

DOCUMENT RESUME

ED 131 244

08

CE 008 344

TITLE Competencies and Assessment Behaviors for Vocational Specialists Coordinating the Education of Handicapped Learners in the Vocational Education Awareness Program. Final Report, Section B. April 1974-December 31, 1975.

INSTITUTION Georgia Univ., Athens. Div. of Vocational Education.

SPONS AGENCY Department of Health, Education, and Welfare, Washington, D.C.; Georgia State Dept. of Education, Atlanta.

PUB DATE 31 Dec 75

NOTE 227p.

EDRS PRICE MF-\$0.83 HC-\$12.71 Plus Postage.

DESCRIPTORS Evaluation Criteria; *Handicapped Students; *Job Analysis; Occupational Information; Performance Based Teacher Education; Secondary Education; *Special Education Teachers; State Programs; State Surveys; Student Characteristics; Tables (Data); Task Analysis; Teacher Characteristics; Teacher Responsibility; Teacher Role; *Vocational Education; *Vocational Education Teachers

IDENTIFIERS Georgia

ABSTRACT

A study was conducted to identify a list of pedagogical competencies and evaluative criteria based on the performance requirements of the vocational specialists who coordinate the education of handicapped learners in Georgia's new secondary level Vocational Education Awareness Program (VEAP). Performance roles which served as a basis for competency categorization were developed from the job description for vocational specialists. These performance roles are (1) Establish local VEAP program, (2) incorporate administrative strategies for program, (3) formulate instructional design, (4) select and apply instructional strategies, (5) evaluate learner performance and progress, (6) perform guidance and counseling functions with learners, parents, and teachers, (7) participate in public relations activities, (8) establish cooperative training stations, (9) evaluate local programs, and (10) maintain and improve professional competencies. One hundred eighty-seven competencies were rated by vocational specialists. The top 25% were contained in Role 1, and the third largest were contained in Role 3. This report includes a review of the literature, description of the methodology, presentation and interpretation of the complete findings, and summary, conclusions, and recommendations. The instruments used in the study are included in appendixes. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources.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

ED131244

Final Report

Section B

Grant Number: 5405

The Vocational Act of 1963

EPDA Part F

Competencies and Assessment Behavior For
Vocational Specialists Coordinating The
Education of Handicapped Learners in The
Vocational Education Awareness Program

April, 1974 - December 31, 1975

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

Freeman D. Eads, Ph.D., Project Director
Donald B. Hogan, State Department Consultant
Robert B. Babcock, Graduate Assistant
Kenneth L. Block, Graduate Assistant

Funded by:

Georgia State Department of Education
U.S. Department of Health, Education and Welfare

CE 008 344

Acknowledgments

The following twenty Vocational Specialists are sincerely thanked and noted as contributors in this research study. This educational endeavor could not have been accomplished in this manner without receiving their valuable assistance. I am grateful for their cooperation and hope that this research project meets with their approval.

Earl Bagley; Brunswick High School, Brunswick, Georgia
Lynn Bryant; South Gwinnett High School, Snellville, Georgia
Peggy Cosey; Cherokee County High School, Canton, Georgia
*Judy Comer; Cobb County Schools, Marietta, Georgia
Benjamin DeLoach; Clarke County Central High School, Athens, Georgia
*Doug Gill; Coosa Valley Vocational High School, Rome, Georgia
Thelbert Gordan; Bibb County, South West Complex, Macon, Georgia
Joan Hayes; Richard Arnold High School, Savannah, Georgia
*Dorothy Holmes; Forest Park High School, Jonesboro, Georgia
Mildred Johnson; Albany High School, Albany, Georgia
Dexter Jumper; Rossville High School, Rossville, Georgia
Portia Ligon; Washington High School, Atlanta, Georgia
Yvonne Limburg; Northwest High School, Dalton, Georgia
Joe Medows; Johnson High School, Gainesville, Georgia
*Patricia Michler; Brookhaven School, Atlanta, Georgia
Odell Owens Jr.; Cedartown High School, Cedartown, Georgia
*Thelma Parrish; Smith High School, Atlanta, Georgia
*Ben Rivers; Cross Keys High School, Atlanta, Georgia
Garland Schemake; Newnan High School, Newnan, Georgia
*Lee Sims; Lakeview - Ft. Oglethorpe High School, Ft. Oglethorpe, Georgia
*Mary Vaughan; Douglas County High School, Douglasville, Georgia

*Special recognition is given to these Vocational Specialists for their unflagging perseverance and dedication to this resource study. These Vocational Specialists gave of their time and energy to assist in the identification of these 187 Competencies and indicating behaviors.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS.....	ii
LIST OF TABLES.....	v
Chapter	
I. INTRODUCTION.....	1
Background of the study	
Purpose of the Research Study	
Objectives of the Research Study	
Definition of Terms	
Assumptions	
Limitations	
Organization of the Presentation	
II. REVIEW OF LITERATURE.....	10
Introduction	
Competency Based Education	
Taxonomy of Educational Objectives	
Vocational Specialist To Work With Handicapped Learners	
Methods for Identifying and Verifying Competencies	
Summary	
III. METHODOLOGY OF THE STUDY.....	17
Introduction	
Design	
Subjects	
Instrument Construction	
Procedures	
Analysis of the Data	
Time Schedule	

IV.	PRESENTATION AND INTERPRETATION OF RESULTS.....	27
	Introduction	
	Learner Information	
	Vocational Specialist Information	
	Vocational Education Awareness Program Information	
	Performance Roles, Identified Competencies and Indicating Behaviors	
	Competency Verification	
V.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	58
	Summary	
	Conclusions	
	Recommendations for Further Study	
	BIBLIOGRAPHY	63
	APPENDIX	
	A. VEAP Developmental Study Set I	66
	B. VEAP Developmental Study Set II	88

LIST OF TABLES

Table		Page
1	Handicapping Classification.....	30
2	Subject Area Of Highest Degree.....	32
3	Expressed Program Support.....	34
4	Vocational Specialists' Weekly Calendar of Activities...	35
5	Performance Roles.....	37
6	Competencies Ranked In Order of Importance.....	39
7	Frequency of Performance.....	54

IDENTIFICATION OF COMPETENCIES AND RELATED EVALUATIVE CRITERIA
FOR VOCATIONAL EDUCATION TEACHERS SERVING HANDICAPPED LEARNERS

CHAPTER I

INTRODUCTION

Background of the Study

The question of whether all learners have been provided the opportunity for a quality education has been posed in the past decade. As a result of this inquiry many protests against the inadequacies existing in this country's educational system have been voiced.

One aspect of this country's educational system which has received strong criticism is vocational education. For many years vocational education has been limited to a small number of learners, and in some educational systems has not been offered. This inadequacy has been overcome to a large extent because of a strong effort by the citizens of this country who encouraged the federal government to support vocational education programs. One may conclude that the positive results of vocational training have been recognized by the citizenry as an integral part of education for all individuals.

More recently concern has been voiced that career education is not being adequately provided for in this country's educational system. Like vocational education, it has also received strong support from federal dollars for development and implementation. However, due

to the educational philosophy of Americans, career education has suffered some serious setbacks and much work is yet to be done before it is satisfactorily implemented.

Another goal which has existed since the beginning of formal education is the provision of quality education for the handicapped learner, however, only limited success has been achieved. Special education has taken the leadership in providing an environment wherein the handicapped learner could develop educationally. Special education's focus on handicapped learners has emphasized the academic area of education, but has provided little if any training for necessary vocational skills and work adjustment. Only through a totally interdisciplinary educational curriculum can the learner become a self-sufficient productive member of society.

Vocational education has been charged with the responsibility of fulfilling the vocational needs of handicapped learners. Numerous new and innovative programs have been developed to serve the handicapped learners vocational needs. However, these programs are much like special education programs in that they address only one segment of the handicapped learners needs, and not the total learner.

Only limited attempts have been made to develop programs which are designed to educate the handicapped learner totally, (ie., academically and vocationally), whereby the learner can become a self-sufficient productive individual upon completion of training. One such program is Georgia's new Vocational Education Awareness Program (VEAP). Initiated in 22 comprehensive high schools in the spring of 1974. This new edu-

and academic skills (the total learner) and, thereby, become employable in a chosen occupation, and (2) that the handicapped learner, once employed, will ultimately achieve satisfactory vocational adjustment.

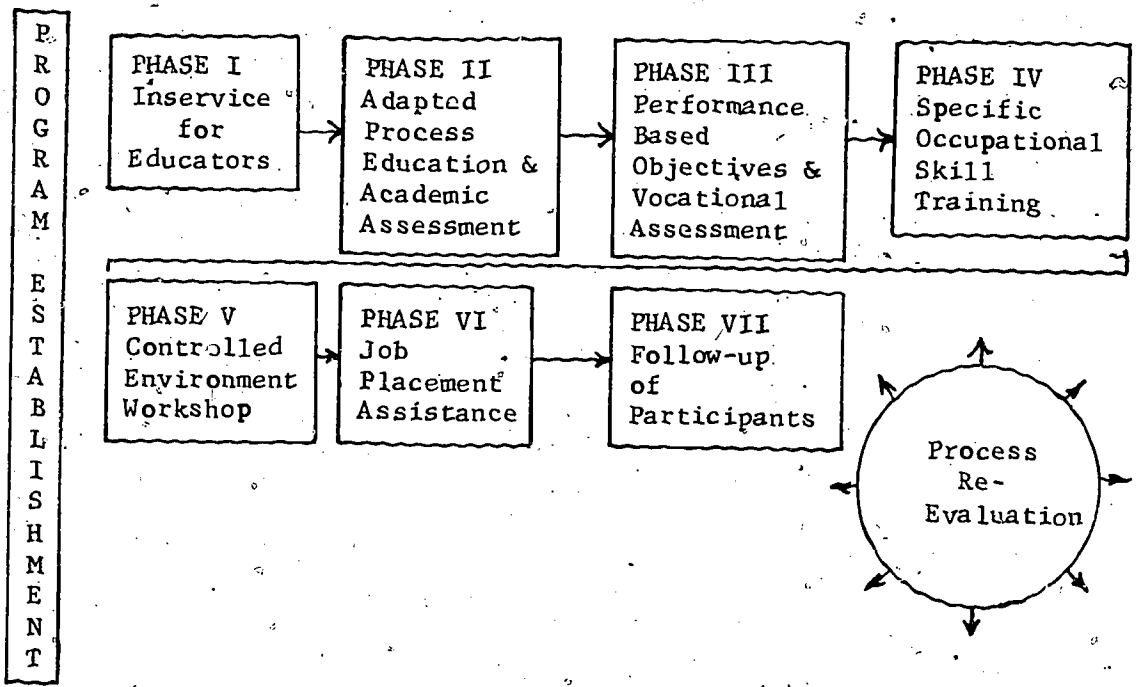
The two major problems which have faced this program from the beginning are as follows: (1) developing a set of procedures to follow in (or be performed in) the development, implementation, and evaluation of the Vocational Education Awareness Program; (2) the training of unique vocational educators (i.e., Vocational Specialists) to conduct the program for secondary handicapped learners.

The first major problem, that of identifying and verifying a set of procedures, has been attacked from the very beginning of the program. Through a joint effort by the Vocational Specialists, Dr. Freeman Eads, the University of Georgia, and Don Hogan, State Department of Education, a systematic program design has been defined and will be implemented in a training workshop July 28 through August 15, 1975. The major elements for the program include the following: (1) each classified handicapped learner will be educationally assessed both vocationally and academically, and an educational prescription will be developed based on the assessment data and the educational options in the school and community; (2) once the educational prescription is written, the handicapped learners will be mainstreamed in regular academic classes to develop the necessary academic skills to enter into a vocational cluster, as detailed in the prescriptions; (3) once the necessary academic skills are developed, along with identified behaviors and attitude modifications, the handicapped learner will be placed in a specified vocational cluster until the learner has developed to the highest functioning level possible; (4) upon development of the skills in the vocational cluster, the

learner will be placed in a cooperative training station; and (5) a three year follow-up will be conducted on each handicapped learner.

The following structural schematic developed by Doug Gill, Vocational Specialist, will provide the reader with a pictorial view of the systematic program design.

STRUCTURAL SCHEMATIC



The second major problem facing VEAP is the development of a training program for the new Vocational Specialists. This problem, although extremely important, could not be solved until the VEAP program's elements were defined and a job description was developed for the Vocational Specialist. With the completion of these objectives it was possible to begin the development of a training program for the new Vocational Specialists.

The first phase of developing a training program for the Vocational Specialist was the identification and the verification of the pedagogical competencies and evaluative criteria required for assessing the degree to which the competencies have been developed.

The Division of Vocational Education, College of Education, University of Georgia adopted the competency-based teacher education theory and process and is currently striving to develop all new training programs, and modify all existing training programs to the competency based educational theory and process.

Purpose of The Research Study

The research study was designed to identify and verify an initial list of pedagogical competencies to be demonstrated by each Vocational Specialist and to specify criteria to be used in assessing the identified competencies. (Section B. Developmental Program, State Project No. 5405.)

The competencies to be identified were classified as those specifically performed by the Vocational Specialists in fulfilling the duties of their positions. General competencies performed by all vocational teachers not appropriate to the specialist duties were excluded. The related criteria for assessment of the competencies were to be stated in behavioral terms. Obtaining descriptions of the learners, Vocational Specialists, and descriptive information concerning the Vocational Education Awareness Program was another purpose of the study.

Objectives of the Research Study

The research study was designed to fulfill the following objectives: (1) to describe the population of learners, Vocational Specialists and the Vocational Education Awareness Program; (2) to identify an initial listing of pedagogical competencies to be demonstrated by each Vocational Specialist; (3) to verify this initial list of competencies using the Vocational Specialists as the panel of experts; and (4) to develop the related criteria for assessment of each competency identified.

The objectives of the research study were fulfilled by generating answers to the following specific research questions:

1. What are the descriptive characteristics of the learners being served by the Vocational Education Awareness Program?
2. What are the descriptive characteristics of the Vocational Specialists?
3. What are the descriptive characteristics of the Vocational Education Awareness Program?
4. What are the performance roles under which the competencies should be clustered?
5. What are the pedagogical competencies to be included in an initial list describing the performance objectives of the Vocational Specialist?
6. What degree of importance will the Vocational Specialists place on each of the competencies?
7. How frequently do the Vocational Specialists perform the competencies as they are submitted under their respective roles?
8. What method is more appropriate for evaluating the Vocational Specialists performance of the competencies?

9. What is the most appropriate time period for evaluating the Vocational Specialists for each competency?

Definition of Terms

The following terms were defined for this study. Other terms used in this study were considered to be self-explanatory.

Vocational Education Awareness Program (VEAP) - an interdisciplinary approach to a secondary level exploratory, prevocational, vocational, and related services program for handicapped learners designed to assist the learner in becoming a self-sufficient, productive member of society.

Vocational Specialist (Specialist) - the coordinator of existing school and community resources for the development and implementation of the prevocational, exploratory, and vocational program designed to assist the handicapped learner in becoming a self-sufficient individual.

Handicapped Learners - learners who because of their handicapping condition are unable to succeed in vocational programs designed for learners without such handicaps; the handicapping conditions are categorized as 1) communication disorders, 2) mental deviation, 3) sensory handicaps, 4) neurologic, orthopedic, and other health impairments, and 5) behavior disorders.

Competencies (Performance Objectives) - knowledges, skills, and affective behaviors to be demonstrated by the Vocational Specialists which are derived from explicit conceptions of the teacher roles, stated in measurable terms and made public in advance; sets of knowledges, skills and affective behaviors of the Specialists believed to be essential in



8
facilitating the achievement of the handicapped learners.

Role - a major function or duty of the Vocational Specialist under which general and more specific competencies are identified and classified.

Evaluation Criteria - behaviors listed under each competency using the Taxonomy of Educational Objectives (Bloom, 1956; Krathwohl, 1964) serve as the evaluative criteria; performance of these behaviors will indicate the attainment of the competency.

Competency Verification - the importance assigned to each competency by the Vocational Specialists using a five point scale.

Assumptions

The assumptions made in this research study were: (1) that the list of 399 Vocational Education Teacher Competencies developed by the Division of Vocational Education, College of Education, University of Georgia, was a sufficient base from which to begin initial identification of teaching competencies required of the Vocational Specialists; (2) that the job description of the Vocational Specialist, as developed jointly by the University of Georgia and the State Department of Education was adequate for determining performance roles of the Vocational Specialists; and (3) that the 22 Vocational Specialists would be the most knowledgeable group to respond to the questions asked about each identified competency.

Limitations

The limitations of the research study were: (1) that the participants included the 22 Vocational Specialists in the State of Georgia; (Vocational Administrators were not included due to their lack of know-

ledge about the new position.) (2) that the findings from this research study were used only to describe, compare, and explain, and in no way were they used to make personal value judgements as to the effectiveness of a particular Vocational Specialist; and (3) that no immediate attempt was made to develop curriculum, preservice or inservice, from the findings of this research study, but that such an attempt will be made in the future.

Organization of the Presentation

The remainder of the research study is subdivided and presented in four chapters. Chapter II, Review of the Literature, consists of related literature that supports the need for a study of this nature and that focuses directly on competency-based teacher education programs which are intended to meet the needs of handicapped learners.

Chapter III, Methodology of the Study, includes all procedural information related to the study. This chapter includes the following types of information; an introduction, design, procedural methods, instrumentation and data collection, analysis of data and a time schedule of events.

Chapter IV, Presentation and Interpretation of the Findings, includes the total analysis of the data and states the results and findings of the study. The results and findings of the study are stated both qualitatively and quantitatively, and are presented in the form of tables and written explanations.

The last chapter of this study is Chapter V, Summary, Conclusions, and Recommendations. This chapter is a culmination of the preceding chapters, and provides an overall summary of the study.

The study concludes with the Bibliography and Appendix section. The Appendix section will include a copy of both instruments used in the study.

CHAPTER II
REVIEW OF LITERATURE

A review of the literature concerning competency based teacher education as it relates to the role of vocational education in meeting the needs of the handicapped learner was undertaken. This review had four broad objectives: (1) to support competency based teacher education in vocational education; (2) to support the use of the Taxonomy of Educational Objectives Cognitive Domain (Bloom, 1956) and the Taxonomy of Educational Objectives Affective Domain (Krathwahl, 1964) for the development of learning objectives; (3) to support the development of training programs for the purpose of preparing secondary level Vocational Specialists to work with handicapped learners; and (4) to support the method used for identifying and verifying the competencies for the Vocational Specialists.

In an attempt to substantiate the significance of this study, the following indexes, abstracts, and reviews of research were examined:

Dissertation Abstracts International, ERIC, Encyclopedia of Educational

Research, and Educational Index. No attempt has been made to be all-

inclusive in this literature review; however, current trends in vocational education are identified.

Competency Based Education

Vocational education must provide teacher education programs which are in touch with and responsive to the demands of the "real world". Teachers must possess those skills and abilities needed to develop and provide educational programs which are relevant to our changing society and which prepare students to cope with these changes (Houston and Howsam, 1972). As the skills and abilities necessary to enter occupational areas become more and more specialized, the demand for responsive and relevant vocational teacher education increases. Vocational education programs must help teachers develop the skills and abilities necessary to meet these responsibilities. Competency based teacher education provides the means to do this (Houston and Howsam, 1972; Johnson and Shearron, 1971).

There are numerous characteristics of competency based teacher education programs which distinguish them from the traditional teacher education programs. Some of these characteristics are: (1) learner achievement more closely resembles needed job skills; (2) evaluation is criterion-referenced - (i.e., the learner's achievement is compared to the completion of stated objectives and specific criteria); (3) entrance requirements (Johnson, 1972). These characteristics are common to most competency based education programs but have special significance for the Vocational Education Awareness Program. The Vocational Education Awareness Program by nature of its focusing on a variety of learners with varied abilities and handicapping conditions requires a total flexible educational approach. This approach must be capable of providing the Vocational Specialist with relevant and meaningful learning experiences which directly relate to the needs of the handicapped learner. This is accomplished by tailoring learning experiences around required job skills and by providing relevant field experiences for the Vocational Specialists.

Taxonomy of Educational Objectives

The structure provided by the Taxonomy of Educational Objectives as developed by Bloom and Krathwohl is educationally and logically consistent (Payne, 1974). The Taxonomy represents an educational system because the categories correspond to teacher concerns in developing curricula and selecting learning experiences. The Taxonomy is logical because the categories are defined and can be subdivided.

Although the Taxonomy reduces the disagreement about the descriptors used to indicate competencies and behaviors, this is not the primary function. The function of the Taxonomy is the systematic ordering of behavioral observations (McDonald, 1972). The arrangement of categories or levels in the Taxonomy reflects the relative placement of the categories or levels with respect to each other in only one way. Figure A, (page 13), shows this ordering of the categories for the Cognitive Domain.

The Taxonomy offers a wide variety of possible objectives. This variety of objectives allows for flexibility with regard to course structure which is invaluable in higher education (Gronlund, 1970). Instruction in higher education should focus on a large domain of cognitive behaviors, which is possible when employing the Taxonomy. A further advantage is that the stated objectives of instruction and

the program objectives are readily available for comparison (Payne, 1974).

Figure A

Taxonomy for the Cognitive Domain

					EVALUATION
				SYNTHESIS	Synthesis
			ANALYSIS	Analysis	Analysis
		APPLICA- TION	Applica- tion	Applica- tion	Applica- tion
	COMPRE- HENSIVE	Compre- hensive	Compre- hensive	Compre- hensive	Compre- hensive
KNOW- LEDGE	Know- ledge	Know- ledge	Know- ledge	Know- ledge	Know- ledge

Vocational Specialist To Work With Handicapped Learners

Special programs at the secondary school level designed to meet the needs of handicapped learners who are presently unable to successfully achieve in regular school programs have been almost non-existent (Kruppa, 1973). Kruppa (1973) presents the following two reasons as an explanation for this situation:

1. Most teachers in special education have been trained to work at the primary level.
2. Most teachers presently working with handicapped learners at the secondary level have either been trained to work at the primary level or have been subject matter specialists who have taken limited course work in the special education area.

~~The adequacy of this procedure for training special personnel to work~~
with handicapped learners at the secondary level is questionable. The teachers' lack of training at the secondary level may be a reason why learners are not demonstrating academic gains as a function of special class placement (Sparks and Yonnie, 1969).

In the past vocational education teachers and special education teachers have demonstrated little or no cooperation in their efforts to provide adequate educational services to meet the needs of the handicapped learner. Neither had the skills required to meet the needs of the learners which would permit them to achieve to the maximum of their potential. ~~Special education personnel did not have the vocational skills~~ and vocational education personnel did not have the training to understand the learners' limitations and capabilities (Kruppa, 1973):

Vocational education has more to offer persons with special needs than any other area of study, but vocational educators need special preparation to meet the needs of these learners (Arnold, 1968). Other authorities in vocational education have also expressed a need for training to meet the needs of handicapped learners (Tisdall, 1964; Brennan, 1968; Freels, 1967). With proper training vocational education teachers would have the means to help these handicapped learners become self-sufficient individuals.

Methods for Identifying and Verifying Competencies

The methods used for identifying and verifying the competencies and performance objectives are similar to the methods used by others in attempting to develop competency based curricula for teacher education programs (Catrell, Bennett, Cameron, Chase, Molnar, Nelson, 1971; Johnson, Shearron, Stauffer, 1968; Scott, 1975). Initially a review of the three studies listed above was conducted in an effort to determine the core competencies required by all vocational education teachers. From this list, the components which were relevant to the Vocational Education Awareness Program were delineated and adapted.

Catrell et. al. (1971) suggests the following general procedural method for competency identification:

1. The identification of performance objectives (competencies) by introspection and interview techniques of occupational analysis.
2. The competencies identified through occupational analysis should be verified by teachers in the field and teacher educators.
3. From these performance objectives core competencies are identified for the development of a teaching curriculum.
4. A task force of professional teachers and teacher educators make an appraisal of the importance of the competencies.

The method used for this research study included all four procedural steps as recommended by Catrell and others.

SIMMARY

The review of literature was undertaken to assess the value of competency based teacher education as it relates to the role vocational education plays in meeting the needs of handicapped learners. Competency based teacher education appears to be the most appropriate method of fulfilling the existing deficit of qualified vocational education teachers who can meet the needs of handicapped learners. This approach is especially valuable for vocational education because of the flexibility which is inherent in competency based teacher education programs.

The competency based approach can be applied to the training of Vocational Specialists who will focus on meeting the needs of handicapped learners. Vocational education can assist these special needs learners at the secondary level in becoming self-sufficient, working members of society. Authorities in the field of vocational education have expressed a desire for vocational education teachers to have special preparation to facilitate

the development of their expertise in assisting the underdeveloped learners at the secondary level.

It appeared to the author that the Taxonomy of Educational Objectives by Bloom and Krathwohl provided the most logical and systematic method to identify competencies and indicating behaviors for the development of a competency based program.

In addition, the literature review indicated that the procedural method used in this study was appropriate for the identification and verification of these competencies and indicating behaviors.

CHAPTER III
METHODOLOGY OF THE STUDY

Introduction

~~The major goal of this study was to identify a list of pedagogical~~
competencies and evaluative criteria based on the performance requirements of the Vocational Specialists who coordinate the education of handicapped learners in secondary public schools. In attempting to accomplish this goal, the study focused on identifying and verifying a set of competencies and descriptive behaviors depicting what a Vocational Specialist's job description is as a basis for a future preservice training program. This section contains a description of the methods used to identify and verify a set of competencies with their evaluative criteria.

In developing a training program for the Vocational Specialist, it appeared that obtaining information concerning their educational experience as well as obtaining information about the learners they work with would be very helpful. It was thought that this descriptive data would provide information concerning such questions as, "What is the most frequent handicapping condition presented by the learner?", and "What is the most frequent area of teacher training represented by the Vocational Specialists?"

Design of the Study

A descriptive survey design was used in this research project. The design represented an effective means of assessing the perceptions of the Vocational Specialists participating in VEAP. The descriptive survey design, classified by Van Dalen (1966), is considered to be an efficient method to answer the type of questions posed in this study.

Subjects

The 22 Vocational Specialists who participated in this research study consisted of 10 males and 12 females, with a modal age of 25 to 29 years and with the two oldest people being in the 45 to 49 years category. Sixteen of these people were white and six were black. Fourteen participants held bachelor degrees, six held master's degrees and two had obtained educational specialist degrees; all were certified teachers in the State of Georgia.

The 386 handicapped high school (i.e., 9th-12th grade) learners who were subjects in this study consisted of 269 males and 116 females. There were 213 caucasians, 169 blacks, and one American Indian in the group. The most frequent (i.e., mode) handicapping condition was the educable mentally retarded child (i.e., 141). Most of the learners came from the 10th and the 11th grade level (i.e., 123 males and 114 females).

At this time (May 1975) additional students have been added to case loads making a new total of approximately 550 learners. In addition one of the original 22 Vocational Specialists resigned from the program. This change means that descriptive information concerning

the learner, Vocational Specialist and Vocational Education Awareness Program was based on the original 22 participants and the information concerning competency verification was based on the remaining 21 individuals.

Instrument Construction

A list of competencies from the "Enabling Competencies Study" compiled and validated for vocational education teachers by the Division of Vocational Education, University of Georgia was employed as a source for the present study. The following 11 roles from the "Enabling Competencies Study" were used as a basis for identification of the VEAP set of competencies:

1. Plans and develops program(s).
2. Participates in the organization and management of program(s).
3. Plans and develops instruction.
4. Selects and applies instructional strategies.
5. Assesses student performance.
6. Provides guidance and placement services.
7. Maintains and improves professional competencies.
8. Participates in public-relations activities.
9. Coordinates in-school instruction with on-the-job and community experiences.
10. Assists in the development and operation of student vocational experiences.
11. Assists in evaluating program.

Within this framework of roles were listed 390 general vocational education competencies identified specifically for vocational education teachers.

The following 13 functions listed under the job description for the Vocational Specialist served as a basis from which the 10 roles in this study were identified and developed.

1. Plan and prescribe, in cooperation with the student, parents and appropriate school staff, exploratory, prevocational, vocational, guidance, and other related programs and services and activities for "handicapped" students.
2. Provide group or individualized instruction to handicapped students in areas relating to personal development, job development, career exploration, and other areas affecting students planning, preparation and entry into work settings or occupations.



3. Provide resource assistance to school exploratory, prevocational, and vocational instructors and other appropriate school personnel in fulfilling the planned programs and activities for handicapped students.
4. Identify and develop on-the-job training sites or other work training experiences for handicapped students including the placement, supervision, and evaluation of students.
5. Identify and secure the necessary ancillary services facilitating the vocational development of handicapped students from school, community, city or state resources.
6. Monitor the progress of handicapped students participating in exploratory, prevocational, and vocational programs and initiate appropriate adjustments in learning activities as needed.
7. Provide leadership in the selection, acquisition, and utilization of materials and other resources needed to meet the special vocational development needs of the handicapped.
8. Plan and implement, in cooperation with instructors, guidance personnel, and other appropriate school staff, in-service activities designed to facilitate vocational development activities and services benefiting handicapped students.
9. Provide leadership for curriculum evaluation in exploratory, prevocational, or vocational programs and related areas to meet the special needs of individual handicapped students.
10. Organize, schedule, and conduct appropriate school-community advisory committee activities dealing with the vocational development and placement of handicapped students.
11. Provide school liaison activities designed to secure parent, community and business support of planned programs and services.
12. Participate in the cooperative planning and implementation of school programs and services of special education, vocational education and vocational rehabilitation.
13. Direct the expenditures of vocational funds specifically allotted in support of the program for handicapped students.

The questionnaire entitled, "Vocational Educational Awareness

Program Developmental Study, Set I," was organized into the areas of School, Learner, Specialist and Community Data Questionnaire. As indicated by the title, data covering the Vocational Specialist's

background and experiences, his or her community, and the learners in their program was collected in November, 1974. A copy of this instrument is presented in Appendix A.

The questionnaire entitled, "Vocational Education Awareness Program Developmental Study, Set II, Competencies and Behaviors of the Vocational Specialist," was used to verify the competencies developed for their positions. The instrument was organized around the following 10 roles which were developed from the job description for the Vocational Specialist:

1. Establishes the local VEAP program.
2. Incorporates administrative strategies for program.
3. Formulate instructional design.
4. Selects and applies instructional strategies.
5. Evaluates learner performance and progress.
6. Perform guidance and counseling functions with learners, parents, and teachers.
7. Participates in public relations activities.
8. Establishes cooperative training stations.
9. Evaluates local program.
10. Maintains and improves professional competencies.

The 187 items on the questionnaire were the competencies identified for each role with behaviors included only as an explanatory aid. The participants made four responses to each item in the following areas of inquiry. A five point Likert scale titled, Degree of Importance, was used to measure the Vocational Specialist's perception of the importance of each competency. The Frequency of Performance area was employed to determine how frequently the competencies were performed. The Method of Evaluation was used to obtain the Specialist's perception of the best method of evaluating the Specialist's performance of each competency. Finally, Time of Evaluation, was included to determine the most appropriate time (eg., during pre-service training, internship, etc.) to evaluate the Specialist's performance of each competency. A copy of this instrument is presented in Appendix B.

Procedures

Efforts to describe the population of Vocational Specialists and the learners they were teaching began with the administration of the "Vocational Educational Awareness Program Developmental Study, Set I, Questionnaire," which was mailed to the 22 participants. This instrument included items such as educational level, experience, etc. of the learner and the Vocational Specialist. This instrument was completed by the Specialist in November, 1974, with one hundred percent return: because of this excellent return no follow-up was necessary.

Identification of competencies began with the senior researcher, two graduate assistants and a selected group of Vocational Specialists reviewing the 13 functions listed in the job description of the Vocational Specialist for handicapped learners. This review culminated in rewriting and reorganizing these functions into 10 roles representing the Specialist duties and responsibilities which served as a structure within which competencies and behaviors (serving also as evaluative criteria) were identified.

Identification of competencies continued with a perusal of an existing set of 399 general vocational education competencies developed specifically for vocational education teachers by the Division of Vocational Education, University of Georgia, presented in a Final Report, Grant Number: 5326, The Vocational Act of 1963, EPDA Part F, entitled, "A Consortium to Determine and Provide Performance-Based Vocational Competencies for a Baccalaureate Degree Trade and Industrial Education Program". (This Consortium was funded by the Georgia State Department of Education and the U.S. Department of Health, Education, and Welfare.) A committee consisting of the senior researcher, two graduate assistants,

and selected Vocational Specialists identified those competencies of the original (399) vocational teacher set that were appropriate for the VEAP Program and made additions, deletions, and/or modifications as necessary. Using this list as a base, competencies were included or excluded depending on their relevance to the knowledges and skills required for the Vocational Specialists. Certain of these items were obviously quite appropriate because they focused on teaching, counseling, and/or administrative skills. Others were obviously inappropriate because they were not relevant to the duties expected of these individuals (i.e., setting up a shop, improving trade skills, etc.). Competencies unique to the Vocational Specialist were identified and included in this list. When this list was compiled, it was submitted to a selected group of Vocational Specialists for approval and/or suggested modifications and additions. Interviews with individual Vocational Specialists and State Department personnel provided information for additional refinement of the list.

All Vocational Specialists were informed that an attempt was being made to develop a competency based training program at the University of Georgia and that some of them would be asked to aid in this effort.

A stratified sample of 10 Vocational Specialists was then assembled to assist in the further identification of the competencies.

These individuals participated in several meetings with the senior researcher and two graduate assistants in an effort to identify and determine the appropriateness of the competencies. In addition they worked individually and in pairs to make further revisions and then forwarded these to the researchers at the University for further scrutiny.

In writing and revising competencies the basic form of Bloom's Taxonomy of Educational Objectives Cognitive Domain (1956) and Krathwahl's Taxonomy of Educational Objectives Affective Domain (1964) were used. Specifically, the highest level behavior formed the competency, while lower level objectives served as the behaviors (when performed indicate that the competency has been attained).

Krathwahl (1964) describes the taxonomy of educational objectives in the following manner:

"The classification scheme is hierarchical in nature, that is, each category is assumed to involve behavior which is more complex and abstract than the previous category. Thus the categories are arranged from simple to more complex behavior, and from concrete to more abstract behaviors." (p. 272)

The researchers wrote the identified competencies in a similar manner. That is, the competency was the most complex or abstract behavior. The lower level behaviors (i.e., more simple and/or concrete behaviors) were then identified and listed at an appropriate level according to the hierarchy of the taxonomy.

The researchers took the view that a competency was a comprehensive statement to be used to identify appropriate subject matter areas or skills whereas behaviors are viewed as specific statements that more explicitly describe what can be done to satisfy the competency. The behaviors then serve as criteria by which the competency may be evaluated. In essence the list of behaviors serve as the evaluative criteria in this research venture.

The latest revision of the competencies was then compiled into a 187 item questionnaire and administered to all 21 of the Vocational Specialists for verification. This instrument entitled, "Vocational Education Awareness Program Developmental Study, Set II, Competencies



and Behaviors of the Vocational Specialists," was presented to the participants at a meeting in March, 1974. A return rate of one hundred percent was obtained and because of this no follow up was necessary. At this juncture one Specialist had dropped out of the original 22 member group.

Analysis of Data

The data for the study were analyzed with the use of non-parametric statistics. The main statistical tools consisted of frequency distributions, percentages, measures of central tendency, and rank order procedures.

The analysis of the data is organized into the following sections:

(1) Descriptive information concerning handicapped learners, Vocational Specialists and the overall program, (2) Rank order of the importance of the competencies based on the mean ratings given by the Vocational Specialists, (3) Measures of central tendency was used to present information concerned with frequency of competency performance, the best method of evaluation for the competencies, and the best time for evaluating competency performance.

Time Schedule

The activities involved in this research study are put into perspective by viewing the following sequential time schedule: August, 1974 to October, 1974 - project staff developed a set of roles and an initial list of competencies which were arranged in logical order within this framework; November, 1974 - questionnaire concerning learner, Vocational Specialists and program data was collected; December 3, 1974 - first meeting with selected Vocational Specialists to examine this initial list of roles and competencies to elicit their suggestions for additions,

deletions and/or modifications, at this time the selected Vocational Specialists were organized into small groups - dyads and triads - to continue work on assigned roles and competencies: January and February, 1975 - additional meetings were held with selected Vocational Specialists to further refine the listings of roles and competencies: March, 1975 - project staff reviewed the identified roles and competencies making any required additions, deletions, and/or modifications in an attempt to make them acceptable for presentation in questionnaire form to the entire group for verification: April 21 and 22, 1975 - questionnaire form to the entire group for verification at a special workshop meeting: May and June, 1975 - data analysis completed; and November and December, 1975 - final reports written.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF RESULTS

Introduction

The purpose of this research project was to identify and verify pedagogical competencies specific to the duties required of a Vocational Specialist who works with secondary level handicapped learners. In addition, this research project collected demographic data describing the population of learners, the Vocational Specialist and the Vocational Awareness Program. This was undertaken to give direction to competency identification and to obtain support for those competencies that were identified.

However, to simplify the presentation and interpretation of the findings of this study, this chapter is divided into two sections. The first section presents demographic information in an attempt to answer the following specific research questions:

1. What are the descriptive characteristics of the learners being served by the Vocational Education Awareness Program?
2. What are the descriptive characteristics of the Vocational Specialist?
3. What are the characteristics of the Vocational Education Awareness Program?

The second section, competency identification and evaluation, presents the data in an attempt to answer the remaining research questions. These

research questions were

4. What are the performance roles under which the competencies should be clustered?
5. What are the pedagogical competencies to be included in an initial list describing the performance objectives of the Vocational Specialist?
6. What degree of importance will the Vocational Specialist place on each of the competencies?
7. How frequently do the Vocational Specialists perform the competencies as they are subsumed under their respective roles?
8. What method is most appropriate for evaluating the Vocational Specialists' performance of the competencies?
9. What is the most appropriate time period for evaluating the Vocational Specialists' performance of each competency?

Section I: Demographic Data

Learner Information

The purpose of this section was to gather demographic information concerning the population of learners. The data presented in this section answers the question: What are the descriptive characteristics of the learners being served by the Vocational Education Awareness Program?

The learner population of the Vocational Education Awareness Program consisted of 116 females and 269 males; the majority of which were within the 16 to 17 year old range (i.e., 59.6%) leaving 22.5% at 15 years or below. The largest number of learners were in the tenth and eleventh grades (i.e., 123 and 114 respectively, for a total of 61.4%); the remaining learners were divided almost equally between the ninth and tenth grades

(i.e., 70 and 76, respectively; three learners were unclassified).

The group's mean intelligence quotient was 76 with a standard deviation of 14.6. The minimum score obtained was 52 with the highest being 128. This large amount of variability can be attributed to group members, but it must be added that these scores came from a number of different intelligence tests and that this information was not available for approximately 27 percent of the learners, which also adds to the variability of these scores.

Even though there was variability within the scores, the data was consistent in that the most frequent handicapping condition was mental retardation and the modal intelligence quotient was 77. The reader should see Table 1, Handicapping Classifications, on page 30 of this report for the distribution of learners within each category.

Grade equivalence levels, recorded in months, were obtained in reading, math, and a composite measure. This information is limited in scope for two reasons: (1) a large number of missing observations; and (2) the uncertainty concerning the tests and method of measurement of these areas. Measures of central tendency for reading include a mean of 59.4 months, a standard deviation of 33.8 months, with a minimum grade equivalence of 6 months and a maximum of 186 months (with 94 missing observations). The composite grade equivalence levels showed a mean of 56.6 months, a standard deviation of 22.9 months with a minimum level of 12 months and a maximum level of 128 months (144 missing observations). These data are consistent with the IQ data indicating much variability among the learners.

The percentage of homebound learners was 10.6 (41 of 386). In addition to this, 64.6 percent (248) used the public school bus system.



TABLE I

HANDICAPPING CLASSIFICATION*

HANDICAPPING CONDITION	FREQUENCY	PERCENT OF TOTAL LEARNERS
Mentally retarded	12	3.1
Educable retarded	141	36.5
Learning disabled	73	18.9
Seriously emotionally disturbed	49	12.7
Orthopedically handicapped	19	4.9
Visually handicapped:		
Partially sighted	10	2.6
Blind	1	.3
Hearing Impaired:		
Hard of hearing	8	2.1
Deaf	2	.5
Speech impaired	14	3.6
Other health Impaired	14	3.6
Multi-handicapped	41	10.6
TOTAL	384	

* Two of the 386 learners were not classified

Approximately 17 percent of the learners use automobiles or motorcycles as a means of transportation. As expected, this data indicates that a majority of the learner population depends on a means of transportation other than their own.

Vocational Specialist Information

The following information is presented as an answer to the following research question: What are the descriptive characteristics of the Vocational Specialists?

Of the original 22 Vocational Specialists there were 10 males and 12 females, 16 of whom were white and 6 of whom were black. No other race was reported. Thirty-two percent were in the 25 to 29 year age bracket, 36 percent in the 30 to 39 year age bracket, 18 percent were in the 20 to 24 year age bracket with the remainder in the 40 to 49 year age bracket. Fifteen of the Vocational Specialists were married, six were single, and one was divorced.

The 22 Specialists all held bachelor's degrees and were certified to teach in the State of Georgia. Six obtained master's degrees and two had obtained educational specialist degrees. The majority obtained these degrees at large state colleges or universities (64 percent). The most frequent area of specialization in the highest degree obtained was in the area of special education but there appeared to be various other areas of specialization which are depicted in Table 2, Subject Area of Highest Degree, on page 32 of this report.

A majority of the Vocational Specialists have taught vocational education courses four years or less. In addition, 59 percent have had a minimum of two years teaching experience with handicapped and/or disadvantaged youth.

TABLE 2

SUBJECT AREA OF HIGHEST DEGREE

SUBJECT AREA	Number of Specialists	Percent of Specialists
Physical Education	1	4.5
Home Economics Education	1	4.5
Counselor Education	3	13.6
Special Education	5	22.7
English	1	4.5
Science	1	4.5
Other	10	45.4

Total number of years of teaching experience ranged from 32 percent having 10 to 29 years experience. In addition, 63 percent of the Vocational Specialists had no administrative experience.

Vocational Education Awareness Program Information

The following data describing certain unique aspects of the Vocational Education Awareness Program. This data was presented to answer the following research question: What are the characteristics of the Vocational Education Awareness Program?

The success of this program depends to a large extent on the support received from various disciplines since this is an interdisciplinary approach which requires the active cooperation of the community, industry, students and their parents, school administrators and faculty.

From the data in Table 3, Expressed Program Support, on page 34 of this report, the majority of Vocational Specialists indicate that the various disciplines support the Vocational Education Awareness Program.

Eighty-two percent of the Vocational Specialists indicated their program was based in a single comprehensive high school while the remaining 18 percent were based in a system-wide program (i.e., more than one school).

To allow for greater flexibility in program implementation and operation, the Vocational Specialists were placed on an extended work week of 50 hours. Table 4, Vocational Specialists' Weekly Calendar of Activity, on page 35 of this report, contains the average number of hours devoted to the various program activities. This information indicates that teaching was the most frequent activity engaged in by the Vocational Specialist.

TABLE 3
EXPRESSED PROGRAM SUPPORT **

Special Education*	Administration	Community	Industry	Faculty	Students	Parents
9	10	4	4	5	7	7
6	10	12	10	13	11	13
5	2	6	7	3	3	2
			1	1	1	
1						
1.9	1.6	2.1	2.2	2.0	1.9	1.8

one missing observation

Likert scale goes from 1 (extremely supportive) to 5 (rejection)

TABLE 4
 VOCATIONAL SPECIALISTS' WEEKLY CALENDAR OF ACTIVITIES

ACTIVITY	AVERAGE NUMBER OF HOURS	STANDARD DEVIATION
Teaching	13.0	5.9
Counseling	5.3	2.7
Job Placement	4.5	9.1
Interdisciplinary	2.1	1.3
Home Visitation	1.7	1.4
Instructional Preparation	4.4	1.5
Learner Evaluation	2.9	1.8
Monitoring and Tutoring	3.0	1.7
Program Development	5.1	10.4
Public Relations (in school)	1.5	1.0
Public Relations (out of school)	1.9	2.4
Coordination, Job and School	3.5	2.3
Record Keeping	2.4	1.3
Transporting Learners	1.2	2.2
Extra Duties	1.9	2.0

Section II: Competency Identification and Verification

Performance Roles, Identified Competencies and Indicating Behaviors

This section is presented to answer the following two research questions: (1) What are the performance roles under which the competencies should be clustered? and (2) What are the pedagogical competencies to be included in an initial list describing the performance objectives of the Vocational Specialists?

The Performance Roles which served as a basis for competency categorization were developed from the job description for Vocational Specialists as presented by the Georgia State Department of Education and the Division of Vocational Education, University of Georgia. These roles were an outgrowth of the job description of the Vocational Specialists and served as a logical framework within which the competencies were identified. Table 5 on page 37 of this report presents a list of these Performance Roles.

The identified list of initial competencies specific to Vocational Specialists and their indicating behaviors are presented in Appendix B. In this list the competencies are clustered by roles and all raw responses were included.

Competency Verification

The 187 competencies from the "Vocational Awareness Program Developmental Study II, Competencies and Behaviors of the Vocational Specialist Questionnaire" were rated by the Vocational Specialists. This was undertaken to answer the question: What degree of importance will the Vocational Specialist place on each competency listed? The mean ratings were ranked from low to high (the lower the mean the better the rank) and are

TABLE 5
PERFORMANCE ROLES

Number	Title of Role
1	Establishes Local VEAP Program
2	Incorporates Administrative Strategies for Program
3	Formulates Instructional Design
4	Selects and Applies Instructional Strategies
5	Evaluates Learner Performance and Progress
6	Performs Guidance and Counseling Functions with Learners, Parents, and Teachers
7	Participates in Public Relations Activities
8	Establishes Cooperative Training Stations
9	Evaluates Local Program
10	Maintains and Improves Professional Competencies

presented in Table 6 beginning on page 39 of this report.

The data analysis revealed mean values on the importance category on the 187 competencies ranging from 1.000 to 2.571. The importance level code ranged from "extremely important" with an assigned value of 1, to "unimportant" with an assigned value of 5. These results indicate that 163 items were assigned a value of 1 (extremely important) or 2 (highly important). The large number of high values being assigned may have occurred because of a lack of sensitivity in the scale that was employed (i.e., of the five choices on the scale, four dealt with different levels of importance while only one dealt with unimportance) and the homogeneous nature of the rating group (i.e., all the raters were Vocational Specialists; no vocational administrators, supervisors, or teachers of any type were considered).

The top 25 percent of the ranks contained 46 competencies. Of these, 23 competencies were contained in Role 10 entitled "Maintains and Improves Professional Competencies." These items were concerned with teaching interpersonal behavior and social values such as valuing learners as individuals, respecting the learners' ideas and beliefs, being aware of personal biases and inadequacies, valuing initiative, resourcefulness and dependability, and etc.

The second largest number of competencies found in the top 25 percent were contained in Role 1, entitled "Establishes Local Vocational Education Awareness Program." These eight items were concerned with such activities as selecting and organizing handicapped learners to be served, designing referral methods, and selecting learners.

The third largest number of competencies found in the top 25 percent

TABLE 6
Competencies Ranked in Order of Importance
from Lowest to Highest Rates Mean

Competency Number	Competency Statement	Mean	Rank	Role
17	Select learners to be served by program	1.000	1	1
154	Value learners as individuals	1.048	2.5	10
158	Value Rapport and empathy for learners	1.48	2.5	10
14	Categorize learner to be served by program	1.095	5.0	1
53	Diagnose individual learner's handicapping condition(s)	1.095	5.0	3
173	Value initiative and resourcefulness	1.095	5.0	10
5	Formulate program budget	1.143	12.0	1
12	Select interfisciplinary team members	1.143	12.0	1
52	Prepare a program of study	1.143	12.0	3
80	Develop an open, non-threatening environment	1.143	12.0	4
81	Develop successful learning experiences for each learner	1.143	12.0	4
155	Be devoted to honest and fair teaching practices	1.143	12.0	10
156	Respect learners' ideas and belief	1.143	12.0	10
161	Value dependability in self and others	1.143	12.0	10
164	Value responsible behavior in self and others	1.143	12.0	10
172	Value loyalty in relationships with others	1.143	12.0	10

IMPORTANCE TABLE---Continued

Competency Number	Competency Statement	Mean	Rank	Role
176	Value completion of tasks	1.143	12.0	10
6	Compile job description of Vocational Specialist	1.190	22.0	1
51	Develop instructional objective	1.190	22.0	3
54	Determine individual learner's educational needs	1.190	22.0	3
163	Value patience, sympathy, and understanding	1.190	22.0	10
166	Prefer a positive attitude in relationship with learners	1.190	22.0	10
170	Value emotional stability in self and others	1.190	22.0	10
171	Value a productive working relationship with others	1.190	22.0	10
175	Value seriousness of purpose	1.190	22.0	10
180	Value the ability to manage interpersonal relationships confidentially	1.190	22.0	10
11	Organize an interdisciplinary team	1.238	32.5	1
15	Design learner referral methods	1.238	32.5	1
18	Relate local program to administration and faculty	1.238	32.5	1
63	Formulate individual personalized instructional prescription	1.238	32.5	3
66	Utilize remedial instruction	1.238	32.5	4
107	Relate effective pre-employment skills to learners	1.238	32.5	6

IMPORTANCE TABLE---Continued

Competency Number	Competency Statement	Mean	Rank	Role
108	Relate information on educational and employment opportunities and requirements to learners	1.238	32.5	6
157	Examine personal mistakes and inadequacies	1.238	32.5	10
165	Value sincerity in self and others	1.238	32.5	10
167	Examine personal prejudice	1.238	32.5	10
177	Value the ability to influence others in a positive manner	1.238	32.5	10
179	Prefer optimistic viewpoint	1.238	32.5	10
59	Develop procedure for meeting the needs of individual learners by instructional prescription	1.286	41.5	3
93	Apply individualized method of imparting instruction	1.286	41.5	4
101	Evaluate students' work habits and personal traits	1.286	41.5	5
160	Value the importance of being prompt	1.286	41.5	10
162	Value self confidence and poise	1.286	41.5	10
174	Value qualities of leadership in self and others	1.286	41.5	10
50	Develop instructional goals	1.300	45.5	3
124	Select co-op training station for individual handicapped learner	1.300	45.5	8

IMPORTANCE TABLE---Continued

Competency Number	Competency Statement	Mean	Rank	Role
3	Formulate elements of the program	1.333	51.5	1
4	Construct specific goals for program	1.333	51.5	1
13	Design orientation process for interdisciplinary team members	1.333	51.5	1
16	Formulate learner selection criteria	1.333	51.5	1
26	Maintain learners' program records	1.333	51.5	2
58	Utilize qualified persons or agencies to diagnose atypical learners	1.333	51.5	3
68	Apply personalized instruction	1.333	51.5	4
96	Plan procedure for evaluating learner performance	1.333	51.5	5
98	Selects evaluative methods and instruments based on individual learner performance objectives	1.333	51.5	5
102	Analyze evaluative data for each individual handicapped	1.333	51.5	5
1	Apply State Guidelines to local program	1.381	62.5	1
2	Analyze assets and limitations imposed by local program	1.381	62.5	1
25	Compile individual learner's personal folder	1.381	62.5	2
39	Modify instructional materials and equipment for individual learner's needs	1.381	62.5	2

IMPORTANCE TABLE---Continued

Competency Number	Competency Statement	Mean	Rank	Role
57	Determine learners readiness for instruction	1.381	62.5	3
103	Organize evaluative data for each individual handicapped learner	1.381	62.5	5
130	Compile tasks for selected occupation	1.381	62.5	8
131	Organize training plan for a selected handicapped	1.381	62.5	8
133	Familiarize the learner with the co-op training program	1.381	62.5	3
147	Determine program modifications based on evaluative information	1.381	62.5	9
159	Value the importance of displaying courtesy and tact	1.381	62.5	10
183	Be loyal to school policies and legal regulations	1.381	62.5	10
62	Determine academic functioning level for entry into selected instructional options	1.400	69.0	3
20	Select resource persons in system to assist with program	1.420	76.0	1
22	Develop a list of required instructional materials, supplies, and equipment	1.429	76.0	1
46	Develop procedures to enhance the learning environment	1.429	76.0	2
60	Examine individual learner's assessment data	1.429	76.0	3
88	Employ immediate feedback techniques with learners	1.420	76.0	4

IMPORTANCE TABLE---Continued

Competency Number	Competency Statement	Mean	Rank	Role
100	Evaluate students' performance in relation to instructional objectives	1.429	76.0	5
105	Organize appropriate strategies for providing guidance and counseling services	1.429	76.0	6
106	Select strategies which enable learners to develop self awareness	1.429	76.0	6
108	Organize job placement activities	1.429	76.0	6
132	Formulate school and co-op work schedules with learners, school and training sponsor	1.429	76.0	8
134	Visit a co-op training station	1.429	76.0	8
152	Value enthusiasm for the teaching profession	1.429	76.0	10
178	Value the ability to use imagination and creativity	1.429	76.0	10
42	Relate program policies to involved individuals	1.476	85.0	2
95	Apply co-operative on-the-job method for imparting instruction	1.476	85.0	4
137	Apply procedure for evaluating individual learner's experiences at a co-op training school	1.476	85.0	8
140	Determine components of program to be evaluated	1.476	85.0	9
168	Value a sense of humor in interaction with others	1.476	85.0	10
27	Prepare learner's progress reports	1.500	88.5	2

IMPORTANCE TABLE---Continued

Competency Number	Competency Statement	Mean	Rank	Role
45	Formulate acceptable behavior standard for learners	1.500	88.5	2
19	Relate local program to selected service agencies	1.524	93.5	1
21	Compile a list of potential training and job placement resources in community	1.524	93.5	1
43	Compile program procedures and regulations to be adhered to by learner	1.524	93.5	2
61	Examine existing instructional options	1.524	93.5	3
83	Relate teacher expectation to learner	1.524	93.5	4
104	Devise procedure for interpreting evaluative information	1.524	93.5	5
129	Develop training plan	1.524	93.5	8
146	Evaluate program evaluation data	1.524	93.5	9
142	Prepare evaluation forms and instruments	1.550	98.0	9
28	Prepare program records and reports	1.571	105.0	2
77	Relate information by using audio-visual materials and equipment	1.571	105.0	4
87	Employ positive reward techniques	1.571	105.0	4
97	Develop rationale for evaluation procedures for learners	1.571	105.0	5
110	Recognize available in-school sources for providing counseling and guidance services	1.571	105.0	6

IMPORTANCE TABLE---Continued

Competency Number	Competency Statement	Mean	Rank	Role
111	Recognize non-school personnel and agencies for providing counseling and guidance services	1.571	105.0	6
112	Plan a public relations program	1.571	105.0	7
113	Assist in development of public relations policies between the school and community	1.571	105.0	7
115	Maintain effective relationships with community groups and/or individuals	1.571	105.0	7
141	Develop procedures and techniques for collecting evaluation data	1.571	105.0	9
150	Be committed to educational advancement	1.571	105.0	10
181	Develop a philosophy of education	1.571	105.0	10
182	Value ethical standards of professional education	1.571	105.0	10
169	Be loyal to democratic principles	1.600	112.0	10
82	Create conditions conducive to creativity	1.619	115.5	4
123	Apply co-op training station evaluation criteria to prospective training stations	1.619	115.5	8
136	Formulate procedure for evaluating learner's experiences at co-op training station	1.619	115.5	8
145	Apply evaluation procedures and techniques	1.619	115.5	9

IMPORTANCE TABLE--Continued

Competency Number	Competency Statement	Mean	Rank	Role
151	Examine current trends of the teaching profession	1.619	115.5	10
185	Value making contributions to school and community	1.619	115.5	10
143	Determine sources for collection of evaluation information	1.650	119.0	9
33	Prepare purchase request and/or requisition for materials, supplies, or equipment	1.667	124.5	2
44	Relate program procedures and regulations to learners	1.667	124.5	2
55	Organize results from assessment instruments into profile form	1.667	124.5	3
65	Apply procedure for selecting instructional strategies	1.667	124.5	4
79	Formulate classroom routines for learning	1.667	124.5	4
84	Select activities which will encourage learners to aid other learners	1.667	124.5	4
89	Employ situations which encourage learners to respond to questions	1.667	124.5	4
125	Compile orientation information for co-op training station sponsors	1.667	124.5	8
128	Complete training agreement for each individual handicapped learner	1.667	124.5	8
138	Formulate termination procedures for learners in co-op training station	1.667	124.5	8

IMPORTANCE TABLE---Continued

Competency Number	Competency Statement	Mean	Rank	Role
36	Appraise individual learner's profile	1.700	130.5	3
120	Apply interview procedure to prospective co-op training sponsors	1.700	130.5	8
35	Prepare travel expense statements for reimbursement	1.714	134.0	2
38	Modify physical facilities for more effective learning	1.714	134.0	2
41	Formulate program policies for involved individuals	1.714	134.0	2
49	Develop policies for involving resource personnel	1.714	134.0	2
116	Organize public relations presentation	1.714	134.0	7
7	Prepare a calendar of events for program	1.762	140.5	1
	Detect available and accessible instructional materials, supplies, and equipment in school	1.762	140.5	1
47	Develop safety procedures for learners	1.762	140.5	2
64	Develop procedure for selecting instructional strategies	1.762	140.5	4
99	Prepare evaluative methods and instruments for unique performance	1.762	140.5	5
119	Design procedure to interview prospective training sponsor	1.762	140.5	8
122	Develop procedures for evaluating prospective co-op training station	1.762	140.5	8

IMPORTANCE TABLE---Continued

Competency Number	Competency Statement	Mean	Rank	Role
184	Examine controversial issues in a professional manner	1.762	140.5	10
30	Interpret records and reports for self and others	1.810	145.5	2
144	Determine sequential time frame for program evaluation	1.810	145.5	9
69	Apply role playing strategy	1.850	147.0	4
118	Prepare profile of prospective co-op training stations	1.857	150.0	8
121	Formulate criteria for evaluating prospective co-op training station	1.857	150.0	8
127	Develop a training agreement	1.857	150.0	8
148	Distribute evaluation data	1.857	150.0	9
152	Feel strongly about participating in local school system meeting	1.857	150.0	10
114	Assist with community, business, and industry sponsored activities	1.905	153.0	7
36	Organize reference center in classroom or office	1.952	155.0	2
90	Analyze the verbal and non-verbal cues of learner behavior	1.952	155.0	4
117	Prepare releases for news media	1.952	155.0	7
24	Assist in selecting physical facilities (classroom & office)	2.000	160.0	1

IMPORTANCE TABLE---Continued

Competency Number	Competency Statement	Mean	Rank	Role
29	Employ a record and information filing system	2.000	160.0	2
67	Apply team teaching technique	2.000	160.0	4
72	Utilize group discussion	2.000	160.0	4
73	Utilize field trip	2.000	160.0	4
139	Develop cooperative coordination itinerary	2.000	160.0	8
187	Value making contributions to school and community	2.000	160.0	10
9	Select vocational advisory committee members	2.048	166.5	1
75	Use independent study techniques	2.048	166.5	4
76	Use assignments for instruction	2.048	166.5	4
85	Select activities which will encourage learners to participate in competitive events	2.048	166.5	4
92	Apply group methods for imparting instruction	2.048	166.5	4
149	Be committed to professional organization	2.048	166.5	10
8	Organize a vocational advisory committee	2.095	171.5	1
78	Apply gaming techniques	2.095	171.5	4
86	Apply non-verbal communication techniques	2.095	171.5	4
94	Apply problem solving or experimental method for imparting instruction	2.095	171.5	4

IMPORTANCE TABLE---Continued

Competency Number	Competency Statement	Mean	Rank	Role
31	Disseminate periodical program reports to appropriate persons	2.143	176.0	2
34	Maintain an inventory of materials, supplies, and equipment	2.143	176.0	2
37	Formulate a proposal for additional funding	2.143	176.0	2
135	Organize an employer-employee appreciation event	2.143	176.0	8
186	Value participation in non-instructional school activities	2.143	176.0	10
74	Use supervised group study	2.190	179.0	4
48	Formulate procedures for learners to check-out materials and supplies	2.238	180.5	2
91	Apply project method for imparting instruction	2.238	180.5	4
71	Utilize conference techniques	2.286	182.0	4
10	Conduct a vocational advisory committee meeting	2.381	184.0	1
32	Determine reference materials that should be added	2.381	184.0	2
40	Develop procedure for maintenance of equipment and materials	2.381	184.0	2
126	Employ orientation workshop for co-op training station sponsors	2.476	186.0	8
70	Employ a panel discussion	2.571	187.0	4

were contained in Role 3, entitled "Formulate Instructional Design". These seven items were concerned with such activities as diagnosing learners' "handicapping conditions," determining individual learner educational needs, formulating individual learner prescriptions and developing instructional goals and objectives for the handicapped learners.

The remaining eight competencies were distributed among the following four roles: Role 4, "Selects and Applies Instructional Strategies" (i.e., 4 items); Role 6, "Performs Guidance and Counseling Functions with Learners, Parents, and Teachers" (i.e., 2 items); Role 5, "Evaluates Learner Performance and Progress" (i.e., 1 item); Role 8, "Establishes Cooperative Training Stations" (i.e., 1 item).

The lowest 25 percent of the ranks contained 46 competencies. Of these, 16 were contained in Role 4, "Selects and Applies Instructional Strategies." These items were concerned with employing specific instructional techniques such as role playing, panel discussions, field trips, supervised group activities, and etc.

The second largest group of competencies in the lowest 25 percent were contained in Role 2, "Incorporates Administrative Strategies for Program". These nine items were concerned with such activities as setting up a record and information filing system, organizing a reference center, keeping an inventory of materials and supplies, maintaining equipment, and etc.

The third largest group in the lowest 25 percent contained eight competencies from Role 8, "Establishes Cooperative Training Stations". These activities are concerned with developing criteria for evaluating cooperative training stations, developing procedures for training station

evaluation, developing procedures for interviewing prospective training station sponsors, and so on.

Role 10 entitled "Maintains and Improves Professional Competencies" contains five items. These items were concerned with such areas as professional issues and research in education.

The remaining competencies were divided among Role 1, "Establishes Local VEAP Program" (i.e., 4 items); Role 7, "Participates in Public Relations Activities" (i.e., 2 items); and Role 9, "Evaluates Local Program" (i.e., 2 items).

From examination of the ranked means in Table 6, it appears that the remaining 50 percent of the competencies (i.e., 95 items) are distributed without any discernable pattern.

Even though the distribution of ranked means has been presented with reference to the top 25 percent and bottom 25 percent, the data does not indicate that those in the lowest quarter of the distribution are in fact low in importance. The reader must remember that the range between the highest and lowest item mean is only 1.571, which places the lowest item mean (i.e., 2.571) between the importance category of "highly important" (i.e., level 2) and "somewhat important" (i.e., level 3).

Table 7 on page 52 of this report was designed to answer the research question: How frequently do the Vocational Specialists perform the competencies as they are subsumed under their respective roles? This table presents the percentage of Vocational Specialists who perform the various competencies which constitute each role in the given time intervals (i.e., weekly, monthly, annually, or not performed). The data indicates that the frequency of performance appears to be consistent with the types of activi-

TABLE 7
 FREQUENCY OF PERFORMANCE*

Number	Percent Performing Weekly	Percent Performing Monthly	Percent Performing Annually	Percent Not Performed
e 1	11	38	50	1
e 2	18	48	31	3
e 3	15	53	31	
e 4	45	45	8	1
e 5	17	55	27	
e 6	41	48	10	
e 7	20	52	28	
e 8	16	47	35	1
e 9	23	63	12	
e 10	64	24	10	1

*The percentages do not always equal 100 percent because of missing data and rounding of numbers.

ties contained within each role. If the reader wishes to examine frequencies for the individual competencies, refer to Appendix A.

In addition to being asked the frequency of performance, the Vocational Specialists were also asked to select the most appropriate method for evaluating the performance of each competency. This information was collected to answer the following research question: What method is more appropriate for evaluating the Vocational Specialists' performance of the competencies? It is evident that a majority selected category two (2), Observation Rating, and category four (4), Self Evaluation. Table 8, Method of Evaluation, on page 54 of this report, describes the methods by roles. The reader is referred to Appendix A if he or she wishes to examine the data for the individual competencies.

Table 9, Time of Evaluation, on page 55 of this report, depicts the Vocational Specialists' selection of the most appropriate time period for evaluating their performance of the competencies presented by role. This information was collected to answer the following research question: What is the most appropriate time period for evaluating the Vocational Specialists' performance in each competency? It is evident that the majority of participants indicated that the most appropriate time for evaluation was category two (2), Internship. Again, the reader is referred to Appendix A if there is need to examine the time period chosen for each competency.

TABLE 8
METHOD OF EVALUATION*

Role Number	Percent Selecting Paper and Pencil Test	Percent Selecting Observation Rating**	Percent Selecting Observation Rating by Learner	Percent Selecting Self Evaluation
Role 1	14	46	10	26
Role 2	3	44	9	43
Role 3	3	43	6	45
Role 4	2	40	18	37
Role 5	7	40	5	48
Role 6	3	40	13	43
Role 7	1	55	1	43
Role 8	2	40	7	49
Role 9	2	52	4	41
Role 10	1	36	9	53

* The percentage does not always equal 100% because of missing data and the rounding of numbers.

** Would include ratings by supervisory personnel, teacher educators, administration supervisors, and so on.

TABLE 9
TIME OF EVALUATION*

Number	Percent Selecting Pre-Service Training	Percent Selecting Internship (1st yr.)	Percent Selecting Second Year of Teaching	Percent Selecting Third Year and After
1	29	59	9	1
2	10	82	6	1
3	6	83	10	
4	3	85	10	
5	7	84	9	
6	5	89	5	1
7	5	92	3	
8	3	75	20	1
9	8	62	27	2
10	10	80	8	1

*Percentages do not always equal 100% because of missing data and the rounding of numbers.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Vocational Education has become a major discipline involved in the assisting of the handicapped learners to become self-sufficient productive working members of society. Although other disciplines have been involved in this effort, they have limited success in this effort. The Vocational Education Awareness Program is an attempt to overcome some of the weaknesses of previous educational programs intended to aid the secondary level handicapped learners in becoming self-sufficient productive workers. This program is an interdisciplinary approach which attempts to provide an educational milieu which is both academic and vocational in scope. To prepare vocational teachers to conduct this program, it was necessary to identify an initial list of competencies specific to the job description of the Vocational Specialist.

The purpose of this research study, therefore, was to identify and verify an initial list of pedagogical competencies to be demonstrated by the Vocational Specialist and to suggest criteria to be used in assessing the attainment of these identified competencies. The competencies were classified as those specifically performed by the Vocational Specialists in fulfilling the duties of their position.

To accomplish the purpose of this study, the following objectives were established: (1) describe the population of learners, Vocational Specialists,

and the Vocational Education Awareness Program; (2) identify an initial listing of pedagogical competencies to be demonstrated by the Vocational Specialist; (3) verify this initial list of competencies using the Vocational Specialists as a panel of experts; (4) develop the related criteria for assessment of each competency identified.

Conclusions

The conclusions are discussed in terms of the research questions proposed to meet the objectives of the study.

It may be concluded that the largest number of learners being served by the Vocational Education Awareness Program are in the mentally retarded category (i.e., approximately 40 percent): however, the intelligence quotients ranged from a low of 43 to a high of 128 with a mean of 76. The composite grade equivalence level recorded in months showed a mean of 56.6 months. It may be concluded from this data that the majority of the learners achieve well below their peers in intellectual functioning.

From the descriptive data of the Vocational Specialists it may be concluded that they are all certified to teach in the State of Georgia. They range in educational training from the bachelor's degree to the Educational Specialist degree. The areas of specialization are varied with the most frequent being special education. A large number of Vocational Specialists (approximately 40 percent) have taught vocational courses four years or longer and 59 percent of the Specialists have had at least two years of teaching experience with handicapped or disadvantaged youths. From this data it may be concluded that the Vocational Specialists are experienced vocational education teachers and experienced in working with handicapped learners and, therefore, appear to be well suited to VEAP.

The majority of Vocational Specialists indicate that the various disciplines (e.g., special education, the community, the administration, etc.) support the Vocational Education Awareness Program. Although the number of activities engaged in by the Specialists are varied, most of their time was devoted to teaching (i.e., 13 hours per week) and counseling (i.e., 5.3 hours per week). Another 13.3 hours per week are also allocated are also allocated to student activities, which leads to the conclusion that a large portion of the Vocational Specialists' time is spent in direct contact with the learner.

The roles identified and adapted for the Vocational Specialist indicates that these individuals must be competent in a variety of skills which include teaching, counseling and administrative duties. The data also indicated that these roles were adequate to serve as a framework within which identified competencies could be placed. An initial list of competencies was identified and categorized within the logical framework of the performance roles.

An attempt to verify the identified competencies was made by presenting them to the Vocational Specialists who rated them in regards to their importance. Results indicate that all of the competencies were rated an important by the Specialists; and it is, therefore, concluded that they are all pertinent and appropriate to the program. In addition it is concluded that the Vocational Specialists believed that competencies in the affective domain were most important. This is consistent with the high number of contact hours with the learners.

It may be concluded from the data that the frequency of performance of the competencies as indicated by the Vocational Specialists appears to be consistent with what might be logically expected (or inferred) from the

role title. For example, 50 percent of the Specialists indicated that they performed the competencies listed in Role 1, Establishes Local VFAP Program, annually. This is consistent with what might be expected from competencies such as formulate learner selection criteria and compiling a job description.

In considering the method and time of evaluation the Vocational Specialists indicated that they preferred Observation Rating (supervisory personnel, teacher educators, administration, supervisors, etc.) and Self Evaluation. This is consistent with the most frequently chosen time of evaluation, Internship. It can be concluded from this data that a large proportion of the Vocational Specialists would prefer to be evaluated by supervisory personnel, teacher educators or administrators during an internship period.

Recommendations for Further Study

In order to maximize and extend the benefits of this study, the following recommendations for future study are offered for consideration.

1. This study should be replaced in the future and should include professional and possibly non-professionals, in addition to Vocational Specialists. It is assumed at this time that other individuals such as teachers, administrators, and parents will be familiar with VFAP and will be able to provide valuable suggestions and opinions.

2. With the increase in experience, the attitudes and opinions of the Vocational Specialists may change in relation to the competencies which supposedly represent their job. It is therefore suggested that the competency list be resubmitted to the Vocational Specialists and possibly other informed persons for verification.

3. It is recommended that the list of competencies be subjected to validation by Vocational Specialists, informed university personnel, and other appropriate supervisory personnel. The most appropriate method of validation appears to be that of observational rating scales and self evaluative report, which is supported, in part, by the results of this study.

4. In future assessment of the Vocational Awareness Program, it is suggested that a more sensitive scale such as the Likert-type be employed. This type of instrument would be more sensitive to variations of opinions than the type of scale used in the present study.

- Arnold, Daniel S., Seminar for Supervisors and Teacher Educators of Persons with Special Needs. Final Report (Phase One), February, 1968. Lexington, Kentucky: University of Kentucky, 1968.
- Bloom, Benjamin S., Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. New York: Longmans, Green, 1956.
- _____, editor, Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain. New York: David McKay, 1965.
- Brennan, Thomas J., "The Slow Learner in Industrial Arts." New Concepts In Industrial Arts. Selected Addresses and Proceedings of the American Industrial Arts Association's Thirtieth Annual Convention at Minneapolis, Minnesota. Washinton, D.C.: The American Industrial Arts Association, November, 1968 in Kruppa, J.R.; Hirty, S.; and Thrower, R., Preparing Teachers of Industrial Education for Disadvantaged and Handicapped Children at the Secondary Level: A Model for Curriculum Development. Trenton, New Jersey: Division of Vocational Education, Department of Education, January, 1973.
- Catrell, Calvin J., Model Curricula For Vocational And Technical Teacher Education: Report No. II. General Objectives--Set I. Final Report. Columbus, Ohio: Center for Vocational and Technical Education at Ohio State University, December, 1971.
- Freels, Meryn D. "Teaching the Industrial Arts to the Educable Mentally Handicapped." Unpublished M.A. thesis. Northeast Missouri State Teachers College, 1967, in Kruppa, J.R.; Hirty, S.; and Thrower, R., Preparing Teachers of Industrial Education for Disadvantaged and Handicapped Children at the Secondary Level: A Model for Curriculum Development. Trenton, New Jersey: Division of Vocational Education, Department of Education, January, 1973.
- Gronlund, Norman E., Stating Behavioral Objectives for Classroom Instruction. New York: Macmillan, 1970.
- Houston, Robert W., and Howsam, Robert B., editors, Competency Based Teacher Education: Progress, Problems, and Prospects. Palo Alto, California: Science Research Associates, 1972.
- Johnson, Charles E. et. al., Georgia Educational Model Specifications for the Preparation of Elementary Teachers. Athens, Georgia: College of Education, University of Georgia, 1968.
- Johnson, Charles E. and Shearron, Gilbert F., Specifying Assumptions, Goals, and Objectives for Teacher Education. Athens, Georgia: College of Education, University of Georgia, 1971.
- Johnson, Charles E., Competency Based and Common Teacher Education Programs Compared. Athens, Georgia: College of Education, University of Georgia, 1972, pp. 2-10.
- Krathwahl, David R., et. al., Taxonomy of Educational Objectives. Handbook II: Objective Domain. New York: David McKay, 1964.

- Kruppa, J. Russell; Hirty, Stephen; and Thrower, Robert, Preparing Teachers of Industrial Education for Disadvantaged and Handicapped Children at the Secondary Level. A Model for Curriculum Development. Trenton, New Jersey: Division of Vocational Education, Department of Education, January, 1973.
- McDonald, Frederick J. "Evaluation of Teaching Behavior in Competency Based Teacher Education," in Houston, W.P., and Howsam, R.P., editors. Competency Based Teacher Education: Progress, Problems, and Prospects. Palo Alto, California: Science Research Associates, 1972.
- Payne, David A. The Assessment of Learning: Cognitive and Affective. Lexington, Massachusetts: D.C. Heath, Co., 1974.
- Sparks, Howard F. and Yonnie, William J. "Adult Adjustment of the Mentally Retarded: Implications for Teacher Education." Exceptional Children. XXXVI (September, 1969) 13-15.
- Tisdall, William J., "Industrial Education and the Mentally Retarded." The Education Digest. XXIX (May, 1964) 42-44.
- Van Dalen, Deobald B., Understanding Educational Research. New York: McGraw-Hill Book Co., 1966.

APPENDICES

APPENDIX A
DEVELOPMENTAL STUDY SET I

VOCATIONAL EDUCATIONAL AWARENESS PROGRAM

DEVELOPMENTAL STUDY

SET 1

SCHOOL, LEARNER, SPECIALIST AND COMMUNITY DATA QUESTIONNAIRE

SPECIALIST ATTITUDE AND BEHAVIOR

SPECIALIST SELF-APPRAISAL OF PERFORMANCE

The University of Georgia
College of Education
Division of Vocational Education
Athens, Georgia 30601

67

94

Note: It is important to the design of the research that a complete understanding be gained of your school's students, their parents, and the school setting in which you function. It is only by a comprehensive understanding of these factors that the results of the study can be made generalizable to other communities. This fact also holds true for you as a teacher in the school setting. It is our intent to gather as much information as possible about you, your professional life, your personal life, your feelings, and your attitudes.

Be assured that all the information requested will be held in the most strict confidence, and that your name will never be linked to any of the specific information which is gathered. Our intent in gathering this information is to build a profile of the "Vocational Educational Awareness Program" and all related components which will insure continued success.

NAME OF SPECIALIST _____

I.D. NUMBER _____

SCHOOL _____

ADDRESS _____

PHONE NUMBER _____

Directions: Place the appropriate number in the blank provided to the left of the questions.

SCHOOL DATA

____ (1) Location of school

1. Inner-city/urban
 2. Outer city/suburban
 3. Rural
 4. Other (Please state)
- _____

____ (2) School organizational pattern

1. Grades 7 - 12
 2. Grades 8 - 12
 3. Grades 9 - 12
 4. Grades 10 - 12
 5. Other (Please state)
- _____

____ (3) Number of full-time teachers in the school as of October 1, 1974.

- | | |
|-----------------|------------------|
| 1. Less than 24 | 6. 125 - 149 |
| 2. 25 - 49 | 7. 150 - 174 |
| 3. 50 - 74 | 8. 175 - 199 |
| 4. 75 - 99 | 9. More than 200 |
| 5. 100 - 124 | |

____ (4) Number of Vocational teachers in your school as of October 1, 1974.

1. One
2. Two
3. Three
4. Four
5. Five

____(6) Type of school in which you teach

1. Comprehensive High School
2. Vocational High School
3. Regular High School with Vocational Courses

____(7) Number of students enrolled in the school as of October 1, 1974.

- | | |
|----------------|----------------|
| 1. 0 - 249 | 5. 1500 - 1999 |
| 2. 250 - 499 | 6. 2000 - 2499 |
| 3. 500 - 999 | 7. 2500 - 2999 |
| 4. 1000 - 1499 | |

____(8) Total number of students enrolled in your classes as of October 1, 1974.

- | | |
|------------|---------------|
| 1. 5 - 8 | 6. 29 - 33 |
| 2. 9 - 13 | 7. 34 - 38 |
| 3. 14 - 18 | 8. 39 or more |
| 4. 19 - 23 | |
| 5. 24 - 28 | |

____(9) Age of your school facilities as of October 1, 1974.

- | | |
|-------------------|---------------|
| 1. 1 - 3 yrs. old | 6. 20 - 23 |
| 2. 4 - 7 | 7. 24 - 27 |
| 3. 8 - 11 | 8. 28 - 31 |
| 4. 12 - 15 | 9. 30 or more |
| 5. 16 - 19 | |

____(10) Number of Classified handicapped students in your school as of October 1, 1974.

- | | |
|------------|---------------|
| 1. 10 - 20 | 6. 61 - 70 |
| 2. 21 - 30 | 7. 71 - 80 |
| 3. 31 - 40 | 8. 81 - 90 |
| 4. 41 - 50 | 9. 90 or more |
| 5. 51 - 60 | |

____(11) Number of Vocational programs in your school for disadvantaged learners.

- | | |
|---------|-----------------|
| 1. Zero | 4. Three |
| 2. One | 5. Four or more |
| 3. Two | |

____(12) Number of occupational areas taught in your school as of October 1, 1974.

- | | |
|------------|---------------|
| 1. 1 - 3 | 6. 20 - 23 |
| 2. 4 - 7 | 7. 24 - 27 |
| 3. 8 - 11 | 8. 28 - 31 |
| 4. 12 - 15 | 9. 32 or more |
| 5. 16 - 19 | |

____(13) Number of Cooperative Vocational Programs in your school as of October 1, 1974.

1. 1 - 2
2. 3 - 4
3. 5 - 6
4. 7 - 8
5. 9 - 10

____(14) Number of Classified disadvantaged students in your school as of October 1, 1974.

- | | |
|------------|----------------|
| 1. 15 - 30 | 6. 95 - 120 |
| 2. 31 - 46 | 7. 121 - 136 |
| 3. 47 - 62 | 8. 151 - 166 |
| 4. 63 - 78 | 9. 167 or more |
| 5. 79 - 94 | |

____(15) Number of Counselors assigned to your school

- | | |
|-----------|---------------|
| 1. 1 - 2 | 6. 11 - 12 |
| 2. 3 - 4 | 7. 13 - 14 |
| 3. 5 - 6 | 8. 15 - 16 |
| 4. 7 - 8 | 9. 17 or more |
| 5. 9 - 10 | |

____(16) Number of psychologists or psychometrists accessible to your school for disadvantaged or handicapped learners.

- | | |
|----------|-----------|
| 1. 1 - 2 | 4. 7 - 8 |
| 2. 3 - 4 | 5. 9 - 10 |
| 3. 5 - 6 | |

____(17) Number of Vocational programs in your school for handicapped learners.

- | | |
|---------|-----------------|
| 1. Zero | 4. Three |
| 2. One | 5. Four or more |
| 3. Two | |

____(18) Is there a Vocational Rehabilitation Counselor assessable to your school?

1. Yes
2. No

____(19) Number of community organizations accessible to your program

1. 1 - 3
2. 4 - 7
3. 8 - 11
4. 12 - 15
5. 16 - 19
6. 20 or more

____(20) Is there a Georgia State employment office assessable to your learners

1. Yes
2. No

____(21) Is there an Evaluation Learning Center in an Area Vocational Technical School which is accessible to your learners

1. Yes
2. No

____(22) Number of Non-Vocational programs in your school for disadvantaged or handicapped learners.

1. Zero
2. One
3. Two
4. Three
4. Four or more

____(23) What department of your school are you considered a member of?

1. Vocational Education Department
 2. Special Education Department
 3. Other (Please state)
-

Vocational Specialist Data (24) Your sex

- | | |
|---------|-----------|
| 1. Male | 2. Female |
|---------|-----------|

 (25) Your age

- | | |
|------------|---------------|
| 1. 20 - 24 | 6. 45 - 49 |
| 2. 25 - 29 | 7. 50 - 54 |
| 3. 30 - 34 | 8. 55 - 59 |
| 4. 35 - 39 | 9. 60 or over |
| 5. 40 - 44 | |

 (26) Your race

- | | |
|--------------------|-------------------------|
| 1. American Indian | 4. Oriental |
| 2. Caucasian | 5. Other (Please state) |
| 3. Negro | |
-

 (27) Number of children, if applicable

- | | |
|---------|-----------------|
| 1. None | 4. Three |
| 2. One | 5. Four or more |
| 3. Two | |

 (28) Marital Status

- | |
|-------------------------|
| 1. Married |
| 2. Single |
| 3. Other (Please state) |
-

 (29) Highest educational level you have completed

- | | |
|---------------------------|--|
| 1. Doctoral degree | 5. Some college |
| 2. Educational Specialist | 6. Vocational or Technical school training |
| 3. Master's degree | 7. High school diploma |
| 4. BA or BS degree | |

 (30) Subject matter area of highest degree, if applicable

- | |
|---------------------------------|
| 1. Physical Education |
| 2. Home Economics Education |
| 3. Trade and Industry Education |
| 4. English |
| 5. Social Studies |
| 6. Special Education |
| 7. Math |
| 8. History |
| 9. Other (Please state) |
-

____(31) Subject matter area of highest degree, if applicable

1. Physical Education
2. Home Economics Education
3. Trade and Industry Education
4. Counselor Education
5. Special Education
6. English
7. Science
8. Math
9. Other (Please state)

____(32) Spouse's educational level compared with your own, if applicable

1. My educational level is considerably lower
2. My educational level is somewhat lower
3. My educational level is about the same
4. My educational level is somewhat higher
5. My educational level is considerably higher

____(33) Order of birth in your family

- | | |
|-----------|--------------------|
| 1. First | 4. Fourth |
| 2. Second | 5. Fifth or beyond |
| 3. Third | |

____(34) Number of sisters and brothers (Include living and deceased)

- | | |
|---------|-------------------|
| 1. None | 4. Three |
| 2. One | 5. Four or beyond |
| 3. Two | |

____(35) Highest educational level completed by father

1. Master's degree or above
2. BA or BS degree
3. Some college
4. High school graduate
5. Eighth grade or less

____(36) Spouse's present occupation, if applicable

1. Teaching
2. Other professional occupation
3. Farming
4. Skilled worker
5. Unskilled worker
6. Business
7. Housewife
8. Other (Please state)

____(37) General nature of father's occupation for most of your childhood and adolescent life

1. Teaching
 2. Other professional occupation
 3. Farming
 4. Skilled (machinist, printer, etc.)
 5. Unskilled worker
 6. Business
 7. Other (Please state)
-

____(38) General nature of mother's occupation for most of your childhood and adolescent life

1. Teaching
 2. Other professional occupation
 3. Skilled worker
 4. Unskilled worker
 5. Business
 6. Housewife
 7. Other (Please state)
-

____(39) Highest educational level completed by mother

1. Master's degree or above
2. BA or BS degree
3. Some college
4. High school graduate
5. Some high school
6. Eighth grade or less

____(40) Where you lived during most of your childhood

1. The country
2. A small town (under 5,000)
3. A town (5,000 - 10,000)
4. A small city (10,000 - 50,000)
5. A city (50,000 - 100,000), inner-city
6. A city (50,000 - 100,000), suburbs
7. A large city (over 100,000), inner-city
8. A large city (over 100,000), suburbs

____(41) Distance of your parental home from the institution which granted your Bachelor's degree

1. Within 20 miles
2. 21 - 100 miles
3. 101 - 350 miles
4. 351 - 1,000 miles
5. More than 1,000 miles

____(42) Type of institution which granted your bachelor's degree

1. Small private college (less than 1,000 students)
2. Large private college or university
3. Teacher's college
4. Small state college (less than 1,000 students)
5. Large state college or university
6. Other (Please state)

____(43) As you recall, was your decision to be a teacher made

1. Prior to or during high school
2. After high school, but prior to college
3. During work experience
4. While enrolled in a vocational school
5. During college
6. After college graduation

____(44) Place of residence while attending the institution which granted your Bachelor's degree

1. Parental home
2. Dormitory
3. Sorority or fraternity home
4. Room in private home
5. Apartment
6. Other (Please state)

____(45) Distance commuted to college classes each day

- | | |
|----------------------|-------------------|
| 1. Less than 5 miles | 5. 61 - 80 miles |
| 2. 5 - 20 miles | 6. 81 - 100 miles |
| 3. 21 - 40 miles | 7. Over 100 miles |
| 4. 41 - 60 miles | |

____(46) Employment while attending college, if applicable

1. None
2. Quarter-time or less; on-campus
3. Quarter-time or less; off-campus
4. Half-time; on-campus
5. Half-time; off-campus
6. Three-quarter time; on-campus
7. Three-quarter time; off-campus
8. Full time; on-campus
9. Full time; off-campus

____(47) Length of time from first college enrollment to awarding of degree, if applicable

- | | |
|----------------------|-----------------------|
| 1. Less than 4 years | 4. 7 - 10 years |
| 2. 4 years | 5. More than 10 years |
| 3. 5 - 6 years | |

____ (48) Completion of certification requirements was accomplished by

1. Have not completed certification
2. College-university degree program
3. Evening or Saturday classes; on-campus
4. Extension classes; off-campus
5. On-site classes (at your school)
6. Other (Please state)

____ (49) Number of times your residence has changed during the last five years (Do not include moves within the same city)

- | | |
|---------|-----------------|
| 1. None | 4. Three |
| 2. One | 5. Four or more |
| 3. Two | |

____ (50) Number of years you have taught Vocational courses

- | | |
|----------|---------------------|
| 1. 1 - 2 | 5. 9 - 10 |
| 2. 3 - 4 | 6. 11 - 12 |
| 3. 5 - 6 | 7. 13 - 14 |
| 4. 7 - 8 | 8. 15 years or more |

____ (51) Number of years you have taught disadvantaged and/or handicapped learners

- | | |
|----------|---------------------|
| 1. 1 - 2 | 5. 9 - 10 |
| 2. 3 - 4 | 6. 11 - 12 |
| 3. 5 - 6 | 7. 13 - 14 |
| 4. 7 - 8 | 8. 15 years or more |

____ (52) Number of years you have taught in your present position

- | | |
|----------|------------------------|
| 1. Zero | 5. Four |
| 2. One | 6. Five |
| 3. Two | 7. Six |
| 4. Three | 8. Seven years or more |

____ (53) Number of years you have taught -- Vocational Courses

- | | |
|----------|---------------|
| 1. 1 - 2 | 5. 9 - 10 |
| 2. 3 - 4 | 6. 11 - 12 |
| 3. 5 - 6 | 7. 13 - 14 |
| 4. 7 - 8 | 8. 15 or more |

____ (54) Number of years in total which you have taught

- | | |
|------------|---------------|
| 1. 1 - 4 | 5. 20 - 24 |
| 2. 5 - 9 | 6. 25 - 29 |
| 3. 10 - 14 | 7. 30 - 34 |
| 4. 15 - 19 | 8. 35 or more |

____ (55) Number of years you have been a school administrator

- | | |
|----------|---------------|
| 1. 1 - 2 | 5. 9 - 10 |
| 2. 3 - 4 | 6. 11 - 12 |
| 3. 5 - 6 | 7. 13 - 14 |
| 4. 7 - 8 | 8. 15 or more |

____ (56) Number of years of work experience prior to becoming a teacher (non-teaching)

- | | |
|----------|---------------|
| 1. None | 5. 7 - 8 |
| 2. 1 - 2 | 6. 9 - 10 |
| 3. 3 - 4 | 7. 11 - 12 |
| 4. 5 - 6 | 8. 13 or more |

____ (57) Where you have had most of your work experience since becoming a teacher (non-teaching)

- | | |
|----------|---------------|
| 1. None | 5. 7 - 8 |
| 2. 1 - 2 | 6. 9 - 10 |
| 3. 3 - 4 | 7. 11 - 12 |
| 4. 5 - 6 | 8. 13 or more |

____ (58) Where you have had most of your work experience (non-teaching) :

1. The country
2. A small town (under 5,000)
3. A town (5,000 - 10,000)
4. A small city (10,000 - 50,000)
5. A city (50,000 - 100,000), inner-city
6. A city (50,000 - 100,000), suburbs
7. A large city (100,000 or more), inner-city
8. A large city (100,000 or more), suburbs

____ (59) Vocational youth club which you sponsor

- | | |
|---------|-------------------------|
| 1. None | 5. VICA |
| 2. FBLA | 6. FBLA and OEA |
| 3. FHA | 7. VOCA |
| 4. OEA | 8. Other (Please state) |

____ (60) Were you born and raised in Georgia

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

____ (61) Do you have an impairment which could result in your being classified as handicapped under one of the nine handicapped conditions

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

Specialist No.

--	--

--	--

Classification

--	--

HANDICAPPED LEARNER'S DATA (INDIVIDUAL)

Fill out one set of forms for each learner

(64) Sex

1. Female 2. Male

(65) Home Bound

1. Yes 2. No

(66) Description of Parents

1. Both parents 4. Guardian, grandparents, etc.
2. Mother only 5. Foster home or institution
3. Father only 6. Independent

(67) Health Record

1. assessed 2. no observable record

(68) Race

1. Caucasian/Anglo 5. Oriental
2. American Indian 6. Puerto Rican
3. Mexican American 7. Other (Please state)
4. Black

(69) Learner is working

1. Yes 2. No

(70) Number of days absent 1973-74

1. 0 6. 23 - 28
2. 1 - 4 7. 29 - 34
3. 5 - 10 8. 35 - 40
4. 11 - 16 9. 41 or more
5. 17 - 22

(71) Current Grade Level

1. 9th Grade 3. 11th Grade
2. 10th Grade 4. 12th Grade

____(72) Credits failed 1973-74 school year

- | | |
|--------------|--------------|
| 1. 0 | 4. 3 - 3 1/2 |
| 2. 1 - 1 1/2 | 5. 4 or more |
| 3. 2 - 2 1/2 | |

____(73) Distinguishing Physical Characteristic

- | | |
|---------------|-------------------------|
| 1. None | 6. Unattractive |
| 2. Very tall | 7. Attractive |
| 3. Very short | 8. Deformed |
| 4. Obese | 9. Other (Please state) |
| 5. Skinny | |

____(74) Learner is in Vocational Class(s)

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

____(75) How was learner classified as a handicapped individual

1. recommendation from psychologist or psychometrist
2. recommendation from counseling department
3. decision made independently by specialist
4. a combination of 1 & 2
5. a combination of 1 & 3
6. a combination of 2 & 3
7. other (Please state)

____(76) Does the learner ride a bus to school

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

____(77) Does the learner have own car, motor cycle, etc.

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

____(78) Most distinguishing attitudinal traits

- | | |
|----------------|-------------------------|
| 1. cocky | 6. uncooperative |
| 2. timid | 7. patient |
| 3. confident | 8. impatient |
| 4. reserved | 9. other (Please state) |
| 5. cooperative | |

____(79) Learners verbal expression

- | | |
|-----------------|-----------------|
| 1. clear | 3. unclear |
| 2. good grammar | 4. poor grammar |

____ (80) Most distinguishing personality traits

- | | |
|---------------|-------------------------|
| 1. extravert | 6. non-aggressive |
| 2. introvert | 7. positive |
| 3. friendly | 8. negative |
| 4. unfriendly | 9. other (please state) |
| 5. aggressive | _____ |

____ (81) Learner's initiative

1. resourceful
2. some initiative
3. easy going

____ (82) Learner's marital status

1. single
2. married
3. married with children
4. unmarried with children

(83) Learner's chronological age _____

(84) Learner's I.O. _____

(85) Test used to measure I.O. (be specific) _____

(86) Learner's grade equivalence (composite) _____ years _____ months

(87) Learner's handicapping classification (major categories 1-9 and/or subcategories)

(88) Learner's grade equivalence in math _____ years _____ months _____

(89) Learner's grade equivalence in reading _____ years _____ months _____

(90) The name of instrument used to measure learner's I.O. (be specific)

HANDICAPPED LEARNER'S COMPOSITE DATA

Place the correct number in the corresponding box. Place zero (0) in box, if not applicable. All data as of Oct. 1, 1974.

Handicap Classification	No. of Female Learners	No. of Male Learners	Total No. of Learners	No. In 9th Grade	No. In 10th Grade	No. In 11th Grade	No. In 12th Grade	No. Working	No. In Vocational Classes	No. With Two Parents	No. With One Parent	No. With No Parents
1.0												
1.1												
2.0												
3.0												
4.0												
5.0												
5.1												
5.2												
6.0												
6.1												
6.2												
7.0												
8.0												
9.0												
Total												

This form is continued on the following page.

Place the correct number in the corresponding box. Place zero (0) in box, if not applicable. All data as of Oct. 1, 1974.

Handicap Classification	No. tested by psychologist or No. receiving some type of financial aid	No. Homebound Learners	No. of Caucasian learners	No. of American Indian	No. of Mexican Americans	No. of Blacks	No. of Orientals	No. of Puerto Ricans	No. receiving Assistance from Voc. Rehab. Center	Failed one or more grades	No. of learners married
1.0											
1.1											
2.0											
3.0											
4.0											
5.0											
5.1											
5.2											
6.0											
6.1											
6.2											
7.0											
8.0											
9.0											
Total											

VOCATIONAL EDUCATIONAL AWARESS PROGRAM DATA

____ (92) Design of Program

1. System Wide Program
2. Program in one school only

____ (93) Design of Interdisciplinary Activities

1. Identified team approach
2. Individual contracting with selected teachers
3. A combination of 1 & 2
4. No interdisciplinary activities

____ (94) Number of orientation classes taught daily (group)

- | | |
|---------|-----------------|
| 1. zero | 4. three |
| 2. one | 5. four |
| 3. two | 6. five or more |

____ (95) Number of related classes

- | | |
|---------|-----------------|
| 1. zero | 4. three |
| 2. one | 5. four |
| 3. two | 6. five or more |

____ (96) Do you have a private class room?

- | | |
|--------|-------|
| 1. yes | 2. no |
|--------|-------|

____ (97) Do you share your class room with CVAE?

- | | |
|--------|-------|
| 1. yes | 2. no |
|--------|-------|

____ (98) Do you have, or have access to, sufficient audio-visual equipment?

- | | |
|--------|-------|
| 1. yes | 2. no |
|--------|-------|

____ (99) Do you have administrative responsibilities outside of VEAP?

- | | |
|--------|-------|
| 1. yes | 2. no |
|--------|-------|

____ (100) Do you have a vocational supervisor in your school?

- | | |
|--------|-------|
| 1. yes | 2. no |
|--------|-------|

____ (101) Is your program supported by the Special Education department?

- | | |
|--------|-------|
| 1. yes | 2. no |
|--------|-------|

____ (102) If your answer to number 101 is yes, please describe the degree of support.

Extremely Supportive					Rejection
1	2	3	4		5

____ (103) The degree of administrative support for VEAP is

Extremely Supportive					Rejection
1	2	3	4		5

____ (104) The degree of employer support for VEAP is

Extremely Supportive					Rejection
1	2	3	4		5

____ (105) The degree of community support for VEAP is

Extremely Supportive					Rejection
1	2	3	4		5

____ (106) The degree of faculty support for VEAP is

Extremely Supportive					Rejection
1	2	3	4		5

____ (107) The degree of student support for VEAP is

Extremely Supportive					Rejection
1	2	3	4		5

____ (108) The degree of parent support for VEAP is

Extremely Supportive					Rejection
1	2	3	4		5

VOCATIONAL SPECIALIST WEEKLY CALENDAR OF ACTIVITIES

ACTIVITIES	HOURS PER WEEK	HOURS PER MONTH
1. Teaching		
2. Counseling		
3. Job Placement		
4. Interdisciplining		
5. Home Visitations		
6. Instructional Preparation		
7. Learner Evaluation		
8. Monitoring & Tutoring Learners		
9. Program Development		
10. Public Relations (in school)		
11. Public Relations (out of school)		
12. Coordination, Job & School		
13. Record Keeping		
14. Transporting Learners		
15. Extra Duties		
Homeroom		
Study Hall		
Clubs and Etc.		
16. Other (Please state)		
<u>TOTALS</u>	50 Hours	200 Hours

87

16

117



APPENDIX B
DEVELOPMENTAL STUDY SET II

VOCATIONAL EDUCATION AWARENESS PROGRAM

DEVELOPMENTAL STUDY

SET II

COMPETENCIES AND BEHAVIORS

OF THE

VOCATIONAL SPECIALIST

The University of Georgia
College of Education
Division of Vocational Education

630 Aderhold Hall
Athens, Georgia 30602

89

DIRECTIONAL INFORMATION

NOTE: The primary purpose of this research study is to identify and validate competencies and indicating behaviors of the Vocational Specialist. If a logical approach is to be taken in the preservice preparation of the Vocational Specialist, it becomes imperative that an examination be made of these competencies and indicating behaviors for the purpose of designing a preservice instructional program.

The following pages of this booklet contain a listing of competencies and indicating behaviors to be performed by the Vocational Specialist. The competencies are divided into 10 Roles for clarification. This list of competencies was compiled by reviewing the related literature, examining the job description of the Vocational Specialist, and consulting with selected Vocational Specialists across the state.

We are asking you to respond to four specific questions about each of the listed competencies. Please read each competency and the indicating behaviors before you respond to each of the four specific questions. Space is provided at the end of each Role for additional competencies if they can be identified.

SPECIFIC DIRECTIONS

Question (1)--Degree of Importance: This question is designed to obtain your rating, on a 1-5 scale, as to the degree of importance of each competency. Do not rate the indicating behaviors, they are only included to assist you in understanding the competency. Use only one check mark (✓) in the column where most appropriate.

Scale Definition:

1 - Extremely Important

4 - Slightly Important

2 - Highly Important

5 - Unimportant

3 - Somewhat Important

SPECIFIC DIRECTIONS CONTINUED

Question (2)--Frequency of Performance: This question is designed to determine the frequency, on a 1-4 scale, which you perform each of the competencies listed. Do not include frequency of performance for the indicating behaviors, they are only included to assist you in understanding the competency. Use only one check mark () in the column where most appropriate.

Scale Definition:

- | | |
|-------------|-------------------|
| 1 - Weekly | 3 - Annually |
| 2 - Monthly | 4 - Not Performed |

Question (3)--Method of Evaluation: This question is designed to determine the most appropriate method, on a 1-4 scale, of evaluating the Vocational Specialist's performance of each competency listed. Do not include an evaluation method for the indicating behaviors, they are only included to assist you in understanding the competency. Use only one check mark (✓) in the column where most appropriate.

Scale Definition:

- | | |
|--|-----------------------------------|
| 1 - Paper & Pencil Test | 3 - Observation Rating (learners) |
| 2 - Observation Rating (supervisory personnel--teacher educators, administration, supervisors, and etc.) | 4 - Self Evaluation |

Question (4)--Time of Evaluation: This question is designed to determine the most appropriate time period, on a 1-4 scale, for evaluating the Vocational Specialist's performance of each competency listed. Do not include an evaluation time for the indicating behaviors, they are only included to assist you in understanding the competency. Use only one check mark (✓) in the column where most appropriate.

Scale Definition:

- | | |
|--------------------------|--------------------------|
| 1 - Pre-service Training | 3-- 2nd year of teaching |
| 2 - Internship | 4 - 3rd year and after |

TABLE I - ESTABLISHES LOCAL WEAP PROGRAM

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHODS OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
1. Apply State Guideline to local program	13					5	4	12	-	3	16	-	2	6	1	1	-
1-a. Acquire a copy of State Guidelines																	
1-b. Recognize limitations imposed on local system by State Guidelines																	
2. Analyze assets and limitations imposed by local system	14	6	1			6	4		-	2	9	1	7	7	2	-	
2-a. Identify assets and limitations imposed by local system																	
2-b. Explain assets and limitations imposed by local system																	
2-c. Relate assets and limitations of local system to State Guidelines																	
3. Formulate elements of the program	15	5	1			4	9	8	-	3	10	6	11	8	2	-	
3-a. Identify all activities to be performed in local system																	
3-b. Acquire a list of core elements from State Guidelines																	
3-c. Summarize all local activities to be performed																	
3-d. Relate list of core elements from State Guidelines to summarized local activities from local system																	
3-e. Categorize local activities by core elements from State Guidelines																	
4. Construct specific goals for program	15	5	1			2	5	13	1	2	14	1	3	5	14	1	1
4-a. Acquire copy of local system educational goals and philosophies																	
4-b. Outline goals for program as detailed in State Guidelines																	
4-c. Summarize both local and State educational goals																	
4-d. Relate local educational goals to State Goals																	
4-e. Differentiate between the two sets of goals																	

OLE 1 - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					REQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
5. Formulate program budget	18	3				11	10			4	17	-	3	-	11	2	1
5-a. Acquire copy of State budget form and regulations																	
5-b. Identify total State monies allocated for local program																	
5-c. Identify any additional monies for local program																	
5-d. Interpret State budget form and regulations																	
5-e. Relate all allocated monies to State regulations																	
5-f. Categorize allocated monies into line item budget form																	
6. Compile job description of Vocational Specialist	18	2	1			4	14			3	14	4	7	12	2		
6-a. List functions of Vocational Specialist																	
6-b. Translate functions into descriptive statements																	
6-c. Predict tasks related to each function																	
6-d. Analyze tasks as to adaptability																	
7. Prepare a calendar of events for program	9	8	4			3	3	5		2	12	1	6	3	15	2	
7-a. Identify events to be completed																	
7-b. Define local school's calendar																	
7-c. Translate events into time spans																	
7-d. Relate events into a priority listing																	
7-e. Categorize events to a yearly calendar																	
8. Organize a vocational advisory committee	6	9	5		1	7	13	1	1	1	12	1	7	1	11	8	1
8-a. Outline procedure to organize an advisory committee																	
8-b. Explain procedure for organizing an advisory committee																	
8-c. Employ procedure in identifying roles and functions of advisory committee																	
8-d. Discriminate among the roles and functions for administrative approval of committee																	



COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
9. Select vocational advisory committee members	7	8	5		1	1	3	15	2	1	12	1	7	14	6	1	
9-a. Identify criteria for selecting committee members																	
9-b. Explain criteria for selecting committee members																	
9-c. Use criteria in selecting potential committee members																	
9-d. Discriminate among potential committee members																	
9-e. Compile selected list of potential committee members for administrative approval																	
10. Conduct a vocational advisory committee		7	4	2	1	12	7	2	2	14	5			2	11	7	1
10-a. Outline criteria for conducting committee meetings																	
10-b. Interpret criteria for conducting meetings																	
10-c. Employ criteria for conducting meetings in developing agencies																	
10-d. Determine sequential steps in conducting meetings																	
11. Organize an interdisciplinary team	17	3	1			2	10	9		2	11	8		3	17	1	
11-a. Outline procedure to organize an interdisciplinary team																	
11-b. Explain procedure to organize an interdisciplinary team																	
11-c. Employ procedure to identify roles and functions of interdisciplinary team																	
11-d. Discriminate among roles and functions of interdisciplinary team for administrative approval																	

ROLE I - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
12. Select interdisciplinary team members	18	3				5	16			12	1	8		3	18		
12-a. Identify criteria for selecting interdisciplinary team members																	
12-b. Explain criteria for selecting interdisciplinary team members																	
12-c. Use criteria in selecting potential interdisciplinary team members																	
12-d. Discriminate among potential team members																	
12-e. Compile selected list of potential team members for final selection																	
13. Design orientation process for interdisciplinary team members	14	7				1	10	10		3	9	1	7	5	14	1	1
13-a. Identify elements of process to orient team members																	
13-b. Describe elements of process to orient team members																	
13-c. Employ elements in identifying information to be transmitted																	
13-d. Categorize elements by sequential time allotments																	
14. Categorize learner to be served by Program	19	2				1	6	14		5	10	1	5	8	13		
14-a. Define characteristics of learners to be served																	
14-b. Identify handicapping conditions to be included																	
14-c. Describe learners' characteristics and handicapping conditions																	
14-d. Relate learners' characteristics to handicapping conditions																	

ROLE I - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
15. Design learner referral methods	16	5				1	6	14		6	8		7	9	8	4	
15-a. List possible referral methods																	
15-b. Explain possible referral methods																	
15-c. Relate possible referral methods to local system																	
15-d. Discriminate among referral methods																	
16. Formulate learner selection criteria	15	5	1			1	3	17		8	6	1	6	9	9	3	
16-a. Outline elements of learner selection criteria																	
16-b. Describe elements of selection criteria																	
16-c. Relate elements to selection criteria to local system's policies and time lines																	
16-d. Discriminate among elements of learner selection criteria																	
17. Select learners to be served by program	21					5	6	10		4	10	1	6	7	12	2	
17-a. Identify potential learners from referral system																	
17-b. Differentiate potential learners by degree of handicapping condition(s)																	
17-c. Relate potential identified learners to selection criteria																	
17-d. Discriminate among potential learners																	
17-e. Organize potential learners in priority																	
18. Relate local program to administration and faculty	16	5				4	6	11		2	12	1	6	7	11	3	
18-a. Define components of local program																	
18-b. Outline procedures for implementation																	
18-c. Interpret program components and procedures for implementation																	

ROLE I - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
19. Relate local program to selected service agencies	11	9	1			2	14	5		2	6	1	12	5	13	3	
19-a. Define components of local program																	
19-b. Outline ways agencies can assist and be assisted.																	
19-c. Recognize limitations of local program and agencies																	
20. Select resource persons in system to assist with program	13	7	1			1	12	8	8	2	9	2	8	7	14		
20-a. Identify the professional skills of resource persons needed																	
20-b. Interpret professional skills by job description																	
20-c. Relate needed professional skills to existing system staff																	
20-d. Discriminate among staff by needed professional skills																	
20-e. Compile selected list of prospective resource persons																	
21. Compile a list of potential training and job placement resources in community	12	7	2			5	8	8	9	2	8	2	9	2	18	1	
21-a. Acquire a listing of training and job placement resources in community																	
21-b. Identify criteria for listing potential training and job placement resources																	
21-c. Explain criteria for listing potential training and job placement resources																	
21-d. Relate acquired list of resources to criteria for listing training and job placement resources																	
21-e. Discriminate among acquired list																	

97
135

ROLE I - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
22. <u>Develop a list of required instructional materials, supplies, and equipment</u> 22-a. Identify instructional material, supplies, and equipment required 22-b. Describe each item required	16	3		2		3	6	12		1	4	16		6	14	1	
23. <u>Detect available and accessible instructional materials, supplies, and equipment in school</u> 23-a. Acquire list of all instructional materials, supplies, and equipment in school 23-b. Interpret list of instructional materials, supplies, and equipment for program use 23-c. Relate available and accessible instructional materials, supplies, and equipment to required program list	9	8	4			3	9	9		6	2	13		5	15	1	
24. <u>Assist in selecting physical facilities (Classroom & office)</u> 24-a. Identify design and contents of physical facilities required 24-b. Define physical facilities needed 24-c. Relate design and content of physical facilities required to local school setting	10	4	5	1	1	2	17	2		10		9	5	13	1		
ADDITIONAL IDENTIFIED COMPETENCIES																	

98



ROLE II - INCORPORATES ADMINISTRATIVE STRATEGIES FOR PROGRAM

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
25. Compile individual learner's personal folder	13	8				6	11	4		1	7		13	5	16		
25-a. Identify types of records to be included in folder																	
25-b. Summarize type of information to be placed on records																	
25-c. Relate identified records to existing permanent records																	
25-d. Recognize additional records and information to be included in folder																	
26. Maintain learner's program records	15	5	1			8	13			1	7		13	1	18	2	
26-a. List records to be maintained																	
26-b. Conclude information to be collected																	
27. Prepare learner's progress reports	12	6	2			4	16			1	7	1	11	2	17	1	
27-a. Identify information to be included on report																	
27-b. Conclude type of progress report form to use																	
27-c. Use form to obtain learner's progress information																	
28. Prepare program records and reports	11	8	2			6	12	3		1	8	3	9	2	19		
28-a. Identify records and reports to be prepared																	
28-b. Summarize information to be collected and reported																	
28-c. Relate information to be collected to program																	
28-d. Categorize information collected on program																	
29. Employ a record and information filing system	8	6	6	1		7	13	10	1		11		9	2	17	1	
29-a. Outline procedure for filing records and information																	
29-b. Explain procedure for filing records and information																	

38

139

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
30. Interpret records and reports for self and others	8	10	2	1		6	13	2		8	1	11	3	17			
30-a. List records and reports to be interpreted																	
30-b. Define persons who will need records and reports interpreted																	
31. Disseminate periodical program reports to appropriate persons	7	8	3	2	1	1	11	7	2	12	7	2	16	1			
31-a. Identify appropriate persons to receive program reports																	
31-b. Explain dissemination procedures																	
32. Determine reference materials that should be added	3	8	9	1		2	5	13	1	7	2	12	2	16	3		
32-a. List all reference materials that should be included in the library (cost considered)																	
32-b. Summarize reference materials currently in library which relate to the program																	
32-c. Relate the list of suggested reference materials to library resources																	
32-d. Differentiate between the two lists of reference materials																	
33. Prepare purchase request and/or requisition for materials, supplies, or equipment	10	8	3			14	7			1	12	8	3	17	1		
33-a. Acquire a copy of all forms required local and/or state																	
34-b. Explain procedure for completing each form, local and/or state																	
34-c. Employ procedure in completing form for a given time																	
34-d. Analyze the completed forms to detect mistakes or incompleteness																	

100

COMPETENCES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
34. <u>Maintain an inventory of materials, supplies, and equipment</u>	6	9	3	3		8	13			9	1	11		1	18	2	
34-a. Outline procedural steps for inventorying materials, supplies, and equipment																	
34-b. Describe the time frame for each procedural step in the inventory																	
35. <u>Prepare travel expense statements for reimbursement</u>	11	6	3	1		21				1	12		8	5	16		
35-a. Acquire forms to be utilized, local and state																	
35-b. Describe information to be included on forms																	
35-c. Relate information to forms																	
35-d. Detect incomplete or incorrect information																	
36. <u>Organize reference center in classroom or office</u>	6	11	3	1		3	12	5	1	7	5	9		19	2		
36-a. Identify materials and equipment required for the center																	
36-b. Summarize physical requirement for the center																	
36-c. Relate physical requirements to local classroom or office																	
36-d. Recognize modifications or adaptations required																	
37. <u>Formulate a proposal for additional funding</u>	8	3	9	1		4	16	1		15		6	1	14	4	2	
37-a. Outline procedure for writing specific proposal																	
37-b. Explain local program needs related to proposal																	
37-c. Relate proposal specification to local program needs																	
37-d. Recognize specific information describing local program																	

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
38. <u>Modify physical facilities for more effective learning</u>	10	7	4			3	8	10		1	8	2	10	2	18	1	
38-a. Be familiar with physical facilities																	
38-b. Explain the physical facilities needed by program																	
38-c. Relate existing physical facilities to program needs																	
38-d. Recognize modification required in physical facilities for more effective learning																	
39. <u>Modify instructional materials and equipment for individual learner's needs</u>	14	6	1			10	10	1		8	5	8		20	1		
39-a. Identify individual learner's needs																	
39-b. Describe material and equipment required to meet individual learner's needs																	
39-c. Relate individual learner's needs to existing materials and equipment																	
39-d. Recognize modifications required for both materials and equipment																	
40. <u>Develop procedure for maintenance of equipment and materials</u>	5	7	6	2	1	1	8	12		9		12	3	15	2	1	
40-a. List equipment and materials which need periodic maintenance																	
40-b. Describe maintenance required for items listed																	
40-c. Employ local system's procedure in planning for maintenance needs																	
40-d. Recognize priorities for each item listed																	
41. <u>Formulate program policies for involved individuals</u>	8	11	2			2	7	12		12	1	8	2	18	1		
41-a. Recall program components																	
41-b. Describe each component																	
41-c. Examine components for policy needs																	
41-d. Infer specific policy needs																	

102

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
42. Relate program policies to involved individuals	12	8	1			3	13	5			12	4	5	2	17	2	
42-a. Identify individuals who should be involved																	
42-b. Interpret program policies																	
43. Compiles program procedures and regulations to be adhered to by learner	12	7	2			2	9	10		2	10	9	2	17	2		
43-a. List approved procedures and regulations for local program																	
43-b. Summarize listed procedures and regulations																	
43-c. Relate procedure and regulations to administration																	
43-d. Discriminate among listed procedures and regulations																	
44. Relate program procedures and regulations to learners	10	8	3			5	7	9		1	5	8	7	2	18	1	
44-a. Be familiar with program procedures and regulations																	
44-b. Describe program procedures and regulations																	
45. Formulate acceptable behavior standard for learners	13	4	3			5	10	5		11	3	6	2	17	1		
45-a. Acquire a copy of school policy regarding acceptable standards for learners' behavior																	
45-b. Explain specific program needs relating to acceptable standards for learners' behavior																	
45-c. Relate program needs to school policy																	
45-d. Discriminate between program needs for acceptable standards for learners' behavior and school policy																	

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF VALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
46. Develop procedures to enhance the learning environment	13	7	1			9	8	4		2	9	2	8	2	18	1	
46-a. Be familiar with classroom management techniques																	
46-b. Describe types of classroom management techniques acceptable by local system																	
46-c. Relate management techniques to local system procedure																	
46-d. Differentiate between management techniques and local school procedures																	
47. Develop safety procedures for learners	9	9	2	1		4	8	9		1	9	3	8	4	16	1	
47-a. List all safety precautions to be adhered to by learners																	
47-b. Explain each safety precaution listed																	
47-c. Relate safety precautions to all instructional methods																	
47-d. Categorize safety precautions by instructional methods																	
48. Formulate procedures for learners to check-out materials	7	5	6	3		5	6	10		6	3	12	1	17	3		
48-a. Identify items which can be checked-out																	
48-b. Explain various check-out procedures																	
48-c. Relate various check-out procedures to identified items																	
48-d. Choose check-out procedures for specific items																	

104



ROLE II - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
49. Develop policies for involving resource personnel	11	6	3	1		1	7	12	1		11	1	8	1	18	1	
49-a. List types of policies to be adhered to																	
49-b. Describe each policy																	
49-c. Classify policies by types of resource persons																	
49-d. Recognize all policies related to resource person																	
ADDITIONAL IDENTIFIED COMPETENCIES																	

151
105

150

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
50. Develop instructional goals	14	6				1	7	12		1	10	1	8	3	14	3	
50-a. Recall specific program goals																	
50-b. Interpret specific program goals																	
50-c. Utilize specific program goals to predict instructional goals																	
50-d. Discriminate among predicted goals																	
51. Develop instructional objectives	17	4				2	12	7		2	8		11	3	14	4	
51-a. Recall instructional goals																	
51-b. Interpret instructional goals																	
51-c. Utilize instructional goals to predict instructional goals																	
51-d. Discriminate among predicted goals																	
52. Prepare a program of study	18	3				2	8	11		1	11	2	7	3	14	4	
52-a. Review instructional objectives																	
52-b. Associate instructional areas to objectives																	
52-c. Relate instructional areas to instructional methods																	
52-d. Distinguish among instructional areas and instructional methods																	
53. Diagnose individual learner's handicapping condition(s)	19	2				2	10	9		9	1	11		2	18	1	
53-a. Recall individual learner's handicapping condition(s)																	
53-b. Describe individual learner's handicapping condition(s)																	
53-c. Examine individual learner's handicapping condition(s)																	
53-d. Determine level of functional ability																	
53-e. Specify maximum functional level																	

ROLE III - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
54. Determine individual learner's educational needs	17	4				3	13	5		1	8	2	10	2	17	2	
54-a. Be familiar with recommended assessment instruments																	
54-b. Explain how to administer instruments and translate data																	
54-c. Employ recommended assessment instruments																	
54-d. Analyze collected data																	
54-e. Compile analyzed data for each learner																	
55. Organize results from assessment instruments into profile form	9	10	2			1	10	10		10		11		20	1		
55-a. Recall results from assessment instruments																	
55-b. Interpret results from assessment instruments																	
56. Appraise individual learner's profile	9	9	1	1		3	12	5		9	1	10		19	1		
56-a. Recall individual learner's profile																	
56-b. Explain individual learner's profile																	
56-c. Examine individual learner's profile																	
56-d. Analyze individual learner's profile																	
56-e. Synthesize individual learner's profile																	
57. Determine learners readiness for instruction	13	8				6	12	3		1	6	1	13	1	19	1	
57-a. Recall appraisal of individual learner's profile																	
57-b. Interpret appraisal of individual learner's profile																	
57-c. Relate profile appraisal to atypical results																	
57-d. Analyze for conformation of atypical results																	
57-e. Synthesize the atypical results																	

*atypical - a child or trait that in some way differs to a marked degree from others of a specific type, class, or category.

154

107

153

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
58. Utilize qualified persons or agencies to diagnose atypical learners	15	5	1			4	12	5		1	13	2	5	1	17	3	
58-a. Recall atypical learners																	
58-b. Identify qualified persons or agencies to diagnose atypical learners																	
58-c. Differentiate among qualified person or agency																	
59. Develop procedure for meeting the needs of individual learners by instructional prescription	15	6				3	12	6		1	10	4	6	1	18	2	
59-a. Identify components for developing instructional prescriptions																	
59-b. Explain components for developing instructional prescriptions																	
59-c. Relate components to individual learner's needs																	
59-d. Detect possible components which do not meet individual learner's needs																	
60. Examine individual learner's assessment data	12	9				6	10	4		10	10			17	3		
60-a. Recall individual learner's assessment data																	
60-b. Summarize individual learner's assessment data																	
61. Examine existing instructional options	11	9	1			4	12	5		9	2	10		20	1		
61-a. Identify existing instructional options																	
61-b. Describe each existing instructional option																	

103

ROLE III - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
62. <u>Determine academic functioning level for entry into selected intellectual options</u>	12	8				2	13	5		1	7	1	11	1	17	2	
62-a. Recall existing instructional options																	
62-b. Differentiate between in-school vocational clusters and out of school related options																	
62-c. Examine each selected instructional option to determine the academic functioning level																	
62-d. Analyze each selected instructional option to determine the academic functioning level																	
62-e. Compile academic functioning level results																	
63. <u>Formulate individual personalized instructional</u>	16	5				4	13	4		2	7	3	9	1	19	1	
63-a. Recall components for developing individual personalized prescriptions. (1) Learner assessment results (2) Instructional options (3) Procedures																	
63-b. Summarize components for developing individual personalized instructional prescriptions																	
63-c. Relate learner's assessment results to instructional options																	
63-d. Detect instructional options which meet individual learner's needs																	
<u>ADDITIONAL IDENTIFIED COMPETENCIES</u>																	

153

109

153

ROLE IV - SELECTS AND APPLIES INSTRUCTIONAL STRATEGIES

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
64. Develop procedure for selecting instructional strategies	8	11	1	1		6	10	5		2	11		8	3	17	1	
64-a. Recall instructional objectives																	
64-b. Be familiar with a variety of instructional strategies																	
64-c. Explain various instructional strategies																	
64-d. Relate various strategies to instructional objectives																	
64-e. Distinguish among instructional strategies for learning situation																	
65. Apply procedure for selecting instructional strategies	11	7	2	1		9	8	4		1	13	2	5		19	2	
65-a. Recall procedure for selecting instructional strategies																	
65-b. Summarize selection procedure																	
66. Utilize remedial instruction	18	1	2			11	9	1		1	9	2	9	1	19	1	
66-a. Recognize learners needing remedial instruction from assessment profile																	
66-b. Describe methods to be used for remediation																	
67. Apply team teaching technique	9	5	5	2		8	8	5		1	12	1	7		20	1	
67-a. Identify persons to be used in team teaching																	
67-b. Explain role of each teacher																	
68. Apply personalized instruction	15	5	1			13	8			2	10	2	7	1	18	2	
68-a. Identify needs of individual learner																	
68-b. Explain procedures to be used to meet needs																	

ROLE IV - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
9. Apply role playing strategy	9	6	4	1		8	12			1	7	4	8	1	17	2	
69-a. Define role to be performed																	
69-b. Explain how role should be performed																	
69-c. Interpret role playing situations																	
0. Employ a panel discussion	7	1	7	6		3	13	2	2		7	5	8	1	17	2	
70-a. Identify panel members																	
70-b. Identify information to be discussed																	
70-c. Describe duties of panel members																	
1. Utilize conference technique	5	8	5	3		5	9	5	2	10	3	7		17	3		
71-a. Identify person(s) to be included																	
71-b. Identify topic of conference																	
71-c. Explain purpose of conference																	
2. Utilize group discussion	7	7	5	1		8	11	1		8	3	7		2	17	1	
72-a. Identify members to be included in discussion																	
72-b. List information to be discussed																	
72-c. Explain purpose of discussion																	
3. Utilize field trip	7	7	7			1	19	1		7	8	6	1	19	1		
73-a. List potential businesses and agencies in community for field trips																	
73-b. Define purpose of field trip to business or agencies																	
73-c. Summarize to the business personnel the desired learning experiences of the field trip																	
4. Use supervised group study	5	8	7	1		7	12	2		10	3	8	1	17	3		
74-a. Identify learners in group activity																	
74-b. Identify activities to be employed																	
74-c. Explain learner's roles in group study																	



COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
75. Use independent study techniques	7	8	4	2		7	11	2	1	9	3	9		18	3		
75-a. List learners to participate in independent study																	
75-b. Identify location for independent study activities																	
75-c. Prepare activities to assist learners																	
76. Use assignments for instruction	7	8	4	2		11	8	1	1	1	6	4	9	17	3		
76-a. Identify types of assignments to be used																	
76-b. Describe how assignments are to be completed																	
76-c. Explain instruction related to assignments																	
77. Relate information by using audio-visual materials and equipment	11	8	2			14	6	1		10	5	6	1	18	2		
77-a. Identify audio-visual materials and equipment available																	
77-b. Locate AV materials and equipment needed																	
77-c. Summarize AV material and equipment in relation to subject matter																	
78. Apply gaming techniques	6	7	8			7	14			9	4	8	1	18	2		
78-a. Define basic skill to be added by using games																	
78-b. Identify games to be used																	
78-c. Illustrate rules of games																	
79. Formulate classroom routines for learning	9	10	2			13	6	2		6	5	10	1	18	2		
79-a. List alternatives available for classroom activities																	
79-b. Describe the design of each alternative																	
79-c. Construct classroom routines																	
79-d. Determine which alternative would be beneficial in a specific classroom situation																	

112



ROLE IV - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
0. Develop an open, non-threatening environment	18	3				13	6	2			12	5		1	19	1	
80-a. Recall each learner's assessment profile																	
80-b. Describe goals for each learner																	
80-c. Observe situations in which each learner behaves in an acceptable manner																	
80-d. Analyze situations in which each learner behaves in an acceptable manner																	
1. Develop successful learning experiences for each learner	18	3				15	5	1			8	5	8	1	18	2	
81-a. Recall each learner's assessment profile																	
81-b. Describe goals for each learner																	
81-c. Observe situations in which each learner behaves in an acceptable manner																	
81-d. Analyze situations in which each learner behaves in an acceptable manner																	
2. Create conditions conducive to creativity	10	9	2			13	8				7	7	7	19	2		
82-a. Identify learner ideas, input and inquiry																	
82-b. Recognize strategies conducive to the facilitation of creative activity																	
82-c. Summarize instructional strategies which promote individual learner response																	
82-d. Relate instructional strategies to individual learner ideas, input and inquiry																	
82-e. Categorize strategies for the facilitation of creativity																	
3. Relate teacher expectation to the learner	11	9	1			7	14				7	5	9	17	4		
83-a. Identify classroom procedures to be used																	
83-b. Interpret school and classroom rules																	
83-c. Explain to the learner the goals set for them and the time for completion																	

ROLE IV - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
84. <u>Select activities which will encourage learners to aid other learners</u>	11	6	4			13	8			5	6	10		19	2		
84-a. List classroom procedures and instructional strategies which require group participation																	
84-b. Explain how each activity is to be conducted																	
84-c. Choose classroom procedures and instructional strategies which meet group needs																	
85. <u>Select activities which will encourage learners to participate in competitive events</u>	10	3	6	1	1	9	8	3	1	7	5	8	2	16	2		
85-a. List competitive activities available to the learner																	
85-b. Describe how each activity is to be conducted																	
85-c. Choose appropriate activity that meets individual learner needs																	
86. <u>Apply non-verbal communication techniques</u>	5	9	7			10	10	1		1	7	2	11	1	18	2	
86-a. List non verbal techniques available																	
86-b. Describe how each technique functions																	
87. <u>Employ positive reward techniques</u>	9	12				14	7			1	7	5	8	19	2		
87-a. Identify a variety of positive reinforcement techniques																	
87-b. Describe each positive reinforcement technique																	
88. <u>Employ immediate feedback techniques with learners</u>	13	7	1			14	7			8	5	8		19	2		
88-a. List techniques for giving immediate feedback																	
88-b. Recognize how each technique functions																	

114



ROLE IV - CONTINUED

COMPETENCEIS AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
9. Employ situations which encourage learners to respond to questions	9	10				14	7			1	6	7	7	18	3		
89-a. Identify situations which promote learner response																	
89-b. Describe to learner ways which they should respond																	
0. Analyze the verbal and non-verbal cues of learner behavior	8	7	5	1		14	6	1		6	3	12		17	4		
90-a. Identify verbal and non-verbal cues																	
90-b. Recognize the meaning of verbal and non-verbal cues																	
90-c. Relate verbal and non-verbal cues to learner behavior																	
1. Apply project method for imparting instruction	5	8	6	2		4	10	5	2	7	4	9		1	17	2	
91-a. Define project method of instruction																	
91-b. Explain project method to learners and involved personnel																	
2. Apply group method for imparting instruction	6	9	5	1		9	8	4		8	4	9	1	18	2		
92-a. Define group method of instruction																	
92-b. Explain group method to learners and involved personnel																	
3. Apply individualized method of imparting instruction	15	6				13	6	2		2	9	3	7	19	2		
93-a. Define individualized method of instruction																	
93-b. Explain individualized method to learners and involved personnel																	

115

171

ROLE IV - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
94. <u>Apply problem solving or experimental method for imparting instruction</u>	5	9	7			6	14	1		1	11	3	6	1	17	3	
94-a. Define problem solving or experimental method of instruction																	
94-b. Explain problem solving or experimental method to learners and involved personnel																	
95. <u>Apply cooperative on-the-job method of imparting instruction</u>	12	8	1			6	14	1		1	14	2	4	18	2		
95-a. Define co-op on-the-job method of instruction																	
95-b. Explain co-op on-the-job method to learners and involved personnel																	
ADDITIONAL IDENTIFIED COMPETENCIES																	

911

ROLE V - EVALUATES LEARNER PERFORMANCE AND PROGRESS

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
96. Plan procedure for evaluating learner performance	14	7				6	14	1		3	6	2	10	18	3		
96-a. Identify aspects of learner performance to be evaluated																	
96-b. Outline evaluation instruments and techniques (ie - employer interview, peer interview, test data, etc.)																	
96-c. Explain evaluation methods and techniques in terms of learner performance areas (ie - class-room, on-the-job, workshop, etc.)																	
96-d. Apply evaluation techniques and instruments																	
96-e. Categorize evaluation data according to performance areas																	
97. Develop rationale for evaluation procedure for learners	12	7	1	1		3	8	10		2	8		11	1	18	2	
97-a. Recall evaluation procedure																	
97-b. Explain program objectives																	
97-c. Relate evaluation procedure to program objectives																	
97-d. Recognize program objectives that reflect evaluative procedures																	
98. Selects evaluative methods and instruments based on individual learner performance objectives	15	5	1			3	12	6		1	10	1	9	1	6	4	
98-a. Recall individual learner performance objectives																	
98-b. List learner performance areas to be evaluated																	
98-c. Recognize possible instruments and techniques for evaluation of performance areas																	
98-d. Relate evaluative methods and techniques to individual learner performance areas (objectives)																	
98-e. Analyze evaluative methods as to purpose and scope as related to measurement of performance																	
98-f. Compile evaluative instruments and techniques into categories relating to learner performance																	

175
117

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
99. Prepare evaluative methods and instruments for unique performance	7	12	2			1	15	5		1	11	1	8	2	18	1	
99-a. Recall individual learner performance objectives																	
99-b. Be familiar with shortcomings of available evaluative instruments and techniques																	
99-c. Summarize additional possible evaluative methods and techniques																	
99-d. Relate unique evaluative methods and techniques to learner performance areas																	
99-e. Organize unique evaluative instruments and techniques with regard to learner performance objectives																	
100. Evaluate student's performance in relation to instructional objectives	12	9				6	12	3		1	9	2	9	2	19		
100-a. Recall evaluation procedure																	
100-b. Recall learner instructional objectives																	
100-c. Identify appropriate techniques and instruments																	
100-d. Apply appropriate techniques and instruments to evaluate learner performance in regard to instructional objectives																	
100-e. Categorize evaluative data with regard to instructional objective																	
100-f. Plan for additions or modifications of instructional program based on evaluative data																	

ROLE V - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
101. Evaluates students' work habits and personal traits	16	4	1			5	16			1	7		13		19	2	
101-a. Identify student work habits and personal traits to be evaluated																	
101-b. Indicate methods of evaluating work habits and personal traits																	
101-c. Describe methods of evaluating work habits and personal traits																	
101-d. Collect information concerning learner work habits and personal traits																	
101-e. Organize information concerning learner work habits and personal traits																	
101-f. Compile evaluation data concerning learner work habits and personal trait information																	
102. Analyze evaluative data for each individual handicapped learner	14	7				3	10	8		2	8	1	10	2	17	2	
102-a. Recall evaluative data																	
102-b. Summarize evaluative data																	
102-c. Relate the evaluative data obtained to learner performance objectives																	
103. Organize evaluative data for each individual handicapped learner	14	6	1			3	10	8		1	8	2	10	2	17	2	
103-a. Recall evaluative data																	
103-b. Interpret/evaluative data																	
103-c. Categorize evaluative data according to learner performance objectives																	
103-d. Relate the evaluative data according to learner performance objectives																	

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
104. Devise procedure for interpreting evaluative information	11	9	1			2	8	11		2	8		11	3	16	2	
104-a. Recall evaluation data from the various categories																	
104-b. Summarize evaluative information using appropriate categories																	
104-c. Relate evaluative data to learner performance objectives																	
104-d. Categorize evaluative data for interpretation to learners, parents, school personnel, etc.																	
ADDITIONAL IDENTIFIED COMPETENCIES																	



ROLE VI - PERFORM GUIDANCE AND COUNSELING FUNCTIONS WITH LEARNERS, PARENTS, AND TEACHERS

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
105. <u>Organize appropriate strategies for providing guidance and counseling services</u>	14	5	2			5	13	3			10	2	9		20	1	
105-a. Identify individuals to be involved (eg. learner, parents, teachers)																	
105-b. Be conscious of the purpose for the interaction (eg. job placement, vocational, academic, personal)																	
105-c. Recognize strategies appropriate to the purpose of the interaction																	
105-d. Employ strategies depending on specific purpose of the interaction																	
105-e. Determine appropriateness of strategy for meeting the purpose of the interaction																	
106. <u>Select strategies which enable learners to develop self awareness</u>	13	7	1			12	8	1			6	4	11		21		
106-a. Be conscious of learner strengths and weaknesses																	
106-b. Identify counseling strengths which aid the learner to recognize their strengths and weaknesses																	
106-c. Prepare strategies to develop learner strengths and overcome learner weaknesses																	
106-d. Employ appropriate strategies when necessary																	
107. <u>Relate effective pre-employment skills to learners</u>	16	5				13	8				7	6	8		20	1	
107-a. Be familiar with a variety of pre-employment skills																	
107-b. Explain the importance of various pre-employment skills																	
107-c. Demonstrate various pre-employment skills to the learner																	

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
108. <u>Relate information on educational and employment opportunities and requirements to learners</u>	16	5				10	9	1		2	6	4	9	1	18	2	
108-a. Identify individual learner career interest																	
108-b. Recognize educational and employment requirement of appropriate occupations and/or post-secondary educ.																	
108-c. Explain educational and employment requirement/ opportunities to individual learners																	
109. <u>Organize job placement activities</u>	13	7	1			7	12	2		12	1	8	1	18	1	1	
109-a. Be familiar with employers and job placement possibilities																	
109-b. Identify learners available for employment																	
109-c. Distinguish among possible job positions depending on learner qualifications and abilities																	
109-d. Relate job possibilities to qualified learners																	
110. <u>Recognize available in-school sources for providing counseling and guidance services</u>	12	6	3			8	9	4		2	9	1	9	3	17	1	
110-a. Be conscious of learner need for additional counseling and guidance services																	
110-b. Identify appropriate in-school personnel (LD teachers, ED teachers, counselors, etc.) who could provide assistance																	
110-c. Differentiate among in-school personnel depending on learner needs																	
110-d. Relate learner needs to appropriate personnel																	

ROLE VI - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
iii. <u>Recognize non-school personnel and agencies for providing counseling and guidance services</u> iii-a. Be conscious of learner need for non-school counseling and guidance services iii-b. Identify services available from non-school sources iii-c. Differentiate among non-school personnel and agencies depending on learner needs iii-d. Relate learner needs to appropriate non-school personnel and agencies	10	10	1			5	12	4		1	9	1	10	2	17	2	
ADDITIONAL IDENTIFIED COMPETENCIES																	



COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANC					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
112. Plan a public relations program	11	8	2			4	10	7		13		8		1	20		
112-a. Identify persons and groups with whom a public relations effort would be beneficial																	
112-b. Identify various public relations technique																	
112-c. Explain purpose for public relations effort in terms of program goals																	
112-d. Choose appropriate techniques for use with persons and/or groups to achieve the purposes of the public relations effort																	
112-e. Analyze public relations technique to determine their appropriateness																	
113. Assist in development of public relations policies between the school and the community	11	8	2			7	8	6		12		9		1	19	1	
113-a. Identify school policies regarding program																	
113-b. Identify community policies toward school																	
113-c. Explain school and community policies																	
113-d. Relate school and community public relations policies to program public relations activities																	
113-e. Determine differences and/or similarities between policies of school/community and policies of the program																	
114. Assists with community, business, and industry sponsored activities	8	7	6			5	10	6		10		11		1	20		
114-a. Be familiar with the community, business, and industry including activities sponsored by each																	
114-b. Describe community, business, and industry sponsored activities relating to the program																	

ROLE VII - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
115. Maintain effective relationships with community groups and/or individuals	10	10	1			5	14	2		11			10	1	20		
115-a. Identify groups and individuals beneficial to program.																	
115-b. Describe nature of these services or activities																	
115-c. Establish effective relationship with such groups or individuals																	
116. Organize public relations presentation	10	7	4			2	10	9		1	11	1	8	1	18	2	
116-a. Identify specific individuals and groups with whom a public relations presentation would be beneficial																	
116-b. Summarize specific subject matter related to the program that would be most pertinent to a particular individual or group and most important for them to be aware																	
116-c. Relate public relations presentation to the appropriate individual or group																	
117. Prepare releases for news media	7	9	4	1		2	14	5		12	1	8	1	19	1		
117-a. Identify specific media to which public relations program could most effectively be directed																	
117-b. Identify subject matter most appropriately handled by various news media																	
117-c. Summarize subject matter that would be used in each individual situation																	
117-d. Relate program subject matter to various news media																	
117-e. Categorize subject matter for presentation by appropriate news media																	



ROLE VII - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
ADDITIONAL IDENTIFIED COMPETENCIES																	

ROLE VIII - ESTABLISHES COOPERATIVE TRAINING STATION

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
118. Prepare profile of prospective coop training stations	6	12	3			2	8	11			10		11	1	14	6	
118-a. Recall listing of prospective coop training stations																	
118-b. Recognize categories of coop training stations needed																	
118-c. Relate list of prospective coop training stations to categories																	
118-d. Categorize prospective coop training stations																	
119. Design procedure to interview prospective training sponsor	8	10	3			3	5	13			1	10	10	1	15	5	
119-a. Identify information to be used in the interview of prospective training sponsor						8											
119-b. Summarize information for the interview presentation																	
119-c. Relate summarized information to prospective training sponsor																	
119-d. Detect additional information required for individual differences of each training sponsor interviewed																	
120. Apply interview procedure to prospective coop training sponsors	9	8	3			5	7	8			9	1	10		16	3	
120-a. Identify prospective training sponsors on profile																	
120-b. Recall interview procedures for prospective coop training station sponsors																	
120-c. Summarize information on selected prospective coop training station sponsors																	

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
121. <u>Formulate criteria for evaluating prospective coop training station</u>	9	8	2	2		1	3	17		10	2	9		14	7		
121-a. Identify elements of evaluation criteria																	
121-b. Translate the elements into criterion statements																	
121-c. Relate criterion statements to program objectives																	
121-d. Analyze criterion statements for final adoption																	
122. <u>Develop procedure for evaluating prospective coop training station</u>	9	8	4			1	7	13		1	10	10		1	15	5	
122-a. Recall summarized information obtained from the interview of prospective coop training station sponsors																	
122-b. Explain coop training station evaluative criterion																	
122-c. Relate interview information to evaluative criterion for prospective coop training stations																	
122-d. Discriminate among prospective coop training stations																	
123. <u>Apply coop training station evaluation criteria to prospective training stations</u>	11	7	3			5	12	4		2	8	1	10	17	4		
123-a. Identify prospective interviewed coop training station sponsors																	
123-b. Recognize procedure for evaluating prospective coop training station																	

ROLE VIII - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF INFORMATION					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
	16	2	2			5	7	8		10	1	9		16	4		
124. <u>Select coop training station for individual handi-capped learner</u>																	
124-a. Recall all descriptive and assessment data about each individual learner																	
124-b. Distinguish individual learners career objectives																	
124-c. Relate learners career objectives, descriptive and assessment data to the training stations that have met the evaluation criteria																	
124-d. Discriminate between the coop training stations																	
124-e. Organize by priority the selected coop training stations																	
125. <u>Compile orientation information for coop training sponsors</u>	10	8	3			4	6	11		7	1	13		16	5		
125-a. Identify information to be presented to selected coop training station sponsors																	
125-b. Explain information to be presented																	
125-c. Apply information to identify major topics																	
125-d. Categorize information by major topics for dissemination																	
126. <u>Employ orientation workshop for coop training station sponsors</u>	3	7	9	2		5	15	1		11	8			15	4	1	
126-a. Recall information for orientation presentation to coop training station sponsors																	
126-b. Translate information into a workshop format																	

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
	10	4	7			7	13	1		9		12		1	15	5	
127. Develop a training agreement																	
127-a. Identify information to be included in training agreement																	
127-b. Summarize the information included on training agreement																	
127-c. Employ information to establish format of training agreement																	
127-d. Analyze information for specific training agreement statements																	
128. Complete training agreement for each individual handicapped learner	11	6	4			2	9	10		10	1	10		1	15	4	1
128-a. Recall training agreement																	
128-b. Identify individuals needing a training agreement																	
128-c. Explain training agreement to each individual learner																	
128-d. Relate steps in completing training agreement to individual learner, parent, and employer																	
129. Develop training plan	13	5	3			1	6	14		9	3	9		1	15	5	
129-a. Identify information to be included in training plan																	
129-b. Summarize information to be included in training plan																	
129-c. Employ information to establish format in training plan																	
129-d. Recognize information to fit format design																	

ROLE VIII - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
30. Compile tasks for selected learner	14	6	1			4	8	9		1	7	2	11	1	17	3	
130-a. Identify occupational tasks of a specific handicapped learner based on interests and abilities																	
130-b. Summarize occupational tasks																	
130-c. Relate occupational tasks to occupation placement of a specific handicapped learner																	
130-d. Recognize tasks that can be learned on the job																	
31. Organize training plan for a selected handicapped learner	13	8				2	10	9		1	6	4	10	1	16	4	
131-a. Recall identified tasks for specific occupation																	
131-b. Explain tasks to training sponsor																	
131-c. Relate tasks to training plan																	
131-d. Distinguish specific information for inclusion on training plan																	
32. Formulate school and coop work schedules with learners, school and training sponsor	13	7	1			2	10	9		1	10	2	8	1	17	3	
132-a. Identify time requirements for learner, school and training sponsor																	
132-b. Summarize time requirements																	
132-c. Relate the learner and school time schedules to the training sponsor																	
132-d. Choose most appropriate time schedule																	
33. Familiarize the learner with the coop training station	15	4	2			2	10	9		7	3	11		17	4		
133-a. Recall all information about the learner																	
133-b. Be familiar with the characteristics of the specific coop training station																	
133-c. Explain the characteristics of coop training station based on characteristics of learner																	

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
	134. Visit a coop training station	15	3	3			6	13	2		8	2	11		18	3	
134-a. Define the procedure for visiting coop training station																	
134-b. Identify reasons for visiting coop training station																	
134-c. Explain the specific purpose of the visit																	
135. Organize an employee-employee appreciation event	5	9	6	1		2	19			8	1	12		14	7		
135-a. Identify steps in organizing the event																	
135-b. Translate steps into school calendar																	
135-c. Apply identified steps according to time table																	
135-d. Recognize follow-up steps to insure success																	
136. Formulate procedure for evaluating learner's experiences at coop training station	12	5	4			1	13	6	1	7	4	10		18	3		
136-a. Identify elements to be evaluated at the coop training stations																	
136-b. Translate identified elements into an evaluative instrument																	
136-c. Relate evaluative instrument of learner's experiences to selected coop training stations																	
136-d. Analyze evaluative instrument for validity and reliability																	
137. Apply procedure for evaluating individual learner's experiences at a coop training station	14	4	3			2	16	3		2	6	2	11	1	17	3	
137-a. Be familiar with procedure for evaluating learner's experiences																	
137-b. Translate evaluative procedure to training sponsor(s) and learner(s)																	

132

ROLE VIII - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
138. Formulate termination procedures for learners in coop training stations	11	6	4			7	13	1		1	6	1	13	3	16	2	
138-a. Recall learners training plan																	
138-b. Be familiar with evaluation data of the learner's experiences at coop training stations																	
138-c. Summarize the evaluation data of the learner's experiences at coop training stations																	
138-d. Relate evaluation data of the learner's experiences at the coop training stations to the training plan																	
138-e. Analyze data to assess learners need(s) fulfillment for possible termination from the coop training station participation																	
139. Develop cooperative coordination itinerary	10	5	4	2	7	8	4			8	1	11	1	13	4	2	
139-a. Identify information to be included on itinerary																	
139-b. Summarize information in format design																	
139-c. Use format design to record information																	
139-d. Analyze information weekly																	
ADDITIONAL IDENTIFIED COMPETENCIES																	



COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
140. Determine components of program to be evaluated	11	10				9	12			1	13		7	3	11	7	
140-a. Identify components of program to be evaluated																	
140-b. Recognize the value of program components																	
140-c. Relate the usefulness of the components to program goals																	
141. Develop procedures and techniques for collecting evaluation data	10	10	1			6	15			1	13		7	4	11	6	
141-a. Identify techniques for data collection																	
141-b. Recall components of program to be evaluated																	
141-c. Explain collection techniques in terms of components to be evaluated																	
141-d. Demonstrate effectiveness of collection techniques																	
141-e. Categorize evaluation techniques and procedures according to components																	
142. Prepare evaluation forms and instruments	10	9	1			2	18			1	10		9	3	12	5	
142-a. Recall program components to be evaluated and techniques for evaluation																	
142-b. Recognize appropriate formats for instrument design																	
142-c. Relate appropriate format design to collection techniques and procedures																	
142-d. Categorize instruments and formats according to collection techniques and procedures																	

ROLE IX - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	2	3	4	1	2	3	4	1	2	3	4	
143. Determine sources for collection of evaluation information	8	11	1			4	16		1	8	2	9	2	13	5		
143-a. List potential sources of evaluation information																	
143-b. Recall components of program to be evaluated																	
143-c. Summarize components to be evaluated																	
143-d. Relate evaluation components to potential information sources																	
144. Determine sequential time frame for program evaluation	6	13	2			5	16		12		9	2	14	5			
144-a. Recall program components to be evaluated																	
144-b. Indicate possible sequential time frames for evaluation																	
144-c. Relate components to sequential time frames																	
145. Apply evaluation procedures and techniques	9	11	1			3	11	7	11	1	9	1	16	4			
145-a. Recall evaluation procedures and techniques																	
145-b. Differentiate among procedure and techniques depending on components to be evaluated																	
146. Evaluate program evaluation data	11	9	1			9	12		11	1	9		14	6	1		
146-a. Recall program evaluation data																	
146-b. Summarize evaluation information																	
146-c. Relate evaluation data to stated program criteria (goals)																	
146-d. Recognize discrepancies between evaluation information and goals																	
146-e. Organize evaluation data in relation to program goals																	

135
211

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
147. Determine program modifications based on evaluation information	13	8				2	4	15			9	1	11		13	7	1
147-a. Recall evaluation information																	
147-b. Summarize possible program changes indicated by evaluation information																	
147-c. Relate possible modifications to overall program																	
148. Distribute evaluation data	7	11	2	1		5	16				11	2	8		13	6	2
148-a. Recall evaluation results																	
148-b. Summarize evaluation data for distribution																	
ADDITIONAL IDENTIFIED COMPETENCIES																	

136



ROLE X - MAINTAINS AND IMPROVES PROFESSIONAL COMPETENCIES

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION				
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	
149. Be committed to professional organization	7	6	8			2	6	13		1	9		11	2	15	3	1	
149-a. Develop an awareness of professional organization																		
149-b. Contribute to the leadership of a professional organization																		
150. Be committed to educational advancement	11	8	2			5	6	10			8	1	12	2	13	6		
150-a. Recognize educational abilities and limitations																		
150-b. Engage in educational advancement activities																		
151. Examine current trends of the teaching profession	11	7	3			4	12	5			4	1	16	2	15	4		
151-a. Recognize current trends of the teaching profession																		
151-b. Acquaint self with current trends of the teaching profession																		
152. Feel strongly about participating in local school system meeting	8	8	5			7	10	2	2		7	1	13	1	15	4	1	
152-a. Be aware of local school system meetings																		
152-b. Contribute to the leadership of local school system meetings																		
153. Values enthusiasm for the teaching profession	13	7	1			11	7	3			7	1	13	2	18	1		
153-a. Appreciate expression of enthusiastic teaching behaviors																		
153-b. Perform professional teaching tasks with enthusiasm																		
154. Values learners as individuals	20	1				17	4				1	5	5	10	1	19	1	
154-a. Be aware of the individuality of each learner																		
154-b. Respond with interest to the individuality of each learner																		

214

137

215

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
155. Be devoted to honest and fair teaching practices	18	3				17	3	1		8	3	10		1	20		
155-a. Recognize honest and fair teaching practices																	
155-b. Comply with honest and fair teaching practices																	
156. Respect learners' ideas and beliefs	18	3				18	3			6	6	9		1	19	1	
156-a. Be aware of learners' ideas and beliefs																	
156-b. Respond with interest to learners' ideas and beliefs																	
157. Examine personal mistakes and inadequacies	16	5				17	3	1		6		15		2	18	1	
157-a. Be conscious of personal mistakes and inadequacies																	
157-b. Participate voluntarily in efforts to improve inadequacies and rectify mistakes																	
158. Value rapport with and empathy for learners	20	1				17	4			6	4	11		2	18	1	
158-a. Be sensitive to the interpersonal relationships with learners																	
158-b. Contribute to the development of rapport and empathy in learner relationships																	
159. Value the importance of displaying courtesy and tact	13	8				17	2	2		6	5	10		1	19	1	
159-a. Appreciate courtesy and tactful behavior																	
159-b. Engage in courtesy and tactful behavior																	
160. Value the importance of being prompt	17	2	2			18	3			9	2	10		2	18	1	
160-a. Appreciate promptness in interaction with others																	
160-b. Accept responsibility for being prompt																	

ROLE X - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
161. Value dependability in self and others	18	3				18	2	1		8	4	9		1	2	3	4
161-a. Be aware of commitments to others																	
161-b. Assume responsibility for meeting commitments																	
162. Value self confidence and poise	16	4	1			18	2	1		8			1	2	3	4	
162-a. Be aware of the effects self confidence and poise have on others																	
162-b. Perform tasks with poise and self confidence																	
163. Value patience, sympathy, and understanding	17	4				17	4			8		9	2	3	4		
163-a. Listen to others with patience, sympathy, and understanding																	
163-b. Find pleasure in being patient, sympathetic, and understanding of others and/or their ideas																	
164. Value responsible behavior in self and others	18	3				15	5	1		1	5	2	13	3	16	2	
164-a. Be aware of the advantages of responsible behavior																	
164-b. Engage in responsible behavior																	
165. Value sincerity in self and others	16	5				15	6			1	5	3	12	3	17	1	
165-a. Appreciate honest and genuine behavior																	
165-b. Interact with others in an honest and genuine manner																	
166. Prefer a positive attitude in relationship with learners	17	4				15	6			6	5	10	2	17	2		
166-a. Recognize the advantages of a positive attitude with learners																	
166-b. Interact with others in a positive manner																	

COMPETENCY	BEHAVIOR	DEGREE OF IMPORTANCE					REQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
		1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
167.	Examine personal prejudice	17	3				14	6	1			5	2	14	2	17	2	
	167-a. Be conscious of personal prejudice																	
	167-b. Accept responsibility of coping with personal prejudice																	
168.	Value a sense of humor in interaction with others	14	4				17	3	1			7	1	13	4	16	1	
	168-a. Demonstrate the advantage of a sense of humor																	
	168-b. Interact with others in a humorous manner																	
169.	Be loyal to democratic principles	11	8			1	15	3	2			5	2	13	2	17	1	
	169-a. Advocate of democratic principles																	
	169-b. Participate with learners in a democratic manner																	
170.	Value emotional stability in self and others	18	2	1			16	4	1			1	5	2	13	3	17	1
	170-a. Be conscious of the characteristics of a stable personality																	
	170-b. Display characteristics of an emotionally stable person																	
171.	Value a productive working relationship with others	17	4				16	5				9	1	11	3	17	1	
	171-a. Tolerate the ideas and opinions of others																	
	171-b. Cooperate with others to achieve a productive relationship																	
172.	Value loyalty in relationships with others	18	3				16	5				7	1	13	3	17	1	
	172-a. Be sensitive to the characteristics of a loyal person																	
	172-b. Display characteristics of a loyal person																	

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE				FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
173. Value initiative and resourcefulness					4	17			10	1	10		3	16	1	
173-a. Be aware of the advantages of taking responsibility for developing innovative and resourceful ideas																
173-b. Accept responsibility for developing innovative and resourceful ideas																
174. Value qualities of leadership in self and others	15	6			14	6	1		9	2	10	2	18	1		
174-a. Be aware of leadership characteristics																
174-b. Contribute to leader responsibilities																
175. Value seriousness of purpose	18		1		15	4	2		7	1	13	2	16	3		
175-a. Be aware of the characteristics of contributing to seriousness of purpose																
175-b. Accept responsibility for exhibiting serious intent																
176. Value completion of tasks	18				14	6	1		11	1	9	2	17	2		
176-a. Be aware of the importance of effective time management																
176-b. Comply with effective time management for completion of tasks																
177. Value the ability to influence others in a positive manner	16	5			15	5	1		10	2	9	2	16	3		
177-a. Be aware of the characteristics which facilitate persuasiveness																
177-b. Accept responsibility for personal persuasiveness																

101

222

223

ROLE X - CONTINUED

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
178. Value the ability to use imagination and creativity	15	7	1			14	5	2			10	2	9	3	17	1	
178-a. Be aware of the importance of imagination and creativity in meeting professional obligations																	
178-b. Find pleasure in being imaginative and creative																	
179. Prefer optimistic viewpoint	16	5				16	4	1			2	8	1	10	3	16	1
179-a. Be conscious of the advantage of optimistic viewpoint																	
179-b. Respond in an optimistic manner in interpersonal interactions																	
180. Value the ability to manage interpersonal relationships confidentially	17	4				16	4	1			8	2	11	3	16	2	
180-a. Recognize the importance of confidentiality in dealing with others																	
180-b. Assume responsibility for maintaining confidential relationships																	
181. Develop a philosophy of education	11	8	2			10	4	7			9		12	4	15	2	
181-a. Be aware of a variety of educational philosophies																	
181-b. Acquaint oneself with a variety of educational philosophies																	
181-c. Examine philosophies of education																	
181-d. Identify characteristics of acceptable educational philosophies																	
182. Value ethical standards of professional educators	13	4	4			13	3	5			6	2	13	2	16	2	
182-a. Be conscious of the ethical standards of the teaching profession																	
182-b. Comply with the ethical standards of the profession																	

COMPETENCIES AND BEHAVIOR	DEGREE OF IMPORTANCE					FREQ. OF PERFORMANCE				METHOD OF EVALUATION				TIME OF EVALUATION			
	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
182. Be loyal to school policies and legal regulations	14	6	1			15	4	2		10	2	9	2	18	1		
183-a. Be aware of school policies and regulations																	
183-b. Comply with school policies and legal regulations																	
184. Examine controversial issues in a professional manner	9	8	4			9	8	3	1	1	8			12	2	18	1
184-a. Be sensitive to controversial issues of professional nature																	
184-b. Respond with interest to important aspects of the issues at hand																	
185. Value making contributions to school and community	10	9	2			9	8	4		1	10	1	9	2	13	5	1
185-a. Recognize school and community activities to which a personal contribution can be made																	
185-b. Contribute expertise to school and community activities																	
186. Value participation in non-instructional school activities	9	3	6	3		7	10	3	1	1	9	1	10	2	15	3	1
186-a. Be aware of non-instructional school activities																	
186-b. Participate in non-instructional school activities																	
187. Value research activities in education	8	5	6	1		5	8	6	1	1	9	1	9	3	15	1	1
187-a. Recognize the importance of contributions to professional activities																	
187-b. Participate in professional research activities																	
ADDITIONAL IDENTIFIED COMPETENCIES																	

142

