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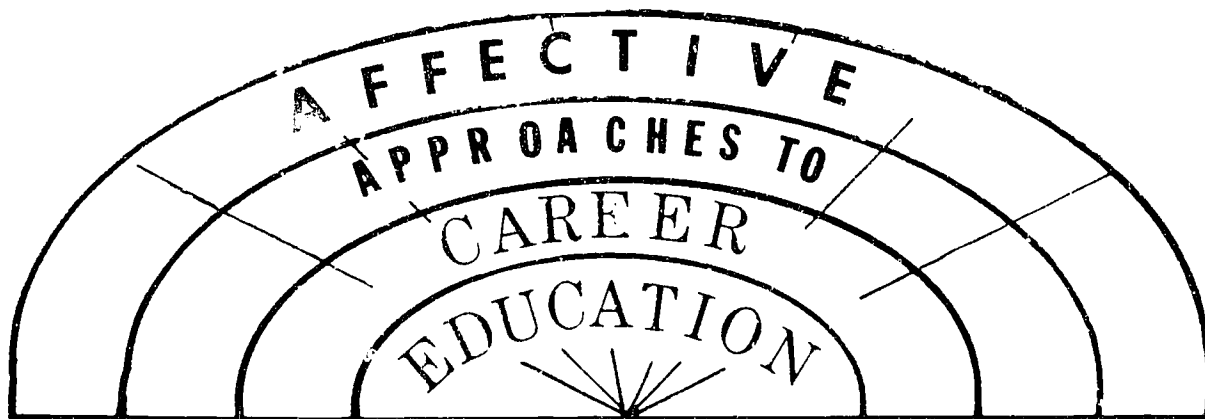
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ABSTRACT

The Teacher Preparation Workshop and Test Workshops Project were conducted to develop and pilot test a process approach to staff development in career education in the affective domain at elementary and middle school levels. An attempt was made to develop selected learning experiences which would influence attitudes of teachers toward incorporating career education activities into the curriculum. Data were sought from pilot workshop participants relative to their feelings about the workshop experience and the leadership of the workshop. In addition, attempts were made to measure changes in attitudes toward both career education and the teacher's functioning in the affective domain in their curriculum activities. Evaluations of the workshops were generally favorable. Results of an opinionnaire administered before and after the workshop to survey teacher attitudes show a change in attitude toward both career education and the affective classroom approach. A recommended process model for teacher preparation in affective approaches to career education is outlined. Appendixes include agenda, evaluation forms, and the opinionnaire used in the workshops. (TA)

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PROJECT REPORT



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PROJECT REPORT

Project Numbers VTAD C4-012
D4-012

AFFECTIVE APPROACHES
TO
CAREER EDUCATION

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October, 1974

The project reported herein was conducted pursuant to grants from the Division of Vocational, Technical, and Adult Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

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INTRODUCTION

During 1970-72, the State Department of Education funded the development and testing of a value-based curriculum in career education. This curriculum, called FAIS, was subsequently released for commercial publication under the title Valuing Approach to Career Education. Following the recognition of the need for and development of these materials in the affective domain, the need for teacher education in the utilization of such curriculum materials became evident. An additional need is for teachers to recognize and accept responsibility for relating other instructional area curricula to careers.

In 1973-74, Project FUSION, BR4-0032, was funded to investigate the implementation of Project FAIS in the middle grades. The analysis of data yielded by this study indicated the need for adequate staff development prior to using curriculum approaches focusing on the affective domain in career education. The TEACHER PREPARATION WORKSHOP PROJECT reported herein was conducted to develop and pilot test a process approach to staff development in career education in the affective domain at elementary and middle school levels.

Specifically, the purposes of the project were to design a teacher workshop model. This workshop was to:

1. Engender a positive attitude toward teacher responsibility in relating curriculum to careers;
2. Engender positive teacher attitudes toward curriculum activities specifically designed for the affective domain in learning-- especially, those feelings, attitudes, beliefs, and values held clearly or obscurely by students as these are related to one's life work;
3. Provide teachers with an opportunity for experiential learning, aimed toward developing strategies and classroom management practices designed to facilitate learning in the affective domain.

METHODOLOGY

The overall project, PREPARATION OF TEACHERS FOR UTILIZATION OF THE VALUING APPROACH TO CAREER EDUCATION, was conducted in two stages. The first stage, Project C4-012, involved the planning and development of a workshop model designed to facilitate teacher use of an affective approach to career education. The second stage, Project D4-012, tested and revised the pilot model during two teacher workshops, and developed guidelines for leadership teams desiring to use this workshop model.

The staff for the project consisted of Dr. James Northrop, Director, and Sarah Simonis, Codirector. Anne Stokes served as a consultant to the project. Her contributions were especially valuable because of her previous involvement in the development of the FAIS curriculum.

Planning Conference

In an effort to involve personnel at various levels of the school system, the project staff invited a group consisting of public school teachers, administrators, and instructional service staff to participate in a developmental stage planning conference at P. K. Yonge Laboratory School, June 17-21, 1974. Invitations were issued on the basis of one or more of the following criteria: (1) The person has a positive attitude toward career education; (2) The person holds a position in the school system appropriate to support or to assume responsibility for implementation; (3) The person was involved in the field testing of the FAIS Curriculum. Effort was also made to provide representation from all areas of the State.

People who participated in the planning conference for the Teacher Workshop were:

Delores Parrott, Principal, Brooksville Middle School, Brooksville, Florida
Joyce Carrol, Counselor, Wildwood Elementary School, Wildwood, Florida
Kay Wall, Counselor, Webster Elementary and South Sumter Middle School, Webster, Florida
Jahala Stirling, Elementary School Career Education Coordinator, Alachua County
Jane Greenwood, Middle School Career Education Coordinator, Alachua County

Eleanor Mercer, Middle School Career Education
Coordinator, Brevard County
Hogan Merritt, Career Education Director,
Sumter County
Dorothy Foster, Fourth Grade Teacher, Bushnell,
Florida
Berne Schmidlkofer, Chairman, Social Studies
Department, Poinsett Middle School, Rockledge,
Florida
Geraldine Rouse, Kindergarten Teacher, Campbell
Park Elementary School, Gulfport, Florida
Bonnie Welch, Teacher, Wildwood Middle School,
Wildwood, Florida

The goals of the planning conference were to examine possible reasons for some negative teacher attitudes toward career education and toward the affective approach to career education, and to explore possible ways of changing those attitudes. In addition, workshop participants sought to develop strategies and activities which could be used in a faculty in-service workshop at the local school level and could be used to establish criteria for selecting the leadership of such workshops. (The Planning Conference Agenda is included as Appendix A.)

From the results of the five-day planning conference, the project staff drafted a basic workshop outline, a list of teacher workshop objectives, and some suggested activities and strategies which could be used in presenting a workshop on the affective approach to career education.

Pilot Workshops

At the request of the project staff, participants for the pilot workshops were selected by the Program Coordinators from each of the five areas of the Division of Vocational, Technical, and Adult Education. Each Area Coordinator was asked to choose one middle school and one elementary school teacher to be sponsored by the project for each of the two test workshop conferences. The Area Coordinators were also permitted to extend invitations to additional teachers, counselors, and administrators to attend at the expense of their counties.

In order to gain information relative to the use of school personnel as selected workshop leaders, public school faculty members and those who had participated in the planning conference were asked to assist in conducting the pilot workshops. The pilot workshops also provided an opportunity for those who were involved in developing activities to conduct their own activities. The project staff divided those who were to participate in pilot

workshops into two leadership teams. Each of these teams met with the project staff for one day of preparation immediately preceding the workshop they were scheduled to conduct.

Pilot Workshop A

The first pilot workshop took place at the P. K. Yonge Laboratory School on July 18 and 19, 1974. In addition to the project staff, Eleanor Mercer, Kay Wall, Berne Schmidtkofer, Geraldine Rouse, and Consultant Anne Stokes served as the leadership team. Eight teachers from four areas participated.

Herman E. Jones	Area I
Maythe McCloud	Area I
Pauline Sauls	Area II
Naomi Douglas	Area II
Marjory Duffy	Area III
Theresa Stafford	Area III
Betty Thomas	Area V
M. L. Hurst	Area V

William McGraw from P. K. Yonge Laboratory School attended to provide additional feedback. No participants from Area IV attended the workshop.

The major emphasis of the first pilot workshop was on creating a positive workshop atmosphere. The leadership team focused directly on developing an atmosphere of openness and involvement and on building rapport between the leaders and the participants.

The leadership team decided that an experiential approach to the affective domain would be the most effective. This approach was initiated by utilizing an activity designed to encourage people to interact and to get acquainted with each other on a personal level, and was followed up throughout the workshop process with various strategies and by personal involvement of the leaders.

The leaders also presented an introduction to career education, to the valuing process, and to some values clarification strategies which could be adapted by teachers to their own classes. Examples of these are included in the LEADER'S GUIDE. Again the emphasis was on relating each area to the participant's own personal experience, feelings, and attitudes. (For an agenda for Workshop A see Appendix B.)

Questionnaires were used to evaluate the workshop. One focused on the workshop format and the leadership

(Appendix C), the other two, on the individual workshop activities (Appendix D and Appendix E).

Workshop B

After evaluating the first pilot workshop and considering the suggestions of the participants and the leadership team, the project staff revised and refined the workshop outline, workshop objectives, and the strategies which had been used in presenting the workshop. It was considered necessary at that point to incorporate more skill development activities and to provide more material on the process of valuing and processes for creating a classroom atmosphere conducive to affective education.

Ten components were identified in breaking down the content and process of the workshop. These ten units became the basis for the agenda of the second workshop. (See Appendix F for the agenda of Workshop B.)

The second pilot workshop was held at P. K. Yonge Laboratory School on August 1 and 2, 1974. The leadership team consisted of Bonnie Welch, Lelores Parrott, Dorothy Foster, Anne Stokes, and the project staff. Four different areas were represented by twelve teachers and one county level career education director. They were:

Marilyn Bishop	Area I
Marcia Shellhaus	Area I
Martha Gregory	Area I
Rosa Bouie	Area II
Marilyn Little	Area II
Beth Dixon	Area III
Jeff Wright	Area III
Edith Buffett	Area III
Debbie Hoffman	Area III
Janie Walker	Area V
Ermil Stohler	Area V
Dave Quinn	Area V
John Linardi	Area V

Area IV participants did not attend.

During the second test workshop leadership sought to focus more on participants' development of skills requisite to the use of the affective approach to career education than on career education information and workshop atmosphere. The processes of valuing and values clarification were introduced by using a flip chart presentation. This activity was followed up with several values clarification activities so that teachers could both experience the process and gather ideas for use in their classrooms.

In order to implement an affective approach to career education in a classroom successfully, the teacher must first create an open and nonthreatening classroom atmosphere in which students feel free to explore and develop feelings, attitudes, and values. Workshop leaders worked with the participants on methods of creating an open classroom atmosphere and making the transition to an affective level of teaching.

Instruments used in evaluating the first workshop were also used in the second pilot workshop. Revisions were made in the individual activity rating form to adapt it to the new workshop agenda.

Reactions to the workshop were again favorable. Participants commented that they enjoyed the open atmosphere and that strategies used would be useful to them. Most participants indicated that they felt rushed and that more time should be allotted for activities.

Teacher-Attitude Survey

Since attitude was considered to be of prime importance in preparing teachers to use an affective approach to career education, the project staff sought to develop an appropriate instrument to measure attitude change. An opinionnaire was designed to indicate participants' attitudes toward career education in general, and toward the affective approach in particular (Appendix G). The opinionnaire was administered both at the beginning and at the end of each workshop. Participants responded to the questions on a four-point scale ranging from "strongly agree" to "strongly disagree". Participants were not given the option of a neutral response. Responses were then weighted on a scale from +2, to indicate a positive attitude, to -2 to indicate a negative attitude toward the item. Two subscales are represented--attitudes toward career education and attitudes toward the application of affective approaches in the classroom. Career education items are numbers 3, 4, 5, 9, 11, 14, 16, 17, 18, 20, 23, 25, 26, 27, 29, and 30. Affective approach items are numbers 1, 2, 6, 7, 8, 10, 12, 13, 15, 19, 21, 22, 24, and 28.

Items are keyed as follows:

CE = Career Education
A = Affective Approach

Positive attitude direction is indicated by the X.

FINDINGS AND ANALYSIS

The nature and scope of the related Projects C4-012 and D4-012 included the planning of a teacher workshop in the use of affective approaches to career education and the testing of that workshop. The results of the two projects are in the form of a developmental workshop curriculum format rather than research findings. However, the Report of the Projects does contain some indication of the reactions of teachers attending the pilot workshops as well as the results of an opinionnaire designed to assess teacher attitudes toward career education and toward teaching in the affective domain. The LEADER'S GUIDE contains the teacher workshop leadership materials which resulted from the planning conference and the two pilot workshops. The TEACHER'S HANDBOOK contains workshop materials designed for teacher-participants.

An attempt was made to develop for the professional development of teachers selected learning experiences which would influence in a positive manner the attitudes of teachers toward incorporating into the curriculum activities career education as well as affective dimensions of the curriculum. Data were sought from pilot workshop participants relative to their feelings about the workshop experience and the leadership of the workshop. In addition, attempts were made to measure changes in attitudes toward both career education and the teacher's functioning in the affective domain in their curriculum activities.

Participants in the first workshop indicated that it was helpful and the atmosphere was viewed as positive. Reactions to leadership by pilot workshop participants was favorable. However, the leadership critique of the workshop concluded that too much time had been spent on information related to career education at the expense of valuing process development for teachers.

Evaluations from the second workshop showed a generally favorable reaction to the workshop and leadership. Participants consistently commented that they appreciated the atmosphere of openness in the group and attributed this to the involvement of the leadership team. Negative criticism of the workshop centered around the lack of organization and lack of time to carry out activities through a thorough discussion stage.

The opinionnaire to survey teacher attitudes was administered pre- and post-workshop to each participant. Mean

scores were tabulated for each participant and by workshop group. Mean scores for individuals and for the respective workshop groups were tabulated both for the career education subscale and for the affective curriculum subscale. Results are shown in Tables 1 and 2.

Table 1. Results of Teacher Attitude Survey, Pilot Workshop A.

Participant Number	Mean Score Career Education		Mean Score Affective Classroom Approach	
	pre	post	pre	post
1	1.45	1.60	1.33	1.21
2	1.36	2.00	1.53	2.00
3	1.82	1.91	1.37	1.63
4	1.91	1.91	1.42	1.32
5	2.00	2.00	1.68	1.29
6	1.09	1.55	1.21	1.42
7	2.00	2.00	1.89	1.79
8	1.91	1.91	1.89	2.00
9	1.18	1.18	0.61	1.11
Group Mean	1.64	1.78	1.52	1.61

The mean response of the group showed a slight positive gain on each of the two parts, although the individual responses varied. No further analysis was conducted because of the small number in the sample.

Table 2. Results of Teacher Attitude Survey, Pilot Workshop B.

Participant Number	Mean Score Career Education		Mean Score Affective Classroom Approach	
	pre	post	pre	post
1	1.82	2.00	1.44	1.83
2	2.00	2.00	1.94	1.95
3	1.45	1.55	1.63	1.58
4	1.40	1.82	0.95	1.58
5	1.82	2.00	0.42	0.68
6	0.82	1.36	1.11	1.37
7	1.27	1.91	1.68	1.89
8	1.73	1.91	1.89	1.89
9	1.91	2.00	1.22	1.95
10	1.27	2.00	1.79	2.00
11	1.91	2.00	1.89	1.95
12	1.18	1.45	1.60	1.41
13	1.82	0.82	0.84	0.47
Group Mean	1.57	1.76	1.22	1.58

On both subscales the pretest mean scores of the second workshop group were lower than the pretest mean scores of the first workshop group; and the second group showed greater change in attitude toward both career education and the affective classroom approach.

CONCLUSIONS AND RECOMMENDATIONS

Project FUSION, BR4-0032, completed the study of some problems encountered in implementing a new concept and a new approach to career education into existing programs in public schools of Florida. The Teacher Preparation Workshop Development Project, C4-012, and Test Workshops Project, D4-012, reported herein, have developed a model workshop which is now available for use in in-service teacher preparation throughout the State. It is anticipated that the outcome of implementation of the model will be that teachers will become receptive to affective approaches to career education. In addition, possibilities for pre- and in-service teacher preparation through more conventional avenues, such as continuing education and teacher education centers, should be explored and developed.

It is recommended that a plan be developed and implemented to utilize teacher workshops in preparing those who intend to use affective approaches to career education. A process type, experiential workshop is suggested for consideration. The objectives of such a workshop are to:

1. Engender a positive attitude toward teacher responsibility in relating curriculum to careers:
2. Engender positive teacher attitudes toward curriculum activities specifically designed for the affective domain in learning-- especially, those feelings, attitudes, beliefs, and values held clearly or obscurely by students as these are related to one's life work;
3. Provide teachers with an opportunity for experiential learning, aimed toward developing strategies and classroom management practices designed to facilitate learning in the affective domain.

The recommendation that this approach be utilized is based upon the conviction of the project staff that attitude modification as well as skill and strategy development are necessary for successful implementation of curricula in the affective domain.

It is also believed necessary that priority consideration be given to the development of effective local leadership for teacher preparation. Because of the nature of

skills to be developed and the relationship of attitude to curriculum implementation, well-prepared leadership is critical to the effectiveness of the workshop. This could also make available follow-up consultation for teachers. It is also proposed that these leaders be faculty and staff carefully selected to comfortably lead experiential workshops in the affective domain. Therefore, suggested selection process and criteria are included.

The three objectives of the workshop described involve the development of more positive and appropriate attitudes on the part of teachers and other school staff. Also involved is the development of teacher competencies facilitative in responding to students and in creating a classroom environment conducive to learning in the affective domain. Most teachers apparently have not received preparation in this style of teaching during professional preparation. The teacher may best learn these skills and strategies through experiencing them. Hence, use of a process approach is essential in conveying to teachers the value of using this same process approach in the classroom. It is suggested, therefore, that a course be developed from the workshop model which may be offered through continuing education or included in offerings in the teacher education centers being developed throughout the state.

REFERENCE CHART OF WORKSHOP COMPONENTS

<u>Component</u>	<u>Time (Hours)</u>	<u>Type of Activity</u>	<u>Materials</u>
Pre-Workshop Survey	1/4	Survey	Attitude Opinionnaire (Teacher's Handbook)
#1. Introduction of Career Education	1/2	Oral-Film Presentation and Discussion	Handbook, 16 mm. Film, Projector, Screen
#2. Getting Acquainted	1	Games, Interaction, and Discussion	Handbook, 3 x 5 Cards, Felt Pens, Paper, Pencils, Poster Paper, Crayons, Construction Paper, Scissors, Magic Markers, Old Magazines, etc.
#3. Goal Setting and Expectations	1/2	Sentence Completion and Discussion	Handbook
#4. Introduction to the Valuing Process	2	Activities, Values Clarification, Reading, Games, and Discussion	Handbook
#5. Values Clarification Strategies and Activities	2	Games, Activities, and Discussion	Handbook, Paper, Pencil, Chalkboard, Chalk
#6. Resources	1	Reading and Materials Examination	Handbook; Supplement with Leader-Prepared Locally Available Materials
#7. Creating an Open Classroom Atmosphere	3	Discussion, Small Group Activity Dyads, and Games	Handbook, 3 x 5 Cards Prepared to List Situations, Pencil, Paper, Chalkboard, Chalk
#8. Transition Activity for the Classroom	4	Activities, Games, and Discussion	Handbook, Chalkboard, Chalk, Pencil, Paper
#9. Teachers Create Activities from Strategies Used in the Workshop	1 3/4	Activities, Discussion, Tryouts, and Critiques	Paper, Pencil
#10. Evaluation	1/4	Survey, Completion, and Discussion	Handbook, Pencil, Attitude Opinionnaire

Suggested Schedule for Workshop:

- Hours 1 & 2—Components #1, #2, & #3.
- Hours 3 - 6—Components #4 & #5.
- Hours 7 -10—Components #6 & #7.
- Hours 11-14—Component #8.
- Hours 15 & 16—Components #9 & #10.

RECOMMENDED PROCESS MODEL FOR TEACHER PREPARATION
IN AFFECTIVE APPROACHES TO CAREER EDUCATION

Local Leader Preparation Program

PART I. Teacher Workshop. 16 hours (8 sessions of 2 hours).

Potential local staff who are to lead teacher workshops will participate in the teacher workshop as a group. In the case of small counties, several may send representatives to a centrally located workshop. Those who are to become leaders will also participate in Part II.

PART II. Leader Development Program. 8 hours additional (4 sessions of 2 hours).

Consists of:

- A. Additional reading and discussion of the rationale.
- B. Practice in conducting activities in values clarification and in creating appropriate classroom atmosphere.
- C. Feedback from consultants and group.

PART III. Co-lead a Faculty Workshop.

Supervised experience in implementing a teacher workshop.

Supervision by another experienced leader--initially project staff.

(It is suggested that faculty and staff be prepared in pairs for purposes of mutual support. For example, a teacher and counselor team.)

PART IV. Monitoring and consulting with faculty during application of the various affective approaches to career education.

Suggested Criteria for Selection of Local Leaders

Through interview or recommendation of local administration, persons may be selected in pairs for each school faculty with a ratio of one leader to 12 to 15 faculty members. For example, a faculty of 45 would require three leaders; 17 faculty, two leaders; and 60 faculty, four leaders.

Persons should be:

Accepted and respected by faculty colleagues.
Open to innovation in education as evidenced by application of new ideas in the school program.
Flexible, adaptable, and relate well to people.
Able to maintain poise in front of colleagues.
Remain available to faculty following the workshop.
Able to work with another co-leader.
Demonstrate the ability to develop and maintain an environment in the classroom which facilitates personalized, student-centered learning.

APPENDIXES

APPENDIX A

PLANNING CONFERENCE
TEACHER PREPARATION FOR UTILIZATION
OF THE VALUING APPROACH TO CAREER EDUCATION

AGENDA
June 17-21, 1974

- MONDAY Introductions and Welcome
 Overview of the Project and overall goals
 of Planning Conference
 Feedback from the Field
- TUESDAY Goal Setting
 Definition of Terms
 Discussion of Attitudes Toward:
 1. Career Education
 2. Affective Domain Curriculum
 3. The Valuing Approach to Career
 Education
- WEDNESDAY What are ways we can influence attitude?
 How can we construct strategies to change
 attitudes of teachers, counselors and
 administrators?
- THURSDAY Staff Development
- FRIDAY Staff Development and Workshop Evaluation

APPENDIX B

AN AFFECTIVE APPROACH TO CAREER EDUCATION

July 18 and 19, 1974

THURSDAY P. K. Yonge Laboratory School

10:00 a.m. Pretest Opinionnaire

Welcome--Dr. J. B. Hodges, Director, P. K. Yonge
Laboratory School

Get Acquainted
"This is Me"

Goal Setting and Expectations
"I Came to the Workshop"
"Workshop Leadership Goals"

An Introduction to Career Education
I Want to Be--an introductory film to
career education

12:00 Lunch

1:30 p.m. Idylwild Elementary School

Introduction to Career Education (continued)
"Historical Look at Career Education"
"Career Education: Definitions"
"What is a Value?"--a puppet presentation
"The Process of Valuing"
"The Values Grid"
"A Work Values Activity"

Wrap up and Evaluation of day's activities
"I am aware that I . . ."

FRIDAY

8:30 a.m. Creating a Classroom Atmosphere Conducive to
Exploring Values

Workshop Jobs

22

17

The Process of Facilitative Responding
"Put-Downs vs. Pick-Ups"
"Dyads or Triads for Practicing Responding"
"Note Exchange"

Some Strategies, Activities, and Resources for
Values

Clarification and Career Education

"Resource Guide"

"WOT--A Cooperation Activity"

12:00 Lunch

1:30 p.m. Integrating the Valuing Approach to Career
Education into Individual Classrooms
"Strategy-Storming"
"Creating Classroom Activities Relating
to Teachers' Own Classrooms"

Evaluation

"Individual Strategy Evaluation Form"

"Overall Workshop Evaluation Form"

Posttest Opinionnaire

4:00 p.m. Adjourn

APPENDIX C
WORKSHOP EVALUATION

Response Key:

1. very much
2. somewhat
3. slightly
4. not at all

- 1 2 3 4 Degree to which information presented was adequate and relevant.
- 1 2 3 4 Degree to which the workshop followed a logical sequence.
- 1 2 3 4 Degree to which ideas were tied together.
- 1 2 3 4 Degree to which workshop leadership provided direction and organization.
- 1 2 3 4 Degree to which workshop goals were explained.
- 1 2 3 4 Degree to which workshop goals were accomplished.
- 1 2 3 4 Degree to which I felt involved.

What did you like best about the workshop?

What did you like least about the workshop?

Would you like to have a workshop like this with your whole faculty?

Would you like to have further get-togethers to share our use of these ideas?

APPENDIX D
INDIVIDUAL STRATEGY EVALUATION
(Workshop A)

1. Liked the strategy very much. Thought it was very relevant to this type of workshop and should be incorporated as is into the workshop.
2. Strategy needs minor revisions but should be kept in workshop format.
3. Strategy was okay; don't have much reaction one way or another.
4. Didn't like the strategy, but it might be redeemed with major revisions.
5. Thought it was a poor strategy and should be eliminated from the workshop.

- 1 2 3 4 5 Get acquainted, "A AM" poster
Comment _____
- 1 2 3 4 5 I came to the workshop and _____
Comment _____
- 1 2 3 4 5 Film, I Like to Be
Comment _____
- 1 2 3 4 5 Large group discussion and brainstorming of
career education
Comment _____
- 1 2 3 4 5 "Values Grid"
Comment _____
- 1 2 3 4 5 Small group discussion on "What is a Value?"
Comment _____

- 1 2 3 4 5 "Workshop Jobs"
 Comment _____
- 1 2 3 4 5 Small group discussion of classroom atmosphere
 Comment _____
- 1 2 3 4 5 Triads for listening and facilitating
 Comment _____
- 1 2 3 4 5 Letter exchange (Goof Give)
 Comment _____
- 1 2 3 4 5 "WOT"
 Comment _____
- 1 2 3 4 5 "Heavenly Careers"
 Comment _____
- 1 2 3 4 5 "5 Choices"
 Comment _____
- 1 2 3 4 5 "Strategy Storming"--create your own activities
 Comment _____

APPENDIX E

INDIVIDUAL STRATEGY EVALUATION
(Workshop B)

1. Liked the strategy very much. Thought it was very relevant to this type of workshop and should be incorporated as is into the workshop.
2. Strategy needs minor revisions but should be kept in workshop format.
3. Strategy was okay; don't have much reaction one way or another.
4. Didn't like the strategy, but it might be redeemed with major revisions.
5. Thought it was a poor strategy and should be eliminated from the workshop.

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | Career education presentation |
| | | | | | Comment _____ |
| 1 | 2 | 3 | 4 | 5 | Get acquainted interview |
| | | | | | Comment _____ |
| 1 | 2 | 3 | 4 | 5 | I care to the workshop and _____ |
| | | | | | Comment _____ |
| 1 | 2 | 3 | 4 | 5 | Film, <u>I Like to Be</u> |
| | | | | | Comment _____ |
| 1 | 2 | 3 | 4 | 5 | Puppet presentation on the valuing process |
| | | | | | Comment _____ |
| 1 | 2 | 3 | 4 | 5 | Value trip activity |
| | | | | | Comment _____ |

- 1 2 3 4 5 "20 things I like to do"
Comment _____
- 1 2 3 4 5 Auction Game
Comment _____
- 1 2 3 4 5 Fantasy experience
Comment _____
- 1 2 3 4 5 Triads for listening and facilitating
Comment _____
- 1 2 3 4 5 Transition activities
Comment _____
- 1 2 3 4 5 "Strategy Storming"--create your own
activities
Comment _____

APPENDIX F
AN AFFECTIVE APPROACH TO CAREER EDUCATION

August 1 and 2, 1974

THURSDAY P. K. Yonge Laboratory School

10:00 a.m. Pretest Opinionnaire

 Welcome--Dr. J. B. Hodges, Director, P. K. Yonge
 Laboratory School

 Introduction to Career Education
 An Historical Perspective (handout)
 Workshop Definitions (handout)
 Film--I Want to Be

 Getting Acquainted
 "Getting Acquainted with Other People"

 Workshop Goals and Expectations
 "I Came to the Workshop"
 "Leadership Goals" (handout)

12:00 Lunch

1:30 p.m. The Process of Valuing
 "Puppet and Flipchart"
 "The Process of Valuing" (handout)
 "Value Trip"

 Values Clarification Activities
 "20 Things I Like to Do"
 "Work Values Brainstorming and Auction"
 (LAMP)
 "Values Voting"

FRIDAY Idylwild Elementary School

8:30 a.m. Creating a Classroom Atmosphere
 "Fantasy Experience"
 "Elements of an Open Classroom Atmosphere"
 (small group discussion)
 "Methods of Facilitative Responding Using
 Facilitative Teaching: Theory and Practice,
 Wittmer and Myrick"

 Transition Activities

12:00 Lunch

1:30 p.m. Strategy Storming

Teachers create their own classroom activities integrating the affective approach to career education into individual teaching disciplines.

Evaluation

"Overall Workshop Evaluation Form"

"Individual Activity Rating Form"

Posttest Opinionnaire

4:00 p.m. Adjourn

APPENDIX G

OPINIONNAIRE

This is an opinionnaire. There are no right answers or wrong answers, only your opinion. We have tried to cover many different and opposing points of view. You may find yourself agreeing strongly with some questions and just as strongly disagreeing with others. Please select the answer which best describes how you feel about each of the following statements and make a mark in the appropriate column.

Response Key

SA = strongly agree

A = agree

D = disagree

SD = strongly disagree

OPINIONNAIRE

Subscale*	SA	A	D	SD	
A	<u>X</u>	___	___	___	1. Children need to learn how to communicate and get along with each other on a personal level, and school is a good place to learn and practice this.
A	<u>X</u>	___	___	___	2. How a child feels about what he learns and about learning is as important as what he learns.
CE	<u>X</u>	___	___	___	3. Career education is not only cognitive and information-based learning, but it is also concerned with teaching process skills; i.e., how to judge one's own values and make one's own decisions as opposed to which values to hold or which decisions are right.
CE	<u>X</u>	___	___	___	4. Choices involving personal life styles, personal values, and leisure time preferences are an essential part on one's career development.
CE	<u>X</u>	___	___	___	5. Career education should be the responsibility of every educator, including teachers, counselors, and administrators.
A	<u>X</u>	___	___	___	6. Children's values are affected by what they learn in school whether we structure values clarification experiences or not.
A	<u>X</u>	___	___	___	7. Schools should be concerned with values and the valuing process since children spend a good percentage of their lives in school.
A	<u>X</u>	___	___	___	8. Children should have a total learning experience in school, including personal, feeling-oriented learning as well as cognitive, fact-oriented learning.

* X = Positive Attitude Direction.

Subscale	SA	A	D	SD	
CE	___	___	___	<u>X</u>	9. Schools can do little to develop positive attitudes toward work.
A	<u>X</u>	___	___	___	10. Affective education is the responsibility of educators and parents working together.
CE	<u>X</u>	___	___	___	11. Career education should not be limited to classroom experiences but should extend beyond the boundaries of the school.
A	___	___	___	<u>X</u>	12. Education in the area of feelings, attitudes, and values is important, but I do not have time for this in my classroom.
A	___	___	___	<u>X</u>	13. Children will develop an appropriate set of values if adults leave them alone to learn by their own experience.
CE	<u>X</u>	___	___	___	14. Career education should be integrated into all areas of the school curriculum.
A	___	___	___	<u>X</u>	15. Setting an example is enough to teach my students a good set of values.
CE	___	___	___	<u>X</u>	16. I do not have time to teach career education in my class.
CE	<u>X</u>	___	___	___	17. In career education, increasing self-understanding is as important as acquiring information and skills.
CE	___	___	___	<u>X</u>	18. Career education is a good idea for secondary students, but it is not appropriate for younger students.
A	___	___	___	<u>X</u>	19. I am not comfortable talking about values with my students.
CE	___	___	___	<u>X</u>	20. Career education should be taught to students of low academic ability, but top students don't need it because they are going to college.

Subscale	SD	A	D	SD	
A	___	___	___	<u>X</u>	21. A child's values are strictly the domain of his parents, and I as a teacher have no business discussing values in class.
A	___	___	___	<u>X</u>	22. I know through experience that my values are good ones, and it is my responsibility to transfer that set of values to my students.
CE	<u>X</u>	___	___	___	23. Career education should be for all students regardless of their future educational plans.
A	___	___	___	<u>X</u>	24. My concern in the classroom is that the children learn skills and academic matter. Their feelings are their own business.
CE	<u>X</u>	___	___	___	25. Career education should be for students of all ages including elementary through post-secondary.
CE	___	___	___	<u>X</u>	26. Career education is unnecessary; students get enough information now.
CE	___	___	___	<u>X</u>	27. We should offer a separate course in career education so students can take it as an elective.
A	___	___	___	<u>X</u>	28. Exploring children's feelings is the role of the counselor, not the teachers.
CE	___	___	___	<u>X</u>	29. Schools should provide students with information about the world of work. That in itself should be enough to enable them to make career decisions adequately.
CE	<u>X</u>	___	___	___	30. I would like to have more career education materials to use in my classroom.