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AUTHOR Cheney-Stern, Marilyn; Evans, Rupert N.  
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ABSTRACT

Continuity is one of the great facilitators of educational impact--measurable phenomena of positive or negative value which follow the completion of a project or program. It is assumed that continuity in educational research leads to accumulations of (1) research skills, (2) knowledge about previous related research, (3) contacts with like-minded researchers, and (4) data sources. It is further assumed that such accumulations increase the probability that the researcher-produced knowledge will be useful, the researcher will disseminate results, and results will have impact on (modify) educational practice. Accumulations have not come about in vocational education research because of lack of continuity (a succession of research projects which form a coherent whole). Research projects are more likely to have impact if there is continuity of effort on the part of the researcher, continuity of goals and funding on the part of organizations which fund research, continuity of successful research results reported to consumers, and continuity of evaluations. It is further recommended that there be continuity in impact specifications. That is, the format for specifying actual impacts should reflect the format for specifying intended impacts. (YLB)

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EDUCATION & WELFARE  
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Effects of Continuity on the Impact of  
Vocational Education Research\*

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Marilyn Cheney-Stern and Rupert N. Evans

Rupert N. Evans

University of Illinois

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

Vocational educators who prepare research proposals for federal funding have been mandated to include descriptions of the probable impact their research will have on classroom or other learning situations within five years after funding has been terminated. Consequently, some researchers are investigating "impact" in terms of what it is, how it can be measured, how it can be predicted, and how it can be facilitated. This paper discusses one aspect of facilitation of impact.

Dick (1976) defined impact as measurable phenomena--of positive or negative value--which follow the completion of a project or program. According to Dick, these phenomena (dependent variables) will not occur in the absence of the project or program (independent variable). Miller and Miller (1974) concluded that impact has at least two broad parameters--intended impact and actual impact. Their concept of impact is distinctly different than Dick's, for it is clear that Dick considered impact to be actual impact. However, both studies described similar methods of assessing impact and emphasized that evaluators need access to data on intended impact in order to find evidence of actual impact.

It is assumed here that one of the great facilitators of educational impact is continuity, and that continuity has several dimensions. First, let us consider continuity in general, and then examine some of its dimensions.

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Webster has defined continuity as an "unbroken, coherent whole" (1968), or an "uninterrupted succession" (1977). It is assumed here that continuity in educational research leads to:

- an accumulation of research skills
- an accumulation of knowledge about previous related research
- an accumulation of contacts with like-minded researchers
- an accumulation of data sources

It is further assumed that such accumulations increase the probability that:

- the knowledge produced by the researcher will be useful
- the researcher will be interested in disseminating the results
- the results will have impact on (that is, modify) educational practice.

Unfortunately, such accumulations have not come about in vocational education research because of a lack of continuity (a succession of research projects which form a coherent whole). There are several dimensions of continuity. Among these are: continuity of effort, continuity of goals, continuity of funding, continuity of results, continuity of evaluation, and continuity of impact specifications. Each of these dimensions is discussed below.

#### Continuity of Effort

A long-term research effort which does not have impact as a goal may well have more actual impact than discontinuous research which claims to have impact as a goal. McCaslin et al., (1976) studied characteristics of higher versus lower impact projects conducted by Kentucky's Research and Development Unit from 1967 to 1975. They found that 100% of the high impact projects and 40% of the low impact projects were sponsored by organizations

which had conducted prior research. They also found that the turnover rate for project staff was 20% for high impact projects and 80% for low.

Some researchers and some research organizations are noted for their tendency to jump from one topic to another. These changes of direction in research are not likely to pose any major problems if they are in response to previous work done by the researcher, or if the new topic utilizes a high proportion of the skills possessed by the researcher. On the other hand, when the researcher (or research organization) is responding to "Requests for Proposals" (RFPs) almost willy-nilly, and when the principal goal is to attract research funding regardless of topic, continuity is almost certain to be lacking. Compounding the problem is that as soon as funding is secured, many researchers turn to a new set of topics in order to prepare proposals for funding for the ensuing year. At the same time, they try to produce a halfway respectable final report for the current year. Such researchers may place more value on "peer impact" than educational impact, that is, they may try to impress their peers with their ability to secure funding year after year, rather than on the educational effects of such funding. Or, continuous funding may be necessary to protect jobs or even to ensure survival of the research organization.

It is difficult to see how a researcher who really seeks educational impact can choose deliberately to jump frequently from one topic to another. The researchers (and the research organizations) who doggedly follow the same general line of effort year after year are more likely to have peer and educational impact whether they seek them or not. One obvious reason for the pay-off of continuing effort is that a researcher who stays with the same general line of research over several years becomes a real expert in it. That is, the researcher comes to know the previous research, the other researchers who are working on this topic, the profitable ways of

collecting data, and the publics who are most likely to use the results. The researcher who changes topics frequently has to seek this information anew each time the topic is changed.

What motivates researchers and research organizations to change topics? Do researcher organizations which operate for a profit seek greater or less continuity of research goals than nonprofit organizations? Do research organizations which have basic support from tax or foundation funds exhibit greater or less continuity of research goals than those which must charge all of their overhead to research contracts? While these questions have not been researched to the extent that they can be fully answered, some studies have examined the continuity of goals of organizations which fund research.

#### Continuity of Goals

In 1975 the National Academy of Sciences studied "manpower research" conducted by the Department of Labor (DOL), and in 1976 they studied "vocational education research" conducted by the Department of Health, Education, and Welfare (DHEW). They found far greater continuity in DOL than in DHEW. During the decade studied, DOL had one administrator, DHEW had many. More importantly, the goals of DOL were remarkably constant year after year, while the goals of DHEW shifted almost annually. Indeed, for several years, it was DHEW policy that whatever had been a priority in vocational education research one year could not be a research priority in the following year. In ten years of vocational education research (1965 to 1974) the only research priority which was pursued in a majority of the years was vocational guidance. It would not appear to be a coincidence that the major research area in which substantial progress was made from

1965 to 1974 was vocational counseling, guidance and development. Was this cause or effect? That is, did repeated funding of this research area lead to cumulation of results, or did the promise of cumulative results lead to continued funding? Probably the answer is some of each.

It seems reasonable to expect, however, that cumulative results are unlikely to arise when research priorities are changed frequently. Indeed, frequent changes in research priorities by the funding agency would be likely to encourage researchers (and the research organizations which employ them) to leave promising results in limbo in order to gear up to get next year's funds. Researchers who could not (or would not) leave their current research goals to pursue the promised new funding might not find money to pursue their research. Indeed, they might even become unemployed because they did not bring in research dollars. The practice of frequently changing research priorities rewards proposal writers to such an extent that they frequently seem to seek dollars by promising to do research for which the research organization is not qualified. There is a high probability that research produced under these conditions would have more impact on peers within the research organization than on education.

It is, of course, possible that research areas will become "mined out" if research priorities are seldom changed. The ideal solution would appear to be a mixed strategy in which an established research priority is funded until it is yielding decreased pay-offs, and new research priorities are funded long enough to see if they pay-off in terms of educational impact. It would seem then that continuity of goals should be accompanied by continuity of funding.

### Continuity of Funding

Planning in terms of research programs rather than research projects adds to the continuity of research. There needs to be a better balance in the funding of program components. Miller and Miller found that most funds are directed to the development and implementation of solutions to problems. Proportionately little money is spent in identifying or investigating educational problems or evaluating "attempted solutions" to problems. In order to be funded, a proposed research project should specify a program of research which represents a coherent whole. That is, assumptions about a problem need to be validated, clarified, and changed into researchable questions before a solution is developed, demonstrated and evaluated.

Battelle (1973) analyzed ten innovations which have had high impact on society and found twenty-one factors which were important to the direction and rate of impact. Continuity (and availability) of funding ranked fifth among these factors. Battelle pointed out that funding need not be munificent in the early stages of a research program but that it should permit R&D to proceed. Battelle concluded that such funding probably aids the innovative process by the confidence it generates in an R&D team.

The Illinois Institute of Technology Research Institute (IITRI, 1968) and the Battelle Memorial Institute (1973) have described a program of research as consisting of: nonmission research which provides the origins from which science and technology can advance toward innovations, mission-oriented research which develops information for a specific application of a concept prior to development of a product or process, and development and application research which involves prototype development directed toward the demonstration of a specific process or product for purposes of marketing.



These definitions seem to parallel what educational researchers have called basic research, applied research, and development projects. At the same time that IITRI and Battelle concluded that the funding of nonmission research was vital to the conception of innovations, they also found that long periods of time were involved in programs of research. For example, Battelle found that the number of nonmission (basic) research projects peaked between the twentieth and thirtieth year preceding the innovation, that mission-oriented (applied) and development research projects peaked during the decade preceding the innovation, and that the average time from conception of an innovation until a demonstration of it was nine years. In the Battelle study, only one of the ten innovations which was analyzed was a social science process, and it took twenty-eight years from the time of its conception to the time of demonstration. The point of this discussion is that continuity of funding for a program of related research projects is vital to high impact and that evidence of this impact may not be evident for more than a decade.

Copa (1978) introduced another consideration related to the continuity of funding. He suggested that low returns (impacts) from investments in vocational education research are due to a lack of continuity between funding patterns and delivery systems for vocational education. He observed that for the past ten years (1968-1978), most of the vocational research investments have been in "across-the-board" projects rather than in "subject-matter specialties." Copa hypothesized that returns (impacts) at the classroom level are greater for subject-matter investments than for across-the-board investments because those investment patterns match the delivery system. Most educational agencies continue to be organized according to subject-matter.



It is further suggested that funding complete programs of research (basic, applied and developmental) in patterns which match the delivery system will also facilitate continuity of research results.

#### Continuity of Results

The Cooperative Extension Service has existed for many decades. It probably could not have continued to exist without a continuing flow of research results which could be passed on to and accepted by farmers. But in its early days, it was not trusted by farmers. A major factor in the trust which exists today almost certainly is the very fact of the continuity of research results. When activities of farmers are impacted successfully by research results reported by the Cooperative Extension Service, they are more likely to accept the next piece of research. This suggests that a continuing flow of research results is more likely to have impact than is an isolated research finding. It also seems likely that to the extent a program disseminates results of poor quality research, its subsequent research will have less probability of impact.

When we begin to consider the quality of a piece of or a program of research, we enter the realm of evaluation. The practice of evaluating the quality of research while it is being conducted (as well as after it is completed) is a fairly new notion, and presents still another dimension of continuity.

#### Continuity of Evaluation

Scriven (1967) distinguished formative evaluation from summative evaluation. Hastings (1978) stated that the role of formative evaluation is to help the developers of a product, process, or a program improve their "thing" during the process of development, and the role of summative evaluation is to help the potential user to decide whether or not to use (purchase) these developed materials, processes, or programs.

In practice, the distinctions between formative and summative evaluations are not so obvious. A funding agency is likely to use both in trying to decide whether or not to continue funding a project's operations or to disseminate its results. Dick (1976) concluded that evaluating programmatic impact in education is summative rather than formative evaluation. It was Dick's thesis that the impact of (summative) evaluation is strengthened to the extent that formative evaluation is employed and that it is weakened to the extent that formative evaluation is not employed. Dick advocated continuous evaluation of a project and suggested using two evaluators--one internal and one external. The internal evaluator collects raw data and is part of the project team. He/she should be involved as early as the proposal-writing stage of the project. The external evaluator rarely collects raw data but does examine it for accuracy and reports to the funding agency.

Dick pointed out other (more important) functions of the external evaluator. There is a likelihood that the external evaluator will identify problems which have gone undetected by project personnel. Through discussions with a variety of staff and users, he/she can gain a unique perspective on the project and provide insight into difficulties. Often, the external evaluator can informally suggest alternative solutions which might not otherwise have been considered.

It was Dick's contention that impact is next to impossible to assess if evaluation of research is ex post facto. Given this understanding of the relationship between impact (summative evaluation) and continuous (formative) evaluation, it is easier to comprehend why "impact studies" of the past have found so little evidence of impact in classroom or other

learning situations. It is also unreasonable to expect researchers to "go back and look again." We can predict that they will still not find much evidence of impact because both baseline data and outcome data are needed, but are absent. Dick (1976) emphasized the importance of evaluators having access to process data, but Miller and Miller went a step further. They emphasized the need for planning data and concluded that "clear criterion measures" should be established before funding. Miller and Miller suggested that states should develop standard formats for specifying intended impacts. Taking their suggestion a step further, it is recommended here that there be continuity in impact specifications. That is, the format for specifying actual impacts should reflect the format for specifying intended impacts.

#### Continuity of Impact Specifications

Miller and Miller (1974) developed guidelines for specifying impacts by suggesting that project proposals and reports should routinely include concise listings of:

1. The objectives of the project and a measure of how well those objectives will be (or were) reached.
2. The numbers of schools, staffs, and students who will be (or were) involved and the proportion those are (or were) of the total in the district or state.
3. The previous research which will be (or was) specifically used as a resource for the project.

Miller and Miller concluded that:

Impact--actual measurement of change--should be a required part of all projects, with teeth built in and funding provided.

That is, if the impossibility of measuring impact is not agreed upon at the outset of the project, those who proposed the project should be held accountable for impact. They should be penalized when they do not take the time to measure it, or when they were wrong in saying the impact could be measured. (p. 59)

De Neufille and Stafford (1971) developed an impact-incidence matrix which was included in Systems Tools for Project Planning (Delp et al., 1977). Researchers at the University of Illinois have adapted the tool for specifying both intended and actual impacts (see Figure 1). The matrix provides numbered cells for recording observable (qualitative) as well as measureable (quantitative) data. Because so many innovations have been accidental (or coincidental) discoveries, the researchers decided that cells should also be provided for unintended impacts. Also included in the matrix are cells for indicating target groups to be impacted. By having format continuity for specifying intended as well as actual impacts, it should be possible to look across programs of research and measure or observe their general as well as their unique types of impact. By using the numbered-cell format, it should be possible to store and retrieve impact data with microforms or computers. If such a system were to be developed on a statewide level, evaluation of impacts which have or have not been sustained for five years following the termination of funding should be greatly facilitated.

#### Summary and Recommendations

If educational research is to have positive educational impact, it should be characterized by continuity. It should have continuity as a whole. Almost every project should be part of a coherent program of

Instructional Goal 9--Students will develop good work habits such as promptness, dependability, and accuracy.

Performance Objective: A student will report regularly and on time for his or her classes for a given period and will notify the advisor and other teachers about reasons for tardiness or absence.

Assessment Task: During an assigned period (one week, two weeks, etc.), students will adhere closely to the schedule for their classes. If they are unable to report for a class or must be late, they will notify their teacher; if they are unable to report to school, they will telephone the school office to "call out sick" just as if they were an employee.

Instructional Goal 10--Students will identify their goals and values and describe how these affect career decisions.

Performance Objective: A student will identify those values which are the major determinant for his or her life goals at the present.

Assessment Task: From a given list of identified values, students will rank order the values in terms of one being high as the major determinant for their life goals at present.

#### CAREER AWARENESS

Instructional Goal 11--Students will identify a career area of interest to them and describe reasons the area interests them.

Performance Objective: Students will name a career area that appeals to him or her.

Assessment Task: Students will discuss with their teacher advisor and/or community resource speaker, a career area they like and the reasons for liking it.

Instructional Goal 12--Students will obtain information and guidance from experienced workers in a chosen career area.

Performance Objective: After discussions with one or more experienced workers about their careers, students will summarize what he or she has learned from the discussions.

Assessment Task: Students will discuss their chosen career area with one or more experienced workers in the chosen career field and will summarize what they have learned in a discussion with the teacher advisor and other students.

Instructional Goal 13--Students will identify the requirements and characteristics of selected careers.

Performance Objective: Students will list the criteria for entry into his or her chosen career, the characteristics of the career, and the duties performed by one employed in it.

Figure 1  
IMPACTS

GROUPS	Groups Impacted	Intended Impacts		Actual Impacts			
				Intended		Unintended	
	Directly:	Qualitative	Quantitative	Qualitative	Quantitative	Qualitative	Quantitative
Intended Groups Impacted		1	4	7	13	19	25
	Indirectly:	2	5	8	14	20	26
	Special interest groups:	3	6	9	15	21	27
Unintended Groups Impacted	Directly:	X		10	16	22	28
	Indirectly:			11	17	23	29
	Special interest groups:			12	18	24	30

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research in which problems are adequately investigated before solutions to them are demonstrated. Such programs of research are more likely to have impact if there is continuity of effort on the part of the researchers, continuity of goals and funding on the part of organizations which fund research, continuity of successful research results reported to consumers, and continuity of evaluations.

Some significant steps have been taken in recent years to facilitate continuity of research. Several years ago USOE abandoned its policy of not having the same priority for two consecutive years. Congress, through law and legislative history virtually has ensured that some of its concerns, e.g., vocational sex equity, will be addressed by research projects for five years or more. In 1979 USOE-BOAE announced research priorities which are broad enough and important enough to warrant attention for several years, and has sponsored a seminar on continuity of research. The National Center for Research on Vocational Education has high probability of funding for five years, with the possibility that some research topics can be addressed continuously for several years. Illinois, by specifying and tracking impact of research, is likely to hasten the demise of projects which do not have impact, but also to give continuity to research efforts which do demonstrate impact.

Each of these steps seems desirable, but much remains to be done to increase continuity of effort, of goals, of funding, of reporting of results, and of evaluation of research. If researchers and the organizations which fund their research incorporate these facilitators of impact into their research designs, they should be increasingly able to predict as well as assess the actual impacts of vocational education research projects and programs.



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## Personnel Responsibilities

Counselor Responsibilities are as follows:

1. initiate and develop the program in conjunction with the principal and teachers,
2. explain the program fully to the faculty and involve them in decision making and planning,
3. serve as a consultant to the teachers for ideas on developing activities, and
4. arrange and conduct monthly staff development meetings for the faculty to assist the teacher advisors in implementing the program goals.
5. provide assistance to teachers in selecting community resources (Community Resource Guide) and maintain records on these used for inclusion in the guide.
6. evaluate the teacher advisory program periodically.

Principal Responsibilities are as follows:

1. assist the counselors in presenting the program to the faculty by providing verbal support for the program.
2. assist in the procedures for assigning advisors to students
3. make certain the teacher advisor system is implemented in accordance with the guidelines,
4. approve all aspects of the program implemented in his or her school,
5. monitor the teacher advisory system to insure that the goals and objectives of the program are attained,
6. provide the necessary time and facilities to implement the program, and
7. visit the classrooms during teacher advisory sessions to provide support and reinforcement to the program.
8. participate with advisor in utilizing community resources, including parents, in an attempt to avoid making multiple demands on anyone resource.

Career Education Resource Teacher Responsibilities are : follows:

1. work with the principal and counselor in all phases of developing and implementing the program,
2. serve as consultant to the teachers to provide ideas for developing activities,
3. assist in conducting staff development meetings for the faculty, and
4. assist the counselor in evaluating the program,
5. provide suggestions for utilizing community resources
6. provide information to teachers on available hands-on activities, films, curriculum materials, etc.

Teacher Responsibilities are as follows:

1. attempt to know each student in his or her advisory group on a personal basis,
2. use each student's cumulative record in order to effectively advise individual students for future planning,
3. plan and utilize monthly activities which will implement the goals of the program, and
4. involve community resources to complement the monthly stated goals and activities.
5. complete a community resource form resume on any community resources used

Media Specialist Responsibilities are as follows:

1. provide information to teachers on available hands-on activities, films, equipment, books, curriculum materials, etc., available for use
2. serve as a consultant to teachers for developing activities and offering ideas when requested
3. coordinate media facilities and use of audio visual equipment, if needed, for community resource speakers.

Suggested Agenda For Teacher Advisory Implementation  
Junior High

Orientation

1. Initiate program
2. Establish Career Education Advisory Committee
3. Develop program
4. Go over plans and materials with faculty
5. Assign students and finalize program
6. Hold teacher advisor orientation with faculty

<u>MEETINGS</u>	<u>POSSIBLE RESOURCES</u>
<u>First Meeting</u> Student Orientation and Assessment	Introduction, Purpose, Goals Student Needs Assessment Career Directions, Unit 2 "Can You Spot Your Abilities" Career Directions, Unit 1 "What Are Your Goals"
<u>Second Meeting</u> Self-Awareness	Career Directions, Unit 2 PIES-Picture Interest Inventory Series Resource Speakers Group Discussions Career Guidance Handbooks
<u>Third Meeting</u> Work Values	Resource Speakers Career Directions-Value Ranking Activities Group Discussions Role Play & Simulations Career Guidance Handbooks
<u>Fourth Meeting</u> Work Habits	Resource Speakers Career Directions Group Discussions Role Play & Simulations Career Guidance Handbooks
<u>Fifth Meeting</u> Career Awareness	Career Development Lab Popeye Comics Library books Career Games Resource Speakers News Lab I or II Career Guidance Handbooks

<u>Sixth Meeting</u> Decision Making	Career Directions OEX Kit Newslab I or II Game Sim  Career Guidance Handbooks
<u>Seventh Meeting</u> Opportunities for Continued Education	"The High School Program" College Handbooks Voc-Tech School Handbooks Library Books Resource Speakers Occupation Outlook Handbook
<u>Eighth Meeting</u> Leisure Time	Career Guidance Handbooks Class Discussions Resource Speakers Library Books Career Games

Suggested Agenda For Teacher Advisory Implementation  
High School

Pre-planning

1. Initiate program
2. Establish Career Education Advisor Committee
3. Develop program
4. Go over plans and materials with faculty
5. Assign students and finalize program
6. Hold teacher advisor orientation with faculty

<u>MEETINGS</u>	<u>POSSIBLE RESOURCES</u>
<p><u>First Meeting</u> Student Orientation and Assessment</p>	<p>Guide for Implementing Student Needs Assessment Career Directions Unit 2 "Can You Spot Your Own Abilities" Career Directions Unit 4 "What are Your Goals" Career Guidance Handbooks</p>
<p><u>Second Meeting</u> Self-Awareness</p>	<p>Career Directions Unit 2 PIES Career Games Resource Speakers (such as psychologists for talks on positive attitude) Career Guidance Handbooks</p>
<p><u>Third Meeting</u> Work Values and Habits</p>	<p>Resource Speakers Career Directions-Values Ranking Activities Group Discussions Role Play and Simulations Career Directions Unit 4 Career Guidance Handbooks</p>
<p><u>Fourth Meeting</u> Career Awareness (Career Day)</p>	<p>Resource Speakers from various educational institutions Career Guidance Handbooks</p>
<p><u>Fifth Meeting</u> Decision-Making</p>	<p>"The High School Program" Career Directions OEK Kit Newslab I or II Game Sim Career Games Career Guidance Handbooks</p>



<u>Sixth Meeting</u> Opportunities for Continued Education	"The High School Program" Manual College Handbooks Voc-Tec School Handbooks Library Books Career Guidance Handbooks
<u>Seventh Meeting</u> Job Seeking, Getting and Holding	OER Kit Career Directions PIES Occu File Career Development Lab Job Bank Microfiche Career Guidance Handbooks
<u>Eighth Meeting</u> Leisure Time	Library books Career Games Resource Speakers News Lab Concentration Group Discussions Career Guidance Handbooks

Sample Teacher and Student Interest Survey

Name of Student \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

The Guidance Department is planning career activities for this school year. We are considering having one hour each month set aside for career exploration. Students would be assigned an advisor according to his or her interest area. Teachers would serve as advisors to work with students in a specific career area.

Please choose the career area that you are interested in from the 15 possibilities listed below. Please list your first and second choice.

1. Business and office occupations  
(careers such as secretary, office manager, accountant)
2. Marketing and distribution occupations  
(careers such as warehouse controller, efficiency expert, salesman)
3. Communications and Media occupations  
(Careers such as radio operator, newspaper reporter, telephone maintenance worker)
4. Construction Occupations  
(careers such as bricklayer, carpenter, architect)
5. Manufacturing occupations  
(Careers such as draftsman, machinist, welder)
6. Transportation occupations  
(careers such as shipbuilder, auto mechanic, flight engineer)
7. Agri-business and natural resources occupations  
(careers such as farmer, natural foods expert, coal miner)
8. Marine science occupations  
(careers such as biologist, naval operator, seafood inspector)
9. Environmental control occupations  
(careers such as noise level expert, wildlife specialist)
10. Public Service occupations  
(careers such as teacher, policeman, social worker)
11. Health occupations  
(careers such as doctor, dentist, pharmacist)
12. Hospitality and recreation occupations  
(careers such as high school coach, hotel social director)
13. Personal services occupations  
(careers such as lawyer, cosmetologist, mortician)
14. Fine arts and humanities occupations  
(careers such as filmmaker, musician, poet)
15. Consumer and homemaking-related occupations  
(careers such as nutrition expert, tailor, cook)

First Choice \_\_\_\_\_

Second Choice \_\_\_\_\_

Sample      Teacher and student Interest Survey

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

The Guidance department is planning career activities for this school year. We are considering having one hour each month set aside specifically for career exploration. Students would be assigned an advisor according to his or her interest area. Teachers would serve as advisors to work with students in a specific career area. Please choose the career area that you are interested in from the possibilities listed below. If the field you are interested in is not provided, please put in the space provided below.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Accountant                         | <input type="checkbox"/> Housewife                  | <input type="checkbox"/> Psychologist              |
| <input type="checkbox"/> Actor/Actress                      | <input type="checkbox"/> Industrial Arts            | <input type="checkbox"/> Public Relations          |
| <input type="checkbox"/> Advertising                        | <input type="checkbox"/> Industrial Technician      | <input type="checkbox"/> Radio Technician          |
| <input type="checkbox"/> Agricultural Scientist             | <input type="checkbox"/> Insurance                  | <input type="checkbox"/> Radio/TV Repair           |
| <input type="checkbox"/> Air Conditioning and Refrigeration | <input type="checkbox"/> Interior Decorator         | <input type="checkbox"/> Real Estate Work          |
| <input type="checkbox"/> Air Force                          | <input type="checkbox"/> Journalist                 | <input type="checkbox"/> Recreational Work         |
| <input type="checkbox"/> Airplane Mechanic                  | <input type="checkbox"/> Laboratory Technician      | <input type="checkbox"/> Religious Worker          |
| <input type="checkbox"/> Announcer/Radio/TV                 | <input type="checkbox"/> Landscape Architect        | <input type="checkbox"/> Salesperson               |
| <input type="checkbox"/> Architect                          | <input type="checkbox"/> Laundry & Dry Clean        | <input type="checkbox"/> Sawmill Worker            |
| <input type="checkbox"/> Army                               | <input type="checkbox"/> Lawyer                     | <input type="checkbox"/> Scientist                 |
| <input type="checkbox"/> Artist                             | <input type="checkbox"/> Librarian                  | <input type="checkbox"/> Secretary                 |
|   | <input type="checkbox"/> Manager of Retail Business | <input type="checkbox"/> Service Station Attendant |
| <input type="checkbox"/> Auto Mechanic                      | <input type="checkbox"/> Machinist                  | <input type="checkbox"/> Shoe Repairperson         |
| <input type="checkbox"/> Aviation                           | <input type="checkbox"/> Marines                    | <input type="checkbox"/> Singer                    |
| <input type="checkbox"/> Banker                             | <input type="checkbox"/> Mathematician              | <input type="checkbox"/> Social Worker             |
| <input type="checkbox"/> Barber/Beautician                  | <input type="checkbox"/> Medical Technician         | <input type="checkbox"/> Speech Therapist          |
| <input type="checkbox"/> Biologist                          | <input type="checkbox"/> Minister                   | <input type="checkbox"/> Surveyor                  |
| <input type="checkbox"/> Bookkeeper                         | <input type="checkbox"/> Mortician                  | <input type="checkbox"/> Teacher/Coach             |
| <input type="checkbox"/> Building Contractor                | <input type="checkbox"/> Musician                   | <input type="checkbox"/> Telephone Operator        |
| <input type="checkbox"/> Cabinet Maker                      | <input type="checkbox"/> Navy                       | <input type="checkbox"/> Textile Worker            |
| <input type="checkbox"/> Cashier                            | <input type="checkbox"/> Newspaperperson            | <input type="checkbox"/> Translator                |
| <input type="checkbox"/> Chemist                            | <input type="checkbox"/> Nurse                      | <input type="checkbox"/> Truck Driver              |
| <input type="checkbox"/> Construction Trades                | <input type="checkbox"/> Office Machine Operator    | <input type="checkbox"/> Typist                    |
| <input type="checkbox"/> Counselor                          | <input type="checkbox"/> Operator                   | <input type="checkbox"/> Upholsterer               |
| <input type="checkbox"/> County Agent                       | <input type="checkbox"/> Optician                   | <input type="checkbox"/> Veterinarian              |
| <input type="checkbox"/> Dentist                            | <input type="checkbox"/> Optometrist                | <input type="checkbox"/> Waiter/Waitress           |
| <input type="checkbox"/> Dietician                          | <input type="checkbox"/> Painter                    | <input type="checkbox"/> Watch Repair Person       |
| <input type="checkbox"/> Doctor                             | <input type="checkbox"/> Pharmacist                 | <input type="checkbox"/> Welder                    |
| <input type="checkbox"/> Draftsman                          | <input type="checkbox"/> Photographer               | <input type="checkbox"/> Writer                    |
| <input type="checkbox"/> Electrician                        | <input type="checkbox"/> Physical Therapist         | <input type="checkbox"/> X-ray Technician          |
| <input type="checkbox"/> Electronics Technician             | <input type="checkbox"/> Physicist                  | <input type="checkbox"/> Youth Work                |
| <input type="checkbox"/> Engineer                           | <input type="checkbox"/> Plumber                    | <input type="checkbox"/> Zoologist                 |
| <input type="checkbox"/> Farmer                             | <input type="checkbox"/> Police Work                |  |
| <input type="checkbox"/> Florist                            | <input type="checkbox"/> Politics                   |  |
| <input type="checkbox"/> Forester                           | <input type="checkbox"/> Printer                    | <input type="checkbox"/> College Admissions        |
| <input type="checkbox"/> Heavy Equipment Operator           | <input type="checkbox"/> Probation Officer          | <input type="checkbox"/> How to Get A Job          |
| <input type="checkbox"/> Hotel Manager                      | <input type="checkbox"/> Programmer                 | <input type="checkbox"/> Trade School              |
|   | <input type="checkbox"/> Psychiatrist               | <input type="checkbox"/> Admissions                |

Appendix 3      Teacher Advisor System Evaluation

We would like to thank you for your cooperation during the first guidance and counseling session. Even though the first session seemed to be a successful one to us, we would like for you to evaluate how effectively or successfully you think the first session was to you. Please take time to answer the following questions. Any constructive criticism that you have to offer will certainly be welcomed. We need your comments and suggestions in order to make the teacher advisor system run smoothly for you so that it will work effectively for your students.

Thank You!

Teacher's Name \_\_\_\_\_ Occupational Cluster \_\_\_\_\_

1. How did your students react to the first session of the teacher advisor system. Do you think they see the teacher advisor system as something that will benefit them, did they seem interested, were they helpful in suggesting ways in which the program might benefit them?

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2. Did you feel that you could do an adequate job in the first session given the materials and information that you were provided with? Was the teacher's lesson plan and student response sheet helpful in guiding you through the first session?

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3. Do you have any general suggestions for making future meetings of the teacher advisor system more effective or successful?

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4. Do you have any specific suggestions for what the next session of the teacher advisor system should consist of? (Consider the needs of your particular students and the information you recieved from them.)

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5. Do you have students desiring a change in assignment or who say they were assigned to a wrong occupational cluster? If so, please list their names on back of this sheet.

6. Other suggestions and/or comments. \_\_\_\_\_

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## STUDENT EVALUATION

## TEACHER-ADVISORY SYSTEM

1. Do you think the teacher-advisory system has helped to:
  - A. develop good work habits for you? Yes      No
  - B. acquire job-seeking and job-getting skills? Yes      No
  - C. develop decision-making skills concerning your career? Yes      No
  - D. increase career awareness? Yes      No
  - E. increase your knowledge about requirements for certain careers? Yes      No
  - F. increase your knowledge about opportunities for continued education? Yes      No
  - G. Increase your knowledge about requirements for continued education? Yes      No
  
2. Do you think the speakers who spoke to your group were effective in supplying information that you were interested in concerning your career interests? Yes      No
  
3. Do you think the teacher-advisory system should be continued? Why or Why not?  

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4. What suggestions do you have for making the teacher advisory system more effective and worthwhile to you?  

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5. Has your teacher-advisor been helpful in providing information to you concerning your career interests? Yes      No
  
6. Suggestions or Comments? 

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TEACHER EVALUATION

TEACHER-ADVISORY SYSTEM

1. How do you feel most students react to the teacher-advisory system?  
     Favorable                                      Unfavorable
  
2. Do you feel that you could do an adequate job of advising the students in your group given the lesson plan and materials provided?    Yes    No
  
3. Do you feel that the Teacher-advisory system has helped students to:
  - a. develop and utilize good work habits?    Yes    No
  - b. Acquire job-seeking and job-getting skills?    Yes    No
  - c. Acquire decision-making skills?    Yes    No
  - d. Make and implement career decisions?    Yes    No
  - e. develop positive work values and attitudes towards work?    Yes    No
  - f. develop career awareness and consciousness of requirements for continued education?    Yes    No
  - g. develop awareness of opportunities and requirements for continued education?    Yes    No
  
4. How many resource people (speakers) do you think an advisory group should have for the eight teacher-advisory meetings?  
     1      2      3      4      6      7      8
  
5. What suggestions do you have for making the Teacher-advisory system more effective?  


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6. Please list the Activities you have used in the Teacher Advisory Meetings. Please rate the activities on a scale of 1 to 5 (1 poor - 5 excellent)

Activities Used	Rating				
	1	2	3	4	5
1.					
2.					
3.					
4.					



1. Work History:

Job & Title

Name and Address of Employer

Duties

Dates Employed

Job & Title

Name and Address of Employer

Duties

Dates Employed

Job & Title

Name and Address of Employer

Duties

Dates Employed

Job & Title

Name and Address of Employer

Duties

Dates Employed

Job & Title

Name and Address of Employer

Duties

Dates Employed

2. Skills & Abilities:



3. Education

Schools _____	Years Completed _____
Schools _____	Years Completed _____
Schools _____	Years Completed _____
Schools _____	Years Completed _____

Favorite Courses \_\_\_\_\_

Extracurricular Activities \_\_\_\_\_

Honors \_\_\_\_\_

4. Interests, Talents & Attitudes \_\_\_\_\_

5. Does my physical condition limit me in anyway? \_\_\_\_\_

6. Career Goals:

In 2 years I want to be a \_\_\_\_\_

In 5 years I want to be a \_\_\_\_\_

In 10 years I want to be a \_\_\_\_\_

How can I prepare myself for this goal? \_\_\_\_\_

7. What career would I like to explore in detail? (be specific) \_\_\_\_\_

8. List ways the guidance program can help you. \_\_\_\_\_

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

## Questionnaire:

1. What grade are you in? 10 11 12 (circle the right one)
2. What do you think you will do after high school? (check one or more)
  - Get a steady job
  - Enter business or industry as a trainee or apprentice.
  - Go to technical training school
  - Attend junior college for special training
  - Attend junior college and then transfer to a 4 year college
  - Go directly to a 4 year college
  - Attend graduate school after college
  - Enter military service
3. What 2 job alternatives are you interested in at this time?  
\_\_\_\_\_
4. Would you like to learn more about them? Yes Maybe Not Really  
(circle the best answer)
5. What kind of job or career information would most interest you?  
(check one or more)
  - The job requirements for a particular career
  - Education necessary for job entry
  - Prospects for advancement in a particular career
  - Salary and income information
  - How to find a job
  - What most employers look for in employees
  - A variety of job information about many different career possibilities.
6. Do you feel that you are really certain, at this point in your life, of what you want to do in the future? Yes Probably Not Really  
(circle the answer)
7. Do you feel that your high school experiences are preparing you for the real world of everyday living? Yes Probably Not Really (circle the best answer)
8. What course of study are you presently enrolled in? College Preparatory  
General Vocational (circle the correct answer)
9. What are your favorite subjects this year?  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
What are your least favorite subjects this year?  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

10. What special abilities or interests do you have? (clubs, hobbies, activities)
11. Are you currently employed? \_\_\_\_\_
12. Would you feel comfortable going for a job interview? \_\_\_\_\_
13. Do you realize your weaknesses and attempt to correct them? \_\_\_\_\_
14. Do you get to school on time each day? \_\_\_\_\_, To class on time? \_\_\_\_\_
15. Do you feel comfortable making decisions by yourself? \_\_\_\_\_
16. Do you get along well with your teachers? \_\_\_\_\_ Classmates? \_\_\_\_\_  
Parents? \_\_\_\_\_
17. Can you speak in a group without feeling self conscious? \_\_\_\_\_
18. Do you think you are attractive? \_\_\_\_\_
19. Can you take criticism without feeling hurt or easily resentful? \_\_\_\_\_
20. Rank the following in their order of importance to you:
  - \_\_\_\_\_ 1. Money
  - \_\_\_\_\_ 2. Feeling Important
  - \_\_\_\_\_ 3. Feeling Free
  - \_\_\_\_\_ 4. Helping Others
  - \_\_\_\_\_ 5. Having Fun
  - \_\_\_\_\_ 6. Getting along with others
  - \_\_\_\_\_ 7. Doing well in school
  - \_\_\_\_\_ 8. Being successful