solicit employees opinions and suggestions
5. Establish open dialogue with employees or their representatives.
6. Devise and administer a procedure for handling grievances.

Purpose of Grievance Procedure

1. Provide a systematic method for handling disputes over an alleged violation or interpretation of a negotiated agreement.
2. Provides a channel through which the public employer can learn about the dissatisfaction of its employees and clients (schools).
3. Provides a channel for the bargaining agent to represent all the employees of the bargaining unit.

When viewing an alleged grievance to determine the procedural methods to be used, consider the following points:

1. Is it a violation of an agreement?
2. Is it a violation of the law? (Maybe it should be handled through court litigation.)
3. Is it a violation of established past practices?
4. Is it an area where a public employer can be held responsible?
5. Is it a violation of Board of Education rules or policies?

(Schmidt, A Guide to Collective Negotiations in Education. Chap. 4.)

Guidelines for Resolving Formal Grievances

1. Take time for careful and deliberate consideration.
2. Avoid unnecessary written explanations. (Make a brief statement of decision and reasons.)
3. Consistency and impartiality are essential in implementing an agreement.
4. Establish a long-range perspective.
5. Be able to document all teacher evaluations and ratings.
6. Continuous communication among all levels of administration is necessary.
7. Permanent records should be kept on all grievances.

Sample grievance form on page 76 of A Guide to Collective Negotiations in Education by Schmidt, Parker and Repas.

Categories of Grievances

1. Teacher evaluation and professional growth.
2. Professional treatment by supervisors and administrators.
3. Teacher assignments and transfers.
4. Teacher load and class size.
5. Facilities, equipment and supplies.

(Lutz, Grievances and Their Resolution, p. 74.)

Sources of Grievances

1. An inequitable application, misrepresentation, or other violations of the agreement arrived at through the negotiations process.
2. An unfair or discriminatory act or condition contrary to established policy or practice.
3. Violation of law
4. Misapplication of a rule or policy of the Board of Education.

A grievance may be initiated by:

1. The individual grievant
 - a. teacher
 - b. student
 - c. administrator
2. Respective organization
3. Central administration or Board of Education

Short-Range Goals of Grievance Procedures

1. Open and rapid communication with respect to complaints without prejudice or fear of reprimand.
2. Reduction of number of complaints.

3. Two-way communication through official channels to improve understanding of personnel policy and confidence in personnel procedures.
4. Maintenance of morale, teaching effectiveness and professional responsibility.
5. Continue appraisal of personnel policies and procedures.

Guidelines for Implementation of Grievance Procedures

1. Make every effort to resolve complaint informally.
2. Path of appeal should be well established and move to successively higher levels of authority. (Settlement should be made at the earliest possible level.)
3. Every staff member should be aware of grievance channels. (Initiation of a grievance should be simple and direct.)
4. Should establish definitive time limits for each step of the procedure.
5. Establish a grievance committee selected by the staff.
6. Maintain complete records of each case and a file of decisions. (Assure open access to all case records.)
7. Grievant should have the right to be present at all related hearings.

(Lutz, Grievances and Their Resolution, p. 75.)

Features of a Good Grievance Procedure

1. Grievance should be presented in writing.
2. An Association Committee should screen grievances.
3. Principal should establish witnesses.
4. Reprisals should be forbidden. (Wording should protect both the teacher and the administrator.)
5. All parties should be allowed to file grievances.
6. Grievance procedures should not be conducted on school time.
7. A statute of limitations should be established for filing of grievance.

(Kramer, Principals and Grievance Procedures, pp. 11-16.)

PRE-ASSESSMENT:

1. An agreement between a board of education and an association states that beginning with the month of October and continuing through March, not less than five visitations shall be held for each teacher. The visitations are to occur at least three weeks apart (unless mutually agreed upon by the teacher and the evaluator) and with each visitation being not less than 30 consecutive minutes in length. The business education department head only visited a beginning typing teacher for the purpose of evaluation three times for 50 minutes each time. There existed no agreement or understanding between the department head and the typing teacher. The beginning teacher files a grievance. Answer the questions listed below regarding this situation.
 - a. Does a grievance exist? Explain.
 - b. What position would an association play in this grievance?
 - c. What should be the time limits for each step? Why?
 - d. If a grievance exists, what course of action should the administration take to resolve the grievance at the lowest possible step?
 - e. What would the chain of events be for this grievance if it were not resolved at each level? (Explain each step and what would happen there, how the grievance is passed on and finally its last stopping place.)

2. During negotiations consideration has been given to the development of a formal grievance procedure to become part of the negotiated agreement. You have been charged with the responsibility of developing a procedure that will be acceptable to the board of education and the teacher association. Be sure to consider the following:
 - a. Grievance definition
 - b. Chain-of-events
 - c. Teacher protection and rights clause
 - d. Time limits
 - e. Involvement of teacher association
 - f. Process for withdrawing grievances

3. There have been a number of complaints by students about the curriculum and faculty. The students are becoming more militant in their demands. It now seems necessary to develop a formal grievance procedure to handle the resolution of grievances. (You are to develop a complete grievance procedure.)

PUBLIC RELATIONS

AREA 4

- 4.01 Involving Advisory Groups
- 4.02 Enlisting Community Support
- 4.03 Disseminating Program Information

A B C

Instructional Package 4.01

AREA: Public Relations

TITLE: Involving Advisory Groups

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

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AREA: Public Relations

PACKAGE TITLE: Involving Advisory Groups

RATIONALE: Advisory groups are concerned with problems pertaining to the development and evaluation of the overall occupational curriculum. The primary purpose of the advisory committee is to provide a link between the school and the community or the district. It provides a two-way system of communication whereby your school or college and the community can exchange information and receive feedback.

COMPETENCY
STATEMENT:

The vocational administrator will design, designate, and implement strategies for a citizen participation plan through the use of advisory committees for the total program including identifying the role and function of advisory committees, orienting the committee to that role and function, and enlisting the assistance of business and industrial representatives at a variety of levels to identify various occupational opportunities.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to define the following terms:
 - a. General occupational advisory committee
 - b. Specialized occupational advisory committee
 - c. National Vocational Advisory Council
 - d. State Vocational Advisory CouncilThe definitions must agree with those found in current literature.
2. The student will be able to list ten specific functions of an advisory committee.
3. The student will be able to outline and defend a procedure for selecting, appointing and utilizing advisory committee members.
4. For a school situation, the student will be able to prepare an advisory committee handbook which contains:
 - a. School profile
 - b. Philosophy of the school
 - c. School policy regarding advisory committees
 - d. The function of the advisory committee
 - e. The organization of the advisory committee
 - f. The duties and functions of the chairman and of the secretary.
5. The student will be able to identify and defend procedures for acceptance or rejection of an advisory committee recommendation.
6. The student will be able to identify federal and state requirements for setting up citizen advisory committees.
7. The student will be able to list five methods that could be used to recognize the service of the advisory committee member.

PRE-ASSESSMENT :

1. Define:
 - a. General Occupational advisory committee
 - b. Specialized occupational advisory committee
 - c. National Vocational advisory committee
 - d. State vocational advisory committee
2. List ten specific functions of a general occupational advisory committee.
3. As the Director of an Area Vocational Center you have the responsibility of setting up a specialized occupational advisory committee. State the procedure you would use in selection (criteria) appointing, and utilizing the advisory committee members. (Use any occupational area.)
4. As the Director of a new Area Vocational Center you must prepare an advisory committee handbook. Prepare a detailed outline for the handbook making sure that it covers everything that the advisory committee member would need to know to function effectively.
5. List the steps in a procedure which you would use to act on an advisory committee recommendation.
6. Briefly explain in writing the material in Title I, Part A; Section 104 of the Vocational Education Amendments of 1968 which pertains to national and state advisory councils.

POSSIBLE LEARNING ACTIVITIES:

1. DVTE Bulletin No. 29-672.
2. Manual 1, pages b 124 through y 171, I.O.C.P. (Illinois Occupational Curriculum Project) Materials.
3. Attend I.O.C.P. Workshops
4. Read:
 - a. The Advisory Committee and Vocational Education. Washington, D.C.: American Vocational Association, 1969.
 - b. H. M. Hamlin. Citizen's Committees In the Public Schools. Danville: Interstate Printers and Publishers, Inc.
 - c. Richard K. Hofstrand and Lloyd J. Phipps. Advisory Councils for Education: A Handbook. Urbana: Rurban Educational Development Laboratory, 1971.
 - d. Lloyd J. Phipps and Ronald W. Heisner. Evaluative Criteria for Citizen's Advisory Councils and Committees. Urbana: Rurban Educational Development Laboratory.
 - e. Rurban Educational Development Laboratory. An Annotated Bibliography of the Literature on Citizen's Advisory Councils and Committees. Urbana: Rurban Educational Development Laboratory, 1973.
 - f. Lloyd H. Phipps, The How of Successful Citizen Advisory Committee Operation. Urbana: Rurban Educational Development Laboratory.
 - g. Lloyd J. Phipps, Activities of Citizens Advisory Councils and Committees. Urbana: Rurban Educational Development Laboratory, 1973.
 - h. Lloyd J. Phipps, A Study of Concerns of Citizens Advisory Members. Urbana: Rurban Educational Development Laboratory, 1973.
 - i. Lloyd J. Phipps, Citizens Advisory Councils in Illinois: Secondary Schools, Area Vocational Centers, Junior Colleges. Urbana: Rurban Educational Development Laboratory.

11064 1. Phipps, Richard K. Hofstrand, and W. Edward
Sample. Course of Study: Citizen's Advisory Coun-
tils in Education. Urbana: Rurban Educational
Development Laboratory.

PROFICIENCY TEST:

1. Define:
 - a. General Occupational Advisory Committee
 - b. Specialized Occupational Advisory Committee
 - c. National Vocational Advisory Committee
 - d. State Vocational Advisory Committee

2. As an Occupational Education Director, write a letter to a prospective advisory committee member. The letter should provide information regarding the functions of the advisory committee and the reasons for his/her selection.

3. Your superintendent has asked you to justify the procedure you used in setting up an advisory committee. In a brief memo, justify your procedure for selecting and appointing the advisory committee members.

4. As the Director of a new Area Vocational Center you must prepare an advisory committee handbook. Prepare a detailed outline for the handbook, making sure that it covers everything that the advisory committee member would need to know to function effectively.

5. List the steps in a procedure which you would use to act on an advisory committee recommendation.

A B C

Instructional Package 4.02

AREA: Public Relations

TITLE: Enlisting Community Support

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDI-B4-104
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AREA: Public Relations

PROGRAM TITLE: Enlisting Community Support

RATIONALE: To insure that it serves the needs of the total community, the education system must consider all of the individuals who make up that community. Persons in different jobs, of different religions or with different racial, ethnic and socio-economic backgrounds must be sought out and involved in the issues of education. Consequently, it is important that the vocational administrator develop methods and procedures for soliciting support from the "total" community.

COMPETENCY STATEMENT: The vocational administrator will develop a plan and implementation strategies for involving and enlisting the support of individuals and groups in the community.

INSTRUCTIONAL OBJECTIVES.

1. The student will be able to identify ten different sources which would provide information regarding the makeup of a community.
2. The student will be able to identify five different strategies to utilize in getting information from different groups within the community.
3. The student will be able to identify ten organizations or service groups that might be found in a community and provide the following information about each:
 - a. Name
 - b. Type of organization
 - c. Purpose or function
 - d. Requirements for membership
 - e. How the organization might be able to support the school or specific programs.
4. The student will be able to identify five different types of individuals and indicate how these individuals might be able to support an existing or planned program in a school system.
5. The student will be able to prepare and provide a rationale for a detailed plan for involving individuals from all parts of the community as resource persons for the educational programs. The plan will be assessed by a designated instructor and two peers.

PRE-ASSESSMENT:

1. List ten different sources which provide information regarding the make-up of the community in which you taught (or are now teaching).
2. List five methods or procedures that might be used in getting information from different groups within the community.
3. Compile information sheets containing the following information for ten organizations or service groups which might be found in a community.
 - a. Name
 - b. Type of organization
 - c. Purpose of organization
 - d. Requirements for membership
 - e. How the organization might be able to support the school or specific educational programs.
4. List five different types of individuals and indicate how each might provide some support for a school system or specific program.
5. As a Vocational Director you would like to get more community involvement in your vocational program. Detail a plan you will use in getting more community involvement and provide a rationale for the plan in a letter to your Superintendent.

POSSIBLE LEARNING ACTIVITIES:

Read:

- a. Deshler, Betty and Erlich, John L. "Citizen's Involvement: Evolution in the Revolution," Phi Delta Kappan. November, 1972.
- b. Fusco, Gene C. Improving Your School-Community Relations Program. New York: Prentice-Hall, 1967.
- c. Hamlin, H. M. Citizen's Participation in Local Policy Making for Public Education. Urbana, Ill.: College of Education, University of Illinois, 1963. pp. 34.
- d. Jackson, Shirley A. "The Curriculum Council: New Hope, New Promise," Educational Leadership. May, 1972. pp. 690-694.
- e. Mullen, Margaret J. A Volunteer Program in Vocational Information and Career Guidance for Secondary Schools: A Handbook. School Resources and Career Guidance Program, Menlo-Atherton High School.
- f. Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, State of Illinois. Composite Evaluation Report for Occupational Education in the State of Illinois. Fiscal Year 1972.
- g. Brown, George L. and Murphy, Gerald E., et al. Toward More Effective Involvement of the Community in the School: An Occasional Paper. Institute for Development of Educational Activities, 1972. p. 24.
- h. Burt, Samuel M. Use of Industry-Advisory Committees as a Technique for Evaluating Vocational-Technical Education Programs. U.S. Department of Health, Education and Welfare. Office of Education, 1968. p. 31.
- i. Cunningham, Lavern L. and Nystrand, Raphael O. Citizen Participation in School Affairs—A Report to Urban Coalition. Urban Coalition, 1819 H. Street, N.W. Washington, D.C., June 1969.

PROFICIENCY TEST:

1. As a new principal, you are concerned that there has been little community involvement with the school system in the past. Using a brainstorming approach, list methods and procedures, and then provide a rationale for the approach you would use in proceeding from a point of minimum community involvement and support to one of maximum community involvement and support.

A B C

Instructional Package 4.03

AREA: Public Relations

TITLE: Disseminating Program
Information

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
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28.4

AREA: Public Relations

PACKAGE TITLE: Disseminating Program Information

RATIONALE: The success of any vocational education program lies in part with the degree to which the public supports the program. As a public institution, it is the responsibility of that institution to enlighten the public regarding new techniques, teaching concepts, purposes, plans and goals of the vocational education program. The taxpayer, to lend support, must know how his tax money is being spent to educate the community's future citizens.

The dissemination of information is a very subjective skill that requires the development of written and oral communication skills of the practicing administrator. The educator must remember, however, that a good product must precede the selling of that product.

COMPETENCY
STATEMENT:

Given the need to disseminate information about the vocational program, services and events, the vocational administrator will develop and suggest ways of implementing a systematic program for using newspaper, television, radio and other print media in the public and community relations.

INSTRUCTIONAL OBJECTIVES:

1. For a school situation, the student will be able to write a policy statement, identify guidelines and list methods for disseminating information to persons in and out of the school system. The policy statement and guidelines will be assessed by a designated instructor.
2. For a school situation, the student will be able to develop an outline of information to be used in a newspaper feature story containing the four principles of good journalism.
3. For a school situation, the student will be able to develop a 30 second radio spot announcing some event or program containing the four principles of journalism. The spot will be assessed by at least 2 other students.
4. For a school situation regarding an upcoming bond referendum, the student will be able to develop a presentation designed to inform the public of the need for passage. The presentation must contain the four principles of journalism and be written to the level of general public comprehension.
5. The student will be able to list four principles of good journalism and write a rationale for the need for these principles in good public relations. The rationale will be assessed by a designated instructor.
6. The student will be able to outline at least five steps involved in internal school public relation procedures including staff, faculty, students, and the school board role in P.R.
7. For a school situation, the student will be able to list at least five steps involved in releasing information to the external public. The steps must include procedures for contacting media specialists, selection of appropriate medium, budgeting of money and time, and the roles of teachers, staff and administration.
8. For a school situation, the student will be able to design an in-service activity that includes the following three items: (1) the role of staff, faculty and administration in public relations, (2) the need for a system of information dissemination, and (3) the role of board members in public relations.

PRE-ASSESSMENT:

1. Identify in written form of no more than one page, a policy statement and guidelines for the dissemination of internal and external P.R. programs.
2. Write a short outline to be used in developing a newspaper feature story. Below your outline, write a paragraph explaining how you used the four principles of good journalism in developing the feature story.
3. Write a 50 second radio spot announcing some school event or program. Be sure that the radio spot reads exactly 50 seconds and contains the four principles of good journalism.
4. Write a short speech to be presented to a local civic group promoting the need for passage of an area center bond referendum.
5. List four principles of good journalism and explain why these principles are essential in writing articles about your school activities and finance issues.
6. Contrast the difference between internal P.R. procedures and external P.R. procedures. Include such items as people involved, budgeting, involvement of administrator and guidelines.
7. Write an outline of your plans to in-service staff, faculty and board members about their role in the P.R. process.

POSSIBLE LEARNING ACTIVITIES:

1. Completion of one of the following courses:

- a. Speech Communications 321: Message Composition (ISU)
- b. Speech Communications 329: Organizational Communications (ISU)
- c. Speech Communications 423: The Process of Communications (ISU)

2. Read:

- a. V.O.C.E. Manual. Division of Vocational and Technical Education, Section 3.8.
- b. Degey, Gloria. Public Relations for Educators. MacMillan Co., New York, 1964.
- c. Kinross, Leslie W. How to Tell the School Story. Prentice Hall, Inc., New York, 1960.
- d. Kinross, Leslie W. School Public Relations. Prentice Hall, Inc., New Jersey, 1957.

Supplementary Materials:

- e. Internal Public Relations for Education Associations. N.E.A.: Division of Press, Radio and T.V. Relations, 1964.
- f. The School and the Press. National School Public Relations Association, Washington, D.C., 1965.
- g. Brantwell, Gans Maroon. Public Relations in Education. McGraw-Hill Book Co., Inc., New York, 1955.
- h. Horn, Gunnar. Public School Publicity: A Practical Guide for Teachers and Administrators. Inor Publishing Co., Inc., New York, 1948.
- i. Jones, James C., Stout, Irving W. School Public Relations: Issues and Cases. G. P. Putnam's Sons, New York, 1967.
- j. Lesley, Phillip. Public Relations Handbook, 3rd Edition. Prentice-Hall, Inc., New Jersey, 1967.
- k. Malinskey, Gordon. Education and Public Understanding. The Education. Harper and Row Publishers, New York, 1967.

PROFICIENCY TEST:

Select and complete two of the situations below.

SITUATION I: As administrator, it is your job to develop with the School Board internal and external policies concerning ways to disseminate information. Below, write a tentative outline of a school district's procedures for P.R. dissemination. This outline will be presented to your staff as a guide to follow through in-service education.

SITUATION II: Develop an in-service program to involve your staff in ways and procedures of disseminating information. Discussions, speeches, and activities can be considered as well as the policy you developed in Situation I.

SITUATION III: On a tape, the student will record a one minute radio slot selling or promoting some aspect of a vocational program. This will be evaluated by two peers and one instructor on accuracy of information, interest level, time, and the principles of good journalism. You may select one of the following situations:

1. Promote a program which you are actually involved in or associate with (internship or job related).
2. Promote Vocational Education Week. Develop a slogan, activity, dates and purposes associated with a Vocational Education Week.
3. Using one of the five cluster areas, promote a program or activity that is associated with that program. (CWT, DE, employer dinners, local hospital nursing programs).

SITUATION IV: Below, write a concise and interesting news release based on the following hypothetical situation or write a release on some actual experience or activity you are associated with. If you have an article you have already written, submit that for evaluation.

HYPOTHETICAL INFORMATION: 8 am-3 pm - OPEN HOUSE.

Theme will be career training for the 70's. Your area center has \$200,000 of specialized equipment 19 courses, five cluster areas, location Silver County, Illinois, rural and urban city, middle state, enrollment is 571 students, Nov. 6, 15 participating schools, advantages of offering quality programs to smaller schools. Food II will serve refreshment. It's National Vocation week. Ms. Brown is Food II instructor. Area center born 1969—visit classes, look at displays, purpose of vocational program, talk to teachers. (You may make-up names of courses, instructors and clusters if you desire.)

SITUATION V:

Simulation—Use the video tape recorder. Your school has been invited to participate on a local TV show. The problem you wish to address is the upcoming bond referendum. The area center needs facility expansions. Curriculum additions as well as enrollment increases have created the need for expansion. The vocational program has been successful thus far, but support has been declining. Student interest is high but local taxes are higher! The expansion deals with the needs for facilities in computer services, health occupations, and graphic arts. A recent manpower survey has indicated a need for these programs. You have been asked to provide a minute and a half presentation to precede a local issues and answers TV program. The topic of the remaining 30 minute show will be "School Bonds, Who Needs Them". Evaluation of the simulation will be by 2 peers and one instructor.

SUPPLEMENTARY INFORMATION

Check List for Evaluation

I. Purpose for disseminating information

- A. Inform the community, parents, students, faculty and staff of:
 - 1. procedures
 - 2. curriculum development
 - 3. facility usage
 - 4. community services
 - 5. youth group activities
 - 6. success stories (honors, awards, etc.)
 - a. students
 - b. faculty
 - c. administrative staff
 - d. programs
 - e. organizations within the school environment
- B. Recruitment of students for the vocational programs
- C. Promote issues, programs and referendums
- D. Develop strong public support

II. Methods of dissemination

- A. Internally
 - 1. assemblies
 - 2. memo
 - 3. public address system
 - 4. faculty and staff meetings
 - 5. school publications
 - 6. personal conferences
- B. Externally
 - 1. mass media—newspapers, radio, TV, brochures
 - 2. community organizations
 - 3. school initiated activities
 - 4. school publications
 - 5. telephone conversations

III. Audiences

- A. Students
- B. Faculty
- C. Staff
- D. Parents
- E. Community

- #### IV. Modes—Multi-media presentations, radio or TV spots, newspapers, panel discussions, question and answer presentations, radio and TV talk programs, newspaper series, letters to the editor, memo.

The Principles of Good Public Relations

1. School public relations must be honest in intent and execution.
2. School public relations must be intrinsic (a total part of the education program).
3. School public relations must be continuous.
4. School public relations must be positive in approach.
5. School public relations should be comprehensive.
6. School public relations should be sensitive to its publics.
7. Ideas should be communicated in simple, easily understood language.

School Board should develop policy for P.R. They should:

1. Designate who is responsible.
2. Develop long-range goals.
3. Develop the channels for releases.

Process to follow for P.R. Program development:

1. Adopt Board policy on P.R. program
2. Assign responsibility for P.R.
3. Train staff in P.R.
4. Organize an overall continuing information program
5. Develop open and friendly relationships with media personnel.
6. Distribute frequent factual press releases
7. Develop speaker bureau for local organizations

Principles of Good Journalism

1. conciseness
2. interest
3. accuracy
4. answers the following questions: who, what, when, where and how.

The 7 C's of Communication¹

1. **Credibility**—climate of belief receiver must have confidence in the sender. High regard for sources. Competence on the subject.
2. **Context**—Provide for participation and feedback. Square with realities of its environment.
3. **Content**—Message must have meaning for the receiver (geared to the audience).
4. **Clarity**—In simple terms. Complex issues must be compressed into themes, slogans, or stereotypes which have simplicity and clarity.
5. **Continuity and Consistence**—Communication is unending process. Stories must be consistent (over time) and repetition creates penetration.
6. **Channels**—Established channels that receiver uses and respects are important; i.e., radio, TV, Daily News, etc.
7. **Capability of Audience**—Communications are most effective when require least effort from receiver.

¹Internal Public Relations for Education Associations,
N.E.A.: Division of Press, Radio, and T.V. Relations, 1969.

Attitudes About the Press

1. Press is interested in anything newsworthy at schools.
2. The press is entitled to its opinion, based upon fair and accurate interpretation.
3. Make full staff and facilities available to the press.
4. An important function is to develop strong communication channels with the press.

Features Based on Human Interest

- | | |
|--------------------------|------------------------------------|
| 1. In classroom | 2. In curriculum |
| a. field trips | a. new language lab |
| b. guest speakers | b. career awareness |
| c. special projects | c. new science curriculum |
| d. exhibit | d. co-op programs |
| 3. In students | 4. In teachers |
| a. scholarships | a. office holders |
| b. contests | b. curriculum change |
| c. community services | c. outstanding teach |
| d. hobby--school related | d. student teachers inter-
view |
| 5. Non-teaching staff | 6. Central Office |
| a. bus drivers | a. school census |
| b. secretaries | b. future development |
| c. food preparation | c. system-wide testing |
| d. custodians | |

Photo Story

Achieve

1. Drama and emotional
2. Action
3. Characteristics—captions avoid the obvious; additional information not immediately explicit.

STUDENT SERVICES

AREA 5

- 5.01 Vocational Counseling
- 5.02 Reducing Drop-Outs
- 5.03 Special Needs Students

A B C

Instructional Package 5.01

AREA: Student Services

TITLE: Vocational Counseling

**Administration by Competency Project
Department of Educational Administration
Illinois State University**

**Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
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AREA: Student Services

PACKAGE TITLE: Vocational Counseling

RATIONALE: The administrator has the responsibility to coordinate and provide for guidance and counseling services for vocational education students and programs (if the programs are reimbursable with state funding). It is therefore important for the administrator to integrate students, administrators, faculty and community resources as well as the guidance counselor into an effective, learning-oriented program, which is cognizant of the role and function of the vocational guidance counseling process in vocational education.

COMPETENCY
STATEMENT:

The vocational administrator will be able to define roles and interpret the functions of vocational guidance counseling for the vocational education program, and hire a qualified vocational counselor to implement the vocational guidance objectives.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to list the duties of the vocational counselor as described in section 102.8 of the Vocational Act Regulations.
2. The student will be able to describe the basic objectives of the Vocational Act Regulations which are related to vocational guidance. The description must be in agreement with objectives stated in the current vocational act regulations.
3. The student will be able to detail the essential elements of a vocational placement program for vocational education graduates. This plan will be evaluated by a designated instructor.
4. The student will be able to write at least five general purposes for conducting 1, 3, and 5 year follow-up studies. These purposes must be congruent with those found in current vocational literature.
5. Given a specific situation, the student will be able to describe and explain the value of various tests as a basis for counseling students and state a rationale for involving administrators, counseling staff and faculty in the selection and interpretation of the tests to be used. The interpretation and rationale will be evaluated by a designated instructor.
6. Given a specific problematic situation, the student will be able to select at least two tests that would provide beneficial information. The student will also be able to describe the purpose of each of the selected tests and defend the use of public funds to purchase and administer the tests. Suitability of the test for the situation, described purposes and the rationale for using funds will be evaluated by a designated instructor.
7. The student will be able to construct a checklist suitable for evaluating a vocational counselor. This checklist will be assessed by a person with a background in vocational guidance and one with administrative experience.
8. Given a high school student file, the student will be able to outline at least two suggested programs in light of existing offerings. These programs must consider student's work experience, academic record, test scores and faculty recommendations. The feasibility of these programs will be evaluated by a designated instructor.

PRE-ASSESSMENT:

1. List the duties of a vocational counselor.
2. Describe the basic objectives of the Vocational Act Regulations which are related to vocational guidance.
3. Detail the essential elements of a vocational placement program for vocational education graduates.
4. Write at least five general purposes for conducting 1, 3, and 5 year follow-up studies.
5. Describe four tests that could be used in an area vocational center with 2 administrators, 35 vocational teachers, 2 counselors and 600 students. Then explain the value of each test as a basis for counseling students.
6. Within ten days a student has experienced three minor accidents in the machine shop program. The instructor is quite concerned and has asked the guidance department to provide some assistance. Name two standardized tests that have the potential to provide diagnostic information. Describe the purpose of each test and state the cost per student for administering each test.
7. Construct a checklist suitable for evaluating a vocational counselor.
8. Using the attached student file and the outlined program, make two suggested programs for the Junior and Senior year for that student.

SECONDARY SCHOOL RECORD

YEAR	7th GRADE		FIRST SEMESTER		SECOND SEMESTER	
	1st Semester	2nd Semester	Subject	Grade	Subject	Grade
	Absences 0	0	English	C	English I	C
	Tardies 0	0	American Hist. I	C	American Hist. I	C
	REMARKS: _____		Consumer Math I	C	Consumer Math I	C
			Physical Sci. I	C	Physical Sci. I	C
			Arts-Crafts I	B	Arts-Crafts I	B
			Typewriting I	B	Typewriting I	B

YEAR	8th GRADE		FIRST SEMESTER		SECOND SEMESTER	
	1st Semester	2nd Semester	Subject	Grade	Subject	Grade
	Absences 0	0	English II	C	English II	C
	Tardies 0	0	World Hist. I	C	World Hist. I	C
	REMARKS: _____		Algebra I	C	Algebra I	C
			Biology I	C	Biology I	C
			Typewriting II	B	Typewriting II	B
			Home Economics	A	Home Economics	A

YEAR	9th GRADE		FIRST SEMESTER		SECOND SEMESTER	
	1st Semester	2nd Semester	Subject	Grade	Subject	Grade
	Absences 0	0	English III	C	English III	C
	Tardies 0	0	Sociology	C	Sociology	C
	REMARKS: _____		Geometry I	C	Geometry I	C
			Botany	C	Zoology	C
			Recordkeeping	B	Recordkeeping	B
			Home Economics	B	Home Economics	B

YEAR	10th GRADE		FIRST SEMESTER		SECOND SEMESTER	
	1st Semester	2nd Semester	Subject	Grade	Subject	Grade
Absences:	0	0	College English I	D	College English I	D
Tardies:	0	0	Shorthand	C	Shorthand	C
			College Am. Hist.	D	College Am. Hist.	D
			Geometry II	D	Geometry	D
			Mixed Chorus	B	Mixed Chorus	B
			Biology II	C	Biology II	C

REMARKS:

STANDARDIZED TESTS

Date	Grade	Scores									
	7										
	8										
KUDER	%ile 9	OD 48	Mech 44	.Comp 32	Sci 42	Persuasive 41	Art 74	Lit 60	Music 72	S.S. 29	CI 41
GATB	%ile 10	G 2	V 2	N 3	S 2	P 2	Q 1	K 1	F 1	E 1	C 2
SAT	%ile 11	Eng 58	NUComp 72	Math 44	Math 46	tot 48	Read 54	Sci 58	tot 58	SciA 58	S.S. Spell 60
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
	16	1973	IGA Food Store	Cashier	
	17	1974	" " "	"	

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	
8	
9	
10	Home Economics Club
11	Home Economics Club
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7			
8			
9	Jr. College	Home Ec.	
10	Jr. College	Home Ec.	
11	Jr. College	Home Ec.	
12			

COURSES OFFERED

Business, Marketing and Management

- I. Accounting I
- II. Business Data Processing I-II
- III. Marketing (Co-Op)
- IV. Office Occupations (Co-Op)
- V. Office Practice
- VI. Secretarial Practice

Applied Biological and Agricultural Occupations

- I. Landscaping and Plants

Industrial Oriented Occupations

- I. Drafting Occupations
- II. Electronics I-II
- III. Diversified Metal Occupations
- IV. Auto Mechanics
- V. Graphic Arts
- VI. Industrial Co-Op Education (Co-Op)
- VII. Building Trades I-II

Health Occupations

- I. Medical Transcriptionist I-II
- II. Nurse Aide I-II
- III. Unit Secretary I-II

Personal and Public Service Occupations

- I. Commercial Foods
- II. Cosmetology I-II

Special Programs

- I. Cooperative Work Training
- II. Cooperative Work Training (Special Education)

POSSIBLE LEARNING ACTIVITIES:

1. Academic Courses:

- a. Curriculum and Instruction 460: Guidance Appraisal (ISU)
- b. Curriculum and Instruction: Psychology 465: Vocational Counseling (ISU)

2. Read:

- a. Schertzer/Stone. Fundamentals of Guidance, 1971.
- b. Isaacson. Career Information in Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1973.
- c. "The State Plan for Vocational Education" and
- d. "The State 3-Phase Evaluation Program" #35-772 (both, Division of Vocational and Technical Education, Springfield, Illinois.)

3. Listen to the ABC audio tape on vocational counseling which covered the vocational act regulations, vocational legislation and duties of a vocational counselor.

4. Refer to the "Proposed State Plan for the Administration of Vocational and Technical Education in Illinois." Bulletin FY 1975.

5. Interact with peers, intern supervisors, counselors, area vocational center directors, professor concerning student program planning, testing programs, information and materials sources for vocational and career education.

PROFICIENCY TEST:

1. List the duties of a vocational counselor.
2. Describe the basic objectives of the Vocational Act Regulations which are related to vocational guidance.
3. As an area center director, you have assigned a person to be in charge of the vocational placement program. Write a memo to this person to explain what should be included in this program.
4. Write at least five general purposes for conducting 1, 3, and 5 year follow-up studies.
5. Describe four tests that could be used in an area vocational center with 2 administrators, 1 vocational director, 23 vocational teachers, 4 counselors and 1800 students (375 in vocational programs). Then explain the value of each test as a basis for counseling students.
6. A student who has done very well in the electronics program doesn't seem to be able to distinguish between some of the colors on the many color coded items. The instructor is quite concerned and has asked the guidance department to provide some assistance. Name two standardized tests that have the potential to provide diagnostic information. Describe the purpose of each test and state the cost per student for administering each test.
7. Construct a checklist suitable for evaluating a vocational counselor.
8. Using the attached student file and the outlined program, make two suggested programs for the Junior and Senior year for that student. Then state how you would involve administrators and faculty in evaluating and interpreting the tests.

HOLLOWBROOK SCHOOL SYSTEM
Cumulative Record

Name Martin, Courtney Ann Male Birthdate June 14
Female x

Address 24 Country Club Drive Birthplace Champaign, Illinois

Telephone 762-4578 Expected Graduation Date June Nationality _____

Mother's Name Martin, Martha Jane Father's Name Martin, William C.

Mother's Occupation Interior Decorator Father's Occupation Attorney

REMARKS (Home Condition) Only child. Mother and Father away from home a lot. Upper middle class.

Faculty Comments Courtney shows much potential, however she is somewhat of a disciplinary problem. Parents show little concern in her increasingly number of failing grades (earned in Smart-track courses). Extreme hyper-activity in the classroom. Problems with absences and tardiness show no motivation.

SECONDARY SCHOOL RECORD

YEAR	7th GRADE	FIRST SEMESTER	SECOND SEMESTER
	1st Semester	Recordkeeping	Recordkeeping
	2nd Semester	English I	English I
Absences:	0	Consumer Math I	Consumer Math I
Tardies:	1	American Govt.	American Govt.
REMARKS:		Physical Sci. I	Physical Sci. I
		Physical Ed. I	Physical Ed. I
		A	A
		C	C
		A	A
		C	D
		C	D
		A	A

YEAR	8th GRADE	FIRST SEMESTER	SECOND SEMESTER
	1st Semester	Bookkeeping I	Bookkeeping I
	2nd Semester	English II	English II
Absences:	0	Consumer Math II	Consumer Math II
Tardies:	1	Physical Sci. II	Physical Sci. II
REMARKS:		Home Economics I	Home Economics I
		American Hist. I	American Hist. I
		C	D
		C	D
		C	D
		C	D
		B	B
		C	D

YEAR	9th GRADE	FIRST SEMESTER	SECOND SEMESTER
	1st Semester	Bookkeeping II	Bookkeeping II
	2nd Semester	College English I	College English I
Absences:	1	Algebra I	Algebra I
Tardies:	2	Home Economics I	Home Economics I
REMARKS:		Biology I	Biology I
		Typewriting I	Typewriting I
		B	D
		D	D
		D	D
		D	D
		D	D
		B	C



YEAR	10th GRADE	FIRST SEMESTER	SECOND SEMESTER
	1st Semester	Typewriting II	Typewriting II
	2nd Semester	College American Hist.D	College American Hist.D
Absences:	2	Home Economics I	Home Economics I
Tardies:	0	College English II	College English II
	0	Business Law	Business Law
REMARKS:		Office Procedures	Office Procedures

STANDARDIZED TESTS

Date	Grade	Scores										
	7											
	8											
KUDER	%ile 9	OD	Mech	Comp	Sci	Persuasive	Art	Lit	Music	S.S.	CL	
		21	42	59	34	50	40	46	22	65	74	
GATB	%ile 10	G	"	N	S	P	Q	K	F	E	C	
		1	2	2	2	1	2	1	1	1	1	
SAT	%ile 11	Eng	NU	Comp	Math	Math tot	Read	Sci	Tot	Sci A	S.S.	Spell
		98	80	78	84	99			84	96	92	
	12											

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
			Has Never Worked		

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	Cheerleader
8	Cheerleader
9	French Club, Pep Club
10	French Club, Pep Club, Business Club
11	
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7			
8	College	Interior Decorator	
9	College	" "	
10	Jr. College	Business	
11			
12			

COURSES OFFERED AND DESCRIPTION

Program 1—Agriculture Mechanics

A two year program, 2 units of credit per year. A combination of subject matter and practical laboratory experience designed to develop knowledge and skills in the care, repair, maintenance and adjustment of farm and power machinery used in the agriculture industry.

Program 2—Automotive Mechanics

A two year program, 2 units of credit per year. This course combines technical background information taught in the classroom with practical experience in the shop.

Program 3—Construction and Building Trades

A two year program, 2 units of credit per year. This course utilizes both classroom instruction and the practical experience associated with building a modern home to develop saleable skills.

Program 4—Commercial Art

A two year program, 2 units of credit per year. This course is designed to give the student a basic knowledge of the commercial art field and to provide him with the skills necessary for conceiving and creating artwork for a variety of promotional items used in the advertising industry.

Program 5—Drafting

A two year program, 2 units of credit per year. The course is designed to give the student a broad basic background of the technical drawing field. The student may specialize after the first year in either mechanical drawing and design or architectural drafting and design.

Program 6—Industrial Electronics

A two year program, 2 units of credit per year. The study of electronics combines theory, demonstration, and experimentation to assure a thorough understanding of the principles involved in the assembly, installation, testing and maintenance of electronic systems.

Program 7—Food Management: Production and Services

A two year program, 2 units of credit per year. The course consists of theory and laboratory work related to the planning, selecting, purchasing, preparing and serving quantity foods.

Program 8—Graphic Arts

A two year program, 2 units of credit per year. The program is designed to prepare the individual for work in the printing industry. The student receives instructions in printing fundamentals related to the operation and maintenance of letter presses, offset presses, process camera, and other graphic equipment.

Program 9--Health Care Aid

One year program, 2 units of credit. The course provides for many learning experiences for the student who is interested in entering the para-medical field. The course includes classroom instruction and related laboratory experiences and procedures for patient care. Students may elect to enter a coop program for their second year of instruction.

Program 10—Combined Metal Trades

Two year program, 2 units of credit per year. The course provides for specialized learning experiences designed to prepare an all-round metal worker capable of fabricating and assembling a variety of products in many industries.

Program 11—Secretarial Training

A one year program, 2 units of credit per year. The program is designed to prepare the student for secretarial positions involving shorthand skills and advanced typing skills. It recognizes the secretary as an administrative assistant who is required to exercise personal initiative on behalf of her employer.

Program 12—Clerical Training

A one year program, 2 units of credit per year. The class is a finishing course for nonsecretarial students who wish to obtain employment in some phase of office work. Instruction is offered in office orientation, filing, typing, calculating machines, duplicating equipment, telephone courtesy, personality and grooming, and business etiquette.

Program 13—Cooperative Education

One year program, 2 units of credit per year. This program will be open to senior students who have completed one year of occupational training at the Area Center. Students from all our occupational classes will be admitted to the program upon instructor's recommendation.

Program 14—Special Education Cooperative Education

A two year program, 2 units of credit per year. This program is designed for the student who has been enrolled in a special education program through elementary, junior high and the ninth and tenth grades. Each individual student is employed in a job training station. In addition to on-the-job training, each student is enrolled in a vocational studies program during his junior and senior years.

A B C

Instructional Package 5.02

AREA: Student Services

TITLE: Reducing Drop-Outs

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDI-B4-104
PDI-B4-105

AREA: Student Services

PACKAGE TITLE: Reducing Drop-Outs

RATIONALE: One of the major responsibilities of the vocational administrator is to meet the needs of all students. He achieves this goal, in part, by developing a curriculum or adapting existing programs to make the educational process meaningful and relevant. While much of the actual work with students may be performed by a school counselor, the administrator should be able to assist the counselor when necessary.

COMPETENCY STATEMENT: The vocational administrator will identify and apply techniques to determine why students drop-out of the vocational program and suggest possibilities for reducing the number of drop-outs.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to write a school policy regarding the withdrawal procedure. This policy will be evaluated by a designated instructor.
2. The student will be able to outline the techniques to be employed in conducting and evaluating follow-up studies on drop-outs to determine the reasons for withdrawal and possible program adjustments for prevention of future drop-outs. Justifications for techniques will be rated by at least two peers and an instructor.
3. Through the assessment of grades, attendance, interest motivation level, school involvement, interpersonal skills, and family relationships, the student will be able to design an instrument for identifying the potential drop-out. This plan will be evaluated by a peer and a designated instructor.
4. The student will be able to identify and describe two different cooperative occupational education programs which have proven to have the potential for reducing drop-outs.

PRE-ASSESSMENT:

1. Write a school policy which states the procedures for student withdrawal.
2. Detail the essential elements of an effective follow-up study for drop-outs which will help to identify reasons for dropping out. Suggest or indicate possible program changes or revisions which might reduce drop-outs.
3. Design a strategy which could be utilized at regular intervals in identifying the potential drop-out and in developing special programs to eliminate drop-outs.
4. Identify and describe two different cooperative occupational education programs which aid in reducing drop-outs.

POSSIBLE LEARNING ACTIVITIES:

1. Interview directors of local agencies which come into contact with drop-outs, e.g., Adult Education Center Director, probation officers, unemployment offices, job training centers, etc.
2. Interview drop-outs.
3. Read: "Procedures for the Identification of Potential High School Drop-Outs." Illinois Office of the Superintendent of Public Instruction.
4. ABC Instructional Package 2.8, Program Planning: Cooperative Occupational Programs.

PROFICIENCY TEST:

1. Conduct a simulated video or audio tape interview with a potential drop-out (role play by another student). Identify and list the qualities that might indicate or suggest to you that this student is a potential school drop-out. Suggest a possible course of action which might be implemented for this particular student in his particular school.
2. List three different methods of reducing drop-outs. Give a rationale for each and be prepared to defend your answer.

A B C

Instructional Package 5.03

AREA: Student Services

TITLE: Special Needs Students

Administration by Competency Project
Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: Student Services

PACKAGE TITLE: Special Needs Students

RATIONALE: The vocational administrator has the responsibility of assuring an equal education for disadvantaged and handicapped students. He, must, therefore, see that these students are identified, their disabilities assessed, and adjustments suggested for program modifications.

COMPETENCY STATEMENT: The vocational administrator will be able to identify disadvantaged and handicapped students and assess the individual student's needs before placement in an occupational curriculum.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to list the criteria by which disadvantaged students are identified as outlined in the DVTE Bulletin 40-273, "Occupational Education for Disadvantaged and Handicapped Persons."
2. The student will be able to state the definition used in identifying handicapped students as stated in the DVTE Bulletin 40-273, "Occupational Education for Disadvantaged and Handicapped Persons."
3. The student will be able to devise a plan for identifying and providing a meaningful program to students with special needs. This plan must include the identification activities, the person responsible for conducting each activity, a timeline for each activity and the general procedures to follow in providing a program for students with special needs.
4. Given a situation, the student will be able to suggest modifications or adjustments that can be made in the regular occupational program to accommodate special needs students. These suggestions will be evaluated by a designated instructor.

PRE-ASSESSMENT:

1. List the criteria by which disadvantaged students are identified.
2. State the definition for handicapped students.
3. Devise a plan for identifying and providing a meaningful program for students with special needs. Include the identification activities, a timeline, persons responsible for conducting each activity and procedures for providing a program for students with special needs.
4. Suggest modifications or adjustments that could be made in regular occupational programs for the following situations:
 - a. Student in drafting program with limited use of one arm.
 - b. Visually handicapped student in cosmetology.
 - c. Student in auto mechanics who cannot read well enough to understand shop manuals.

POSSIBLE LEARNING ACTIVITIES:

1. Visit a vocational center and observe handicapped and disadvantaged students while they are involved in the vocational program.
2. Study 1 and 5 year plans for special needs students in Vocational and Technical Education.
3. Academic Course: Curriculum and Instruction:
Vocational Counseling 465.
4. Read: DVTE Bulletin #40-273. "Occupational Education for Disadvantaged and Handicapped Persons."

PROFICIENCY TEST:

1. List the criteria by which disadvantaged students are identified.
2. State the definition for handicapped students.
3. Devise a plan for identifying and providing a meaningful program to students with special needs. Include the identification activities, a timeline, persons responsible for conducting each activity and procedures for providing a program for students with special needs.
4. Suggest modifications or adjustments that could be made in regular occupational programs for the following situations:
 - a. Student with limited hearing in the auto mechanics program.
 - b. Student in food services who cannot use math well enough to modify recipes in order to prepare for different size groups.
 - c. Very small student (4'3") in machine shop.