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ABSTRACT
         This module, one in a series of performance-based
teacher education learning packages, focuses on a specific skill that
vocational educators need in their role as teacher-coordinators
conducting cooperative vocational education programs. The purpose the
module is to enable teacher-coordinators to establish the goals,
guidelines, and criteria necessary for the successful operation of a
cooperative education program. Introductory material provides
terminal and enabling objectives, a list of resources, and general
information. The main portion of the module includes three learning
experiences based on the enabling objectives. Each learning
experience presents activities with information sheets, self-checks,
forms, and checklists. Optional activities are provided. Completion
of these three learning experiences should lead to achievement of the
terminal objective through the fourth and final learning experience
that provides for a teacher performance assessment by a resource
person. An assessment form is included. (YLB)

Establish Guidelines for Your Cooperative Vocational Program

Second Edition

FOREWORD

This module is one of a series of 127 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 postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

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

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study 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. 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 postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National 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 the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National 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, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith Jr. for supervision of the module production process.

Robert E. Taylor
Executive Director
The National Center for Research in
Vocational Education

MODULE
J-1

Establish Guidelines for Your Cooperative Vocational Program

Second Edition

Module J-1 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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ORGANIZATION OF INSTRUCTION FOR COOPERATIVE PROGRAMS

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INSTRUCTIONAL PROGRAM		
Related Classroom Instruction: • Large group • Small group • Individual	Vocational Student Organization: • Leadership • Contests • Other activities	On-the-Job Instruction: • Individual • Emphasis on application

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         │ BASED ON CAREER OBJECTIVES        │
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INTRODUCTION

As a new teacher-coordinator who is either initiating a new cooperative program or taking over the responsibility for an established program, your first task is to establish the philosophy of your program and determine how you are going to operate that program.

This module is designed to enable you to establish the goals, guidelines, and criteria necessary for the successful operation of your cooperative education program.

NOTE: This category of modules (Category J) is directed toward competencies that are largely unique to teacher-coordinators conducting cooperative vocational education programs. Included are modules designed to develop competencies in (1) establishing criteria and guidelines for the program, (2) identifying students and training stations, (3) placing students in training stations, (4) supervising and coordinating on-the-job instruction, (5) improving related classroom instruction, (6) evaluating student progress, effectiveness of related instruction, and effectiveness of on-the-job instruction, and (7) creating and maintaining effective employer-employee relations.

Competencies needed by all vocational-technical teachers—such as instructional planning, instructional execution, and instructional evaluation—are covered in other modules. Several essential elements involved in the cooperative program are also covered in other modules, as follows.

The **advisory committee** plays an important part in planning and promoting the cooperative program. For information on setting up and working with an advisory committee, see Modules A-4 and A-5.

The **community survey** is used to establish the need for a cooperative program and to identify prospective training stations. For information on conducting a community survey, see Modules A-1 through A-3.

The **vocational student organization** is one of the three components of the student's total instructional program. For more information on planning and managing a vocational student organization, see Modules H-1 through H-6.

Finally, to evaluate the ultimate effectiveness of your cooperative program, you will need to keep track of the graduates of your program. This can be done by conducting a **follow-up study**. For more information on planning and conducting a follow-up study, see Module A-10.

ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as a teacher-coordinator in an actual teaching situation, establish guidelines for your cooperative vocational program. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40 (Learning Experience IV).

Enabling Objectives:
1. After completing the required reading, demonstrate knowledge of the characteristics of a cooperative vocational education program (Learning Experience I).
2. After completing the required reading, develop tentative criteria for screening prospective students (Learning Experience II).
3. After completing the required reading, develop tentative criteria for evaluating prospective training stations (Learning Experience III).

Resources

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

Learning Experience I
Optional

A state supervisor or inservice teacher skilled in the development and use of policies for a cooperative vocational education program with whom you can consult.

Reference. A Guide for Cooperative Vocational Education. Minneapolis, MN. University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969. ED 037 564

Reference: Mason, Ralph E., and Haines, Peter G Cooperative Occupational Education and Work Experience in the Curriculum. Third Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1981.

Reference: Uthe, Elaine F.; Litchfield, Carolyn; and McElroy, Jack. Kentucky Cooperative Vocational Education Coordinator's Handbook. Lexington, KY: University of Kentucky, Department of Vocational Education, 1979.

Reference: Cooperative Vocational Education Guide for Coordinators and Administrators. Honolulu, HI: University of Hawaii, Community College System, 1978. ED 164 077

Reference: Mitchell, Eugene F. Cooperative Vocational Education: Principles - Methods - Problems. New Edition. Boston, MA: Allyn & Bacon, 1977.

Reference: Wanat, John A, and Snell, Margaret A. Cooperative Vocational Education: A Successful Education Concept. How to Initiate, Conduct and Maintain a Quality Cooperative Vocational Education Program. Springfield, IL: Charles C. Thomas, 1980.

A cooperative education coordinator's guide, produced in your own state, that you can review.

Learning Experience II
Required

Copies of documents containing state and federal guidelines for cooperative vocational education (e.g., state plan for vocational education, state guide to cooperative education, most recent child labor legislation, most recent federal vocational education legislation) that you can review to identify criteria for screening prospective students.

A resource person to evaluate your competency in developing tentative student screening criteria.

Optional

Reference. Bullard, W. Lee. "The Student Selection Myth in Cooperative Education." Business Education Forum. 26 (January 1972): 7–9.

Actual criteria for screening students, which are being used by a local ongoing cooperative vocational education program, that you can review.

Learning Experience III
Required

Copies of documents containing state and federal guidelines for cooperative vocational education (e.g., state plan for vocational education, state guide to cooperative education, most recent child labor legislation, most recent federal vocational education legislation) that you can review to identify criteria for evaluating prospective training stations.

A resource person to evaluate your competency in developing tentative criteria for evaluating training stations.

Optional

Actual criteria for evaluating training stations, which are being used by a local ongoing cooperative vocational education program, that you can review.

Learning Experience IV
Required

An actual teaching situation in which, as part of your duties as a teacher-coordinator, you can establish guidelines for your cooperative vocational program.

A resource person to assess your competency in establishing guidelines for your cooperative vocational program.

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General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

NOTES

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Learning Experience I

Enabling Objective

After completing the required reading, demonstrate knowledge of the characteristics of a cooperative vocational education program.

Activity 1

You will be reading the information sheet, Cooperative Vocational Education, pp. 8-13.

Optional Activity 2

You may wish to meet with either your state supervisor or an inservice teacher-coordinator from your service area to discuss program policies.

Optional Activity 3

You may wish to read related material in one or more of the following supplementary references: *A Guide for Cooperative Vocational Education;* Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum;* Uthe et al., *Kentucky Cooperative Vocational Education Coordinator's Handbook; Cooperative Vocational Education Guide for Coordinators and Administrators;* Mitchell, *Cooperative Vocational Education: Principles - Methods - Problems;* Wanat and Snell, *Cooperative Vocational Education: A Successful Education Concept;* and/or a guide to cooperative education produced in your own state.

Activity 4

You will be demonstrating knowledge of the characteristics of a cooperative vocational education program by completing the Self-Check, pp. 14-15.

Feedback 5
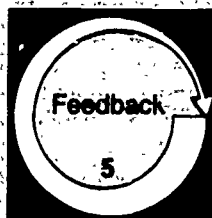
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 17.

To establish guidelines for a cooperative vocational education program, you need to know the nature of cooperative vocational education, its unique characteristics, how it differs from other work programs, what types of cooperative programs exist, and the benefits of such programs. For information about cooperative education, read the following information sheet.

COOPERATIVE VOCATIONAL EDUCATION

Cooperative education is a method of instruction that involves and unites the school and employers, through written arrangements, in a collaborative educational effort. The in-school learning experiences in related and academic classes and the on-the-job training are carefully coordinated and supervised to assist students in gaining occupational competence.

Congress has supported such programs via legislation since the Smith-Hughes Act was enacted in 1917. In fact, cooperative programs were considered to be so successful in preparing persons for employment that the 94th Congress authorized specific funds in 1978 under Public Law 94–482 to be used to extend this kind of training program, particularly for those students in areas with high dropout and youth unemployment rates.

Furthermore, the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98–542) states in Part A, Section 201 that "vocational education services and activities . . . shall, to the extent practicable, include work-site programs such as cooperative vocational education, work-study, and apprenticeship programs." And Part A, Section 204 of that act states that "equal access will be provided to handicapped and disadvantaged individuals to the full range of vocational programs . . . including occupationally specific courses of study, cooperative education, and apprenticeship programs."

Cooperative vocational education programs serve well many of the purposes listed in P.L. 98–524, including the preparation of a skilled work force and the promotion of "greater cooperation between public agencies and the private sector in preparing individuals for employment."

The Cooperative Program

Cooperative programs are supervised by **teacher-coordinators** (sometimes referred to as instructor-coordinators). The teacher-coordinator's responsibilities include the following:

- Helping students identify their career objectives and determining whether these objectives could be met by the cooperative program
- Contacting local employers, evaluating their training potential, and convincing them to employ and train students

- Placing students in jobs on the basis of the students' career objectives
- Working with students and employers to plan the students' total vocational-technical instructional program
- Visiting the students on the job to supervise their progress and to assist the employers in their training endeavors
- Providing the in-school related instruction
- Usually, serving as an advisor to a vocational student organization
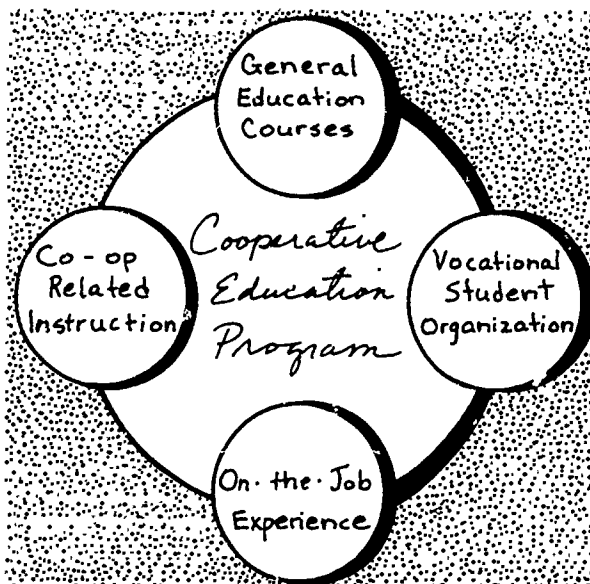- Evaluating the program on a continual basis

Cooperative vocational education programs (often referred to as co-op programs) have been designed to serve students who meet the following characteristics:

- Need and want assistance in adjusting to the world of work and in acquiring occupational training
- Interested in a career in a specific occupational cluster
- Willing to work and learn
- Have the potential to profit from such training

The total educational program for students at the secondary level has four parts. In addition to the **general education courses** necessary for graduation, such as English or history, students take a **related-instruction class**, which relates to their career objectives and their on-the-job learning experiences. They are employed at a **part-time job** where they participate in learning experiences that develop and refine the occupational competencies needed to achieve their career objectives. Finally, they participate in the activities of the appropriate **vocational student organization**.

At the postsecondary level, the program is generally similar, except that the in-school and on-the-job phases are sometimes scheduled in alternating blocks of time. For example, a student might spend one term in school and the next on the job. This arrangement often depends on a team system in which two students alternately fill the same job position.

The on-the-job training is provided at a **training station**. The training station is the firm, business,

General Education Courses

Co-op Related Instruction

Cooperative Education Program

Vocational Student Organization

On-the-Job Experience

or industry that hires the student (sometimes referred to as student learner or student trainee). Within this firm, there is a single individual who has agreed to be responsible for the student's training. This person is called the **on-the-job instructor** (sometimes referred to as the job supervisor or training sponsor).

Key Program Factors

In order to accomplish all of the above, it is necessary that the teacher-coordinator work with the school or college administration and the occupationa' advisory committee(s) in developing guidelines for the co-op program. Careful consideration must be given to the following factors:

- Number of students who can be accommodated
- Released time for the teacher-coordinator
- Facility requirements
- Extended contract provisions

Number of students. It is generally agreed that the optimum number of students who can be served by a single teacher-coordinator in a co-op program is 15 to 25. Fewer than 15 is difficult to justify in terms of cost. More than 25 is unmanageable in terms of meeting the needs and wants of the students, the employers, the school, and the community.

Released time. To plan, develop, and implement coordination activities successfully, it is necessary for the teacher-coordinator to have released time. Released time is time that is provided to the teacher-coordinator during "normal" school hours for activities other than his/her classroom responsibilities.

The accepted standard for determining the amount of released time needed is one half hour per student per week. Therefore, a teacher-coordinator with 20 co-op students should have 10 hours of

released time each week for coordination. It should be remembered that "coordination" is an all-inclusive term to describe all the various activities of the teacher-coordinator, not just visitation to the training stations.

Facilities. The uniqueness of the co-op program dictates the need for special considerations regarding program facilities. The teacher-coordinator should have an office, equipped with a telephone, where he/she can conduct necessary activities, including conferences with students, employers, parents, and other parties who might be involved in the program.

Extended contracts. Teacher-coordinators generally have extended contracts, usually providing for an additional month of employment. This month is often split, with two weeks before the regular opening of school and two weeks after the regular closing of school.

During the additional time, some of the teacher-coordinator's responsibilities are as follows.

- Placing students in training stations
- Planning and developing specific occupational instruction for each student
- Placing graduating students
- Compiling student records and carrying out any necessary reporting functions

Benefits of Cooperative Education

Cooperative education benefits the students, the school or college, the employers, and the community. The **students** can accomplish the following through their participation in a co-op program:

- Discover their true interests and abilities and test their aptitudes
- Make occupational choices
- Understand employment opportunities and responsibilities
- Better understand and appreciate the world of work
- Develop and refine the occupational competencies necessary to secure employment and advance in their chosen occupations
- Develop skills in working with others
- Acquire specialized occupational competencies that could not be acquired within the school or college setting
- See the relevance of in-school learning and understand the meaning and purpose of the theoretical ideas presented in school
- Be better motivated toward work in all school subjects

- See the relationship between school and work
- Make an easier adjustment from the role of student to the role of employee
- Earn while they learn

The **school or college** can do the following:

- Provide an enlarged learning facility through the use of community resources
- Provide broader instruction with these enlarged facilities and expand the curriculum
- Evaluate its program against the actual skills needed for employment and actual employment trends
- Decrease the dropout rate by doing a better job of helping students to achieve their career goals
- Develop and maintain a better relationship with business and industry and the community
- Become more responsive to the employment needs of the community
- Provide more individualized instruction

The participating **employers** can accomplish the following:

- Train potential full-time employees in their own plants
- Better ensure that the in-school instruction meets their employment needs by being more a part of the school or college program
- Obtain better qualified part-time employees who are receptive to instruction, motivated, and interested
- Get a more direct return for their educational tax dollars
- Get training assistance
- Render an important public service

And the **community** gains the following:

- Individuals capable of being more productive citizens
- People trained for the local labor market
- Workers who have been introduced to local employment and thus may settle in the home community
- Economic growth, by having a ready source of trained workers
- Better relationships between the community and the school or college
- A catalyst for promoting adult and evening classes
- A catalyst for developing a unified community training program

Noncooperative Work Programs

In order to understand cooperative education, it will be helpful to know about several programs that are **not** considered to be cooperative vocational education programs:

- **Work Observation**—This is a general education program in which the student observes different work situations for a few weeks. The student is not paid, and observations may or may not be tied in to a class on occupational information.
- **Work Exploration**—This is similar to work observation except that in this program the student tries out a number of jobs, each briefly.
- **General Work Experience**—This is a general education program in which the student performs tasks on the job for a semester or less. He/she may or may not be paid. There is no related in-school class, and there is limited school supervision.

Those first three programs are exploratory in nature and are often geared to motivate potential dropouts. The following programs generally are not considered exploratory and are designed to fill special needs:

- **Sheltered Workshop**—In this program, students unable to function in a real-world job are given job assignments to complete within a sheltered environment.

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- **Work-Study**—The main objective of this program is to provide financial assistance to students—through approved part-time jobs in nonprofit organizations (such as the school itself)—to enable them to remain in school. No effort is made to match a student's job to his/her ultimate career objective, and there is no related in-school class or school supervision.

Characteristics of Cooperative Education

Cooperative education has six characteristics that distinguish it from the previous programs described. Students in the co-op program do the following:

- Participate in learning experiences based on a specified career objective
- Work part-time in a training station selected on the basis of that same career objective
- Receive pay and school or college credit for their on-the-job training
- Have constant school supervision
- Participate in this program for at least one year
- Take in-school courses directly related to their on-the-job training

Some of the five noncooperative work programs described previously have some of these characteristics. However, to be considered a co-op program, the program must meet all six criteria.

Types of Co-op Programs

There are basically three types of co-op programs. In the first type, the school or college has a **separate program for each vocational service area**. For example, there might be separate co-op programs for (1) business and office education, (2) marketing and distributive education, (3) home economics, (4) trade and industrial education, (5) agriculture, and (6) health occupations. An institution might not have all six programs, but each of the programs it does have would be geared to a single occupational area.

The second type is the **combination or inter-related approach**. In schools or colleges where staff, student interest, or employment opportunities are limited, a single co-op program may exist. This program would be geared to handle students from various service areas. Two such programs are Diversified Cooperative Training (DCT) and Cooperative Occupation Education (COE).

The third type is the **special purpose program** geared to meet the special needs of the handicapped, the disadvantaged, or other special groups. The Carl Perkins Act of 1984 defines these groups as follows:

- **Handicapped**—Individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.
- **Disadvantaged**—Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.
- **Other special groups**—Other groups listed in the act as having special needs include adults requiring training or retraining, individuals enrolled in programs nontraditional for their sex, and criminal offenders serving in correctional institutions.

Cooperative Education for the Disadvantaged

When the co-op method of instruction is employed for the disadvantaged student, the major emphasis is on work adjustment and attitudinal changes. The disadvantaged student often possesses little or no occupational skill and/or lacks the ability to relate to adults and work.[1]

A student may be called "disadvantaged" if he or she has handicaps in one or more of these four categories:

- Economically disadvantaged
- Socially disadvantaged
- Academically disadvantaged
- Culturally disadvantaged

The student may be considered **economically disadvantaged** if the family receives welfare assistance or other means of public support, lives in public housing, or is considered to be low-income according to the latest available data from the U.S. Department of Commerce.

According to the 1980 Office of Economic Opportunity (OEO) sliding scale guidelines, for example, a family with seven members—two parents and five children—is considered to be economically disadvantaged if the family has an income of $14,080 or less.

A student may be identified as **socially disadvantaged** if he or she has social problems that result from poverty, neglect, delinquency, or cultural or linguistic isolation. Such social problems may be indicated if the student is living with an alcoholic, is unable to get along with parents, is living in a broken home with one parent or a guardian, or is living in an overcrowded home. Or, the student may have an illegitimate child or may be married. Some students are socially disadvantaged when they have drug problems, are on probation, or have a truancy record.

The **academically disadvantaged** student may best be described as "school alienated." This type of student often displays complete apathy toward school and may be repeating courses or causing discipline problems.

The academically disadvantaged student often has a poor attendance record and low or failing grades. Many times the student is classified as having a low intelligence level.

Some members of minority groups may be considered **culturally disadvantaged** when they have a life-style that places them outside what some people consider the mainstream of society and the world of work. The coordinator must remember that the term "culturally disadvantaged" does not automatically apply to an individual simply because he or she is black, Chicano, Indian, or Oriental.

Some students in minority groups may need special assistance in overcoming discrimination in seeking employment. Other culturally disadvantaged students may have linguistic problems. For example, some Chicano students may have difficulty in speaking, reading, and learning in English if the family speaks only Spanish in the home.

To point out the differences between the regular cooperative vocational program and the cooperative program for the disadvantaged, we might examine the traditional motto used in cooperative education. In the cooperative vocational program, the motto is "learn while you earn"—with the emphasis on **learn**. However, in the cooperative program for the disadvantaged, the motto should be revised to "earn while you learn"—with the emphasis on **earn**.

Hopefully, when the disadvantaged student is earning money and has made progress in developing appropriate work attitudes, he/she will be motivated to acquire occupational skills and may transfer to the regular cooperative vocational program.

The coordinator for a cooperative program for the disadvantaged has three major functions:

- Helping the student **secure a job** (at the level at which he/she has a chance of success)
- Helping the student **hold the job**
- Helping the student **acquire minimum level occupational skills** (either by self-instruction, through enrollment in occupational courses, or by transfer to the regular cooperative vocational program)

1. The material on the co-op program for the disadvantaged is adapted from Elaine Uthe, *The Cooperative Vocational Program Coordination Techniques.*

The coordinator for a regular cooperative vocational program, however, has slightly different functions:

- Helping the student secure a job in the occupation for which he/she has been trained and/or has a career objective
- Providing specific occupational and specific job training so the student progresses toward his/her stated career objective
- Assisting the student with work adjustment and attitudinal problems if they arise

The local school or college decides whether it will offer only a cooperative vocational program or both a regular cooperative program and a cooperative program for the disadvantaged. Various structural arrangements can be developed that will meet the rules and regulations of the funding agencies and take into consideration the available resources and the philosophy, facilities, and faculty of the school or college.

The cooperative program for the disadvantaged is a positive action program; it uses a real-life job to motivate the student and improve self-concepts and attitudes. It is designed to reach the disadvantaged student early in the school or college program with imaginative instruction and special supportive services.

The purpose of the cooperative program for the disadvantaged is to provide a positive learning experience for the individual—an experience that will encourage the student, increase his/her interest in learning, and assist him/her in developing a positive self-concept about the world of work.

Optional
Activity
2

You may wish to arrange through your resource person to meet with the state supervisor or a teacher-coordinator from your service area. This person could discuss with you the state or local policies for cooperative vocational education in your geographic area. He/she could also help to explain further the state plan for vocational education or state guide to cooperative education for your state in terms of how it affects their work.

For further information on the guidelines and criteria for cooperative education, you may wish to read sections dealing with this topic in one or more of the following supplementary references:

Optional
Activity
3

- A Guide for Cooperative Vocational Education
- Mason and Haines, Cooperative Occupational Education and Work Experience in the Curriculum
- Uthe et al., Kentucky Cooperative Vocational Education Coordinator's Handbook
- Cooperative Vocational Education Guide for Coordinators and Administrators (which focuses on postsecondary programs)
- Mitchell, Cooperative Vocational Education: Principles - Methods - Problems
- Wanat and Snell, Cooperative Vocational Education: A Successful Education Concept
- A guide to cooperative education produced by your own state department of education or a local university

Guides such as these present a variety of guidelines, criteria, and planning techniques that have proved successful in the respective cooperative programs.

Activity
4

The following items check your comprehension of the material in the information sheet, Cooperative Vocational Education, pp. 8–13. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.
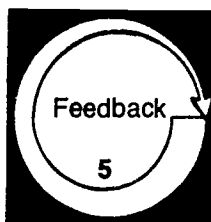
SELF-CHECK

1. Differentiate between a cooperative vocational education program and other school programs that place students in work situations.

2. Why is it essential for a teacher-coordinator to have an office, a telephone, released time, and an extended contract?

3. Compare the effectiveness of a cooperative program with 20 students versus one with 40 students.

4. A related-instruction class and on-the-job training are two major elements in a cooperative vocational education program. How do they complement each other?

5. Explain why the regular service-area-specific cooperative vocational education programs are often not able to serve disadvantaged students.

NOTES

19

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Cooperative vocational education programs include six essential elements: (a) the student participating in the program must have a career objective; (b) training station placement must be based on the student's career objective; (c) the student must receive both pay and credit; (d) constant supervision must be provided by the school; (e) the student must participate for at least one year; and (f) in-school related instruction must be provided. Other "work" programs may include one or more of these elements, but not all six.

2. The teacher-coordinator must maintain career information files, individual student information and records, individual instructional materials, information on training stations and on-the-job instructors, as well as program records. Thus, it is necessary for him/her to have an office in which to maintain these materials. An office is also essential because the teacher-coordinator must conduct confidential interviews and conferences with students, parents, employers and others.

   Since the teacher-coordinator must be accessible to training station personnel, a telephone is necessary.

   Provision must be made for released time and extended contracts because the teacher-coordinator is responsible for placing students in training stations; conducting visitations; evaluating students, training stations, and on-the-job instructors; working with training plans at the various agencies; and similar duties.

3. A teacher-coordinator is able to manage 20 students effectively, given the amount of time re-quired to coordinate the activities of each student participating in the co-op program. With a group of 40 students, the teacher-coordinator would not have adequate time to do an effective job of planning, developing, and implementing all the elements necessary to maintain a sound cooperative program.

4. The material presented in the related-instruction class can be directly applied at the on-the-job training site (e.g., how to handle a job interview is presented in class and used in an actual situation). Conversely, incidents and experiences from on-the-job training help to determine the instruction in the related class. For example, if it is discovered on the job that the student lacks skill in counting change, this then becomes a part of that student's individualized instruction in the related class. The two elements support each other in this way, thereby helping students to progress toward their career objectives.

5. Service-area-specific cooperative programs are designed to serve students who already possess at least a limited degree of skill, are reasonably adjusted to school, and can begin to relate to work and adults. Students who do not possess these basic skills are classified as disadvantaged and need to be "brought up" to this level. This can best be accomplished with a program specifically designed for disadvantaged students (e.g., a student for whom English is a second language, who has fallen a couple of grades behind others his/her age, and who is ready to drop out of school).
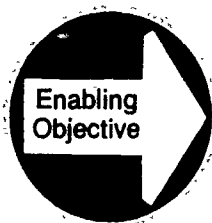

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Cooperative Vocational Education, pp. 8–13, or check with your resource person if necessary.
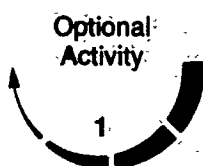
NOTES

Learning Experience II

Enabling Objective

After completing the required reading, develop tentative criteria for screening prospective students.

Optional Activity 1

You may wish to read the following supplementary reference: Bullard, "The Student Selection Myth in Cooperative Education," *Business Education Forum*.

Activity 2

You will be reading the information sheet, Establishing Program Criteria for Screening Prospective Students, pp. 21-23.

Activity 3

You will be reviewing the state plan for vocational education or state guide to cooperative education for your state, recent child labor legislation, and recent federal vocational education legislation to identify any federal and state guidelines and standards for screening prospective students.

Activity 4

You will be developing tentative criteria for screening prospective students, using the Evaluation of Students Form, p. 25.

Feedback 5
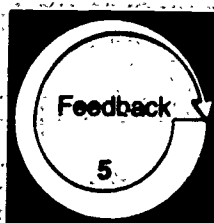
Your competency in developing tentative criteria for screening prospective students will be evaluated by your resource person, using the Student Criteria Checklist, p. 27.
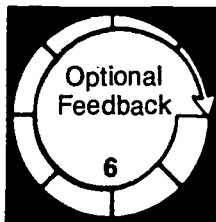
> **Optional Feedback 6**
>
> You may wish to compare your criteria for screening prospective students to criteria established for an ongoing cooperative vocational education program in your state.

You may wish to read the following supplementary reference: Bullard, "The Student Selection Myth in Cooperative Education," *Business Education Forum*. This article discusses the differences between "selecting" students for a program and "screening" students for a program and the reasons that, in that author's view, the "selection" of students is unacceptable in co-op programs.

Activity
2
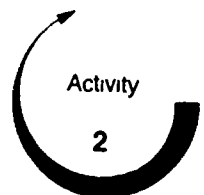
When establishing student criteria, it is important to have a balanced perspective that permits you to consider a wide range of student ability levels and needs. For information concernin; the policies and guidelines that govern how you establish criteria for screening prospective students and suggestions for tentative screening criteria, read the following information sheet.

ESTABLISHING PROGRAM CRITERIA FOR SCREENING PROSPECTIVE STUDENTS

Bullard cautions one to focus on students and their needs and not to reject those students who need the program most. There's one criterion right there: The student must **need** the training offered by the cooperative program. Idealistically, it is the only criterion; however, there are some reality-based constraints governing the establishment of **program entry criteria.**

Assuming that you are accepting a position as a teacher-coordinator, where do you start in planning the criteria for a co-op program? If you start with existing sources, you will probably find much of your program planned for you. You will, most likely, be adapting a program rather than developing one.

First, **federal legislation** may specify guidelines for the program. For example, a part of the 1976 Vocational Education Amendments provided for reimbursing students and employers for unusual expenses incurred as a result of participating in a co-op program. Examples of such unusual expenses for the student include special clothing, transportation, and tools needed to pursue vocational training. Reimbursable items for the employers include certain added costs they might incur as a result of providing on-the-job training for students—for example, the wages paid to the students.

Second, each state has a **state plan for vocational education,** which could include co-op program guidelines. For example, even though federal provisions for student/employer reimbursement may exist, they have not commonly been used in most states. If these provisions are implemented in your state, the state plan would cover the procedures for obtaining reimbursements. Some states also publish a specific **guide for cooperative education.**

Third, some schools/colleges or districts have specific guidelines established for local co-op pro-

grams. These **local guidelines** should be consistent with state guidelines—which, in turn, should be consistent with federal guidelines. Any guidelines you adopt or adapt need to take existing guidelines into consideration.

Another vital resource you must utilize in planning your program is **labor law.** At the federal and state levels, there are specific child labor standards. Before you accept a student in the co-op program and before you accept a firm as a training station, both must meet the terms of these standards.

It is absolutely essential that, as a teacher-coordinator, you are thoroughly familiar with these child labor standards, which are described in numerous available federal and state bulletins.

These standards govern age requirements, work permits, permits to employ, minimum wage laws, hours of work, compulsory school attendance, working conditions, and social security.[2]

You also have **human resources** available. The local vocational education advisory council or your occupational advisory committee can assist you in developing program criteria, in locating and selecting training stations, and in many other tasks as well. Local or area representatives of the Department of Labor can help you interpret labor regulations relative to a co-op program.

Using these sources fully can ease the planning task and help you establish meaningful and acceptable criteria for your cooperative vocational program.

Criteria for Screening Students

Establishing criteria to determine which students will ultimately be enrolled in your co-op program is not a cut-and-dried task. You will obtain guidance, as previously mentioned, from federal guidelines, the state plan, any local plans, child labor standards, and your advisory committee.

Typically, the following student characteristics and assets are listed as criteria for enrollment:

- Desire to participate
- An identified career objective
- Sincere desire to learn a trade or occupation in the service area in which he/she is applying
- Desire to work or train further in that occupation after graduation
- Potential to benefit from on-the-job training
- Aptitude to study the related course content
- Acceptable scholastic record
- Acceptable attendance record
- Personal traits and attitudes necessary to obtain and maintain initial employment
- Neat and attractive appearance
- Ability to get along well with others
- Willingness to accept responsibility
- Willingness to follow instructions
- Potential to represent the school well
- Access to transportation to and from work
- Adequate time available for full participation
- At least 16 years of age
- Parental permission (if a minor)

In considering typical criteria such as these, two points need to be remembered. One relates to the Bullard article. The criteria listed above seem to describe a strongly motivated, goal-oriented, well-adjusted student who has done well in school and who could "obtain and maintain initial employment" without your help.

That student has a place in the co-op program, but what about Bullard's "needy student"? Your criteria need to be general enough to include a student who **wants** to participate and who **can benefit** from the program, but who needs help in developing the skills or traits listed in the criteria.

Second, what is an "acceptable" attendance record? What are the "necessary" traits and attitudes? Granted, we have just said that the criteria need to be broad enough to allow for individual needs, but when you develop your criteria, you will have to specify what the **range** of acceptability is. You will have to identify what the **minimum** prerequisites are. This will depend on several factors inherent in each local situation:

- **Service area**—An office worker may have to appear neat and attractive to get hired, but appearance might not be such a crucial issue for students who will be in situations in which they are not seen by the general public. And certain industrial positions may require proof of a student's physical ability to perform the required tasks. In short, the types of occupations involved will suggest certain criteria.
- **Training stations**—Although we have been discussing the establishment of student criteria as if it were a separate task, it is not done without some attention to the needs of the training stations. While you may enroll a student without a specific training station in mind, eventually that student must be placed on the job. Particular training stations may specify particular criteria that employees must meet.
- **Program limitations**—A program with several teacher-coordinators and numerous available training stations can serve a larger number of students. A program with a single teacher-coordinator and a limited number of training stations has no choice but to be more selective.

It's beginning to sound complicated, but it's not. If you know (1) the specifications established by federal legislation, child labor laws, and the state plan; (2) your program limitations; and (3) the special needs of workers in your service area, then—with the help of your advisory committee and other professional staff—you can develop criteria that are **broad** enough to allow for individual needs and **specific** enough to be an effective device for identifying potential students.[3]

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2. To gain additional skill in determining the legal aspects of operating a co-op program, you may wish to refer to Module J-5. *Place Co-op Students on the Job.*

3 To gain skill in the techniques and methods for obtaining the necessary data to evaluate a student in terms of your criteria, you may wish to refer to Module J-3. *Enroll Students in Your Co-Op Program*

Program Entry Criteria for Disadvantaged Students

The disadvantaged student is usually "screened out" of the cooperative vocational program because he or she does not meet many of the requirements. Yet, in general, the disadvantaged student usually needs money desperately and is often alienated or "turned off" by the classroom. These two factors are symptoms that need attention.[4]

Therefore, coordinators for the cooperative programs for the disadvantaged should apply a special set of criteria—those that do not exclude the disadvantaged student from the co-op program. The coordinator for a co-op program for the disadvantaged might be said to select the "wrong" students for the "right" reasons.

The coordinator for a co-op program for the disadvantaged, in this case a secondary program, usually seeks out such students as the following:

- Students in the tenth, eleventh, and twelfth grade who are two or more grade levels below peer age-group
- Students considered to be school-alienated
- Students of dull normal intelligence or above
- Socioeconomically deprived students whose family income is so low that they must seek a job in order to meet essential needs and to stay in school

Each school or college must, of course, determine its own criteria for enrollment. However, a priority system is recommended so that the students with the greatest need for the program are given first priority for enrollment.

First priority for enrollment should be given to those economically disadvantaged students who have many handicaps and who are present or potential dropouts. These students are almost certain to fail in the world of work and in school if they do not receive assistance.

Second priority should be given to those economically disadvantaged students who have several handicaps but who may not be in immediate danger of dropping out of school. The probability of failure for these students is more than 50 percent if they do not receive assistance.

Third priority should be given to those economically disadvantaged students whose handicaps are lower in number and intensity than in the first and second priorities. These students may succeed without assistance, but their success in school and in the world of work will probably be at a very low level.

Fourth priority may be extended to some students who are not economically disadvantaged but who have many academic, social, and/or cultural handicaps that are likely to prevent them from succeeding in school and in the world of work.

A word of caution about assigning priorities for enrollment—for some students who are eligible for the co-op program for the disadvantaged, it would be best for them to stay in school full-time. For example, a student might already be employed and making it on his/her own financially, but need occupational training to find a better job. Another may have an interest in a specific occupation that requires training. These students should enroll in occupational courses and be given assistance, if needed, in finding jobs for after-school hours and on weekends.

---

4. The material on the cooperative program for the disadvantaged comes from Uthe, The Cooperative Vocational Program: Coordination Techniques.

26

Activity 3

Arrange through your resource person to obtain copies of the state plan for vocational education or state guide to cooperative education for your state, the most recent state and federal child labor standards, and the most recent federal vocational education legislation. Review these materials in terms of the guidelines they establish for screening prospective co-op students.

27

Activity 4

Develop tentative criteria for screening prospective students and list them in the left-hand column of the evaluation form below. These criteria should be based on the guidelines contained in the information sheet, Establishing Program Criteria for Screening Prospective Students, pp. 21–23, and should be developed with your own occupational specialty in mind.

EVALUATION OF STUDENTS FORM

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

NAME OF STUDENT _____

RATING CRITERIA	DOES NOT MEET CRITERIA	MEETS CRITERIA			COMMENTS
		WELL	AVG.	POOR	

OVERALL EVALUATION:

Feedback

5
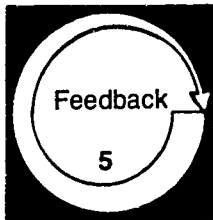
Normally, you would clear any criteria with (1) the school or college administration and (2) your advisory committee. In this case, after you have developed your tentative criteria, arrange to have your resource person review and evaluate your criteria. Give him/her the Student Criteria Checklist, p. 27, to use in evaluating your work.

29

STUDENT CRITERIA CHECKLIST

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO box to indicate whether all items met or did not meet each criterion below.

	Yes	No
1. The criteria are:		
a. consistent with federal, state, and local guidelines	☐	☐
b. consistent with child labor standards	☐	☐
c. broad enough to allow for individual needs, yet specific enough to be an effective screening device	☐	☐
d. geared to the teacher's particular service area	☐	☐
e. clearly and simply written	☐	☐
2. The criteria specify the following student standards:		
a. age requirements (e.g., student must be at least 16 years of age)	☐	☐
b. transportation requirements (e.g., student must be able to provide own transportation)	☐	☐
c. time requirements (e.g., available time needed for full participation)	☐	☐
d. parental approval needed (if a minor)	☐	☐
e. desirable attitudes (e.g., desire to learn a trade, desire to participate in program, desire to train further after graduation)	☐	☐
f. desirable personal traits (e.g., neatness, ability to get along with others, willingness to accept responsibility and follow directions, potential to benefit from program)	☐	☐
g. career objectives (e.g., student must have tentative career objective related to areas covered by the co-op program)	☐	☐
h. acceptable school records (e.g., attendance, scholastic achievement, aptitude)	☐	☐

Level of Performance: All items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Establishing Program Criteria for Screening Prospective Students, pp. 21–23, revise your criteria accordingly, or check with your resource person if necessary.

Optional Feedback 6
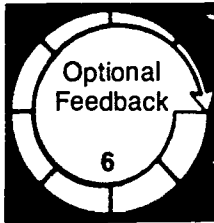
You may wish to ask your resource person to assist you in locating a copy of the criteria for screening students that are used in an ongoing local cooperative vocational education program, ideally one in your occupational specialty. By checking these criteria, you may be able to improve your own criteria.

31

Learning Experience III

Enabling Objective

After completing the required reading, develop tentative criteria for evaluating prospective training stations.

Activity 1

You will be reading the information sheet, Establishing Program Criteria for Evaluating Prospective Training Stations, pp. 30–31.

Activity 2

You will be reviewing the state plan for vocational education or state guide to cooperative education for your state, recent child labor legislation, and recent federal vocational education legislation to identify any federal and state guidelines and standards for evaluating prospective training stations.

Activity 3

You will be developing tentative criteria for evaluating prospective training stations, using the Evaluation of Training Station Form, p. 33, and the Evaluation of On-the-Job Instructor Form, p. 34.
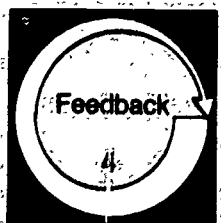
Feedback 4

Your competency in developing tentative criteria for evaluating prospective training stations will be evaluated by your resource person, using the Training Station Criteria Checklist, p. 35.

Optional Feedback 5

You may wish to compare your criteria for evaluating prospective training stations with criteria established for an ongoing cooperative vocational education program in your state.

The success of your co-op program will depend in part on the quality of the training stations you select. For information (1) concerning the policies and guidelines that govern how you establish criteria for evaluating prospective training stations and (2) suggesting tentative evaluation criteria, read the following information sheet.

ESTABLISHING PROGRAM CRITERIA FOR EVALUATING PROSPECTIVE TRAINING STATIONS

The specificity of the criteria that you establish for evaluating potential training stations will vary depending on whether you have a particular student in mind or not. Clearly, if you have identified the needs, interests, and abilities of a student first, the criteria you will use to evaluate prospective training stations will be specific to those needs.

However, there are some general criteria that will apply to all situations, whether students are identified before, after, or simultaneously with the identification of training stations. These general criteria cover the following two areas:

* Characteristics of the employer/firm
* Characteristics of the on-the-job instructors available at the training station

Characteristics of the Employer/Firm

Take stock first of how the employer and firm operate. What are the present **employment practices?** Does the employer show concern—in observable terms—for the welfare and well-being of the employees? Does the employer select employees carefully? Are hiring and dismissal practices consistent and fair? Is the owner (or manager) an equal opportunity employer? Does the employer comply with all local, state, and federal labor regulations? Does the employer offer worker's compensation insurance or some other comparable coverage? The ways in which employers treat their present employees can tell you a great deal about how they will treat students.

What is the firm's **reputation** in the community? Does the community consider the firm's business to be legitimate and its business practices ethical? Since you need good community reception for your program and since you wish to expose students to good models of the world of work, it is important to select firms that have a good reputation in the community. Does the firm maintain satisfactory relationships with labor, with other firms, and with its clients? Are the firm's standards of work consistent and acceptable? Does the firm support and/or participate in civic affairs?

Is the firm **stable?** Does it have a record of continuous operation? Is it financially stable? Does it

have a good credit record? Again, these things are important if you wish to place students in a positive learning environment. Stability is also important if you want your students to be in firms that will be able to provide a full cycle of training.

Does the firm presently have any **ongoing training** programs for its employees? Does it have training facilities available? Does the firm have any personnel on its staff who are responsible for planning and conducting training? If a firm is committed already to training programs for its own employees, it will undoubtedly (1) be more receptive to the need to train co-op students and (2) be better prepared to offer such training.

After establishing how the employer and the firm operate, you next need to determine how the employer feels about (1) cooperative education specifically and (2) the firm's role in the co-op program.

Is the employer willing to **cooperate** with the school? A willingness to hire students is not enough. The employer must understand that the student's training is a cooperative venture between the school and the employer. Does the employer recognize the value of the in-school related instruction? Is the employer willing to provide on-the-job instruction? Is the employer willing to comply with a written training plan specifying the competencies the student is to achieve? In other words, does the employer truly understand, and is he or she sincerely interested in, the concept of cooperative vocational education?

Is the employer willing to provide satisfactory **hours and wages?** Is the employer willing to pay a student wages in line with other beginning workers? Can the student be hired for the entire school year? Does the employer agree to hours at an appropriate time of day? The "appropriate" time would be a time that allowed the student to (1) obtain in-school instruction, (2) participate in the vocational student organization activities, and (3) get a good night's rest.

Will employment be for an acceptable number of hours per week? Some general guidelines for hours per week are (1) minimum of 15 hours per week; (2) ideally 20–25 hours per week; and (3) hours that, when added to school hours, do not exceed 40 hours

per week. These guidelines may vary depending on your state's plan, but hours and wages must comply with federal regulations.

The next step is to determine the types of **learning experiences** that would be available to a student placed in this firm. Would the experiences qualify a student for a position in a field not already overcrowded with qualified individuals? Are there opportunities within the field for advancement? Are experiences available that would contribute to students' short-range and long-range career goals?

In order to provide for varying goals, a firm needs to offer a variety of experiences, with opportunity to explore each at varying depths. Will these experiences develop the knowledge, skills, and attitudes needed by future workers in occupations in your vocational area? Is there sufficient learning content available to warrant this training? Will these experiences challenge the student?

Does the firm have the **facilities and equipment** necessary to provide the student with meaningful learning experiences? Is the equipment up-to-date? Is it in good operating condition? Is it comparable to the equipment the student will be required to use after graduation? What about the condition of the facilities? Are the facilities clean and safe? Does the firm have a good record of accident prevention? Are safety devices available, and are they actually used when necessary?

Finally, is this firm located so that it is **accessible** to students? A firm should be within easy driving distance so that the student can fulfill other obligations at school and at home. If you are in an area where students don't typically have their own transportation, you may need to locate training stations near bus lines.
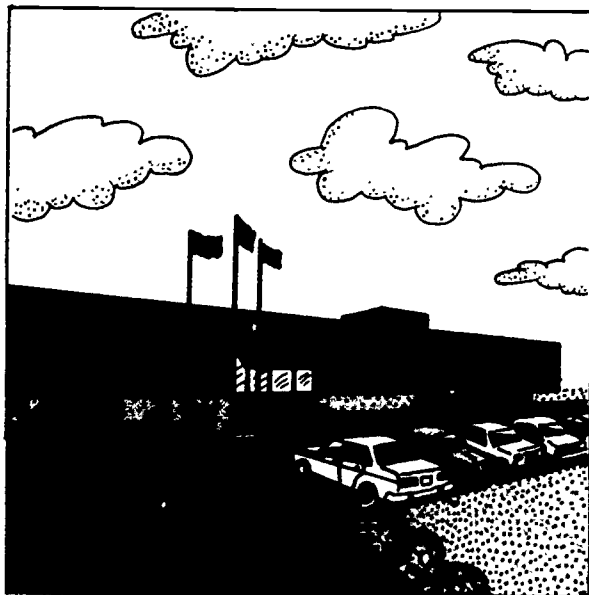
Characteristics of the On-the-Job Instructor

It is vital that one or more **specific individuals** be assigned to be responsible for the student while on the job. This gives the teacher-coordinator a specific individual with whom to work in planning the learning experiences for a student, thus helping to eliminate the possibility of hit-and-miss, trial-and-error training. An individual who knows he or she is personally responsible for the student's on-the-job training will usually feel more accountable for ensuring that the student succeeds.

The teacher-coordinator may have an opportunity to offer suggestions to the employer in appointing the on-the-job instructor. This may happen if the teacher-coordinator is familiar with all the potential instructors at the place of employment.

Instructors should be interested in the cooperative vocational program. They must recognize the value of on-the-job training; they must be willing to work with the teacher-coordinator in planning learning experiences; and they must be **willing** and **able** to allot sufficient time and effort to training.

Unwilling instructors who have been "volunteered" by their employers to take on the training may not feel obliged to do a very good job. A willing instructor whose schedule is already full may not be able to do a very good job. Since the instructor will be the key resource for the student while on the job, it is necessary that this individual have the desire and the time to serve in the function.

In addition to the desire and time, an instructor must have the necessary **expertise** to fill this role. Is the potential instructor thoroughly competent in the skills and the technical aspects of the job?

Is this person an individual who will serve as a desirable **model** for students? Does he/she have a positive attitude toward work? Does the person gain satisfaction and take pride in the work he/she does? Does the person practice good work habits? Does he/she follow company policies and work ethics?

And finally, can the worker relate to the age-group of students in your program? Is the worker competent in human relations? Can the worker communicate knowledge, skills, and attitudes to a secondary or postsecondary student?

Once again, any criteria you establish must be consistent with the federal guidelines, the state plan, any local plan, and the child labor standards.[5]

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5 To gain skill in the techniques and methods for obtaining the necessary data to evaluate a training station, you may wish to refer to Module J-4, *Secure Training Stations for Your Co-Op Program.*

Activity 2

Arrange through your resource person to obtain copies of the state plan for vocational education or state guide to cooperative education for your state, the most recent state and federal child labor standards, and the most recent federal vocational education legislation. Review these materials in terms of the guidelines they establish for evaluating prospective training stations.

35

Activity 3

Develop tentative criteria for evaluating prospective training stations. First list **training station criteria** in the left-hand column of the evaluation form below. Then list **on-the-job instructor criteria** in the left-hand column of the evaluation form on p. 34. These criteria should be based on the guidelines contained in the information sheet, Establishing Program Criteria for Evaluating Prospective Training Stations, pp. 30–31, and should be developed with your own occupational specialty in mind.

EVALUATION OF TRAINING STATION FORM

DATE: _____

☐ AG   ☐ H.EC.   NAME OF FIRM: _____

☐ DE   ☐ BOE   ADDRESS: _____

☐ HEALTH   ☐ T&I   OWNER'S NAME: _____

☐ OTHER   CONTACT PERSON: _____

TITLE: _____ DEPT: _____ PHONE: _____

TYPE OF BUSINESS: _____

RATING CRITERIA	DOES NOT MEET CRITERIA	MEETS CRITERIA WELL	AVG.	POOR	COMMENTS

OVERALL EVALUATION:

EVALUATION OF ON-THE-JOB INSTRUCTOR FORM

☐ AG   ☐ H.EC.   NAME OF FIRM: _____

☐ DE   ☐ BOE   ADDRESS: _____

☐ HEALTH   ☐ T&I   ON-THE-JOB INSTRUCTOR'S NAME: _____

☐ OTHER   TITLE: _____ DEPT: _____

RATING CRITERIA	DOES NOT MEET CRITERIA	MEETS CRITERIA			COMMENTS
		WELL	AVG.	POOR	

OVERALL EVALUATION:

Feedback 4
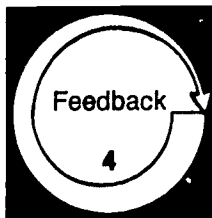
Normally, you would clear any criteria with (1) the school or college administration and (2) your advisory committee. In this case, after you have developed your tentative criteria, arrange to have your resource person review and evaluate your criteria. Give him/her the Training Station Criteria Checklist, p. 35, to use in evaluating your work.

TRAINING STATION CRITERIA CHECKLIST

Name _____

Date _____

Resource Person _____

Directions: Place an X in tne YES or NO box to indicate whether all items met or did not meet each criterion below.

	Yes	No
1. The criteria are:		
a. consistent with federal, state, and local guidelines	☒	☐
b. consistent with child labor standards	☐	☐
c. broad enough to allow for individual needs, yet specific enough to be an effective evaluation device	☐	☐
d. geared to the teacher's particular service area	☐	☐
e. clearly and simply written	☐	☐
2. The criteria established included the following training station standards:		
a. desirable employer attitudes (e.g., recognizes value of cooperative training, willing to cooperate, willing to follow written training plan, concerned for welfare of employees)	☐	☐
b. desirable firm characteristics (e.g., reputation, financial stability, ongoing training programs, compliance with labor regulations)	☐	☐
c. acceptable working conditions (e.g., safety, up-to-date equipment in good operating condition, adequate facilities to provide learning experiences, available on-the-job instructors)	☐	☐
d. acceptable location (e.g., convenient to the school)	☐	☐
e. acceptable wages (e.g., equal to other beginning part-time workers)	☐	☐
f. acceptable hours (e.g., adequacy and appropriateness)	☐	☐
3. The criteria established included the following on-the-job instructor standards:		
a. desirable attitudes (e.g., willing to participate, willing to work and plan cooperatively with the teacher-coordinator, interested in training young people)	☐	☐
b. acceptable skills (e.g., sufficient technical competency, model work habits and attitudes)	☐	☐
c. time requirements (e.g., available time needed for adequate participation) ...	☐	☐

Level of Performance: All items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Establishing Program Criteria for Evaluating Prospective Training Stations, pp. 30–31, revise your criteria accordingly, or check with your resource person if necessary.

Optional Feedback 5
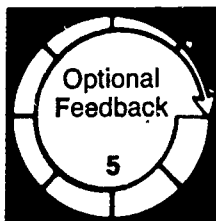
You may wish to ask your resource person to assist you in locating a copy of the criteria for evaluating prospective tr ning stations that are used in an ongoing local cooperative vocational education program, ideally one in your occupational specialty. By checking these criteria, you may be able to improve you own criteria.

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Learning Experience IV

Terminal Objective

While serving as a teacher-coordinator in an actual teaching situation,* establish guidelines for your cooperative vocational program.

Activity 1

As part of your duties as a teacher-coordinator, establish the criteria and guidelines for operating your co-op program. This will include—

- identifying, in writing, the type of cooperative program you have and the broad goals of that program.

- obtaining and reviewing copies of all federal, state, and local guidelines for and legislation affecting the establishment of criteria for screening prospective students and for evaluating prospective training stations.

- developing, revising, or adapting criteria for screening prospective students and for evaluating prospective training stations for the cooperative vocational education program you are operating.

- obtaining approval of your criteria from the school or college administration and your vocational advisory committee (have a representative of each body sign a copy of the criteria).

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

Feedback 2

Arrange to have your resource person review your criteria and other documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in establishing guidelines for your cooperative vocational program.

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

NOTES

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TEACHER PERFORMANCE ASSESSMENT FORM

Establish Guidelines for Your Cooperative Vocational Program (J-1)

Name _____

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.

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
1. The teacher's stated goals are consistent with those stated in federal, state, and local guidelines	☐	☐	☐	☐	☐	☐
2. The teacher's criteria are consistent with federal, state, and local guidelines	☐	☐	☐	☐	☐	☐
3. The teacher's criteria are consistent with child labor standards	☐	☐	☐	☐	☐	☐
4. The teacher's criteria are broad enough to allow for individual needs, yet specific enough to be an effective measuring device	☐	☐	☐	☐	☐	☐
5. The teacher's criteria are geared to his/her particular service area	☐	☐	☐	☐	☐	☐
6. The teacher got input from advisory committee members	☐	☐	☐	☐	☐	☐
7. The teacher's criteria are clearly and simply written	☐	☐	☐	☐	☐	☐
8. The teacher established criteria that specified student standards related to the following:						
a. age requirements	☐	☐	☐	☐	☐	☐
b. transportation requirements	☐	☐	☐	☐	☐	☐
c. time requirements	☐	☐	☐	☐	☐	☐
d. parental approval needed	☐	☐	☐	☐	☐	☐
e. desirable attitudes	☐	☐	☐	☐	☐	☐
f. desirable personal traits	☐	☐	☐	☐	☐	☐
g. career objectives	☐	☐	☐	☐	☐	☐
h. acceptable school records	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent

9. The teacher established criteria that specified training station standards related to the following:
   a. desirable employer attitudes .... ☐ ☐ ☐ ☐ ☐ ☐

   b. desirable firm ·characteristics .... ☐ ☐ ☐ ☐ ☐ ☐

   c. acceptable working conditions .... ☐ ☐ ☐ ☐ ☐ ☐

   d. acceptable location .... ☐ ☐ ☐ ☐ ☐ ☐

   e. acceptable wages .... ☐ ☐ ☐ ☐ ☐ ☐

   f. acceptable hours .... ☐ ☐ ☐ ☐ ☐ ☐

10. The teacher established criteria that specified on-the-job instructor standards related to the following:
    a. desirable attitudes .... ☐ ☐ ☐ ☐ ☐ ☐

    b. acceptable skills .... ☐ ☐ ☐ ☐ ☐ ☐

    c. time requirements .... ☐ ☐ ☐ ☐ ☐ ☐

11. The teacher obtained the school or college administration's approval of the criteria .... ☐ ☐ ☐ ☐ ☐ ☐

12. The teacher obtained the advisory committee's approval of the criteria .... ☐ ☐ ☐ ☐ ☐ ☐

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).

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ABOUT USING THE NATIONAL 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 teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that 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 those learning experiences
- That you are already competent in this area and are 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 complete the final learning experience and have access to an actual teaching 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 to (1) 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 Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an in-service teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do not have access to an actual teaching situation when you are taking the module, you can complete the module up to the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may substitute for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: 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: An item that is not required but that is designed to supplement and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

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

You or the Teacher/Instructor: The person who is completing 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 National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

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

Category B: Instructional Planning

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

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

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
E-10 Combat Problems of Student Chemical Use

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: Vocational Student Organization

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

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal-Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

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

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