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ABSTRACT

The Marin County (California) Regional Occupational Program (Marin ROP) was charged with increasing the vocational education opportunities for youth and adults so that they may acquire occupational skills. While the Marin ROP was jointly sponsored by three secondary school districts and a two-campus community college, the ROP was administered by the Marin County Superintendent of Schools. As a component of the Marin ROP, a practicum was designed to teach eighteen vocational teachers how to use video equipment in order to: (1) increase the diversity of teaching styles, (2) sharpen self-assessment skills, and (3) use the equipment as a teaching tool. Sixteen teachers produced videotaped lessons and fifteen teachers chose to incorporate the videotaped lessons in their annual teaching evaluations. The author concluded that while videotaped lessons are a valid tool for increasing teachers' self-assessment awareness and capabilities, self-assessment as a stated objective for producing videotaped lessons created high degrees of teacher apprehension. Therefore, it was speculated that if teachers simply learned how to operate the equipment as a teaching tool and produced lessons for classroom use, self-assessment would automatically occur because teachers would see themselves teaching and begin to change.

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TEACHER SELF-ASSESSMENT VIA VIDEOTAPED MINILESSONS
IN THE
MARIN COUNTY REGIONAL OCCUPATIONAL PROGRAM

by
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Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

San Francisco Cluster
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ABSTRACT

This practicum was designed to teach eighteen vocational teachers how to use video equipment in order to (1) increase the diversity of teaching styles, (2) sharpen self-assessment skills, and (3) use the equipment as a teaching tool. Sixteen teachers produced videotaped lessons; fifteen teachers chose to incorporate the videotaped lessons in their annual teaching evaluations.

1. DEVELOPMENT OF THE PROJECT

Marin ROP

The Marin County Regional Occupational Program (Marin ROP) is charged with increasing the vocational education opportunities for youth and adults so that they may acquire occupational skills. The Marin ROP is jointly sponsored by three secondary school districts (seven high schools) and a two-campus community college. The ROP is administered by the Marin County Superintendent of Schools.

The vocational programs are designed to supplement existing programs, and to provide programs that a single high school could not provide. Program offerings range from automotive occupations to geriatric aide, from welding to child-care occupations. Program descriptions are included in Appendix A. ROP's intention is to provide vocational courses for the community. Any adult or student of high-school age, regardless of enrollment in high school or college courses, is eligible for the program. The Marin ROP is funded with local taxes and state apportionment allotments.

Staffing

The administrative staff is composed of one director and two program managers. The teaching staff consists of one counselor and from twenty-one to thirty-three teachers, depending on the number of programs being offered. Even with this variation in size the teaching staff is stable: approximately one-third of the teachers have been with the Marin ROP since it began in 1970/71. Newer teachers have joined and remained on the staff as new programs have been developed.

Vocational teachers are predominantly drawn from business and industry since three to seven years of recent occupational experience is required to obtain a California teacher's certificate. Therefore, many vocational teachers begin to teach with little or no prior teacher training or classroom experience. They are usually self-assured, possess outstanding competence in their field, and have proven themselves highly successful in other walks of life. Often, however, they need considerable support as they become teachers. The challenge for the administrator is to

facilitate increased diversity of teaching strategies without damaging egos or destroying the occupational competencies of vocational teachers.

Teacher Evaluation

The Stull Bill of California, Education Code 13485, mandates an annual evaluation of teachers by administrators based on mutually agreed upon educational objectives. The evaluation process requires at least one classroom observation by an administrator.

During 1973/74, I performed one preannounced; official classroom observation of each vocational teacher in the Marin County Regional Occupational Program. Teachers selected either lectures or open laboratories for the visit. Over half of the teachers selected lectures, during which little student response occurred. Few teachers utilized audio-visual tools, although a chalkboard was used during some of the lectures. I concluded that at least half of the teachers believed that an outstanding administratively observed lesson should consist of a standup lecture by the instructor.



In June 1974 a meeting was held to discuss my classroom observations. Teachers voiced concerns about the limited time used in the 1973/74 classroom evaluation process. Teachers requested that future classroom observations include peers, administrators, students, advisory committee members, and parents.

The idea also emerged that teachers could help to fill the gap in available observation time by learning to assess themselves. The microteaching concept was introduced as one strategy for self-assessment, which the teachers unanimously agreed to try during 1974/75. For the purpose of this project, microteaching means videotaping an actual classroom lesson, scaled down in time and numbers of students. The microlesson lasts from five to twenty minutes and involves from three to ten students. The teacher views and criticizes the taped lesson for feedback, concentrating on predetermined areas of concern or interest. The teacher may reteach the lesson, depending on critique results.

Audio-visual Workshop

Using audio-visual materials in the classroom was discussed with each teacher during the 1973/74 post-observation conferences.. The June 1974 inservice included workshop sessions on how to prepare an audio and/or visual teaching materials. Each teacher developed a lesson using slides, transparencies, and/or audio tapes.

The purpose of the audio-visual workshops was to encourage the use of various equipment as a way to diversify teaching strategies. Teachers were pleased with the workshop results, and requested additional audio-visual workshop sessions.

Project Basis

Classroom observation and teacher feedback made clear that teachers needed to (1) increase the diversity of their teaching strategies to gain more effectiveness, and (2) have more feedback in assessing their teaching skills. Using audio and/or visual equipment to record an abbreviated teaching segment was seen as a way to approach both problems at the same

time. Audio-visual materials could (1) allow for more creative teaching opportunities, and (2) serve as a vehicle for self-assessment of teaching ability.

These goals could only be met by overcoming several obstacles -- the basis of this project:

1. Teachers must be intrigued with the idea of using audio-visual equipment as a teaching tool.

2. Then, they must learn how to run the equipment well. Sufficient time between steps must lapse for teachers to assimilate what they have learned.

3. In order to learn confidently, the teachers must not be overwhelmed or threatened by the equipment and must be given adequate support in the learning process.

4. Teachers must learn to use the equipment as a rational technique in self-assessment.

The project was devised (1) to introduce audio-visual equipment into the classroom in such a way as to overcome these obstacles, and (2) to determine

whether audio-visual materials increase effectiveness in teaching and in self-assessment.

The Marin ROP owned over \$5,000 worth of audio-visual equipment, including video equipment, all of which was locked up. Video equipment was selected for this project because: (1) it could provide audio and visual feedback, and (2) although teachers had not used the equipment, it was readily available. Further, using video equipment as a classroom teaching tool in vocational programs has great potential. Students can use the equipment to assess themselves and can review lessons by viewing videotapes.

Preliminary Expectations

At the commencement of the project, a list was drawn up of the anticipated steps the teachers would take in using the audio-visual equipment to videotape a minilesson. These were the projections:

1. Minilesson plan will indicate the use of at least one visual aid other than a chalkboard.
2. Teacher will videotape a minilesson.

3. Teacher will ask administrator to view a videotaped minilesson.

4. Tapes viewed by teacher and administrator together will lead to discussion of possible variations in teaching strategy.

5. Teacher will be able to explain the use of a selected teaching strategy as it relates to the learning objective sought.

6. Teacher will request additional use of video equipment.

7. Teacher will videotape another minilesson.

8. Teacher will recommend that videotaped minilessons become a regular option for part of the annual process for self-assessment.

9. Teacher will request increased budget allocations for audio-visual materials and equipment.

2. PROJECT ACTIVITIES

The project focused on three major events occurring at four-month intervals: two videotape training sessions and a series of videotape viewing conferences. A log of sequential activities is provided as Appendix B. Eighteen vocational teachers, one director, three consultants, and one media technician participated in the project.

Preparation for First Session

To prepare for the first videotape training session, I reviewed the literature pertaining to microteaching and videotaping. The bibliography lists helpful source material. This review led to the determinations that to be successful, (1) videotape procedures would need to be presented clearly and slowly, providing teachers with positive attitudes about the equipment; and (2) the training would require a reasonable degree of teacher commitment, but must only impose minimally on the teachers' time.

The most comprehensive materials for a microteaching approach to teacher education were

literature and films developed and tested by the Far West Laboratory for Educational Research and Development.* It was not the purpose of this practicum to replicate the Far West Laboratory's approach. Rather, the work done by the lab served as background information. The lab materials were professionally prepared and extensively tested. However, they required greater teacher commitment than we had, and more expense for the supervisory time than the schools could afford. The intensity of the training was perceived to be too overwhelming for the ROP teachers.

First Training Session

The first training session occurred on September 5, 1974 and lasted seven hours. There were eighteen participants. The agenda for the session appears as Appendix C. The session relied on three teaching techniques: lecture, film and firsthand demonstrations, and practice.

*Walter Borg et al., The Mini-Course, a Microteaching Approach to Teacher Education. N.Y.: Macmillan Educational Services.



The services of Marilyn Madsen, a consultant teacher trainer for Far West Laboratory, were obtained to introduce microteaching concepts to the participants. Ms. Madsen's resume is included as Appendix D. Ms. Madsen stressed that knowledge of the equipment and clarity about teaching objectives would facilitate microteaching. Excerpts of her talk were distributed to the participants later, and are presented as Appendix E.

Participants also viewed two introductory training films on microteaching developed by Far West Laboratory. One featured how to question effectively, and the other showed elementary teachers using videotaped, five-minute-long minilessons for self-assessment.

Then teachers were shown how to use a Sony Portapac Video Tape Recorder (VTR) and how to operate the camera. Each teacher practiced using the VTR with a threading guide sheet (Appendix F) and operated the camera.

Results of First Training Session

As director, I informally queried teachers about

the training session during the following two weeks and noted comments. Teachers' apprehension, curiosity, frustration, confusion, and optimism were discerned and discussed. A number of teachers questioned the relevance of both films which featured teachers with elementary children, finding them poor models for vocational teachers. Most of the teachers indicated varying degrees of concern about operating the equipment. Three teachers suggested different uses for video equipment in their classes.

Preparation for Second Session

I planned to produce a minilesson as a sample exercise for the second training session. However, the minilesson was taped on the Sony VTR, which had been unknowingly but irreparably damaged. The VTR was acquired secondhand in 1969 and had a history of minor breakdowns and repairs. The final breakage occurred while the equipment was being used by some of the teachers. The damage was discovered after the sample minilesson was taped. The equipment produced a permanently marred tape.

The old Sony equipment was replaced with a new Panasonic Cassette VTR and a camera. This equipment is very durable and can withstand the wear and tear of mobility. Videotaping of the sample minilesson was repeated with the new equipment two weeks behind schedule. See Appendix G of the videotaped lesson. The tape was prepared with these objectives in mind:

- (1) to show the director teaching a minilesson;
- (2) to demonstrate video feedback as a method of self-assessment;
- (3) to tape classroom responses of adult students; and
- (4) to demonstrate an unprofessionally taped teaching sample as opposed to a model sample.

Mr. Sherman B. Sheppard, a media specialist with video production expertise, was hired to assist at the second training session and to help videotape the sample minilesson. See his resume at Appendix H.

Although the new equipment was easier to handle, teachers continued to be anxious about transporting and operating the equipment. Participants in this project teach in many campus and off-campus locations; a central taping place seemed impractical. Therefore, a video technician, Mr. William Gray, (see resume at

Appendix I) was asked to pick up and deliver the equipment before and after teacher taping sessions. Mr. Gray also assisted at the second training session.

The Marin ROP's standardized forms for teacher evaluation were distributed to all teachers in November, a month before the second training session was scheduled. See Appendix J. A review of these forms was planned for the session. Included in the package was an evaluation plan that I devised so that videotaped minilessons could be used as an optional self-assessment. See Appendix J form. The instructions stated, in part:

A self-evaluation via videotaping will be an optional evaluation tool for teachers to utilize. Two training sessions will be provided prior to availability of video equipment on-site. Each teacher will be supplied with a story board tablet and a 30-minute blank video tape. A self-evaluation critique check sheet will be developed during one of the training sessions by the entire staff.

Second Training Session

The second training session was held on December 20, 1974, two weeks behind schedule due to the equipment procurement delays and the minilesson retaping.

The delay did not hamper the project since ample time between training sessions was part of the plan. Review of the ROP's standardized evaluation forms required teachers to attend this training session. Sixteen teachers were present. The session lasted eight hours.

The agenda for the training session is included as Appendix K. These are some of the areas that were covered:

1. The evaluation forms (Appendix J) were reviewed. Teachers were advised how to use self-assessment, with the help of videotaped minilessons, as part of their annual evaluation process.
2. The sample videotaped minilesson was viewed, then criticized.
3. Mr. Sheppard spoke about the instructional process. He broke up teaching into four procedures: the teacher's ability to motivate students, the teacher's methods of presentation, the student's application, and the teacher's evaluation of the learning process. Mr. Sheppard discussed what he considered to be the personal characteristics of a

good teacher, and presented some of the specific skills teachers can employ to increase teaching effectiveness. A summary of Mr. Sheppard's talk is given in Appendix L, and was distributed to participants after the session.

4. Teachers practiced individually with the new video equipment. Mr. Gray helped to correct mistakes and answered questions about the equipment.

5. Participants working in small groups developed a self-assessment guide sheet to be used when viewing their own taped minilessons. Mr. Rudolph Nelson, one of the teachers, helped to facilitate these discussions.

6. Each teacher received a thirty-minute blank videotape cassette and a packet of story boards, to be used later for their own videotaping session. Story boards are format pages used to depict visuals with accompanying verbal commentary. Appendix M shows two types. Each teacher met with Mr. Sheppard to discuss problems in developing minilessons and how to use the story boards.

Results of Second Session

At the end of the session, teachers were handed a sheet asking them to assess the session. They were asked to complete: "How do you feel about today?" "What was missing or needed that didn't occur?" "Comments." In the days following the second session, the answers to these three open-ended questions were reviewed and summarized. See Appendix N. In general, teachers were receptive to the self-assessment/ videotaping concept. The anxiety level concerning videotaping minilessons was lowered, although some teachers still indicated insecurity about handling the video equipment.

An agreement was made with Bill Gray, video technician, to transport and set up equipment at different teaching locations and to provide technical assistance to teachers while they videotaped their minilessons. Mr. Gray was provided with a tentative schedule, which was also distributed to the teachers. See Appendix O.

The viewing guide format developed by the teachers

during the second training session was completed by Rudy Nelson and me. The viewing guide was distributed to all teachers, along with the videotaping schedule. Also see Appendix O.

Videotape Viewing Conferences

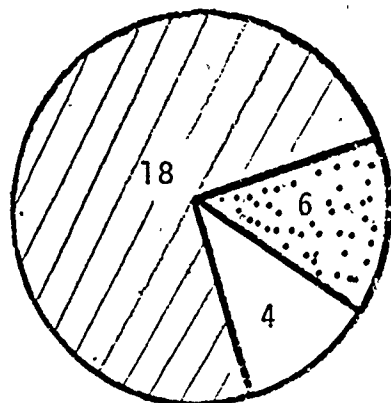
Completion of the standardized evaluation forms requires at least one classroom observation and a postobservation conference. I used these conferences as an opportunity to view teachers' taped minilessons, and to obtain teachers' assessments of their videotaping experiences. Each conference was scheduled for one and one-half hours. See sample memo, Appendix P.

The required teacher evaluation procedures were completed prior to viewing the tapes so that anxiety levels would be low and to encourage teachers to be frank about their assessments. Each conference was audiotape-recorded with the teacher's permission. At the end of the conference, each teacher completed fourteen open-ended questions pertaining to the videotaping experience. See the form and summary of answers at Appendix Q.


TABLE A


Teaching Staff Participation in Videotaping Activities

Pie = 28 Teachers

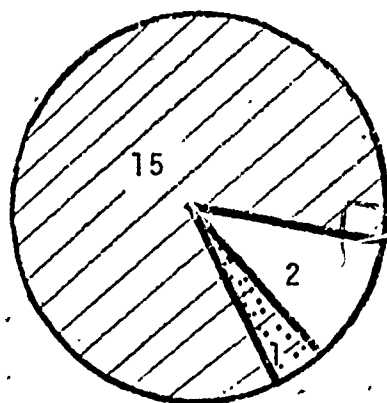


 = 18 Teachers Involved in Project


 = 6 Teachers Who Joined Staff After Project Began


 = 4 Teachers Evaluated by Host Schools


Pie = 18 Teachers



16 Teachers produced Videotapes

 = 15 Teachers produced Tapes and Brought Tapes to Conference

 = 1 Teacher produced Tape and did not bring to Conference

 = 2 Teachers did not produce a Videotape

Conference Results

Eighteen teachers were interviewed in posttaping conferences. (Ten teachers were not included in the project for these reasons: four were evaluated by the host school and six joined the staff after the first training session.) Sixteen of the teachers had produced videotaped minilessons. (Concerning the two who did not produce tapes, one was on temporary leave and the other refused.) Of the sixteen teachers who produced videotaped minilessons, fifteen brought their tapes for viewing to the conference. See Table A.

In these fifteen tapes, I observed fifty-eight strategies, which I grouped into seventeen categories. See Table B.

TABLE B

Types and Frequencies of Teaching Strategies Observed in Videotaped Minilessons

Chalkboard	4	Discussion	3	Reinforcement	6
Demonstration	8	Teacher-asked Questions	7	Filmstrip	1
Charts	1	Role Playing	1	Elaboration	1
Student Summaries	2	Set Induction	6	Guest Speaker	1
Lecture	5	Cueing	2	Student participation in demonstration	5
Teacher Summaries	3			Student samples asked	2

The number of teachers requesting additional use of the video equipment was equally divided: eight yes, eight no. Three teachers repeated the videotaping of their minilessons, seven did not, and six planned to do so. Interestingly, the teachers who requested more time with the equipment also tended to work closely together. In other words, they probably gave each

each other the continuous support necessary to give them confidence in their videotaping experiments.

Ten out of eleven teachers included at least one form of audio-visual material other than a chalkboard in planning and taping their lessons. Eleven teachers used story boards to prepare for taping, five did not. Of the five who did not use story boards, four used audio-visual materials other than a chalkboard in taping their lessons. In other words, there was no connection between using story boards and audio-visuals. Thirteen of fifteen teachers used audio-visual materials other than chalkboards in the taped lesson.

Only one teacher used the viewing guide as a self-assessment procedure when reviewing the minilesson. The first three conferees explained that they had mislaid the viewing guide. Thereafter, I asked teachers to refer to a viewing guide during the conference.

Rather than the expected five-minute tape, teachers produced twenty- to twenty-five-minute lessons. Their reasons were that (1) the technician

encouraged them to do so, and (2) the sample lesson shown at the second session had, in fact, run for eighteen minutes. In conference, I first watched the entire lesson with the teacher. Short portions of the tape were then replayed and criticized with the use of the viewing guide. This procedure helped teachers begin to understand how to assess themselves and to criticize a lesson.

Most of the teachers needed assistance to load the video cassette tape into the VTR. The technician's services helped to guarantee the smooth production of a taped lesson and to reduce teachers' anxieties. Teachers "let Bill" run the equipment. Of the fifteen teachers interviewed, four could operate the VTR and monitor during the posttaping conference, five could not, and six needed assistance.

Teachers' Assessments of Videotaping

The fifteen teachers who had brought videotapes with them to their conferences responded to the fourteen-item questionnaire at the end of each conference. The summarized responses are included in

Appendix Q. There were 250 responses. In general, 236 seemed positive and fourteen appeared to be negative in terms of the project's initial objectives.

No one refused or objected to continuing self-assessment via videotaped minilessons. Thirteen teachers had also asked a variety of people, including students, to observe their teaching, either through classroom observations or by viewing the videotaped minilessons.

Teachers seemed to see more weaknesses than strengths in watching themselves. Teachers themselves discerned that the video lessons were too teacher oriented, which I had also noted during previous classroom observations. Teachers were able to determine certain changes in teaching strategies that they would employ if the lessons were to be redone and, it is assumed these strategies will be applied more liberally in the future. Most of the ideas related to greater student involvement and less teacher domination of the communication or demonstration.

Cost of the Project

The time spent by the participants and the director were not attributed to project costs since annual evaluation procedures are required activities. Financial expenditures directly attributable to this project are:

Three consultants	\$ 260
Video technician	236
Story Boards	25
Nineteen video cassette tapes	<u>285</u>
Total	\$ 806
Replaced Equipment	\$ 2,431

Equipment replacement costs were not calculated into the initial project plan. Funds are budgeted annually for equipment replacement due to the technical nature of vocational education programs. Therefore, funds were available to replace the damaged equipment.

3. SUMMARY

Outcomes

Of the eighteen teachers participating in the project, sixteen produced videotaped minilessons. Fifteen of these teachers brought their taped lessons for me to review.

Seventeen different teaching strategies were observed in fifty-eight instances while viewing the fifteen tapes. Thirteen of the teachers used audio-visual materials other than a chalkboard in the taped lessons.

Teachers failed to use the viewing guide as a self-assessment device when viewing the taped lesson themselves. I compensated for this by asking teachers to use the viewing guide during the viewing conferences.

Fifteen teachers responded to the fourteen-item questionnaire at the end of each conference. Of the 250 total responses, 236 were positive.

No teacher refused or objected to the continuing use of videotaped minilessons for self-assessment. However, the number of teachers requesting additional use of the equipment was equally divided.

Responses revealed that teachers were able to self-assess their lessons--to identify weaknesses and strengths. Three teachers retaped the lesson, seven did not, and six planned to do so. Teachers were also able to verbalize specific changes they would make if the lesson were retaught. Seven of the teachers suggested videotaping as a classroom teaching tool.

One teacher enrolled in a video production course for credit; three teachers attended a statewide educational technology workshop. On their return, they volunteered to present a morning training session during the June 1975 inservice meetings. The session began with a presentation by Mr. James C. Staley, a Marin County Community College instructor, who uses instructional television as an integral part of his courses. See Appendix R. Two of the ROP teachers also demonstrated taping a minilesson during the session.

Three teachers involved in one ROP program have requested that two VTRs and monitors be permanently placed in the classroom. They plan to begin producing taped lessons in the fall of 1975.

The budget requests for 1975/76 reflect a marked increase in requests for audio-visual materials and equipment, including television. See Table C. The increased annual expenditures for audio-visual equipment reflects an increase in teachers' utilization of media in the classroom.

TABLE C

Teacher-Initiated Audio-Visual Expenditures
for Instructional Programs

	<u>1972/73</u>	<u>1973/74</u>	<u>1974/75</u>	<u>1975/76</u>
Equipment	\$ 462.00	1,440.56	3,102.52	4,165.00
Media	352.88	991.67	3,130.85	6,830.00
Maintenance	--	<u>179.48</u>	<u>11.25</u>	<u>450.00</u>
	814.88	2,611.71	6,244.62	11,445.00

Conclusions

The project accomplished its objectives. Videotaped minilessons are now a permanent option in

annual teacher evaluation procedures for Marin ROP teachers. The services of a technician will be continued, unless the teacher requests otherwise, to alleviate anxieties and to free the teacher to concentrate on the lesson being taped. Teachers still need continued practice to gain confidence in operating this equipment.

Teachers have become more aware of diversified teaching strategies. Future training sessions will be planned to bolster this beginning awareness and to expand teachers' repertoires.

Teachers who are not in close proximity to other teachers will need encouragement to use the video equipment. Activities to assemble teachers from lone facilities more often are planned for next year.

Spacing training sessions far apart enabled the project to proceed smoothly, providing teachers with ample time and opportunities to ask questions and think about the lessons to be taped. Furthermore, the teachers requested that the seven inservice days normally planned for the beginning and end of the school

year be interspersed throughout the next school year.

Using the video cassette tapes that autothread onto the VTR enhanced teachers' success in operating the equipment by lowering apprehensions. The availability of commercially prepared cassette videotapes should increase the use of the equipment.

During the project, a deliberate attempt was made to blur the self-assessment objective by stressing the video production and equipment-usage objectives. The teachers were never required to produce taped minilessons for self-assessment, although I encouraged the option with much cajoling, persuasion, and support. Employing video equipment as a teaching tool was the primary objective as far as teachers were concerned.

Although the first training session emphasized short, five-minute minilessons, the ROP teachers produced twenty- to twenty-five minute lessons. I initially perceived this factor as a project flaw. However, the longer lessons provided four advantages: (1) teachers actually produced lessons they could use

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again; (2) many of them chose lessons with which they were familiar, enabling them to concentrate on teaching strategies; (3) I gained new insight into the course content of each program while viewing the tapes; and (4) small portions of each tape provided for comprehensive critiques. The disadvantage was that a retaught lesson could not be observed on the same cassette. However, reviewing a retaught lesson was not a primary objective of this project.

Videotaped lessons are a valid tool for increasing teachers' self-assessment awareness and capabilities. However, self-assessment as a stated objective for producing videotaped lessons creates high degrees of teacher apprehension. Therefore, at the completion of this project, I arrived at the following speculation: If teachers simply learned how to operate the equipment as a teaching tool and produced lessons for classroom use, self-assessment would automatically occur because teachers would see themselves teaching and begin to change. With this approach, the teacher would first tape the best lesson in his/her repertoire, which would enable the teacher to enjoy the production without the

nagging threat of evaluation. Self-assessment would then naturally occur--human nature being what it is. This approach would enable a supervisor to help teachers gradually increase their teaching strategy repertoires with little or no threat. In fact, significant insights would probably be initiated by the teacher.

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APPENDIX A
INFORMATION ABOUT MARIN COUNTY REGIONAL OCCUPATIONAL
PROGRAM

WHAT IS A REGIONAL OCCUPATIONAL PROGRAM/CENTER (ROP/C)

Regional Occupational Program/Center (Definition)

R.O.P. stands for Regional Occupational Program where vocational training programs are conducted in a variety of facilities not exclusively used for that program. For example, a high school facility could be used during or after regular school hours and on Saturdays to provide a regional training program open to anyone in the area served.

R.O.C. stands for Regional Occupational Center where vocational training is offered in a location exclusively used for that purpose. ROP/C stands for a combination of facilities throughout the county where vocational training is available.

In Marin, the County Superintendent/Board operates a combined ROP/C in cooperation with Tamalpais Union High School District, San Rafael City Schools, Novato Unified School District, and the Marin Community College District. The funding sources are state and local taxes.

Organizational Purpose:

What We Do: Provide high quality vocational training opportunities to a larger number of students that can be efficiently served by a single district. The intent is to broaden vocational training opportunities for the population base to be served.

Instructional purpose is to prepare for:

- a. gainful employment
- b. occupational upgrading
- c. enrollment in advanced training programs.

Whom Do We Serve:

Any Marin County high school student or adult, in or out of school, may now enroll in vocational training programs offered through the Regional Occupational Program regardless of the geographical location of their residence in the county.

How Are Courses Selected?

A job market survey is conducted in those areas for which a course is proposed. The survey includes an analysis of existing vocational programs to insure that the employment demand warrants such a course and to insure the best use of available resources.

Unique Aspects:

1. High school credit may be earned upon successful course completion.
2. High school students can remain at their regular high school for academic, general and extracurricular activities while receiving vocational training at the ROP/C during or after regular school hours and on Saturdays.
3. Vocational counseling, guidance and testing in career planning and employability skills is an integral part of each program. Job placement assistance is provided.
4. Individualized instruction and open enrollment year-round provides for flexible entry and exit from programs according to individual needs.
5. Short-term specialty training.

Questions and Answers

Regarding

REGIONAL OCCUPATIONAL CENTERS AND PROGRAMS

1. What is the concept of the Regional Occupational Center or Program?

ROC/ROP-Regional Occupational Centers and Programs represent a system for developing and implementing occupational education courses and services in an area or region.

2. What is a Regional Occupational Program?

A Regional Occupational Program is an educational unit established for the purpose of assisting students in their preparation for employment requiring special or technical training or skills.

A Regional Occupational Program is typically housed in a variety of physical facilities and is not situated in one single plant or site.

3. What, then, is a Regional Occupational Center?

When a Regional Occupational Program is housed in a separate, identifiable facility, it is referred to as a Regional Occupational Center. The program intent of both the Center and the Program are basically the same.

4. What is the purpose of ROP?

The purpose of the Regional Occupational Program is to provide a means whereby high quality vocational, technical, and occupational preparation opportunities can be extended through a wider variety of specialized courses and services to serve a larger number of students than can be provided adequately, efficiently, and economically by a single district. It is a further intent to provide high school students and graduates and out-of-school youth and adults, regardless of the geographical location of their residence in a county or region, with the opportunity to enroll in a vocational or technical training program.

"A Regional Occupational Center or Regional Occupational Program shall:

- (a) Provide individual counseling and guidance in vocational matters.
- (b) Provide a curriculum which includes skill training in occupational fields having current and future needs for such training.
- (c) Provide an opportunity for students to acquire entry-level vocational skills which may lead to a combination work-study schedule.
- (d) Provide for the upgrading of the vocational students and for retraining where necessary.
- (e) Maintain a pupil-teacher ratio which will enable students to achieve optimum benefits from the instructional program."

5. What is the nature of the instruction in a Regional Occupational Center or Program?

The instruction is designed for the same purpose as other vocational and technical education. That is, it should assist the student-trainee to gain entry-level skills in an occupation. Or, for the employed person, the program is designed to assist him upgrade his skills to maintain employment stability to make job advancements. The instructional program must meet the standards of the State Plan and the guidelines contained in Chapter 9, Sections 11500-11511 of Title V of the California Administrative Code.

6. What is the legal basis for ROC/ROP?

Chapter 14, Sections 7450-7464 of the California Education Code; Chapter 9, Sections 11500-11511 of the California Administrative Code, Title V; and the California State Plan for Vocational Education.

7. How will ROC/ROP's be funded?

From taxes levied by the County Board of Supervisors upon recommendation of the participating school districts, Board of Trustees, and County Board of Education. Grants from the federal government or from other public and private sources may be accepted. Each student may be credited with one-third of a unit of ADA for each sixty minutes spent in a program. State apportionment is received for such ADA generated.

8. Within the above broad framework, are there legal criteria for instruction in a Regional Occupational Center or Program?

Yes, skill training must be in occupational fields having current and future needs as indicated by job market surveys.

9. Where will the ROP courses be held?

The courses may be held in a variety of physical facilities at various training locations such as high schools, adult schools, community colleges, private industry and schools, and leased facilities. Courses offered under the Regional Occupational Center concept will be centrally located.

10. How will ROC/ROP's be administered?

They will be administered by either a Board of Management made up of elected representatives from each district, or a County Board of Education.

11. How will school districts be involved in joint-powers-type ROC/ROP's?

All high schools and unified districts which join together as a part of an ROC or ROP, are requested to select elected representatives to serve on a governing board or coordinating council. In addition to the representatives from each participating district, there may be representatives selected from the community colleges and County Office of Education.

12. Does the law prescribe limitations, such as age or previous background, on persons who may enroll?

Yes. The basic requirement is that the pupil be eligible to attend a high school or adult school. There is no upper age limit or upper educational limit. Thus the program is open to high school students, high school graduates, and out-of-school youth and adults. Section 7455 of the Education Code states, "No pupil will be admitted unless it is determined that he will benefit."

13. Is enrollment restricted to students residing in the districts served by the Regional Occupational Center or Program?

If the Regional Occupational Center or Program is operated by the county superintendent, any pupil eligible to attend a high school or adult school, subject to the jurisdiction of the county superintendent, is eligible to attend.

If the Regional Occupational Center or Program is operated by a school district or school districts, any pupil who resides in one of the participating districts may be admitted.

Undoubtedly there are legal agreements that allow the movement of students from district to district or county to county.

14. Generally, what are the major activities of the ROC/ROP?

There are two major types of activities offered by an ROC/ROP system: Programs and ancillary services. Programs consist of the courses which provide the occupational training. Ancillary services are those services which contribute to and support the programs, such as occupational information, counseling and guidance, placement, testing, follow-up, transportation, etc.

15. In what way is counseling and guidance a part of the program in the Regional Occupational Center or Program?

Counseling and guidance should be directly supportive of, and contributory to the instructional programs. Typical services are assistance in enrollment and program selection and personal and occupational counseling. Education Code 7451.2 states, "Individual counseling and guidance in vocational matters."

16. How is the ROC/ROP to be evaluated?

Each Center or Program is to submit to the State Department of Education an evaluation of the Center's educational program. Included in the evaluation, but not limited to, are:

1. An analysis of the cost of operation of the Center or Program.
2. Enrollment defined in terms of high school students, high school graduates, and adults.
3. Number of graduates and trainees for specific entry-level occupations as opposed to higher level-entry occupations.
4. Dropout rates and placement data.

17. When applying to establish a Regional Occupational Center or Program, to what key factors can the local district direct its attention?

The six major factors to be examined are:

1. Is there an adequate administrative organization for the Center or Program?
2. Are proposed courses of instruction based on a job market survey?
3. Has articulation with community colleges, adult schools, and regular high school vocational programs been thoroughly analyzed to avoid unnecessary duplication of dollars and efforts?
4. Is the curriculum designed to make the trainee immediately employable upon completion of training?
5. What individual vocational guidance and counseling is provided.
6. How is the success of the Center or Program to be evaluated?

18. To what agency does the local school district apply when the district plans to participate in a Regional Occupational Center or Program?

Applications are to be submitted by governing boards of districts, approved by the county superintendent, and directed to the staff of the California State Board of Education.

19. What other services or general assistance can an ROC/ROP provide the area served?

1. Assist local school districts in developing a comprehensive vocational education program through a realistic educational plan including career education, counseling and guidance, job placement, follow-up and evaluation.
2. Implement a systems approach to an educational program which is learner-centered; one that will utilize modern teaching techniques and community resources to provide maximum flexibility in the learning process, thus assuring progress of each individual toward meaningful goals.

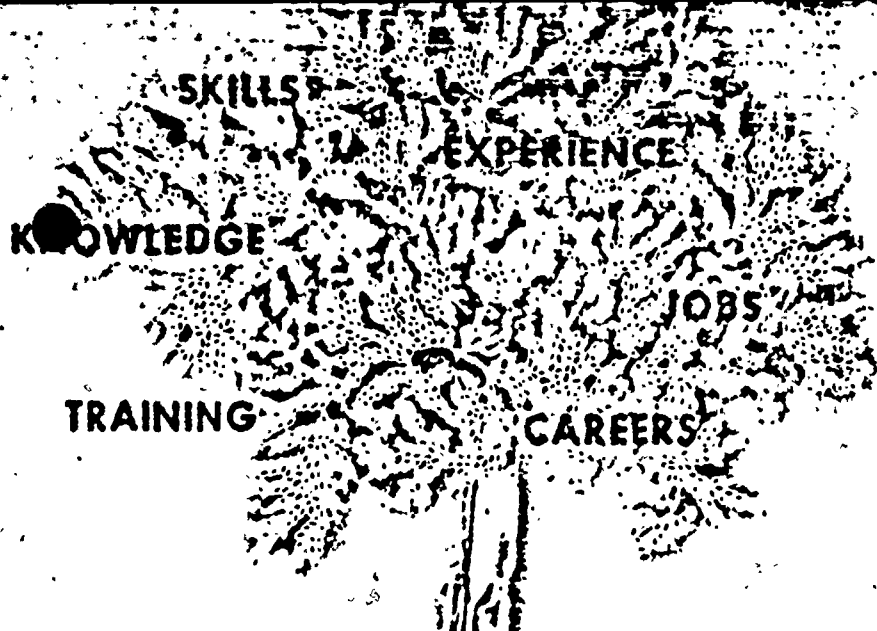
3. Assist in developing a continuum of educational experiences through articulation of the elementary, junior and senior high schools, and community college programs.
4. Motivate all students via new and meaningful educational experiences, and provide programs for those students who lack the aptitude, interest or motivation to succeed in existing programs, thereby decreasing the number of high school dropouts and increasing the success ratio of high school students.
5. Provide career information counseling and guidance services that will enable students to make realistic choices regarding occupational curriculum and careers.
6. Provide an occupational education curriculum wherein the students will gain those necessary skills, knowledges, and attitudes for successful entry-level employment or for further educational preparation.
7. Assist in improving an adult education program designed to upgrade career skills of workers, and retrain those who desire to change or achieve occupational goals.
8. Provide inservice education for teachers, counselors, and administrators in upgrading their skills, knowledges, and attitudes with reference to the world of work.
9. Increase the opportunities for students to participate in work experience programs.
10. Promote community acceptance of occupational education through direct involvement and participation of the community-at-large.
11. Assist in the development of a total school-community concept of career development education, utilizing a team approach involving both school and community personnel.
12. Inform the community with factual, up-to-date information regarding occupational education opportunities.

13. Coordinate the efforts of local school districts and other educational institutions in the improvement of occupational education.
14. Provide instructional resources to local districts through library and audio-visual materials.
15. Provide assistance and consulting services to local school districts in the planning, development, implementation, and evaluation of occupational education and ancillary services.

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MARIN Regional Occupational Program

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New R.O.P. offerings to meet community needs are in the planning stage.

Other vocational education programs are available through the public schools.

For information contact your local high school or adult school, the College of Marin or Indian Valley College.

THIS APPLICATION IS SUBJECT TO INTAKE REVIEW PROCEDURES.

Marin Regional Occupational Program Application

Name _____ Age _____ Telephone _____

Address _____ City _____ Zip _____

Last Grade Completed _____ School _____ Counselor _____

Referring Agency _____ Counselor _____

Course Choice _____

Sec. #/Time _____

Other ROP Courses Taken _____

Applicant's Signature _____ Social Security No. _____



Keep interested in your own career,

never tumble,

it is a real possession

that grows in the quietest of times.

Desiderata

Marin Regional Occupational Program

The Marin Regional Occupational Program is operated by the Marin County Superintendent of Schools Office, 201 Tamal Vista Boulevard, Corte Madera, in cooperation with Novato, San Rafael and Tamalpais High School Districts and the College of Marin. Program Advisors are drawn from business, industry and labor for information regarding their respective training ideas. An executive board oversees the program and is comprised of the Superintendent or representative from each of the participating districts, a representative from the Marin County Board of Education, the Marin County Assistant Superintendent of Schools, and the Regional Occupational Director.

Program Operation

The purpose of the Regional Occupational Program is to provide students with saleable job skills that prepare them for entry level employment or upgrade existing skills. All programs are co-educational, provide practical learning activities, and offer challenging and enjoyable participation for the student.

ROP classes are located at various sites throughout the county, including schools, commercial buildings and community classrooms, which replicate the actual work environment. Much of the success of the ROP is made possible through the cooperative efforts of the business community.

ROP instructors have a background in business or industry to assure first hand knowledge related to the world of work in their field. They also hold California teaching credentials.

Program Development

ROP Training Programs are established as a result of student interest surveys and job market analysis. Once the need for training is established, an Advisory Committee is formed with business/industry and educational representatives from that field. Advisory Committees provide pertinent information regarding manpower and community needs, and courses are conducted according to standards and systems used in actual working conditions. Emphasis is on developing skills in preparation for successful job placement or upgrading. Each program operates with continued input from these advisory groups which meet periodically to update curriculum. As new needs arise, new programs are established.

Counseling and Job Placement

Counseling services are available for all ROP enrollees. Upon entering a program students may interview with the class instructor to insure his/her participation is suitable for student needs; or the student may discuss the enrollment with a counselor. Interest inventories and other types of testing are available for persons wishing assistance in their decision making. ROP students may avail themselves of the counseling service at any time. Employability skills regarding how to get a job are included throughout the program. Job placement assistance is provided when the student terminates a program. Continual updating of information about jobs is part of the involvement of the entire ROP staff and the Advisory Committees. Eighty percent of students completing ROP training are placed in jobs or continue in related, advanced training.

Coordinating Services

The Regional Occupational Program provides coordination for vocational education programs throughout the County. The activities covered in this function include:

- Inservice programs and workshops for technical and industrial arts, homemaking, business education, and other specialized vocational education departments.
- Inservice and workshops for Counseling and Guidance Personnel throughout the County.
- Support services for Career Guidance Centers in high schools and the Community College District.
- Collection and dissemination of occupational information materials such as films, film strips, tapes, books, pamphlets, and brochures.
- Consultants for Career Education information and materials,
- Promotion of vocational education through media, brochures and tours,
- Other services requested of the Marin County School districts or the California State Department of Education.

Registration, Credit, Fees, and Certificates

Courses are offered at no charge for instruction. Registration is open to any Macon County resident 16 years of age and over. Enrollment in many programs is open year round with individually paced instruction. Upon receipt of an application the enrollee will be contacted for an interview. If the class is full, the enrollee's name will be placed on a waiting list for notification as soon as a vacancy is available. High School credit may be earned through local high schools. Good attendance and performance are required in order to receive credit. Upon successful completion of a class the student receives a certificate of proficiency in those areas that he/she has demonstrated mastery of skills related to that training.

Ancillary Services

Veteran's Administration: Most of the ROP programs are approved for educational assistance by the V.A. Eligible Veterans may receive benefits by attending and completing the approved number of hours.

General Educational Development: The ROP office offers services for students who want to complete their high school education, including the G.E.D. test series, pre-G.E.D. indicators and G.E.D. counseling.

The ROP staff works closely with other agencies such as the Comprehensive Employment and Training Program, the Department of Rehabilitation, the Employment Development Department and other public and private agencies.

Program Aides in Vocational Education

(P.A.V.E.)

Volunteer Program

The volunteer supplements the work of the Teacher. He or she works primarily as a tutor, assisting students with basic reading and math skills. Most significant is the development of a one-to-one relationship to help a student accomplish his or her goals. Sensitive, supportive individuals are needed regardless of their own academic backgrounds. Volunteers receive training for their roles and work a minimum of one half day per week.





R.O.P. PROGRAMS

The programs are located at sites throughout the county. Programs are scheduled in many separate sections so students may attend classes mornings, afternoons, evenings and Saturdays. Most of the programs are open entry/open exit. This allows students to enter a class at any time during the year when that program is operating; and to terminate when personal goals are met. Certificates of Completion are issued to students who demonstrate proficiency in the job skills outlined for each program.

The current ROP programs are divided into clusters: Business/Services Occupations, Health and Human Service Occupations, and Technical Occupations.

Technical Occupations

- **AUTO MAINTENANCE AND REPAIR** offers job entry training in service station operation, automotive machining, electrical system repair, muffler, radiator, automatic transmission repair and front end alignment.
- **AUTO BRAKE SERVICE** offers training in preparation for State Brake License examination. Wheel balancing and drum/disc brake service are included.
- **AUTO LAMP AND HEADLIGHT SERVICE** offers training in preparation for State Lamp License examination. Instruction includes adjusting, maintaining and repairing auto lamp systems.
- **AUTO SMOG DEVICE INSTALLATION** offers training in preparation for state examination for smog device installers license. Students must have previous competence in major automotive tune up.

- **MOTORCYCLE AND SMALL ENGINE REPAIR** offers training in front and rear suspension systems for motorcycles. Also two stroke and four stroke engine principles, carburetion, fuel and electrical systems.
- **BOAT MAINTENANCE AND REPAIR** offers training in framing, decking, fibreglassing and refinishing boats.
- **WELDING** offers training for entry level jobs in oxyacetylene and electric arc welding techniques, silver soldering, brazing and torch cutting. Advanced training includes tungsten inert gas and metal inert gas welding.

Business/Services Occupations

- **OFFICE OCCUPATIONS** is a complete program for developing clerical and office skills. Individually paced instruction allows for entrance to classes as beginners, intermediate, or advanced/brush up students. Instruction provides opportunity for skill development in typing, filing, business machines, recordkeeping, a form of shorthand, telephone techniques, and other necessary business skills.
- **MERCHANDISING AND SALES** offers instruction in the theory of salesmanship, merchandising, display, retail organization, and management. The practical aspects of this program provide students the opportunity to operate cash registers, make change, handle sales slips and work with merchandise display. An on the job approach is used to gain experience dealing with customers in Marin County.



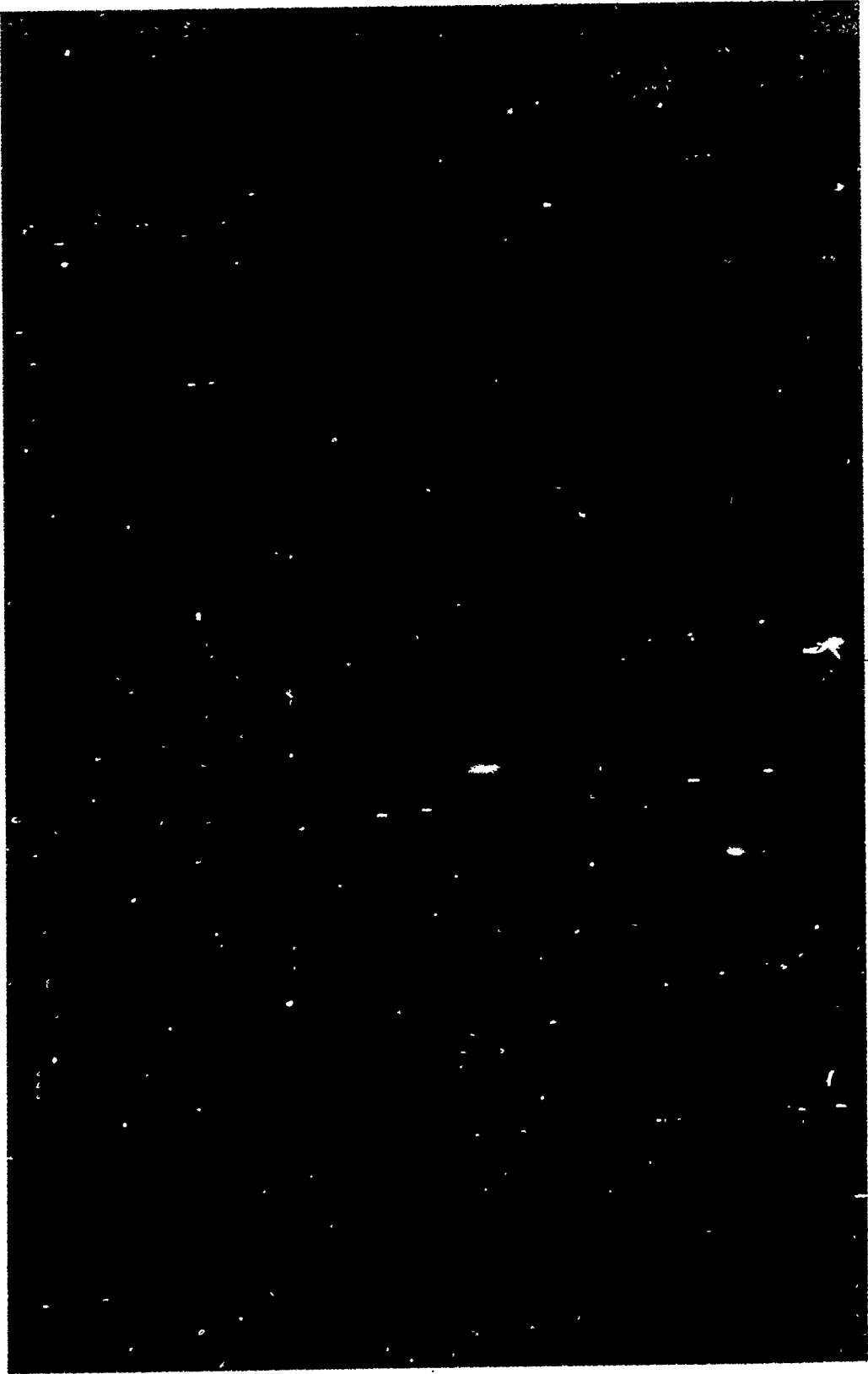


- **FOOD SERVICES** offers two separate programs. One provides training in a commercial kitchen preparing food served in a school cafeteria. The basics of preparing all food served, from soup to desserts, are covered in this class. The second operation is a restaurant and a snack bar in a high school. The restaurant covers the complete operation: preparing menus, preparing food, customer service, and cashiering. Both programs provide the food services for the student bodies of their host schools.
- **COSMETOLOGY** is a training program preparing students to take the State Board Examination to become a licensed hairdresser.

- **BUILDING MAINTENANCE AND JANITORIAL SERVICES** train students for a wide variety of building maintenance services from cleaning to painting and refurbishing.
- **PARK AIDE/LANDSCAPE AIDE** is designed to acquaint students with entry level positions in the field of conservation. Formal training and on-the-job experience cover basic ecology, soil and erosion control, ground cover management, biological and mechanical pest control, and the operation and maintenance of landscaping equipment.

Health and Human Service Occupations

- **NURSING AIDE** trains students to work in a Convalescent Hospital (Geriatric Nurses Aide). The student learns to care for elderly patients, feeding, bathing, caring for personal needs, and becomes aware of the physiological and psychological requirements of the patients.
- **NURSING(UNIT)CLERK** is responsible for clerical duties to assist nursing staffs at hospitals.
- **CHILDCARE OCCUPATIONS** prepares persons to operate a licensed Day Care home or work in related childcare services. Classroom and practical experience including business and legal requirements.
- **FAMILY SERVICE AIDE** is a program that offers training in home management; care of children, the sick and/or elderly, nutrition and meal planning, and other services related to helping families in crisis.





PREPARATION FOR STATE POLLUTION CONTROL DEVICE INSTALLER'S LICENSE

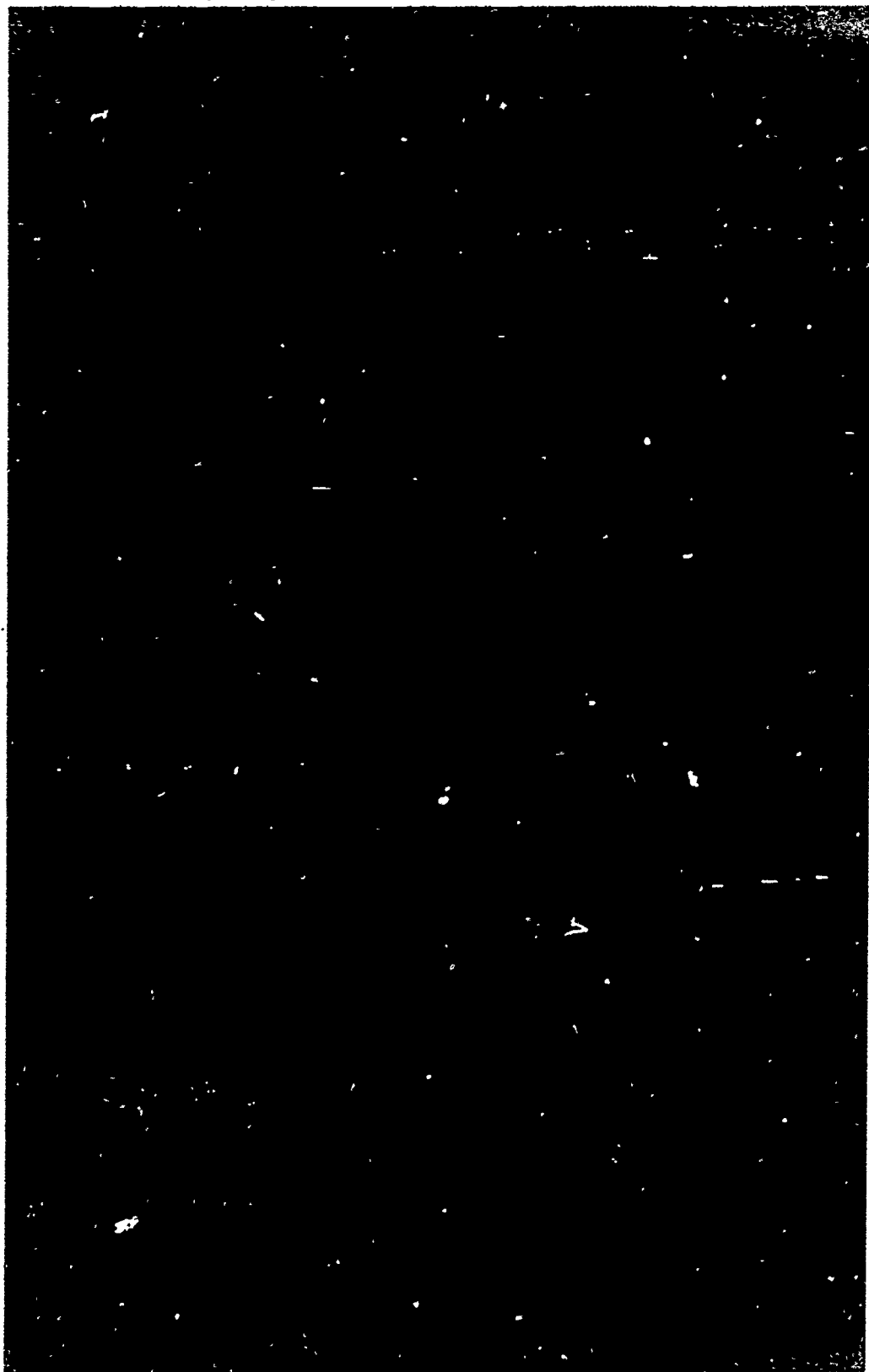
The Regional Occupational Program (ROP) is offering a course to qualified applicants to prepare them to pass the State License Examination for Pollution Control Device Installers, administered by the Bureau of Automotive Repair. This course carries a pre-requisite of a certificate of competence in the major automotive tune-up field verified by an employer OR school for satisfactory completion of instruction in engine tune-up procedures.

The course runs for 14 weeks, and is designed to train and update enrollees in the area of tune-up, and the use of the infra-red HC/CO-detector and oscilloscope. Instruction covers smog laws, installing pollution control devices, excerpts from the vehicle code, and the State Handbook for Installation and Inspection Stations - Pollution Control Devices. Demonstrations, manipulative practice, films, lectures, and field trips will be featured during the course.

Upon completion of this course, enrollees may take the state examination to obtain their licenses. A fee of ten dollars will be charged for this service.

If you qualify for this course, and you wish to procure a state license enabling you to advance your career opportunities, contact the ROP at 924-9500, ext. 21.

OFFICE OF VIRGIL S. HOLLIS,
MARIN COUNTY SUPERINTENDENT OF SCHOOLS
201 Tamal Vista Boulevard,
Corte Madera, California 94925
Phone: (415) 924-9500



PREPARATION FOR STATE BRAKE LICENSE



The Regional Occupational Program (ROP) is offering a course to qualified applicants to prepare them to pass the State Brake License Examination administered by the Bureau of Automotive Repair. This course is intended for journeyman mechanics and students who have had extensive background and experience in the field of brake service.

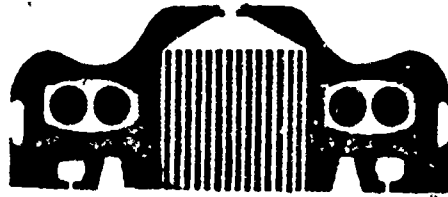
The course runs for 14 weeks and is designed to train and update enrollees in the area of testing and servicing equipment for brake repair. Instruction will include demonstrations, manipulative practice, films, lectures, and field trips. The course is intended to keep participants up to date on new equipment used in this field, and will cover the State Handbook for Installation and Inspection Stations - Brake Adjusting.

Upon completion of this course, enrollees may take the state exam to obtain their licenses. A fee of ten dollars will be charged for this service.

If you qualify for this course, and you wish to procure a state license enabling you to advance your career opportunities, contact the ROP.

OFFICE OF VIRGIL S. HOLLIS
MARIN COUNTY SUPERINTENDENT OF SCHOOLS
201 Tama Vista Boulevard,
Corte Madera, California 94925
Phone: (415) 924-9500





PREPARATION FOR STATE LAMP LICENSE

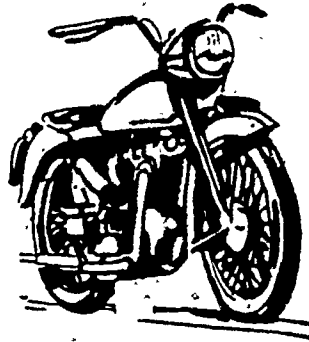
The Regional Occupational Program (ROP) is offering a course to qualified applicants to prepare them to pass the State Lamp License Examination administered by the Bureau of Automotive Repair. The course is intended for journeyman mechanics and students who have had extensive background and experience in the field of lamp service.

The course runs for seven weeks and features training and updating in adjusting head lamps mechanically, optically, and with an aiming screen. Instruction will feature demonstrations, manipulative practice, films, lectures, and field trips. The course is designed to keep participants up to date on new equipment used in this field, and will cover the State Handbook for Installation and Inspection Stations - Lamp Adjusting.

Upon completion of this course, enrollees may take the state exam to obtain their licenses. A fee of ten dollars will be charged for this service.

If you believe that you qualify for this course, and you wish to procure a state license enabling you to advance your career opportunities, contact the ROP.

**OFFICE OF VIRGIL S. HOLLIS
MARIN COUNTY SUPERINTENDENT OF SCHOOLS
201 Tamal Vista Boulevard
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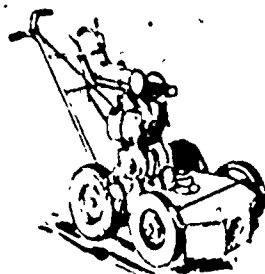


**MOTORCYCLE
AND
SMALL ENGINE
REPAIR**



MARIN REGIONAL OCCUPATIONAL PROGRAM

MOTORCYCLE AND SMALL ENGINE REPAIR



A course preparing students for entry level employment in the field of Motorcycle and Small Engine Repair is available through the Marin Regional Occupational Program (ROP). This course, which has openings throughout the year, provides training and upgrading in the skills required for this field.

Students are introduced to theory and engine principles through the experience of rebuilding a Briggs and Stratton small engine. Additional practice on small engines is available to those desiring it.

Class time is spent on the diagnosis, service and repair of motorcycles. Areas covered include: Wheels, frames, suspension systems, transmissions and clutches, electrical systems, and carburetion. Manipulative skills such as broken screw extraction, repair of threads, and the fabrication of parts and special tools in the shop are taught. The maintenance of motorcycles (oil changes, adjusting cables, chains, and linkages) is featured in this program.

Students are provided with a variety of motorcycle and other small engines for classroom use. For more information, and to enroll, contact the ROP today.

OFFICE OF VIRGIL S. HOLLIS,
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201 Tamal Vista Boulevard,
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**AUTO
MAINTENANCE
AND
REPAIR**



MARIN REGIONAL OCCUPATIONAL PROGRAM

AUTO MAINTENANCE AND REPAIR



Automobile mechanics keep the nation's cars in good operating condition. They perform a variety of duties, including preventative maintenance, diagnosing breakdowns, and making repairs. Mechanics use many kinds of tools in their work, ranging from simple handtools to complicated machines and equipment. The ability to make an accurate diagnosis in a minimum amount of time is one of the mechanic's most valuable skills.

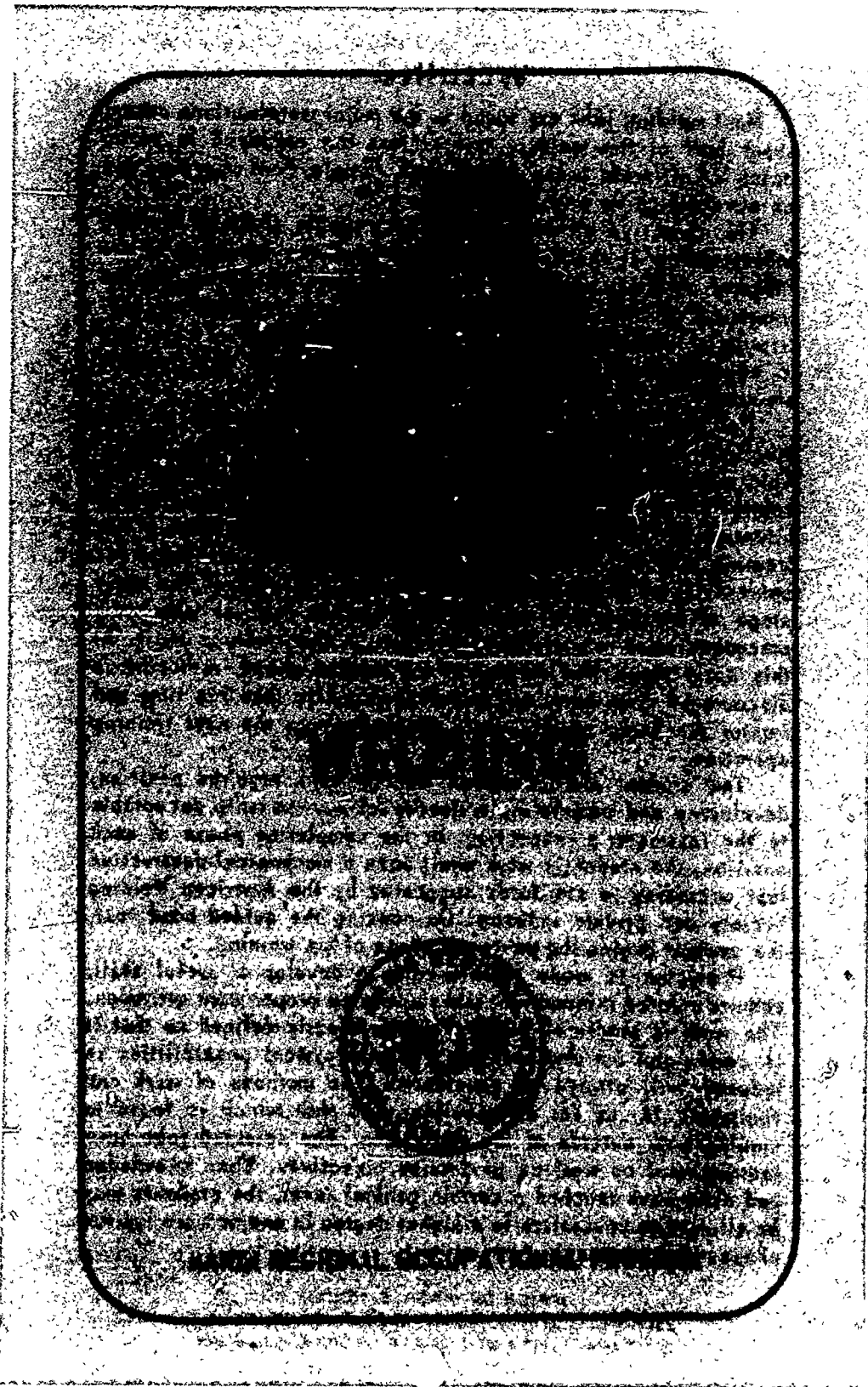
People interested in becoming auto mechanics usually start out as gas station attendants and garage helpers, gaining experience on the job and working up to more responsible positions. For entry level jobs, employers look for people who understand automobile construction and operation and have an aptitude for mechanical work.

The Marin Regional Occupational Program (ROP) course in Auto Maintenance & Repair provides students with the basic skills used in service station operation. Training is given in both theory and practical use in the operation, maintenance and repair of autos. It includes instruction in automotive machining, electrical systems repair, muffler, radiator and automatic transmission repair, and front end alignment.

Safety, use of tools, shop procedures, commercial procedures, and projects arranged in the order of difficulty will be in effect throughout the training. A variety of automobile makes and models are provided for shop use.

For more information, and to enroll, contact the ROP today.

OFFICE OF VIRGIL S. HOLLIS
MARIN COUNTY SUPERINTENDENT OF SCHOOLS
201 Tamal Vista Boulevard,
Corte Madera, California 94925
Phone (415) 924-9500



WELDING

Most welding jobs are found in the major metalworking areas. About half of the welders and cutters are employed in seven states - California being one of them. Employment opportunities are always high for capable welders.

The objective of this course is to supply students with an understanding of the theory of welding and the operation of the different welding machines. Student welders are given, at the beginning of their training, a brief but basic fundamental description of welding processes. The various equipment is explained to each student before he enters each phase of this training program.

For the first phase of the manual operation, the student practices basic fundamental skills with the torch and electric arc. This practice involves training the hand muscles to execute and control the development of a bead. The instructor pays very close attention to the individual student during the early phase of the training, since it is at this time that the student develops his basic skill for future welding operations. It is also in this early stage of training that the student becomes familiar with work processes upon which future success in the trade is built. At this early stage, the student is not pushed ahead, rather he is discouraged from hurrying, and encouraged to take his time and master the basic skills before advancing into the next training operation.

The student shall progress through each required position, developing and completing a quality of workmanship acceptable to the instructor's inspection. In the completion phase of each position, the student's work shall pass a mechanical destructive test according to standards suggested by the American Welding Society and private industry. On passing the guided hand test, the student begins the advanced phase of his training.

Provision is made for students to develop a useful skill, acquire related information, and to develop proper work attitudes. The work is practical. Its purpose is clearly defined so that it is meaningful for the student. The employment possibilities in industry will always be considered. The methods of work and equipment is, as far as possible, like that which is found in similar work outside of the institution. The selected jobs have instructional as well as production objectives. When knowledge and skill have reached a certain general level, the students may be allowed to specialize to a higher degree in one or more limited phases of the process.

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**LICENSED
CHILDCARE**



MARIN REGIONAL OCCUPATIONAL PROGRAM



CHILDCARE OCCUPATIONS



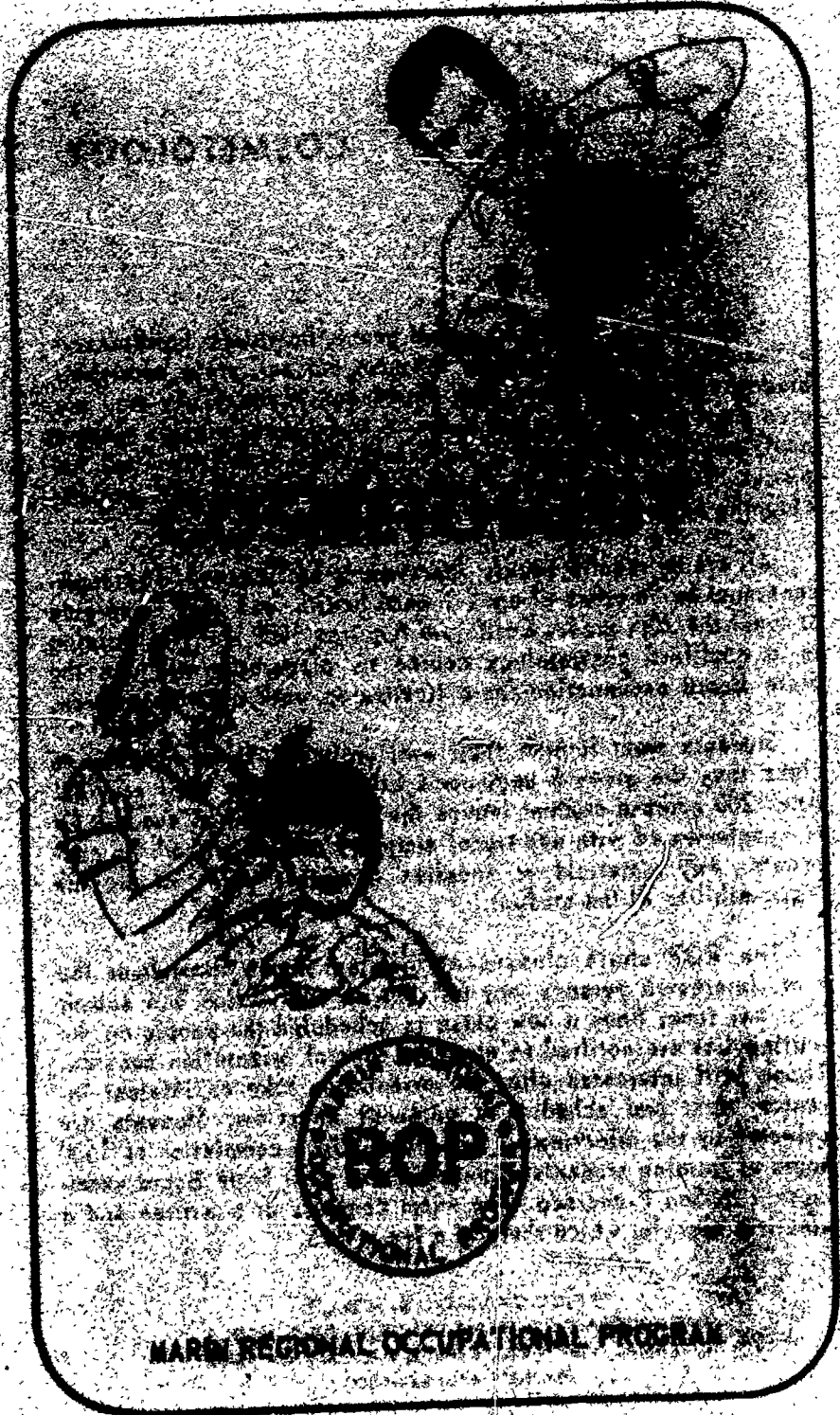
Who are licensed childcare workers? They are people whose love of children and concern for their welfare has prompted them to provide childcare in their homes. They may be parents who are willing to share their time with other people's children, or they may be students who have made the decision to go into a child-oriented career, such as pre-school teaching, and who can gain valuable background experience in this field. People interested in Licensed Childcare may be from any walk of life and almost any age. This occupation is as open and varied as the person involved.

It is possible to combine almost any interests, such as Drama, Art or Ceramics into the worker's personal program, although it is not a necessary requirement. The most important quality needed for this work is a sincere desire to care for youngsters.

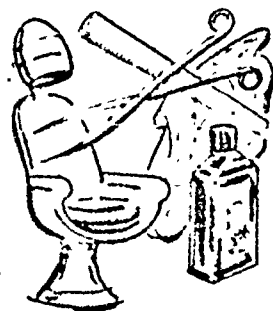
The ROP course in Licensed Childcare provides practical and classroom experience in this very rewarding field. Students learn and participate in the activities of infant care, such as feeding, bathing, changing diapers and preparing formulas. They learn to utilize their time and energy to conform to the needs of older toddlers and preschoolers so that each period spent with the child is beneficial to the physical and emotional well being. The course teaches how to choose toys and equipment and how to create activities with the child's safety and care in mind. Classes in nutrition and first aid will also be covered.

Students who successfully complete the course will be eligible to apply for a county license to operate a day care home or work in child care centers. Licensed childcare workers may choose to care for infants exclusively or they may include in their service preschoolers and children who need after-school care. They must have adequate shelter and be in good health. Minimum age for this occupation is 18 years old.

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PHONE: 415 924-9500



MARI REGIONAL OCCUPATIONAL PROGRAM



COSMETOLOGY

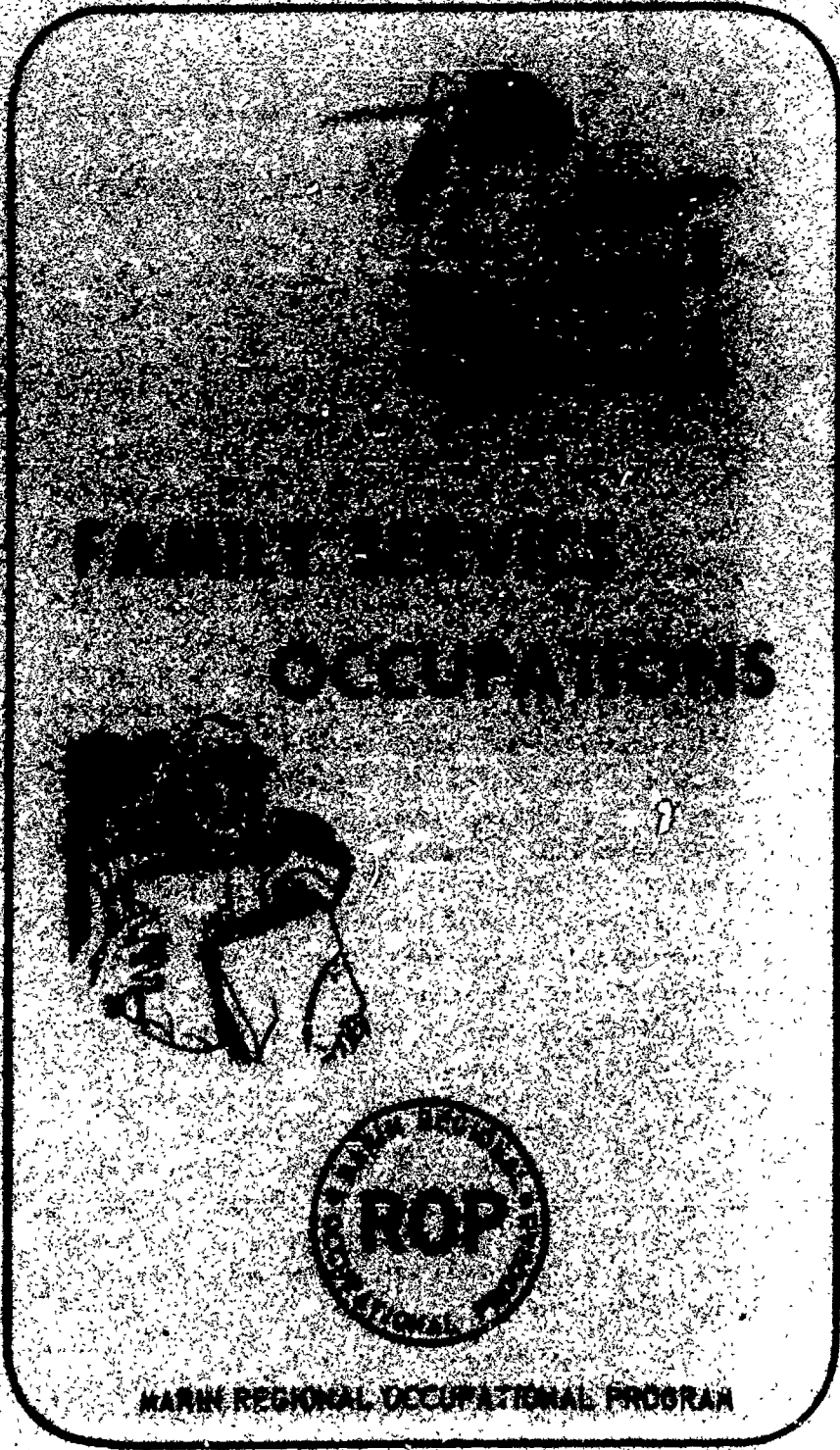
Cosmetologists are also called beauty operators, hairdressers, or beauticians. Cosmetologists shampoo, cut, set, style, straighten, bleach and tint hair and give permanent waves. They may also give manicures and scalp and facial treatments, provide make-up analysis, shape eyebrows, and clean and style wigs and hair pieces. Other duties include making appointments with patrons, cleaning equipment and sanitizing implements.

All states require beauty operators to be licensed. The applicant must be 16 years of age, in good health, and have completed at least the 10th grade. California requires 1600 hours of training in a qualified cosmetology course as preparation to take the State Board examination for a license to work as a beautician.

Students must furnish their own uniforms. Upon entrance to class they are given a beginner's kit required for their studies. After 200 hours a student leaves the freshman status and the kit is supplemented with additional supplies needed to work on customers. Any materials or supplies from this point on are the responsibility of the student.

The ROP starts classes at different times throughout the year. Interested persons may fill out an application and submit it at any time. When a new class is scheduled the people on the waiting list are notified to attend a general orientation session. Those still interested after the orientation take an interest inventory test and schedule a personal interview. Students are selected by the interviewing committee. Upon completion of 1600 hours of training students arrange to take their State Board examination in San Francisco. The exam consists of a written and a practical test, for which there is a fee of \$15.

OFFICE OF VIRG L. S. HOLLIS
MARIN COUNTY SUPERINTENDENT OF SCHOOLS
201 TAMAL VISTA BL., CORTE MADERA, CA. 94925
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MARIN REGIONAL OCCUPATIONAL PROGRAM



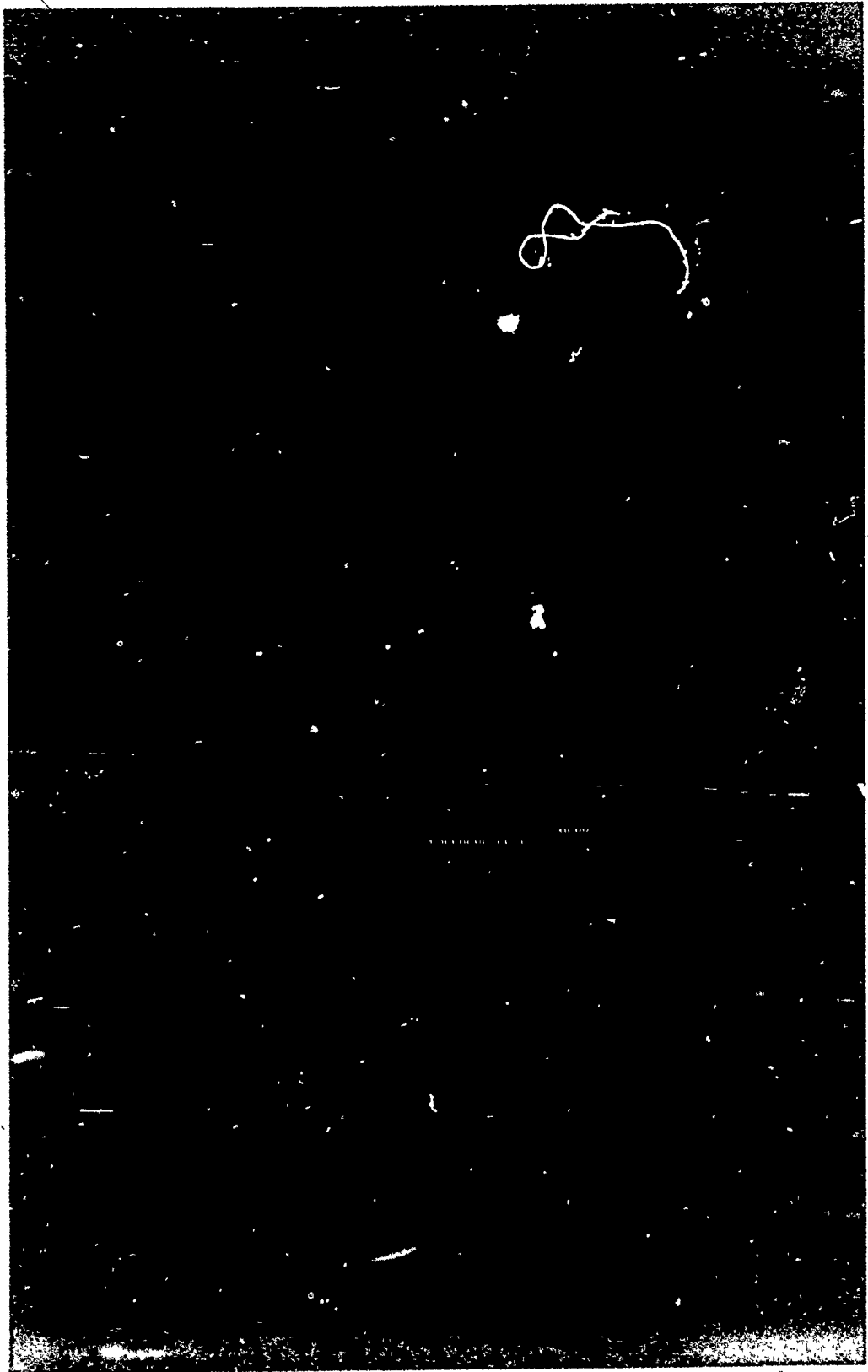
FAMILY SERVICE OCCUPATIONS

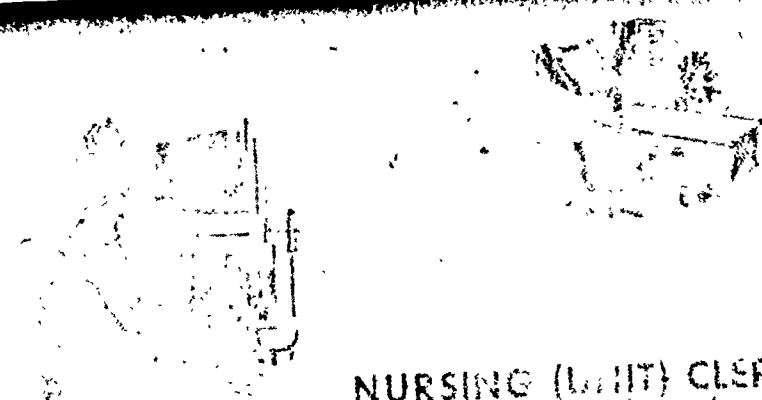
If you've ever had the inclination to look into a career as a public health nurse or social worker, and you have the desire to become involved in your community NOW, the ROP course as a Family Service Aide may be the answer for you. You will gain valuable background and experience in your career choice, while actively participating in a program that is constructed to benefit your community.

This course provides students with classroom and practical experience for dealing with a variety of duties concerning family health care. It includes training in the home care of children, from assisting an inexperienced mother with her newborn baby to enriching a pre-schooler's knowledge preparing him for kindergarten. It involves the care of the sick and elderly in the home environment, a very demanding occupation and one that has been ignored by this society far too long. You will be preparing to work with local families, aiding them in house-keeping and nutrition so that they will be able to care for themselves. You will learn how to use the appropriate community services that are available in the area, such as the Well-Baby Clinics and the Supplemental Food Program to further benefit your clients in their well-being.

The Family Service Aide is a much needed member in the community, combining the qualities of both a health aide and a social service aide. If you want to reach out to help people and you feel that you have the ability to be constructive in this varied and needed occupation, enroll in the ROP course now.

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PHONE: 415/ 924-9500





NURSING (UNIT) CLERK

A ~~Nurse~~ Clerk is employed at the hospital acting as a liaison between the various departments of the hospital and the various departments of the community.

The Nursing Clerk is responsible for the coordination of the nursing program in close relationship with the various departments of the hospital and the community. The clerk is responsible for the coordination of the nursing program in close relationship with the various departments of the hospital and the community. The clerk is responsible for the coordination of the nursing program in close relationship with the various departments of the hospital and the community.

The RCP training program for the position of Nursing Clerk will include both classroom and field instruction in the various skills and medical terminology used on the job. The course is open to 11 year olds who have had previous instruction or experience in office skills and who are to work in a hospital environment.

OFFICE OF VIRGIL S. HOLLIS
WARREN COUNTY SUPERINTENDENT OF SCHOOLS
261 Third Street, Warrenton, Ore.
Carter 4-1111
Phone 419-1111



MERCHANDISING & SALES



MARIN REGIONAL OCCUPATIONAL PROGRAM



MERCHANDISING & SALES

Employment in merchandising careers is expected to grow due to continued population and economic growth. The trend for stores to remain open for longer hours, including evenings will contribute to this employment growth. The retail sales industry has the largest part-time and full time employee force of any occupational grouping, and is a relatively easy occupation for young people to enter.

Many interesting occupations are available today in merchandising including careers in Sales, Department Buying, Assistant and Department Management, Advertising, Display, Stock and Inventory and Fashion Coordination. Most retail stores promote to management from the sales staff, providing a chance for employees to seek advancement. Other sales related career fields include Insurance, Securities and Investments, and Real Estate, to name a few.

The ROP course in Merchandising and Sales provides classroom instruction and work experience in the business community. Emphasis is placed on learning the necessary skills and responsibilities to become a qualified sales employee, and includes selling techniques and vocabulary, cash register operation, making change, store layout and organization, pricing, stocking and handling merchandise, and sales promotion. There are two components to the training program. Retailing Theory teaches buying motives, employee-customer relations, sales presentations and other skills needed to progress to the more complex activities of this occupation. On-the-job training in local stores allows students to rotate through the various departments to gain wide experiences in all types of merchandising.

If you are interested in training that could lead to a satisfying career in the merchandising and sales or related fields, the ROP may be your answer.

Locations and Schedules: Sir Francis Drake High School, Room 119
M-Th-F, 1:10 p.m. to 2:05 p.m.
W, 12:30 p.m. to 2:00 p.m.
Novato High School, Room 5
M-T-W-Th-F, 8:15 a.m. to 9:05 a.m.
Northgate Shopping Center
M-T-W-Th-F, 10:00 a.m. to 12:00 p.m.
T-Th, 2:00 p.m. to 5:00 p.m.

High School Credit based on attendance.

For enrollment information see your counselor or call the
Office of Virgil S. Hollis, Marin County Superintendent of Schools
201 Tamal Vista Boulevard, Corte Madera, California 94925
Telephone (415) 924-9500



NORTH REGIONAL OCCUPATIONAL PROGRAM



BASIC FOOD SERVICES AND RESTAURANT OCCUPATIONS

If you've ever had a yearning to be a master chef in one of San Francisco's fine restaurants, or even if you're just thinking about applying for a job at the local hamburger stand next summer, ROP's courses in Basic Food Services and Restaurant Occupations can offer you valuable training and knowledge in this wide open field.

During the past 20 years the restaurant industry has boomed, and it is expected to continue to grow rapidly as the demand for restaurant services increases. The average American family now spends about one quarter of its food dollar eating out. Such growth requires increasing numbers of trained personnel at all levels for positions as cooks, waiters, waitresses, kitchen helpers, baker's assistants, cashiers and restaurant managers. The ROP courses provide the training and instruction necessary to master the skills that can result in employment in a restaurant or other food service facilities.

You will have the opportunity to prepare food on modern equipment, in a cafeteria setting for the Basic Food Preparation course and in a restaurant setting for specialized training. You will learn how to turn out a tasty and nourishing main dish and create exotic specialties. You will learn meal planning, including how to use and adjust recipes, food purchasing, cost control, proper food storage methods, and proper health, sanitation and safety procedures. You will recognize the quality and variety of different foods, and learn how to meet standards of excellence in your meals.

Service is an important aspect of the restaurant industry, and the ROP Restaurant Program provides experience in the skills of hosting, seating guests, courteous and rapid table service, presenting the menu and watching for the needs of guests during a meal.

If you are interested in a career that is always open to advancement, if you have the ability to get along with people and you enjoy working with the public, and if you have the desire to be involved in the Restaurant Industry, whether it involves working at a short order specialty house, a luxurious night club, or branching out into institutional cooking, the ROP classes can start you out in the right direction. Bon Appetit!

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OFFICE OCCUPATIONS



MARIN REGIONAL OCCUPATIONAL PROGRAM



OFFICE OCCUPATIONS

When you think about office workers, what comes to your mind first? Secretaries? Most people think of secretaries first, and their thinking often stops right there. But there are hundreds of different types of office jobs. Typists, file clerks, shipping and mail clerks, telephone operators, receptionists, secretaries, accounting clerks, bookkeepers, and computer operators are only a few of the jobs in office occupations. The list is almost endless. Where are the jobs? They can be found in private businesses, government, industry, institutions and organizations. Office jobs can be found everywhere. During the next ten years more than 350,000 new office jobs will open every year. Raises and promotions for the qualified worker seldom take long, and opportunities for advancement can lead into executive and administrative positions.

If you are interested in all the advantages that a career in office work has to offer you, prepare now by enrolling in the ROP Office Occupations course. The ROP class in Office Occupations offers realistic training to students who desire to enter employment as an office worker. Skills taught include typing, Forkner speedwriting, professional telephone techniques, filing and record keeping procedures, business English and math, business machines operation, composition of routine correspondence and preparation of employment applications. Modern business equipment and forms will be used in an office setting and individualized programs are designed to permit students to develop skills at their own pace. High school credit is offered along with vocational counseling and job placement assistance.

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PARK

and

LANDSCAPE

AIDE



MARIN REGIONAL OCCUPATIONAL PROGRAM



PARK/LANDSCAPE AIDE

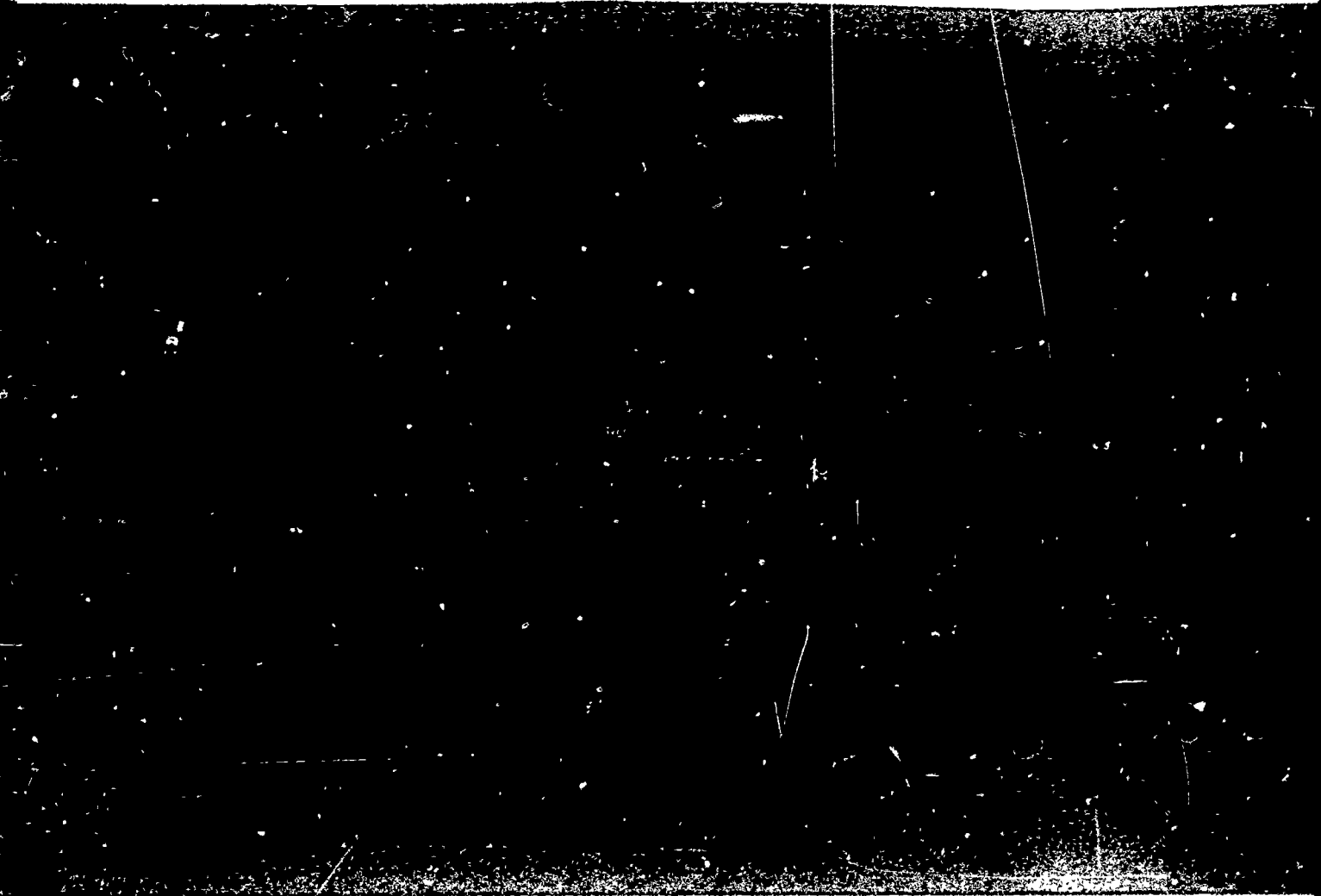


The word CONSERVATION means the act or practice of protecting from damage, loss or waste. Many men and women who are interested in protecting the earth from further loss and damage work in land and wildlife conservation. By caring for the environment, they hope to enable man to continue living a comfortable, happy life.

Does this description appeal to you? Take a look at the land and life around you. Do you have a sincere interest in the environment and a desire to protect it? Do you have physical stamina and an enthusiasm for outdoor work? Do you like working with people and serving the public? If you do, then conservation might be the career field for you.

The Marin ROP is offering a short-term seasonal program designed to let you explore the possibilities of working in the Environmental Protection Occupations. Students in this program are involved in physical labor, doing routine maintenance tasks such as removing overgrown foliage, rebuilding park trails, constructing erosion controls, and planting and restoring ground covers. They are taught how to use and maintain landscaping equipment and will be instructed in the use of biological and mechanical (non-chemical) pest controls. The course gives students a chance to gain knowledge in conservation practices combined with historical and ecological research of the area, which will prepare them for employment as a Park or Landscape Aide with the various National, State or City Park Maintenance Programs, and can lead to such careers as Wildlife Attendant, Soil Conservationist or Forest Ecologist.

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PROGRAM AIDES IN VOCATIONAL EDUCATION

PAVE

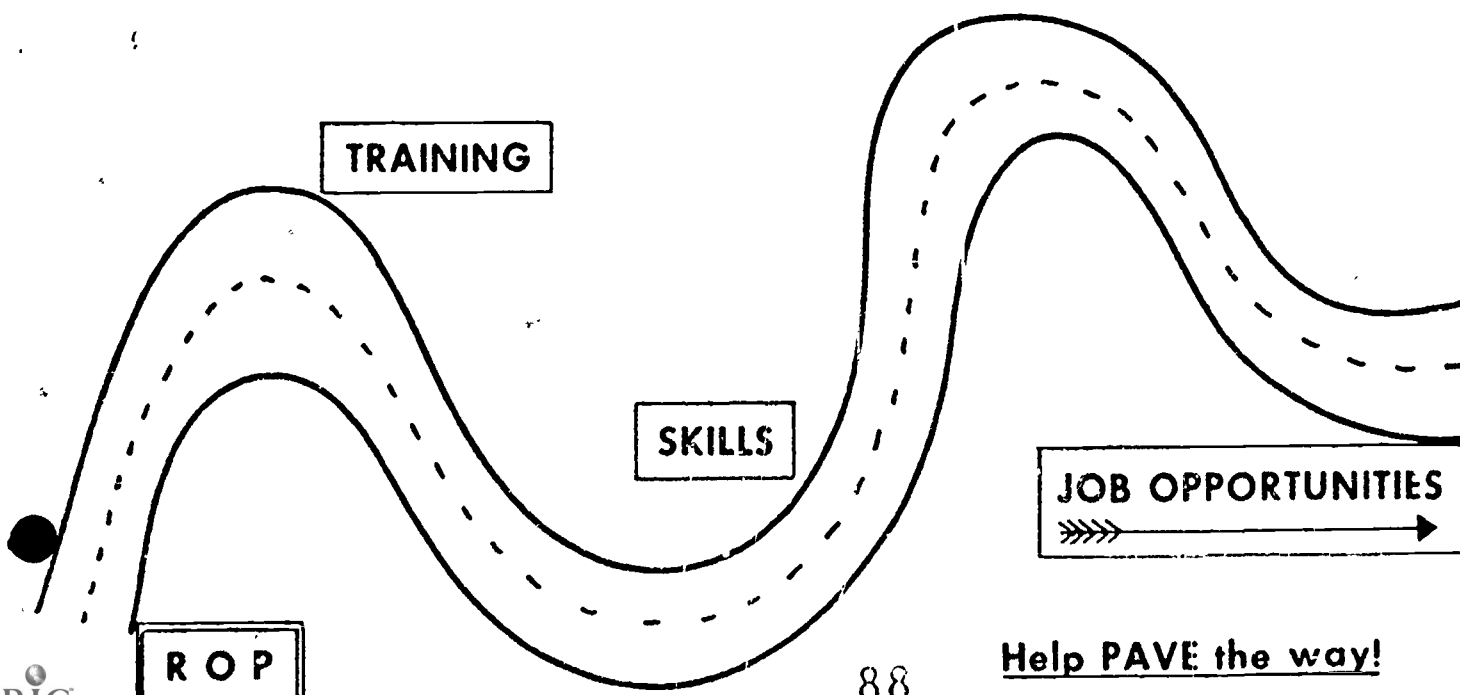


The Marin County Regional Occupational Program (ROP) has developed a volunteer program for people interested in being tutors and classroom aides to students enrolled in ROP classes.

The ROP is a county-wide program which offers vocational education courses to both high school students and adults who wish to obtain specialized training leading to employment. Classes are offered in Technical Careers such as Automotive Technology and Welding, Business Careers such as Office Occupations and Merchandising and Sales, Service Careers such as Cosmetology and Food Services & Restaurant Operation, and Health & Personal Careers such as Nursing Aide and Licensed Childcare.

The volunteer will supplement the work of the Teacher. He or she will primarily work as a tutor, assisting students with basic reading and math skills. Most significant is the development of a one-to-one relationship to help a student accomplish his or her goals. Sensitive, supportive individuals are needed regardless of their own academic backgrounds.

Volunteers will receive training for their roles and should be willing to give at least one half day a week of their time. If the idea of tutoring appeals to you, and if you think you have something to offer, or even if you're just interested in finding out more about this program, please contact the Marin County Schools Office at 924-9500, extension 21.



APPENDIX B
LOG OF SEQUENTIAL PROJECT ACTIVITIES

Log of Sequential Activities

The sequence of project activities developed and carried out are charted below.

Activity Sequence

Approximate Date

Obtained verbal commitment from teachers to try microteaching as a self-assessment technique.

June 1974 Inservice

Obtained services of an educational consultant, who possessed expertise and experience as a teacher-trainer for microteaching minilessons.

Summer 1974

Read and reviewed pertinent literature and planned first training session.

Summer 1974

Held first training session for teachers with educational consultant.

September 1974

Obtained services of media consultant, who possessed expertise in the use of media.

October 1974

Activity Sequence

Approximate Date

Planned second teacher training session.

October-November 1974

Replaced existing video equipment with new camera and VTR.

December 1974

Produced sample videotape to be used for second training session.

December 1974

Obtained services of video technician to transport and assist in operation of equipment.

December 1974

Held second training session for teachers with media consultant and video technician.

December 1974

Videotaped mini-lessons produced by teachers.

January-March 1975

Held classroom observations of each teacher.

February-April 1975

Prepared evaluation questionnaire for teachers.

March 1975

Activity Sequence

Approximate Date

Held postobservation and videotaping conferences to view taped minilessons by administrator with each teacher. Completed teacher evaluation procedures. Obtained teachers' assessment of videotaping.

April-May
1975

Three lead teachers attended a statewide educational technology workshop featuring video production techniques.

April 1975

Third training session planned by teachers, who selected video consultant and demonstrations.

May 1975

Third training session held for teachers with video consultant and teacher demonstrations

June 1975

APPENDIX C
AGENDA FOR FIRST TRAINING SESSION

VIDEO SELF-EVALUATION TECHNIQUES - REGIONAL OCCU-
PATIONAL PROGRAM INSTRUCTORS WORKSHOP
SESSION

Agenda

September 5, 1974

1. The Minicourse Model

2. Inservice Installation Plan

The Coordinator
Outline of Coordinator's Responsibilities
Scheduling
Arranging College Credit

3. Financing

Equipment Requirements
Inservice Implementation Costs

4. General Information About Minicourses

Minicourse Objectives and Skills
Philosophy and Research Related to Minicourses
Evaluation Data
How Teachers View Minicourses

5. View Microteaching Films

6. Equipment Training

APPENDIX D
RESUME OF MS. MARILYN MADSEN, CONSULTANT

FAR WEST LABORATORY FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT

1855 FOLSOM ST., SAN FRANCISCO, CALIFORNIA 94103

565-3003

August 12, 1974

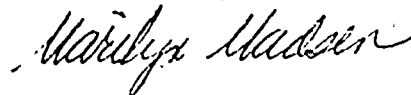
Mrs. Theodora Faiola
201 Tamal Vista Blvd.
Corte Madera, California 94925

Dear Mrs. Faiola:

Enclosed is my resume and an outline of activities to be covered during the microteach orientation meeting scheduled for Thursday, September 5, 1974.

In the meantime, I will be glad to meet with you over lunch prior to the September meeting to go over further details of the meeting. Microteaching does have definite potential for your programs in vocational education. I look forward to working with you and your staff.

Sincerely,



Marilyn Madsen
Program Assistant
Teacher Education Division

MM/eg
Enclosures

RESUME

Marilyn Louise Madsen
1424 Jones Street
San Francisco, California 94109

PRESENT TITLE: Program Assistant
Far West Laboratory for Educational Research
and Development

EDUCATION

San Jose State, California, 1957-1960. Business Administration.

Sorbonne, Paris, 1960-1961. Cours de Civilisation - Art History, French Language, Culture, Philosophy, Geography, Political History.

San Francisco State California. B.A. - French, 1963; B.A. - Education, 1964.

California State University, San Francisco. M.A. - Education, 1974.
Special Interest Area: Human Relations.

PROFESSIONAL EMPLOYMENT

1968 to present. Far West Laboratory for Educational Research and Development, San Francisco, California.

- 1974 - Field Coordinator: Recruited school sites and personnel to work on Questioning Study. Assisted in the coordination of teachers, administrators, and laboratory staff designated to work in twelve schools in two school districts.
- 1973 - Field Representative for Minicourse on independent learning: Conducted Minicourse training. Field tested course in several schools, recruited field sites, worked on course curriculum. Additional responsibilities included a review of the literature on independent learning, selecting of course variables, and compilation of data related to the field study.

- 1972-1973. Coordinating, conducting training and evaluating field test materials for Community Involvement Component - Bay Area Teacher Training Center.

A summary of my responsibilities with the community involvement project include:

- Community survey of parents' perceptions of the functions, role and responsibility of the school.
- Literature review focusing on community involvement in the schools.
- Seminar training with 44 parents involved in the project.
- Preliminary orientation and training of teachers working with para-professionals on the project.
- Pilot tested: (1) interview schedule to be used with parents and other community groups and (2) attitude questionnaire.
- Assisted in the preparation of a final report of recommendations for parent involvement in the schools.
- 1971-1972. Laboratory Field Representative - Minicourse Dissemination Project. Coordinated demonstration site training in school districts throughout the United States. Tasks involved recruiting districts to serve as demonstration sites, train administrators, teachers and para-professionals in methods of disseminating the product.
- 1969-1971. Research, development, field coordination and commercial production of Minicourses in reading, individualized instruction and language development.
- 1968-1969. Research connected with individualized instruction. Preliminary development of the Integrated Information Unit (IIU): Elementary Science Curricula- Minnesota Mathematics and Science Teaching Project.

Teaching Experience

- 1967-1968. Mercy Elementary School- Okinawa, Ryukyu Islands, Grade 4
- 1966-1967. Idar-Oberstein Elementary School - Idar-Oberstein, Germany. Grade 4.
- 1966 (Summer). Isabel Cook School - San Anselmo, California. Grades 6-8.
- 1964-1966. San Clemente School - Corte Madera, California. Grades 3 and 5.
- 1965 (Summer). Neil Cummins School - Corte Madera, California Grades 6-7-8.
- 1962-1963. Frederic Burk - San Francisco, California. (Demonstration School) San Francisco State College. French Teacher.

PUBLICATIONSMaster's Thesis

The effects of four different educational experiences on parents' attitudes toward schools and their perceptions of teacher training needs. (Master of Arts degree, San Francisco State University.) San Francisco, California.

Papers

- Madsen, M.L. and Ward, B. Patterns of teacher performance of seven teaching skills related to open education: Trained and untrained teachers. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1974.
- Banks, H. and Madsen, M.L. Community input: Establishing house rules. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, February 1973.

Books

- Hutchins, C.L., Dunning, B., Madsen, M. and Rainey, S. Minicourses Work. U.S. Government Printing Office, Washington, D.C., 1971.

Films

- Ward, Beatrice and Madsen, Marilyn. "Developing Children's Oral Language." Macmillan Educational Services, Inc., 1971.
- Ward, Beatrice and Madsen, Marilyn. "Organizing Independent Learning." Macmillan Educational Services, Inc., 1972.

Consultant Work

- August 1971 - May 1972. Served as consultant for Instructional Dynamics Incorporated, U.S. Office of Education Educational Products Display. Minicourse presentations were made in conjunction with multimedia exhibits which rotated throughout the country.

Personal Data

Date of Birth: July 15, 1939
 Marital Status: Single

References will be furnished upon request.

July 1974

APPENDIX E
EXCERPTS FROM MS MADSEN'S COMMENTARY

September 5, 1974

MARILYN MADSEN
Program Assistant, Teacher Education
Far West Laboratory
1855 Folsom
San Francisco, Ca. 94103
Phone 565-3003

PROCEDURES FOR MICROTEACHING - REGIONAL OCCUPATIONAL PROGRAM

1. Know how to work the equipment; know the difference between the videotape recorder, the camera and the microphones that are built in, and the mixer; know how to thread a videotape
2. Have your equipment set up before the lesson; be knowledgeable of setting up equipment.

BEFORE LESSON:

1. List series of objectives that you want to accomplish in one week with your students.
2. Make up a calendar of the days that you are going to do your teaching and how much time you plan to spend doing the teaching. For example, fractions for one whole week.

Example: In the Foods Class it might be gravies. Lesson 1 would be ingredients. Two microteaching lessons would probably be enough.

List all the things that you're going to teach about gravy and have this in front of you. Give the students a list of teacher objectives and student objectives. Have a step by step process list for yourself about things you need to do to teach them about gravy: (1) Ingredients (2) What are the step by step procedures to use to make gravy (3) what are all the things that they should know -- how to avoid lumps -- what are the spices.

List what you can accomplish in 15 minutes. The second lesson would be how to assemble and mix and cook.

Knowledge of the anticipated end product as part of the introduction is very useful. Whether or not you show the end product depends on what you're teaching. In math you might have 10 different kinds of problems to show the student, telling him that when the lesson is over, he will be competent to solve ten such problems.

LESSON PLAN:

Student objectives are very important as far as planning a lesson plan; they need to know what is expected of them. Plan your objectives, list all the questions you're going to ask in your microteaching lesson during the 15 minute time span. What do you say when the students are not able to answer the questions. You can list typical student responses. For example, when teaching students how to make gravy, you can ask, What are the ingredients you need to make gravy? and have the students list them. Then, What are the steps that we're going to take? What's first? Asking, not telling -- the step by step procedure. Anticipate problems and ask them what they will do. You know the information and have the materials, but you're guiding them into learning. They will learn more thoroughly by going through it step by step.

As you ask them questions write them down as they are answered. You could use an overhead projector for this.

Have a student go through the making of the gravy and guide them as they go along, giving them ideas as they are making it. Ask other students what do you think, what does the gravy need, let's all taste it. At the end of this lesson you turn off the videotape and play back the lesson and tally down now how many questions did you ask, what were the key questions, what questions did you ask that were not necessary. How many students were involved in the lesson and how many were not involved. What things needed to be added to this lesson, giving yourself an overall profile of the kinds of things you did in the lesson.

You might conduct a second evaluation for the student and list names of each student involved and list things they did -- how were they learning.

The re-teach lesson you take the same lesson with a different group of students.

OVERALL OBJECTIVES:

What were the skills to be learned?

Questions that you want to ask.

Teacher evaluation of techniques used.

Student evaluation of skills learned.

If you take in too many areas, you're not going to be able to measure the skills learned or look at your own performance; it takes a small segment to really critically look at what you are doing. Start with a simple lesson; gradually build on this. Have evaluation form, listing what things you want to look at in you when teaching. Look at the questions or the way you respond to students; how much guiding or telling you're doing.

From this develop a series of lessons for one week, spend an hour going through objectives and skills for four lessons.

Conduct a review on microteach tape. You may want your students to look at this. It's very helpful to do peer evaluation. If you're teaching and a friend of yours is teaching, look at it together, and he will see many things you don't see. Most people will tend to be over critical of their lessons, but other people will look and say these are the things you did well.

If a lesson bombs out, you have the opportunity to improve it if you are doing a re-teach lesson. If they haven't learned the first time, plan to re-structure your lesson that day, and make all the changes that need to be changed for the videotape.

Select something the students don't know a lot about already, and look at micro-teaching as an experiment. It's okay to make mistakes. Look at it as a trial and error for you and the students, because that's how learning takes place. Don't reach for a polished lesson where you know how to do everything exactly right.

Although many problems may occur during a lesson, upon evaluating the lesson, you may find you accomplished the objectives. The things that go wrong make your students learn a lot more. The main thing is that you know what you want to accomplish.

The first week the students will try to figure out what you really want, because you have never asked questions like this before.

Concentrate on three skills per lesson and no more if you're going to do 15 minutes. During the first week, if you work on three skills per day, you can introduce 15 skills -- not that they will have mastered it -- all you're doing is introducing more things. How much time it requires to teach those things is something else.

Don't feel that you have to accomplish all the lessons lined up in a week.

You may have to teach that same lesson again. Introduce the skill, and then the mastery would be their work on the outside of the videotape. By tallying kinds of things they did at the beginning of the week and the things they did at the end of the week you can measure very specifically where they are.

Think of this as an ongoing tool for your regular classroom teaching. It is an opportunity to see what you're doing and where you need to go. This is going to give you an overall viewpoint of what you're doing.

When you write the lesson plan, it's helpful to have specific things to look at later, so that you can know what you want to change, i.e. some particular mannerism, such as talking too much. You would need to tally the number of times you talked when a student could have talked, and then at the end of the week you could see a change.

You can videotape students, teaching a lesson based on what you taught them, to see if they have learned all the skills you think they should have learned. Then they can evaluate themselves. After the equipment leaves it might be helpful

to keep some of these lesson plans, keep working on these skills in other areas, and then when you have the equipment back you can do something else.

If there are slow students, you can tell them, After we finish videotaping I will be able to work with you on a one to one basis. You can tell students to finish their lesson after the videotaping, or, We are going to finish talking about it later.

APPROACHES BEFORE VIDEOTAPE

1. Bring your students over to the equipment and introduce them to every piece of equipment that you're going to be working with, telling them, Tomorrow we will videotape a lesson, and then you will be able to see yourselves on videotape.
2. Have your students come into the classroom that day, and they will be asking what is all this equipment, and you say that it is something we are going to work with later; don't worry about it.
3. Choose the approach that feels more comfortable for you.

The minimum amount of time that a student should be able to see himself on playback is three minutes; it is boring for them to watch for 30 minutes. It is better to evaluate soon. It's easier for the teacher to evaluate himself without the students present and to use a check sheet.

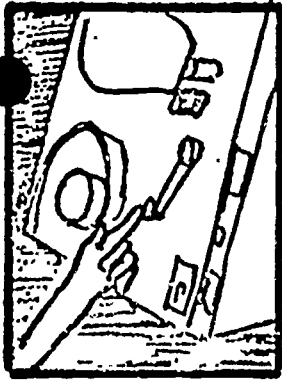
APPENDIX F
VIDEO EQUIPMENT OPERATING GUIDE

TYPICAL PLANNING SEQUENCE

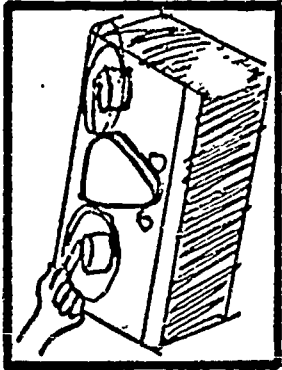
- SUBJECT:** Threading the Video Tape Recorder.
- PURPOSE:** To demonstrate the correct way to thread tape on the one inch helical scan video tape recorder.
- AUDIENCE:** Teachers and students interested in operating a VTR. No previous technical knowledge is required.
- CONTENT:**
- A. Identifying the tape path.
 - 1. Supply reel and take-up reel turntables
 - 2. Components in tape path
 - B. Load the tape
 - 1. Place reel of tape on the supply turntable
 - 2. Show direction tape will unwind
 - 3. Thread tape around holdback tension arm
 - 4. Around the inside of the first rotary guide
 - 5. Around the bottom of the rubber capstan
 - 6. Complete tape threading
 - C. Tape gates
 - 1. Open gates by turning ready-thread control
 - 2. Secure tape around the video drum head
 - 3. Close gates.
 - D. Operate VTR
 - 1. Turn power on
 - 2. Close gates control
 - 3. Press play button
 - 4. Picture appears on monitor
- TREATMENT:** Instructor identifies tape path without reels on the VTR. As he identifies the path, each component that comes in contact with tape is also identified as to its function. As supply reel is placed on supply turntable the direction of rotation is shown.
- After tape threading is completed operator will open and close tape gates to show operation.
- Power is turned on and a playback picture appears upon monitor.
- SPECIFICATIONS:** ²⁰⁻²⁵ ~~5~~ minute length, video tape, with handouts illustrating method.

STORY BOARD

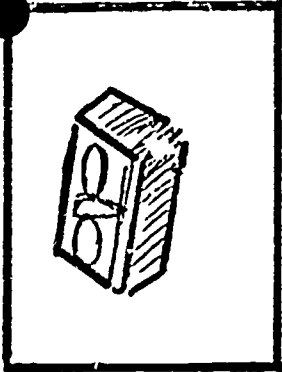
STORY BOARD



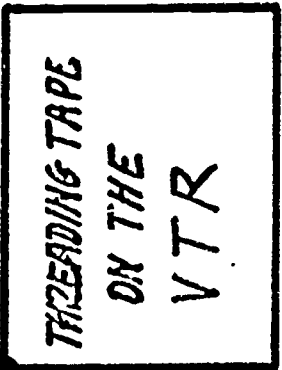
Identify tape path components (tension arm)



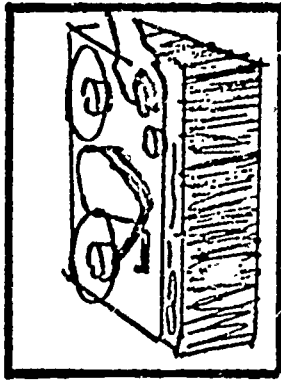
MS of VTR 2



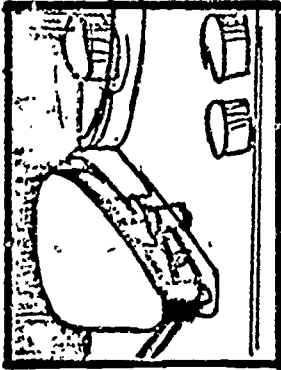
Fade up from black 2



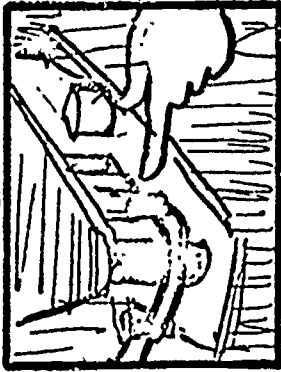
Title 1



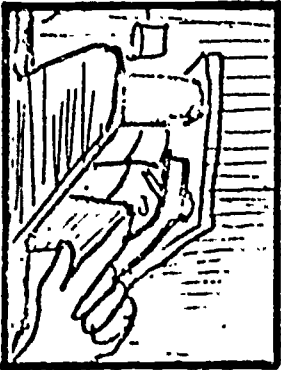
Opening gates 1



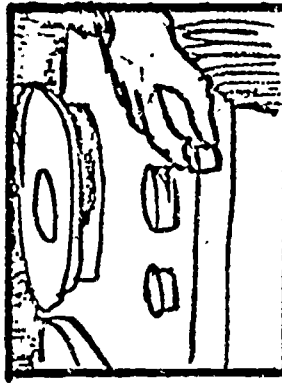
2nd guide and video erase head and audio



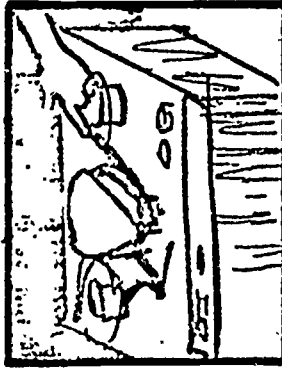
bottom of capstan 2



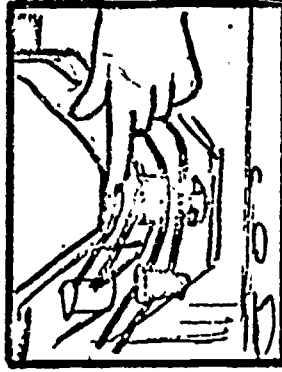
1st rotary guide 1



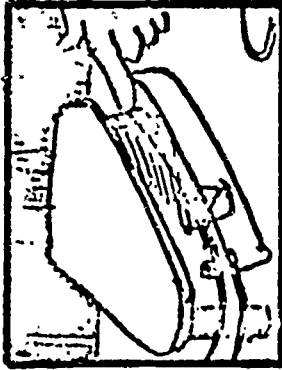
turn power on



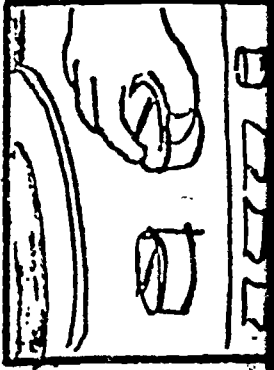
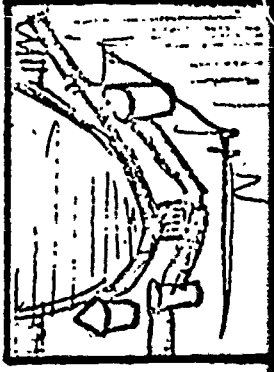
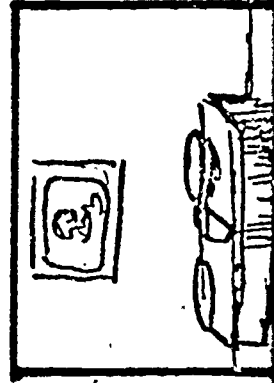
takeup reel rotates in clockwise direction 1



2nd time around capstan and another guide 1



around the video drum 2



APPENDIX G
SAMPLE OF VIDEOTAPED MINILESSON

Sample Videotape Minilesson - Marin County Regional
Occupational Program

The director prepared a sample videotaped lesson for teachers to criticize during the second training session. The purpose of the tape was to (1) show a sample rather than a model lesson, and (2) to practice a lesson critique with the teacher.

The lesson, "Selecting a Blouse" consisted of the "teacher" with three students analyzing apparel construction and quality of sample blouses to practice consumer decision-making skills. The tape is approximately eighteen minutes long.

Actual sample tape is included in the back of this binder.

Note: Sample tape included in back of original binder only.

APPENDIX H
RESUME OF MR. SHERMAN B. SHEPPARD, CONSULTANT

SHERMAN B. SHEPPARD
 1627 Andron Place
 Santa Clara, California 95051
 (408) 296-5913

POSITION:
OBJECTIVE

Visual Communications Specialist (all media)

EDUCATION

B.A. Visual Communications, M.A. Instructional Technology

EXPERIENCE

San Mateo Board of Education, Vocational Education Division-RTP
Instructional Media Specialist

January 1973
 to
 present

Work closely with instructors in determining instructional objectives as related to the student as an individual learner.

Prescribe and advise teaching staff in the selection and use of a wide range of instructional media such as tape/slide, film, film strip, videotape, transparencies and learning machines. Evaluate and make recommendations for the purchase of instructional materials and equipment within budgetary limitations. Responsible for maintaining records of utilization and maintenance of instructional materials and equipment.

Design, write and produce curricula and learning materials for self-instructional courses, utilizing various media formats. Conduct periodic workshops for instructors in the latest materials, techniques and hardware. Teach a CCTV course in the techniques of producing instructional television programs. The course content includes the following:

Basic Fundamentals of CCTV	Producing/Directing Instructional Programs
Camera Techniques	Script Writing for Learning
Lenses and Lighting	Editing Techniques
Graphic Elements	Designing The ITV Studio

February 1972
 to
 January 1973

Visual Communications/Training Consultant - Self Employed
 As an independent consultant to industry and education I specialized in training and communications programs. Designed and produced instructional materials for various visual media for group and individualized learning.

February 1960
 to
 February 1972

Amplex Corporation, Redwood City, California
Audiovisual Specialist/Senior Instructor
 Responsible for setting up the audiovisual section in the corporate training department. Created and produced audiovisual programs and materials for various divisions such as training, marketing, advertising, sales promotion and personnel. Evaluated and purchased AV equipment, determined budget and kept inventory/maintenance records. Created and produced saleable videotapes for maintenance and operation of various product lines. Conducted and lectured customer workshops and seminars in CCTV training techniques throughout the United States and Europe.

July 1956 to
 February 1960

Hiller Aircraft Company, Palo Alto, California
Supervisor - Training Group Originated sales and training materials

June 1953 to
 July 1956

Hughes Aircraft Company, Culver City, California
Coordinator - Information Center

July 1951 to
 June 1953

Douglas Aircraft Company, Santa Monica, California
Instructor - Employee Training Section

APPENDIX I

RESUME OF MR. WILLIAM GRAY, VIDEO TECHNICIAN

William D. Gray
P. C. Box 340
Mill Valley, Ca 94941
Phone (415) 388-4815

Employment Objective: Television Producer/Director or related Position.

Personal: Born January 12, 1940, height 5' 7", weight 147 lbs., excellent health, legally separated, two girls.

WORK HISTORY

AUDIC/VISUAL DIRECTOR, College of Marin, the position was only temporary from January 2, 1974 to February 15, 1974.

FLOOR DIRECTOR, KTVU Channel 2, 1 Jack London Sq., Oakland, Ca., the position was for summer relief from June 18, 1973 to October 6, 1973. This is the result of a scholarship that was given by KTVU in February 1973.

DISTRIBUTION AND WINDOW-CLERK, U. S. Post Office in Mill Valley, California, from February 1964 to September 1970. Reason for leaving, to complete college education.

CASHIER AND STOCK-CLERK, Sausalito Pharmacy, 701 Bridgeway, Sausalito, California, from February 1963 to April 1964, reason for leaving, higher paying job and security.

During the summer of 1962, I worked as a dish-washer at the Valhalla Inn, and as a bus-boy at the Trident Restaurant, both located in Sausalito, California.

EDUCATION

MASTER OF ARTS DEGREE, Education Technology, Special Interest, Educational and Instructional Television, San Francisco State University, January 2, 1974.

Major Studies: Psychology of Individual Differences, Educational Technology and Instructional Materials, Workshop in Instructional Television, Television Production Planning, Television Directing Advanced, Community Television (Cable), Seminar in Trends and Issues in Education, Administration of Audio Visual Service, Field Work Special Study (Audio Visual Center at the College of Marin, Kentfield, California), Seminar in Educational Research, Field Study (MA Project, "An Instructional Aid/Video Tape, Celestial Sphere," College of Marin, Kentfield, California).

BACHELOR OF ARTS DEGREE, Broadcast Communication Arts for Radio and Television, San Francisco State University, January 19, 1973.

Major Studies: Introduction to Broadcast Research, Broadcast in America, Audio Production, Broadcast and Human Potential, Radio and Television Announcing, Radio and Television Writing, Voice and Articulation for Actors and Announcers, Broadcast Production Activity, Video Productions, Television Center Productions, Aesthetics of the Broadcast Communication Arts, History and Analysis of the Public Arts, Broadcast Journalism, Television Directing I, Radio Productions, Broadcast Communication Workshop, Broadcast and Affirmative Action in the Media.

Minor Studies: Business Law II, Accounting II, Economic II, Business Math, Business Management, Real Estate Principles, Personal Typing, Business Law I, Accounting I, Economic I.

College of Marin, Kentfield, California, major studies were in the field of business (listed in minor studies above), and lower division college requirement subjects.

City College of San Francisco, San Francisco, California, major studies were in the field of business (listed in minor studies above) and lower division college requirement subjects.

University of Maryland, Extension Overseas, APO 286, New York, NY., major studies were in History and Languages.

Longview High School, Longview, Texas, Diploma, May 1957.

On September 30, 1971, I received a Radio Telephone Third Class Operator Permit from the Federal Communication Commission in San Francisco, California.

REFERENCES

Mrs. Eva Turner
55 S. Knoll Rd.
Mill Valley, Ca
94941

Dr. A. Daniel Peck, Director
Education Technology Center
San Francisco State Univ.
San Francisco, Ca 94132

Dr. Stuart W. Hyde,
Chairman, BCA Dept.
San Francisco State Univ.
San Francisco, Ca 94132

MILITARY STATUS

I served in the United States Air Force as an Air Traffic Control Dispatcher and as a Supply Specialist from September 1957 to May 1962. Honorable Discharge.

HOBBIES

Still Photography, especially nature photography. I have won first place in several photo contest while serving in the United States Air Force Overseas.

Motion Picture, Super 8, I have made several motion pictures in Broadcast Journalism and documentary type film.

Record Collecting: my background in music (7 years college and high school, I have not played for several years) I have continued to collect music well over a decade. My interest and collection lie in Black music in America (Negro Spirituals, Jazz, and Blues).

Acting: I have acted in the theater with major rolls in "Blues for Mr. Charlie, One Flew Over the Cuckoo's Nest, Death of an Old Man, and The Night Thoreau Spent in Jail."

OBJECTIVES

I have held numerous jobs, both full and part-time and developed what I consider a valueable asset in consistency and steadiness on the job. I feel that my educational background will be a great asset engaging intelligently in discussion or question and answer session with just about anyone on nearly any subject. As a television producer-director or related position, I hope to contribute something of importances to television and education; this will not be accomplished through any type of gimmick, but rather through imagination, professionalism, and hard work.

APPENDIX J
STANDARDIZED TEACHER ANNUAL EVALUATION FORMS

November 12, 1974

TO: R.O.P. Instructors
FROM: Dedo Faiola, Director, R.O.P.
SUBJECT: STULL BILL FORMS

Attached is packet of materials regarding Stull Bill procedures for the remainder of the year.

Packet includes:

Instructions		
Sample Forms		
#1)	Complete	} Sign and return to Bernie
#2)		
#3)		
Forms		
#6)		} Bring for conference(s)
#9)		

Please call if you have any questions.

b

Attached

MARIN COUNTY REGIONAL OCCUPATIONAL PROGRAM

1.

FORM 1 - REQUIRED

Outlines what you expect of students regarding learning and how you will assess that learning did occur.

Complete
Sign as "Evalueatee" and Date
Return to Bernie

2.

FORM 2 - REQUIRED

Outlines the arena, materials, and "staging" you plan in which learning will occur. Outlines your duties, activities, etc. to initiate learning.

Complete
Sign as "Evalueatee" and Date
Return to Bernie

3.

FORM 3 - REQUIRED

Administrator's plan regarding process for Stull Bill.

Read attachment
Comment if you wish
Sign as "Evalueatee" and Date
Return to Bernie

----- FORM (4.) ----- FORM (5.)

Forms 4 and 5 are required. I initiate these prior to our conference(s) and review them with you.

6.

FORM 6 - REQUIRED BY ADMINISTRATIVE OBSERVER

I initiate this form and discuss it with you during our conference(s).

OPTIONAL - samples are enclosed for your use with other evaluators of your choice.

DO NOT SIGN - BRING FOR CONFERENCE(S).

9.

FORM 9 - OPTIONAL

Overall self-evaluation form for your use if you so choose.

Bring with you for conference(s) discussion.

If you choose to use this form, you can sign it during conference(s).

Pl. indicate name →

STANDARDS OF EXPECTED STUDENT PROGRESS AND ASSESSMENT TECHNIQUES

CLASS _____

LOCATION _____

Standards of expected student progress are to be developed and written on this evaluation form after a review of the job description, the program description, the standards of pupil progress for the program, and a study of pupil cumulative records. The standards of expected progress are measurable against established criteria. Standards describe what can be reasonably expected of pupils at certain levels and in specific areas of study, human growth, and development. Please add sheets as necessary.

This is a required form.

Standards of Expected Progress	Assessment Techniques
This section pertains to your plans for <u>student progress</u> , in student terms.	This section details <u>how</u> you know the student's progress & achievements.
You may wish to attach a copy of the <u>student profile sheet</u> in lieu of filling in this section.	

S.A.M.P.L.

The above standards and assessment techniques have been reviewed and agreed upon.

1. _____
 Evaluator Date Evaluatee Date

2. _____
 Evaluator Date Evaluatee Date



PROPER CONTROL, SUITABLE LEARNING ENVIRONMENT AND ADJUNCT DUTIES

Class _____

Location _____

learning
Proper Control: Anticipated or expected behavior of students

This pertains to activities of students what they will be doing to accomplish (learn) the objectives you have planned. Will they be in lab-hands-on, peer learning, individualized, self-paced, demo, lecture?

Suitable Learning Environment: Plans for classroom environment

Materials, visuals, lg-group/sm-group/indiv/equipment, materials/tools,

This pertains to the whole learning setting. Frequency of and access to teacher/aide/answers; availability of tools, equipment & materials; condition of work/study areas; atmosphere as it relates to learning and relationships.

Adjunct Duties

This section pertains to "everything" else ie conferences with students, parents, counselors, adm. advisory committees, budgets, placements, planning re-vising curriculum, inservice, professional development plans, et al.

1. _____
Evaluator Date Evaluatee Date
2. _____
Evaluator Date Evaluatee Date

This form is required.

3.

Pl. indicate name: _____

EVALUATOR'S PLANS FOR EVALUATION

List major methods/techniques to be used in the evaluation process:

The attached item outlines my plans for evaluation with your

Pl. review and sign if you accept this plan.

Please do not hesitate to add any items that you feel are needed.

This form is required.

SAMPLE

Evaluator

Date

Evaluatee

Date

EVALUATOR'S PLANS FOR EVALUATION

1. Series of classroom observations performed and documented by one each of at least three of the following:

Peer/Colleague, Student, Parent,
Advisory Committee Member, Program
Manager, Lead Teacher.

Classroom observations by aforementioned persons will be arranged by the teacher.

2. At least one classroom observation visit will be performed and documented by the Program Administrator.
3. Self-evaluation via video taping will be an optional evaluation tool for teachers to utilize. Two training sessions will be provided prior to availability of video equipment on-site. Each teacher will be supplied with a story board tablet and a 30-minute blank video tape. A self-evaluation critique check sheet will be developed during one of the training sessions by the entire staff.
4. At least one conference will be held with each teacher and the Program Director to review classroom observations, job performance, student performance, learning environment, classroom control, adjunct duties, professionalism, suggestions for improvements, and support available for improvement.

CLASSROOM OBSERVATION REPORT

relationship to
ie student, etc. program:

Evaluatee (Teacher)

Grade Level
and/or
Subject Area
and/or
Program

Date

Time

Length of Observation

Learning activities in progress:

This form is required
by administrative
observer.

Specific pupil behavior observed:

Optional use by
other observers.

Specific Evaluatee behavior observed:

Strengths:

Areas that need improvement, if any:

Specific suggestions for improvement:

Disregard
this
portion

~~This report is to be completed if the observation is to be made a part of the written
Evaluation. Other observations may occur but need not be written if they are not made
a part of the evaluation record.~~

~~This report has been discussed with the employee.~~

for peer, student, prog. mgr, adu. committee member,
on lead teacher, etc.

Signed

Evaluator

Date

Evaluatee

Date

OPTIONAL

VOLUNTARY SELF-EVALUATION

Name _____ Position _____ Date _____

I. Strengths

This item is optional.
You may choose to use it
for your own purposes,
or

II. Areas that need improvement, if any:

you may want to use it
for discussion during our
conference(s)

III. Specific assistance requested for improvement:

or
you may choose to submit it
to be placed in your file

Signed: _____
Evaluator Date Evaluator Date

_____ I would like this to be placed in my personnel file.

or
you may throw it away!
☺

EXAMPLE -

STANDARDS OF EXPECTED STUDENT PROGRESS AND ASSESSMENT TECHNIQUES

CLASS _____

LOCATION _____

Standards of expected student progress are to be developed and written on this evaluation form after a review of the job description, the program description, the standards of pupil progress for the program, and a study of pupil cumulative records. The standards of expected progress are measurable against established criteria. Standards describe what can be reasonably expected of pupils at certain levels and in specific areas of study, human growth, and development. Please add sheets as necessary.

Standards of Expected Progress	Assessment Techniques

The above standards and assessment techniques have been reviewed and agreed upon.

1. _____
 Evaluator Date Evaluatee Date

2. _____
 Evaluator Date Evaluatee Date



PROPER CONTROL, SUITABLE LEARNING ENVIRONMENT AND ADJUNCT DUTIES

Class _____ Location _____

Proper Control: Anticipated or expected behavior of students

Suitable Learning Environment: Plans for classroom environment

Adjunct Duties

1.

Evaluator	Date	Evaluatee	Date
-----------	------	-----------	------
2.

Evaluator	Date	Evaluatee	Date
-----------	------	-----------	------

CLASSROOM OBSERVATION REPORT

Evaluatee	Grade Level and/or Subject Area and/or Program	Date	Time
		Length of Observation	

Learning activities in progress:

Specific pupil behavior observed:

Specific Evaluatee behavior observed:

Strengths:

Areas that need improvement, if any:

Specific suggestions for improvement:

This report is to be completed if the observation is to be made a part of the written Evaluation. Other observations may occur but need not be written if they are not made a part of the evaluation record.

This report has been discussed with the employee.

Signed: _____
Evaluator Date Evaluatee Date

VOLUNTARY SELF-EVALUATION

Name _____ Position _____ Date _____

I. Strengths

II. Areas that need improvement, if any:

III. Specific assistance requested for improvement:

Signed: _____
Evaluator Date Evaluatee Date

_____ I would like this to be placed in my personnel file.

APPENDIX K
AGENDA FOR SECOND TRAINING SESSION

ANNOUNCEMENT: January 24, 1975 (Friday) will be an inservice day for the Regional Occupational Program.

Please give ideas for activities to Dedo.

A G E N D A

December 20, 1974 - Regional Occupational Program

- | | | |
|------------------|--|--------------------------|
| 9:00 - 9:10 am | - Volunteer Program | Ann Rivo |
| 9:10 - 9:45 am | - Overview
Budgetary Planning 1975/76
Evaluation Process 1974/75 | D. Faiola |
| 10:00 am | - View Sample Video Tape | Group |
| 10:30 am | - Critique Sample Video Tape | B. Sheppard
D. Faiola |
| 11:00 am | - Learning Practices | B. Sheppard |
| 11:30 am | - ADA Procedures
Student Evaluation Forms | R. Nelson |
| 12:00 - 12:30 pm | - Lunch | |
| 12:30 pm | - Technical check out
Each teacher will demonstrate
ability to use equipment | B. Grey |
| | - Develop critique check sheet
Each teacher will participate
in development of a minimum
set of critique items | R. Nelson |
| | - Planning a Mini Lesson
Each teacher will meet with
Bud Sheppard to discuss de-
velopment of a Mini Lesson
and use of story board | B. Sheppard |

APPENDIX L
EXCERPTS FROM MR. SHEPPARD'S COMMENTARY

THE INSTRUCTIONAL PROCESS

The instructional process is the basic procedure for teaching a single lesson objective or an entire phase of a subject. It is a four stage process of motivation by the instructor, presentation by the instructor, application by the student, and evaluation by the instructor. Within this framework the instructor applies specific instructional methods and techniques for achieving the most effective teaching-learning situation.

A. Motivation:

The student must want to learn before he can be taught. To develop in the student the desire to learn and to sustain this desire so that he will pay attention to the presentation try to follow directions in the practical work is a major requirement for effective instruction. The following are some of the techniques that can be used to motivate students:

(1) Show a need:

Instruction must include valid reasons for learning and an explanation of how the things taught will be used.

(2) Develop an intent to learn:

Before instruction is presented, the student must be made to realize that he is responsible for learning. A student learns more when he feels responsible for learning.

(3) Maintain interest:

Interest is essential if attention is to be gained and held. The use of enthusiasm, examples, illustrations and models will help.

(4) Encourage early success:

Early success motivates students. An individual's success tends to drive him further effort and additional successes.

(5) Give recognition and credit:

These provide strong incentives for learning. Start with favorable comments then lead into suggestions for improvement.

(6) Feelings and emotional responses:

Feelings affect learning. Students who are angry, resentful, embarrassed, frightened or otherwise emotionally upset think about the source of their disturbance rather than the subject being taught.

(7) Use competition:

Friendly competition stimulates learning. Also having a student compete against his own past record provides effective competition.

(8) Use rewards:

Rewards for achieving specific goals can be powerful incentives.

B. Presentation:

The student gains the concept of the subject by completing a study assignment, by listening to an explanation, by participating in a conference, or by watching a demonstration.

C. Application:

The student is given the opportunity to apply the new concepts gained in the presentation stage. This application stage is one of the most important stages in the instructional process. All learning requires conscious and successful response by the student. In planning and conducting instruction it is not so much what the instructor does or says that teaches, but rather what he causes the students to do.

D. Evaluation:

The instructor checks students responses to keep them informed of their progress and to prevent them from practicing incorrect responses.

Evaluation includes formal testing at the end of a period or phase of instruction; however, the most important type of evaluation is informal and concurrent with the presentation and application stages of the instructional process. Such an evaluation is accomplished by oral questions to the class following the explanation or demonstration of a teaching point, by close observation of the students during the practical work to detect errors and make on the spot corrections, and by checking student understanding of previous related instruction.

CHARACTERISTICS OF THE SUCCESSFUL INSTRUCTOR

A. Knowledge of the Subject:

You as an instructor must know your subject thoroughly if you are to teach it to others. Ideally the vocational instructor should not only have practical field experience, but should also have knowledge of training literature and materials.

Practical field experience should enable you to evaluate the material in training manuals and texts and to present it in a manner that will be realistic to students. You should know more about your subject than you will have time to teach. And of course be prepared to answer virtually any question on the subject.

B. Knowledge of Teaching Techniques:

A knowledge of how to instruct is a prerequisite to successful instruction. To be able to apply the principles, methods, and techniques of imparting information is the basis of education.

C. Positive Personality:

Personality can be defined as the sum total of all those things about an individual to which other people respond, either favorably or unfavorably. A good personality, one that gets a favorable response is not some mysterious inborn quality. It can be developed by concentrating upon and improving specific features of the personality. Each instructor should strive to develop those characteristics that contribute to successful teaching, such as enthusiasm and sincerity, and to avoid those characteristics that interfere with effective instruction, such as superiority and indifference.

D. Leadership Ability:

(1) Instructors who are good leaders can develop proper habits, attitudes, appreciations and character traits in their students as well as teach the basic information required in a course. They see that discipline is maintained and that students conduct themselves properly at all times. They maintain control of their classes and insure that they are run smoothly.

(2) Course management is an important responsibility of leadership. This management includes detailed planning of the course, obtaining and distributing supplies and equipment, keeping records, reducing waste, adjusting the program to the needs of students, making reports and accomplishing a number of other administrative details that are necessary for effective teaching. Courses must be managed if they are to be taught effectively.

E. Professional Attitude:

(1) The instructor who has the proper professional attitude continually adds to his storage of knowledge and skills in his subject and makes every effort to improve his teaching ability. A professional attitude will also develop a sympathetic understanding of the students needs and problems, and in dealing fairly with each individual.

(2) Everything you as an instructor say and do during class, as well as the manner in which you say and do things, will reflect your attitude toward the students, subject and the training program. Attitudes have a tremendous influence upon the students attitudes and morale, for students tend to adopt the instructors point of view of the subject as well as his overall attitude toward training in general.

HOW THE INSTRUCTOR CAN IMPROVE

- A. KNOW WHAT MAKES GOOD INSTRUCTION
- B. OBSERVE OTHER INSTRUCTORS
- C. ANALYZE YOUR OWN CHARACTERISTICS
- D. CONCENTRATE ON SPECIFIC ELEMENTS
- E. SEEK HELP OF PEERS
- F. MAKE CONSTANT EFFORT TO IMPROVE

COMPONENT SKILLS OF TEACHING

These are general skills that can be applied at many levels, for teaching many different subjects.

1. Stimulus variation
2. Set induction
3. Closure
4. Silence and nonverbal cues
5. Reinforcement of student participation
6. Fluency in asking questions
7. Probing questions
8. Higher-order questions
9. Divergent Questions
10. Recognizing attending behavior
11. Illustrating and use of examples
12. Lecturing
13. Planned repetition
14. Completeness of communication

1. STIMULUS VARIATION

The teacher to student interaction may become boring if the teacher doesn't vary his behavior patterns. By varying the stimulus situation the teacher can become the stimulus in the classroom. Following is a list of behavior variations that will relieve classroom boredom.

Movement:

This is used to break the teacher's habit of teaching from one spot and to encourage more movement about the classroom.

Gestures:

Hand and body movements are very helpful to communication. The goal of gesture training is to get the teacher to be more expressive and dynamic when presenting material. The teacher consciously attempts to extend the range and frequency of the gestures, and enhancing oral communications with these gestural cues.

Focusing:

In a lesson, there are times when a teacher wants to call attention to a particular point. The act of calling attention to specific material is called "focusing." Verbal focusing is demonstrated by such statements as "Pay special attention to this!" "Look at the picture on page 71!" "Listen very carefully to this!" An example of gestural focusing is the teacher pointing to a specific object or banging on the blackboard for emphasis. Focusing can be achieved in a variety of ways depending upon the teacher's own particular personality.

Interactional styles:

The purpose of interactional training is to get the teacher to use a variety of interactional patterns. Microteaching has three basic patterns.

- A. Teacher-Group: The teacher carries on a dialog with the entire class. When he asks questions he asks them of the whole group, and not specific individuals.

- B. Teacher-Student: The teacher directs a statement or question to individual students. He may ask an individual student a question, receive an answer, and follow it up with a series of questions to the same student, in order to probe the issue more deeply.
- C. Student-Student: The teacher, after asking a question, refrains from commenting on the student's response; or he answers a student's question by re-directing the question to another student for comment or clarification. Frequently the teacher is able to involve many students in a dialog without having to do anymore than direct the discussion. Once started, the interaction in such a case is usually among the students.

The content and objectives of a lesson should dictate the interactional style used. Once aware of these three patterns the teacher can use any one he desires. The varying of the interactional patterns should also result in a higher level of attention than would exist if only a single pattern were utilized.

Pausing:

A pause can be very effective in riveting the attention of the class on a particular statement. During a lesson, the well inserted pause can accomplish several effects. It can prepare students for an important statement or question, signal the transition from one thought to another, or stop the present action and rally the students attention to the teacher.

Shifting sensory channels:

Training in shifting sensory channels aims at heightening attention by systematic changing of the students receptors. By changing the primary mode of communication, whether oral or visual, so that the student is forced to change. For instance, when the teacher switches from oral to visual instruction, the student has to switch with him. The switch in primary receptors from ear to eye should sharpen the students attention.

2. SET INDUCTION-A Pre Instructional Technique

Training in set or pre-instructional orientation helps the teacher prepare students for the lesson in order to induce the maximum pay-off in learning. "Set" is more than a brief introduction. its purpose is to clarify the goals of instruction, using student's present knowledge and skills to involve them in the lesson. Instructional set can vary in length and in elaborateness. It can take many forms: an analogy, a demonstration, or the posing of an intriguing problem the students can solve. An example would be an auto body instructor begins a lesson by passing around a painted panel that has sags and runs in the finish. He then discusses with the students causes and effects of improper painting techniques.

3. CLOSURE

Closure is achieved when the main purposes and principles of the lesson, or a portion of it, are judged to have been learned, so that new knowledge can be related to past knowledge. Closure is valuable at the end of a lesson and particularly at the end of a unit. It is also needed at specific points within the lesson so that students may know where they are and where they are going. Even if a planned lesson is not completed, the teacher can still utilize closure by drawing attention to what has been accomplished up to the point at which the lesson is terminated.

4. SILENCE AND NONVERBAL CUES

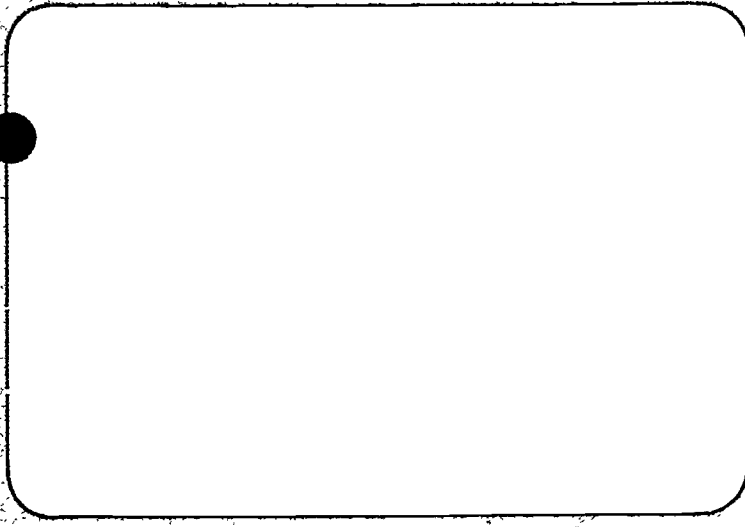
In many classroom situations discussion is usually teacher-centered. To get teachers to cut down the amount of unnecessary talking they do and to increase student participation training in silence and nonverbal cues is necessary. The goal of such training is to keep the teacher from continually interjecting himself in the discussion and at the same time enable him to keep the discussion moving. This will also give the students the chance to think about the teacher's or other students statements. Nonverbal cues give the students feedback from the answers without the teacher having to make comments on each answer; nonverbal cues also keep the discussion moving. The four broad categories of nonverbal cues are: first, facial cues (a smile, a frown, a serious or quizzical look); second, body movement (moving toward the responding student or adopting some type of thinker pose); Third, head movements (yes and no nods or the cocking of the head); fourth, gestures (pointing to a student, motioning to go on or stop, and pointing from student to student).

5. REINFORCEMENT SKILLS

Many good teachers know that they can increase students involvement in their lessons by using encouragement. Unfortunately many teachers get into the habit of encouraging only those students who already are doing well. Some fall in the pattern of responding to students answers with a bland "okay" or "good", regardless of whether the answer is brilliant or trite. A sample of the reinforcement comments and gestures at the teachers disposal would be "Excellent!" to "Thats a good start. Now can you take it any further?" And the nonverbal cues from writing a student's answer on the board to the teacher nodding his head in recognition.

APPENDIX M
SAMPLES OF STORY BOARDS

SOUND/SLIDE — Story Board Pad

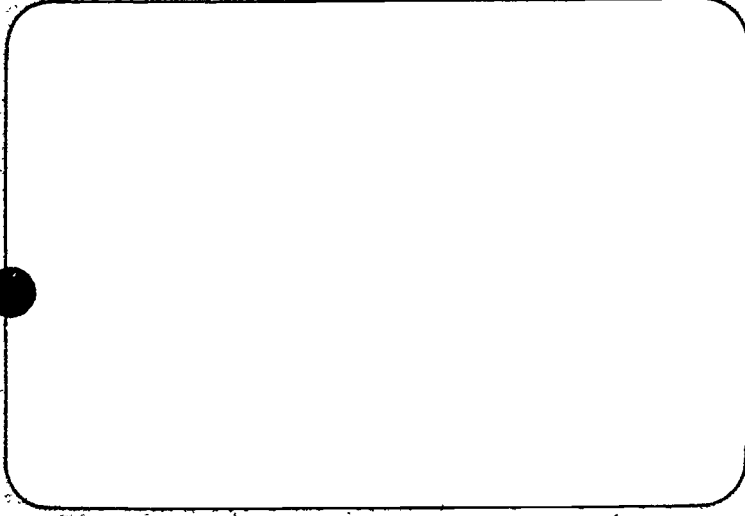


FRAME _____

_____ :10

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_____ :30

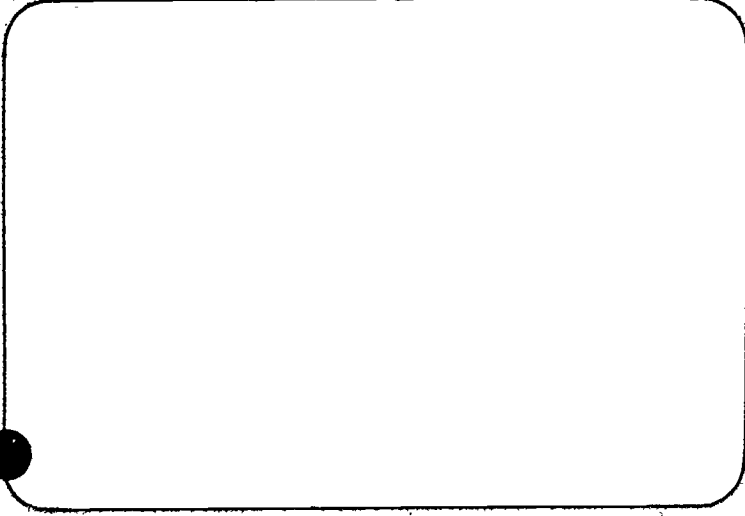


FRAME _____

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FRAME _____

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APPENDIX N

EVALUATION FORM AND SUMMARY OF TEACHERS' EVALUATIONS
OF SECOND TRAINING SESSION

HOW DO YOU FEEL ABOUT TODAY?

WHAT WAS MISSING OR NEEDED THAT DIDN'T OCCUR?

COMMENTS:

SUMMARY OF TEACHER ASSESSMENT: SECOND TRAINING SESSION

Selected teachers' answers to the three open-ended assessment questions following the second training session are included below. (Omitted answers pertained to pro and con comments about the food, i.e., good lunch, where were the donuts, and classroom roll taking.)

Question 1: How do you feel about today?

Fine equipment.
Interesting possibilities.
It was informative overall and only a few parts were repetitious.
Okay-contributed to ROP continuity.
I got more out of today's inservice than some past workshops. I am impressed with the new TV equipment.
It was interesting and enlightening.
Good.
As far as the A-V presentation, much better than previous ones.
Very informative. Learned somewhat to "see myself as others see me" on film.
I am sure our other teachers benefited also.
Excellent opportunity to learn new material to use in teaching.
Program was well planned and much information was provided. Many questions were answered regarding Stull Bill.
Much relieved - feel more at ease using the video equipment.
Morning session was profitable - got some good ideas regarding self-evaluation of video tape. Discussion on teaching techniques very helpful. Afternoon session seemed repetitive - demonstration of equipment too fast. Still do not feel I understand how to use equipment.
I feel that the criteria presented is quite worthwhile if we can use this kind of equipment in our program without endangering the equipment.
Enjoyed the day. Learned many new angles to use TV for evaluation. Very stimulating to share ideas with other teachers.
A little confused. Too many participants; maybe we should break these things up into two groups.
Better. I learned more. It was well planned and nicely presented.

Question 2: What was missing or needed that didn't occur?

Stull Bill explanation could have been clearer.
Put out complete agenda a week before meeting.
Would have liked more time with the video equipment. Set-up with props - follow through of the visual-audio part we wrote.
More time for return demonstration of equipment.
More specific help on developing curriculum - lessons plans, etc.

Question 3: Comments:

This would make a good set-up to evaluate teachers effectiveness (self improvement).
It would be interesting to get a tape taken without anyone knowing it was being taken.
Video has many possibilities. My commendation goes to Dedo for sticking with it.
I think the presentations were good because the group involved was small, and ideas or questions could be discussed and answered easier than in large groups. I once attended a very large seminar that was ineffective because of organization and such large attendance.
Making our own films for class would be beneficial but I realize it will take much practice.
Would like to have one of these sessions every two or three months.
Feel further inservice on "Component Skills of Teaching" would be beneficial.
I feel that I have learned something about myself today, about mannerisms, etc.
It is more meaningful when material is discussed together and a chance to practice.
I think this video thing will be very interesting.

APPENDIX 0

AGREEMENT FOR TECHNICAL SERVICES, MR. WILLIAM GRAY,
TENTATIVE VIDEOTAPING SCHEDULE, AND VIEWING GUIDE

January 8, 1975

TO: Bill Gray
FROM: Theodora Faiola, Director, R.O.P.
SUBJECT: TECHNICAL SERVICES FOR VIDEO
 EQUIPMENT, R.O.P.

As per our conversation, you will perform technical services of pick-up, delivery, return of video equipment, as well as technical operation of equipment for R.O.P. teachers as requested on a free lance basis of \$4.50 per hour on program site.

You will be reimbursed for your mileage from the County Office to program site and return at the rate of 17¢ per mile.

You will be permitted up to two hours on-site time per instructor.

Please submit an hourly log and mileage total upon completion of the job.

A schedule of dates, program sites, and instructors will be provided for you.

You also may charge for the eight hours you spent with the R.O.P. staff on December 20, 1974, and allow for a one hour conference with me following the job.

Thank you.

b

January 17, 1975

TO: R.O.P. Instructors
FROM: Dedo Faiola, Director, R.O.P.
SUBJECT: SCHEDULE OF VIDEO EQUIPMENT

As per your respective conversations with Bernie, the attached schedule reflects the date(s) when Bill Gray will bring the video equipment to you at your program site.

In the following programs/sites, the equipment will remain for a few days as per the attached schedule:

Auto
Irwin Street - Boat and Motorcycle
Family Service Aide
Food Service
Office Occupations

In the other programs, Bill will bring the equipment, stay for the taping sessions and then take the equipment.

Bill will call each program instructor or lead teacher to confirm time of arrival and training session.

Will each of you please make adequate time available to spend with Bill. At least one hour should be planned for the training in programs where the equipment will remain.

Will each of you please develop your five minute mini-lessons before Bill arrives. Do plan to tape the mini-lesson more than once so you feel comfortable.

Please have the video tape provided to you available when Bill arrives.

Attached are copies of the viewing sheets which Rudy and I gened up from your input. Please use it; and feel free to change it if you prefer.

When you are ready to use the viewing sheets and review your mini-lesson(s), ask a fellow-teacher to view it with you.

Good luck! Call if you have questions.

Bill Gray's phone number is 388-4815.

b
Enclosure

TENTATIVE VIDEO EQUIPMENT SCHEDULE

PROGRAM/SITE	DATES	INSTRUCTOR(S)
MERCHANDISING & SALES SEARS - NORTHGATE 2nd FLOOR, ROOM BEHIND PERSONNEL DEPARTMENT	1-20 & 1-21 10 am to noon (NO PLACE TO KEEP EQUIPMENT OVERNIGHT)	SHERMAN
AUTO PROGRAM SAN RAFAEL AUTO SHOP 185 MISSION SAN RAFAEL	1-27 THROUGH 1-31	* NELSON, FORSYTH GARDNER
BOAT/MOTORCYCLE PROGRAM 654 IRWIN STREET SAN RAFAEL	2-3 THROUGH 2-8	SCHRADER, WARREN * ABBOTT
GERIATRIC AIDE THE COTTAGE 1120 NYE SAN RAFAEL	2-11-75 3 pm	* MULLEN ERLENKOTTER ALBRECHT EPANCHIN
FAMILY SERVICE AIDE REDWOOD HIGH SCHOOL LARKSPUR (Home Ec. Room)	2-12, 13 and 14	BURROUGHS
FOOD SERVICE MARIN ACADEMY FOSTER HALL 5th & COTTAGE SAN RAFAEL	2-18 & 2-19 <u>AM</u>	WELCH
LICENSED DAY CARE TERRA LINDA HIGH SCHOOL SAN RAFAEL (Room 58)	2-20 <u>AM</u> 9:30	BJORNSON
WELDING TERRA LINDA HIGH SCHOOL PORTABLE ROOM 700 SAN RAFAEL	2-20 <u>PM</u>	BEATTIE
OFFICE OCCUPATIONS 1245 FOURTH STREET SAN RAFAEL	2-27 THROUGH 2-31	* POOLE, ANDERSON, LYNCH, OSBORN

* Lead teacher

VIDEO TAPED MINI-LESSON VIEWING GUIDE

INTRODUCTION TO LESSON:

Were students told objective(s)?
Was purpose stated?

YES	NO

STIMULI:

Were visuals used?
Did students respond to visuals?
Were gestures used?
Did students respond?
Were voice levels changed?
Did students respond?

OFTEN	SOMETIMES	SELDOM	NONE

QUESTIONS:

Were questions posed by teachers?
Were questions answered by a student?
Were questions posed by students?
Were questions answered by more than one student?

OFTEN	SOMETIMES	SELDOM	NONE

QUESTION/ANSWER PATTERNS

Teacher-student-teacher-student
Teacher-student-student-teacher
Student-student-student-teacher

////////////////////			

SUMMARY TO LESSON:

Main point(s) were summarized.
Student summarization.
Teacher summarization.

YES	NO

NOTES:

APPENDIX P
SAMPLE OF VIEWING CONFERENCE ANNOUNCEMENT

April 14, 1975

SAMPLE:

Sent to each teacher

TO: Mary Poole

FROM: Dedo Faiola, Director, R.O.P.

SUBJECT: STULL BILL CONFERENCE

Your conference is scheduled for Tuesday, April 22nd,
at 2:00 pm at the County Schools Office.

Joe Antone will set up the VTR and a small monitor in my office for us to use if you would like to share the video tape you made. You know me - I'm dying to see the fruits of your labor!

Please do bring along the following:

1. The appraisal check sheet you used when you viewed your tape.
2. The materials/storyboard/lesson you prepared prior to making your tape.

If you have any questions, please do not hesitate to call.

b

APPENDIX Q

FORM FOR AND SUMMARY OF TEACHERS' RESPONSES OF
VIDEOTAPING ASSESSMENTS

"TEACHER ASSESSMENT OF VIDEO EXPERIENCE"

Teacher _____

Date _____

1. What were your objectives?
2. Which ones did you accomplish?
3. What did students do/say/show that convinced you that the objectives were accomplished?
4. What did students say/do about the video taping session?
5. How did you go about reviewing the tape and what did you find out?
6. What did you or who did you hear as you listened to the tape?
7. How did you feel prior to and during the taping?
8. How do you feel now?
9. Did you ask anyone else to observe your teaching this year? If so, who?
10. What did you learn?

11. Who else viewed the tape with you?

12. What contributions/liabilities did this make?

13. What happened, if anything, because of making the tape?

14. Would you be willing to continue mini-lesson self assessment on a regular basis?

Additional comments?

SUMMARY OF TEACHER RESPONSES TO ASSESSMENT OF VIDEO EXPERIENCES

Fifteen teachers responded to the fourteen item questionnaire as follows:

1. What were your objectives? 25 Objectives were stated.

Range of stated objectives included:

Provide information to students - 17
Obtain student progress information - 1
Assess student-teacher communication patterns - 4
Use video equipment - 3

2. Which ones did you accomplish?

All - 14 *All accomplished, but not with all students* - 1
N.A. - 10

3. What did students do/say/show that convinced you that the objectives were accomplished?

Class discussion, students verbal responses during lesson - 5
Students asked to see demonstration results - 2
80% of students passed commercially prepared test - 1
No evidence solicited at the time - 1

4. What did students say/do about the video taping session?

Positive statements:

<i>Interested</i>)	<i>Participated</i>)
<i>Enjoyed</i>)	<i>Watched replay and commented</i>)
<i>Pleased</i>)	<i>Asked to operate equipment</i>)
<i>Cooperated</i>) 10	<i>Watched monitor and could</i>)10
<i>Excited</i>)	<i>see better</i>)
<i>Relaxed</i>)	
<i>Laughed</i> .)	

- 5a. How did you go about reviewing the tape?

Myself - 6 *Myself and colleagues* - 5
N.A. - 3 *With supervisor* - 6

- 5b. What did you find out? 18 Responses

Teaching techniques need improvement
Too much lecturing
I answered questions I asked
I was tense
Class was too teacher oriented
Felt resistance of students
Accomplished objective
Eye contact with students
Used gestures

Used animation
Looked better second time
Lesson was incomplete
Too little student participation
Voice drops at end of sentences
Enunciation and diction sloppy
Need to speak slower
Looked awful - clench teeth
Interrupt students

6. What did you hear or who did you hear as you listened to the tape?

N.A. - 2
Myself and students - 5
Myself/teacher - 7
Very unprofessional voice - 1
Didn't sound like me - 1
Much importance on nail length (subject of lesson) - 1

7. How did you feel prior to taping?

Apprehensive/nervous - 8
Became more relaxed - 3
Excited, comfortable, secure, relaxed -- 5
Very conscious that demonstration be set-up right - 1
More secure about teaching and classroom control - 1

8. How do you feel now?

N.A. - 2
Okay, comfortable, relaxed, good, pleased, great - 6
More comfortable about using again, liked using equipment, need/want more practice, real potential - 10
Initially felt this was assigned task - 1
Should have chosen another lesson - 1
Critical - 1

9a. Did you ask anyone else to observe your teaching this year?

Yes - 13 No - 5

b. If so, who?

Vice Principal - 1 Colleagues - 4 Students - 3
Supervisor - 1 Counselor - 1 Advisory Committee member - 2

10. What did you learn?

Comments relating to teaching techniques - 7
Comments relating to video taping - 4

11. Who else reviewed your video tape with you?

Students - 9 Supervisor - 11
Camera technician - 2 Colleagues - 5

12. What contributions/liabilities did this make?

N.A. - 2

Contributions:

Assessed students willingness to
use TV
Students thought tape better than I
Each viewer noted different points
Colleagues most helpful
Gave me encouragement
Students felt comfortable
Students said well done

Liabilities:

Camera not on students
Couldn't get colleagues
together

13. What happened, if anything, because of making the tape?

N.A. - 3

Individual comments as follows:

Realized that some lessons are ideal for TV, others not
Effective self-assessment tool. There is no other way
of watching yourself or of observing students reactions
that you have never happened to notice
Video is another path for teaching
Another teaching tool for teachers - 3
Resisted at first; now I would like to make more tapes
I need to ask questions and get students to discuss
Noted changes I wanted to make
Need more organization and learned value of planning - 3
Able to look at myself objectively

14. Would you be willing to continue mini-lesson self-assessment
on a regular basis?

Yes - 12 N.A. - 1 No - 0 No objection - 1

Additional comments:

Better used for informal assessment than formal production
About once a year
Need more training
Useful for active demonstrations
Teaching techniques improved after first lesson - used
quick tests to verify each lesson
Need more practice
Valuable experience
Great help for teachers in overcoming problems

APPENDIX R

RESUME OF MR. JAMES C. STALEY, GUEST SPEAKER, AND
TEACHERS' ASSESSMENT OF HIS PRESENTATION

RESUME

JAMES C. STALEY

BORN 9-29-30
Springfield, Missouri

EDUCATION

High School Diploma	1948	Vinita High School	Vinita, Okla.
A.A.	1950	Northeastern Okla. Alm.	Miami, Okla.
B.S.	1957	Oklahoma State Univ.	Stillwater, Okla.
M.S.	1958	" " "	" "

Both B.S. & M.S. in Electrical Engineering

MILITARY SERVICE

U. S. Navy 1950-1954. Electronics Tech 2/C
Electronics "A" School, Treasure Island, Ca.
USS LST 561

EMPLOYMENT

Sylvania Electronics Defense Labs, Mountain View, Ca.
Engineer 1958-1961
College of Marin, Kentfield, Ca.
Instructor 1961-Present

PUBLICATIONS

Co-author Modular Electronics, Chas. Merrill Publisher
with Jay Strykon

REGIONAL OCCUPATIONAL PROGRAM

EVALUATION - ROP INSERVICE June 9-13, 1975

PLEASE CHECK COLUMN; do not hesitate to make comments under items and/or at the end of this sheet.

	Very helpful	Useful	Questionable value	No value
INSTRUCTION - FAIOLA/HORAN				
FILM "PASSION FOR LIFE"				
"DECISION MAKING" WORKSHOP (Quinn)				
"INSTRUCTIONAL DESIGN"				
N.A.				
WORKING WITH TELEVISION IN CURRICULUM DEVELOPMENT	9	6	1	
(Mr. James C. Staley)				
PRESENTATION BY RICK SHEVIAKOV				
EMPLOYABILITY PACKET				
161				
(over)				

COMMENTS/SUGGESTIONS/CONCERNS: _____
