

DOCUMENT RESUME

ED 262 238

CE 042 651

TITLE Foodservice. Subject Matter Update 1986-87.  
 INSTITUTION Oregon State Dept. of Education, Salem. Div. of Vocational Education.  
 PUB DATE 85  
 NOTE 21p.; For related documents, see CE 042 647-652.  
 PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.  
 DESCRIPTORS Basic Skills; \*Course Content; \*Curriculum Development; Educational Objectives; \*Education Work Relationship; Employment Opportunities; Employment Projections; Equipment; \*Food Service; Job Skills; Occupational Clusters; \*Program Improvement; \*Relevance (Education); Secondary Education; Skill Development; State Curriculum Guides; Statewide Planning; Trade and Industrial Education; Vocational Education

IDENTIFIERS Oregon

ABSTRACT

This publication recognizes the constantly changing requirements of the food service industry and varying conditions for employment opportunities. It addresses the goal of relevance in education by enabling the educator to make timely adjustments in the subject matter of the food service curriculum. There are six sections in this publication, each of which can assist the vocational education teacher in evaluating and improving existing material and in developing new subject matter. The sections cover the following topics: (1) program goals in the food service cluster, (2) changing industry trends and trade practices, (3) employment trends in the food service cluster, (4) equipment needs, (5) subject matter changes, and (6) essential learning skills. By using this information, the teaching staff may achieve higher levels of classroom productivity--a productivity that not only recognizes future needs but also fosters strong linkages between educators, students, and the associated industries. (This update represents the opinions of industry people and is not the result of a detailed analysis of occupations.) (KC)

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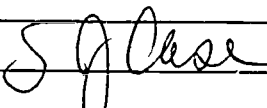
# Subject Matter Update 1986 - 87

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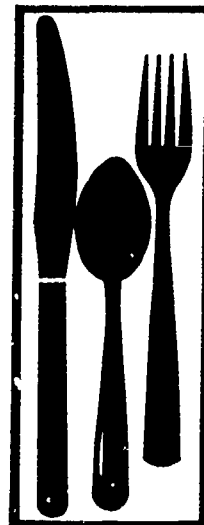
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## Foodservice

Division of Vocational Education  
Oregon Department of Education, Salem

Verne A. Duncan  
State Superintendent  
of Public Instruction

ED 262238

**Subject Matter**

**Update**

**1986 - 87**

**Foodservice**

**1985**



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Title VI and Title IX—Coordinator, Title IV, Civil Rights

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## Foreword

In keeping with the theme for excellence in education as established by the Oregon Action Plan, the Department of Education is enthusiastically committed to strengthening its ability to provide education that is relevant and applicable. An effective vocational education program will meet the needs of the students and, at the same time, meet the goals of the State's education system.

This publication, Subject Matter Update—1986-87, recognizes the constantly changing requirements of industry and varying conditions for employment opportunities. It speaks to the goal of relevance in education by enabling the educator to make timely subject matter adjustments.

There are six sections in this publication, each of which assists the vocational education teacher in evaluating and improving existing material and in developing new subject matter. By using this information, the teaching staff may achieve higher levels of classroom productivity—a productivity that not only recognizes future needs but also fosters strong linkages between educators, students, and the associated industries.

This update represents the opinions of industry people and is not the result of a detailed analysis of occupations. The educator should regard it as a tool for the review of program subject matter. For further information, contact the Division of Vocational Education, 378-2127.

Verne A. Duncan  
State Superintendent  
of Public Instruction

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# INTRODUCTION

## Vocational Education—Responding to the Future

Educators must deal with a great many issues during the remainder of this decade if vocational education is to respond to the needs of students as well as business, industry and labor. The Oregon Action Plan for Excellence in Education clearly calls for schools to provide a balanced and comprehensive curriculum for each student. Vocational education is an important part of that curriculum. As such, it is critical that programs in vocational education strive for excellence.

The most important component of excellence in vocational education is clearly the curriculum—what students are taught. Thus, it is essential that subject matter be kept as current as possible. As industries change directions, new job skills become necessary. Gradually, new occupations emerge as industry moves to incorporate new development technology.

There must be a system in place to capture this change and transform it into updated curriculum in vocational programs. It is not enough to say that five years from now there will be these new occupations requiring these kinds of skills and knowledge. Rather, curriculum should be evaluated frequently based on the best advice of people who work in those industries and occupational areas so that five years from now, students will be competitive in the labor market.

## Meeting the Challenge

This is the concept that the Oregon Department of Education's Division of Vocational Education feels is essential to address. After all, subject matter really defines each occupational program, dictating facility and equipment needs, the skills of teachers and even the composition of program advisory committees. The first step then, is the formation of professional groups from industry and labor who have special knowledge about the needs and trends in their fields. Their task is to review program and course goals, and to give their views of industry changes and labor market needs. Through a grant from the Department of Education to Oregon State University, these technical committees will provide teachers with updated information every two years so that local programs can continually meet the challenge of excellence.

## About the Technical Committee

The Oregon Department of Education and Oregon State University considered the staffing of the technical committee a critical factor for the success of this project. The individuals selected have outstanding records of achievement and significant prior working experience in the occupations covered in the Foodservice Cluster Program.

Members of the technical committee are

**David Barber**  
Foodservice Industry  
Red Lion Motor Inn  
Portland

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McDonald's Corp.  
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**Mary Darby**  
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Grandma's Table  
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This Subject Matter Update for Vocational Education Cluster programs is a joint project of Oregon State University and the Oregon Department of Education.



## **Program Goals in the Foodservice Cluster**

Oregon has been using a goal-based planning system. This means that the State determines state goals, districts look to these state goals in working out their district goals, various programs consider the district goals as individual program goals are developed, and finally, course goals are formulated which support the program goals.

The technical committee members reviewed the State's Foodservice vocational Cluster Program goals and unanimously determined that all of the goals continue to be important to the occupations within the field. The eight established goals are given below in the order in which the committee ranked them—the most important listed first.

Students who complete the Foodservice Program

1. Will be able to apply human relations and communications skills when working with employers, other employees, and the public.
2. Will be able to apply the sanitation and safety practices standard for the foodservice industry
3. Will be able to apply food preparation and service techniques.
4. Will be able to apply foodservice management skills.
5. Will understand requirements for entry-level employment in the foodservice industry or further training
6. Will know and be able to apply concepts and principles from mathematics, sciences, and communications appropriate to foodservice occupations.
7. Will be able to apply basic leadership skills.
8. Will be able to apply entrepreneurship skills in the foodservice cluster.

Additionally, the committee indicated that management instruction should not be stressed at the high school level. The committee also suggested that the students who complete this program should be able to apply skills associated with accounting and merchandizing in order to enhance task accomplishment.

The committee further stated that while existing cooperative work experience programs in fast food establishments provide an opportunity for students to enhance work performance skills, these establishments normally provide their own training after a worker is employed. Therefore, even though new openings may be more prevalent now in fast food establishments in contrast with the entire industry, the Foodservice Program should continue to prepare students for entry level positions to meet the needs of the entire industry and not be persuaded to concentrate on a single industry component.

# Changing Industry Trends and Trade Practices

## Industry Trends

The industries that employ graduates of the Foodservice Program are undergoing major changes, some of which may create new job opportunities in the future. Many will require a more sophisticated set of skills and knowledge.

The committee identified five trends that will have the greatest impact on the Foodservice Program.

1. **Increasing use of high-tech food processing, preparation, and serving equipment.** As more two-income families move into the work force, more meals are consumed out of the home. Trends toward varied fast food and faster service are developing in the industry to meet the needs of these families. Restaurants catering to these needs will be developing new methods and using new equipment for faster food preparation and service. Students and present employees must be prepared to accept these new foodservice technologies and then to apply them.
2. **More emphasis on menu diversification.** As the consumer becomes better educated and more sophisticated, expectation levels concerning food experiences become an important factor to the foodservices industry. In order to remain competitive, restaurant owners are taking advantage of the consumer's desire to explore different foods by altering menus in a transition from standard American foods to foreign cuisines or integrating some of the foreign foods with their present domestic fare. Students must become familiar with these product variations and the rapidly expanding fast food market to help the employer design new menu options for the customer.
3. **More emphasis on service to combat greater competition.** Good service is a major ingredient of success in any business. As more people find it a necessity to eat out, they will frequent establishments which project an image of being well-run, have good service, provide a congenial atmosphere, and serve food they enjoy. Management realizes the need to have properly trained staff to provide these essential amenities. Students must be taught the importance of providing excellent service in order to maintain competitive margins.
4. **Focusing on fast foods to satisfy consumer requirements.** As more people eat out due to necessity, there will be greater demands for foods that can be served expeditiously while maintaining reasonable levels of quality. Students must be prepared to appreciate these factors and to assist the employer in the effort to constantly improve quality of the food while providing faster service.
5. **Possibility of health foods as a viable sales potential.** Americans are discovering the need to exercise and eat well to achieve better appearance and health and are changing eating habits to meet this challenge. Less meat, more fresh fruits and vegetables, more whole-grained cereals with high fiber content, and foods containing fewer carbohydrates and fat are being consumed by the general public. Also, new meals are being introduced which appear traditional, but have been altered to satisfy recent consumer requirements for lower calories, salt, and sugar content. Restaurateurs recognize that menu options must be available to those customers who are seeking places to eat that offer healthier foods. The student needs to be aware of this trend in order to support the employer in this endeavor.

## Changes in Trade Practices

Work in the foodservices area is rapidly changing. What was an acceptable practice just a few years ago may be incorrect today.

The technical committee identified five changes in trade practices that will have a major impact on foodservice personnel in the years to come.

1. **More aggressive marketing and merchandizing techniques needed for foodservice products.** The industry must apply aggressive marketing and merchandizing techniques in order to survive. Students must be aware of these business functions and must know why they are important to the survival of the business.
2. **More necessity for cross-training and use of labor-saving techniques.** The employee's growth and potential for retention increase as he or she is cross-trained for varied job tasks and responsibilities. Cross-training permits the employer to utilize the employee in multiple-tasks and, therefore, reduce idle time that might occur when personnel can only function in a limited or single capacity. This labor-saving technique strongly benefits the employer financially by permitting the restaurant to operate more economically. The student needs to realize that his or her understanding of this principle will be a strong asset to the employer.
3. **More awareness of changing consumer interests.** The labor force must be perceptive to changes in public opinion regarding what is good or healthy food. It must recognize long-term trends in eating-out practices as they relate to life styles, geographic areas, and current ideas regarding physical fitness. In addition, personnel must be aware of short-term trends which may result from seasonal changes, current food fads, or even recent newspaper headlines.
4. **Enhanced skills in human relations.** These skills begin with sound organizational management and behavior. Formation of suitable working relationships with fellow workers and with customers is invaluable for successful business. Therefore, students should be exposed to participative organizational behavior training in order to succeed in this very important facet of business.
5. **Increased knowledge of proper sanitation and food-handling techniques.** Rules of proper sanitation and food-processing must be understood and followed. The food industry is increasingly aware of the dangers to customers which may result from transfer of bacteria, improper use of preservatives, or food spoilage. Therefore, in order to lessen the probability of business failure due to food contamination lawsuits, foodservice personnel must be trained to initiate food contamination preventive measures to protect the health of the customer.

## Employment Trends in Foodservice

Today's graduates will enter a job market that is already saturated with unemployed workers. Only those foodservice students who have been exposed to specialized training, especially in new foodservice programs dedicated to meet the needs of the food industry, and those who possess excellent skills in communication—reading comprehension, technical writing, and oral expression, can expect to successfully compete for the limited job openings anticipated from 1986 to 1988.

The Oregon Employment Division forecasts foodservice employment in 1986 at 104,417 jobs, which includes 6,124 openings in the state. The 1988 forecast is somewhat higher—109,374 employed, with 6,363 new openings anticipated. The unemployment rate among foodservice personnel for 1983 was 13.5 percent, however 1984 reflected a slightly lower unemployment rate of 11.7 percent.

Data from the 1984 State of Oregon Labor Market Information report is presented here to establish forecasts for employment conditions and job openings for 1986 and 1988 for each Classification of Instructional Program (CIP) within the Foodservice Cluster Program.

**Food Products.** Reasonable employment opportunities do not exist due to small demand. In general, a surplus of workers is indicated for this large CIP. The 1985 ratio of unemployed to job openings is more than six to one. The unemployment rate for cheesemakers is at 10.3 percent. There are no openings for cheesemakers due to the present rate of industrial growth. The occupations in this CIP are sensitive to seasonal fluctuations, high turnover and low pay. The largest occupation in this CIP, cannery worker, had an estimated 23 percent unemployment in 1983. Job openings are expected to rise slightly from 292 in 1986 to 303 during 1988.

**Waiter- and Waitress-Related Service.** Even though there is a surplus, the demand in this CIP is large enough to provide reasonable job opportunities for trained workers. The 1984 data indicated that there is a surplus of workers. The ratio of unemployed to openings is about two to one. The unemployment rate for waiters and waitresses has been above average at 15.8 percent. Openings for these jobs are above average due to an industrial growth rate of three percent. This CIP contains occupations that have a high turnover due to low wages and poor working conditions. Job openings are anticipated to be 2,075 in 1986 and 2,154 during 1988.

**Food Production, Management and Services.** Even though there is a surplus, the demand is large enough to provide job opportunities for trained workers. About 50 percent of all restaurant managers are self-employed. The 1984 ratio of unemployed to openings is greater than two to one. The unemployment rate for managers is above average, at 16.2 percent. Openings for managers are above average due to an industrial growth rate of 2.3 percent. Occupations in this CIP are characterized by high turnover. Job openings are expected to rise slightly from 1,017 in 1983 to 1,063 during 1988.

**Baking.** Marginal employment opportunities exist for bakers. However, 1984 data indicates that there is a surplus of workers. Also, 1984 data indicates the ratio of unemployment to openings is greater than four to one. The unemployment rate for bakers has been above average at 14.9 percent. Openings for bakers are considerably below average due to an industrial growth rate of 0.6 percent. The forecasted job openings are only 69 for 1986 and 72 for 1988.

**Chef and Cook.** Even though there is a surplus of workers for this CIP, the demand, including openings due to turnover, provides job opportunities for trained workers. The 1984 ratio of unemployed to openings was about two to one. The unemployment rate for short-order cooks is about average at 12.9 percent. Openings are above average due to an industrial growth rate of 2.9 percent. Many of the occupations in this CIP experience high turnovers due to low pay and working conditions. Also, occupations in this CIP are sensitive to seasonal fluctuations. Job openings are expected to be 2,531 in 1986 and 2,625 during 1988.

**Meatcutting.** Even though there is a surplus of workers in this CIP, the demand is large enough to result in job opportunities for trained workers. The ratio of unemployed to openings was about three to one, according to 1984 data. The unemployment rate for butchers has been 12 percent. Openings for butchers are below average due to an industrial growth rate of 1.4 percent. Job opening projections indicate that 146 new persons will be employed in 1986 and 146 during 1988.

In summary, data indicate a surplus of workers for this cluster. However, there is a large demand for workers due to sizable employment, high turnover and projected future industry growth. Considering both employment outlook and the number of existing programs, the need for new and expanded programs is average. At the secondary level, new foodservice programs would primarily serve the needs of the entry level positions in the foodservice industry. To ensure that there will be job opportunities for graduating vocational education students from Oregon, the new job seekers must be prepared in accordance with the information presented here. It is more important than ever before to evaluate the training offered in the Foodservice Cluster. To prepare students for the future, all educators must understand where that future lies

## Equipment Needs

The technical committee was requested to make recommendations regarding equipment needed in the Foodservice Program, beyond the basic food processing and serving equipment. The members indicated that a person who had just completed training at the secondary or community college level would seldom be assigned to a specialty area requiring high level knowledge of sophisticated equipment

The committee recommends

- Food processors.
- Rotary, roasting and holding, microwave, and conventional ovens.
- Commercial refrigerators (or added refrigerator capacity).
- Mixing machines.
- Deep fryers.
- Specialty tools such as woks, taco-makers, and pasta machines.

The committee suggested that commercial equipment is essential in the laboratory if affordable. They also indicated that field trips could substitute for laboratory instruction where certain equipment could not be procured.

## Subject Matter Change

The members of the technical committee were requested to evaluate current subject matter in the Foodservice Program. The following chart illustrates their judgment and indicates the relative importance they gave to each subject matter item. A zero represents total obsolescence of the subject matter item and a five indicates maximum importance. The majority of the committee members indicated that all of the subject matter material is valid. The committee also listed its recommendations for future requirements, which are summarized at the end of the chart.

	(1) SUBJECT MATTER ITEM	(2) RELATIVE IMPORTANCE RATE 0 - 5	(1) SUBJECT MATTER ITEM	(2) RELATIVE IMPORTANCE RATE 0 - 5	
1.0	HUMAN RELATIONS/ COMMU- NICATIONS SKILLS		3.6	Store/use dairy products	4
1.1	Kinds of foodservice establishments	3	3.7	Prepare eggs and egg dishes	4
1.2	Current employment opportunities including entrepreneurship	4	3.8	Prepare basic stock from meats/vegetables	4
1.3	Employment a. Regulations	2	3.9	Use standard thickening agents	3
	b. Permits	2	3.10	Prepare basic sauces	4
	c. Benefits	2	3.11	Prepare broth, cream, puree and chowder soups	4
1.4	Job application procedures	4	3.12	Bake, roast, broil, steam, and fry foods	4
1.5	Acceptable work habits	5	3.13	Store meats properly	5
1.6	Communications skills	5	3.14	Identify meat cuts and grades	4
1.7	Foodservice terminology	4	3.15	Prepare meats	4
1.8	Explain basic foodservice tasks	4	3.16	Prepare and store poultry	5
2.0	SANITATION AND SAFETY PRACTICES		3.17	Prepare and store fish and seafood	5
2.1	Sanitary personal habits	5	3.18	Slicing and carving meats and poultry	4
2.2	Appropriate dress	4	3.19	Prepare/serve hot and cold sandwiches	3
2.3	Practices safety/ sanitary procedures	5	3.20	Bread food products	3
2.4	Maintains work stations	4	3.21	Select/prepare starch foods	4
2.5	Proper food storage	5	3.22	Prepare breads, rolls, cakes and pastries	4
2.6	Use Health Division approved working conditions	5	3.23	Prepare basic desserts	4
2.7	Red Cross applications	4	3.24	Portion food	5
2.8	Occupational Safety and Health Act (OSHA)	4	3.25	Prepare non-alcoholic beverages	3
2.9	Food handler's care	3	4.0	SERVING TECHNIQUES	
2.10	Sanitary dishwashing	4	4.1	Schedule reservations	2
2.11	Dishwasher operation	3	4.2	Assign stations to servers	2
3.0	FOOD PREPARATION TECHNIQUES		4.3	Set up individual covers & complete tables	3
3.1	Reading/interpreting recipes	4	4.4	Inspect dining room set-up, serving stations and equipment	2
3.2	Use accurate weights and measures	5	4.5	Welcome and seat customers in a courteous and efficient manner	3
3.3	Select and use seasonings	3	4.6	Make suggestions to customers/ answer questions re: food & service	3
3.4	Select and prepare fruit	3.6	4.7	Answer questions re: the com- munity and surrounding area	2
3.5	Select and prepare salads/dressings	4	4.8	Take a customer's order	3

(1) SUBJECT MATTER ITEM	(2) RELATIVE IMPORTANCE RATE 0 - 5	(1) SUBJECT MATTER ITEM	(2) RELATIVE IMPORTANCE RATE 0 - 5
4.9		4 20	
			4
4 10	4	4 21	
			4
4 11	4	4 22	4
		5 0	
4.12	4	5 1	
4.13	4		4
4.14		5 2	4
		5 3	4
4 15	4	5 4	4
		6 0	
4 16	4	6 1	
4.17	5		5
4.18	5		4
4.19	3		5
			4
	4		

## Recommendations for Subject Matter Evaluation

The committee offered one specific recommendation. Teach the student the importance of customer relations. The student must realize that the success of the foodservice industry is strongly dependent on whether or not the catering process and the food appeal to the customer.

The customer also suggested future requirements for subject matter items to be taught during the next five years. They include

1. Exposure to labor saving equipment for production of high quality foods.
2. Exposure to alternatives for procuring prepared and convenience foods to meet high standards and labor-saving principles.
3. Basic introduction to the marketing process with the customer in mind.
4. Basic understanding of cost-accounting and inventory-analysis principles using computer-aided applications.
5. Increased exposure to mathematics, science, and communication skills.
6. Introduction of organizational behavior studies and applications.
7. Development of short-term training programs on the instruction method, and procedure of cooking techniques, i.e., maintenance of classical techniques of cooking to ensure the retention of food preparation basics.
8. Development of the ability in students to be cross-trained into other foodservice job categories that will prepare the student for alternate work in the field.
9. Preparation of students for basic business procedures, especially an appreciation for entrepreneurship.
10. Development of an increased awareness of the importance of nutrition.
11. Introduction of the student to ideas of competition and high motivation for achievement and excellence.



## Essential Learning Skills

Young people make the transition from school to work through a variety of means and circumstances. For some, the transition to a practicing career is done because of goal-oriented planning, for others, the transition may be by happenstance. Not too many years ago, the direction for a person's future work was determined principally by where he or she lived, the occupation of the father, and occupations of acquaintances and others. These provided sufficient exposure to jobs. Youth flowed fairly smoothly into the labor force.

Today, however, the transition for high school youth into the labor market is difficult. So is the transition for adults from obsolete occupations into different ones. In the years ahead, this transition promises to become more difficult because of major changes in the work force. These major changes will involve such factors as dual-career families, the impact of use of computers, the anticipated increase in white collar workers, a surplus of college graduates in relation to their job preparation areas, an increasing mismatch of skills and jobs, a growth in low-paying jobs, and an aging labor force.

### A Lifetime of Learning

Thus, it becomes critical that students have the opportunity for further education and training so they can adapt to changes in society and their careers. Schools therefore must somehow prepare students to consider continuing education a viable and, in some cases, essential way to remain marketable in an increasingly competitive workforce.

Essential learning skills are those that individuals must master if they are to continue to grow, learn, and adapt to change. They are not unique to any one subject area, rather students must learn them in order to help them acquire any other knowledge and skills. They consist of reading, writing, mathematics, listening, speaking, study skills, and reasoning, including critical thinking and scientific method.

### The Importance of Basic Skills

Employer studies, reports and articles all show that these skills are important. Writing and speaking skills are ranked first in employers' views of areas needing improvement. Acquisition of skills to read printed matter required for jobs ranked fifth. With 90 percent of the work force of 1990 already in the labor market and with an estimated 10 million workers identified as functionally illiterate, change seems to be the order of the day. Mastering basic, essential skills to equip future workers for change is an important outcome of modern vocational education.

Concerned Oregonians are evaluating the Essential Learning Skills publication. By reviewing a preliminary copy, action can be taken to produce an improved vocational cluster program. The Department's Curriculum Director is prepared to furnish information and progress reports upon request for this important phase of the Action Plan for Excellence.

The following outline of performance standards for essential learning skills represents the range of skills that vocational teachers can teach and reinforce as they perform subject matter updating.

## **Students will be able to**

### **1. Demonstrate use of vocabulary, speech, numerals (figures, letters, words) and other appropriate symbol systems essential for effective communication, computation and problem solving**

- 1.1 Recognize words commonly used in grade-level materials
- 1.2 Determine meaning of unknown words commonly used in grade-level materials
- 1.3 Speak with standard pronunciation, appropriate volume, rate, gestures and inflections
- 1.4 Use number/numeric figures, letters, words, symbols, concepts to count, compute and communicate quantitative data
- 1.5 Recognize and use geometric patterns, relationships and principles to describe and classify
- 1.6 Recognize and use mathematical patterns, relationships and principles to quantify problems or make predictions
- 1.7 Estimate and measure quantities, areas and objects, define problems, develop hypotheses, select appropriate methods of computation, solve problems

### **2. Interpret the literal meanings of information in written, visual and/or oral communication**

- 2.1 Identify main ideas, supporting details, facts, and opinions presented in written, oral and/or visual formats
- 2.2 Use instructional materials as basis for gaining knowledge and/or improving comprehension
- 2.3 Use oral communication to give/receive information and/or directions

### **3. Interpret the implied meanings of information presented in written, oral and/or visual communications**

- 3.1 Comprehend implied meanings of written and oral communication
- 3.2 Use oral communication to imply meanings and convey ideas, feelings, attitudes

### **4. Evaluate content and use of oral, audio and visual communications**

- 4.1 Make judgments about the significance and accuracy of information and ideas presented in written materials
- 4.2 Use oral communication to respond to others' efforts to persuade and/or to influence others' beliefs and actions
- 4.3 Listen with discrimination to the sounds of nature, language, music, and environment
- 4.4 Listen, read, view presentations of mass media with discrimination

### **5. Generate, organize, express, and evaluate ideas in oral, written, or visual forms**

- 5.1 Use a variety of techniques to generate writing and speaking topics (prewriting)
- 5.2 Organize ideas in understandable sequence. introduction, body, conclusion, problem solving, spatial, chronological or topical (prewriting/planning)

- 5.3 Select appropriate form of writing based on audience and purpose
- 5.4 Present ideas in understandable sequence on the topic selected (drafting)
- 5.5 Use language, gestures, symbols appropriate to audience, purpose, topic and setting to convey oral information (making oral presentations)
- 5.6 Evaluate and revise own writing for meaning, clarity, and comprehensiveness (revision)
- 5.7 Apply the conventions of writing to produce effective communication (editing and proofreading)
- 6. Plan and carry out problem-solving strategies related to varied assignments in an organized and systematic manner**
  - 6.1 Use problem-solving strategies to address varied assignments
  - 6.2 Select most appropriate tools, methodologies, processes, operations in solving problems related to varied assignments
- 7. Manage time, instructional resources, and personal habits and attitudes constructively in order to accomplish learning tasks**
  - 7.1 Clarify purposes of assignment
  - 7.2 Use resources beyond the classroom
  - 7.3 Use study techniques
  - 7.4 Use reading rate appropriate for assignment
  - 7.5 Follow a study plan
  - 7.6 Keep study materials organized and accessible
  - 7.7 Maintain appropriate physical and emotional practices

**YOUR VIEWS ARE IMPORTANT!** After you read and examine this publication, please forward your comments to the publications staff of the Oregon Department of Education. If you would rather talk by telephone, call us at 378-8274. Or, for your convenience, this response form is provided.

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Did you read this publication?

- Completely
- More than half
- Less than half
- Just skimmed

Does this publication fulfill its purpose as stated in the preface or introduction?

- Completely
- Partly
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- Often
- Sometimes
- Seldom
- Never

Which section is most valuable? \_\_\_\_\_

What type of work do you do?

- Classroom teacher
- Consultant to classroom teachers
- School administrator
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- Yes, with reservations
- No
- Other \_\_\_\_\_

When this publication is revised, what changes would you like to see made? \_\_\_\_\_

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Additional comments. (Attach a sheet if you wish.)

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Did you find the content to be stated clearly and accurately?

- Always yes
- In general, yes
- In general, no
- Always no
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Were the contents presented in a convenient format?

- Very easy to use
- Fairly easy
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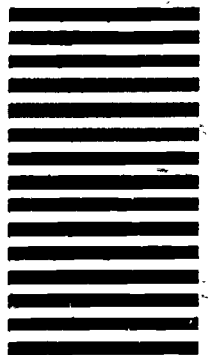


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