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ABSTRACT
        This module, which is one in a series of 127
performance-based teacher education learning packages focusing upon
specific professional competencies of vocational teachers, deals with
program planning, development, and evaluation. The three learning
experiences included in the module deal with the rationale for and
the concepts involved in developing vocational program goals and
objectives, developing goals and objectives for a selected vocational
program within a specified service area, and developing vocational
program goals and objectives in an actual teaching situation. Each
learning experience includes some or all of the following: an
overview, an enabling objective, instructional text, one or more
learning activities, a feedback activity, and model answers to the
feedback activity. (MN)

Develop Program Goals and Objectives

Second Edition

ED267227

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

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MODULE
A-6

Develop Program Goals and Objectives

Second Edition

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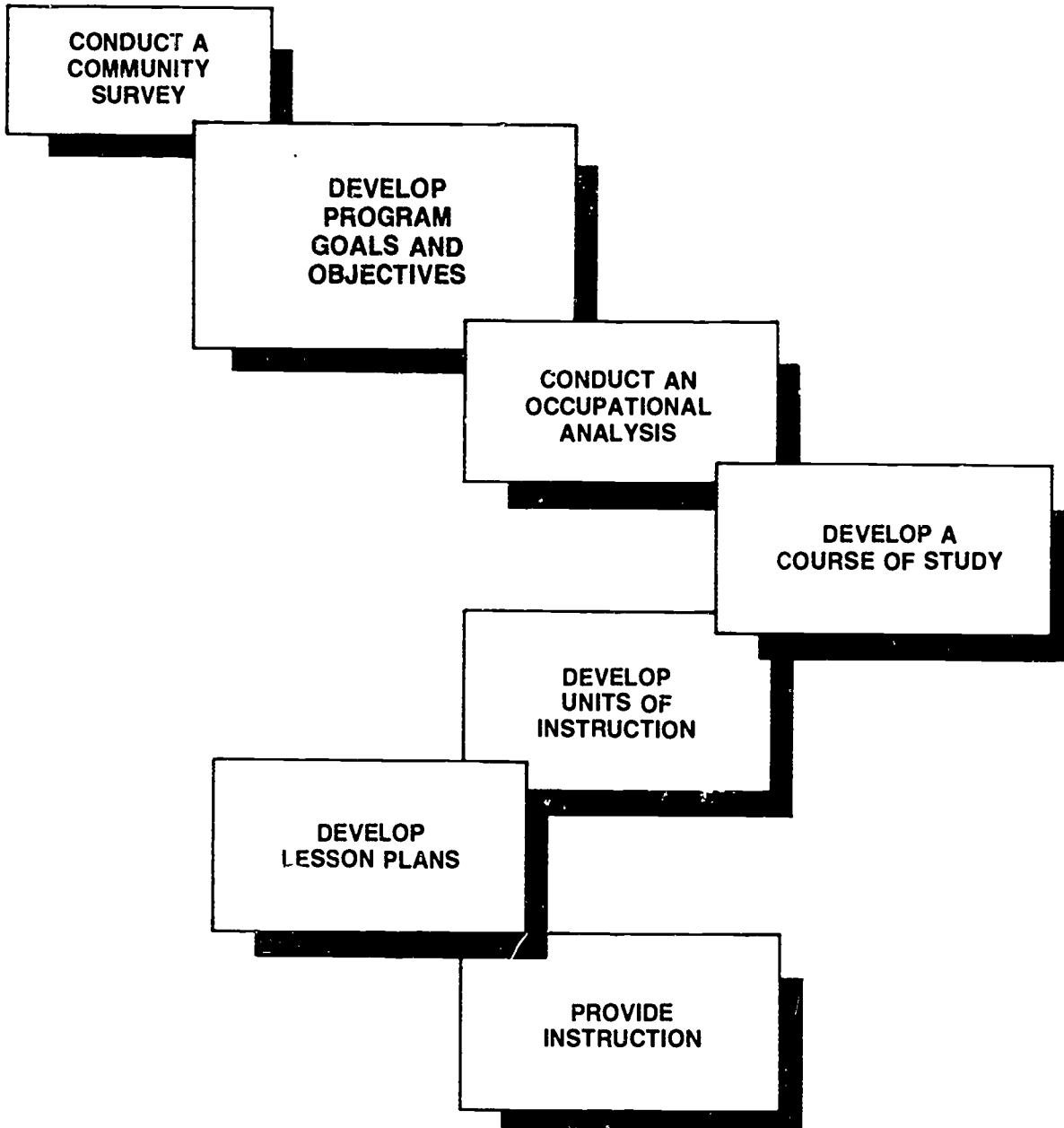
CONVENTIONAL CURRICULUM
AND INSTRUCTIONAL DEVELOPMENT PROCESS

2

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

In this module, a program **goal** refers to a broad statement describing what is to be achieved (e.g., *Establish a cooperative education program in building trades*). A program **objective** refers to a more specific statement describing one of the means by which a goal will be achieved (e.g., *During the coming year, identify and secure prospective training stations for building trades students*). The development of such statements of intent does not take place in a vacuum. It is an essential element in the whole program planning, development, and evaluation process, as depicted in the diagram on p. 2.

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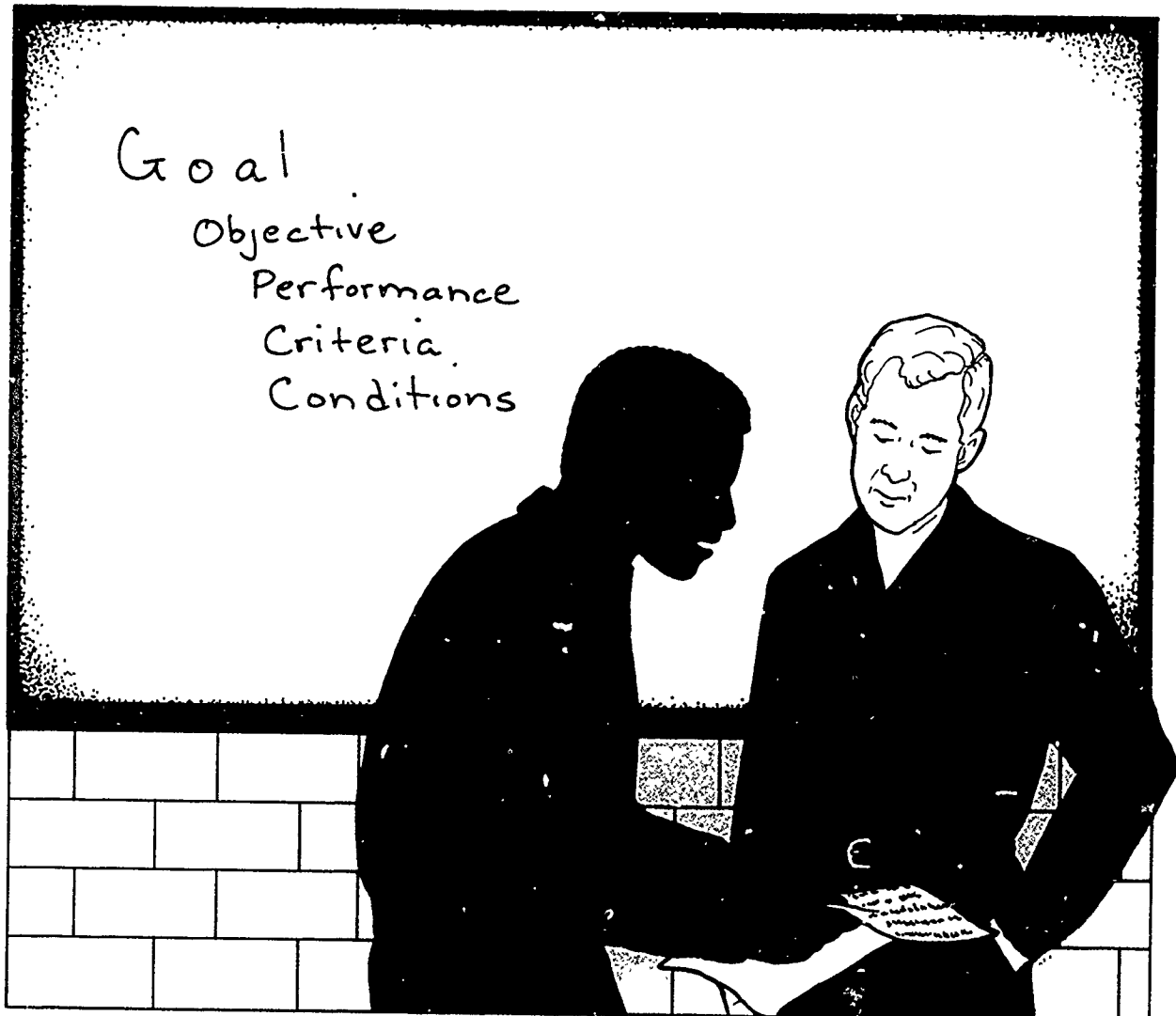
ABOUT THIS MODULE

Objectives

Terminal Objective: For an actual teaching situation, develop program goals and objectives. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 33–34 (*Learning Experience III*).

Enabling Objectives:
1. After completing the required reading, demonstrate knowledge of the rationale for and the concepts involved in developing vocational program goals and objectives (*Learning Experience I*).
2. After completing the required reading, write program goals and objectives for a selected vocational program within your service area (*Learning Experience II*).

Resources

A list of the outside resources 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 copy of your state's plan for vocational education that you can review.

Peers with whom you can discuss recent federal vocational legislation.

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

Learning Experience II
Required

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

Optional

Program goals and objectives, for a vocational-technical program in a local secondary or postsecondary school, that you can review.

1–5 peers with whom you can work in evaluating each other's goals and objectives.

Learning Experience III
Required

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

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

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.

Learning Experience I

Enabling Objective

After completing the required reading, demonstrate knowledge of the rationale for and the concepts involved in developing vocational program goals and objectives.

Activity 1

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

Optional Activity 2

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

Optional Activity 3

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

Optional Activity 4

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

Activity 5

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

Feedback 6
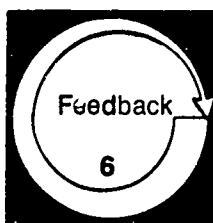
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 17–18.
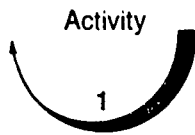
Program goals and objectives specify what you want to achieve and provide a basis for planning how to achieve those ends and for measuring your achievements. For information on the rationale and procedures for deriving and developing program goals and objectives, read the following information sheet.

DEVELOPING VOCATIONAL PROGRAM GOALS AND OBJECTIVES

As a vocational-technical teacher, you are likely to be involved in identifying and formulating vocational program goals and objectives. You may be doing this individually or as a member of a committee. You may be reviewing and developing program goals and objectives for the **total vocational-technical program** at your school, for your vocational **service area** (e.g., business occupations), or for a **specific program** within your service area (e.g., data processing)—or for all three. In addition, you may be involved in writing or revising the overall goals and objectives for the **total educational program**.

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

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

Goal and objective statements are usually periodically revised as local student and human resource needs change. They also are frequently updated in preparation for (1) visits by state department of education program review teams and (2) program reviews conducted by regional accrediting associations (e.g., North Central Association of Colleges and Secondary Schools, Southern Association of Colleges and Schools). These statements, while developed by staff members, are usually approved by the local board of education, board of trustees, or other governing unit.

Most vocational teachers become involved with developing goals at their own specific program level (e g , production agriculture, diesel mechanics, practical nursing, industrial sewing). You may need to

revise a set of existing goals or (in the case of a new program) develop entirely new goals. If you are the only teacher in a program, this may be an individual effort. However, for a program with several faculty members, it is usually a joint undertaking.

As a faculty member, you might also be asked to serve on a committee to develop goals for a service area or for the total vocational program. Faculty members are often also represented on committees for the formulation of goals for the institution, district, regional board, or other administrative unit.

The process of developing goals and objectives is important to a sound vocational program for purposes of clarification, communication, evaluation, and articulation.

Clarification. The process tends to make plain what is to be accomplished through the vocational program by clearly stating the outcomes it is expected to achieve. Outlining the broad goals and specific objectives of the various levels of the vocational program helps you and others to plan the kinds of courses and activities that will accomplish these purposes.

Based in part on the decisions you make about overall program goals and objectives, you can develop instructional objectives designed to achieve these outcomes. In a conventional vocational program, these will be course, unit, and lesson objectives. In a competency-based program that is highly individualized, these will very likely be the performance objectives within learning packages.

Communication. Your involvement in identifying your school's vocational purposes will enable you to communicate these goals and objectives to students, administrators, advisory committee members, and others in the community. For example, potential employers are concerned about the competencies students will possess at the completion of specific vocational programs. If clear statements of these expected outcomes have been developed, and you are able to express them in an understandable way to interested individuals, public support for the vocational program will be easier to obtain.

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

Articulation. Identifying and developing overall vocational-technical program goals for the school or college in which you are working enables you to see how your particular vocational service area and occupational program fit into the total educational program. If faculty, administrators, and advisory committee members work together to formulate these overall vocational goals and objectives, a more unified vocational program—which is coordinated with and considered an integral part of the total educational program—is possible.

Similarly, when all the faculty members in a service area or program are involved in developing and approving goals and objectives for their particular area, a more unified approach is likely to result. A stronger commitment to working toward the achievement of these goals will also result if the persons responsible are **actively** involved in their development.

Levels of Goals and Objectives to Be Developed

Goals

One of the potentially confusing things about goals (and objectives) is the many levels at which the term is used. The term *program goals* is used to describe the purposes of (1) a program within a service or occupational area and (2) the total vocational-technical program. Educational goals are also developed for the total school or college. Definitions and examples of goals written for each of these levels follow.

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

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

Total vocational-technical program goals. These are subinstitutional level statements that pertain especially to the total vocational-technical program of the school or college. These are also broad statements of purpose that are not usually measurable. They define what the vocational-technical staff, specifically, will work toward achieving year after year if the vocational program is to be successful.

For example:

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

Vocational service area or occupational specialty goals. These are goals that address the specific purposes of the particular vocational service area or occupational specialty. Again, they are usually broad statements of intent that are not measurable. The attainment of these goals is the specific responsibility of the vocational staff members working in the designated service area or occupational area. For example:

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

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

- Adding a new program or option within a program
- Revising the curriculum to reflect current job skills needed

10

- Modifying the program to better serve students with special/exceptional needs
- Decreasing the number of dropouts in the program
- Organizing or reorganizing an advisory committee
- Conducting a student follow-up study
- Developing a school-community relations plan
- Increasing student participation in vocational student organizations
- Evaluating a program

Objectives

As with program goals, program objectives are also developed at various levels. Program objectives may be written for the total educational program, the total vocational-technical program, a service area, or an occupational program within a service area.
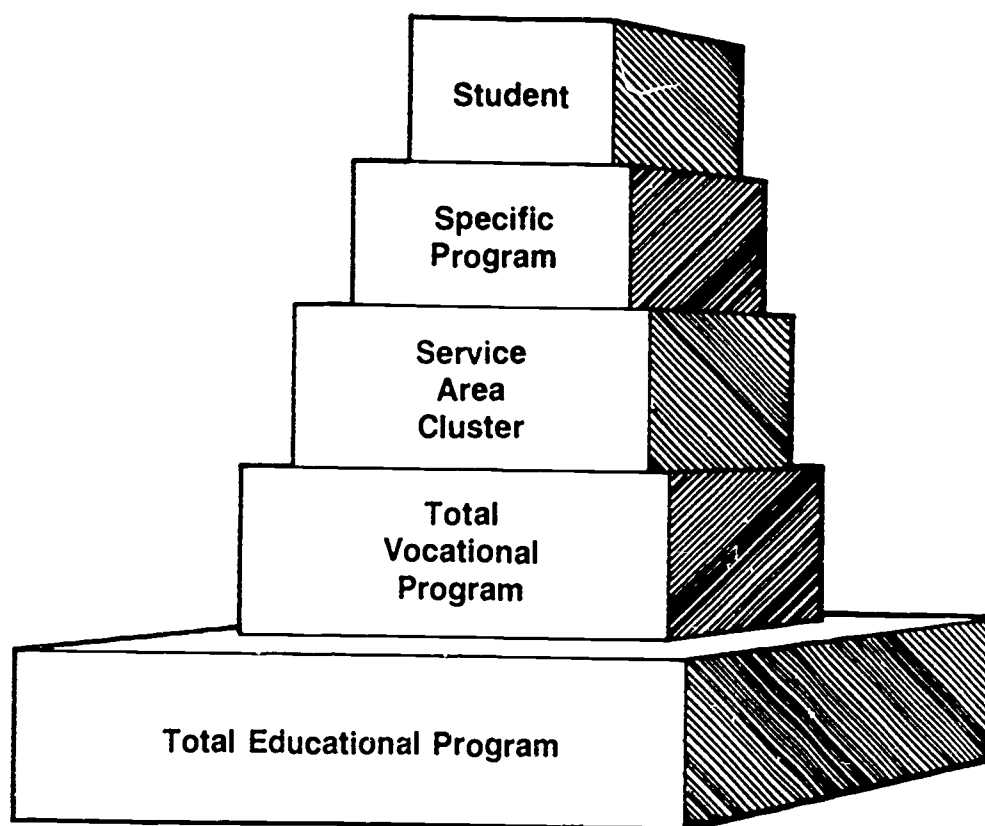
Program objectives are usually short statements of intent that relate back to the achievement of one of the program goal statements. They usually describe the **means** to be used in achieving the various goals.

To make the program objectives useful for program evaluation purposes, these objectives should be stated in measurable form. Well-written program objectives contain performance, criterion, and condition statements, and they normally focus on teacher and administrator responsibilities as they involve or relate to students.

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

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

LEVELS AT WHICH GOALS AND OBJECTIVES OCCUR

Student

Specific Program

Service Area Cluster

Total Vocational Program

Total Educational Program

SAMPLE 1

TYPES OF GOALS AND OBJECTIVES

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

Inputs for Developing Goals and Objectives

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

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

There are a number of national and local factors that influence vocational program goals and objectives. Collecting information about these factors is essential if the goals and objectives you develop are to be relevant to students, to the community, and to the nation. These factors include the following:

- Federal vocational legislation
- State educational legislation
- State plan for vocational education
- Student needs and interests surveys
- Community surveys
- Human resource data
- Evaluative data

9

12

There are also a number of **sources** you should tap to (1) help you locate and use the above information and (2) contribute ideas, recommendations, and further data as you develop program goals and objectives. These include the following:

- Advisory committee
- Business, professional, and industrial community
- State and area supervisors and administrators
- Faculty and guidance staff

Factors

Sample 2 shows the Statement of Purpose from the Carl D. Perkins Education Act of 1984 (Public Law 98–524). Obviously, when you are developing local goals and objectives, you must take into consideration relevant federal legislation, such as P.L. 98–524. It is critical that the goals and objectives you establish reflect the purposes of vocational education established at the federal level.

Similarly, **state educational legislation** and the **state plan** for vocational education influence the goals and objectives of local vocational programs. All states must develop a plan for vocational education, which includes the administrative provisions for short- and long-range program plans for the state. Examples of goals and the accompanying objectives that might be found in a state plan for vocational education are shown in sample 3. Similar goals and objectives and the funding budgeted for each goal are outlined in each state plan for vocational education. Thus, the state plan provides information on vocational priorities within each state.

SAMPLE 2

STATEMENT OF PURPOSE: P.L. 98–524

It is the purpose of this Act to—

- assist the States to expand, improve, modernize, and develop quality vocational education programs in order (1) to meet the needs of the Nation's existing and future work force for marketable skills and (2) to improve productivity and promote economic growth;

- assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;

- promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States;

- improve the academic foundations of vocational students and aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;

- provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that State or employment market;

- assist the most economically depressed areas of a State to raise employment and occupational competencies of its citizens;

- assist the States to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;

- improve the effectiveness of consumer and homemaking education and reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers; and

- authorize national programs designed to meet designated vocational education needs and strengthen the vocational education research process.

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SAMPLE 3

STATE GOALS AND OBJECTIVES

Goals	Objectives
To provide cooperative vocational education programs for students who could profit from a cooperative arrangement between the school and employer fc instruction and especially those students who are school dropout prone or who could benefit from financial assistance	To provide, by 1990, an occupational work adjustment program for all dropout-prone youth below the age of 16 years, which equals 18% of the youth in grades 9 and 10
To provide vocational education programs for high school students	To provide, by 1990, a preparatory job training vocational program for 50% of all high school students 16 years of age and above, as well as other qualified groups

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

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

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

For example, if a recent community survey reveals that employers feel that graduates of your program lack the ability to cooperate with fellow workers, you might consider developing a program goal relating to developing cooperative attitudes and group interaction skills. You should check with local school administrators, fellow vocational teachers, and the state department of education on the availability of community surveys in your geographical area.

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

Your primary source for this type of information will probably be your State Occupational Information Coordinating Committee (SOICC). The SOICCs and their national counterpart, the National Occupational Information Coordinating Committee (NOICC), were set up by the Education Amendments of 1976 to develop, implement, and coordinate an occupational information system. It is their responsibility to link those who use and those who develop labor supply-and-demand information.

Such information is also published by the U.S. Department of Labor and may be obtained at the library, from the state department of labor, or from your school or college administration. Additionally, each state department of vocational education reports on the number of students enrolled in and completing vocational programs within the state. This information can be obtained from area or state vocational supervisors.

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

If, for example, a student follow-up study reveals that the reason students are having difficulty obtaining jobs is that the present program does not provide any placement services, an appropriate goal might be to initiate a program of student placement. If an employer survey indicates that graduates perform certain tasks very poorly, a goal might be to restructure the curriculum to include more emphasis on these tasks. If a program evaluation reveals that over 50 percent of the students choose not to enter the occupational area for which they were trained, perhaps a useful program goal would be to implement a better orientation and selection procedure.

Check with department heads, deans, and other administrators for these data. If such information is not available, you might consider the collection of these data as an appropriate goal.[1]

Sources

Whether you are working alone or with a committee, the development of vocational goals and objectives at any level should involve a variety of persons if the results are to be representative and acceptable to those who are affected by such decisions. Don't overlook the contributions fellow faculty members in your program might make. They may perceive program needs you have overlooked.

In addition, seeking input from other teachers makes their support of the goals developed more likely. Some goals can be accomplished more effectively if all faculty members are involved. If a goal is to increase enrollment in vocational student organizations, this will be easier to accomplish if the entire faculty works together. Working with other instructors in the department has the additional advantage of strengthening communications and unifying program efforts.

Guidance personnel can also provide valuable input. For example, if other data indicate the need to establish a particular new program, you may work with guidance personnel in ascertaining (e.g., through student interest inventories) if there is sufficient student interest in such a program.
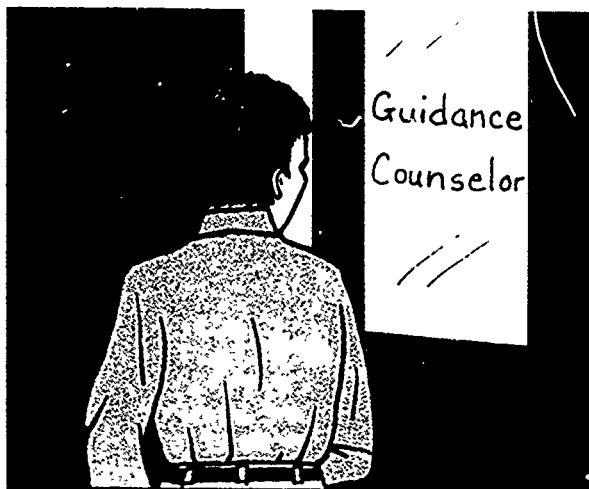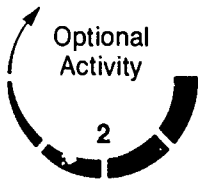

If data available from guidance personnel indicate that some students (e.g., special needs populations) are not aware of opportunities available to them in vocational education programs, one of your goals might be to increase awareness among such students of the options open to them. If a goal involves modifying a program to meet the needs of a special population (e.g., handicapped or disadvantaged), guidance personnel need to be well informed so that they can help identify the students who would most benefit from it.

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

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

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

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

15

Optional Activity 2

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

Optional Activity 3

You may wish to meet with peers who are also taking this module to review recent federal vocational legislation and identify what the legislation indicates concerning the general purposes (goals) of vocational education.

Optional Activity 4

You may wish to interview a vocational administrator, department chairperson or dean, and/or experienced vocational teacher regarding the process of developing vocational program goals and objectives at various levels (e.g., total school, service area). You could structure the interview around questions such as the following:

* Who is involved in the process?
* How often are goals and objectives reviewed and revised?
* What sources of input are tapped during the process?
* How are the goals and objectives documented?

Activity 5

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

SELF-CHECK

I. Essay:

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

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

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

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

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

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

17

II. Identification:

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

PG — program goal
PO — program objective
IO — instructional objective

_____ 1 To develop in students a favorable attitude toward continuing their education after graduation

_____ 2 Provide stenographic students with skills, satisfactory for initial employment, in taking dictation and transcribing notes, filing, typing, using duplication and reproduction machines, and accepting administrative responsibilities.

_____ 3 To prepare students for obtaining positions in the health occupations field upon graduation

_____ 4 Given the proper tools, adjust automobile spark plug electrodes within a tolerance of ± .001 inch.
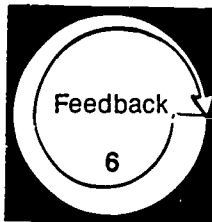
Compare your written responses to the self-check items with the model answers given below. For Part I, your responses need not exactly duplicate the model responses; however, you should have covered the same major points. For Part II, identification of the levels should exactly duplicate the model responses; your explanations should closely match the model responses.

MODEL ANSWERS

I. Essay:

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

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

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

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

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

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

II. Identification:

1. **PG.** This is a broad goal for a total school program and/or a total vocational-technical program.

2. **PO.** This objective focuses on teacher responsibility in providing both the skills and the level of skills students should possess at the completion of a specific program within a service area.

3. **PG.** The intents of a vocational service area are outlined in this goal. It is stated in broad terms, without accompanying conditions or criteria.

4. **IO.** The objective describes a single skill a student will be able to perform after completing a unit, lesson, or learning package. The conditions under which the performance is to occur and the acceptable level of performance are described.

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

20

Learning Experience II

Enabling Objective

After completing the required reading, write program goals and objectives for a selected vocational program within your service area.

Activity 1

You will be reading the information sheet, Developing Program Objectives from Program Goals, pp. 20–24.

Optional Activity 2

You may wish to obtain and review the goals and objectives for a vocational-technical program in a local secondary or postsecondary school.

Activity 3

You will be writing sample program goals for a program within your service area, using the Program Goal Worksheet, pp. 25–26.

Activity 4

You will be developing sample program objectives to accomplish the goals you write, using the Program Objectives Worksheet, p. 27.

Optional Feedback 5
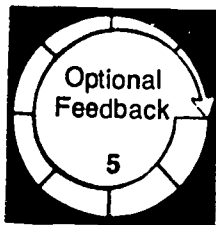
You may wish to work with a group of peers in evaluating the goals and objectives you develop.

Feedback 6
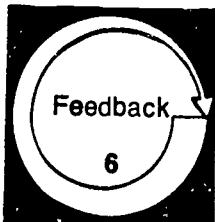
Your competency in writing vocational program goals and objectives will be evaluated by your resource person, using the Goals and Objectives Checklist, p. 29.

Activity

1
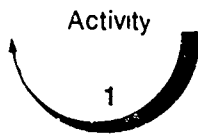
For information on the procedure for developing specific program objectives from an analysis of program goals, read the following information sheet.

DEVELOPING PROGRAM OBJECTIVES FROM PROGRAM GOALS

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

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

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

Specific **program objectives** are based on program goals but are much more **descriptive** and **concrete**. They specify activities that are directly visible, audible, or measurable. They indicate the criteria to be used to recognize when the objectives have been achieved and are thus helpful in program evaluation.

Program objectives make it easier for you to assess where you are, where you want to go, and how you plan to get there. As indicated in sample 1, p. 9, if you were a cosmetology teacher and one of the goals of your program was, *To prepare students for entry-level competence in cosmetology,* one of your program objectives might state, *By the completion of the program, provide students with technical competence in the field of cosmetology such that they are able to pass the state licensing examination.*

Developing Program Objectives

One of the successful processes for developing specific program objectives is a six-step procedure called **goal analysis.** This is a modification of a five-step procedure developed by Mager.[2] The function of goal analysis is to describe the essential elements of the general goals in order to identify specific objectives. It is a procedure for describing what a goal really means. By developing criteria for each performance and identifying the conditions relating to the performance, the "fuzziness" disappears, and it is possible to ascertain the degree to which a goal has been achieved.

Remember, even though you may be working alone in doing the actual writing of program goals and objectives, they must be based on national trends and identified local needs in your community. Good program goals are not created in a vacuum. Information must be sought from a variety of sources, including business, industry, and community contacts; advisory committees; university and state department personnel; and administrators. Equally important are the needs, hopes, and desires of the students.

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

Step one. Write down the program **goal**, using whatever words best describe your intentions. For example:

- *Develop student leadership skills.*

Step two. Write down the **performances** or actions that must be accomplished to achieve the goal. Performances describe the activities to be engaged in to achieve a goal, and they contain an action word or verb. Usually there are several performances or objectives for each goal. For example, the following performances or activities might be undertaken to achieve the previous goal:

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

Step three. Write down the **criteria** that would cause you to agree that the performance for the objective has been achieved. Don't attempt to write complete objectives at this stage; use only words and phrases. It may help if you try to answer the question, What will I accept as evidence that this objective has been achieved?

For example, if your objective is *To increase student participation in the vocational student organization,* what will you accept as evidence? Increased membership? A chapter that accomplishes more activities? Increased student participation in vocational contests?

Write down everything you can think of at this point, without concern for duplication, level of specificity, or editing. First drafts are for getting things down, not for perfection.

Step four. Sort (evaluate) the criterion items you have listed in the previous step. Once you have identified a performance necessary to achieving a goal and have drafted a list of tentative criteria you think could be used to judge whether the performance has been accomplished, you should carefully **review** these criteria and eliminate those that do the following:

- Simply duplicate the performance statement
- Are so general that they are actually goal statements
- Are statements of procedure for accomplishing the performance, not criteria for judging whether the performance has been accomplished
- Are inconsistent with the performance you identified

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

1. *Student enrollment in the vocational student organization has increased by 10 percent.*
2. *Potential members have been identified and contacted.*
3. *Member participation in vocational student organization contests has increased.*
4. *A positive attitude in students toward leadership activities has been developed.*
5. *Members have been motivated to participate in the vocational student organization.*
6. *Member participation on vocational student organization committees has been expanded.*
7. *Vocational student organization public relations efforts have paid off in terms of greater support by the business community.*

In carefully examining these tentative criteria, you would no doubt recognize that only three are really appropriate criteria for judging whether student participation in the organization has increased—the first, third, and sixth.

The second statement involves a step you might take in your attempt to increase student participation, but it is not a measure of how well you succeeded. The fourth statement is really a general overall goal, much like the goal you are attempting to achieve through increased participation in the vocational student organization.

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

The first, third, and sixth statements, on the other hand, give concrete, measurable ways of determining whether more students are participating in the organization. In the first, overall enrollment has increased (presumably, the 10 percent figure was selected based on meaningful data). In the third and sixth, involvement in contests and on committees has increased.

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

- *During the next school year, increase student participation in the vocational student organization by 10 percent.*

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

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

Step six. The final step is to **evaluate** the program objectives you have developed—reviewing the condition, criterion, and performance statements for each objective in terms of whether they are clear, complete, and realistic. For example, if you wish to achieve increased student participation in the vocational student organization, do your criteria define "increased participation" clearly and completely? Are you interested only in increased **enrollment** or in additional kinds of participation as well? If the latter, do your criteria specify this clearly?

Then, you need to review all the program objectives you have written in terms of whether their accomplishment will, in fact, mean that the particular program goal they are based on will be achieved. If, for example, your goal is to develop student leadership skills and all your program objectives relate to increasing participation in the vocational student organization, will you honestly be able to say that the achievement of these objectives will be enough to accomplish such a goal?

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

Overall concerns. There are some cautions you should observe in developing specific program objectives, whether for the total vocational-technical program, a service area, or a program within a service area, as follows:

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

Developing specific program objectives allows you to clearly describe how your program goals are to be accomplished. They are "blueprints" for action that can help you implement and achieve the overall goals you and others consider essential to a sound vocational-technical program. Sample 4 contains some sample **goals** and some **actions** to be taken to achieve those goals. Sample 5 lists program **objectives** designed to achieve one of those goals. If you were writing vocational program goals and objectives, you might develop similar charts to aid you in "blueprinting" your plans.

SAMPLE 4

PROGRAM GOALS AND PERFORMANCES

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

SAMPLE 5

SPECIFIC PROGRAM OBJECTIVES

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

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

26

24

Optional Activity 2

You may wish to locate and obtain a copy of the program goals and objectives developed by a local secondary or postsecondary school for a total vocational-technical program, a service area, or a program within a service area. Your resource person, a local vocational-technical administrator, or an instructor who has been involved in developing vocational program goals and objectives may be able to help you locate these materials. Review the goals and objectives in terms of the following:

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

Activity 3

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

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

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

PROGRAM GOAL WORKSHEET

Program: _____

GOALS Outcomes or Purposes You Want to Achieve	PERFORMANCES Major Activities or Actions to Be Accomplished

GOALS	PERFORMANCES

28

Activity 4

Below is a worksheet for you to use in developing specific program objectives to accomplish **one** of the three goals you identified in the previous activity. First, select one of the three goals and write it in the space provided. Then, in the middle column, list the performances (actions) you identified for that goal on the previous worksheet. Finally, add (1) appropriate conditions under which the performances will occur (left-hand column) and (2) one or more criteria for judging whether each objective has been met (right-hand column). Number your objectives for easy reference during feedback.

PROGRAM OBJECTIVES WORKSHEET

Goal: _____

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

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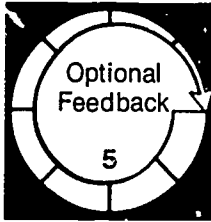
You may wish to meet with a group of 1–5 peers who are also taking this module to exchange and critique the written goals and objectives each of you has developed. You could use the Goals and Objectives Checklist, p. 29, as a guide in evaluating each other's work.

Feedback 6
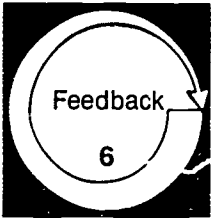
After you have developed your program goals and objectives, arrange to have your resource person review and evaluate your work. Give him/her the Goals and Objectives Checklist, p. 29, to use in evaluating your work.

GOALS AND OBJECTIVES CHECKLIST

Name _____

Date _____

Resource Person _____

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

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

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

Learning Experience III

Terminal Objective

For an **actual teaching situation,** * develop program goals and objectives.

Activity 1

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

- securing input from various sources concerning needed background information
- developing program goals
- developing program objectives for each goal

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

Feedback 2
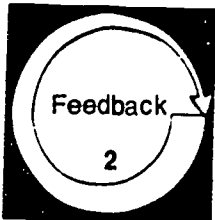
Arrange to have your resource person review your goals and objectives and other documentation.

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

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

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

31 32

TEACHER PERFORMANCE ASSESSMENT FORM

Develop Program Goals and Objectives (A-6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

In securing input for program goals and objectives, the teacher:	N/A	None	Poor	Fair	Good	Excellent
1. obtained and reviewed input about a variety of factors from a variety of sources, including:						
a. existing program goals and objectives	☐	☐	☐	☐	☐	☐
b. federal and state vocational legislation	☐	☐	☐	☐	☐	☐
c. the state plan for vocational education	☐	☐	☐	☐	☐	☐
d. student needs and interests surveys	☐	☐	☐	☐	☐	☐
e. community surveys	☐	☐	☐	☐	☐	☐
f. human resource data	☐	☐	☐	☐	☐	☐
g. evaluative data	☐	☐	☐	☐	☐	☐
h. faculty, guidance personnel, and administrators ...	☐	☐	☐	☐	☐	☐
i. other appropriate sources (e.g., advisory committee, business and professional community, parents) ..	☐	☐	☐	☐	☐	☐
The program goals the teacher developed:						
2. are consistent with the goals of the total educational program	☐	☐	☐	☐	☐	☐
3. are consistent with the goals of the total vocational-technical program (if written for a service area or program within a service area)	☐	☐	☐	☐	☐	☐
4. are consistent with the purposes and goals of the most recent federal vocational legislation	☐	☐	☐	☐	☐	☐
5. are consistent with state policies for vocational education as indicated in the state plan and state legislation ...	☐	☐	☐	☐	☐	☐
6. are consistent with student needs and occupational interests	☐	☐	☐	☐	☐	☐
7. are realistic in terms of occupational opportunities ...	☐	☐	☐	☐	☐	☐
8. are written to describe broad aims or purposes (i.e., are written at the program level)	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent

The specific objectives the teacher developed for the vocational program:

9. are drawn from an analysis of the program goals .... ☐ ☐ ☐ ☐ ☐ ☐

10. are adequate (sufficient) to cover or accomplish each program goal .... ☐ ☐ ☐ ☐ ☐ ☐

11. are complete in that they specify clearly and realistically:
   a. the conditions under which they will be accomplished ☐ ☐ ☐ ☐ ☐ ☐

   b. the activities to be performed .... ☐ ☐ ☐ ☐ ☐ ☐

   c. the criteria for measuring their accomplishment ... ☐ ☐ ☐ ☐ ☐ ☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE 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 inservice 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, m   t- ing and distributive education, health occupations ec ca- tion, 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 Materals
B-6 Prepare Teacher-Made Instructional Materals

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 Board:
C-23 Present Information with Overhead and Opaque Materals
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 Materals 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 Materals 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