DOCUMENT RESUME

ED 153 060 08 CE 015 781

TITLE Professional Teacher Education Module Series. Place Co-op Students on the Job, Module J-5 of Category J--Coordination of Cooperative Education.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 78

NOTE 91p.; For related documents see CE 015 777-786 ; ED 149 059-120, ED 149 151-58, and ED 149 172-75

AVAILABLE FROM American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($4.00)

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.

DESCRIPTORS Behavioral Objectives; Contracts; *Cooperative Education; *Instructor Coordinators; Job Placement; *Learning Activities; Learning Modules; Performance Based Teacher Education; Post Secondary Education; *Program Coordination; School Industry Relationship; Secondary Education; *Student Placement; Teacher Education Curriculum; *Teaching Skills

ABSTRACT

This fifth in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators skill in matching students and training stations and in placing students on the job. Included is the setting up of training agreements and training plans for individual students. The terminal objective for the module is to place co-op students on the job, while serving as a teacher-coordinator 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 five learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, performance checklists, model training agreements and plans, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. 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.) (JT)

MODULE

J-5

Place Co-op Students on the Job

MODULE J-5 OF CATEGORY J—COORDINATION OF COOPERATIVE EDUCATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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1978

ISBN 0-89606-010-1

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

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, Associate 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 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
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.

AA VIM

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Engineering Center
University of Georgia
Athens, Georgia 30602

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.

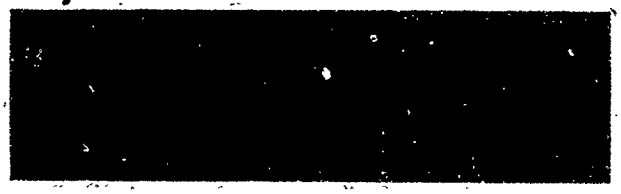
INTRODUCTION

A vital part of the many responsibilities of the teacher-coordinator in a cooperative vocational education program is placing a student on the job. There are claims that this activity is the most interesting work of the coordinator. Placement by the coordinator involves establishing training stations (student job stations), and helping cooperative students select job stations that parallel their interests and abilities. The challenge for the coordinator is to help establish the most effective situation for students to progress toward their career objectives, while meeting legal requirements.

At this point you have competency in establishing goals and criteria for your cooperative program, and in using these criteria to evaluate and enroll students and to evaluate and secure training stations. This module is designed to assist you in developing skills which will enable you to successfully match students and training stations and to place your students on the job.

ABOUT THIS MODULE

Objectives



Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures for placing a student on the job (*Learning Experience I*).
2. Given student data on three hypothetical students, tentatively match each student to appropriate training stations (*Learning Experience II*).
3. For a hypothetical cooperative program in your service area, develop or revise a training agreement form which could be used in placing students on the job (*Learning Experience III*).
4. Based on the preservice or inservice training program in which you are now involved, develop a training plan for yourself (*Learning Experience IV*).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program, in identifying and enrolling prospective students, and in identifying and securing prospective training stations. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J-1
- *Enroll Students in Your Co-Op Program*, Module J-3
- *Secure Training Stations for Your Co-Op Program*, Module J-4

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

Required

References (e.g., bulletins covering hazardous occupations, child labor laws, fair labor standards act, employment of students, etc.) covering the most up-to-date information regarding the legal considerations involved in placing students on the job. These are available at no cost from the U.S. Department of Labor, Wage and Hour Division.

Optional

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969.

Reference: Mason, Ralph E. and Peter G. Haines. *Cooperative Occupational Education and Work Experience in the Curriculum.* Second Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1972.

Reference: Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education.* Columbus, OH: Charles E. Merrill Publishing Co., 1975.

The videotapes, Richardson, Donald and Charles Beall, "Training Plans," and "Placing Students," from the series, *Coordinating Techniques*, Colorado State Board for Community Colleges and Occupational Education, Colorado State University, Department of Vocational Education, Fort Collins, Colorado, 1976.

Videotape equipment for viewing the videotapes on training plans and student placement.

Materials to use in preparing a brochure (rough draft) for employers.

Learning Experience II

No outside resources

Learning Experience III

Required

A training agreement to revise for use in a hypothetical cooperative program in your service area.

A resource person to evaluate your competency in developing or revising a training agreement.

Learning Experience IV

Required

A resource person to evaluate your competency in developing a training plan for yourself.

Learning Experience V

Required

An actual school situation in which, as part of your duties as a teacher-coordinator, you can place students on the job.

A resource person to assess your competency in placing students on the job.

NOTE:

In placing students on the job and developing training plans and agreements, you must be familiar with safety standards and regulations, especially those concerning hazardous occupations. Thus, it is recommended that the following recently published document be used as a supplement to this module: Wahl, Ray. *A Safety and Health Guide for Vocational Educators: An Instructional Guide with Emphasis on Cooperative Education and Work-Study Programs*. Harrisburg, PA: Pennsylvania Department of Education, Bureau of Vocational Education, 1977.

This module covers performance element numbers 337, 338, 346–353, 357 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.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program which were developed as part of a project at Michigan State University is available from Dr. Uthe at 3345 Carriage Lane, Lexington, KY 40502.

NOTES

Learning Experience I

OVERVIEW

Enabling Objective

You may wish to read

You may wish to view the

You may wish to prepare a

You may wish to compile a list of the

your service area.

Forms for Placement

The forms for placement which will be covered here are (1) application for a Social Security Number, (2) work permit (including intention to employ), (3) forms to meet special placement needs, (4) training agreement or memorandum, and (5) training plan. These are not presented here chronologically, since the appropriate time for completing each varies. In addition, some states combine the intention to employ, the training agreement, and the training plan into a single form. You will need to check to see if your district or state has specific forms you must use. These forms will be treated separately here for simplicity's sake.

Application for a Social Security Number

If a student is employed and paid wages, then taxes and Social Security withholding will be deducted from those wages. In order to be covered by Social Security, the student must fill out an Application for a Social Security Number form (see Sample 2). There are 14 simple items to complete, and the place where the card should be sent when completed appears at the bottom of the card. This should be done well in advance of employment.

Work Permit

Work permits, also known as age or employment certificates, serve the function of protecting the employer from violating child labor laws (see Sample 3). Part A of this form, **Intention to Employ**, is completed by the employer when the employer decides to hire a particular student who is a minor. The employer includes the details regarding the amount of time and the hours which the student will be expected to work and the type of work the student will be doing.

After Part A is completed, the student must have a parent or guardian complete Part B, **Parent's Consent.** This simply validates that the parent or guardian is aware of the employment conditions and approves of them. The student then must have the principal or teacher-coordinator complete Part C, **School Record.** This is not a complete school record. It simply verifies that the student has a minimal grasp of the English language, and it indicates what grade the student has completed.

Finally, the student must take the completed form and proof of age (birth certificate, baptismal record, etc.) to the district or county superintendent of schools. If approved, the work permit box at the top will be checked.

Forms to Meet Special Placement Needs

During the placement process, you as a teacher-coordinator need to be aware of legal requirements (child labor laws) and assist employers in seeing that they are meeting all of these requirements.

Activity

For information explaining how to prepare students for making initial contacts with prospective employers, and describing the forms to be used in the job-placement process, read the following information sheet:

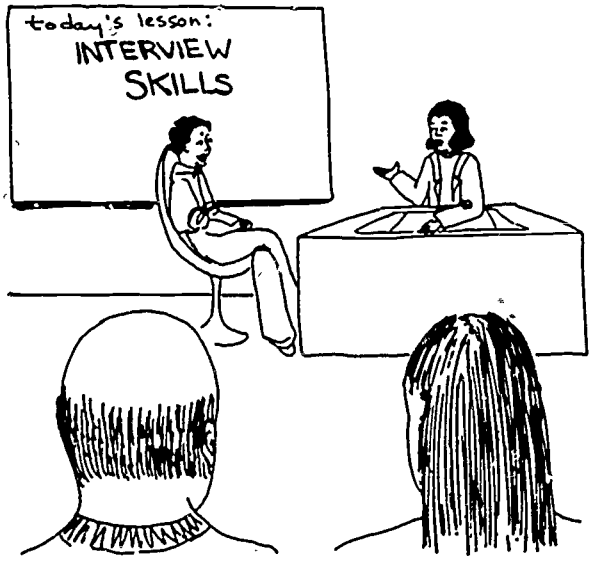
PLACING A STUDENT ON THE JOB

Once you have determined a prospective cooperative student's career objective, minimal basic skills, general occupational training, and specific job skills, etc., and once you have determined what types of jobs and learning experiences each prospective training station has available, you can tentatively begin to match students to training stations.

Each student should have the opportunity to talk to at least **three employers**, if possible. This gives students experience in applying for a job, and gives them an element of choice. Furthermore, should their first choice fall through, it gives them other options. Each training station employer should have the opportunity to talk to at least **three students.** This gives employers the opportunity to choose the person whom they consider to be best suited to the job.

The Interview

Before any student is sent out to talk to an employer, the teacher-coordinator is responsible for providing that student with interview skills. During



a pre-school orientation or in the first few weeks of school, all students, as a group or individually, should receive instruction on how to prepare for and act during an interview. This instruction should include—

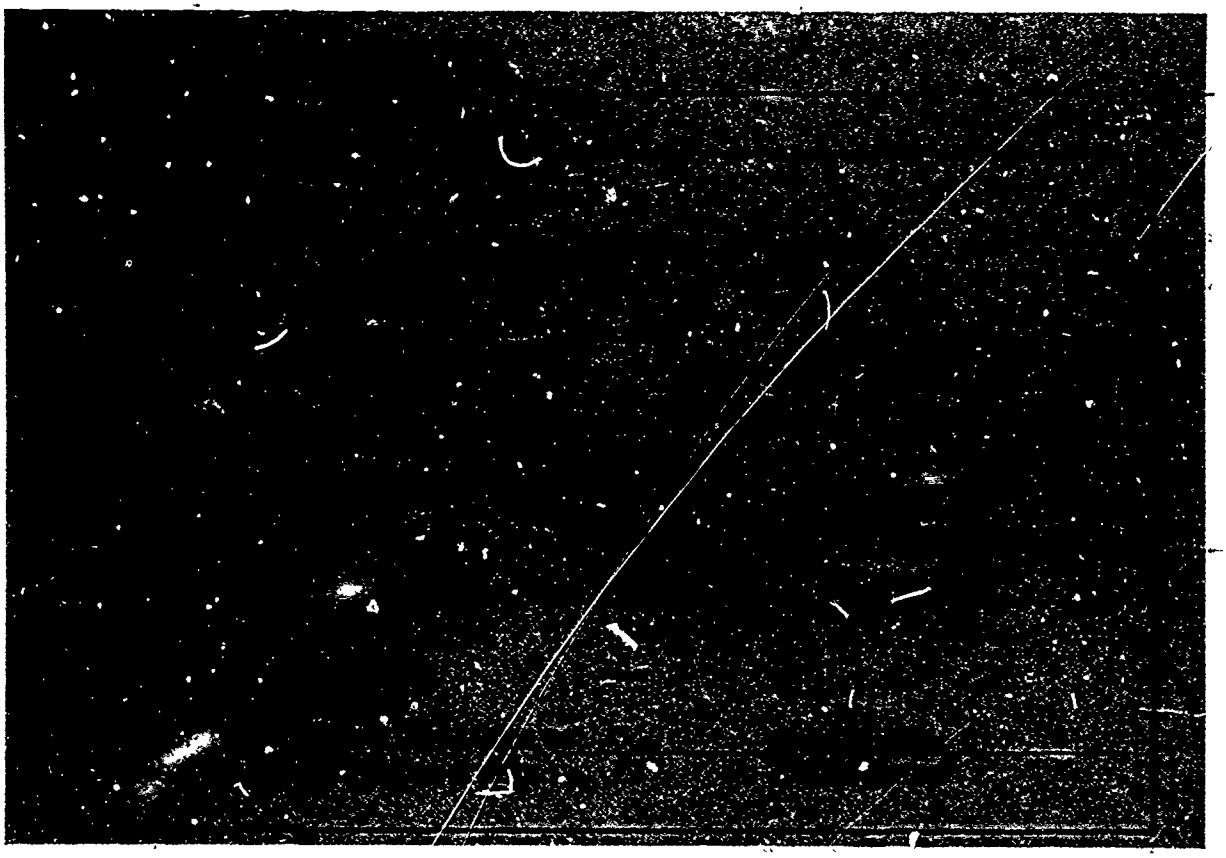
- how to prepare a vita
- how to fill out written application forms
- what types of questions an employer typically asks
- what types of questions the student should be prepared to ask
- how to prepare for an interview
- what the employer will be looking for during the interview in terms of appearance and presentation

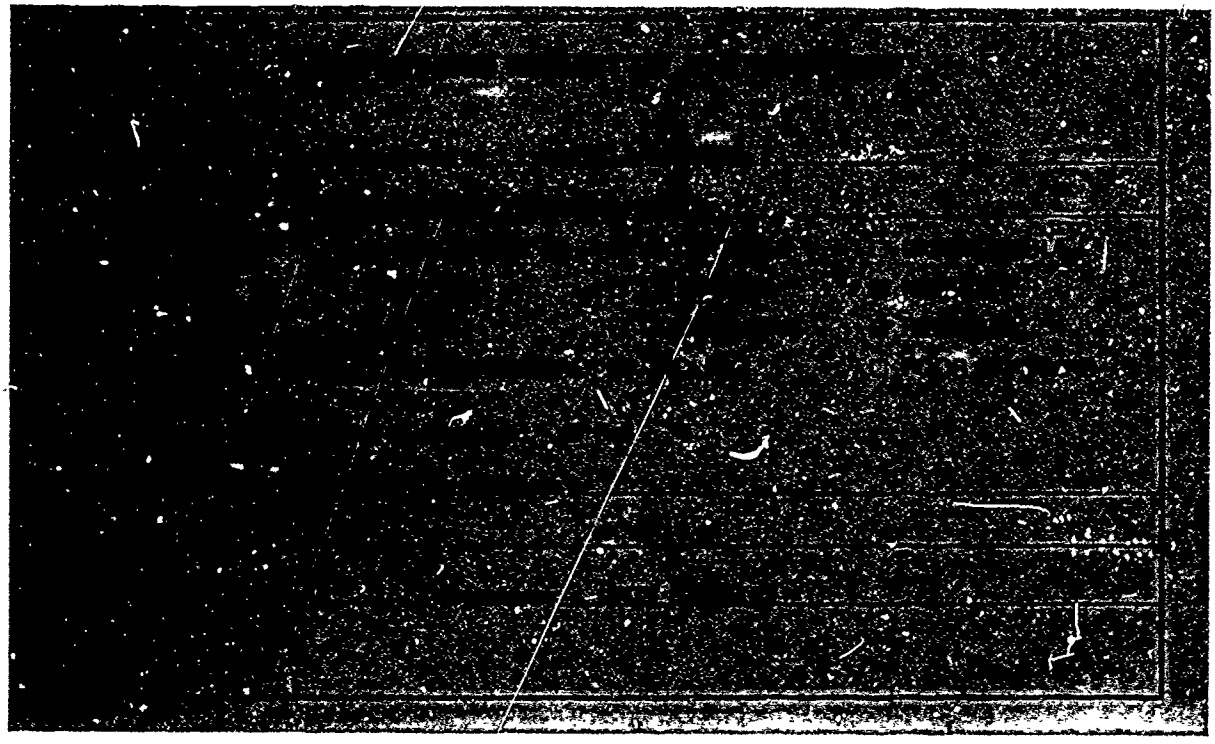
It is helpful to allow the student an opportunity to practice these skills in a simulated situation before going out on an actual interview.[1]

The next step is to contact the employer and set a time for each interview. Sample 1 is a job interview card. The teacher-coordinator fills out and signs the front of this card and gives it to the student. This tells the student where to be, when to be there, and the name of the person who will be conducting the interview. When the student arrives at the interview, he/she gives this card to the interviewer. At this point, the form serves as a letter of introduction from the teacher-coordinator. The back of the card provides the employer with an opportunity to summarize impressions of the interview and of the student. The employer then sends the card back directly to the coordinator. This process allows the coordinator (1) to keep up to date; (2) to help a student to eliminate, before future interviews, those areas identified as weak, and (3) to determine an employer's likes and dislikes before scheduling other student interviews with that employer.

1. To gain skill in providing students with interview skills, you may wish to refer to Module F-5, *Assist Students In Applying for Employment or Further Education.*

SAMPLE 1





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Application for a Social Security Number

If a student is employed and paid wages, then taxes and Social Security withholding will be deducted from those wages. In order to be covered by Social Security, the student must fill out an Application for a Social Security Number form (see Sample 2). There are 14 simple items to complete, and the place where the card should be sent when completed appears at the bottom of the card. This should be done well in advance of employment.

Work Permit

Work permits, also known as age or employment certificates, serve the function of protecting the employer from violating child labor laws (see Sample 3). Part A of this form, **Intention to Employ,** is completed by the employer when the employer decides to hire a particular student who is a minor. The employer includes the details regarding the amount of time and the hours which the student will be expected to work and the type of work the student will be doing.

After Part A is completed, the student must have a parent or guardian complete Part B, **Parent's Consent.** This simply validates that the parent or guardian is aware of the employment conditions and approves of them. The student then must have the principal or teacher-coordinator complete Part C, **School Record.** This is not a complete school record. It simply verifies that the student has a minimal grasp of the English language, and it indicates what grade the student has completed.

Finally, the student must take the completed form and proof of age (birth certificate, baptismal record, etc.) to the district or county superintendent of schools. If approved, the work permit box at the top will be checked.

Forms to Meet Special Placement Needs

During the placement process, you as a teacher-coordinator need to be aware of legal requirements (child labor laws) and assist employers in seeing that they are meeting all of these requirements.

SAMPLE 2

APPLICATION FOR SOCIAL SECURITY NUMBER

DO:

DO NOT WRITE IN THIS SPACE

Print in Black or Blue Ink, or Use Typewriter.

(Middle, Maiden, or Initial—if none, state this)

(Number & Street)

(City)

(State)

(Zip Code)

(Month, Day, Year)

(Place of Birth: City or State)

(Mother's Maiden Name)

(Number and Street, Apt. No., P.O. Box, or Rural Route)

(City)

(State)

(Zip Code)

(Month, Day, Year)

WARNING: Whoever, with intent to falsely represent a person's true identity, knowingly furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

Form SS-5 (1-76)

RESCREEN ABNOR DUP

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

Information Furnished On This Form Is CONFIDENTIAL.

INSTRUCTIONS

One Number Is All You Ever Need For Social Security and Tax Purposes. Special Attention Should Be Given To Items Listed Below.

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

Your social security card will be typed with the name you show in Item 1. However, if you want to use the name shown in Item 2, attach a signed request to this form.

If not born in the USA, enter the name of the country in which you were born.

If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you ever received the card and remember the number. You may find your number on an old tax form, payroll slip, or wage statement.

If you get mail on the country, without a street address, show your R.D. Route, and Box number or if you get mail delivered by a rural carrier, show your P.O. Box No. If there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at your home address, show, use an "in care of" address.

Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, mark with an "X" witnessed by two persons who can write. The witnesses must be present when the applicant and witnesses sign this application. A parent, guardian, or other person who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, (father.")

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING

U.S. Government Printing Office: 1976—240-988/43

SAMPLE 3

WEST VIRGINIA WORK PERMIT

☐ Work Permit ☐ Special Work Permit

☐ Vacation Work Permit ☐ Age Certificate

A. INTENTION TO EMPLOY

Prospective employer completes this section. Date _____

The undersigned expects to employ _____ (Name of minor)

as _____ (Specify type of work minor will perform)

Starting time _____ a.m. p.m. Stopping time _____ a.m. p.m.

Total hours per day _____ Total hours per week _____ Total days per week _____

The undersigned agrees to legally employ said minor and return the permit to the Issuing Officer within two days after the termination of the employment of the minor shown above.

_____ (Name of firm) _____ (Address) _____ (Telephone)

_____ (Type of industry) _____ (Signature of firm's representative)

B. PARENT'S CONSENT

Parent or guardian completes this section. Date _____

I, the parent or guardian of _____ do hereby agree and consent to this employment by the above named employer in the specified occupation.

_____ (Signature of parent or guardian) _____ (Address of parent or guardian)

C. SCHOOL RECORD

Principal or teacher completes this section. Date _____

This certifies that _____ (Name of minor)

can read and write correctly simple sentences in the English language and has completed the _____ grade.

_____ (Signature of principal or teacher)

_____ (Name of School)

_____ (Address of School)

If you are a teacher-coordinator in a service area in which your students might be placed in union positions, you need to meet with officials of the union(s) and discuss with them how provisions for students might be included in their contracts. These provisions need to be discussed with management at the same time they are being discussed with union officials.

In some instances, you may also find it necessary to assist employers in obtaining information concerning their federal and/or state wage and hour classifications. In order to accomplish this, all you need to do is to contact the nearest office of the U.S. Department of Labor (Wage and Hour Division). These offices will be able to supply you with all necessary information as well as all necessary forms, publications, etc., which you may need.

You should keep in mind that, if there is a difference between federal and state standards, the higher (dollar amount) is the one which will apply. For example, if your state indicates that the minimum wage for a particular occupation is $2.00 per hour, and the federal guidelines indicate a minimum wage of $2.10 per hour for the same occupation, the $2.10 would be the wage which would need to be paid.

There may be times and/or situations when it is desirable, in terms of benefits to a student, to place that student in a situation at subminimum wages. There are provisions within wage and hour legislation which allow for this type of special placement. Sample 4 is an example of the form needed by employers to request approval to pay a student a subminimum wage. This is not a widely used procedure and, as a teacher-coordinator, you should make certain that the quantity and quality of training which will be received justify the use of subminimum wages.

Because of the nature of the work for which they are being trained, some students will need to be employed in what have been legally defined as hazardous occupations (e.g., coal-mine occupations, logging occupations). If you find that this is true of one of your students, contact the nearest office of the Department of Labor to obtain al' necessary information for placing the student in such a position.

SAMPLE 5

WEST VIRGINIA TRAINING AGREEMENT

Birth Date _____ Age _____

Telephone _____

Telephone _____

Telephone _____

Position _____

To _____

Average Number of Hours of Training Per School Day _____

Career Objectives _____

Criteria for approval are the following:

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

RESPONSIBILITIES

The STUDENT-LEARNER considers his job experience as contributing to his career objectives and agrees:

1. To be regular in attendance, both in school and on the job.
2. To perform his training station responsibilities and classroom responsibilities in an efficient manner.
3. To show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
4. To conform to the rules and regulations of the training station.
5. To furnish the teacher-coordinator with necessary information about his training program and to complete promptly all necessary reports.
6. To consult the teacher-coordinator about any difficulties arising at the training station or related to his training program.
7. To participate in those cocurricular school activities that are required in connection with the cooperative vocational education program.

The PARENTS of the student-learner, realizing the importance of the training program in the student-learner's attaining his career objectives, agrees:

1. To encourage the student-learner to carry out effectively his duties and responsibilities.
2. To share the responsibility for the safety and conduct of the student-learner while he is traveling to and from the school, the training station, and his home.

ATTACH SEPARATE SHEETS IF NECESSARY

Training Agreement

The training agreement is the agreement between the school, employer, parent, and student. It clarifies program policies and procedures, specifies that a training plan will be followed, and outlines the specific responsibilities of each party involved. It should also include the following:

- student's career objective
- occupation(s) to be taught
- beginning and ending dates of the training period
- average number of hours per week the student will be employed
- maximum and minimum hours to be worked per day and per week
- rate of pay student is to receive
- conditions for increases in wages
- amount of school credit to be earned (determined by district or state level authorities)
- cooperatively arranged school and work schedules
- released time provided for students during normal school hours for on-the-job training
- time for student to participate in extracurricular activities such as club activities, sports events, etc., that fall during working hours
- compliance with federal, state, and local labor laws (e.g., meets minimum wages, maximum working hours, etc.)
- name, date of birth, address, and telephone number of student
- name, address, and telephone number of school and/or teacher coordinator
- name and position of the on-the-job instructor
- effective date of the agreement

The training agreement is not a legally binding document. Rather, it is a businesslike way of finalizing the terms of student employment, communicating the provisions to each of the concerned parties, and ensuring that the teacher-coordinator is consulted before any changes are made in a student's placement. The teacher-coordinator needs to carefully explain to all parties what the agreement is for, and what it contains. He/she then needs to obtain the signature of each party: employer, student, parents. The school also needs to have a representative sign the agreement; the teacher-coordinator usually acts as the school representative. Each of these parties should be given a copy of the agreement.

Samples 5–8 are examples of training agreements. When you look at these samples, note the responsibilities listed in each, and the variations among the four forms. Notice that Sample 6 is a checklist which can be adapted to particular situations by checking the responsibilities which apply.

In discussing the work permit and the training agreement, it was mentioned that these forms needed to stipulate hours and wages. At some point in the placement process, the student, the employer, and the teacher-coordinator need to discuss and agree on acceptable hours and wages. However, the teacher-coordinator must be fully versed in state and federal child labor standards. Before discussing hours and wages with a student and employer, the teacher-coordinator should review these wage and hour laws, and prepare guidelines for minimum and maximum hours and wages.

SAMPLE 5

WEST VIRGINIA TRAINING AGREEMENT

Student's Name _____ Birth Date _____ Age _____

Student's Address _____ Telephone _____

School _____ Telephone _____

Training Station _____ Telephone _____

Address of Training Station _____

Training Supervisor _____ Position _____

Dates of Training Period: From _____ To _____

Average Number of Hours of Training Per School Day _____

Career Objectives _____

Criteria for approval are the following:

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and;

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

RESPONSIBILITIES

The STUDENT-LEARNER considers his job experience as contributing to his career objectives and agrees:

1. To be regular in attendance, both in school and on the job.
2. To perform his training station responsibilities and classroom responsibilities in an efficient manner.
3. To show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.
4. To conform to the rules and regulations of the training station.
5. To furnish the teacher-coordinator with necessary information about his training program and to complete promptly all necessary reports.
6. To consult the teacher-coordinator about any difficulties arising at the training station or related to his training program.
7. To participate in those cocurricular school activities that are required in connection with the cooperative vocational education program.

The PARENTS of the student-learner, realizing the importance of the training program in the student-learner's attaining his career objectives, agrees:

1. To encourage the student-learner to carry out effectively his duties and responsibilities.
2. To share the responsibility for the safety and conduct of the student-learner while he is traveling to and from the school, the training station, and his home.

The TRAINING STATION, recognizing that a training plan is being followed and that close supervision of the student-learner will be needed, agrees:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of his career objective.
2. To provide training for the student for at least the minimum listed number of hours each day and each week for the entire training period.
3. To adhere to all Federal and State regulations regarding child labor laws, and other applicable regulations.
4. To assist in the evaluation of the student-learner.
5. To provide time for consultation with the teacher-coordinator concerning the student-learner and to discuss with the teacher-coordinator any difficulties the student-learner may be having.
6. To provide available instructional material and occupational guidance for the student-learner.

The TEACHER-COORDINATOR, representing the school, will coordinate the training program toward a satisfactory preparation of the student-learner for his occupational career objective and agrees:

1. To see that the necessary related classroom instruction is provided.
2. To make periodic visits to the training station to observe the student-learner, to consult with the employer and training supervisor, and to render any needed assistance with training problems of the student-learner.
3. To assist in the evaluation of the student-learner.

Additional Comments:

By:

Employer

Parent

Job Supervisor

Student-Learner

Teacher-Coordinator

Date

SAMPLE 6

ARIZONA TRAINING AGREEMENT

Student _____ Date of Birth _____

Occupational Objective _____ Soc. Sec. No. _____

Training Agency _____ Date _____

Address _____ Telephone Number _____

Dept. In Which Employed _____ Job Supervisor _____

Parent or Guardian _____ Res. Tel. _____ Bus. Tel. _____

Address: Residence _____ Business _____

1. The student agrees to:
   - __a. Do an honest day's work.
   - __b. Be punctual, properly attired and groomed, and loyal.
   - __c. Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
   - __d. Be courteous and considerate of the employer, customers, and others.
   - __e. Keep required records of cooperative training program.
   - __f. Be alert to perform unassigned tasks which promote the welfare of the business.
   - __g. Contact the teacher-coordinator before resigning.
2. The parents agree to:
   - __a. Placement of the student in this cooperative training station.
   - __b. Provide a method of getting the student to and from work.
   - __c. Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
   - __d. Assume full responsibility for any action or happening pertaining to student-trainee from the time he leaves campus until he reports to his training station.
3. The teacher-coordinator, in behalf of the school, agrees to:
   - __a. Give systematic instruction at the school related to the student's duties and responsibilities in the training station.
   - __b. Visit the student on the job at intervals for the purpose of supervising him.
   - __c. Show discretion as to time and circumstances for visits, especially when the work of the training station is pressing.
4. The employers agree to:
   - __a. Provide the student with opportunities to learn how to do well many jobs in this business.
   - __b. Assign the student new responsibilities according to his ability and progress.
   - __c. Assist the teacher to make an honest appraisal of the student's performance and progress.
   - __d. Avoid subjecting the student-trainee to unnecessary hazards.
   - __e. Contact the teacher-coordinator before discharging the student.

[illegible]

SAMPLE 7

PENNSYLVANIA TRAINING AGREEMENT

[illegible]

The Employer

1. Student-learner will not displace a regular worker.
2. The employer will provide a monthly rating of the student. [illegible] rating sheet.
3. The student-learner is paid a legal wage and it will [illegible]
4. The student will be given progressive and challenging work [illegible]
5. The student-learner will be covered by workman's compensation [illegible] while on the job.

The Student, Parent

1. The student-learner agrees to perform the duties in a loyal and [illegible] best interest of all concerned.
2. The student and parents are responsible for the transportation [illegible] employment.
3. The student-learner will be covered by ample insurance for travel and [illegible]

The School

1. The program is under the direct supervision of a certified coordinator.
2. The student-learner will receive related instruction from the school including safety instruction.
3. The coordinator will periodically visit and evaluate the student at the training station.

All Parties

1. A schedule of organized progressive work processes to be performed on the job has been prepared and stated on the reverse side of the agreement.
2. Safety instruction given by the school and employer will be correlated with the job activities.
3. The program shall comply with all state, federal and local labor laws.
4. There will be a 10-day trial period for the student to adjust and prove himself.
5. The program may be terminated at any time providing there is due cause and all parties have been given sufficient notice.

SCHOOL SECTION

School _____ City or Town _____

Director _____ Type of Program _____ (T&I, DE, Internship, etc.)

This is a ONE ____ TWO ____ year program

Weekly school instruction related to work (Related Inst. Class) _____ hrs.

STUDENT SECTION

Name _____ Grade Level _____ Date of Birth _____

Occupational Objective _____ DOT Code No. _____

Hours in school weekly _____ Hours at work weekly _____

EMPLOYER SECTION

Company Name _____ Type of Business and Industry _____

Beginning date of employment _____ Starting hourly rate _____

Daily hours _____ A.M./P.M. to _____ A.M./P.M. (Normal school day only)

As the employer, I am

Subject to the provisions of the Fair Labor Standards Act ____ Yes ____ No

Subject to Pennsylvania minimum wage provisions ____ Yes ____ No

Covered under Workman's Compensation Act ____ Yes ____ No

We, the undersigned, agree to the terms and statements contained in this agreement.

	Employer		Student
	Coordinator		Parent

SAMPLE 8

TRAINING AGREEMENT

School _____ In Cooperation with

Employer _____

Supervisor _____

Street _____

City _____ Phone _____

Job Title _____

Daily Work Schedule

	M	T	W	T	F	S	S
From							
To							

Total Legal Working Hours Per Week _____

☐ REGULAR
☐ PART G

Trainee _____

Street _____

City _____ Phone _____

Social Security No. _____

Grade _____ Age _____

Date of Birth _____

Rate of Pay _____

Date Employment Begins _____

Expected Completion Date _____

JOB ACTIVITIES

1st Quarter	% Time	3rd Quarter	% Time

2nd Quarter	% Time	4th Quarter	% Time

Some Responsibilities of Program Participants:

1. Trainee will abide by the regulations and policies of his employer and the school.
2. The employer assumes the responsibility of providing the trainee with the broadest occupational experience in keeping with the job activities listed above.
3. The coordinator will arrange for in-school related instruction, consultation, and advisory service to parties concerned with this training program.
4. The employment of the trainee shall conform to all federal, state, local laws and regulations, including non-discrimination against any applicant or employee because of race, color, sex, or national origin.
5. The employer shall contact the coordinator before the trainee is removed from his job and notify the coordinator of any violations committed by the trainee.

TITLE OF RELATED INSTRUCTION CLASS	
First Semester	Second Semester

Student _____ Date _____

Parent _____ Date _____

Employer _____ Date _____

School Official _____ Date _____

White—*Office Copy* Yellow—*Employer's Copy*

Pink—*School Copy* Blue—*Trainee's Copy*

UTHE/72

Training Plan

The completion of a training plan is probably the most vital step in placing a student on the job. It provides a summary of the competencies to be developed by the student for success in his/her chosen occupational field. It also indicates whether these competencies are to be developed at the training station, in the classroom, or both (see Samples 9–13 for examples of training plans).

Where does this list of competencies come from? In some states, training plans already exist for individual occupations. A plan of this type would have a complete listing of the competencies needed to perform successfully in a particular occupation. The teacher-coordinator uses the completed list as a checklist, checking those competencies which will be included in the training and instruction of a particular student. In other states, the teacher-coordinator is responsible for generating this list of competencies, but help and guidance are available from the following sources.

- No matter what form is to be used, input from the **student** is necessary. Students have career objectives and they all probably have some, at least tentative, ideas as to what sorts of learning experiences they are interested in, or feel they need. You can begin your list with the results of the student's input.
- The **employer** undoubtedly has an excellent fix on the competencies needed by employees in particular jobs. On-the-job instructors most assuredly know what competencies employees must have to perform successfully in their jobs. Add these inputs to your list.
- You may have noticed on the training agreement form, Sample 7, that there is a blank for the DOT Code Number. This refers to a document called the *Dictionary of Occupational Titles* (DOT).[2] The DOT provides (1) a code number for each occupation included in it, (2) job classifications and definitions, and (3) physical demands, working conditions, and training time for each job. This document can also help you in determining the competencies needed for particular occupations. Two other sources of this type are the *Occupational Outlook Handbook*,[3] published every other year by the U.S. Bureau of Labor Statistics, and *Vocational Education and Occupations*,[4] a taxonomy published by the U.S. Office of Education. The handbook uses DOT code numbers. The taxonomy uses USOE code numbers. A further source for a specific service area is *Standard Industrial Classification (SIC) for Use in Distributive Education*.[5]
- If the teacher-coordinator has expertise in **analyzing occupations,** he/she can develop a realistic list of the tasks, duties, and responsibilities for individual occupations or jobs.[6]
- Once again, do not forget your **occupational advisory or craft committee.** These people possess a good deal of occupational expertise and, thus, they can assist the teacher-coordinator in analyzing an occupation and preparing a plan.

When the teacher-coordinator has a good fix on the competencies suggested by (1) the student, (2) the employer, (3) the job analysis, and (4) the advisory or craft committee, then a final plan can be developed jointly by the student, employer or on-the-job instructor, and the teacher-coordinator. In the final plan, broad occupational areas of training and specific experiences for developing competencies are identified, competencies are logically sequenced, and the plan specifies where the student will receive instruction for each competency—on the job, in school, or both.

Space should be provided on the training plan for entering the employer's periodic rating of the student's performance on the job. Copies of the final plan must then be distributed to each of the parties involved.

Once a workable plan is developed for a student in a specific training station, it can be adapted for other students who are placed there or in similar jobs. The training plan, however, should always be adapted to the **individual student** and the **specific training station.**

2. U.S. Department of Labor, Bureau of Employment Security. *Dictionary of Occupational Titles*, Volumes I and II, 1965. (NOTE. Updated editions of the DOT are published periodically.)

3. U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook*, Bulletin 1700. Current Edition.

4. U.S. Office of Education, *Vocational Education and Occupations* (Washington, DC: U.S. Government Printing Office).

5. U.S. Office of Education, *Standard Industrial Classification (SIC) for Use in Distributive Education* (Washington, DC: U.S. Government Printing Office).

6. To gain skill in analyzing an occupation, you may wish to refer to Module A-7, *Conduct an Occupational Analysis*.

SAMPLE 9

WEST VIRGINIA TRAINING PLAN

COOPERATIVE EDUCATION

OCCUPATIONAL [illegible] TRAINING PLAN FOR THE SCHOOL YEAR _____

Name _____

Date _____

Coordinator _____

A. Title of Occupational Area O.E. Coding _____

B. O. E. Number _____

C. Name and address of training station _____

D. Name of Owner _____

E. Name of Trainer _____

F. Individual study references available:

Classroom:

1. _____
2. _____
3. _____
4. _____

Training Station:

1. _____
2. _____
3. _____
4. _____

G. Areas of Experience "on the job" and training for the school year:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

[illegible] of "on-the-job" experiences:

[illegible]

A.

B.

C.

D.

4.

A.

B.

C.

D.

5.

A.

B.

C.

D.

6.

A.

B.

C.

D.

COOPERATIVE EDUCATION

RELATED STUDY SUMMARY

Student _____ Division _____

Supervisor _____ Week _____ 19 _____

DATE ASSIGNED	LESSON SUMMARY	DATE COMPLETED	SUPERVISOR

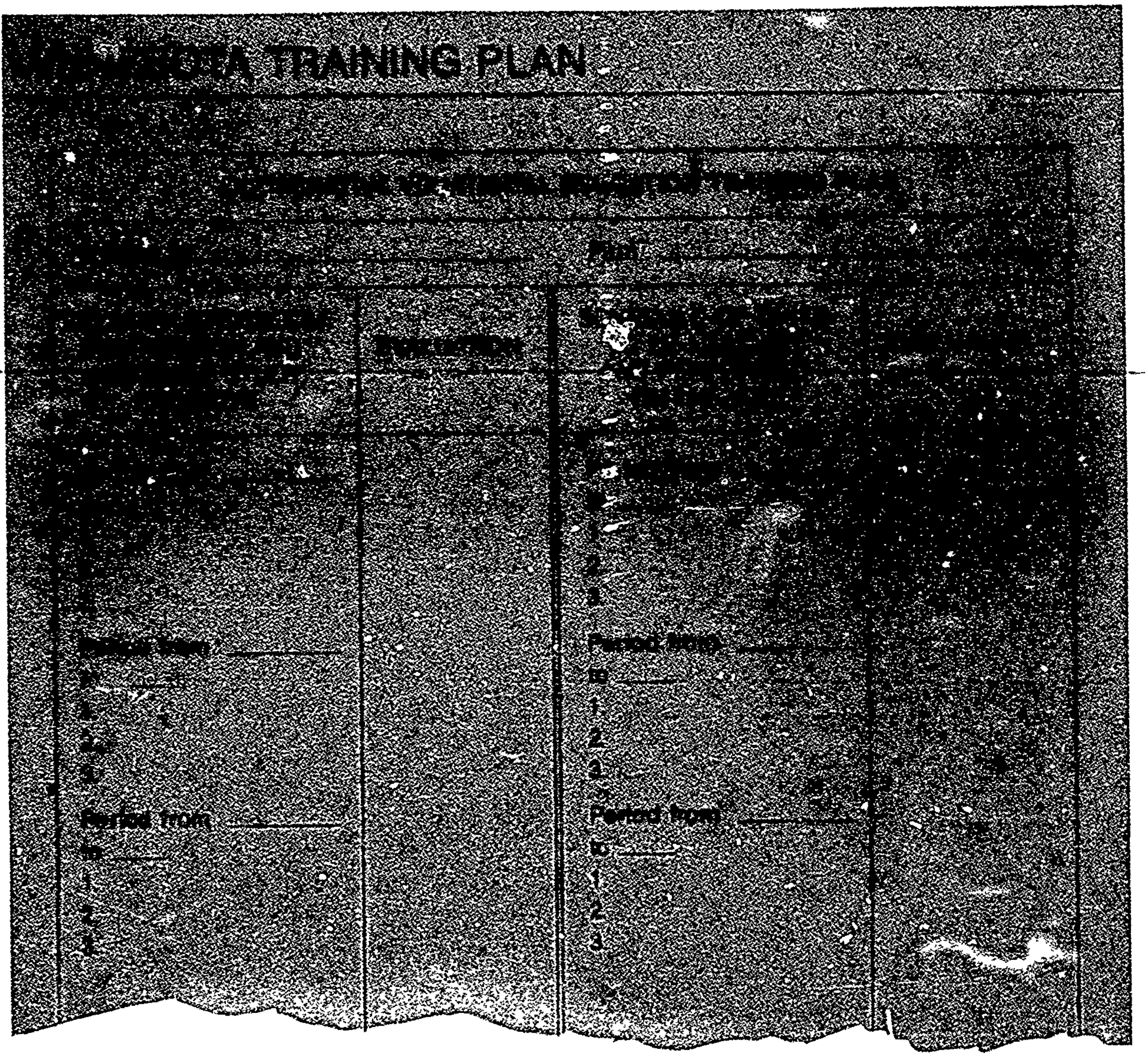
SAMPLE 10

ARIZONA TRAINING PLAN

Date _____

[redacted]

SAMPLE 11



[illegible] TRAINING PLAN

[illegible]

[illegible]

EVALUATION

Period from ______

to ______

1.

2.

3.

Period from ______

to ______

1.

2.

3.

1.

2.

3.

Period from ______

to ______

1.

2.

3.

Period from ______

to ______

1.

2.

3.

SAMPLE 12

TRAINING PLAN

CAREER OBJECTIVE	
DOT DESCRIPTION	

CURRENT JOB	USOE Code No.	DOT Code No.
MAJOR TASKS	SPECIFIC ATTITUDES DESIRED	
MACHINES TO BE USED	SPECIAL KNOWLEDGE/CONTENT NEEDED	

UTHE/72

Topic No.	Topics (Skills, Knowledges, Attitudes, Understandings)	Hours of Training		In-School Project No.
		Training Station	Related Class	

Resources and References	Available		
	Training Station	Related Class	Other (List)

TRAINING PLAN: SCHEDULE FOR PROJECTS

Period No. ___ from _____, 19___ to _____, 19___

Schedule of Tasks to be Learned and/or Performed on the Job		Related Instruction and Individual Projects		
Name of Task	Evaluation	Assignment/Project	Date Due	Evaluation
a.		a.		
b.		b.		

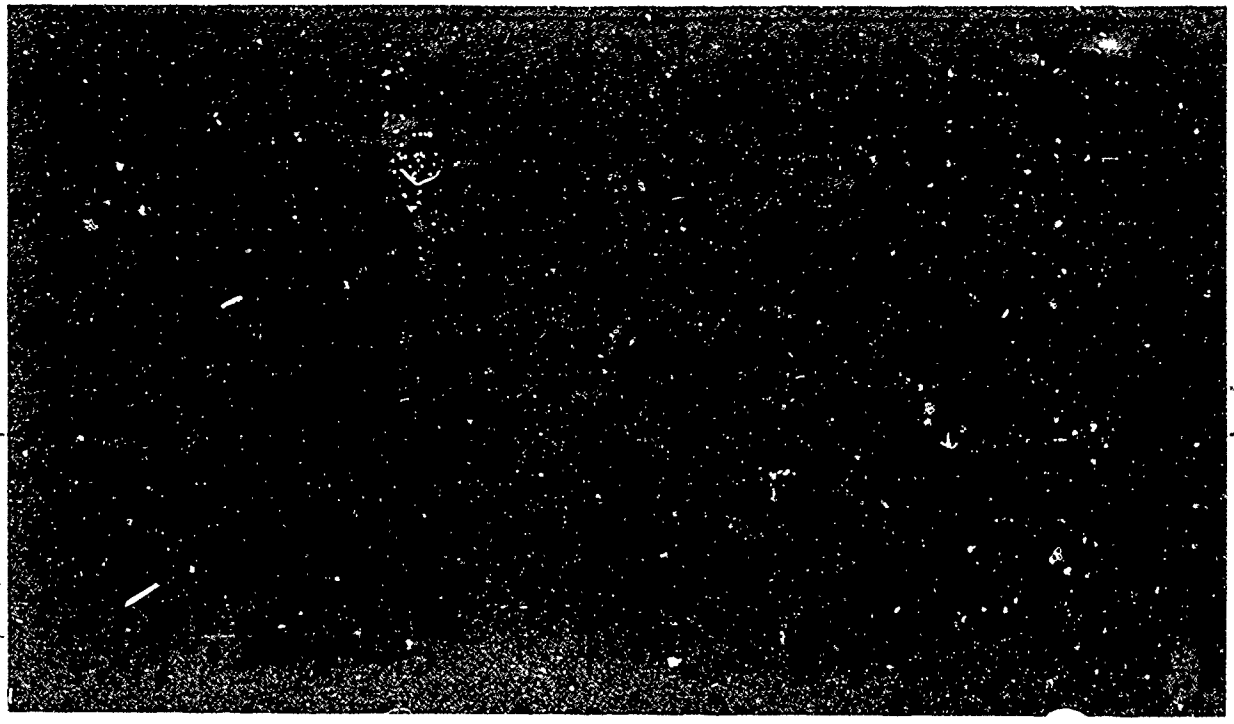
SAMPLE 13

TRAINING PLAN FOR COOPERATIVE DISTRIBUTIVE EDUCATION

The AA Company will permit Steven Smith from XYZ High School to enter their establishment as an employee under the supervision of Mr. Jack Manager for the purpose of gaining knowledge and experience in the occupational area of Food Distribution (04.06) so that the student may prepare for a career as a Supermarket Manager.

Approx. Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
8 weeks	Grocery Department:				
	1. Locate merchandise	x			
	2. Replenish merchandise	x			
	3. Log, price, and mark merchandise	x	x		
	a. Utilize price book				
	b. Determine zones, specials, discontinued items, etc.				
	c. Make price changes as needed				
	4. Return damaged goods	x			
	5. Construct displays (point-of-purchases, end-of-aisle, store-front, special-feature)	x	x		
	6. Utilize stockkeeping equipment and supplies (two-wheel handcart, box-cutter, tag puller, price tags, ink remover, aprons, etc.)	x	x		
	7. Inventory merchandise	x			
	8. Make "price checks" at competing stores	x			
4 weeks	Produce Department:	x	x		
	1. Perform same duties and procedures as described in Grocery section				
	2. Code-date merchandise				
	3. Handle and store perishable items				
4 weeks	Dairy and Frozen Foods:	x	x		
	1. Perform same duties and procedures as described in Produce and Grocery sections				

Approx. Time	Learning Activities	OJT	In School	Evaluation	Individual Study Assignment
4 weeks	Bakery Department:	x	x		
	1. Perform same duties and procedures as described in Produce and Grocery sections				
	2. Review prices as merchandise goes				
6 weeks	Meat Department:				
	1. Research cuts of meat	x	x		
	2. Merchandise meat (cut, trim, wrap, date, rewrap, etc.)	x			
	3. Control freshness	x			
	4. Prepare order control guides and control ordering	x			
	5. Study and adhere to Board of Health rules	x			
2 weeks	Cashiering and Checking:				
	1. Extend appropriate cordialities	x	x		
	2. Unload carts	x	x		
	3. Itemize merchandise according to departments	x	x		
	4. Calculate and record appropriate taxes	x	x		
	5. Operate stamp-dispensing machine	x			
	6. Refund bottle deposits	x			
	7. Handle food stamps and welfare coupons	x			
	8. Handle merchandise coupons	x			
	9. Cash checks	x			
	10. Handle premium offers and game devices	x			
	11. Bag merchandise	x	x		
	12. Extend closing cordialities	x	x		
	13. Close cash drawer	x	x		
	a. Count money, paid-out-slips, checks, cash register errors, etc.				
	b. Complete cash short and over form				
All year	Advertising:				
All year	1. Check weekly media for featured items	x			
2 weeks	2. Prepare newspaper advertisements	x	x		
All year	3. Prepare copy for featured merchandise	x	x		
All year	Human Relations	x	x		



The training plan is always subject to change as the student progresses through the program and the student's strengths and weaknesses are uncovered. The coordinator and the training sponsor will often find it necessary to alter and add to the original plan. A time schedule of job rotation is a good thing to have in the plan, but with the understanding that the student is rotated only when he/she achieves satisfactory performance.

Activity

In order to have the most up-to-date and complete information regarding the legal considerations involved in placing students on the job, you need to familiarize yourself with the procedures and standards published by the U.S. Department of Labor, Wage and Hour Division. If there is a **local office** of the U.S. Department of Labor located conveniently near you, you may contact the Wage and Hour Division to obtain the information you need. Persons employed there are very willing to assist you, and their publications covering the information you need are available free of charge. These publications should also be available through the **library** or your **resource center.**

Examples of the Wage-Hour Division publications you should obtain are (1) Bulletin #101 on hazardous occupations: (2) Bulletin #158 on state child labor standards; (3) Bulletin #1282 on the Fair Labor Standards Act; (4) Bulletin #1330 on child labor provisions of the Fair Labor Standards Act; and (5) Bulletin #1343 on employment of students.

By talking with persons at the Wage and Hour Division and/or reviewing the sections of their publications pertaining to your service area and your state, you should be able to obtain the information you need to place students on the job in accordance with federal and state standards.

For further information on the techniques and procedures for placing co-op students on the job, you may wish to read sections dealing with this topic in the supplementary references, *A Guide for Cooperative Vocational Education*, Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education*.

You may wish to view the videotapes, "Training Plans," and "Placing Students" from the series on *Coordinating Techniques* by Richardson and Beall, Colorado State University. "Training Plans" shows the steps in the development of a training plan: (1) the teacher-coordinator and sponsor meet to review the on-job portion of the plan completed by the sponsor; (2) the teacher-coordinator and student meet to review the in-school portion of the plan completed by the student; and (3) the teacher-coordinator, sponsor, and student meet to discuss and finalize the plan. "Placing Students" shows the first meeting between the teacher-coordinator and on-the-job instructor following student selection. During this meeting, the teacher-coordinator reviews the program, training agreement, student duties, and evaluation forms with the on-the-job instructor.

When you are actually working as a teacher-coordinator, one of your responsibilities is to explain to prospective employers the legal provisions for employing cooperative students. An excellent technique for doing this is to prepare a brochure for employers summarizing the key information they need to know. You may wish to prepare a rough draft or mock-up of a brochure you could use for this purpose. Module G-3, *Develop Brochures to Promote Your Vocational Program*, could be of assistance should you decide to work on this activity.

You may wish to develop a list of the occupations in your service area which are considered to be "hazardous" by federal and state standards. This information is available in the Wage and Hour Division publications you located in this learning experience.

The following items check your comprehension of the material in the information sheet, Placing a Student on the Job, pp. 9–34 and in the Wage and Hour Division publications.

SELF-CHECK

I. Essay:

Each of the four 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. Why is it a good practice to have students apply for their training position rather than assigning them to a specific training station?

2. What are the essential elements in a training agreement and what purposes does the training agreement serve?

3. Who should be involved in the preparation of the training plan, and why?

4. What purpose does a training plan serve in the cooperative vocational education program?

II: Outline:

Using the information you have obtained from the required reading or from the Department of Labor, prepare an outline of federal and state requirements regarding:

- minimum age for employment
- employment certificates required
- maximum number of hours per day and hours per week of employment
- night work prohibitions
- mandatory meal periods
- compulsory hours of school attendance
- hazardous occupation permits
- permits for subminimal wages
- union contract provisions

Also include in your outline any special provisions which may apply to students in your service area which are not included in the above list. (Remember that if state standards are higher than federal standards, the state standards prevail.)

Feedback

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, your outline must meet the standards explained in the model response.

MODEL ANSWERS

I. Essay:

1. There are several reasons why it is a desirable practice to have students apply for their training positions. One reason is that the students need to have practice in actually applying for a job and to realize the importance of being able to present themselves well. By having the student apply, employers maintain their right to select the individual who will best fit the position and the firm. This process also allows the teacher-coordinator to work with employers in determining where a student needs help in improving his/her ability to interview successfully.

2. The training agreement not only states the specific responsibilities of all of the parties (school, student, employer, parents), it also covers such necessary items as wages (what the beginning wage shall be, any provisions for raises); hours of employment (both hours of the day and what the minimum and/or maximum number of hours per week should be); the exact position that the student will have; who will be responsible to serve as the on-the-job instructor; etc.

   The agreement also helps to clarify some of the program policies such as. what responsibility the student has for notifying the employer if he or she is going to miss work, what happens, as far as going to work is concerned, if the student is absent from school, what the exact procedure is for removing the student from the training station by any of the parties request.

3. The teacher-coordinator has the major responsibility for the development of the training plan, but the student and the employer and/or on-the-job instructor should also be involved The teacher-coordinator will have the major responsibility for seeing that the knowledge, skills, concepts, and attitudes needed by the student are outlined in the plan. Students are the persons most affected by the plan and should, therefore, be involved in its preparation in order to help set goals and to know what will be expected of them.

   The employer and/or on-the-job instructor need to be involved since they will be responsible for providing a part of the training and they also can provide guidance and assistance in terms of what the student needs to be successful in today's job market. The occupational advisory or craft committee should review the plans once they are developed in order to ensure that all elements have been included and to provide additional material and/or resources if needed.

4. The training plan actually serves as the basis for determining the curriculum in a cooperative vocational education program. The plan helps all parties involved in the training (student, on-the-job instructor, and the teacher-coordinator) to understand what training will take place and where it will be provided (either in school or on the job). It will also help to ensure that students develop the knowledge, skills, concepts, and attitudes needed for success in their chosen occupation. The final purpose of the training plan is that it provides an excellent basis for evaluating the student, both in class and on the job.

II. Outline:

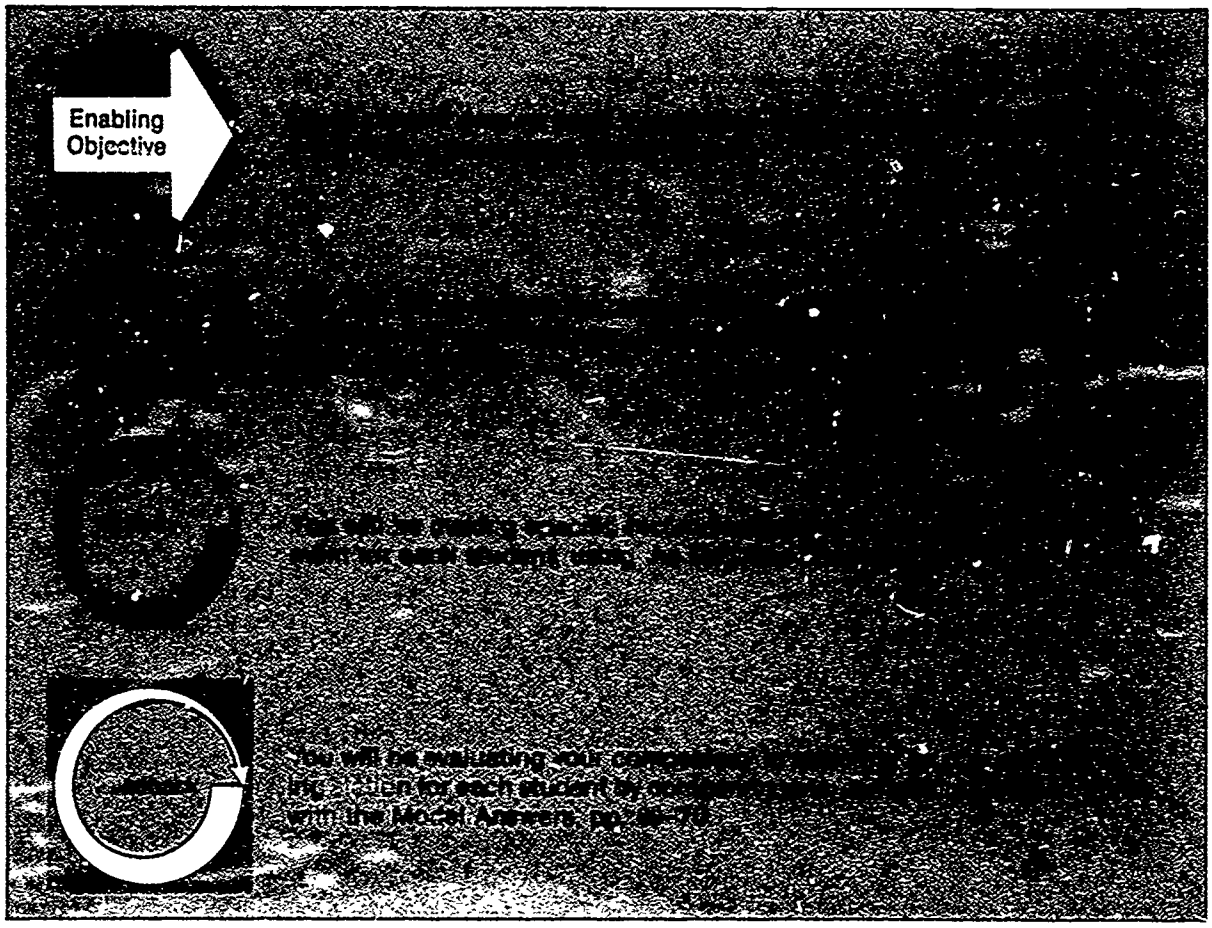
The model answer for this item is contained within the Wage and Hour Division publications.

LEVEL OF PERFORMANCE: For part I, your responses should have covered the same major points as the model responses. For part II, the information in your outline should agree exactly with the information contained in the Wage and Hour Division publications. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Placing a Student on the Job, pp. 9–34, and the Wage and Hour Division publications, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW



Activity

On pp. 43–64, you will find a set of data for each of three prospective cooperative students: Mary Lou Dickson, Betty Scott, and Wayne Moore. Included in the data provided on each student are the following items:

- an application for admission to the cooperative program which has been completed by the student
- the student's cumulative record
- an analysis of the student's recruitment interview, written by you, the teacher-coordinator
- three teachers' recommendations as to the student's strengths and weaknesses

Review the data for each student. As you review, look for information which would affect that student's job placement.

MARY LOU DICKSON STUDENT DATA
APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Mary Lou Dickson Date 3/17/71 Grade 11

Address 8796 West Tenth Street Telephone 888-9786

Age 16 Height 5'4" Weight 185 Birthday 6/3/54 Social Security No. 497/84/7467

Health Good Physical Handicap? None

Hobbies None

Activities—Athletics --

School --

Church --

Community --

FAMILY BACKGROUND

Father:
Name Albert Dickson Street Same

Occupation Baker City _____ ZIP ____

Mother:
Name Roberta Dickson Street Same

Occupation Baker City _____ ZIP ____

Do you live with your parents yes, Father ____, Mother ____, Guardian ____, Other ____

Number of brothers 0 Ages ____ Number of Sisters 0 Ages ____

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
Sales & Stockgirl	Dickson Bakery	1968-71

Are you available for summer employment? No

Could you drive to work? yes Other transportation? ____

UTHE/72

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	English	Prescott	305
2	U. S. History	Lemke	303
3	Bookkeeping	Johnson	204
4	Lunch		
5	Shorthand	Smith	104
6	Typing	Thompson	105
7	P. E.	Harrison	Gym

What courses do you plan to take next year? Shorthand, Govt., English
Office Machines

List three teachers you would ask to recommend you for this program.

Miss Prescott

Mr. Johnson

Miss Smith

CAREER INTEREST

How did you learn of Coop training? Posters & leaflets

Why do you want to take Coop training? for experience & money

What kind of a job would you like to train for in this program? Secretarial

I would prefer to work with (check one): ✓ my hands ___ machines ___ people.

Given the opportunity to work for any company in this area, which company would you choose?

Nu-Way Insurance Company

What do you plan to do after graduation? don't know

What are your future education plans? don't know

What would you like to be doing five years from now? don't know

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world of work.

Signed Mary Lou Dickson
STUDENT

UTHE/72

CUMULATIVE SCHOOL RECORD

Student Mary Lou Dickson Date 3/25/71

SUBJECTS	GRADES 9		10		11		12	
English	B	B	C	C	C			
General Math/Algebra	C	C						
General Science/Biology	C	B						
World History/U.S. History	C	C			C			
Basic Business			C	C				
Typing	B	A	B	B				
Shorthand					C			
Bookkeeping			B	B	B			
P.E.	D	D	D	D	D			
Tardiness	2	2	2	1	1			
Absences	0	1	2	1	0			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

70 VERBAL REASONING
80 NUMERICAL ABILITY
45 ABSTRACT REASONING
60 SPACE RELATIONS
40 MECHANICAL REASONING
40 CLERICAL SPEED & ACCURACY
30 LANGUAGE USE-SPELLING
32 LANGUAGE USE-SENTENCES

INTELLIGENCE LEVEL: Aver. +

HEALTH RECORD: Weight Problem

GENERAL COMMENTS:

R. Chandler
Coordinator's Signature

UTHE/72

COORDINATOR'S ANALYSIS OF MARY LOU'S RECRUITMENT INTERVIEW

Appearance: Mary Lou has a weight problem that makes it hard to place her on the job.

Poise: Mary Lou seemed somewhat poised. She wasn't nervous and she answered all questions politely and calmly.

Attitude: Mary Lou appeared to be quite cooperative, however, she was rather passive. She responded to questions, but only as required.

Personality: Mary Lou seemed to lack self-confidence. She was somewhat shy and quiet in some of her responses, and she tended to minimize her skills and abilities.

Verbal Expression: She used some slang and most of her answers were extremely brief, but overall she spoke clearly and used fairly good grammar.

Initiative: Mary Lou seemed fairly apathetic about many things. She did not indicate any drive to become a secretary, nor did she put much effort into "selling" herself during the interview.

General Comments: Mary Lou doesn't really seem to have a clearcut or strong career goal (e.g., "**any kind** of office job would be okay", "I thought about being a secretary to somebody in a **big** company", "I think a **small** office would be nice.") Contradictory information such as this suggests she hasn't given the whole idea too much thought. Her casual remark that "and maybe I could even get married" seems more to the point. It would seem that she thinks that in an office as a secretary she could find a husband; finding a husband might be the real "career goal."

Her general attitude toward almost everything discussed was highly lethargic, apathetic, and nonchalant (e.g., she'd like to lose weight, but says she can't seem to make any progress in that area, she says if she practiced more and concentrated harder, she could improve her typing and shorthand, but she doesn't seem concerned enough to act on that knowledge, she says she has no outside interests at school or at home, she knows shorthand, but says she doesn't use it to take notes in her other classes, she spends most of her spare time reading magazines or watching T.V.; etc.).

Mary Lou doesn't seem to have a very positive self-concept, this could be due to her weight problem, aggravated by the fact that her father yells at her a lot.

Stated Career Objectives: "Secretary in a small office." This is a realistic goal in terms of her course work, her grades, and her skills.

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Mary Lou Dickson Subject English

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY				X	
LEADERSHIP			X		
INDUSTRIOUSNESS			X		
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Apparently reads a lot, but does let assignments slide once in a while.

What do you feel are the student's weak points?

Not working up to her potential.

Other Comments—

Needs to lose weight.

Date 4/2/71 Signature B. Prescott

UTHE/72

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Mary Lou Dickson Subject Shorthand

This student has applied for participation in the Cooperative Program Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY			X		
LEADERSHIP			X		
INDUSTRIOUSNESS			X		
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) Snorthand

(Indicate Level) (b) 80 wpm.

Special Talents

What do you feel are the student's strong points?

Good attendance--average student

What do you feel are the student's weak points?

Slovenly in her habits, doesn't get along too well with others, quiet, withdrawn

Other Comments—

Date 3/30/71 Signature J. Smith

UTHE/72

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Mary Lou Dickson Subject Bookkeeping

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY				X	
LEADERSHIP		X			
INDUSTRIOUSNESS				X	
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER				X	
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Does assignments on time
Works well by herself

What do you feel are the student's weak points?

Lacks confidence in dealing with others

Other Comments—

Overweight seems to be a problem

Date 3/28/71 Signature A. Johnson

UTHE/72

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

BETTY SCOTT STUDENT DATA
APPLICATION FOR COOPERATIVE PROGRAM

PERSONAL DATA

Name Betty Scott Date 3-15-71 Grade 11

Address 1786 Oakland Telephone 356-4892

Age 16 Height 5'10" Weight 140 Birthday 2/27/55 Social Security No. 499/78/6945

Health good Physical Handicap? --

Hobbies sewing, cat

Activities—Athletics --

School choir

Church choir

Community --

FAMILY BACKGROUND

Father:
Name John Street 1786 Oakland

Occupation tool & die City ZIP

Mother:
Name Elizabeth Street -same-

Occupation secretary City ZIP

Do you live with your parents ✓, Father ___, Mother ___, Guardian ___, Other ___

Number of brothers 2 Ages 10, 14 Number of sisters 5 Ages 20, 18, 8, 6, 4

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
babysitting	neighbors	since 13

Are you available for summer employment? yes

Could you drive to work? no Other transportation? none

UTHE/72

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	Shorthand I	Smith	104
2	English	Prescott	206
3	Typing	Harrison	102
4	Lunch		
5	Bookkeeping	Johnson	110
6	History	Lemke	304
7	Study hall	Wright	202

What courses do you plan to take next year? Shorthand, Am. Govt. Business English, Office Practice

List three teachers you would ask to recommend you for this program.

Miss Smith

Mr. Johnson

Mrs. Harrison

CAREER INTEREST

How did you learn of Coop training? a friend

Why do you want to take Coop training? to earn money

What kind of a job would you like to train for in this program? secretary

I would prefer to work with (check one): ___ my hands ___ machines ___ people.

Given the opportunity to work for any company in this area, which company would you choose? Apex Insurance Company

What do you plan to do after graduation? work as a secretary

What are your future education plans? none

What would you like to be doing five years from now? secretary—maybe married

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world of work.

Signed Betty Scott
STUDENT

UTHE/72

CUMULATIVE SCHOOL RECORD

Student Betty Scott Date 3-20-71

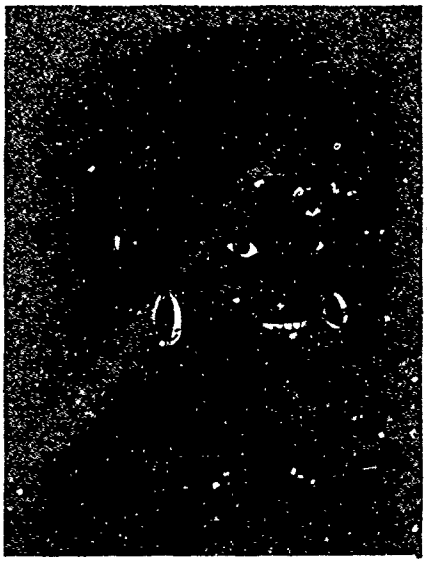
SUBJECTS	GRADES							
	9		10		11		12	
English	D	D	C	D	C			
General Math/Algebra	D	C						
General Science/Biology	C	C						
World History/U.S. History			D	C	C			
Basic Business	C	C						
Typing			C	B				
Shorthand					D			
Bookkeeping					D			
P.E.	A	B	B	B	C			
Social Science	D	D						
Tardiness	0	0	0	0	0			
Absences	2	4	2	12	3			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

18 VERBAL REASONING
27 NUMERICAL ABILITY
5 ABSTRACT REASONING
20 SPACE RELATIONS
50 MECHANICAL REASONING
35 CLERICAL SPEED & ACCURACY
10 LANGUAGE USE-SPELLING
12 LANGUAGE USE-SENTENCES

INTELLIGENCE LEVEL: Aver.

HEALTH RECORD:



GENERAL COMMENTS:

R. Chandler
Coordinator's Signature

UTHE/72

COORDINATOR'S ANALYSIS OF BETTY'S RECRUITMENT INTERVIEW

Appearance: Her appearance is average.

Poise: Betty did not seem nervous, nor did she seem calm and self-possessed Perhaps "nonchalant" best describes her bearing.

Attitude: Betty seemed to want to be cooperative and she certainly seemed eager to get a job, any job Her attitude toward the low grades and other problems was quite **casual.** She admitted that the problems exist, but seemed to think that if she waits, they'll go away.

Personality: She was outgoing and straightforward.

Verbal Expression: Betty's language was full of slang and her English was rather sloppy (e g , "Ya," "kinda," "you know," "naw," "gittin," etc.).

Initiative: She has a real drive to get a **job,** but in terms of her grades in bookkeeping and shorthand or a career as a secretary, she didn't exhibit much concern. She said she tries and her teachers indicate that she tries, but she doesn't seem terribly troubled about her lack of success. She doesn't seem to see the relationship between school and getting a job.

General Comments: Betty seems to really want to get a job, but she does not really have a career objective to be a secretary. She'll take anything, "just so it's a job," and just so she can earn money. Based on the interview, it would appear that Betty does not have a very realistic view of what being in cooperative education involves or what holding a job means. She seems to think a "job" is some magic, easy device for getting out of school and earning bunches of money.

She said things are going all right in school, and yet she's gotten D's in shorthand and bookkeeping, and may not pass shorthand. In terms of office skills, she said she **can** type and take shorthand, but said that she's **not too good** in them. However, according to her teachers, she **is** a good typist and she **can't** take shorthand well enough to pass. Her attitude did seem to verify one teacher's comment that Betty will work if she likes something (and has the skill to do it).

Betty seemed truly eager to do anything she could to get a job, and although she said any job would do, she kept coming back to office work as her "calling" in life (e.g., "I think I'll end up working in an office anyway"). Her excessive absence in the tenth grade was due to mumps, so there doesn't seem to be an absenteeism problem.

Stated Career Objective: A job, any kind, anywhere, perhaps a secretary in an office." This is realistic if the job involves no shorthand or bookkeeping. Based on the information obtained thus far, her typing skill and pleasant personality should qualify her for some sort of office job.

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Betty Scott Subject(s) Shorthand I

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY			✓		
LEADERSHIP		✓			
INDUSTRIOUSNESS			✓		
POISE		✓			
GROOMING		✓			
KNOWLEDGE OF SUBJECT MATTER	✓				
GETTING ALONG WITH OTHERS			✓		

Any Special Job Skills? (a) don't know

(Indicate Level) (b) Very poor - probably will not pass this year.

Special Talents Poor reader and speller.

What do you feel are the student's strong points?

She tries. Agreeable personality.

What do you feel are the student's weak points?

Lack of poise. Somewhat uncoordinated and can't take the pressure of speed building.

Other Comments—

She would probably like a routine job.
She wants to be grown-up.

Date 4-17-71 Signature J. Smith

UTHE/72

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Betty Scott Subject(s) Bookkeeping

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		X			
LEADERSHIP	X				
INDUSTRIOUSNESS		X			
POISE		X			
GROOMING			X		
KNOWLEDGE OF SUBJECT MATTER		X			
GETTING ALONG WITH OTHERS				X	

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Tries but lacks some of the basic math concepts and skills. Has difficulty handling debits and credits.

What do you feel are the student's weak points?

Misses assignments. Immature. Slow student.

Other Comments—

Job would have to be something she liked or she would not be able to succeed.

Date 4-20-71 Signature H. Johnson

UTHE/72

☐ AG ☐ HEALTH
☑ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Betty Scott Subject(s) Typing

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY					X
LEADERSHIP					X
INDUSTRIOUSNESS					X
POISE				X	
GROOMING			X		
KNOWLEDGE OF SUBJECT MATTER				X	
GETTING ALONG WITH OTHERS					X

Any Special Job Skills? (a) Typing

(Indicate Level) (b) 40-45 wpm

Special Talents

What do you feel are the student's strong points?

Willing to work; pleasant to everyone

What do you feel are the students's weak points?

Fidgety - likes to talk

Other Comments—

Yes, has lots of energy and pep.
Good attitude

Date 4-15-71 Signature A. Harrison

UTHE/72

WAYNE MOORE STUDENT DATA
APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Wayne Moore Date 2/15/72 Grade 11th

Address 1920 4th St. N.E. Telephone 362-9571

Age 16 Height 5' 8" Weight 140 Birthday 3/9/55 Social Security No. / /

Health Good Physical Handicap? None

Hobbies Movies

Activities—Athletics –

School –

Church Cathlic

Community —

FAMILY BACKGROUND

Father:
Name – Street –

Occupation – City ZIP

Mother:
Name Gloria Street 1920 4th St. N.E.

Occupation Cleaning Lady at Nite City ZIP

Do you live with your parents ___, Father ___, Mother x, Guardian ___, Other wive

Number of brothers 2 Ages 14, 11 Number of sisters 1 Ages 13

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
Passed out leflet	Don't know	Oktober

Are you available for summer employment? Yes

Could you drive to work? No Other transportation? Bus

UTHE/72

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	U.S. History	Gibson	109
2	Shop	Krause	25B
3	Study Hall	Pauck	305
4	Lunch		
5	P. E.	Schrader	Boys Gym
6	English	Luna	201
7	Art	Larsen	10B

What courses do you plan to take next year? I don't know

List three teachers you would ask to recommend you for this program.

Mr. Krause

Mr. Schrader

Mr. Gibson

CAREER INTEREST

How did you learn of Coop training? Conslor tole me

Why do you want to take Coop training? to earn money

What kind of a job would you like to train for in this program? Drive-in oner

I would prefer to work with (check one): ___ my hands ___ machines ___ people.

Given the opportunity to work for any company in this area, which company would you choose?

View & Chew Drive-in

What do you plan to do after graduation? On a drive-in.

What are your future education plans? None

What would you like to be doing five years from now? On a drive in.

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity which will improve my skills and efficiency in both the classroom and the world of work.

Signed Wayne Moore
STUDENT

UTHE/72

CUMULATIVE SCHOOL RECORD

Student Wayne Moore Date 2/16/72

SUBJECTS	GRADES							
	9		10		11		12	
English	D	D	F	D	F			
General Math/Algebra	D	C						
General Science/Biology	C	D						
World History/U.S. History			F	D	F			
Basic Business	D	D						
Typing			F					
Shorthand								
Bookkeeping								
P.E.	B	C	C	C	D			
Industrial Arts I			C	D	D			
Art I					D			
Tardiness	5	6	9	12	2			
Absences	10	9	35	21	36			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

10 VERBAL REASONING
14 NUMERICAL ABILITY
9 ABSTRACT REASONING
46 SPACE RELATIONS
37 MECHANICAL REASONING
23 CLERICAL SPEED & ACCURACY
16 LANGUAGE USE-SPELLING
17 LANGUAGE USE-SENTENCES

INTELLIGENCE LEVEL: 87

HEALTH RECORD: Good

GENERAL COMMENTS:

Was suspended for smoking in classroom 2-22-71
Was suspended for using profanity in a classroom 4-12-71
Attendance has been a problem—
Was married 2-1-72 as girlfriend was pregnant

W. Hobson
Coordinator's Signature

UTHE/72

1. Language Spoken in Household
English ☒ Other ☐
Spanish ☐

2. Youth Lives With
Both Parents ☐ Father only ☐ Other ☒ (specify) Wife
Guardian ☐ Mother only ☒

3. Marital Status of Youth
Single ☐ Separated or Divorced ☐
Married ☒ Widowed ☐

4. Number of Persons
A. Living in Household 6
B. In Family 2

5. Number of Youth's Own Children in Household 0

6. Head of Household is
Father ☐ Mother ☒ Male Guardian ☐
Female Guardian ☐ Student ☐
Other ☐ (specify) _____

7. During Last Week, Head of Household
Worked 35 Hours or More ☒
Worked Less Than 35 Hours ☐
Was not Working ☐

8. Other Household Members Employed 35 Hours or More Per Week
Father ☐ Brothers/Sisters ☐
Mother ☐ Other ☐

9. Usual Occupation of
Father _____
Mother Cleaning Lady sometimes

10. Estimated Annual Family Income
Below $1000 ☐ From 3000 to 4000 ☒
From 1000 to 2000 ☐ From 4000 to 5000 ☐
From 2000 to 3000 ☐ Above $5000 ☐

11. Youth Contributes to Support of Family
Yes ☐ No ☒

12. Youth Resides in Public Housing
Yes ☒ No ☐

13. Family Receives Welfare Assistance
Yes ☒ No ☐

14. Have You Held a Job for Which You Have Received Wages
Yes ☒ If "no" skip to No. 21
No ☐

15. Are You Currently Working
Yes ☐
No ☒

16. Hours Worked Per Week on Current or Last Job
[ ][4]

17. Earnings Per Hour On Current or Last Job
[1][2][5]

18. Ever Held a Job of 30 Days or More
Yes ☐ No ☒ If "no" skip to No. 21

19. No. of Weeks Since Last Job Held 30 Days or More
[ ][ ][ ]

20. Job Title(s) of Jobs Lasting 30 Days or More
_____
_____

21. Highest School Grade Completed
[1][0]

22. Ever Left High School Before Graduating
Yes ☒ No ☐

23. Reasons for Leaving School
Academic ☐ Discipline ☒ Graduation ☐
Economic ☐ Health ☐ Other ☐

24. No. of Months Since Leaving School
[1][2]

25. Youth Prefers to Work
With Hands ☒
With Machines ☐
With People ☐

26. Youth Prefers to Work in (mark two): Theater
Restaurant ☐ Sales ☐ Nursery/Garden Store ☐ Construction Firm ☐
Office ☐ Gas Station ☐ Grocery Store ☐ Maintenance Work ☐
Garage ☐ Bakery ☐ Nursing Home/Hospital ☐ Discount Store ☐

UTHE/72

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) History

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS	X				
POISE		X			
GROOMING	X				
KNOWLEDGE OF SUBJECT MATTER		X			
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He voices opinions occasionally. Usually in an attempt to get some attention.

What do you feel are the student's weak points?

Has an extremely short attention span - constantly needs discipline and supervision. Immature.

Other Comments—

Has great plans for himself. . . At least he sets goals.

Date 2/20/72 Signature Leo Gibson

UTHE/72

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) Phys. Ed.

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		X			
LEADERSHIP		X			
INDUSTRIOUSNESS		X			
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Does well on individual efforts if given a good deal of encouragement.

What do you feel are the student's weak points?

Has problems with anything involving team work—alienates others with exaggerations and bragging.

Other Comments—

Have talked to him several times about cleanliness and personal grooming - definite problem.

Date 2/20/72 Signature Bob Schrader

UTHE/72

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

TEACHER RECOMMENDATION

(CONFIDENTIAL)

Student Wayne Moore Subject(s) Industrial Arts

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS		X			
POISE	X				
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He seems to enjoy working with wood etc. and can do a nice job if he tries, but he rarely does.

What do you feel are the student's weak points?

Boisterous, yet insecure - seems not to have any friends

Other Comments—

Have an idea he might do better if he was in school more than half the time

Date 2/19/72 Signature Gene Krause

UTHE/72

COORDINATOR'S ANALYSIS OF WAYNE'S RECRUITMENT INTERVIEW

Appearance: Wayne seemed to have a problem with cleanliness and grooming.

Poise: Wayne was not poised. He was too casual and flippant.

Attitude: His attitude was flippant, cocky (e.g., "I'm gonna own a drive-in", "Oh I can do anything now"). His tone of voice was sullen and suspicious for the most part. His statements about school were all negative (e.g., "the other junk they teach around here," "I'm not learnin' nothing here anyhow").

Personality: He was open and talked freely, but he was slightly hostile, and his cockiness didn't help to make a positive impression.

Verbal Expression: Wayne spoke sloppily. His use of the English language was sub-standard—not appropriate for interview situations. It would not be adequate for certain jobs, especially those dealing directly with customers.

Initiative: Although he has ambitious plans to own a drive-in theater, there is some evidence that Wayne is fairly lazy. One of the reasons he took art and shop is that "they're easier." When he was hired to pass out leaflets, he only worked a month because "it was gettin' too cold for this walkin' door-to-door stuff." His initiative was mostly bravado, and he seemed irresponsible.

General Comments: Wayne had a very unrealistic view of his skills, of the skills needed to succeed in a job, and of what is involved in becoming a theater owner. He wants to make lots of money, but has no idea of how long it takes or how much work is involved. All his questions indicate that he wants to get the best deal he can with the least effort on his part. He is weak on the ability to follow through in a job (e.g., he made a birdhouse but never hung it), and he had a tendency to shrug off any possible weakness in his attitudes and skills as "no big deal."

Career Goals: Drive-in theater owner." This is unrealistic in terms of his skills, his financial status, and his initiative. However, a theater-related job is not necessarily unrealistic.

Activity

Assume that you are a teacher-coordinator of a cooperative program. The following Decision Sheet is designed to help you make recommendations for job placement for each of the three hypothetical students, based on the data you were provided about each student. Part I concerns Mary Lou, part II concerns Betty, and part III concerns Wayne. Specific directions for responding to the items are included within each item.

DECISION SHEET[7]

I. Mary Lou Dickson:

1. Which of the three following job openings would you consider **first** as a potential job placement for Mary Lou? Place a **check** in the blank to the right which corresponds to your first choice.
   a. Receptionist—pleasant phone voice, aptitude for figures, average typing ability. ____
   b. Secretary—varied duties, public contact galore, little shorthand needed. ____
   c. General office work in large company—answer phone, keep customer accounts up to date, type, and file. ____
2. In terms of future placement for students with profiles similar to Mary Lou's, which of the following jobs would you consider? In the column to the right of each job description, indicate whether you would consider or reject the job, and explain your decision briefly.

Description of Job	Major Reasons for Selection or Rejection
a. Cook wanted—part-time at drive-in	
b. General office—answer phone, post ledgers, do billing.	
c. Gas station attendant—no mechanical ability needed.	
d. Waitress in 24-hour cafe—must be able to cope.	
e. Extended Care facility needs young person who likes to work with people.	
f. Grocery sacker.	
g. Janitor for office building from 2–4 p.m. Floor care experience helpful. Good references needed. Must have own transportation. Apply in person.	

7. Adapted from Elaine Uthe, *The Cooperative Vocational Program Coordination Techniques*

II. Betty Scott:

1. Which of the three following job openings would you consider **first** as a potential job placement for Betty? Place a **check** in the blank to the right which corresponds to your first choice.
   a. Receptionist—pleasant phone voice, aptitude for figures, average typing ability. _____
   b. Secretary—varied duties, public contact galore, little shorthand needed. _____
   c. General office work in large company—answer phone, keep customer accounts up to date, type, and file. _____

2. In terms of future placement for students with profiles similar to Betty Scott's, which of the following jobs would you consider? In the column to the right of each job description, indicate whether you would consider or reject the job, and explain your decision briefly.

Description of Job	Major Reasons for Selection or Rejection
a. General office—answer phone, keep accounts, type, file.	
b. General office—must like figures, machines. Choice spot for self-starter.	
c. General office—use your art flair, typing. Small, no-pressure office.	
d. Trainee for bank teller.	
e. Receptionist—pleasant phone voice, average typing.	
f. Secretary—some shorthand, some dictaphone, phone.	
g. Light bookkeeping—Will train.	
h. Greet and direct customers in large garage and auto repair shop.	
i. Sharp typist for legal office.	

III. Wayne Moore:

1. Which of the three following job openings would you consider **first** as a potential job placement for Wayne? Place a **check** in the blank to the right which corresponds to your first choice.
   a. Custodian—AAA office, night work, general cleaning, occasional maintenance. _____
   b. Concession Stand Cashier—World Theater, previous experience in cashiering preferred, will consider a beginner if mature. _____
   c. Custodian—Galaxie Theater, general cleaning, days, maintenance work. _____
2. In terms of future placement for other students with profiles similar to Wayne's, which of the following jobs would you consider? In the column to the right of each job description, indicate whether you would consider or reject the job, and explain your decision briefly.

Description of Job	Major Reasons for Selection or Rejection
a. Service trainee for color T.V. repair.	
b. Trainee for bank teller.	
c. Real estate salesperson.	
d. General clean-up work in beauty shop two hours daily.	
e. Stock clerk in department store. Must be neat.	
f. Baker's helper. Clean, neat.	
g. Gas station attendant—must do oil and grease jobs.	
h. Delivery person in downtown area—no driving.	
i. Worker for concession stand in local theater, 4–7 p.m.	

NOTES

Feedback

Compare your written responses on the Decision Sheet with the Model Answers given below. Your responses should closely match the model responses.

MODEL ANSWERS[8]

I. Mary Lou Dickson:

1. **C** would probably be the best choice. Because she lacks self-confidence, it's probably best to avoid the receptionist and the secretarial positions with their strong emphasis on public contact (and often many irate calls or callers). By working in a large office, however, Mary Lou will have an opportunity to develop confidence.
2. • Job **b** is the only one which is in keeping with Mary Lou's career objective, and she has the necessary skills for this job.
   - Because she works well by herself and doesn't get along too well with others, jobs **c, d, e,** and **f** are inappropriate.
   - Because she has a weight problem which is contributing to her poor self-concept, jobs **a, d,** and **f** are less desirable because they involve working with food.
   - Job **g** is not in line with Mary Lou's career objective.

II. Betty Scott:

1. **C** would probably be the best choice. However, she might also be placed at **a**, depending on the level of aptitude for figures that is needed. One teacher commented that Betty wanted to be "grown up," and she may perform rather well in the receptionist role.

   Also, if both Mary Lou and Betty interview for the position described in **c**, one of them is **not** going to get the job! So be sure to have a suitable "back up" placement.
2. • Jobs **c** and **e** are in keeping with Betty's career objective and skills. Typing is her strong suit, and she does better without pressure, thus likes routine and possesses at least average typing skills, so job **e** is a possibility. As in #1 above, the receptionist role may allow her to feel grown up; however, her lack of poise may not allow her to function well in this position.
   - Her lack of basic math concepts and skills would eliminate jobs **a, b, d,** and **g** since they involve accounting and bookkeeping.
   - Job **f** requires shorthand. This would probably not be a very good job for someone who will probably not pass Shorthand I this year and who is a poor reader and speller.
   - Job **h** does not meet her career objective, and she may lack the poise necessary to greet and direct customers.
   - Job **i** may be the least likely choice. Betty's skills just do not measure up to the pressures of a legal office. The fact that she is a poor reader and speller may exclude her from this job. However, since typing is her strongest skill, and since she seems to show her best attitude in typing class, this job might be a good one for which to have Betty interview.

III. Wayne Moore:

1. **C** would probably be the best choice, with a rotation to **b** later, perhaps.
2. • Based on Wayne's career objective, job **i**, working in a theater, would be the most appropriate job.
   - The fact that Wayne has cleanliness and grooming problems would hurt his chances for jobs **e** and **f**, but if he could improve in those areas, these are jobs for which he might qualify. They do not stipulate prerequisite training. His inability to work with others may make him an unsuitable baker's helper. On the other hand, this position would seem to offer the kind of supervision he needs.
   - Wayne does not have the skills or aptitude, at this point anyway, to consider jobs **a, b, c** or **g**.

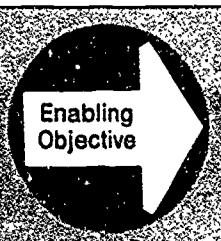
8. Adapted from Elaine Uthe. *The Cooperative Vocational Program Coordination Techniques.*

- Jobs **d** and **h** might be good possibilities. Wayne has the skills necessary for job **d**, but would need to be supervised closely, especially since it's not a "theater" job. A possible problem with the delivery job might arise if this person were expected to go from place to place on his own, with only minimal supervision.

LEVEL OF PERFORMANCE: Your recommendations should have closely matched those specified in the model responses. If you missed some points or have questions about any additional points you made, review the student data, pp. 43–64, or check with your resource person if necessary.

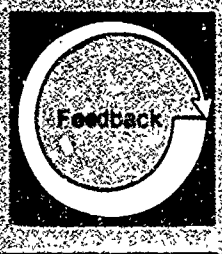
Learning Experience III

OVERVIEW



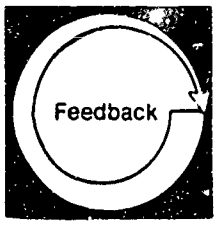
For a hypothetical cooperative program in your service area, develop or revise a training agreement form which could be used in placing students on the job.

You will be developing or revising a training agreement form for a cooperative program in your service area.



Your competency in developing or revising a training agreement form will be evaluated by your resource person, using the Training Agreement Form Checklist, pp. 73–74.

Develop a training agreement form which could be used for a cooperative program in **your service area.** You can either develop the form "from scratch," or locate, and adapt or revise an existing training agreement as necessary to produce an acceptable, complete, and usable form. You may use a form recommended by your state, one of the samples provided in this module (Samples 5–8), or one from another source.



After you have developed your training agreement form, arrange to have your resource person review and evaluate your form. Give him/her the Training Agreement Form Checklist, pp. 73–74, to use in evaluating your work.

TRAINING AGREEMENT FORM CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
1. The training agreement form provides the following information:				
a. school's responsibility	☐	☐	☐	
b. employer's responsibility	☐	☐	☐	
c. parent's responsibility	☐	☐	☐	
d. student's responsibility	☐	☐	☐	
2. The training agreement provides space for the following information.				
a. student's career objective	☐	☐	☐	
b. occupation(s) to be taught	☐	☐	☐	
c. beginning and ending dates of the training period	☐	☐	☐	
d. average number of hours per week the student will be employed	☐	☐	☐	
e. maximum and minimum number of hours to be worked per day and per week	☐	☐	☐	
f. beginning rate of pay the student is to receive	☐	☐	☐	
g. conditions for increases in wages	☐	☐	☐	
h. amount of school credit to be earned	☐	☐	☐	
i. name, date of birth, address, and telephone number of student	☐	☐	☐	
j. name, address, and telephone number of school and/or teacher-coordinator	☐	☐	☐	
k. name, address, and telephone number of the training station	☐	☐	☐	
l. name and position of the on-the-job instructor	☐	☐	☐	
m. signatures of all the parties involved	☐	☐	☐	
n. effective date of the agreement	☐	☐	☐	

	N/A	No	Partial	F
3. The training agreement form requires that the parties involved agree to the following:				
a. cooperatively arranged school and work schedules	☐	☐	☐	☐
b. released time for on-the-job training	☐	☐	☐	☐
c. time provided for student extracurricular activities	☐	☐	☐	☐
d. compliance with all federal, state, and local labor laws	☐	☐	☐	☐
e. compliance with a jointly developed training plan	☐	☐	☐	☐
f. consultation with the teacher-coordinator on any change in the student's placement	☐	☐	☐	☐
4. The **form** of the training agreement is consistent with your state's specifications, if any. (The state plan for vocational education may contain these specifications.)	☐	☐	☐	☐
5. The **information** provided on the training agreement (e.g., school's responsibilities, etc.) is consistent with federal, state, and local guidelines	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Placing a Student on the Job, pp. 9–34, revise your training agreement form accordingly, or check with your resource person if necessary.

Learning Experience IV

OVERVIEW

Enabling Objective

Based on the preservice or inservice training program in which you are now involved, develop a training plan for yourself.

Activity

You will be planning a hypothetical teacher training program for yourself and using the blank Training Plan, pp. 77–80, to explore and develop your plan.

Feedback

Your competency in developing a training plan will be evaluated by your resource person, using the Training Plan Checklist, pp. 81–82.

Activity

Assume you have been given the task of developing a training plan which will be used to determine the teacher training you will receive. This may be preservice or inservice training. It may be training required for certification or training which is part of an advanced degree or professional development program. On pp. 77–80 is a blank training plan for you to use in developing your plan. The plan you develop should reflect your situation, your training needs, and your ultimate career objective.

Current Job: If you are teaching at present, list your teaching position. If you are a preservice teacher, list the student teaching position you will, or probably will, have.

Your **Training Station** is the school in which you are teaching or will be teaching as a student teacher. If you have not been assigned to a student teaching position yet, use the high school you attended to give you a frame of reference.

Your **Related Classes** are those classes or workshops in which you are now enrolled.

In developing your plan, consider the following:

- your career objective
- the training and experience needed to meet that objective
- your present level of training and experience
- the additional training and experience you need to meet your career objective
- how the "training station" and "related classes" can provide that training and experience
- the order in which the training and experience should be provided

TRAINING PLAN

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Date _____ Student _____

By _____ SUPERVISOR/COMPANY By _____ COORDINATOR

The job supervisor and the coordinator are responsible for designing a training program that assists the student-learner in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year The coordinator, by knowing the type of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The Training Plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE	USOE Code No. _____	DOT Code No. _____
DOT DESCRIPTION:		

CURRENT JOB	USOE Code No. _____	DOT Code No. _____
MAJOR TASKS	SPECIFIC ATTITUDES DESIRED	
MACHINES TO BE USED	SPECIAL KNOWLEDGE/CONTENT NEEDED	

UTHE/72

TRAINING PLAN BREAKDOWN OF TRAINING AND RESPONSIBILITY

Topic No.	Topics (Skills, Knowledges, Attitudes, Understandings)	Hours of Training*		In-School Project No.
		Training Station	Related Class	

UTHE/72 (Continue on another page if necessary).

*For the purpose of this exercise, you need not complete the hours of training. Instead, simply place a check in the appropriate column(s) to indicate whether the training will be provided at the "training station," the "related class," or both.

TRAINING PLAN: RESOURCES AND REFERENCES

List special resources and reference materials that will assist the student in learning his or her current job and in achieving his or her career objective. (a) include job manuals, company policy statements, professional journals, product information brochures, fringe benefit materials, job instruction sheets, and other types of job or product related materials, (b) include special instructional materials/projects available in the related class and list other speciality items that may be needed, (c) list names of persons, companies, and/or associations that the student may contact for assistance and/or information

RESOURCES AND REFERENCES	AVAILABLE		
	TRAINING STATION	RELATED CLASS	OTHER (List)

UTHE/72

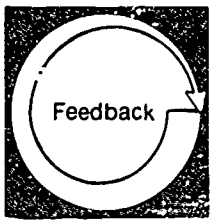
(Continue on another page if necessary)

TRAINING PLAN: SCHEDULE FOR PROJECTS

Period No. _____ from _____, 19 ___ to _____, 19 ___

Schedule of Tasks to Be Learned and/or Performed on the Job		Related Instruction and Individual Projects		
Name of Task	Evaluation	Assignment/or Project	Date Due	Evaluation
a.		a.		
b.		b.		
c.		c.		
d.		d.		
e.		e.		
f.		f.		
g.		g.		
h.		h.		
i.		i.		

UTHE/72



After you have developed your training plan, arrange to have your resource person review and evaluate your plan. Give him/her the Training Plan Checklist, pp. 81–82, to use in evaluating your work.

TRAINING PLAN CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
1. The **career objective** listed by the teacher accurately reflects his/her career goals	☐	☐	☐	
2. The **DOT description** fits the career objective	☐	☐	☐	
3. The **current job** listed by the teacher accurately describes his/her inservice, intern, or student teaching (present or future) position	☐	☐	☐	
4. The teacher accurately identified the **major tasks** which would be involved in the "current job"	☐	☐	☐	
5. The teacher accurately identified the **specific attitudes** desired for that "current job"	☐	☐	☐	
6. The teacher accurately identified the **machines** to be used by him/her in working in the "current job"	☐	☐	☐	
7. The teacher accurately identified the **special knowledge/content needed** for the "current job"	☐	☐	☐	
8. The teacher's **breakdown of training and responsibility** lists topics which are consistent with all of the following:				
a. the DOT information given	☐	☐	☐	
b. the teacher's career objective	☐	☐	☐	
c. the teacher's "current job"	☐	☐	☐	
d. the additional training and experience needed by the teacher	☐	☐	☐	
9. The topics in the **breakdown of training and responsibility** are listed in the right sequence, if sequence is important	☐	☐	☐	

	N/A	No	Partial	Full
10. The teacher accurately identified a number of **resources and references** which could assist him/her in acquiring identified skills and knowledge	☐	☐	☐	☐
11. The teacher's **schedule for projects** lists:				
a. realistic time periods and due dates	☐	☐	☐	☐
b. projects and instruction which relate well to the tasks to be learned	☐	☐	☐	☐
c. tasks which are clustered realistically or logically	☐	☐	☐	☐
d. tasks and related instruction which are consistent with the **breakdown of training and responsibility**	☐	☐	☐	☐
12. The overall training plan is a **realistic** and **comprehensive** plan for helping the teacher meet his/her career objective	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Placing a Student on the Job, pp. 9–34, revise your training plan accordingly, or check with your resource person if necessary.

Learning Experience V

OVERVIEW

Terminal Objective

While serving as a teacher-coordinator in an actual school situation, place co-op students on the job.

Activities

As part of your duties as a teacher-coordinator, you will [illegible] this job. This job includes—

- locating and reviewing the most recently [illegible] regulations governing the placement of [illegible]
- matching students' career objectives to [illegible]
- assisting students in preparing for job interviews [illegible] Social Security numbers
- setting up interview times for specific students at [illegible] stations
- placing a single co-op student on the job following [illegible] procedures.

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

Feedback

Arrange to have your resource person review all forms (e.g., training plan) and other documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 85–89.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in placing co-op students on the job.

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

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Place Co-Op Students on the Job (J-5)

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
1. In matching students to tentative training stations, the selected training stations matched the students' career objectives	☐	☐	☐	☐	☐	☐
2. Each student was matched with at least three training stations	☐	☐	☐	☐	☐	☐
3. Each training station was given the opportunity to interview at least three prospective students	☐	☐	☐	☐	☐	☐
4. The teacher carefully prepared the students for the interviews (e.g., gave instruction in how to prepare a vita, how to dress appropriately, etc.)	☐	☐	☐	☐	☐	☐
5. The teacher took responsibility for setting up interview dates and times	☐	☐	☐	☐	☐	☐
6. The teacher provided students with introduction cards for the job interviews	☐	☐	☐	☐	☐	☐
7. The teacher got the completed interview evaluation forms back from the employers	☐	☐	☐	☐	☐	☐
8. The teacher assisted the student in obtaining a Social Security number (optional)	☐	☐	☐	☐	☐	☐
9. The teacher assisted the student in obtaining a work permit (optional)	☐	☐	☐	☐	☐	☐
10. The teacher and employer discussed hours and wages consistent with local, state, and federal labor laws	☐	☐	☐	☐	☐	☐
11. The teacher assisted the employer in obtaining authorization to pay a subminimum wage (optional)	☐	☐	☐	☐	☐	☐
12. The teacher assisted the employer in obtaining authorization to place the student in a hazardous occupation (optional)	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
13. The teacher worked with union officials and management to include students in union contracts (optional)	☐	☐	☐	☐	☐	☐
14. The teacher's training agreement form was consistent with any state specifications	☐	☐	☐	☐	☐	☐
15. The teacher's training agreement form provided the following information:						
a. school's responsibilities	☐	☐	☐	☐	☐	☐
b. employer's responsibilities	☐	☐	☐	☐	☐	☐
c. parent's responsibilities	☐	☐	☐	☐	☐	☐
d. student's responsibilities	☐	☐	☐	☐	☐	☐
16. The teacher's training agreement form requested that the following information be provided:						
a. student's career objective	☐	☐	☐	☐	☐	☐
b. occupation(s) to be taught	☐	☐	☐	☐	☐	☐
c. beginning and ending dates of the training period	☐	☐	☐	☐	☐	☐
d. average number of hours per week the student would be employed	☐	☐	☐	☐	☐	☐
e. maximum and minimum hours to be worked per day and per week	☐	☐	☐	☐	☐	☐
f. rate of pay student was to receive	☐	☐	☐	☐	☐	☐
g. conditions for increases in wages	☐	☐	☐	☐	☐	☐
h. amount of school credit to be earned	☐	☐	☐	☐	☐	☐
i. names, addresses, telephone numbers, and signatures of all parties involved	☐	☐	☐	☐	☐	☐
j. name and position of on-the-job instructor	☐	☐	☐	☐	☐	☐
k. effective date of the agreement	☐	☐	☐	☐	☐	☐
17. The teacher's training agreement form required that the parties involved agree to the following:						
a. cooperatively arranged school and work schedules	☐	☐	☐	☐	☐	☐
b. released time for on-the-job training	☐	☐	☐	☐	☐	☐
c. time provided for student extracurricular activities	☐	☐	☐	☐	☐	☐
d. compliance with federal, state, and local labor laws	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
e. compliance with a jointly developed training plan ..	☐	☐	☐	☐	☐	☐
f. consultation with the teacher-coordinator on any change in the student's placement	☐	☐	☐	☐	☐	☐
18. The teacher explained the training agreement thoroughly to all parties	☐	☐	☐	☐	☐	☐
19. The training agreement was filled out completely and accurately	☐	☐	☐	☐	☐	☐
20. The teacher had all parties sign the training agreement	☐	☐	☐	☐	☐	☐
21. The teacher gave copies of the completed training agreement to all parties	☐	☐	☐	☐	☐	☐
22. The teacher's training plan form was consistent with any state specifications	☐	☐	☐	☐	☐	☐
23. The teacher's training plan form provided space for the following information: a. student's career objective	☐	☐	☐	☐	☐	☐
b. DOT or USOE code number and occupation description	☐	☐	☐	☐	☐	☐
c. job for which student was being hired	☐	☐	☐	☐	☐	☐
d. broad occupational areas of training	☐	☐	☐	☐	☐	☐
e. specific learning experiences	☐	☐	☐	☐	☐	☐
f. where each competency will be covered in school, on the job, or both	☐	☐	☐	☐	☐	☐
g. student progress or evaluation ratings	☐	☐	☐	☐	☐	☐
h. related resources or references to be used	☐	☐	☐	☐	☐	☐
24. The training plan was developed jointly by the teacher-coordinator and the employer or on-the-job instructor.	☐	☐	☐	☐	☐	☐
25. The teacher-coordinator got input in developing the training plan from the following sources: a. the student	☐	☐	☐	☐	☐	☐
b. the *Dictionary of Occupational Titles*; the *Occupational Outlook Handbook*; or the *Vocational Education and Occupations Taxonomy*	☐	☐	☐	☐	☐	☐
c. a job analysis	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
d. the advisory or craft committee	☐	☐	☐	☐	☐	☐
26. Designation was made in the training plan as to which competencies would be covered in school, and which on the job	☐	☐	☐	☐	☐	☐
27. Both general occupational training and specific experiences were listed in the training plan	☐	☐	☐	☐	☐	☐
28. All experiences outlined in the training plan were related to the student's career objective	☐	☐	☐	☐	☐	☐

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 Symposiums
C-3 Employ Brainstorming, Buzz Groups, 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
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education