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ABSTRACT

This sixth in a series of eleven learning modules on program planning, development, and evaluation is designed to assist secondary and postsecondary vocational teachers in gaining the knowledge and skills needed to develop and write program goals and objectives that give direction to the vocational program, make public its expected outcomes, and give a basis for program evaluation. 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 readings (covering areas such as levels of goals and objectives to be developed, inputs for developing them, and step-by-step guidelines for writing them), self-check quizzes, model answers, sample worksheet, 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. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

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ED149156

MODULE
A-6

Develop Program Goals and Objectives

MODULE A-6 OF CATEGORY A—PROGRAM PLANNING,
DEVELOPMENT, AND EVALUATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH,
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The Center for Vocational Education

The Ohio State University

KEY PROGRAM STAFF:

- James B. Hamilton, Program Director,
- Robert E. Norton, Associate Program Director
- Glen E. Fardig, Specialist
- Lois G. Harrington, Program Assistant
- Karen M. Quinn, Program Assistant

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CE 014 53

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, P. 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 559. 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
Executive Director
The Center for Vocational Education



THE CENTER FOR VOCATIONAL EDUCATION

The Ohio State University - 1960 Kenny Road - Columbus, Ohio 43210

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:

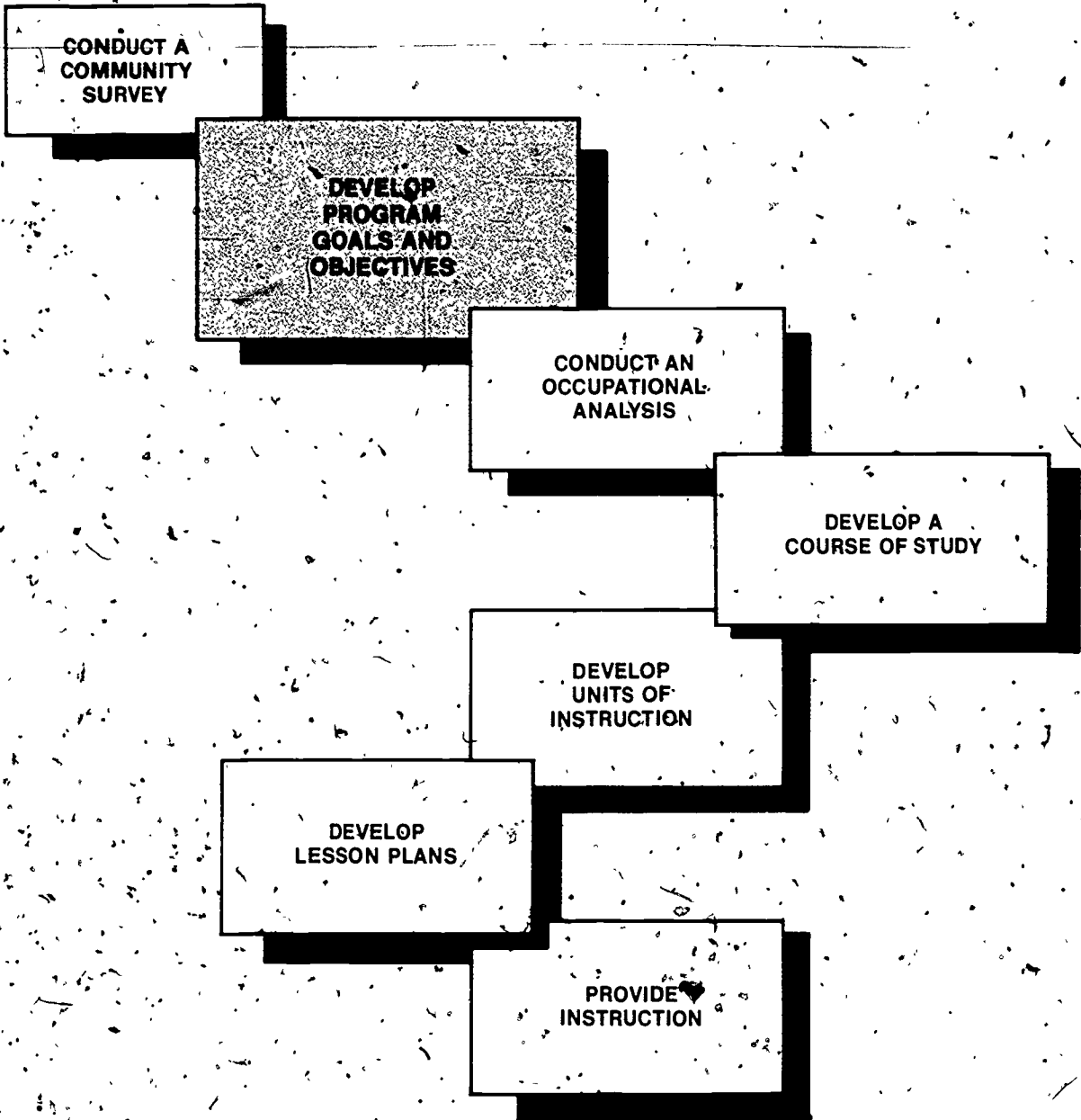
- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.



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CURRICULUM DEVELOPMENT PROCESS

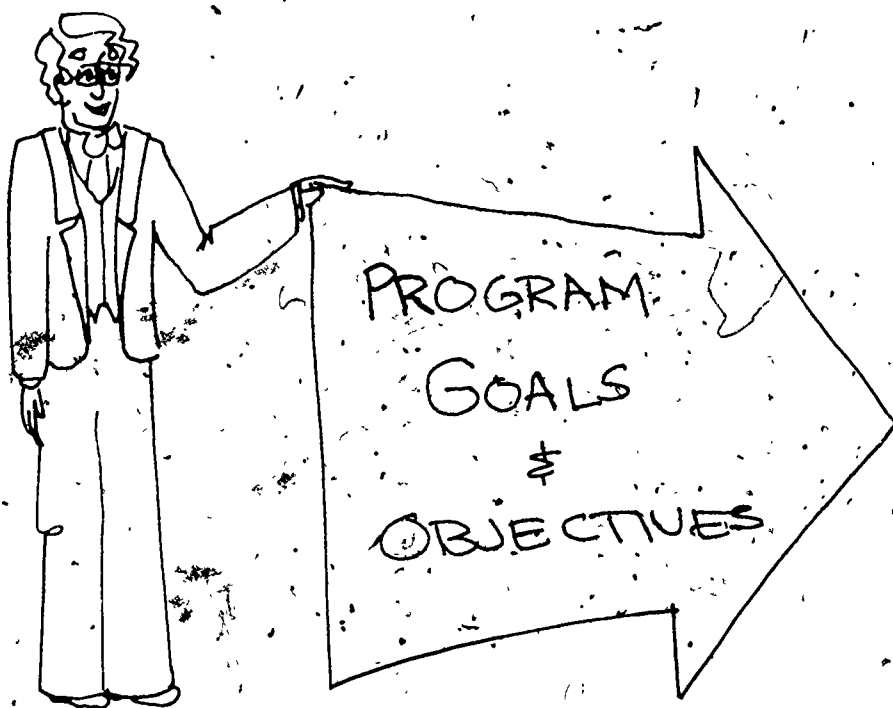
INTRODUCTION

Sound vocational programs are based on clearly defined program goals and objectives which spell out the overall purposes and expected outcomes of the program. As a vocational teacher, you may be involved in developing goals and objectives for the total vocational program at your school, for your own service area, or for an occupational program within your service area. To fulfill this responsibility, you need to know how program goals and objectives are derived, and how to write clear statements of intent which will give real direction to your program.

In this module, a program **goal** refers to a broad statement describing what is to be achieved (e.g., establish a cooperative vocational education program in building trades). A program **objective** re-

fers to a more specific statement describing one of the means by which a goal will be achieved (e.g., during the coming year, identify and secure prospective training stations for building trades students). The development of such statements of intent does not take place in a vacuum. It is an essential element in the whole program planning, development, and evaluation process, as depicted in the figure on p. 2.

This module is designed to help you gain the knowledge and skills you will need to develop and write program goals and objectives that give direction to your program, make public its expected outcomes, and give you a basis for program evaluation.



ABOUT THIS MODULE

Objectives:

Terminal Objective: While working in an actual school situation, develop program goals and objectives. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33-34 (*Learning Experience II*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for, and the concepts involved in, developing vocational program goals and objectives (*Learning Experience I*).
2. After completing the required reading, write program goals and objectives for a selected vocational program within your service area (*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 in directions, or in assessing your progress at any time.

Learning Experience I

Optional

Your state plan for vocational education to review. Peers with whom you can discuss recent federal vocational legislation.

A vocational administrator, department chairperson, or experienced vocational teacher to interview concerning the process of developing program goals and objectives.

Learning Experience II

Required

A resource person to evaluate the goals and objectives you develop.

Optional

Program goals and objectives for a vocational program in a local school which you can review.

1-5 peers to work with in evaluating each other's goals and objectives.

Learning Experience III

Required

An actual school situation in which, as part of your teaching duties, you can develop program goals and objectives.

A resource person to assess your competency in developing program goals and objectives.

This module covers performance element numbers 30, 31, 36, 52 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 rationale for, and the concepts involved in, developing vocational program goals and objectives.



Activity

You will be reading the information sheet, Developing Vocational Program Goals and Objectives, pp. 6-12.



Optional
Activity

You may wish to read the portion of your state's plan for vocational education pertaining to goals and objectives for various programs.



Optional
Activity

You may wish to meet with peers to discuss recent federal vocational legislation pertaining to the general purposes (goals) of vocational education.



Optional
Activity

You may wish to interview a vocational administrator, department chairperson, or an experienced teacher regarding the process of developing vocational program goals and objectives.



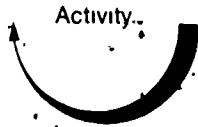
Activity

You will be demonstrating knowledge of the rationale for, and the concepts involved in, developing vocational program goals and objectives by completing the Self-Check, pp. 13-15.



Feedback

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 17-18.



For information on the rationale for, and the procedure for deriving and developing, program goals and objectives, read the following information sheet:

DEVELOPING VOCATIONAL PROGRAM GOALS AND OBJECTIVES

As a vocational teacher, you are likely to be involved in identifying and formulating vocational program goals and objectives. You may be doing this individually, or as a member of a committee. You may be reviewing and developing program goals and objectives for the **total vocational program** at your school, or for your vocational service area, or for a program within your service area—or for all three. In addition, you may be involved as a staff member appointed to write or revise the **overall** educational goals and objectives for the **total educational program**.

Program goals may be described as statements of "where you want to go," and program objectives as statements of "how you are going to get there." Before you can describe where you want to go, it is important to determine where you are and what needs you are trying to satisfy. Hence, the process of developing goals and objectives requires a data base from which relevant goals and achievable objectives can be developed.

Statements of educational program goals and objectives are normally prepared in the program planning process as a new educational institution is created. The development of vocational education program goals and/or objectives is required as part of the Annual Applications which local educational agencies must submit each year to qualify for state and federal funds.

These goal statements are usually periodically revised as local student and manpower needs change. They also are frequently updated in preparation for visits by state department of education program review teams and for program reviews conducted by regional accrediting associations (e.g., North Central Association of Colleges and Secondary Schools, Southern Association of Colleges and Schools). These goal and objective statements, while developed by staff members, are usually approved by the local board of education, board of trustees, or other governing unit.

Most vocational teachers become involved with

developing goals at their own specific program level (e.g., production agriculture, diesel mechanics, data processing, industrial sewing). You may need to revise a set of existing goals or (in the case of new program) develop entirely new goals. If you are the only teacher in a program, this may be an individual effort, but for a program with several faculty members, it is usually a joint undertaking.



As a faculty member, you might also be asked to serve on a committee to develop goals for a service area or for the total vocational program. Faculty members are often represented on committees for the formulation of goals for the school district, Board of Cooperative Educational Services (BOCES), or other administrative unit.

There are several reasons why this process is important to a sound vocational program. **First**, it tends to clarify what is to be accomplished through the vocational program by clearly stating the outcomes it is expected to achieve. Outlining the broad goals and specific objectives of the various levels of the vocational program helps you and others to plan the kinds of courses and activities that will accomplish these purposes. Based in part on the decisions you make about overall program goals and objectives, you can develop instructional objectives (course, unit, and lesson objectives) designed to achieve these outcomes.



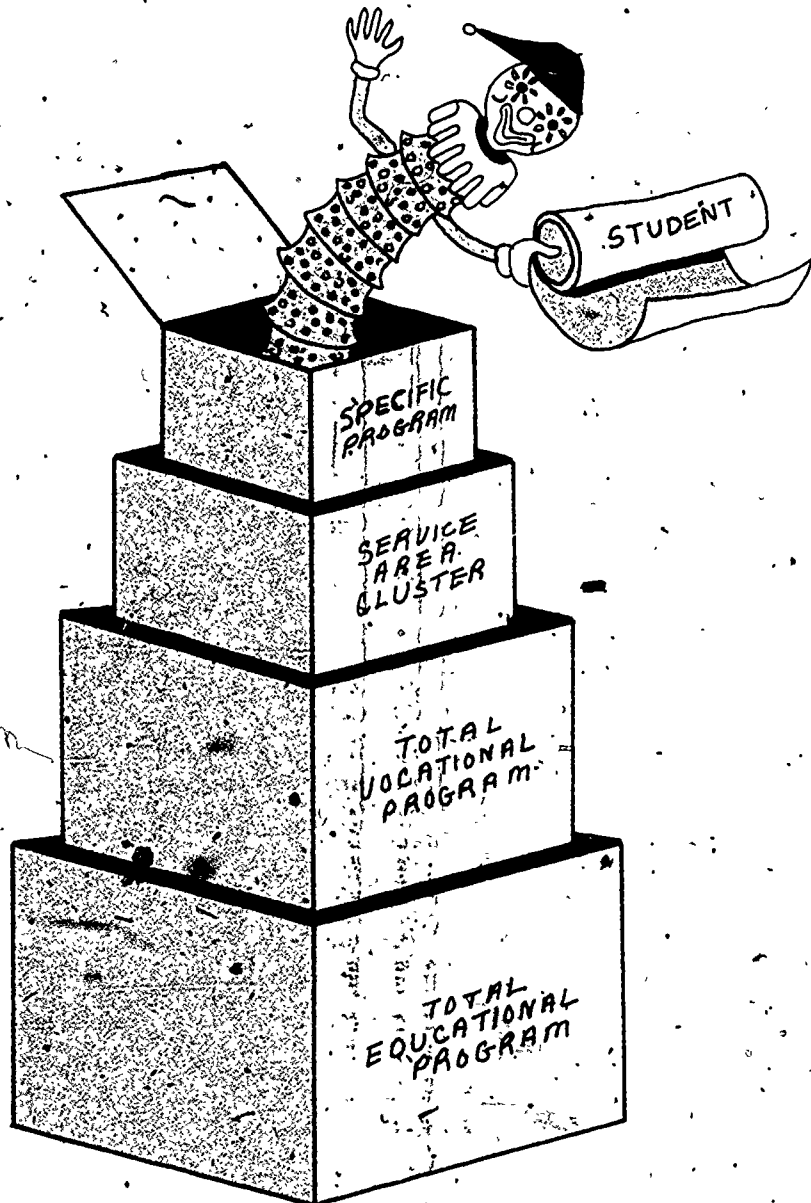
Second, your involvement in identifying your school's vocational purposes will enable you to communicate these goals and objectives to students, administrators, advisory committee members, and others in the community. For example, potential employers are concerned about the

competencies students will possess at the completion of specific vocational programs. If clear statements of these expected outcomes have been developed, and you are able to express them in an understandable way to interested individuals, public support for the vocational program will be easier to obtain.

Third, clear statements of vocational program goals and objectives are essential to program evaluation. Once you have stated what you hope to accomplish and how you will measure the accomplishment, evaluation of your program's progress becomes a matter of assessing the degree to which you have done what you intended to do.

Fourth, in the case of identifying and developing overall vocational program goals for the school in which you are working, you are able to see how your particular vocational service area and/or pro-

LEVELS AT WHICH
GOALS AND OBJECTIVES
OCCUR



gram fits into the total educational program. If a faculty, administrators, and advisory committee members work together to formulate these overall vocational goals and objectives, a more unified vocational program, which is coordinated with, and considered an integral part of, the total educational program, is possible. Similarly, when all the faculty members in a service area or program are involved in developing and approving goals and objectives for their particular area, a more unified approach is likely to result. A stronger commitment to work toward the achievement of these goals will also result if the persons responsible are actively involved in their development.



Levels of Goals and Objectives to be Developed

Goals

One of the potentially confusing things about goals (and objectives) is the many levels at which the term is used. The term "program goals" is used to describe the purposes of a program within a service or occupational area and of the total vocational program. Educational goals are also developed for the total school or institution. Definitions and examples of goals written for each of these levels follow.

Total educational program goals.—These are institutional level statements which pertain to the total educational system. They are broad statements of intent which are not measurable. They define the conditions to be achieved year after year if the organization is to be successful. Both the general education and vocational teachers should contribute toward their achievement.

The school will prepare students for active and responsible participation in society.

Total vocational program goals.—These are sub-institutional level statements which pertain especially to the total vocational program of the school. These are also broad statements of purpose which are not usually measurable. They define what the vocational staff specifically will work toward achieving year after year if the vocational program is to be successful.

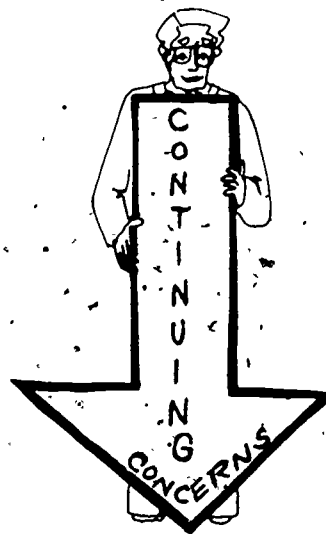
The program will prepare students for entry-level employment in their chosen fields upon graduation.

Vocational service area or occupational specialty goals.—These are goals which address specifically the purposes of the particular vocational service area or occupational specialty.

Again, they are usually broad statements of intent which are not measurable. The attainment of these goals is the specific responsibility of the vocational staff members working in the designated service or occupational area.

The program will prepare students for entry-level competency in distributive education occupations.

Whether you will be developing goals for a total vocational program, a service area, or a specific program within a service area, these goals often deal with a number of topics that are of continuing concern to vocational educators. Some of these continuing concerns are as follows.



- adding a new program or option within a program
- revising the curriculum to reflect current job skills
- modifying the program to better serve the

needs of handicapped or disadvantaged students

- decreasing the number of dropouts in the program
- organizing or reorganizing an advisory committee
- conducting a student follow-up study
- developing a school-community relations plan
- increasing student participation in student vocational organizations
- evaluating a program

Objectives

As with program goals, program objectives are also developed at various levels. Program objectives may be written for the total educational program, the total vocational program, a service area, or an occupational program within a service area.

Program objectives are usually short statements of intent which relate back to the achievement of one of the program goal statements. While these

may or may not be quantifiable (much controversy exists over this issue), they indicate what is to be accomplished. In this sense, they usually describe the means to be used in achieving the various goals. To make the program objectives useful for program evaluation purposes, these objectives should be stated in measurable form. Well-written program objectives contain performance, criterion, and condition statements, and normally focus on teacher and administrator responsibilities as they involve or relate to students.

Program objectives should not be confused with instructional objectives (course, unit, or lesson objectives). While program objectives focus on the means that will be used by teachers and administrators to accomplish the various goals established, instructional objectives (student performance objectives) indicate what the student will be expected to learn or achieve. Student performance objectives should also present a clear statement of instructional intent.

Sample 1 defines goals and objectives in these varied contexts and presents examples of each

SAMPLE 1

TYPES OF GOALS AND OBJECTIVES

	Definition	Example
Program Goals	These include broad statements of intent describing what is to be achieved in a (1) total school program, (2) total vocational program, (3) vocational service area, or (4) occupational program within a service area.	To prepare student for entry-level competency in the field of cosmetology.
Specific Program Objectives	These include statements describing the means by which the program goals are to be accomplished, focusing on teacher responsibilities as they involve or affect students.	By the completion of the program, provide students with technical competency in the field of cosmetology such that they are able to pass the state licensing examination.
Instructional Objectives	These include course, unit, and lesson objectives. Such objectives describe what the student is expected to know, accomplish, or be able to do after completing a course, unit, or lesson. Unit and lesson objectives specify (1) the task that is to be performed, (2) the conditions under which it is to occur, and (3) the acceptable standards of performance.	Given a case situation describing the job requirements and opportunities for a position in cosmetology, the student will be able to write and produce a formal letter of application which meets all the criteria as given in the unit checklist.

Inputs for Developing Goals and Objectives

If you are working with a committee to formulate new goals or revise existing goals for the school and the total vocational program, a first step would be to obtain and review a copy of already existing statements of goals from the administration. Depending on the particular situation, you might also wish to obtain copies of goal statements from the school district, the Board of Cooperative Educational Services, or other regional administrative unit. These higher level goals can often be found in a school handbook or catalogue, or can be obtained from the school administration.

If you are working to develop specific service area or program goals, you would, of course, want to review any existing statements first (unless this is a new program). In addition, you would want to consider the school's goals for the total vocational program, to help focus and unify your efforts.

There are a number of national and local factors which influence vocational program goals and objectives. Collecting information and obtaining input from these sources is essential if the vocational goals and objectives you develop are to be relevant to students, to the community, and to the nation. These inputs include:

- federal vocational legislation
- state educational legislation
- state plan for vocational education
- student needs and interests, surveys
- community surveys
- manpower data
- evaluative data

Some sources you should tap to (1) help you locate and use the above information, and (2) contribute ideas, recommendations, and further data as you develop program goals and objectives, include:

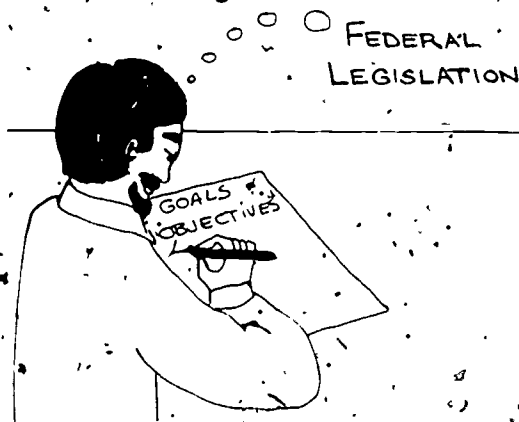
- advisory committee
- business, professional, and industrial community
- state and area supervisors and administrators
- faculty and guidance staff

The "Declaration of Purpose" of the Vocational Education Amendments of 1976 (Public Law 94-482) states that it is essential that—

... persons of all ages in all communities of the state—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps and those in post-secondary schools—will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

The 1976 Amendments also give special attention to overcoming sex discrimination in vocational education programs, and to meeting the special needs of populations such as the handicapped, disadvantaged, minorities, and native Americans.

Obviously, when you are developing local goals and objectives, you must take into consideration relevant federal legislation. In this case, you



would need to consider the issue of who should have access to quality vocational programs, and to examine any existing vocational goals and objectives for your school in terms of whether or how well you have recognized the needs of your community as a whole.

Similarly, **state educational legislation** and the **state plan** for vocational education influence the goals and objectives of local vocational programs. All states must develop a plan for vocational education which includes the administrative provisions for annual and long-range program plans for the state. Examples of goals and the accompanying objectives which might be found in a state plan for vocational education are shown in Sample 2.

SAMPLE 2

STATE GOALS AND OBJECTIVES¹

Goals

Objectives

To provide vocational cooperative education programs for students who could profit from a cooperative arrangement between the school and employer for instruction and especially those students who are school dropout prone or could benefit from financial assistance.

To provide vocational education programs for high school students.

To provide by 1980 an occupational work adjustment program for all dropout prone youth below the age of 16 years, which equals 18% of the youth in grades 9 and 10.

To provide by 1980 a preparatory job training vocational program for 50% of all high school students 16 years of age and above as well as other qualified groups.

Similar goals, objectives, and the funding budgeted for each goal are outlined in each state plan for vocational education. Thus, the state plan provides information on vocational priorities within each state

The needs and interests of students must also be taken into consideration as you develop vocational program goals and objectives. Results of standardized interest surveys such as the Kuder, Ohio Vocational Interest Survey (OVIS), and Strong Vocational Interest Blank (SVIB) can help you determine the need for new or expanded programs. School or district-wide achievement and aptitude tests may indicate the need for modification of existing programs or emphasis on particular areas (e.g., reading or math skills)

Information describing local conditions and needs is also of great importance as you review and develop vocational program goals and objectives. **Community (occupational) surveys** contain information about the community, the people, the school system, and the occupational outlook (e.g., short- and long-term manpower needs in the labor market) in the community. Program goals relating to the addition, deletion, or modification of vocational programs need to be based in part on this type of information.

For example, if a recent community survey reveals that employers feel the graduates of your program lack the ability to cooperate with fellow workers, you might consider developing a pro-

gram goal relating to developing cooperative attitudes and skills in group interaction. Check with local school administrators, fellow vocational teachers, and the state department of education on the availability of community surveys in your geographical area.

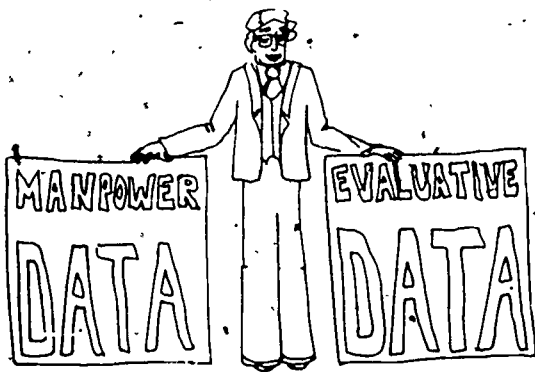
Manpower data from the national and state levels summarize information on the number of people currently employed in various occupations, and the projected need for workers in specified occupations. Suppose recent manpower data indicate increasing opportunities and/or demand for women workers in your occupational specialty. Based on this information, you might develop a program goal relating to the recruitment of female students into your program, if it has traditionally attracted only male students

This information is published by the US Department of Labor, and may be obtained at the library or directly from local vocational administrators. Additionally, each state department of vocational education reports on the number of students enrolled in and completing vocational programs within the state. This information can be obtained from area or state vocational supervisors

Another essential input as you formulate vocational program goals and objectives is **evaluative data** in the form of student follow-up studies, employer surveys, local, state, or regional program evaluations, and advisory committee recommendations

If a student follow-up study reveals the reason students are having difficulty obtaining jobs is that the present program does not provide any placement services, an appropriate goal might be to

¹ Adapted from *Ohio State Plan for the Administration of Vocational Education* (Columbus, OH: State Department of Education, Division of Vocational Education, 1975)



initiate a program of student placement. If an employer survey indicates that graduates perform certain tasks very poorly, a goal might be to restructure the curriculum to include more emphasis on these tasks. If a program evaluation reveals that over 50 percent of the students choose not to enter the occupational area for which they were trained, perhaps a useful program goal would be to implement a better orientation and selection procedure.

Check with department heads and administrators for these data. If such information is not available, you might consider the collection of these data as an appropriate goal.²

Whether you are working alone or with a committee, the development of vocational goals and objectives at any level should involve a variety of persons if the results are to be representative and acceptable to those who are affected by such decisions. Don't overlook the contributions fellow faculty members in your program might make. They may perceive program needs you have overlooked. In addition, seeking input from other teachers makes their support of the goals developed more likely. Some goals can be accomplished more effectively if all faculty members are involved. If a goal is to increase enrollment in student vocational organizations, this will be easier to accomplish if the entire faculty works together. Working with other teachers in the department has the additional advantage of strengthening communications and unifying program efforts.

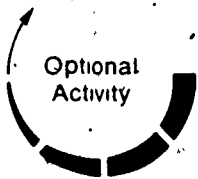
Guidance personnel can also provide valuable input. For example, if other data indicate the need to establish a new program, you may work with guidance personnel in ascertaining (e.g., through student interest inventories such as the Ohio Vocational Interest Survey—OVIS) if there is sufficient student interest in such a program. If data available from guidance personnel indicate that some students (e.g., special needs populations) are not aware of opportunities available to them in vocational education programs, one of your goals might be to increase awareness among such students of the options open to them. If a goal involves modifying a program to meet the needs of a special population (e.g., handicapped or disadvantaged), guidance personnel need to be well-informed so that they can help identify the students who would most benefit from it.

By contacting state and/or local vocational supervisors, you may get valuable information on state and area occupational opportunities, plus up-to-date information on current efforts to provide vocational services. Cooperation and coordination can prevent duplication of vocational services and help you set worthwhile goals.

You will need to keep school administrators informed, because many goals and objectives might affect areas for which administrators have direct responsibility. For example, if a goal involves adding a new program or adding an option within a program, additional staff may need to be hired. Additional facilities, space, and equipment may also be needed. If a goal is to serve physically handicapped students more effectively, special equipment may need to be purchased and facilities may need to be modified to accommodate wheelchairs.

By seeking input from a variety of relevant sources before you begin to prepare program goals and objectives, you help ensure that your program's expected outcomes truly reflect the needs of your students and of the community in which they will be working. It is also true that the better you understand what you are trying to accomplish, the greater your chances are of accomplishing it.

² To gain skill in collecting evaluative data, you may wish to refer to Module A-10, *Conduct a Student Follow-Up Study*, and Module A-11, *Evaluate Your Vocational Program*.



Optional
Activity

You may wish to obtain and read the portion of your state's plan for vocational education which relates to state goals and objectives.



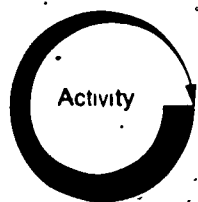
Optional
Activity

You may wish to meet with peers who are also taking this module to discuss recent federal vocational legislation pertaining to the general purposes (goals) of vocational education.



Optional
Activity

You may wish to interview a vocational administrator, department chairperson, and/or an experienced vocational teacher regarding the process of developing vocational program goals and objectives at various levels (total school, service area, etc.).



Activity

The following items check your comprehension of the material in the information sheet, Developing Vocational Program Goals and Objectives, pp. 6-12.

SELF-CHECK

I. Essay:

Each of the three items below requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

1. Differentiate between vocational program goals and program objectives, and explain their relationship to total educational program goals and to instructional objectives.

2. At a teachers' meeting at the Tri-County Area Vocational School, Ms. Ross, the local director, announced that faculty committee assignments would be forthcoming in preparation for a visit by the regional accrediting association. The following day, Mr. Norton received a notice asking him to serve on a committee updating goals and objectives for the industrial occupations program. His first reaction was to explode, "More busywork from the front office. Don't they realize we have better things to do with our time, such as teaching our students?"

How would you respond to Mr. Norton's assertion that updating program goals and objectives is "busywork"?

3. Ms. Parsley, of the radiologic technology program, was more positive than Mr. Norton about her assignment. She announced that she was going to lock herself in her office all afternoon and have a list of program goals and objectives by five o'clock.

Comment on Ms. Parsley's procedure for developing goals and objectives for her program.

II. Identification:

Identify the level of the following goals and objectives by placing the appropriate letters (as indicated below) in the blank to the left. Briefly state the reasons for your classifications.

PG—program goal

PO—program objective

IO—instructional objective

- _____ 1. To develop in students a favorable attitude toward continuing their education after graduation.
- _____ 2. Provide stenographic students with skills, satisfactory for initial employment, in taking dictation and transcribing notes, filing, typing, using duplication and reproduction machines, and accepting administrative responsibilities.
- _____ 3. To prepare students for obtaining positions in the health occupations field upon graduation.
- _____ 4. Given the proper tools, adjust automobile spark plug electrodes within a tolerance of $\pm .001$ inch.



Compare your written responses on the Self-Check with the Model Answers given below. For part I, your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points. For part II, identification of the levels should exactly duplicate the model responses; your explanation should closely match the model responses.

MODEL ANSWERS

I. Essay:

1. A vocational program goal describes a broad intent or purpose for (1) the total vocational program at a school, (2) a service area (e.g., distributive education), or (3) a program within a service area (e.g., child care program in occupational home economics). Program objectives are more concrete statements describing the means by which program goals will be accomplished.

Total educational program goals (e.g., to prepare students for active, responsible participation in society following graduation) are very broad statements of intent for an entire school or school system, which are one important input into the development of vocational goals at a particular school. Instructional objectives (course, unit, and student performance objectives) are increasingly specific statements of the means by which program goals and objectives will be accomplished.

2. Mr. Norton is apparently unaware of the relationship between his classroom teaching and the program goals and objectives he has been asked to work on. Clear statements of overall intents and the means by which they will be accomplished in the industrial occupations program can give direction to Mr. Norton's planning of his courses, units, and lessons.

Mr. Norton's classroom teaching should not be taking place in a vacuum or isolated from what is going on in the rest of the occupational program or the vocational program as a whole. Students, administrators, members of the community—and members of the regional accrediting association—are rightly concerned with the expected outcomes of the industrial occupations program, and with how various courses within it relate to these overall goals and objectives. A more unified program, the accomplishments of which can be evaluated on the basis of clearly defined expectations, can

and should result from the work Mr. Norton has been asked to do.

3. Judging from Ms. Parsley's assumption that she can generate a list of program goals and objectives in one afternoon, she probably does not intend to seek input from other radiologic technology faculty members and her administrator. A list of goals and objectives can be developed by one person, but it should be based on meaningful input from various sources if it is to be accurate, relevant, and acceptable to all concerned.

Aside from seeking the suggestions of such people as faculty, administrators, advisory committee members, etc., Ms. Parsley should review federal and state legislation and the state plan for vocational education, community and student surveys, manpower data in the health field, and any available evaluative data on the radiologic technology program. Unless she has done the groundwork previously and is simply writing up the final version, the goals and objectives Ms. Parsley generates during the afternoon will probably not be very useful to the program.

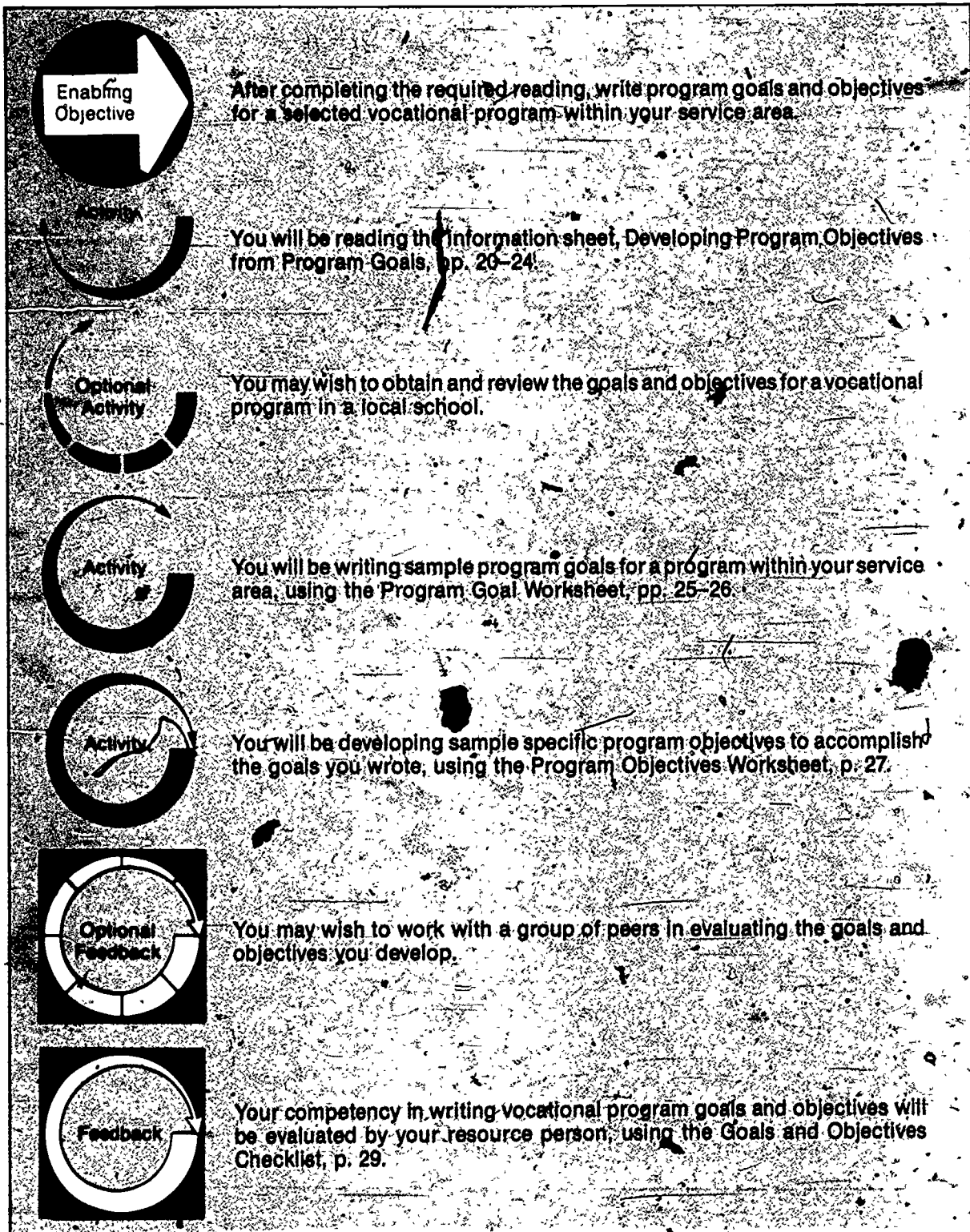
II. Identification:

1. **PG.** This is a broad goal for a total school program and/or a total vocational program.
2. **PO.** This objective focuses on teacher responsibility in providing both the skills and the level of skills students should possess at the completion of a vocational program within a service area.
3. **PG.** The intents of a service area are outlined in this goal. It is stated in broad terms, without accompanying conditions or criteria.
4. **IO.** The objective describes a single skill a student will be able to perform at the end of a unit or lesson. The conditions under which the performance is to occur and the acceptable level of performance are described:

LEVEL OF PERFORMANCE: For part I, your responses should have covered the same **major** points as the model response. For part II, you should have identified all four statements correctly, your explanations should have closely matched the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, *Developing Vocational Program Goals and Objectives*, pp. 6-12, or check with your resource person if necessary.

Learning Experience II

OVERVIEW





For information on the procedure for developing specific program objectives from an analysis of program goals, read the following information sheet:

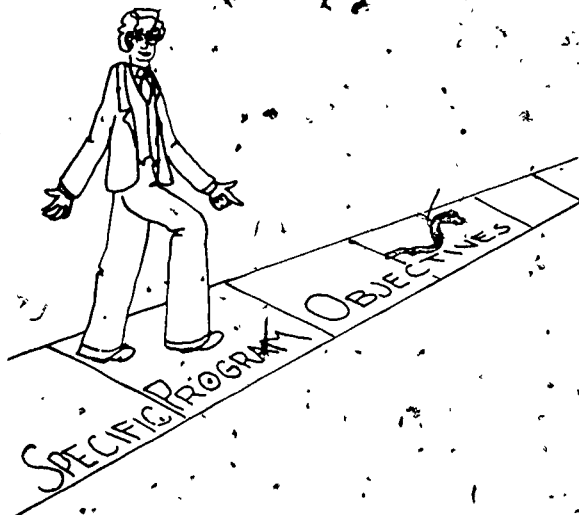
DEVELOPING PROGRAM OBJECTIVES FROM PROGRAM GOALS

A program goal is a general statement describing a broad purpose or intent. Sometimes goals are stated briefly; sometimes they are not—but one thing all **program goals** have in common is their **lack of real specificity**. Note the following examples:

- Develop student leadership skills.
- Develop in students a positive attitude toward work.
- Provide students with skills necessary to enter post-secondary programs.
- Provide students with marketable skills in data processing.

The above statements express very clear purposes, but do not indicate the criteria one could use to recognize when the goals have been achieved, or the conditions under which the attitudes or skills are to be developed. Has the second goal above been met when students apply for a job in that field, or when they receive their first pay increment on schedule? Is this attitude to be developed early in the program, or by its completion? Program goal statements indicate what areas, attitudes, skills, etc., are considered important, but not how the goals will be implemented in a particular setting.

Specific **program objectives** are based on program goals, but are much more **descriptive** and **concrete**. They specify activities which are directly

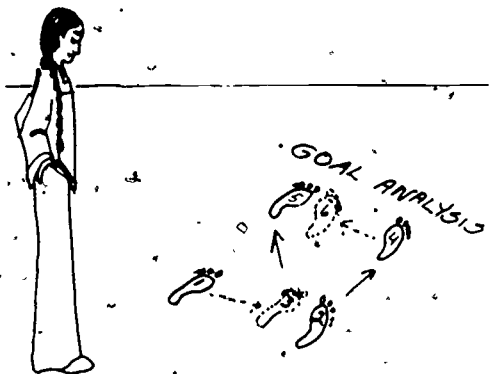


visible, audible, or measurable. They indicate the criteria to be used to recognize when the objectives have been achieved, and are thus helpful in program evaluation.

Program objectives make it easier for you to assess where you are, where you want to go, and how you plan to get there. As indicated in Sample 1, if you were a cosmetology teacher, and one of the **goals** of your program was "to prepare students for entry-level competency in cosmetology," one of your program **objectives** might state: "By the completion of the program, provide students with technical competency in the field of cosmetology such that they are able to pass the state licensing examination."

Developing Program Objectives

One of the successful processes for developing specific program objectives is a six-step procedure called **goal analysis**. This is a modification of



a five-step procedure developed by Mager.³ The function of goal analysis is to describe the essential elements of general goals in order to identify specific objective(s). It is a procedure for describing what a goal really means. By developing criteria for each performance and identifying the conditions relating to the performance, the "fuzziness" disappears, and it is possible to ascertain the degree to which the goal has been achieved.

³ Robert F. Mager, *Goal Analysis* (Belmont, CA Fearon Publishers, 1972).

Remember, even though you may be working alone doing the actual writing of program goals and objectives, they must be based on national trends and identified local needs in your community. Good program goals are not created in a vacuum. Information must be sought from a variety of sources including business, industry, and community contacts, advisory committees, university and state department personnel, and administrators. Equally important are the needs, hopes, and desires of the students. **The first step** involves writing down the program goal, using whatever words best describe your intentions. For example—

Develop student leadership skills.

Second, write down the **performances** or actions which must be accomplished to achieve the goal. Performances describe the activities to be engaged in to achieve a goal, and contain an action word or verb. Usually there are several performances or objectives for each goal. For example, for the above goal, the performances or activities to achieve this goal might include:

- Increase student participation in the student vocational organization.
- Conduct local leadership development contests for the student vocational organization members.
- Participate in district, regional, and statewide vocational organization contests.

Third, write down the **criteria** which would cause you to agree that the performance for the objective has been achieved, without regard for duplication or generalities. Don't attempt to write complete objectives at this stage, use only words and phrases. It may help if you try to answer the question, "What will I accept as evidence that this objective has been achieved?" For example, if your objective is "to increase student participation in the student vocational organization," what will you accept as evidence? . . . increased membership? . . . a chapter which accomplishes more activities? . . . increased student participation in vocational contests? Write down everything you can think of in this step without concern for duplication, level of specificity, or editing. First drafts are for getting things down, not for perfection.

Step four is **sorting** (evaluating) the criteria items you have listed in the previous step. Once you have identified a performance (action) necessary to achieving a goal, and drafted a list of tentative criteria you think could be used to judge whether the performance has been accomplished, you should carefully **review** these criteria and eliminate those which—

- simply duplicate the performance statement

- are so general that they are actually goal statements
- are statements of procedure for accomplishing the performance, not criteria for judging whether the thing has been done
- are inconsistent with the performance you identified

You should keep only those criteria which are appropriate for this performance. For example, if "to increase student participation in the student vocational organization" is one of the performances (actions) you determine should be accomplished to achieve the goal of "developing student leadership skills", you might, on a first try, have come up with the following criteria for judging whether participation has, in fact, been increased.

1. Student enrollment in the student vocational organization has increased by ten percent.
2. Potential members have been identified and contacted.
3. Member participation in student vocational organization contests has increased.
4. A positive attitude in students toward leadership activities has been developed.
5. Members have been motivated to participate in the student vocational organization.
6. Member participation on student vocational organization committees has been expanded.
7. Student vocational organization public relations efforts have paid off in terms of greater support by the business community.

In carefully examining these tentative criteria, you would no doubt recognize that only three are really appropriate criteria for judging whether student participation in the organization has increased—the first, third, and sixth. The second statement involves a **step** you might take in your attempt to increase student participation, but is not a measure of how well you succeeded. The fourth statement is really a general overall goal, much like the goal you are attempting to achieve through increased participation in the student vocational organization.

The fifth statement nearly duplicates the performance statement, and gives no indication of how one would know when attempts to motivate had been successful. The seventh statement definitely gives a criterion (greater support from business) for judging the success of an action (public relations efforts), but not the action under consideration (increasing student participation).

The first, third, and sixth statements, on the

other hand, give us concrete, measurable ways of determining whether more students are participating in the organization. In the first, overall enrollment has increased (presumably, the ten percent figure was arrived at based on meaningful data). In the third and sixth, involvement in contests and on committees has increased.



Step five involves adding conditions to the performances and criteria to form specific program objectives: A complete program objective contains the performance or action to be accomplished, the criteria for judging whether it has been accomplished, and the conditions or circumstances under which it will be accomplished. The condition often describes when the activity will be done.

- *During the next school year, increase student participation in the student vocational organization by ten percent.*

You have no doubt recognized that well-written, program objectives, like student performance objectives, contain performance, criterion, and condition statements. There are differences between the two; however. Student performance objectives are student oriented, and deal primarily with relatively specific student tasks. Program objectives are teacher oriented and broader in scope, dealing with the outcomes of the program and the activities teachers will be responsible for (although administrators and others may be involved).

In addition, you may have realized that once you have developed some program objectives using this step-by-step process, you will probably find yourself integrating or combining some or all of the first five steps. For example, you will probably be able to generate appropriate criteria in a single step (combining steps 3 and 4) once you have gained some experience in recognizing such criteria.

The sixth and final step is to evaluate the program objectives you have developed. In evaluating the program objectives you have developed, review the conditions, criteria, and performance statements for each objective in terms of whether they are clear, complete, and realistic. For example, if you wish to achieve increased student participation in the student vocational organization, do the criteria you have listed for achieving this define "increased participation" clearly and

completely? For example, are you interested only in increased enrollment, or in additional kinds of participation? If the latter, do your criteria specify this clearly? Then, review all the program objectives you have written in terms of whether their accomplishment will, in fact, mean that the particular program goal they are based on will be achieved. If, for example, your goal is to develop student leadership skills, and all your program objectives relate to increasing participation in the student vocational organization, will you honestly be able to say that the achievement of these objectives will be enough to accomplish such a goal?

On reviewing your objectives, you might want to add some objectives relating to involving students in the instructional process, increasing their responsibility for their own learning and for the learning of others—objectives which provide opportunities for students to experience and demonstrate leadership skills. That is, you would probably recognize that the scope of your original objectives was too narrow to adequately cover your program goal.

There are some cautions you should observe in developing specific program objectives, whether for the total vocational program, a service area, or a program within a service area.



- Keep the objectives at a realistic, achievable level. For example, an objective stating that all students in your program will be employed in the occupation immediately upon graduation is probably not realistic.
- Keep the total number of goals and objectives realistic. This may involve choosing the most important goals and setting priorities for their achievement.
- Use specific numbers (e.g., a 50 percent increase in enrollment) in your objectives only when there is a sound rationale for their use.

Developing specific program objectives allows you to clearly describe how your program goals are to be accomplished. They are "blueprints" for action which help you implement and achieve the overall goals you and others consider essential to a sound vocational program. Sample 3 contains

some sample goals and actions to be taken to achieve those goals. Sample 4 lists program objectives designed to achieve one of those goals. If you were writing vocational program goals and objectives, you might develop similar charts to aid you in "blueprinting" your plans.

SAMPLE 3

PROGRAM GOALS AND PERFORMANCES	
GOALS Projects, Outcomes, or Purposes You Want to Achieve	PERFORMANCES Major Activities or Actions to Be Accomplished
<p>Develop means to train special needs students in the allied health program.</p>	<p>Provide alternate, flexible modes of instruction for special needs students in allied health.</p> <p>Provide career guidance and counseling for special needs students in the allied health program.</p> <p>Secure work stations, or provide alternate work experience for allied health special needs students.</p> <p>Promote home visitation to promote a better understanding of the special needs student.</p>
<p>Improve instruction for physically handicapped students in the vocational education program.</p>	<p>Eliminate physical barriers in the classrooms and laboratories.</p> <p>Develop a program to assist businesses and industries employing students to understand the capabilities of trained handicapped students.</p> <p>Revise or develop vocational curriculum materials for handicapped students.</p>

SAMPLE 4

SPECIFIC PROGRAM OBJECTIVES

Goal: Develop means to train special needs students in the allied health program.

<p>CONDITIONS Time Period and/or Target Date</p>	<p>PERFORMANCE STATEMENT Action to Be Taken</p>	<p>CRITERIA Statements Describing Conditions That Will Exist if Objective Has Been Met</p>
<p>During the coming year . . .</p>	<p>provide alternate, flexible modes of instruction for special needs students in allied health.</p>	<p>Appropriate modes of alternate instruction for special needs allied health students will be outlined in courses of study, unit plans and/or individual learning packages.</p>
<p>During the coming school year . . .</p>	<p>students in the allied health program will be provided career guidance and counseling.</p>	<p>Records for each allied health student will indicate they have received career guidance and counseling before they entered the program.</p> <p>Records for each allied health student will indicate they have received career guidance and counseling during the program.</p>
<p>During the first eight-week term of the coming school year . . .</p>	<p>secure work stations, and alternate work for allied health special needs students.</p>	<p>All allied health special needs students will have experience at a work station or an approved alternate experience beginning with the first 8-week term.</p>
<p>During the coming school year . . .</p>	<p>promote home visitations to promote better understanding of special needs students in allied health.</p>	<p>Each teacher will visit the homes of at least three special needs allied health students.</p>



You may wish to obtain (through your resource person, a local administrator of vocational education, or a vocational teacher who has been involved in developing goals and objectives) the program goals and objectives developed for a total vocational program, service area, or program within a service area in a local school. Review these goals and objectives in terms of—

- their levels of specificity
- the degree to which achieving the program objectives would lead to the accomplishment of the stated goals
- whether the criteria for judging the achievement of each objective are clear and realistic



Below and on the following page is a Program Goal Worksheet for you to use in developing program goals. First, select a program **within** your service area (e.g., ornamental horticulture, child development, cosmetology, etc.) with which you are familiar, either because you are working or have worked in that area, or because you plan to work in it (or have a special interest in it). Then, write the name of the program you selected in the space provided.

Based on your present knowledge of the program you selected, develop three program goals and list them in the "Goals" column, numbering the goals for easy reference during feedback. If inputs pertaining to the program selected, such as a set of existing goals and objectives, state and federal legislation, community survey and manpower data, etc., are available to you, use these inputs in developing the three program goals. If not, simply use your familiarity with the purposes, needs, issues, etc., of the program you selected to generate three general goals.

For each goal, develop at least three or four major performances (actions) you feel would be necessary to accomplish the goal, and list these in the "Performances" column.

PROGRAM GOAL WORKSHEET

Program: _____

GOALS Projects, Outcomes, or Purposes You Want to Achieve	PERFORMANCES Major Activity or Action to Be Accomplished

GOALS	PERFORMANCES



Below is a Program Objectives Worksheet for you to use in developing specific program objectives to accomplish **one** of the three goals you have identified. First, select one of the three goals, and write it in the space provided. Then, enter in the "Performance Statement" column the performances (actions) you identified for that goal on the Program Goal Worksheet. Then, add appropriate conditions under which the performances will occur, and one or more criteria for judging whether each objective has been met. (If you need more writing space, please use the back of this sheet.) Number your objectives for easy reference during feedback.

PROGRAM OBJECTIVES WORKSHEET

Goal: _____

CONDITIONS Time Period and/or Target Date	PERFORMANCE STATEMENT Action to Be Taken	CRITERIA Statements Describing Conditions That Will Exist if Objective Has Been Met



You may wish to meet with a group of 1–5 peers who are also taking this module to exchange and critique the written goals and objectives each of you has developed. You could use the Goals and Objectives Checklist, p. 29, in evaluating each other's work.



After you have developed your program goals and objectives, arrange to have your resource person review and evaluate your work. Give him/her the Goals and Objectives Checklist, p. 29, to use in evaluating your work.

GOALS AND OBJECTIVES CHECKLIST

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO box to indicate whether all goals and objectives met or did not meet each criterion. For any goal(s) and/or objective(s) which did not meet a criterion, specify the number(s) of the goal(s) and/or objective(s) in the space provided for comments.

	Yes	No	Comments
The program goals:			
1. describe broad program purposes or aims	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. are written at the program level	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. are realistic in terms of the selected vocational program	<input type="checkbox"/>	<input type="checkbox"/>	_____
The specific program objectives:			
4. are adequate to cover or accomplish the selected program goal	<input type="checkbox"/>	<input type="checkbox"/>	_____
5. specify clearly and realistically:			
a. the conditions under which they will be accomplished	<input type="checkbox"/>	<input type="checkbox"/>	_____
b. the activities to be performed	<input type="checkbox"/>	<input type="checkbox"/>	_____
c. the criteria for measuring their accomplishment	<input type="checkbox"/>	<input type="checkbox"/>	_____

LEVEL OF PERFORMANCE: All items must receive YES responses. If any item receives a NO response, review the material in the information sheets, Developing Program Objectives from Program Goals, pp. 20-24, and Developing Vocational Program Goals and Objectives, pp. 6-12, revise your goals and/or objectives accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE



Terminal Objective

While working in an actual school situation,* develop program goals and objectives.



Activity

At a time when your school situation requires you (individually or as a member of a faculty committee) to prepare vocational program goals and objectives (e.g., in preparation for a program review by a regional accrediting association), develop (or revise existing) vocational program goals and objectives for (1) your school's total vocational program, or (2) your service area, or (3) a program within your service area. This will include—

- reviewing any existing program goals and objectives for your school, service area, etc.
- reviewing state and federal legislation and your state's plan for vocational education
- reviewing community survey and manpower data
- reviewing any existing evaluative data
- reviewing student needs and interests data
- obtaining input from a variety of persons such as other faculty members, advisory committee members, administrators, guidance personnel, etc.

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

Arrange to have your resource person review your goals and objectives and other documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33-34.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in developing program goals and objectives.



Feedback

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

NOTES

Lined writing area with approximately 18 horizontal lines.

TEACHER PERFORMANCE ASSESSMENT FORM

Develop Program Goals and Objectives (A-6)

Name _____

Date _____

Resource Person _____

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.

LEVEL OF PERFORMANCE

N/A None Poor Fair Good Excellent

In gaining input for program goals and objectives, the teacher:

1. obtained and reviewed input from a variety of sources, including:
 - a. existing program goals and objectives
 - b. federal and state vocational legislation
 - c. the state plan for vocational education
 - d. student needs and interest surveys
 - e. community surveys
 - f. manpower data
 - g. evaluative data
 - h. faculty, guidance personnel, and administrators
 - i. other appropriate sources (e.g., advisory committee, business and professional community, parents)

	N/A	None	Poor	Fair	Good	Excellent
a. existing program goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. federal and state vocational legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. the state plan for vocational education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. student needs and interest surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. community surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. manpower data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. evaluative data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. faculty, guidance personnel, and administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. other appropriate sources (e.g., advisory committee, business and professional community, parents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The program goals the teacher developed are:

2. consistent with the goals of the total educational program
3. if written for a service area or program within a service area, consistent with the goals of the total vocational program
4. consistent with the purposes and goals of federal vocational legislation
5. consistent with state policies for vocational education as indicated in the state plan and state legislation

	N/A	None	Poor	Fair	Good	Excellent
2. consistent with the goals of the total educational program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. if written for a service area or program within a service area, consistent with the goals of the total vocational program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. consistent with the purposes and goals of federal vocational legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. consistent with state policies for vocational education as indicated in the state plan and state legislation	<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
6. consistent with student needs and occupational interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. realistic in terms of occupational opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. written to describe broad aims or purposes (i.e., are written at the program level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The specific objectives the teacher developed for the vocational program:						
9. are drawn from an analysis of the program goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. are adequate (sufficient) to cover or accomplish each program goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. specify clearly and realistically:						
a. the conditions under which they will be accomplished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. the activities to be performed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. the criteria for measuring their accomplishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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).

NOTES

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 Symposiums
- 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

American Association for Vocational Instructional Materials

120 Engineering Center • Athens, Georgia 30602 • (404) 542-2586