

DOCUMENT RESUME

ED 134 732

CE 009 482

TITLE The Work of the Business and Distributive Education  
Department Chairman.

INSTITUTION New York State Education Dept., Albany. Bureau of  
Secondary Curriculum Development.

NOTE 30p.

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.

DESCRIPTORS \*Administrator Role; \*Business Education; \*Check  
Lists; \*Department Directors (School); \*Distributive  
Education; \*Evaluation Criteria; Secondary Education;  
Self Evaluation

ABSTRACT

Increasingly numerous and urgent requests for guidelines prompted the preparation of this publication listing the principal responsibilities of the chairman of a high school department of business and distributive education. An attempt is made to recommend criteria for small as well as large schools with realization that the scope of the activities will necessarily vary from school to school. In order to facilitate a chairman's self-evaluation, the various facets of his/her work have been prepared as a checklist. It is noted that the chairman may find it helpful to check those items that he already performs in the course of his duties and to let the unchecked items serve as indexes of new opportunities for service. Following an introduction, the checklist is divided into nine parts: Part I--Preparing for the Opening of School, Part II--Developing the Curriculum, Part III, Improving and Evaluating Instruction, Part IV--Promoting Professional Development, Part V--Establishing and Maintaining Good Public Relations, Part VI--Reporting, Part VII--Department Meetings, Part VIII--Recruitment of Teachers, and Part IX--Budget Development. (HD)

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ED 134732

THE WORK OF THE BUSINESS AND DISTRIBUTIVE  
EDUCATION DEPARTMENT CHAIRMAN

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EDUCATION & WELFARE  
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## FOREWORD

In recent years, supervision of the various subject matter fields in the secondary schools has emerged as a major professional function. This stems from an increasing awareness on the part of secondary school administrators of the value of carefully planned staff supervision and leadership.

In most schools, the position of department chairman has been created as a means of implementing this concept. Upon the shoulders of these chairmen falls a many-faceted assignment involving a multitude of responsibilities. In an attempt to assist the department chairman to delineate his responsibilities, this publication has been devised as a manual of procedures and suggestions for business education department chairmen in secondary schools. The list is not meant to be exhaustive but to suggest what may be some of the principal aspects of a chairman's work.

Credit for bringing together the content of this handbook should be accorded Dr. Roswell E. Fairbank, State University of New York at Albany, the coordinator of the project and the designer of the final form of the publication; Mr. Jack Grossman, Grace H. Dodge Vocational High School; Mrs. Hannah Joseph, Syracuse City Schools; and Mr. Bernard A. Shilt, Buffalo City Schools, who also reviewed manuscripts; Mr. Louis R. Rosettie, Division of Occupational Education Supervision, New York State Education Department; and Mrs. Jeanette Schur, Syosset High School. The materials were edited by Mr. John J. Brophy and Mr. Elton T. Murphy, Bureau of Business and Distributive Education, New York State Education Department; and Miss Leda E. Simone, graduate student at State University of New York at Albany. Final copy was prepared for publication by Alvin E. Rubin, Associate in Vocational Curriculum.

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## INTRODUCTION

The person designated as chairman of any school department is confronted with a broad range of leadership responsibilities. Such an individual is a key person in helping his staff to grow and become increasingly effective in their teaching activities. The chairman for business and distributive education is no exception; he must be a leader.

The effective chairman must have deep educational, psychologic, and economic insight. His responsibilities may range from curriculum development and staff supervision on the one hand to matters of equipment selection and budgeting on the other. He must be as effective in dealing with the members of his staff as he is in interpreting the business and distributive education program to the local community. He must have a command of subject matter as well as of techniques for inspiring experimentation and innovation. He must be respected for his judgment and, when necessary, have the courage to say "no."

Increasingly numerous and urgent requests for guidelines have prompted the Bureau to prepare this publication listing the principal responsibilities of the chairman of a high school department of business and distributive education. An attempt was made to recommend criteria for small as well as large schools with realization that the scope of the activities will necessarily vary from school to school.

In order to facilitate a chairman's self-evaluation, the various facets of his work have been prepared as a checklist. The chairman may find it helpful to check those items that he already performs in the course of his duties and to let the unchecked items serve as indices of new opportunities for service.

The Bureau of Business and Distributive Education is anxious to receive from chairmen in the field their evaluation of this publication. Suggestions regarding responsibilities presented or that should be included in future revisions will be most welcome.

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and Distributive Education*

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PART I

Preparing for the Opening of School

The department chairman should utilize some of the summer recess in preparation for the opening of school.

Check List of Clerical Routines

Textbooks

- Inventorying
- Numbering
- Ordering
- Collecting books not handed in at the end of the June and August sessions
- Making textbook price list
- Distributing textbooks
- Distributing teacher texts and manuals

Supplies

- Distributing roll books and plan books
- Distributing attendance registers
- Distributing duplicating materials
- Distributing paper
- Distributing standard supplies
- Duplicating necessary forms
- Pruning files
- Distributing keys
- Assigning teachers to specific non-teaching duties
- Preparing publicity program

Preparing conference schedules

- Individual
- Department



\_\_\_\_\_ Committee

\_\_\_\_\_ Planning assembly programs

### Assignment of Teachers

\_\_\_\_\_ Considers class size, subject difficulties and possible discipline problems when assigning classes to first-year teachers.

\_\_\_\_\_ Endeavors to place teachers in subject matter field for which they are best prepared, honoring, where possible, the teachers' preferences.

\_\_\_\_\_ Assigns teachers a minimum number of daily preparations.

\_\_\_\_\_ In assigning classes, avoids preferential treatment of tenured personnel to the detriment of new teachers.

\_\_\_\_\_ Where possible, assigns first-year skill subjects to proven teachers.

\_\_\_\_\_ Endeavors to equalize work load of all teaching personnel.

\_\_\_\_\_ Where possible, alternate assignment of at least one class per teacher each year.

\_\_\_\_\_ Makes room assignments after considering the instructional advantages of each facility.

### Orientation of Teachers

Formulates an orientation program for the Business and Distributive Education Department which will:

\_\_\_\_\_ be sufficiently flexible to meet the varying needs of the beginning teacher as well as the experienced teacher

\_\_\_\_\_ provide an opportunity for a free exchange of ideas

\_\_\_\_\_ utilize procedures designed to engender a satisfactory adjustment of the new teacher to the teaching environment

\_\_\_\_\_ provide for a "buddy" teacher for each new teacher to assist him with department procedures in relation to the total school program

\_\_\_\_\_ provide for a review of district and school handbooks with new teachers

\_\_\_\_\_ arrange for special department meetings for the orientation of new teachers in conjunction with overall pre-school orientation

utilize part of regularly scheduled department meetings to discuss school routines, including:

- \_\_\_\_\_ awards program
- \_\_\_\_\_ bulletin boards
- \_\_\_\_\_ classroom lighting and ventilation
- \_\_\_\_\_ discipline
- \_\_\_\_\_ extra-curricular and co-curricular activities
- \_\_\_\_\_ field trips
- \_\_\_\_\_ grading policies and reports to parents
- \_\_\_\_\_ lesson plans
- \_\_\_\_\_ machine maintenance and repair policies
- \_\_\_\_\_ nature of student body
- \_\_\_\_\_ passes
- \_\_\_\_\_ requisitioning procedures
- \_\_\_\_\_ room security and housekeeping
- \_\_\_\_\_ teacher observation and follow-up
- \_\_\_\_\_ teacher absences
- \_\_\_\_\_ testing and grading systems
- \_\_\_\_\_ textbooks and supplies
- \_\_\_\_\_ use of audio-visual equipment
- \_\_\_\_\_ visits to other schools

## PART II

### Developing the Curriculum

The department chairman in working with his staff to plan instruction:

- \_\_\_\_\_ discusses the school's philosophy of education
- \_\_\_\_\_ develops a written philosophy of business education
- \_\_\_\_\_ formulates long-term objectives
- \_\_\_\_\_ surveys the total school curriculum to determine the needs for business and distributive education

substantiates the need for curriculum changes by:

- \_\_\_\_\_ presenting data from professional literature
- \_\_\_\_\_ making use of lay and professional consultants
- \_\_\_\_\_ using survey data
- \_\_\_\_\_ employs democratic procedures in determining course content
- \_\_\_\_\_ explores possible innovations considering philosophy, goals, and methods
- \_\_\_\_\_ establishes time schedules for curriculum projects
- \_\_\_\_\_ pools curriculum ideas and materials
- \_\_\_\_\_ plans pilot programs
- \_\_\_\_\_ obtains the latest syllabuses, guides, and manuals prepared by the Bureau of Secondary Curriculum Development and distributed by the Publications Unit of the New York State Department of Education
- \_\_\_\_\_ makes arrangements for duplication and distribution of pertinent publications and reports
- \_\_\_\_\_ interprets the program to the school, staff, and public
- \_\_\_\_\_ plans the program for continuous evaluation and revision
- \_\_\_\_\_ assists in the development of local policy regarding which students will be enrolled in courses, their ages, ability levels, course prerequisites, and anticipated outcomes

develops written curriculum guides which include:

- \_\_\_\_\_ subject matter content by topics or units

- \_\_\_\_\_ approximate time allocation for each unit
- \_\_\_\_\_ teaching techniques used to present each topic
- \_\_\_\_\_ teaching aids
- \_\_\_\_\_ performance standards expected from the students

evaluates textbooks and supplementary materials after the course of study has been determined. Answers are sought to the following questions:

- \_\_\_\_\_ Which textbook and/or supplementary text material will best assist teacher and students in attaining course objectives?
- \_\_\_\_\_ Are the topics presented accurately, completely, and in logical sequence?
- \_\_\_\_\_ Is the content current?
- \_\_\_\_\_ Is the reading level appropriate?
- \_\_\_\_\_ Are suggested learning activities appropriate?
- \_\_\_\_\_ Are helpful teaching materials provided by the publisher?
- \_\_\_\_\_ Is the format, print, and overall makeup satisfactory?

## PART III

### Improving and Evaluating Instruction

Classroom visitations are of vital importance in improving instruction. Following is a list of evaluative criteria which might be considered:

#### General

- Discipline and general classroom learning atmosphere
- Student participation
- Student-teacher rapport
- Motivational techniques
- Voice, physical appearance, and mannerisms of teacher
- Teacher's command of subject matter

#### Physical Condition of the Room

- Ventilation and lighting
- Cleanliness and orderliness
- Condition of student and teacher desks
- General housekeeping details

#### Seating of Students

- Seating charts
- Provision for students with physical defects

#### Chalkboard Routines

- Boards cleaned at the beginning of the period
- Lesson references are on the board at the beginning of the period
- Material distributed on a number of index cards so that it can be divided among several students for placement on the boards
- Unfinished business of the previous class is disposed of while the boards are being prepared
- Important announcements are read and also written on the board
- Solutions at the board are identified by student name
- Boards are cleaned by a student assistant

## Starting the Period

- \_\_\_\_\_ Teacher is in the room at the beginning of the period
- \_\_\_\_\_ Punctual attendance is enforced
- \_\_\_\_\_ Class begins promptly with the ringing of the bell
- \_\_\_\_\_ Student writes the homework assignment on the board for the remainder of the class to copy
- \_\_\_\_\_ Students record the assignment as soon as they enter the classroom
- \_\_\_\_\_ Student writes the "warm-up" exercise on the board, with the class solving the problems indicated
- \_\_\_\_\_ Teacher observes student work and guides individual students

## Handling Assignments

- \_\_\_\_\_ Each assignment is numbered for convenience in checking and crediting
- \_\_\_\_\_ Assignment for the next day is always written on the same board
- \_\_\_\_\_ Work and materials are distributed and collected quickly

## Attention to Written Work

- \_\_\_\_\_ All written work bears the regular school heading
- \_\_\_\_\_ Sorting, recording, and filing of the students' work is facilitated by an identification number for each student, a number that appears on all work submitted
- \_\_\_\_\_ Written work is collected systematically by rows upon signal and collated in a predetermined sequence

## The Lesson Proper

- \_\_\_\_\_ The teacher is assisted in classroom routines by students
- \_\_\_\_\_ Maximum use is made of the chalkboard
- \_\_\_\_\_ Transition from one phase of the lesson to another is effected smoothly

## End-of-Lesson Routines

- \_\_\_\_\_ Lesson summary is made
- \_\_\_\_\_ Work is continued until the bell rings, but not after the bell

## Undesirable Teaching Practices

- \_\_\_\_\_ Minimal opportunity for pupil participation
- \_\_\_\_\_ Exercises assigned as "busy work"
- \_\_\_\_\_ Excessive class time devoted to grading papers
- \_\_\_\_\_ Overdependence on textbooks
- \_\_\_\_\_ Insufficient use of teaching aids
- \_\_\_\_\_ Misuse or lack of use of audio-visual aids
- \_\_\_\_\_ Improper utilization of the chalkboard
- \_\_\_\_\_ Insufficient planning
- \_\_\_\_\_ Inadequate concern for individual differences of students
- \_\_\_\_\_ Poor questioning technique
- \_\_\_\_\_ Overuse of teacher's personal experiences

## Evaluative Routines

- \_\_\_\_\_ Tests are proofread in advance
- \_\_\_\_\_ Instructions for tests are clear and definite
- \_\_\_\_\_ Work stops on signal and papers are collected systematically
- \_\_\_\_\_ Facility of marking is attained through objective scoring techniques
- \_\_\_\_\_ Graded papers are arranged for expeditious return to the class
- \_\_\_\_\_ Remedial work is expedited through diagnostic testing

## The Follow-up Conference

- \_\_\_\_\_ Is scheduled as soon as possible after the observation
- \_\_\_\_\_ Provides an opportunity for sharing information, pointing out strengths and weaknesses, planning for improvement and becoming better acquainted
- \_\_\_\_\_ Gives the teacher an opportunity to explain his methods or procedures
- \_\_\_\_\_ Creates a climate for teachers to question, to improve, and to innovate teaching methods and special projects

PART IV

Promoting Professional Development

The department chairman strives to help his staff develop professionally  
by:

- \_\_\_\_\_ recommending promotion of teachers on merit basis
- \_\_\_\_\_ offering sympathetic counsel and assistance to teachers with personal problems
- \_\_\_\_\_ striving to create good working conditions
- \_\_\_\_\_ explaining grievance procedures

encouraging the use of the department's professional library:

- \_\_\_\_\_ college textbooks
- \_\_\_\_\_ high school textbooks
- \_\_\_\_\_ professional reference books
- \_\_\_\_\_ business and distributive education periodicals
- \_\_\_\_\_ education department publications
- \_\_\_\_\_ encouraging the reading of other professional publications
- \_\_\_\_\_ circulating articles of current interest
- \_\_\_\_\_ promoting membership in professional organizations
- \_\_\_\_\_ providing opportunities in departmental meetings for reporting on topics discussed at professional meetings
- \_\_\_\_\_ encouraging teacher participation in faculty committee work
- \_\_\_\_\_ encouraging teachers to contribute articles to professional journals
- \_\_\_\_\_ encouraging attendance at in-service courses

encouraging participation in:

- \_\_\_\_\_ extension courses
- \_\_\_\_\_ correspondence courses
- \_\_\_\_\_ summer school courses
- \_\_\_\_\_ informal study groups
- \_\_\_\_\_ institutes and lectures held by individual schools and faculties



providing for demonstration teaching

\_\_\_\_\_ arranges to have superior teachers give demonstration lessons

\_\_\_\_\_ follows up the demonstration with a conference for evaluative purposes

maintaining a bulletin board for departmental use

\_\_\_\_\_ separates administrative and supervisory announcements

\_\_\_\_\_ keeps bulletin board current

\_\_\_\_\_ posts only brief notices or clippings

\_\_\_\_\_ uses concrete illustrations

\_\_\_\_\_ publicizes the names of teachers using specific devices

## PART V

### Establishing and Maintaining Good Public Relations

The department chairman utilizes every available avenue for establishing and maintaining good public relations. Following are some suggestions for accomplishing this:

#### Contacts With Businessmen

- \_\_\_\_\_ Institutes a "Business-Industry-Education Day"
- \_\_\_\_\_ Maintains informal contacts with business
- \_\_\_\_\_ Holds a summer position in business
- \_\_\_\_\_ Conducts a cooperative work-experience program
- \_\_\_\_\_ Uses business-sponsored instructional aids
- \_\_\_\_\_ Attends business-sponsored workshops and conferences for teachers
- \_\_\_\_\_ Encourages the development of an adult business education program
- \_\_\_\_\_ Attends and participates in Administrative Management Society Meetings
- \_\_\_\_\_ Encourages participation on advisory committees
- \_\_\_\_\_ Joins business and service organizations

#### Contacts With Parents

- \_\_\_\_\_ Reports on students' work
- \_\_\_\_\_ Holds a department open house
- \_\_\_\_\_ Publicizes the business education program
- \_\_\_\_\_ Encourages parental visitations
- \_\_\_\_\_ Participates in parent-teacher association activities

#### Participation in Professional Groups

- \_\_\_\_\_ National, state, and local business and general education association activities
- \_\_\_\_\_ Business education cadet teaching programs
- \_\_\_\_\_ Research studies
- \_\_\_\_\_ Conferences and workshops

## Public Relations Through School-Sponsored Activities

- FBLA, FSA, DECA, and other youth organizations
- Honorary, service, and special-interest clubs in which business students participate
- Business and distributive education classroom bulletin boards
- Assembly demonstrations by expert typists, machine operators, etc.
- Field trips to offices, stores, and plants in the community
- Parent-Visitation Day (or Night)
- Education-Industry-Business Day
- Career Day (or Week)
- Observance of American Education Week

## Contacts With Students

- Maintains an effective instructional program
- Provides guidance in planning programs and choosing careers
- Establishes a program for recognition of outstanding student achievement

## Contacts With Board of Education

- Represents the department at board meetings at the request of the chief school administrator
- Provides progress reports of the department

## Contacts With the School Office, Maintenance, and Service Staffs

- Uses selected school offices as learning stations for business education students
- Provides information about business and distributive education courses, curricula, and students to the office staff
- Issues invitations to visit the business education department during special events

## Inter-departmental Relations

- Serves on inter-departmental committees
- Exchanges professional literature

- \_\_\_\_\_ Exchanges instructional materials and ideas
- \_\_\_\_\_ Arranges for senior business students to act as secretaries for department chairmen
- \_\_\_\_\_ Assists in planning assembly programs
- \_\_\_\_\_ Encourages team teaching
- \_\_\_\_\_ Encourages inter-departmental workshops
- \_\_\_\_\_ Promotes new programs

PART VI

Reporting

The department chairman prepares regular reports for the board of education, advisory committees, guidance counselors, and others.

Board of Education

Prepares progress reports of

\_\_\_\_\_ teachers

\_\_\_\_\_ pupils

\_\_\_\_\_ graduates

Prepares evaluative reports pertaining to

\_\_\_\_\_ subject matter

\_\_\_\_\_ teachers

\_\_\_\_\_ facilities

\_\_\_\_\_ programs

Prepares follow-up studies of

\_\_\_\_\_ graduates in office occupations

\_\_\_\_\_ graduates in distribution

Principal

Prepares reports summarizing department activities

\_\_\_\_\_ conferences

\_\_\_\_\_ department meetings

\_\_\_\_\_ classroom observations

Prepares annual reports on the accomplishments and professional activities of the members of the business education staff

Prepares annual departmental reports pertaining to

\_\_\_\_\_ textbooks

\_\_\_\_\_ teachers' schedules

\_\_\_\_\_ class load

- \_\_\_\_\_ training
- \_\_\_\_\_ experience
- \_\_\_\_\_ size of room
- \_\_\_\_\_ equipment
- \_\_\_\_\_ Regents results

#### Guidance Counselors

Prepares reports on

- \_\_\_\_\_ students' capabilities in certain areas
- \_\_\_\_\_ student progress
- \_\_\_\_\_ new curriculum developments
- \_\_\_\_\_ policy of the department
- \_\_\_\_\_ follow-up studies of business graduates

#### Advisory Committee of Teachers

Prepares reports on

- \_\_\_\_\_ salary schedules
- \_\_\_\_\_ sick leave
- \_\_\_\_\_ qualifications and selection of teachers
- \_\_\_\_\_ in-service education
- \_\_\_\_\_ teaching schedules
- \_\_\_\_\_ required courses
- \_\_\_\_\_ refresher courses
- \_\_\_\_\_ enrichment
- \_\_\_\_\_ acceleration
- \_\_\_\_\_ visual materials
- \_\_\_\_\_ promotion policies
- \_\_\_\_\_ public relations

## PART VII

### Department Meetings

The department chairman takes definite steps to insure the effectiveness of staff meetings. The meetings:

\_\_\_\_\_ are regularly scheduled with written advance notice

\_\_\_\_\_ adhere to prescribed time schedule

\_\_\_\_\_ are conducted in a predetermined location

\_\_\_\_\_ follow written agenda

\_\_\_\_\_ include materials which have been prepared in advance

include discussion topics, such as:

\_\_\_\_\_ correlation of subject matter

\_\_\_\_\_ building plans

\_\_\_\_\_ bulletin boards and other audio-visual aids

\_\_\_\_\_ clubs and awards program

\_\_\_\_\_ consideration of teacher recommendations and suggestions

\_\_\_\_\_ course changes

\_\_\_\_\_ current literature

\_\_\_\_\_ discipline

\_\_\_\_\_ field trips

\_\_\_\_\_ grading and tests

\_\_\_\_\_ grouping

\_\_\_\_\_ in-service training

\_\_\_\_\_ interdepartmental and public relations projects

\_\_\_\_\_ lesson plans

\_\_\_\_\_ maintenance of machines and housekeeping

\_\_\_\_\_ membership in professional organizations

\_\_\_\_\_ reports

\_\_\_\_\_ requisitions and budget

- \_\_\_\_\_ teacher observations and complaints
- \_\_\_\_\_ teacher recruitment and substitutes
- \_\_\_\_\_ team teaching and other methods of instruction
- \_\_\_\_\_ textbooks and other instructional materials



## PART VIII

### Recruitment of Teachers

The department chairman assists the school administrators in the recruitment of teachers by:

- \_\_\_\_\_ urging teachers to stimulate student interest in teaching as a career
- \_\_\_\_\_ encouraging teachers to work toward proper certification
- \_\_\_\_\_ informing members of parent-teacher associations of career opportunities in teaching
- \_\_\_\_\_ suggesting the employment of retired teachers as substitute teachers
- \_\_\_\_\_ notifying college placement bureaus of vacancies
- \_\_\_\_\_ acquainting teacher-preparatory institutions with certification requirements
- \_\_\_\_\_ maintaining a file of prospective teachers
- \_\_\_\_\_ contributing to the school's teacher recruitment brochure
- \_\_\_\_\_ interviewing applicants for teaching positions, when requested

PART IX

Budget Development

The department chairman works with his teachers in planning budgetary requests by:

- \_\_\_\_\_ determining cost of supplies and equipment needed to accomplish the objectives of the business and distributive education program
- \_\_\_\_\_ substantiating needs with supporting data in budget requests
- \_\_\_\_\_ evaluating individual teacher requests in light of total program considering program expansion or new facilities:
  - \_\_\_\_\_ enlisting the cooperation of his teachers
  - \_\_\_\_\_ consulting available literature on facilities planning
  - \_\_\_\_\_ visiting other schools
  - \_\_\_\_\_ consulting with appropriate bureau of State Education Department
  - \_\_\_\_\_ conferring with architects when requested
  - \_\_\_\_\_ establishing a policy of repair and placement of equipment
  - \_\_\_\_\_ reviewing final budget with his staff and explaining reasons for changes from original requests

## Reference Materials

The department chairman maintains a file of special manuals and handbooks prepared by the Bureau of Business and Distributive Education, New York State Education Department, which may be of value to him when working with local school administrators on curricular and supervisory matters.

\_\_\_\_\_ An Administrative Handbook for Business and Distributive Education

\_\_\_\_\_ A Pictorial Guide to Aid in Planning Business and Distributive Education Classrooms and Facilities

\_\_\_\_\_ Cooperative Work-Experience Programs in Offices, Stores and other Distributive Outlets

\_\_\_\_\_ Cooperative Work-Experience Manual for Business and Distributive Education

\_\_\_\_\_ Distributive Education Laboratory Manual

\_\_\_\_\_ The School Administrator Looks at.....  
Cooperative Business and Distributive Education  
Work-Experience Programs

\_\_\_\_\_ The School Administrator Looks at.....  
Nonvocational, General and Personal-Use Values of  
Business Education

\_\_\_\_\_ The School Administrator Looks at.....  
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