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ABSTRACT

This fourth in a series of eleven learning modules on program planning, development, and evaluation is designed to give secondary and postsecondary vocational teachers information and skills needed to ensure a properly organized occupational advisory committee. The terminal objective for the module is to organize an occupational advisory committee in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading (covering the rationale and benefits, types, functions, and statements of purpose and organizational procedures of an advisory committee, and news releases), self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas.) (SH)

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ED149154

MODULE
A-4

Organize an Occupational Advisory Committee

MODULE A-4 OF CATEGORY A—PROGRAM PLANNING,
DEVELOPMENT, AND EVALUATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application, each culminates with criterion-referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents, **Student Guide to Using Performance-Based Teacher Education Materials**, **Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education**.

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules, over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director, Robert E. Norton, As-

sociate Program Director, Glen E. Fardig, Specialist, Lois Harrington, Program Assistant, and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant, Joan Jones, Technical Assistant, and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971-1972. Curtis R. Finch provided leadership for the program from 1972-1974.

Appreciation is also extended to all those outside The Center (consultants, field, site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College, Colorado State University, Ferris State College, Michigan, Florida State University, Holland College, R.E.I., Canada, Oklahoma State University, Rutgers University, State University College at Buffalo, Temple University, University of Arizona, University of Michigan-Flint, University of Minnesota-Twin Cities, University of Nebraska-Lincoln, University of Northern Colorado, University of Pittsburgh, University of Tennessee, University of Vermont, and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
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THE CENTER FOR VOCATIONAL EDUCATION

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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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Engineering Center
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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

During the early days of education in the United States, local school systems were small. Nearly all members of a community were involved in the operation of their schools, and education was the concern of everyone.

Today, modern school systems provide vastly increased and extended educational offerings when compared to the past. Educational systems have increased offerings to serve the needs of a wide variety of different groups. Education is still the concern of everyone, but only a limited number of people are now able to become directly involved with the operation of their schools. Communication gaps often develop between parents, employers, employees, and the educators.

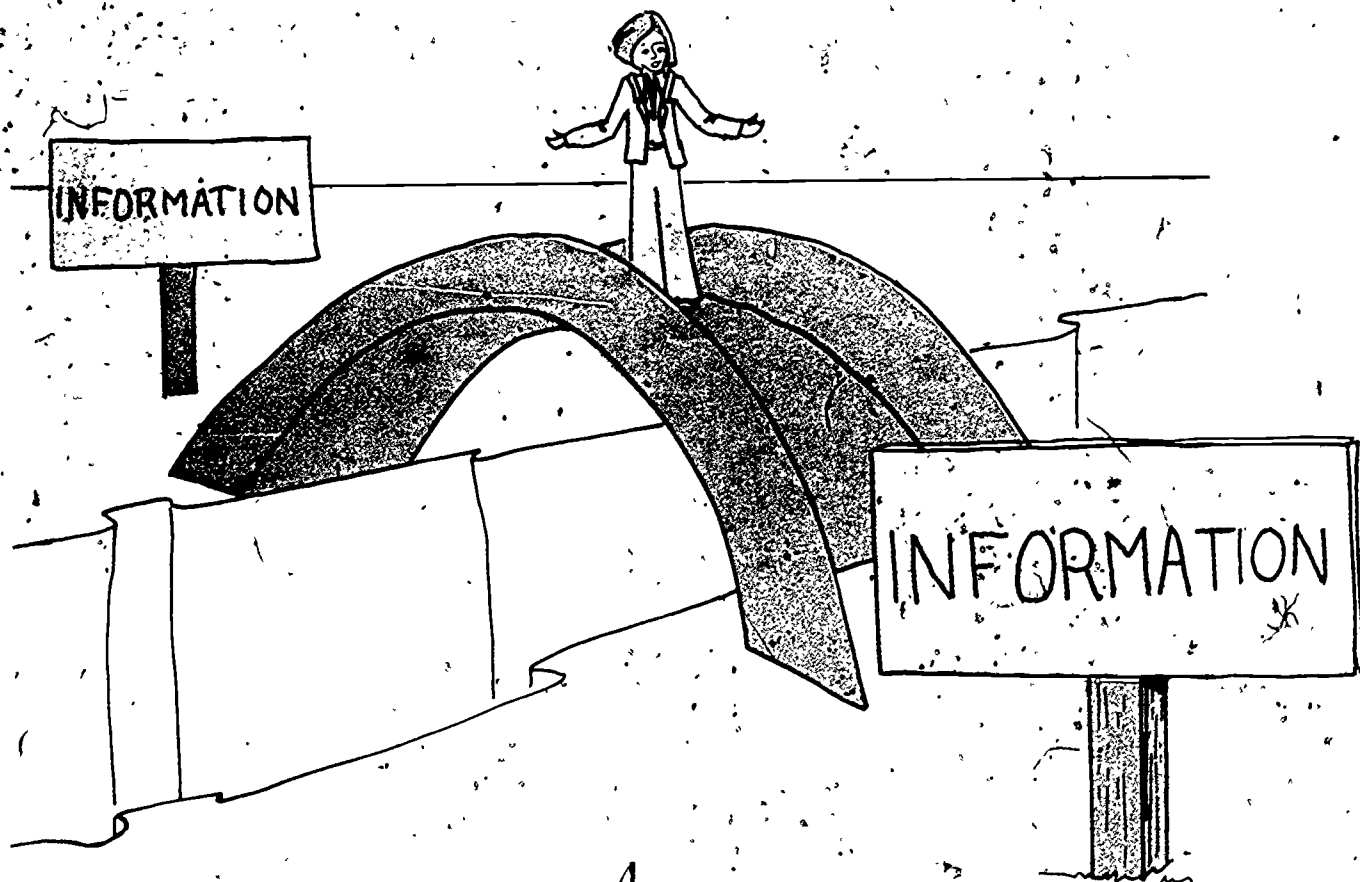
An advisory committee provides the vocational teacher with one of the best means available for preventing the development of information gaps and, where gaps have already developed, an excellent method of reducing and/or eliminating them. This is true whether the teacher is working at the secondary or post-secondary level.

An advisory committee involves citizens in the operation of their school, an involvement which can result in meaningful two-way communication

between educators and concerned parents, employers, and workers. The students, the teacher, the school, and the community all stand to benefit from the activities of properly organized and operated advisory committees. The importance and value of an advisory committee is perhaps best reflected in statements such as, "I don't know how I ever got along without one," and, "I didn't know they could be so helpful," that are often made by teachers after their first experience with such a committee.

This module focuses upon the type of advisory committee most closely associated with the vocational teacher and the problems and concerns at the classroom level. These advisory groups are usually referred to as occupational, craft, or trade committees or councils. The term **occupational advisory committee** is used in this module.

As a vocational teacher, you may need to assess the procedures followed in organizing an **existing** committee, and then to reorganize the committee, if necessary. Or, you may need to form a committee where none presently exists. In either case, this module is designed to give you the information and skills you will need to ensure a properly organized occupational advisory committee



ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, organize an occupational advisory committee. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31-32 (Learning Experience III).

Enabling Objectives:

- 1 After completing the required reading, demonstrate knowledge of the procedures for organizing an occupational advisory committee (Learning Experience I).
- 2 Given several case studies involving typical vocational program settings, assess each situation and indicate the steps which should be taken in organizing or reorganizing an occupational advisory committee (Learning Experience II)

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Burt, Samuel M. *Industry and Vocational-Technical Education*. New York, NY: McGraw-Hill Book Company, 1967. (out of print)

Reference: American Vocational Association. *The Advisory Committee and Vocational Education*. Washington, DC: AVA, 1969.

Reference: Riendeau, Albert J. *Advisory Committees for Occupational Education: A Guide to Organization and Operation*. New York, NY: McGraw-Hill Book Company, 1977.

A vocational teacher, administrator, and/or advisory committee member knowledgeable about procedures followed in organizing an occupational advisory committee with whom you can consult

Learning Experience II

Required

Peers to work with you in discussing and assessing case studies (required only if you select this alternate activity)

Learning Experience III

Required

An actual school situation in which you can organize an occupational advisory committee

A resource person to review your plans for, and to assess your competency in, organizing an occupational advisory committee.

This module covers performance element numbers 20-24 from Calvin J. Cotrell et al., *Model Curricula for Vocational and Technical Teacher Education Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW



Enabling
Objective

After completing the required reading, demonstrate knowledge of the procedures for organizing an occupational advisory committee.



Activity

You will be reading the information sheet, *Organizing an Occupational Advisory Committee*, pp. 6-18.



Optional
Activity

You may wish to read the supplementary references, Burt, *Industry and Vocational-Technical Education*, pp. 35-51; *The Advisory Committee and Vocational Education*, pp. 5-46; and/or Riendeau, *Advisory Committees for Occupational Education: A Guide to Organization and Operation*.



Optional
Activity

You may wish to interview a vocational teacher, administrator, and/or advisory committee member to determine procedures followed in organizing an occupational advisory committee.



Activity

You will be demonstrating knowledge of the procedures for organizing an advisory committee by completing the Self-Check, pp. 19-20.



Feedback

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 21-22.

For information on the various types of advisory committees, and on the rationale for, benefits and functions of, and steps in organizing, an occupational advisory committee, read the following information sheet:

ORGANIZING AN OCCUPATIONAL ADVISORY COMMITTEE

Rationale and Benefits

An occupational advisory committee provides the public with an added assurance that community interests are being protected. The committee serves as an organized base for two-way communication between the teacher and representatives from the community. This continuing forum allows the teacher and advisory committee members to discuss their mutual interests and concerns regarding the instructional program.

The community will be better able to ensure that the students in their secondary and post-secondary schools will be equal to the challenges and opportunities facing tomorrow's adults. A school board or board of trustees, with its limited personnel, does not have the time to conduct continuous and in-depth studies of all aspects of the school system or institution.

An occupational advisory committee can assist the board by providing information regarding the specific instructional program. The committee can help ensure that the limited community and school resources will be used in the most effective and efficient manner possible. It can help ensure that current industrial practices and procedures are being taught rather than outdated ones.

Major efforts of a properly organized and operated occupational advisory committee generally are and should be focused upon benefiting the students. It should be evident, however, that the teacher, school, community, businesses, industries, agencies, and the advisory committee members themselves will also receive benefits from strengthening the instructional program.

The **students** will benefit from having adequate educational options available to them. Their

courses of study will be more relevant and enriched due to inputs from the occupational advisory committee. Services to students can be expanded as the committee assists with the

community-based phase of the instructional program. And, students can receive recognition from the advisory committee for outstanding learning performance.

The **teacher** will benefit from advice regarding new technology and its impact on the occupation in the field. Committee members often are able to provide assistance in obtaining new equipment and instructional supplies. They can also serve as resource persons (subject matter experts), assist with field trips, help keep the public informed, and assist the teacher in numerous other ways.

Benefits to the **school and community** result from the two-way communication between educators and citizens. The committee serves as an important forum for discussing school-community

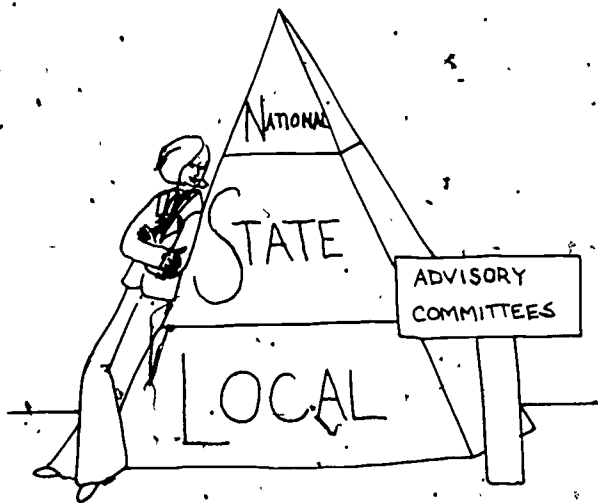


concerns. Because of committee activities, the community is more likely to recognize that the school is attempting to fulfill the educational needs of the community.

Businesses, industries, and agencies in the community are potential employers of the graduates of the instructional program. These groups benefit by being involved in the development of relevant curricula. Through their participation, they can ensure that course standards are realistic and in line with current industrial practice.

Types of Committees/Councils

Occupational advisory committees are only one of several types of advisory committees/councils that may be found at the local school level. In addition, under the new legislation (Education Amendments of 1976), vocational education advisory councils are required at the local, state, and national levels.



Local Level

One or more of the following types of advisory committees/councils will usually be operating at the local level.

Occupational (craft, trade) committees.—These committees advise the teacher at the classroom level on instructional matters for a specific occupation, craft, or trade (e.g., agricultural mechanics, child care, or electronics).

School districts may elect to establish the occupational advisory committee as a working subcommittee of a larger departmental (or program) advisory committee. If so, the occupational advisory subcommittee functions at the discretion of the larger committee, under the rules and procedures of the larger committee. (It is recommended that any departmental committee be organized fol-

The benefits to the **advisory committee members** should not be overlooked. The leadership abilities of individual members may be developed through committee participation. Members provide a service to the youth and adults of the community through involvement in the operation of their schools. And, members can and should receive recognition from their fellow citizens for service provided to the community.

lowing the general suggestions outlined in this module.)

Departmental (program) committees.—These committees advise the department chairperson regarding the coordination of the occupational offerings in a large department. They may serve more than one school in the system. In small school districts, they may serve the same functions as an occupational committee (e.g., agriculture, health, or distributive education).

Vocational education councils.—Required by the new federal legislation, these councils are formed to advise the vocational director, the school principal, and/or superintendent on matters pertaining to the total vocational education program of the school system.

Ad hoc committees.—These committees are organized to accomplish a specific purpose and are dissolved when the objective has been accomplished. Ad hoc committees may be sponsored by a school system, or they may be organized by citizens and have no official relationship with the school system.

State Level

Vocational education advisory councils also operate at the state and national levels. Two councils (one at each level) are mandated by federal legislation, while other councils may be organized at the discretion of the states and/or professional education organizations. One or more of the following committees/councils will be found at the state level:

Program committees.—These committees usually represent a related cluster of occupations. They advise the state department of education supervisory staff regarding the program on a statewide basis.

State vocational education advisory councils.—Federal vocational education legislation

mandates that each state have one of these councils. Membership is specified by law to represent various sectors of society, and members are appointed by the governor of the state. This council advises the state board of vocational education and the state director of vocational education on policy matters concerning statewide programs.

National Level

Committees that may be found operating at the national level include—

Program committees.—These committees are usually organized by a professional vocational education organization such as the American Vo-

ational Association. They are concerned with the maintenance and extension of programs on a national basis, and advise the profession through the professional organization.

National advisory council for vocational education.—This council is mandated by federal vocational education legislation, and is linked to the state advisory councils for vocational education. Membership is specified by law to represent specific segments of society, and members are appointed by the President of the United States. The national council advises the President, Congress, and the U.S. Office of Education regarding vocational education on a nationwide basis.

Functions

To enable an occupational advisory committee to function properly, the relationship of the committee to the board of education or the board of trustees must be clearly defined. Any board of education or board of trustees may identify a group of citizens from which it will solicit information and assistance. When this group of citizens is identified as an occupational advisory committee, and is authorized and appointed by the board, it becomes a legal committee.

However, the committee's role is purely advisory—not administrative or policy making. The committee's function is to advise and assist the board of education or board of trustees on matters pertaining to the instructional program, not to direct the program. It must always be remembered



that the board is the only legal and lawful agent responsible for policy decisions and administration of the school system or post-secondary institution.

The occupational advisory committee is usually a continuing committee, organized in such a manner that it will continue to operate when there is a

change of teachers. Thus, the committee is truly a committee of the school system or institution and community rather than a "teacher's" committee.

Numerous studies of advisory committees have been conducted. As a result, it has been possible to identify the functions and activities of effective occupational advisory committees. The following are examples of the functions and activities most often reported by effective occupational advisory committees.

Verify the need for instruction in the occupation (trade, craft) by—

- conducting community surveys
- making labor market studies
- identifying current and emerging career opportunities in the occupation
- assessing the employment status of graduates of the occupational program

Verify the content of the course(s) of study by—

- reviewing the knowledge, skills, and attitudes being taught in terms of the needs of potential employers
- examining the length of the course, the sequence in which the content is presented, and the time distribution within the course
- advising about the types of "live-work" or production jobs that have sufficient educational value
- recommending acceptable standards of workmanship

Provide the teacher with technical assistance by—

- interpreting new developments in the occupation
- providing opportunities to upgrade the teacher's technical skills and knowledge through summer employment
- serving as, or arranging for, a guest instructor(s)

- arranging for inservice teacher training clinics and/or workshops.

Provide service to the teacher and students by—

- securing funding from outside the school system or institution to assist the teacher in attending professional and industrial meetings on the regional and/or national levels
- obtaining subscriptions to industrial magazines, and membership in industrial organizations
- reviewing program budget requests
- arranging meetings between the teacher and representatives of business and industry to develop cooperative relationships
- assisting with the placement of students for work experiences
- helping students obtain part-time employment during the school year, and/or summer employment
- helping students obtain employment upon graduation
- providing prizes and awards for outstanding students
- obtaining instructional supplies and equipment
- identifying current standards for new equipment
- securing charts, models, and other exhibits
- arranging for in-plant visits and other field trips

Provide service to the school and community by—

- assisting with long-range planning
- establishing and/or maintaining a current library of visual aids, magazines, and books concerning the occupation
- serving as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation
- providing news releases to industrial magazines or newsletters
- providing news releases for the public media
- attending meetings to support vocational education
- participating in radio and television shows
- encouraging secondary students and their parents to consider the occupational education program by visiting "feeder" schools
- assisting with the screening of students applying for admission into the occupational program
- providing guidance literature to the teacher, counselors, and students
- assisting with the development of adult evening courses, apprenticeship programs, and on-the-job related instruction
- advising on programs to meet the needs of special students, both secondary students and adults
- evaluating the instructional program

Steps in Organizing

Effective occupational advisory committees are a result of carefully planned and implemented organizational procedures. A series of basic steps for organizing an advisory committee has been identified through research. By following these steps, the teacher is most likely to ensure that an effective occupational advisory committee will be established. Although modifications of these steps may

be necessary in a given community, the basic procedures are as follows.

Assess the Present Situation

A teacher must identify the chain of command in the school system or institution. Don't make the mistake of bypassing a person in the administrative hierarchy. Also, the procedures to follow when submitting a request to the board of education need to be determined and adhered to.

Talk with school administrators, teachers, and members of the community to discover the history and status of advisory committees in the school system or institution. First, determine the attitudes of administrators and board members toward advisory committees. If it appears that a favorable attitude exists, there should be little difficulty in organizing an occupational advisory committee.

If a negative attitude is identified, move forward slowly. Do not immediately ask permission to organize an advisory committee; the answer may be a firm "no." It may be appropriate to start with an



informal consulting committee—a group of citizens who meet with the teacher to assess the instructional program and provide assistance in keeping it up to date.

If an occupational advisory committee already exists, find out how it was organized and what it has accomplished. By so doing, you may identify deficiencies in the procedures followed when the committee was originally organized. These deficiencies may need to be corrected to strengthen the committee.

If it appears that no occupational advisory committee exists, check with members of the community, teachers, and school officials. Determine if a committee has ever been in existence. Sometimes advisory committees that were not organized properly just fade away. If it is determined that an inactive advisory committee does exist, steps may be taken to revive the committee, or it may be dissolved and a new committee organized.

Determine what other educational advisory committees exist in the school, community, and state. These committees may be able to provide assistance with the organization of the new committee, or the reorganization of a dormant committee.

Prepare to Organize the Committee

Be sure to inform the administrator (e.g., principal, director of occupational education, department chairperson) that consideration is being given to the possibility of organizing an occupational advisory committee. Don't let the administrator be the last person to know what is happening; it could be very embarrassing and detrimental to your efforts.

Then, prepare a written statement of the rationale for having the occupational advisory committee in the school system or institution, and written statements describing the purposes of the proposed occupational advisory committee and the procedures to be followed in organizing the committee. The statement of purposes may be written in the form of a charter, and can be designed to serve as a proposed resolution whereby the board of education or board of trustees will authorize the establishment of the occupational advisory committee.

At this point, the teacher and administrators must decide whether it would be best to involve a small group of citizens and school officials. The purpose of involving this type of group should be to discuss the ways in which an occupational advisory committee might help improve the vocational program and relationships between the school and community. A strategy to be considered in forming an occupational advisory committee should be discussed. Hopefully, the meeting will result in the formation of a small group of people who will be given the task of developing a statement of purposes and a statement describing the procedures to be used in organizing the advisory committee.

Obtain Permission to Organize

The board of education or board of trustees is the administrative unit which should authorize the organization of an advisory committee. Before they take an action such as this, the members will want to know why an occupational advisory committee should be established, the framework in which the committee will operate, and how the committee will be organized. The statement of the rationale for having an advisory committee and the statement of procedures for organizing the committee should have been prepared in order to answer these questions.

The teacher should submit a written request to the board asking for authorization to organize the occupational advisory committee. The request should be submitted through official administrative channels and be accompanied by the statements of rationale, purposes, and organizational procedures. The teacher should indicate a willingness to appear before them to explain the request, if invited.

Usually, upon the recommendation of the administration, the board of education or board of trustees will approve a resolution which establishes the occupational advisory committee and the procedures for organizing the committee. Often, the resolution takes its form from the statement of purposes and becomes the charter under which the occupational advisory committee will operate.

Statement of Purposes (Charter)

The statement of purposes, or charter, establishes the legal framework within which an occupational advisory committee is authorized to work. This general statement should be relatively short. The details can be clarified in a statement of organizational procedures.

A well-prepared statement of purposes presented in a professional manner will often have a strong positive influence on the attitude of the school administrator and the members of the board of education or board of trustees. A favorable attitude toward the presentation may enhance the chances for having the statement of purposes approved and, thus, for obtaining permission to establish an occupational advisory committee.

A board of education or board of trustees will often appreciate having the statement of purposes written in such a manner that it could be used as a



resolution. The statement should address itself to the anticipated concerns of the board. It should know what action it is being asked to take, and how this action may affect the board and the school district or institution.

The action being requested is to have the board officially authorize the establishment of a continuing occupational advisory committee. The board will want to know the proposed name of the advisory committee.

The board of education or board of trustees will want assurances that the advisory committee will not trespass upon its domain. The board will need to have an idea of what the advisory committee may do, and how these functions may aid the board, the school, and the community.

Once convinced of the merits of having an occupational advisory committee, the board will usually be willing to pledge its support. However, most boards also wish to reserve their right to terminate the advisory committee at any time.

The statement of purposes should answer, in broad terms, the questions and concerns of the board of education or board of trustees. Typically, an adequate statement of purpose will be approximately one page in length. An example of a statement of purposes (charter) for an occupational advisory committee in a secondary school system is shown in Sample 1.

SAMPLE 1

STATEMENT OF PURPOSES (CHARTER)

The Board of Education of _____ on this _____ th day of _____ 19____ authorizes the establishment of a continuing committee to be known as "The _____ Occupational Advisory Committee." The committee is to be organized and operated under procedures approved by this Board.

The Board of Education reserves the right to dissolve the _____ occupational advisory committee at any time and for any reason.

The _____ occupational advisory committee is not to be regarded as a substitute for any other form of citizen participation in school affairs. It is intended to stimulate and supplement other types of citizen participation.

The purpose of the _____ occupational advisory committee is to serve as an extension of the Board of Education by providing advice and assistance to the Board and _____ teacher.

The _____ occupational advisory committee is expected to contribute to the improvement of _____ education provided by the school system by such functions as—

- verifying the need for instruction in the occupation
- verifying the content of the course of study
- providing the teacher with technical assistance
- providing service to the teacher and students
- providing service to the school and community

By authorizing the establishment of the _____ occupational advisory committee, The Board of Education pledges complete cooperation in the committee's work. The _____ occupational advisory committee will be expected to operate within the guidelines set forth.

Statement of Organizational Procedures

Each step in the suggested procedures for organizing an occupational advisory committee is designed to prevent misunderstanding between the parties involved (e.g., school board members and school administrators, the teacher and school administrators, the advisory committee members and the teacher). The board and the school administrators will usually want to know what procedures will be followed in organizing the advisory committee, and under what rules the advisory committee will operate. The statement of organizational procedures can be thought of as a part of a "constitution," or set of rules, governing the organization and operation of the advisory committee.

The clearly written statement describing the rules under which the advisory committee shall be organized will serve as a base of reference for years to come. The occupational advisory committee should be a continuing committee, functioning as long as the instructional program remains in operation. As school personnel change, and as

advisory committee members change, this statement will ensure continuity in the operation of the advisory committee.

The statement of organizational procedures should reflect the anticipated concerns of the board of education or board of trustees and the school administrators. Most likely, the first concern will focus upon the question of membership on the proposed advisory committee. The statement should clearly define the rules under which members will be selected, the types of individuals who will be nominated for membership, and the procedure for appointing and replacing members.

In addition, questions may arise in regard to financing the committee, the way in which the committee will operate, the role of the committee in making public announcements, the responsibility of the advisory committee in making reports to the board, and the process whereby the statement of organizational procedures may be changed.

Each of these concerns needs to be addressed. Sample 2 is an example of the format and content

of a statement of organizational procedures for an advisory committee in a secondary school system

SAMPLE 2

STATEMENT OF ORGANIZATIONAL PROCEDURES

A. Membership

1. The _____ occupational advisory committee shall consist of _____ members. Members of the advisory committee shall be selected from the adult population normally served by the _____ education program, and ex officio members will include a teacher in the _____ education program, a representative of the school administration, and a student.
2. The members of the committee will be recommended to the board of education by a selection committee. The board retains the right to disapprove individual nominations by the selection committee, but it will not appoint an individual who is not recommended by the selection committee.

B. Selection (Nominating) Committee

1. A selection committee shall be named by the board of education for the purpose of recommending members of the _____ occupational advisory committee to the board.
2. The members of the selection committee will be appointed for a three-year term. The board of education shall replace a member of the selection committee upon notification of the member's resignation from the committee.
3. The selection committee shall consist of _____ members who are lay citizens residing in the school district, and represent the adult population served by the _____ education program. Ex officio members shall be appointed and will include a teacher in the _____ education program, a representative of the school administration, and a student in the _____ education program.
4. The potential members recommended by the selection committee shall possess the following characteristics:
 - a. representative of the community
 - b. knowledgeable of the _____ occupation (trade, craft)
 - c. interested in quality education
 - d. willing not to exploit their membership in the advisory committee
 - e. possessing certain personal characteristics essential to the success of the committee such as personal integrity, responsibility, maturity of thought and action, and tolerance of varying points of view
5. The selection committee will secure a list of nominees by contacting persons in all parts of the school district and asking for nominations. The members of the selection committee shall be eligible for nomination.
6. A group of persons shall be nominated who are representative of the school district. Factors to be considered in the selection of nominees shall include, but not be limited to—
 - a. representation of different age groups
 - b. geographical distribution in the school district
 - c. representation of varying levels of educational attainment
 - d. representation of varying civic and community organizations
 - e. representation of persons who have participated in the _____ education program or presently have children in the program
 - f. representation of minority groups and both sexes
7. No person is to be recommended or barred from membership because of affiliation with any organization or institution. Neither will a person be recommended or barred from membership solely on the basis of ethnic origin, race, religious affiliation, or sex.
8. The selection committee shall nominate the number of persons needed plus two alternates, and will submit its nominations to the board of education. If the board of education should choose to reject a nominee, they may choose a substitute(s) from the alternates.

*The most successful advisory committees generally have from seven to nine members. A smaller committee may result in having so few members present at a meeting that the meeting will be ineffective. If the committee is too large, it becomes unwieldy and it will be difficult to accomplish anything

C. Term of Membership

1. The original members of the _____ occupational advisory committee will serve for at least two years. The terms of the original members will be determined by lot. One-third of the members will serve for one additional year; one-third will serve for two additional years; and one-third will serve for three additional years.
2. Persons appointed to complete an unexpired term of less than two years shall continue on the committee for an additional full three-year term.
3. A member will serve one term, and is ineligible for reappointment until one year has elapsed following the expiration of that term.

D. Fiscal Year

The fiscal year of the _____ occupational advisory committee shall be from September 1 of each year through August 31 of the following year.

E. Finances

1. The board of education shall provide for the proper and effective functioning of the advisory committee within the limits of the board's resources.
2. Meeting facilities, secretarial services for duplication of minutes of meetings and other official communications, mailing expenses, and other related services shall be considered essential for the proper functioning of the advisory committee.
3. A proposed annual budget request will be submitted by the advisory committee to the board of education for review and acceptance by the board.
4. All financial activities associated with the functioning of the advisory committee shall be in accordance with the policies of the board of education and school district.

F. Rules of Operation

1. The _____ occupational advisory committee will prepare a set of operating guidelines within one year of its organization. The guidelines will be submitted to the board of education for review and approval.
2. Problems may be submitted to the _____ occupational advisory committee by the board of education, and by any citizen or group in the community subject to the limitations in the original resolution of the board of education approving the formation of the advisory committee. The advisory committee shall determine which problems it shall study.

G. Public Announcements

1. Advisory committee members are free to discuss school policies with any citizen of the community. Members shall not report opinions expressed or stands taken by other committee members in meetings, nor shall they report official actions of the advisory committee or board of education until such actions are cleared by the board of education.
2. The _____ occupational advisory committee shall observe all aspects of appropriate right-to-know laws.

H. Loss of Membership

Any member of the _____ occupational advisory committee who is absent from three consecutive regularly scheduled meetings without good reason will be considered to have resigned from the advisory committee, and the advisory committee will notify the board of education in writing.

I. Reports to the Board of Education

Each member of the board of education shall be mailed or otherwise provided a copy of the minutes of each meeting of the advisory committee.

- J. These organizational guidelines may be amended by the board of education at any time it so desires. The board of education will inform the _____ occupational advisory committee in writing of any changes approved by the board. Notification will occur within thirty days of the board action.

PARENTS

TEACHERS



STUDENTS

BUSINESS & INDUSTRY

Notification of Appointment

The teacher should provide leadership to ensure that members of the advisory committee are properly notified of their appointment. The statement of procedures for organizing the advisory committee, approved by the board of education or board of trustees, spells out the procedure to be followed in appointing members of the advisory committee.

After the board has officially appointed the members and ex officio members of the committee, these individuals should be notified in writing of their appointment. An official letter of appointment should be sent to each individual; over the signature of a representative of the school (e.g., chairperson of the board of education or board of trustees; director or dean of occupational education, superintendent, or principal). The teacher may wish to prepare a suggested letter of appointment and submit it to the school administra-

tion for approval.

The letter of appointment will influence each advisory committee member's attitude. The letter should be written in a professional manner and convey the message that the board views this committee as important to the maintenance and extension of quality programs of education. Each advisory



committee member should be made to feel important and should be encouraged to actively participate in the committee functions.

The letter usually identifies how the term of office of the newly formed advisory committee will be determined. A paragraph describing the importance of the committee, including a plea for each member's active participation, may be included. A

brief description of the steps to be followed in organizing the committee, and how the members will be notified of the time, place, and date of the first meeting should also be included.

A sample letter of appointment for an advisory committee in a secondary school system is provided in Sample 3.

SAMPLE 3

LETTER OF APPOINTMENT

Dear _____:

The Board of Education of _____ School District is pleased to inform you of your appointment to the school's _____ Occupational Advisory Committee. We wish to thank you for your willingness to serve on this committee.

The ultimate objective of the _____ Occupational Advisory Committee is to maintain and improve the educational opportunities for all in the community who can benefit from the educational programs. Your active attendance and participation in the committee's work will be influential in helping to make our community a better place in which to work and live.

We, as board members who are contributing our efforts, find there is insufficient time to accomplish all the tasks that are necessary in our dynamic and progressive school system. Thus, we ask you to share your valuable time with us to offer advice and assistance as an advisory committee member to help ensure that high quality occupational education is available to our community.

Shortly, you will be notified by _____ about the time, place, date, and agenda for the first meeting of the committee. This meeting will help you better understand the role and function of the committee and your potential contributions to the committee. You will have an opportunity to meet other members of the committee, school administration, and the instructional staff. At this first meeting, identification of the areas in which the committee may wish to begin work will be discussed.

Thank you again for your interest in your school.

Sincerely yours,

*[Signed by a representative of
the board of education or
school administration]*

News Media Release

The appointment of the members and ex officio members to the occupational advisory committee provides the basis for an important news release. The school administration may wish to inform the community about the purposes of the advisory committee, and to give recognition to the newly appointed members. The teacher can assume leadership for this public relations activity by drafting a news release and submitting it to the administration for approval and subsequent release to the news media.

One caution: the advisory committee members should be notified of their appointment prior to releasing the news article. They should not first learn of their appointment through the news media.



It is essential that the news release be prepared in a professional manner. The release should contain the following information.

- the name of the president of the board of education or the administrator announcing the appointment
- the name of the school or administrative unit making the appointment
- the name of the occupational advisory committee
- the name of the members and ex officio members, with their titles or professional positions
- a brief description of the role of the advisory committee

Sample 4 is an example of a news release concerning an advisory committee in a secondary school system.

The news media may desire to have a representative attend one or more meetings of the advisory committee. The teacher should check with the school administration to determine school policy regarding applicable right-to-know ("Sunshine") laws.

SAMPLE 4

NEWS RELEASE

_____ OCCUPATIONAL ADVISORY COMMITTEE FORMED

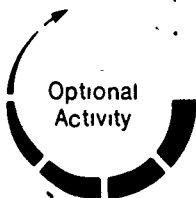
Mr. John Jones, president of the Sigma School Board of Education, announced the formation of an _____ Occupational Advisory Committee. Mr. Jones said, "The major objective of this advisory committee is to maintain and improve the _____ education program in our school district. We wish to ensure that high quality educational opportunities will be available to all members in the community who can benefit from _____ education."

The members of the _____ occupational advisory committee are: [List names, and titles if appropriate.]

The advisory committee will provide the Board of Education with advice and assistance on matters pertaining to the _____ instructional program.

Committee members will work closely with the _____ teacher, Mr./Ms. _____, to help ensure that the course offerings are relevant to the needs of both the students and the community. Through the committee members, all citizens of the district will have an additional communications link with the school.

[Information unique to the local situation may be included here.]



For further information on organizing an occupational advisory committee, you may wish to read Burt, *Industry and Vocational-Technical Education*, pp. 35-51, which discusses the benefits and functions of the advisory committee; and/or *The Advisory Committee and Vocational Education*, pp. 5-46, which discusses the types of committees, and the steps and procedures in organizing an advisory committee; and/or Riendeau, *Advisory Committees for Occupational Education: A Guide to Organization and Operation*, which discusses the steps in organizing and operating advisory committees.



You may wish to arrange through your resource person to interview a vocational teacher, administrator, and/or advisory committee member to discuss the organizing of an occupational advisory committee. At this meeting, you could—

- discuss the functions and benefits of an occupational advisory committee in your occupational specialty or service area
- examine and discuss written rationales and/or statements of purposes and procedures for committees with which these people are or have been associated
- discuss the procedures followed in organizing the committees with which these people are or have been associated

The following items check your comprehension of the material in the information sheet, Organizing an Occupational Advisory Committee, pp. 6-18. Each of the four questions requires a short essay-type response. Please respond fully, but briefly.

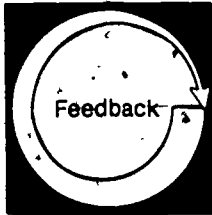
SELF-CHECK

1. You are interviewing for a job as a vocational teacher at Westerfield High School. Ms. Sharp, the superintendent of schools, asks you, "What are your reasons for wanting to organize an occupational advisory committee?" What is your answer?

2. Your interview was a success; you were hired by the Westerfield Board of Education. Now, as a new vocational teacher, you have been given the blessings of the board and the school administration to organize an occupational advisory committee. You have been asked to discuss your plans for organizing the advisory committee with your department chairperson. How will you go about organizing the first advisory committee in your occupational specialty or service area?

3. Mr. Jim Fuller, your department chairperson, seriously questions the need for having a written statement of the purposes (charter) for the occupational advisory committee. He also doubts that there is a need for a written statement of organizational procedures. What are major points you would present to Mr. Fuller to convince him that both written statements are needed?

4. During a meeting of the state vocational association, a teacher from Lee High School congratulated you for being able to convince your board of education to allow you to organize an occupational advisory committee. The teacher said Lee's board of education did not want any teacher to have an advisory committee because the members feel teachers use advisory committees as pressure groups to get what they want. What is wrong with this concept of an occupational advisory committee?



Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. An occupational advisory committee is especially important to a new teacher. The advisory committee can provide you with technical assistance and service. During the first year on the job, the advisory committee can help you become acquainted with the community and key business leaders.

As a new teacher, the advisory committee will be able to assist you in reviewing the need for your occupational instructional program and the content of the course to ensure that instruction is relevant and the standards of student performance are acceptable.

Once the advisory committee becomes established and gains experience, it will be able to provide services to the school, community, and students. You may wish to give examples of the types of services that could be provided.

The advisory committee will provide improved communications between the school and the community. The board of education will be able to make intelligent decisions to ensure that relevant and effective occupational instruction will continue to be offered, based upon information provided by the advisory committee.

2. Your answer should reflect the following steps to be followed in organizing the occupational advisory committee.

- The present situation needs to be assessed. You will need to know the proper chain of command to follow when submitting requests or reports to the board of education. In this situation, you already have approval to organize an occupational advisory committee. But, you will need to determine what advisory committees now exist in the school system and the relationships of these committees to the proposed occupational advisory committee.

- Preparations need to be made to ensure that the advisory committee will be an official arm of the board of education. A written rationale (reasons) for having the advisory committee, a statement of purposes or charter, and a

statement of organizational procedures will need to be developed.

- Official permission to organize the occupational advisory committee needs to be obtained from the board of education. The statements prepared as part of the previous step above should be formally transmitted to the board of education for consideration and approval.

- Once the board of education authorizes the organization of the occupational advisory committee, members will be nominated according to the procedures outlined in the statement of organizational procedures.

3. The statement of purposes (charter) and the statement of organizational procedures are needed to eliminate misunderstandings between the board of education and the occupational advisory committee. The statement of purposes establishes the advisory committee as a legal arm of the board of education and defines the general framework within which the advisory committee will operate.

The statement of organizational procedures outlines the set of rules governing the organization and operation of the advisory committee. They are the rules that assure the board of education that the advisory committee will operate in accordance with the policies of the board, in an advisory capacity to the board. They also help to ensure continuity in the operation of the advisory committee from year to year.

4. The teacher (and board) apparently do not understand that a properly organized occupational advisory committee is not a "teacher's" committee. Of course, the advisory committee will provide service and assistance to the teacher, and often advise the teacher regarding the instructional program. But, the advisory committee is an arm of the board of education and is responsible to the board of education, not to the teacher. This relationship is exemplified by the fact that the teacher is an ex officio member of the advisory committee.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Organizing an Occupational Advisory Committee, pp. 6-18, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Enabling
Objective

Given several case studies involving typical vocational program settings, assess each situation and indicate the steps which should be taken in organizing or reorganizing an occupational advisory committee.

NOTE: The next two items involve assessing and **planning in writing** for three case study situations. If you prefer, you may work with peers in **discussing** and planning for the case study situations.



Activity

You will be reading the Case Studies, pp. 24-26, assessing each specific situation, and indicating the steps to be taken in organizing or reorganizing an advisory committee in each situation.



Feedback

You will be evaluating your competency in determining steps to be taken in organizing or reorganizing an advisory committee by comparing your completed responses with the Model Answers, pp. 27-28.

NOTE: The following activities involve assessing and **planning in writing**, for three case study situations. If you prefer, you may work with peers in **discussing** and planning for the situations described.



The following Case Studies involve three different, but typical, situations, any one of which a teacher may face when organizing or reorganizing an occupational advisory committee. Each of the case studies is followed by some key questions relative to assessing and planning for that particular situation. Read each of the case studies, and then answer, in the space provided, the questions which follow it.

CASE STUDIES

Case Study 1:

Ridgewood High School is located in a medium-sized city and offers a comprehensive program of vocational education. There are no school-sponsored advisory committees operating in the school system. The last advisory committee was disbanded three years ago when a new high school principal was hired. Prior to that time, several school-sponsored advisory committees had been established and were operating. The minutes of the board of education indicate that a number of confrontations involving the advisory committee and the board had occurred. However, the chairperson of the vocational education department encourages teachers to work closely with individual businesspersons in the community.

Marion Marshal has accepted a position in the vocational education department at Ridgewood High School, and will be responsible for one of the occupational programs in the department. Marion is not familiar with the community or the people in the community. The previous teacher has retired and now lives in another state. The upgrading of the occupational program has been identified by Marion as a priority for the first year. Marion intends to establish an occupational advisory committee to help evaluate the program and make recommendations for change.

If you were Marion, what general attitude would you expect the members of this board of education to possess regarding occupational advisory committees? What reaction would you expect Marion to receive from the high school principal if, upon arrival at Ridgewood High School, a request to organize an occupational advisory committee was made? Based upon the response you anticipate Marion would receive from the high school principal and the board of education, what steps should Marion take to establish an occupational advisory committee?

Case Study 2:

Stern Community College is located in a large city and offers a wide selection of occupational programs. Several instructors have advisory committees which assist with curriculum review, acquisition of equipment, and placement of graduates. The minutes of the board of trustees do not indicate the presence of an official policy regarding the establishment of advisory committees. The minutes also indicate that the board appreciates the contributions that citizens have made through the occupational advisory committees.

Lee Lesley has accepted a position as an instructor for one occupational program at Stern Com-

munity College. The director of occupational education has informed Lee that three years ago the former teacher had received permission to establish an advisory committee. However, Lee cannot find any records pertaining to the establishment or organization of the advisory committee. No records of who was appointed to the committee, or of committee meetings, can be found. Lee has talked with other teachers and with several citizens, and found that no one really remembers who was on the advisory committee. Lee has attempted to contact the former teacher, but has had no response. Lee desires to have an operating occupational advisory committee.

What general attitude would you expect the members of Lee's board of trustees to have regarding occupational advisory committees? Lee has to decide whether to reorganize an existing advisory committee, or to dissolve the committee and start anew. Which decision would you recommend Lee make, and why? Based upon Lee's decision to either reorganize or dissolve the existing advisory committee, what steps do you think Lee should take to organize an advisory committee, and to ensure its active continuation?

Case Study 3:

Fairfield High School is a small school located in a rural area. The high school offers only two vocational programs and employs one teacher in each program. The board of education has appointed one occupational advisory committee, and the minutes of the board show that the committee has made several recommendations which were accepted and implemented in the school. The board minutes indicate a second occupational advisory group has been working with one of the teachers on an informal basis.

Merle Mansfield has been employed as the vocational teacher for one occupational area at Fair-

field High School. Merle has learned that an informal occupational advisory committee had been working with the previous teacher. There is a good record of the activities of this advisory group, and a list of members is on file in the teacher's office. While the records indicate the committee has been active, the minutes of the group's meetings identify a concern that the board of education has not requested recommendations from the group. Merle Mansfield is eager to maintain the existing advisory group, and to strengthen the linkage between the group and the board of education.

What should Merle expect the attitude of the members of the board of education to be regarding occupational advisory committees? What steps should Merle take to strengthen the linkage between the existing occupational advisory committee and the board of education?



Compare your completed written responses to the Case Studies with the Model Answers given below. Your responses need not exactly duplicate the model responses, however, you should have covered the same major points.

MODEL ANSWERS

Case Study 1:

The attitude of the members of the board of education toward establishing an occupational advisory committee would likely be negative. The board has had some bad experiences when it comes to working with advisory committees.

The high school principal would most likely say, "no," to any request for permission to establish an occupational advisory committee. The record shows that no advisory committees have been established during the three years the principal has been at Ridgewood High School.

Marion should not ask for permission to organize an occupational advisory committee at this time. If Marion asks and receives a "no," or even a polite but qualified "yes—maybe," it will be difficult, if not impossible, to establish an advisory committee at Ridgewood High School because of the past conflicts with the board of education.

If Marion wishes to organize an occupational advisory committee, the request should be postponed. All is not lost, however. Marion should consider ways in which the attitude of the members of the board of education and principal may be changed, so there will be support for organizing an advisory committee.

Perhaps after Marion becomes better known in the school and community, and is able to explain to people the reasons for having an advisory committee as well as how a committee would be organized and operated, the attitudinal barrier might be lowered. One thing Marion could do during the first year is talk, on an informal basis, with individual members of the board of education and school administration to determine why they are not in favor of having a school-sponsored citizen's advisory committee. Marion should be careful about coming on too strong at this time. The changing of attitudes may take several months, or even several years.

Since the department chairperson encourages teachers to work closely with representatives of business and industry on an individual basis, Marion should be able to obtain help from these

people during the first year on an informal basis. Marion may have to use this technique in lieu of a more formal advisory committee for quite some time.

Case Study 2:

The members of the board of trustees would likely support the establishment and operation of an occupational advisory committee. There are advisory committees in operation, helping teachers maintain and improve their instructional programs. However, Lee should anticipate that the board members will lack an understanding of the suggested procedures for organizing and operating an advisory committee.

Lee probably should ask the college administration and board for permission to dissolve any existing advisory committee for the occupational area. No members of an existing committee can be identified, and there is no indication that a committee did, in fact, ever meet.

Regardless of whether the decision was to reorganize or to dissolve an existing occupational advisory committee, Lee should follow the suggested procedures for organizing and operating an advisory committee. If the decision was to reorganize an existing committee, Lee would likely use several citizens, who "remembered something" about the existing committee, as members of an informal ad hoc committee to discuss the need for an occupational advisory committee. A representative from the administration should be part of this ad hoc committee.

Lee should outline the need for developing a statement of purposes (charter) and a statement of organizational procedures for board of trustees' approval, to ensure the advisory committee will become active and will function on a continuing basis. Lee should then assist the ad hoc committee in carrying out the recommended steps for organizing and operating an advisory committee.

Should Lee decide to dissolve the existing com-

mittee, it would be appropriate to ask the board to note this action in the board minutes. Then, Lee should follow the suggested procedures for organizing and operating an occupational advisory committee.

Case Study 3:

The board of education and school administration can be expected to look favorably upon the establishment and operation of an occupational advisory committee. One formal school-sponsored advisory committee is functioning at Fairfield High School, and the minutes of the board of education

indicate there is effective communication between the board and the committee.

Merle should take the necessary steps to have the occupational advisory group "chartered" as a school-sponsored committee by the board of education. A set of organizational procedures designed to ensure the continuation of the committee should be submitted to the board of education for approval. The existing advisory group should be involved in developing the charter and the organizational procedures. This formal linkage between the board and committee should result in improved communication.

LEVEL OF PERFORMANCE: Your completed responses should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Organizing an Occupational Advisory Committee, pp. 6-18, or check with your resource person if necessary.

Learning Experience III


FINAL EXPERIENCE



Terminal
Objective

While working in an **actual school situation**,* organize an occupational advisory committee.

As you fulfill your teaching duties, organize (or reorganize) an occupational advisory committee. This will include—

- 
- Activity
- assessing the school's past experiences with advisory committees
 - determining whether an advisory committee already exists for your occupational area and, if one does exist, determining its status (e.g., is it operational?)
 - developing a written plan outlining the organizational steps you plan to take to establish a committee or to revitalize (reorganize) an existing committee
 - submitting this plan to your resource person for his/her review before you take any further steps
 - obtaining permission from the appropriate school administrators (a) to organize an occupational advisory committee, or (b) if a committee already exists; to determine and assess the procedures followed in organizing the committee and, if necessary, to reorganize the committee to correct any deficiencies
 - organizing (or reorganizing) the occupational advisory committee

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

*For a definition of "actual school situation," see the inside back cover



Arrange to have your resource person review your documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31-32.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in organizing an occupational advisory committee.

NOTE: Depending on the situation, your resource person will use the Teacher Performance Assessment Form, pp. 31-32, to assess your competency as follows:

- If you **organized** a committee, your resource person will check your procedures using all of the performance components listed on the assessment form.
- If you **assessed the procedures** followed in organizing an **existing committee**, you will need to provide your resource person with evidence that you checked these procedures against the performance components listed on the assessment form, and identified any deficiencies. The Level of Performance columns refer to your performance in **checking procedures** and **identifying deficiencies**.
- If, based on your assessment of an existing committee, you **reorganized** the committee, your resource person will check the procedures you used in reorganizing the committee (and correcting any identified deficiencies) against the performance components listed on the assessment form.

TEACHER PERFORMANCE ASSESSMENT FORM

Organize an Occupational Advisory Committee (A-4)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box. **NOTE:** Before completing the form, check the box(es) beside the bold-faced stem(s) below which most closely describe the activities completed by the teacher.

Name _____
 Date _____
 Resource Person _____

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

In organizing an occupational advisory committee, the teacher:

In assessing the procedures followed in organizing an existing committee, the teacher identified any deficiencies by determining whether the organizer had:

In reorganizing an existing committee, the teacher:

	N/A	None	Poor	Fair	Good	Excellent
1. identified the chain of command in the school system or institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. determined the procedures to be followed when submitting a request to the board of education or trustees ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. talked with school administrators, teachers, and members of the community to discover the history and status of advisory committees in the school or institution ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. determined what other educational advisory committees exist in the school, community, and state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. informed the administrator (e.g., dean, principal, department chairperson) that organizing an advisory committee was being considered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. prepared a written statement of the rationale for having the advisory committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. prepared or assisted in the preparation of a written statement of purposes (charter) which meets the following criteria:						
a. the statement is clear and concise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. the statement gives the name of the committee ...:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. the statement includes assurances that the committee will not trespass on the board's domain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	N/A	None	Poor	Fair	Good	Excellent
d. the statement defines the purpose and function of the committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. prepared or assisted in the preparation of a statement of organizational procedure which meets the following criteria:						
a. the statement is clearly written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. the statement defines the rules under which members will be selected, the types of individuals who will be nominated, the size of the committee, and the procedure for appointing and replacing members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. the statement defines the fiscal year of the committee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. the statement indicates how the committee will be financed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
e. the statement defines how the rules of operation of the committee will be established	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
f. the statement defines the role of the committee in making public announcements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
g. the statement defines the responsibility of the committee in making reports to the board of education or board of trustees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
h. the statement defines the process whereby the organizational procedures may be changed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9. obtained permission to organize the committee:						
a. submitted, through proper channels, a written request to the school board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. attached the statements of rationale, purposes, and organizational procedures to the request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10. prepared a suggested letter of appointment and submitted it, through proper channels, to the school administration for approval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11. drafted a news release and submitted it, through proper channels, to the administration for approval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12. made certain that the committee members were officially notified of their appointment prior to releasing the news article	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).



ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may substitute for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was not applicable to the situation.

None . . . No attempt was made to meet the criterion, although it was relevant.

Poor . . . The teacher is unable to perform this skill or has only very limited ability to perform it.

Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has some ability to perform it.

Good . . . The teacher is able to perform this skill in an effective manner.

Excellent . . . The teacher is able to perform this skill in a very effective manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposia
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System

- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

- Student Guide to Using Performance-Based Teacher Education Materials
- Resource Person Guide to Using Performance-Based Teacher Education Materials
- Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM

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