

DOCUMENT RESUME

ED 113 599

95

CE 005 353

AUTHOR Riggs, Anacile
TITLE Distributive Education Dissemination Project. Final Report.
INSTITUTION Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
REPORT NO RCU-D-74-004; VT-102-179
PUB DATE 75
NOTE 28p.
EDRS PRICE MF-\$0.76 HC-\$1.95 Plus Postage
DESCRIPTORS *Curriculum Development; *Demonstration Projects; Developmental Programs; *Distributive Education; Individualized Curriculum; Learning Activities; Performance Based Education; Sales Occupations; *Teacher Workshops; Training Techniques
IDENTIFIERS Alabama

ABSTRACT

A consortium of States known as the Interstate Curriculum Consortium prepared and field tested learning activity packets designed to develop 983 competencies required for employment in 69 marketing occupations. The product of the entire national product was made available to Alabama for use during the 1974-75 school year. The project described in the report was designed to train a core of 10 teachers who in turn would train other teachers in the implementation of the learning system. The 10 teachers who received this initial training served as instructors in the statewide training session. The approach used proved to be very successful. The agenda and some representative materials from the "Train the Trainers" workshop are appended. (Author/VA)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

FINAL REPORT

PROJECT NUMBER RCU-D-75-004

DISTRIBUTIVE EDUCATION

DISSEMINATION PROJECT

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION

Conducted Under

Part D of Public Law 90-576

(VT-102-179)

Anacile Riggs

Division of Vocational Education and Community Colleges
Alabama State Department of Education
Montgomery, Alabama 36104

1975

ED113599

CE005353

ABSTRACT

PROJECT TITLE: DISTRIBUTIVE EDUCATION DISSEMINATION PROJECT

PROJECT DIRECTOR: Anacile Riggs, State Supervisor
Distributive Education

PROJECT DURATION: July 1, 1974 through December 31, 1974

A consortium of states known as the Interstate Curriculum Consortium prepared and field tested Learning Activity Packets designed to develop 983 competencies required for employment in 69 marketing occupations. The product of the entire national product was made available to Alabama for use during the 1974-75 school year.

The project described in this report was designed to train a core of ten teachers which in turn would train other teachers in the implementation of the learning system. The ten teachers who received this initial training served as instructors in the state-wide training session held in August 1974. This proved to be a very successful approach to training for the implementation of a learning system.

I. INTRODUCTION

Beginning in the 1971-72 school year, Alabama has participated in the Distributive Education Interstate Curriculum Consortium. The basis for the Distributive Education Interstate Curriculum Consortium was the Lucy Crawford research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Education Teacher Education". The study was conducted over a five year period at Virginia Polytechnic Institute. Professor Crawford identified 69 major marketing occupations and 983 competencies or skills required for entry level employment in the 69 marketing occupations. Business owners, managers, and supervisory employees in distributive businesses were interviewed and surveyed to identify the competencies.

Following the Crawford study, it became obvious that a massive effort would be required to prepare the learning materials for teaching the 983 competencies. Under the direction of Mr. Wayne J. Harrison, State of Wisconsin Department of Public Instruction, Madison, Wisconsin, a Consortium was organized for the purpose of preparing the learning materials. A total of 180 Distributive Education Coördinators from Alabama, Florida, Georgia, Indiana, Iowa, Kansas, Kentucky, North Carolina, Ohio, Washington and Wisconsin were selected.

Each state was assigned a content area and had to produce approximately 35 learning activity packages for LAP's. When the project is completed, every state approved Distributive Education program in the participating states will receive one set of LAP's, covering the total Distributive Education curriculum for 69 marketing occupations. Field testing, evaluation, and revision took place during 1973. The materials were ready for use in the 1974-75 school year.

During January, 1972, in Montgomery, Alabama, under the direction of Miss Vera Tisdale, Distributive Education Teacher-Educator, University of Alabama and Mrs. Irene Rockhill, District Supervisor, Distributive Education, Alabama

Department of Education, ten Distributive Education Teacher-Coordinators from throughout the State of Alabama met and agreed on the format, performance objectives, evaluation instruments and rules for quality control in the development of the LAPs for entry level occupations. In Product Service Technology area, each Teacher-Coordinator was given approximately 25 competencies. He was responsible for developing a complete LAP for each competency including performance objectives, learning activities and evaluation devices. The Alabama LAPs on entry occupations in Product Service Technology were required to be completed by April 30, 1972. These LAPs have since been field tested by Teacher-Coordinators in the State of Kansas and returned to Alabama for correction and re-write. This task has been completed. The entire national project was completed and ready for use by the start of the 1974-75 school year.

The product of this project has been adopted by 15 states for the official Distributive Education curriculum. The curriculum can be included in the secondary, post-secondary, and adult Distributive Education program.

In order to maximize the learning opportunities from utilization of competency based individualized instruction the teachers must receive copies of instructional material, acquire knowledge, skill and attitudes in the utilization of the new curriculum. The project described in this report addressed itself to these areas.

II. OBJECTIVES

After participating in a workshop the Learning Manager will demonstrate his ability to use Learning Activity Packets as a means for individualizing instruction for development of career competencies by:

1. Identifying LAPs
2. Identifying purposes for LAPs
3. Relating the learner manager section of LAPs with that of a student learner's section of LAPs
4. Using LAPs as a method of instruction
5. Analyzing the strong and weak points of LAPs as a means of instruction.
6. Developing (simplified) LAPs
7. Evaluating the process and the product involved in LAPs

The specific objectives for both workshops were the same. They were divided into three sections. One section dealt with the learning activity packets, another with the scope of the materials, and the third section on implementing the system. These objectives are shown below.

Section 1: Learning Activity Packets

1. After studying a learning activity package, the trainer will differentiate between:
 - a. The elements which are intended for student's use
 - b. The elements which are intended to serve as a guide for the learning manager
2. Given a list of LAP components, scrambled, the trainer, with 100% accuracy, will:
 - a. Give the elements of the LAP and order in which each is used
 - b. State the purpose of each element
3. Given a list of steps to be followed in directing a student through a LAP and a blank flowchart, the teacher will insert the number of the step in the appropriate box in the flowchart to indicate the correct sequence to be followed with 100% accuracy

Section 2: Scope of Materials

1. Without assistance, the teacher will list the seven industry areas included in the consortium materials with 100% accuracy

2. Given three column headings and a list of twenty-five occupational titles, the teacher will classify the occupational title under the appropriate column heading with 92% accuracy.
3. Given ten career objectives at the specialist level and an occupational code form, the teacher will identify one appropriate occupational title at the entry level of employment shown on the form and one title at the career level for each of the career objectives given with 90% accuracy.
4. After reviewing all the aids and a set of LAPs, the trainer will identify each aid and give the purpose of its use in the system.

Section 3: Implementing the System

Using the Occupational Analysis of 69 Occupations, the Directory of LAPs and Competencies, and the OE Codes, the trainer will demonstrate:

1. Steps to follow in selecting, designing, implementing, and evaluating a program for a "given student."
2. Steps to follow in developing an organizational arrangement for common competencies.
3. A coding system for common competencies so that the Directory LAPs and Competencies correlate with Occupational Analysis and the student's program.
4. The process in using the "15 Headings - Functional Categories" for a "given student's" career objective, the trainer will determine which competencies should be developed in order of difficulty for three of the "Functional Categories."
5. Without assistance, the trainer will identify and describe at least four alternative ways of utilizing the consortium materials.
6. Without assistance, the trainer will perform the following activities with concurrence of another trainer:
 - a. select the method felt to be the most appropriate for utilizing the consortium materials in his or her local classroom
 - b. select one alternative approach for utilization
 - c. give at least two reasons for each selection
7. Without assistance, the teacher will outline at least six necessary steps to be taken or tasks to be performed in preparation for the implementation and utilization of the consortium materials.
8. Given two classroom situations, the teacher will appraise at least two approaches for each situation which could be followed in utilizing the consortium materials.

III. PROJECT PERSONNEL

All Distributive Education Teacher Educators and State Distributive Education Staff participated in the provision of learning activities for Alabama's Distributive Education personnel.

Miss Vera Tisdale, Professor of Distributive Education, University of Alabama directed the workshop activities. There were ten teacher trainers selected to participate in the workshop. The criteria used for selection was:

1. Masters Degree with certification in Distributive Education
2. Minimum of three years experience in teaching Distributive Education
3. Served as a writer for Learning Activity Packets in Interstate Distributive Education Curriculum Consortium (IDECC)
4. Served as field tester for Learning Activity Packets in IDECC

IV. PROCEDURES

The project consisted of a workshop to train ten (10) selected Distributive Education teachers to perform as trainers of other teachers in the implementation of the learning system. The four-day workshop, identified as "Train the Trainer", was conducted during July 1974. A copy of the program for the conference is shown as Attachment A. A state-wide workshop, entitled, "A Better Way", was held during August 1974 in which this core of ten teachers served as instructors in training some 90 other Distributive Education teachers. The outline used for the state-wide workshop is shown as Attachment B. Alabama Distributive Education teachers were invited to attend the training session and receive instruction in the utilization of LAPs materials, computer printouts of job competencies, and in the application of philosophical and psychological principles of individualized instruction. The letter of invitation and application form

which was mailed to Superintendents and Principals where Distributive Education was available is shown as Attachment C. The brochure "A Better Way" was also included with the letter and application and is shown as Attachment D.

A consultant with extensive experience in utilization of the LAPs materials was retained for one day to keynote the state-wide workshop. The consultant set the philosophical tone of the workshop and provided an overview of the psychological concepts necessary for successful utilization of individualized instructional materials.

A computer tape of the competencies required for Distributive Education 69 DE occupations was purchased and used in the workshop to instruct teachers in utilizing computer printouts of occupational competencies needed for each student's curriculum in keeping with his occupational objective. LAP materials and individual follow-up instruction was made available to each participant.

A Distributive Education teacher educator was responsible for directing the workshop and coordinating the state-wide training session for all Distributive Education teachers in Alabama.

LAPs materials and individual follow-up instruction was made available to participants in the training session. State Distributive Education supervisors coordinated the distribution of the LAPs materials and provided follow-up instruction.

A Lickert type evaluation instrument and a check list was developed and used to evaluate the effectiveness of the workshop and the training sessions. A copy of this instrument is shown as Attachment E.

V. RESULTS

The teacher participants were able to attain the specific stated objectives in each workshop. The ten teacher trainers developed confidence,

7
knowledge, and skills which enabled them to train other teachers in a three-day workshop. The enthusiasm exhibited by the teacher trainers for "A Better Way" was contagious and "caught on" with the other teachers. As a result there was an acceptance of the competency based curriculum concept and of the teacher being a "manager of learning" rather than a "teacher of learning.") The utilization of "teachers to train teachers" proved very effective in the implementation of this learning system.

VI. EVALUATION

Participants were asked to rate on a scale of 1 to 4 (with 4 being the highest understanding) their understanding of various concepts related to the learning system presented in the workshop. Table 1 shows a summary of their evaluation. Overall average for the twelve items, 84 percent of the responses were either good or above average. The highest percentage of responses for the above average category was a better understanding of the role of the "Distributive Education Learning Manager". The lowest understanding as shown by the responses was how to organize a filing system to house IDECC.

In order to form a clearer understanding of the responses to the 12 concepts the mean response was computed for each concept. Table 2 shows the rank order of the understanding of these concepts.

TABLE 1

Participants Understanding of the Concepts of The Learning System after Completion of Workshop

CONCEPTS	Above Average		Good		Average		Poor	
	No.	%	No.	%	No.	%	No.	%
1. To what extent do you feel that you understand the rationale of using a competency based curriculum?	38	42	44	49	8	9	0	0
2. As a result of your experiences at this workshop, to what extent do you understand better the components of the learning system?	31	24	56	62	4	4	0	0
3. To what extent do you have a better understanding of what IDEC can provide and what it does not provide?	40	44	39	43	10	11	1	1
4. To what extent do you understand better the terminology of IDEC?	41	45	40	44	10	11	0	0
5. To what extent do you understand better the areas of competencies for instruction covered in the IDEC system?	30	33	48	53	12	13	0	0
6. To what extent do you understand better the role of the DE Learning Manager?	44	48	39	43	7	8	1	1
7. To what extent do you understand the procedures to be followed by the student in using a learning activity package?	32	36	40	44	18	20	0	0
8. To what extent do you understand better the components of a learning activity package?	41	46	36	40	12	13	1	1
9. To what extent do you understand options for organizing curricula for different DE programs?	26	29	47	52	15	16	3	3
10. To what extent do you understand the use of competency-based training plans to improve the students on-the-job instruction?	27	30	48	53	15	17	0	0
11. To what extent do you understand how to organize a filing system to house IDEC?	20	22	34	38	28	31	8	9
12. To what extent do you understand the use of the <u>LAP Directory</u> , <u>Numerical Print Out for Filing</u> , <u>Bibliography</u> , <u>Alabama Analyses for Sixty-nine Occupations</u> , and other aids?	32	36	36	40	20	22	2	2
TOTAL	402	37	507	47	159	15	16	1

TABLE 2

Rank Order of Concepts According to Participants
Understanding after Completion of Workshop

Rank No.	Item No.	CONCEPT	MEAN*
1	6	To what extent do you understand better the role of the DE Learning Manager?	3.38
2	4	To what extent do you understand better the terminology of IDEC?	3.34
3	1	To what extent do you feel that you understand the rationale of using a competency based curriculum?	3.33
4	3	To what extent do you have a better understanding of what IDEC can provide and what it does not provide?	3.31
5	2	As a result of your experiences at this workshop, to what extent do you understand better the components of the learning system?	3.30
6	8	To what extent do you understand better the components of a learning activity package?	3.20
7	5	To what extent do you understand better the areas of competencies for instruction covered in the IDEC system?	3.20
8	7	To what extent do you understand the procedures to be followed by the student in using a learning activity package?	3.15
9	10	To what extent do you understand the use of competency-based training plans to improve the students on-the-job instruction?	3.13
10	12	To what extent do you understand the use of the <u>LAP Directory</u> , <u>Numerical Print Out for Filing</u> , <u>Bibliography</u> , <u>Alabama Analyses for Sixty-nine Occupations</u> , and other aids?	3.09
11	9	To what extent do you understand options for organizing curricula for different DE programs?	3.05
12	11.	To what extent do you understand how to organize a filing system to house IDEC?	2.73
TOTAL			3.19

* Mean was computed on the basis of above average = 4, good = 3, average = 2, and poor = 1.

TRAIN THE TRAINERS WORKSHOP

Systems Involved In Managing
A Competency-Based Curriculum

"A BETTER WAY"

Distributive Education Field Office
University of Alabama

July 14-17, 1974

Vocational Education and Community Colleges
State Department of Education
Distributive Education Services
and
Vocational Education-Distributive Education
University of Alabama

AGENDA

Sunday, July 14, 1974

Sunday Lunch

University Club

11:30 a.m. - 1:30 p.m.

.....

Dr. Roger Ditzenberger

D.E. Field Office

1:45 p.m. - 3:45 p.m.

Rationale For A Competency-Based Curriculum

Components Of The System

"For Those Who Hear A Different Drummer"

Break

4:00 p.m. - 5:30 p.m.

"It's Like This Pardner"

or

The Trainer's Role

Plan For Action

Objectives For Workshop

Vera P. Tisdale

Monday, July 15, 1974

8:00 a.m. - 10:00 a.m. - - - - - Components and Terminology of
The Competency-Based Curriculum

Break

10:15 a.m. - 12:00 noon - - - - - Curriculum Areas in I.D.E.C.
Model: Steps To Follow For
Implementation of I.D.E.C.
Counseling D.E. Students (I.D.E.C.)

Lunch

1:30 p.m. - 3:30 p.m. - - - - - Using: Analysis of Occupations
To Organize D.E. Curriculum
Common Competencies
Unique Competencies
Cross Walks of Competencies
Options

Break

3:45 p.m. - 6:00 p.m. - - - - - Practice Session: Developing
Model for D. E. Curricula

Tuesday, July 16, 1974

8:00 a.m. - 10:00 a.m. - - - - - Organizing A Filing System (I.D.E.C.)
Organizing A Filing System For
Resource Materials
Books, Modules, Records, Tapes,
Filmstrips and Films

Break

10:15 a.m. - 12:00 noon - - - - - Practice Session "The LAP"
Using The LAP

Lunch

1:30 p.m. - 3:30 p.m. - - - - - Leveling and Sequencing Within
Functional Categories
Assignments
Structuring A Curriculum For:
Basic, Career and Specialist

Break

3:45 p.m. - 6:00 p.m. - - - - - Exhibits of Models and Variations
Student Profile Record

Wednesday, July 17, 1974

8:00 a.m. - 12:00 noon - - - - - Review
Steps In Implementing the I.D.E.C.
Learning System
Curriculum Planning
Curriculum Organization
Directing the Learning Process
Evaluating Student Progress

Lunch

1:15 p.m. - 3:30 p.m. - - - - - Role Playing - Demonstrating
Your Ability To Train Teacher-
Coordinators (I.D.E.C.)

Break

3:45 p.m. - 5:00 p.m. - - - - - Conference -- "Whatcha Otta Know
To Get It Done"

TRAINING THE TEACHER COORDINATOR IN THE USE OF THE COMPETENCY-BASED CURRICULUM

Components of the Learning Activity Package

- Two Parts: 1. Those elements intended for student use
2. Those elements intended for the Learning Manager

Student elements

1. Title Page
2. Pre-Test
3. Learning Activities
4. Handouts and aids (if any)

Learning Manager

1. Learning Manager's Guide to Student Activities
2. Handouts and other aids (if any)
3. Pre-test Key
4. Post-test
5. Post-test Key

S T U D E N T

The Components of each element of the Learning Activity Packet

1. TITLE PAGE

- A. Shows the competency area (display, math, etc.)
- B. Gives the Name of the Lap
- C. Provides a description of what is contained in the LAP
- D. The Competency Numbers are provided in the upper corners of the right and left sides of the page, with (*) by the Key one.
- E. Printer's number: Designates the page number in the LAP and the competency area. (38:3) page 38 of 3rd area (Display).
- F. Each LAP has a distinguishing graphic on the front of the LAP which appears on all the LAPs in that competency area.

2. PRE-TEST

- A. Provides the name of the LAP
- B. Directions for taking the pre-test
- C. Usually a standard for performance on the pre-test

3. STUDENT LEARNING ACTIVITY PAGE

- A. The Objective is stated at the top of the page
- B. Directions for choosing one of the activities
- C. At least four (4) learning activities, two of which are small or large group, and two for individual instruction.*
*One activity in every competency activity is self-contained, in that it requires no outside references to develop the competency.

4. HANDOUTS AND AIDS FOR STUDENT ACTIVITY

These handouts will be numbered, and will contain the name of the LAP and the LAP number. Note: Each handout may have more than one page to that handout.

LEARNING MANAGER

1. LEARNING MANAGER'S GUIDE TO STUDENT ACTIVITIES

This can be easily identified by being printed horizontally.

- A. The competency is stated. This is the only place it will appear in the Learning Activity Packet.
- B. Pre-requisites for the competency, if any.
- C. Columns on the left correspond with the Student's Learning activities.
- D. Comments, directions, and suggestions for the Learning Manager in helping student develop stated competency.

2. PRE-TEST KEY - contains the answers to the pre-test. This key is not "holy" as answers may vary with those provided.

- A. Answers to pre-test
- B. Name of LAP
- C. Competency number
- D. Objective letter (if more than one objective--A,B,...)
- E. Evaluative criteria (usually). ex - 100% or 7 out of 9, etc.

3. POST-TEST - will be administered after completion of activity

- A. Will provide a test on material covered to develop the competency.
- B. Name of LAP
- C. Competency number
- D. Objective letter (if more than one objective)

4. POST-TEST KEY (Same format as the PRE-TEST KEY)

5. LEARNING MANAGER'S HANDOUTS AND OTHER AIDS (if any). These will be handouts and other aids that will be contained in the Learning Manager's files.

IMPLEMENTING THE SYSTEM

Passouts

Vols. I, II, III
Ala. Analyses
by Functional Cat.

Alabama Directory
of LAPs

Organization of the Learning System

- A. The Learning Manager will be given the total listing of competencies needed to develop any one of the selected 69 distributive occupations. They will need to be organized to fit the individual learner in keeping with his career objective and training agency.
- B. Impress the need for referring to the Directory of LAPs for a complete description of each competency to be developed.

STEPS IN IMPLEMENTING THE INSTRUCTION FOR EACH INDIVIDUAL STUDENT

DE Student
Counseling and
Planning Form

1. Counsel with the individual student. Consider his ability, past achievement, aspirations, and interest in developing a plan of study using the competency-based curriculum. Use such resources as: Occupational Outlook Handbook, Directory of Occupational Titles, Vocational Education and Occupations, Chronicle Occupational Briefs, Your Job In Distribution, Marketing and Distribution Career Information
2. Complete form 01 OCCUPATIONAL CODES FOR 69 DISTRIBUTIVE OCCUPATIONS.
3. Develop a Training Plan of Competencies, leveled and sequenced to fit the individual student's needs.
4. Maintain the student's record of progress.

Student Progress
Record

ORGANIZING A FILING SYSTEM FOR THE LEARNING SYSTEM

Addresses of
Ohio materials:
labels

divider sheets
Learning Manager

keys to pre-tests
and post tests

Two files must be established:

1. Student Files
2. Learning Manager Files

The Library of reference materials and aids must be filed in a way that students can use the materials.

SCOPE OF THE LAP MATERIALS

PASSOUTS TO BE USED

The I.D.E.C. has developed learning activities to accomplish the 983 competencies as identified by Lucy Crawford in her analysis of 69 distributive occupation (1965-1969)

(01) 69 distributive occupations

The 69 occupations have been classified into seven industry areas. These areas are:

Department Store	16 occupations
Food Store	6 occupations
Hotel/Motel	15 occupations
Restaurants	7 occupations
Service Stations	3 occupations
Variety Store	13 occupations
Wholesaling	<u>9</u> occupations
	69

COMMON COMPETENCIES

Common Competencies

A common competency is one that appears in at least 50 of the 69 distributive occupations.

Class matrix
duplicate of computer
printout

Class matrix shows number of students needing competencies by number of competency. It is a class profile.

WHAT IS NOT COVERED IN THE LEARNING SYSTEM?

"Competencies for
DE orientation
unit"

1. Orientation and introduction to the Distributive Education program itself.

"Concepts and generalizations concerning economics"

2. That area related to competencies of economic understandings

3. Distributive Education Clubs of America - purposes and goals (Mention that many DECA activities are competency based)

4. Career Development

STRUCTURING OF THE COMPETENCY-BASED TRAINING PLAN

Refer to Matrix

1. Leveling and sequencing within Functional Categories
2. Use of the Matrix in organizing
 - A. Individual instruction
 - B. Small group instruction
 - C. Large group instruction

Miss Tisdale's
Assignments to
each group

Practice in organizing Training Plans

Each will be assigned a particular occupation to develop a training plan, using techniques of leveling and sequencing. After completion, these will be given to state staff for distribution to all Learning Managers



State of Alabama
Department of Education

DIVISION OF

VOCATIONAL-TECHNICAL AND HIGHER EDUCATION

State Office Building
 Montgomery, Alabama 36104



LeRoy Brown
 State Superintendent

June 27, 1974

T. L. Faulkner
 State Director

TO: Superintendents and Principals Where Distributive Education Is Available
 FROM: Anacile Riggs, State Supervisor
 Distributive Education
 RE: "A Better Way" - The Distributive Education Learning System

At last!!! The Learning System, a half-million dollar curriculum project in which Alabama participated with ten other states for over two years, is now available for Alabama's Distributive Education personnel. This curriculum project is available to your school system upon request. The materials include:

- | | |
|---|--|
| ... 509 Individualized Learning
Activity Packets | ... Directory For Use With 509
LAPS Which Includes 983 Competencies |
| ... Bibliography | ... Computerized Analysis Of 69
Occupations |

An in-service workshop is scheduled to train teachers in the proper use of the materials. The workshop will be a state-wide in-service workshop and will be conducted under the direction of Miss Vera Tisdale, Associate Professor of Distributive Education at the University of Alabama at Tuscaloosa, August 5-7 at the Kahler Plaza Hotel in Birmingham. Workshop participants are limited to Distributive Education teachers in school systems which make application to implement the new learning system during the school year 74-75. Upon satisfactory completion of the August 5-7 workshop, a complete set of the instructional materials will be provided for each teacher in the school system who agrees to participate.

If you are interested in providing "A Better Way" for your distributive education teacher-coordinator(s), you are invited to complete the attached application form which includes the criteria for participation. You may wish to discuss this with your local director, supervisor, principals and/or teacher-coordinator(s). A brochure is enclosed to provide you with more complete information about the Learning Activity Packets.

Please complete both copies of the application form and return one copy to this office on or before July 5. Should there be any questions contact me at the above address or at 269-6334.

AR/ss

APPLICATION FORM
CRITERIA FOR PARTICIPATION IN DISTRIBUTIVE EDUCATION LEARNING SYSTEM CURRICULUM FOR 1974-75

In return for one complimentary set of materials (as described on the reverse side of this application) for each distributive education teacher-coordinator who participates, the teacher-coordinator(s) listed below will implement the Distributive Education Learning System in accordance with the following criteria:

1. The teacher-coordinator(s) must satisfactorily complete the Learning System Workshop in Birmingham August 5-7, 1974.
2. The basic learning resources, unless recently purchased for the distributive education classroom, must be purchased for use in 1974-75.
3. The enrollment must be 15-20 students per class period (this may be increased after the first year of operation).
4. At least 2 two-drawer, or 1 four-drawer filing cabinet(s), standard letter size, must be available in the classroom.
5. A copying machine and paper must be available so that the teacher-coordinator can duplicate sufficient copies of the original materials provided at the workshop for student use.
6. The teacher-coordinator(s) agrees to utilize the Learning Activity Packets (LAPS) an average 2-4 class periods per week in the instructional program.
7. The teacher-coordinator(s) will participate in a regularly scheduled in-service program sponsored jointly by the State Department of Education, the University of Alabama and Auburn University during 1974-75.

_____ Yes, I agree to all seven criteria listed above

_____ No, I do not wish to involve my school system at this time

SUPERINTENDENT

DATE

~~SCHOOL SYSTEM~~

The following distributive education teacher coordinator(s) will participate:

Teacher Coordinator	School
_____	_____
_____	_____
_____	_____
_____	_____

If Necessary please list additional teacher-coordinators and schools on separate sheet of paper.

a better way

TRAINING TODAY'S STUDENTS IN
MARKETING AND DISTRIBUTION THROUGH
A COMPETENCY-BASED CURRICULUM



Division of

VOCATIONAL EDUCATION AND
COMMUNITY COLLEGES
STATE DEPARTMENT OF EDUCATION
Distributive Education Service

Montgomery, Alabama

The Background of LAPs

State Educational Agencies in Alabama, Florida, Georgia, Indiana, Iowa, Kansas, Kentucky, North Carolina, Ohio, Washington, and Mississippi combined the expertise of their curriculum specialists and their fundings. As a result, a competency-based curriculum with 509 individualized Learning Activity Packages to be used for developing 983 Competencies in concepts, skills and attitudes was developed. The curriculum encompasses seven occupational areas, namely: Department Store, Food Store, Hotel/Motel, Restaurant, Service Stations, Variety Store and Wholesaling, covering 69 different occupations.

Each of the 509 individualized Learning Activity Packages includes:

- **Pre-Test (with key)** to determine whether or not the student possesses the competency.
- **Behavioral-Stated Objectives** to communicate what is expected of the student.
- **Learning Activities** to provide options for the individual's learning style. (At least one of the four learning activities is self-contained.)
- **Learning Manager's Guide** to provide direction to the learning manager for student learning activities.
- **Post Test (with key)** to determine whether or not the student, after completing one or more of the learning activities, acquired the competency.

Answers to Questions Posed by Superintendents

Is there substantiating evidence that LAPs actually enhance Distributive Education learning in "A Better Way"?

The results of the Field Test of the LAPs indicate conclusively that students acquire the stated competency more readily when working with LAPs rather than the traditional classroom method.

Will adoption of the LAPs free the Distributive Education Teacher-Coordinator for more effective student counseling within the D. E. Program?

Once the teacher has become thoroughly knowledgeable as to the operation of the system, and the students have become excited about individualized instruction, the teacher will have time for more effective student counseling within the D. E. program, as well as with employers.

How will this new instructional program be financed?

The initial cost will be on a cost-recovery basis for folders, labels and paper. The local system will finance any duplication of materials, filing system, etc. The teacher should have, or have access to, a duplicating machine.

If a D. E. program in a high school adopts the LAPs, for how long a period of time is it mandatory they use the LAPs?

It is suggested that the high school adopting the LAPs think in terms of no less than a two-year trial period. It would take at least one year to become thoroughly familiar with the system and adapt it to the local program. The second year would be necessary in order to become comfortable with the method.

What is the local responsibility of the school superintendent and principal in the adoption of the LAPs?

It would be the local responsibility to give financial support, professional leadership and any encouragement or supervision the teacher might need, which was not readily accessible at the district or state level.

Will adoption of the LAPs require additional teacher-coordinator in-service at district and state levels?

As a part of an effective evaluation program, addi-

Superintendents, Principals and Local Directors

tional teacher-coordinator in-service meetings will be required.

Are you sure the teacher-coordinator will be willing to make this change in instructional techniques?

This would depend entirely on the teacher and the local educational leaders. Some teachers refuse to change, others hesitate to change, others are willing to explore and evaluate and still others "jump on every bandwagon." It is hoped the teacher would be willing to explore the system, evaluate its merits, and adopt it.

What sort of instruction will the teachers be given in order to make them comfortable and secure in using the LAP method?

The 1974 Distributive Education Summer Conference will be devoted to training teachers (in school systems electing to use the LAPs) in "how to use the LAPs effectively." Miss Vera Tisdale, Teacher-Educator, University of Alabama, will be directing the workshop. After having participated in the workshop, the teachers should be able to use the LAPs effectively. Successful use of the LAPs would make the teacher comfortable, secure, and a manager of learning.

What will the LAPs do for the students? Will it be "a better way" of learning for them?

The LAPs will allow each individual student to progress according to his individual abilities and interests. There are varied learning activities which are designed to challenge the student at his individual level.

Will the teachers have any readily accessible assistance during the first year, if problems should develop?

Assistance will be readily available during the first year. Information will be given later as to channels through which to request assistance.

Will the teachers be trained in how important it is to work with the Principal in initiating a new type program so that he will know how it works and can explain it and, if necessary, defend it?

This will be stressed throughout the training program, but it is hoped the local school personnel will be so interested, they will insist on becoming involved with the program.

DISTRIBUTIVE OCCUPATIONS

DEPARTMENT STORE: Advertising Manager, Assistant Buyer, Assistant Credit Manager, Assistant Display Manager, Assistant Receiving Manager, Buyer, Credit Interviewer, Credit Manager, Department Manager, Display Helper, Display Manager, Professional Salesperson, Receiving Clerk, Receiving Manager, Salesperson, Stockperson. **FOOD STORE:** Assistant Manager, Checker, Grocery Clerk, Head Cashier, Head Grocery Clerk, Store Manager. **HOTEL/MOTEL:** Assistant Manager, Bell Captain, Bellman, Building Superintendent, Catering Manager, Chef, Executive Housekeeper, Manager, Night Auditor, Purchasing Agent, Recreation Director, Reservation Manager, Room Clerk, Sales Manager, Service Superintendent. **RESTAURANT:** Assistant Manager, Busboy, Cashier, Head Waiter, Hostess, Manager, Waiter/Waitress. **SERVICE STATION:** Assistant Manager, Attendant, Manager (Dealer). **VARIETY STORE:** Assistant Manager, Buyer, Checkout Cashier, Commissioned Salesperson, Head Cashier/Bookkeeper, Marker, Office Clerk, Personnel Manager, Salesperson, Section Manager, Service Desk, Stockroom Supervisor, Store Manager. **WHOLESALE:** Buyer, Head Buyer, Merchandiser, Order Selector, Receiving/Shipping Supervisor, Route Salesman and/or Vending Machine Specialist, Salesman, Sales Manager, Warehouse Manager.

AREAS COVERED

Applied Mathematics	Display
Communications	Product & Service Technology
Human Relations	Merchandising
Salesmanship	Operations
Advertising	Management

All areas are designed to aid the student in developing Career Awareness



STATEMENTS FROM TEACHER-COORDINATORS WHO FIELD-TESTED LAPS

JOHN BLACKWELL, Russellville High School—The LAPS are a great supplement to the D. E. curriculum and will be beneficial to both "new" and "old" coordinators. I think the students will like them once they are familiar with them.

MARIE McDONALD, Emma Sanson High School—LAPS answer the teacher's question, "What do I teach this student and where can I find the appropriate materials?" The student, through using the LAPS, gains confidence because the learning activities are success oriented.

VIRGINIA REID, Dothan High School—Weeks, months, and even years have been spent by many people from several states in developing a usable learning system for Distributive Education students. The LAPS provide an opportunity for students to develop knowledge, skills and attitudes through individualized instruction.

ROGER WILKINS, Charles Henderson High School—I am excited about the LAPS. I see them as a challenge to the most gifted student, yet allowing the slow students to enjoy varying degrees of accomplishment. The LAPS will not be a panacea for all instructional ills, but they will aid the instructor in bridging gaps in the instructional program.

LARRY YOUNG, Burrell-Slater Area Vocational Center—LAPS are one of the most novel methods of motivating students and creating interest in the Distributive Education classroom. They are realistic and practical since they were written and designed by Distributive Education educators at various levels. I encourage all D. E. teachers to try the system . . . you'll like it, and most importantly, so will your students.

ANACILE RIGGS, State Supervisor Distributive Education—Learning Activity Packages serve as a thread that weaves together the many different interests, abilities, career objectives and other variations found in the average Distributive Education Classroom. It is a different method of instruction and not designed to replace any successful method now being used, but rather to enhance and motivate. The student will be receptive to the change in instructional method, provided the teacher-coordinator sees it as a challenge and is receptive to the new system. Remember, nothing changes unless something has been sold!

Alabama's Inter-State Distributive Education Curriculum Consortium Directors are:

VERA P. TISDALE, Teacher-Educator, University of Alabama, Director

IRENE H. ROCKHILL, Assistant State Supervisor, Co-Director

Working with them were:

John Atkins, Anniston; William Battle, Phenix City; John Blackwell, Russellville; Ralph E. Callahan, Mobile; Shirley Clements, Tuscaloosa; Ann Dobbs, Haleyville; Sue Johnson, Decatur; Marie McDonald, Gadsden; Marjorie Malloy, Fort Payne; Bonnie H. Miller, Talladega; Ronald Moon, Birmingham; Sara Parnell, Montgomery; Hugh Peak, Birmingham; Cora Lee Reagan, Decatur; Virginia Reid, Andalusia; Anita Sherman, Oxford; Roger Wilkins, Troy; Fred Wright, Mobile and Lorry Young, Florence.

Evaluation Form
For
A BETTER WAY

Using A Competency Based Curriculum

Instructions: Please check your evaluation in the columns to the right.
Check column 4 for Above Average; 3 for Good; 2 for Average; 1 for Poor.

- | | High
4 | 3 | 2 | Low
1 |
|---|-----------|-----|-----|----------|
| 1. To what extent do you feel that you understand the rationale of using a competency based curriculum? | () | () | () | () |
| 2. As a result of your experiences at this workshop, to what extent do you understand better the components of the learning system? | () | () | () | () |
| 3. To what extent do you have a better understanding of what I.D.E.C. can provide and what it does not provide? | () | () | () | () |
| 4. To what extent do you understand better the terminology of I.D.E.C? | () | () | () | () |
| 5. To what extent do you understand better the areas of competencies for instruction covered in the I.D.E.C. system? | () | () | () | () |
| 6. To what extent do you understand better the role of the "D.E. Learning Manager?" | () | () | () | () |
| 7. To what extent do you understand the procedures to be followed by the student in using a learning activity package? | () | () | () | () |
| 8. To what extent do you understand better the components of a learning activity package? | () | () | () | () |
| 9. To what extent do you understand options for organizing curricula for different D.E. programs? | () | () | () | () |
| 10. To what extent do you understand the use of competency-based training plans to improve the students on-the-job instruction? | () | () | () | () |
| 11. To what extent do you understand how to organize a filing system for house I.D.E.C? | () | () | () | () |
| 12. To what extent do you understand the use of the <u>LAP Directory</u> , <u>Numerical Print Out for Filing</u> , <u>Bibliography</u> , <u>Alabama Analyses for Sixty-nine Occupations</u> , and other aids? | () | () | () | () |