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ABSTRACT

The transparency masters appearing in 14 modules in the "Facilitator's Guide to Staff Training for the Rural America Series" have been compiled in this document to facilitate their duplication and to insure the integrity of the entire system by placing an extra copy of each transparency in a binder for easy access. The masters are in the same order as, and are numbered as, they appear in each module. Also, all pages have been perforated to assist in duplication. The transparencies are an integral part of each module. They provide visual reinforcement for key concepts in the planning, development, implementation, and evaluation of comprehensive career guidance programs. They are an excellent complement to the other instructional techniques (lectures, group discussions, exercises, etc.) contained in the modules of the Facilitator's Guide. The facilitator is strongly encouraged to take advantage of these aids in teaching others to use and understand the Rural America Series. (NEC)

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TRANSPARENCY MASTERS

Research and Development Series No. 149R

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE RURAL AMERICA SERIES

TRANSPARENCY MASTERS MODULES I—XIV

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Cooperative Rural
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RC016409



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD • COLUMBUS OHIO 43210



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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149R

**FACILITATOR'S GUIDE TO STAFF TRAINING
FOR THE *RURAL AMERICA SERIES***

**TRANSPARENCY MASTERS
MODULES I—XIV**

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Project Officer, David H. Pritchard

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16 volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series*. It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in state-wide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide*.

This volume of transparency masters is of particular value as a training aid to the facilitator in that it insures the integrity of the entire system by placing an extra copy of each transparency in a binder for easy access. Thus, if one transparency is lost or damaged, it can easily be replaced, thereby preserving the entire *Guide* intact. Because of the versatility lent to the system by this feature it should prove to be a valuable asset for the staff development of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

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

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ACKNOWLEDGEMENTS

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INTRODUCTION

The transparency masters for all of the modules in the *Facilitator's Guide to Staff Training in the Use of the Rural America Series* have been placed in this packet. This has been done in order to facilitate the duplication of the transparencies. The masters are in the order and are numbered as in each module. Also, all pages of this packet have been perforated to assist in duplication.

The transparencies are an integral part of each module. They provide visual reinforcement for key concepts in the planning, development, implementation of and evaluation of comprehensive career guidance programs. The facilitator is strongly encouraged to take advantage of these aids in teaching others to use and understand the *Rural America Series*. They are an excellent complement to the other instructional techniques (lectures, group discussions, exercises, and so forth) contained in the modules of the *Facilitator's Guide*.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The Rural America Series	1-48
A Conceptual Model	1-49
Life Role Model Definitions	1-50
Self and Interpersonal Relations (Goals)	1-51
Career Planning and Decision Making (Goals)	1-52
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Note To Facilitator:

To prevent unnecessary duplication of identical pages, the transparency master entitled, *The Rural America Series (Handbooks)*, is included only once. It is the LAST PAGE in this book.

This master (found as the LAST PAGE in this book) should be used for pages:

I-48 VIII-23

II-41 IX-22

III-39 X-22

IV-30 XI-26

V-28 XII-36

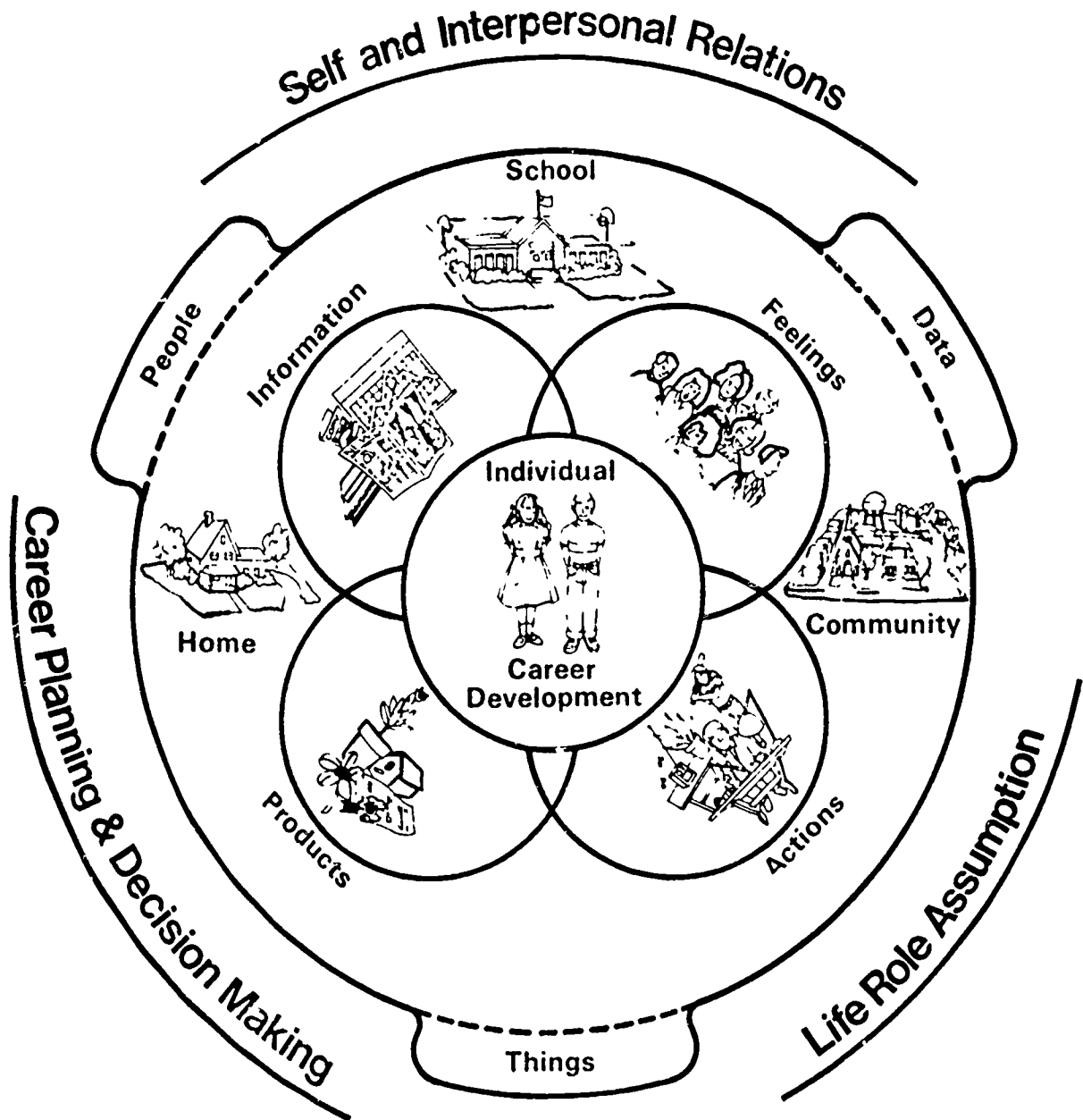
VI-27

DO NOT DUPLICATE THIS PAGE

I-48

A Conceptual Model

for Individual Career Development



for Life Role Development...

Life Role Model Definition

CAREER—The purposeful life investment pattern of environmental resources, time, and energy in work and leisure pursuits undertaken by individuals.

CAREER DEVELOPMENT—A continual process that involves a sequence of choices ending in the formulation of a pattern throughout one's lifetime. It involves a series of experiences, decisions, and interactions which, taken cumulatively, result in the formulation of a viable self-concept effectively integrating knowledge, feelings, actions, and products of the individual into life role pursuits.

CAREER GUIDANCE—A planned developmental program using individual and group processes. These intervention strategies are both organized and structured to have maximum impact on a student's present career development maturation problems and provide a way of realizing a fuller career identity. Career guidance is also considered in terms of the total educational program of a school which implies a curriculum base and total staff involvement. The conceptual framework used considers those major career development domains which are Self and Interpersonal Relations, Career Planning and Decision-Making, and Life Role Assumption.

SELF AND INTERPERSONAL RELATIONS

- **TO APPRAISE THEIR PHYSICAL AND MENTAL CHARACTERISTICS AND THE POTENTIAL FOR CHANGE AND APPLY THIS KNOWLEDGE TO GOAL SETTING FOR LIFE ROLES.**
- **TO APPRAISE SIMILARITIES AND DIFFERENCES IN THE ATTITUDE AND VALUE SYSTEM OF OTHERS IN ORDER TO BECOME TOLERANT IN INTERPERSONAL RELATIONSHIPS.**

CAREER PLANNING AND DECISION MAKING

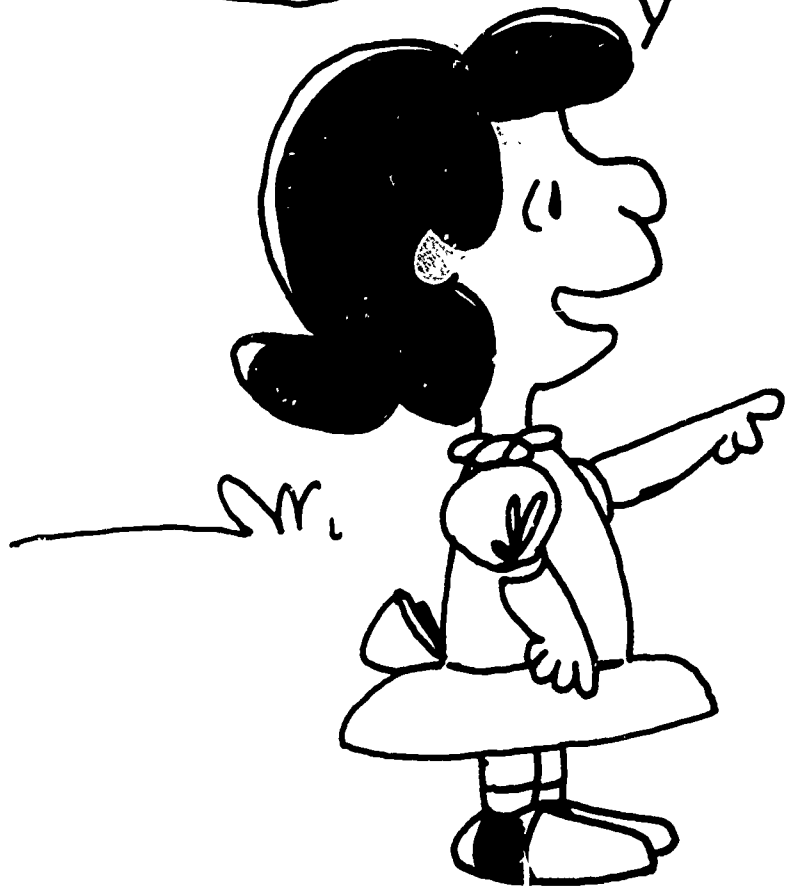
- **TO UTILIZE THE ESSENTIAL SKILLS NECESSARY TO GATHER, ORGANIZE, AND EVALUATE INFORMATION FOR EFFECTIVE DECISION MAKING.**
- **TO ACCEPT RESPONSIBILITY FOR THEIR DECISION-MAKING OUTCOMES.**

LIFE ROLES

- **TO APPRAISE THE VARIETY, COMPLEXITY, AND AVAILABILITY OF OCCUPATIONS IN THE WORLD OF WORK.**
- **TO AFFIRM THAT PHYSICAL AND EMOTIONAL NEEDS CAN BE MET THROUGH LEISURE ACTIVITIES.**

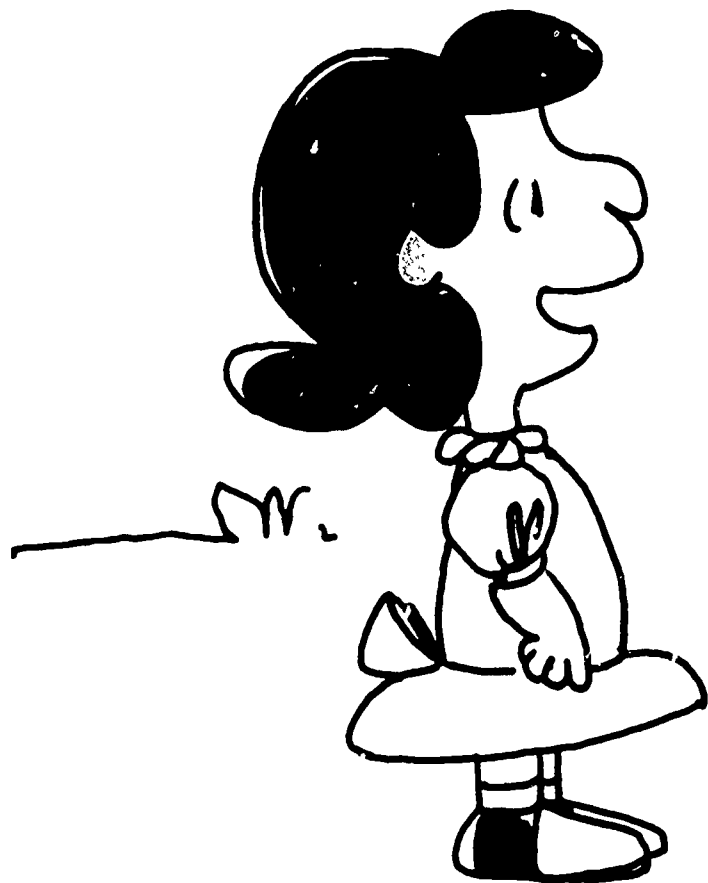
I'VE DECIDED SOMETHING!

WHAT?



1-54

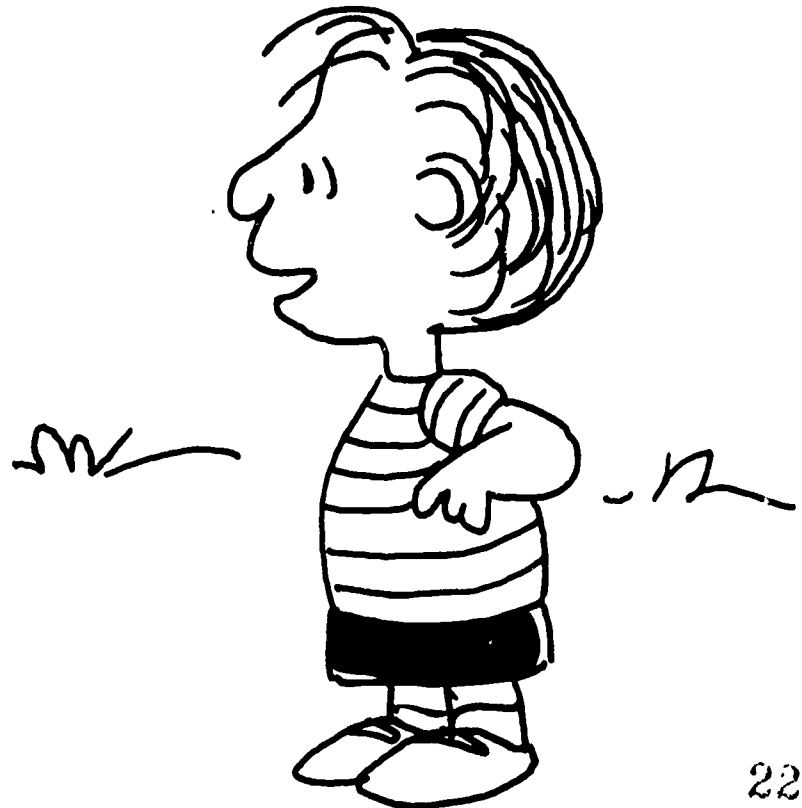
I WANT TO BE A **NURSE**
WHEN I GROW UP!



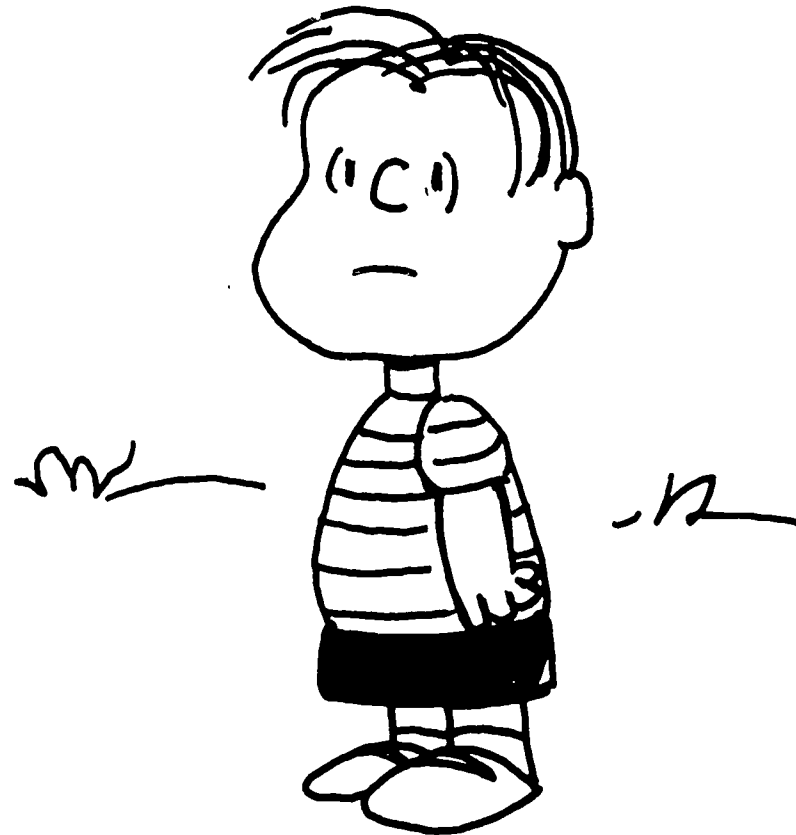
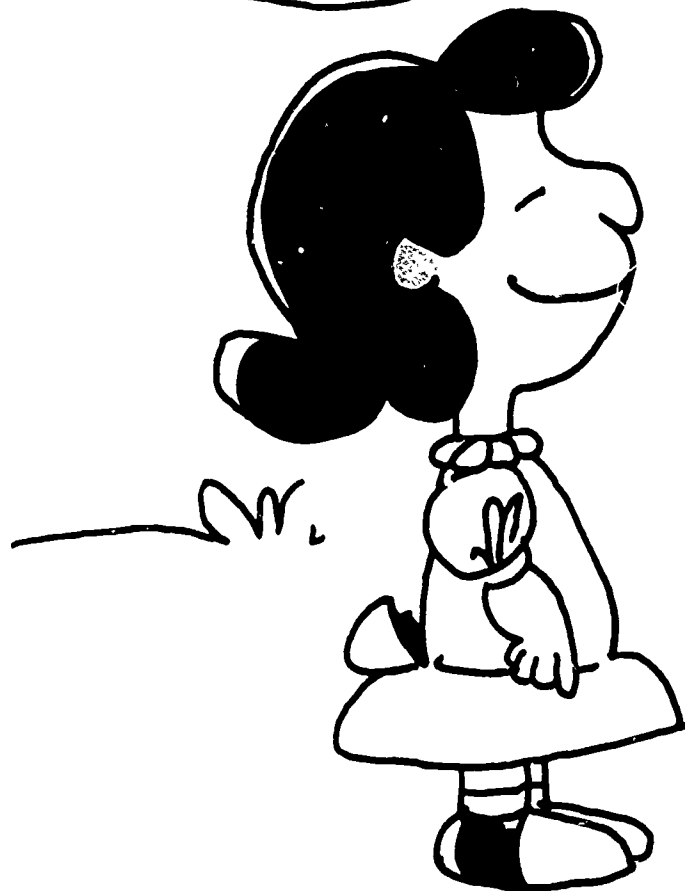
I-55



A NURSE! WHY?



I LIKE WHITE SHOES!



1-57

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The <i>Rural America Series</i>	II-41
Planning and Implementation Cycle	II-42
Organizing for Action	II-43
Program Planning Guide	II-44
If You Fail to Plan You are Planning to Fail	II-45

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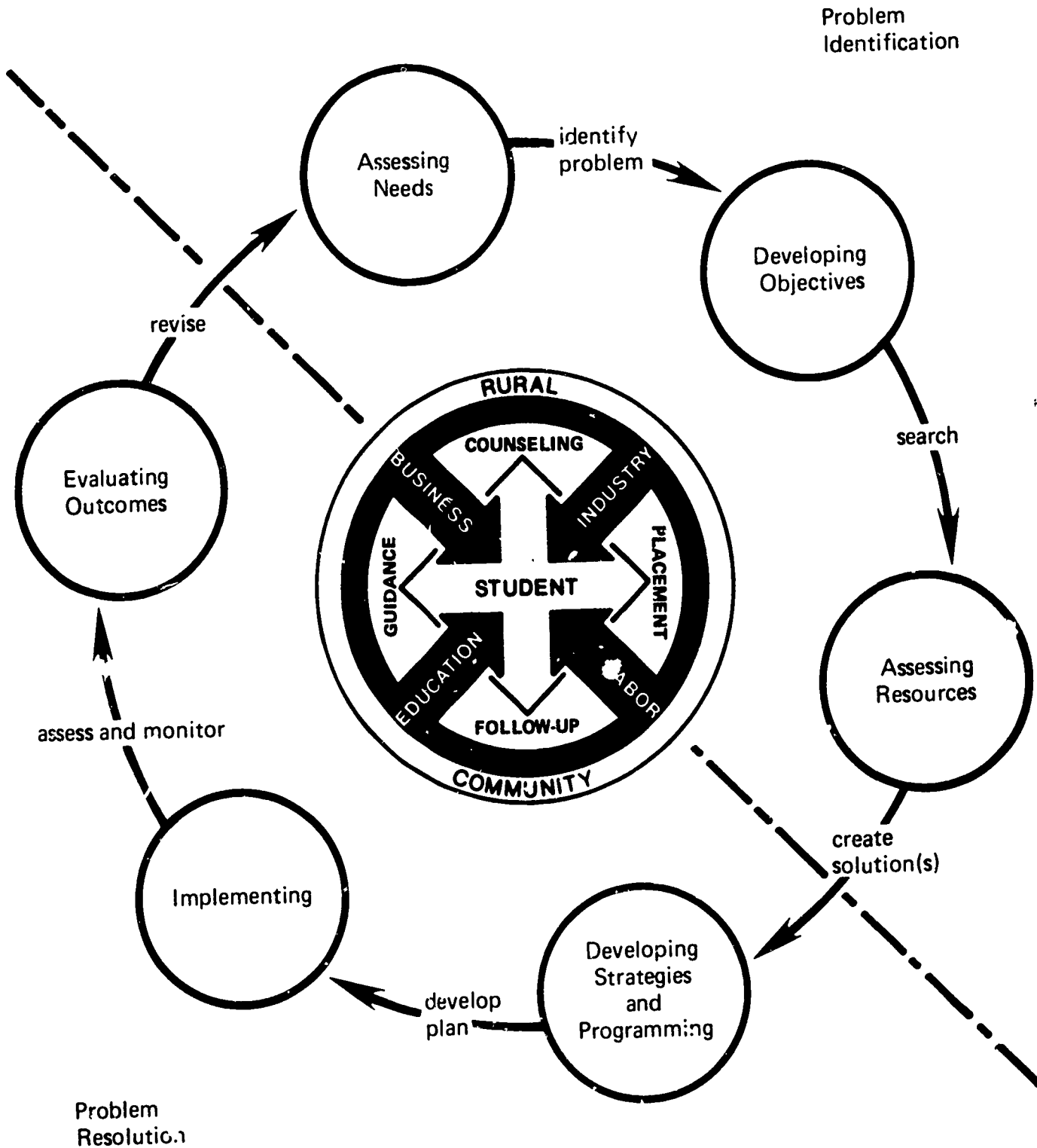
V-28 XII-36

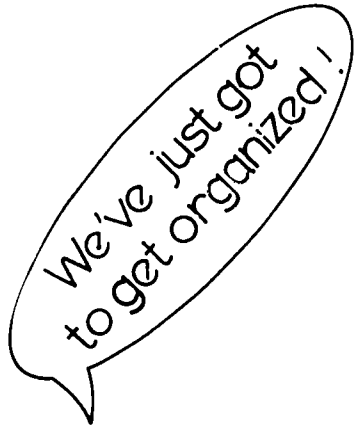
VI-27

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II-41

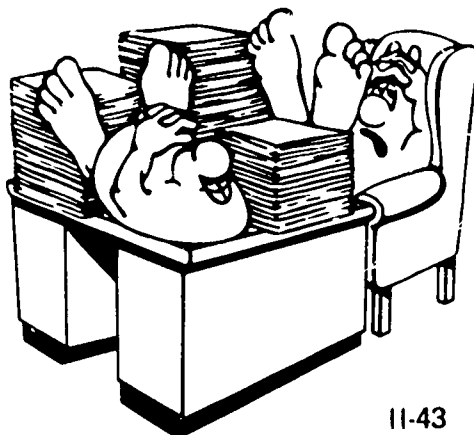
Planning-Implementation Cycle





ORGANIZING FOR ACTION

- 1. SELECT PLANNING COMMITTEE**
- 2. DEVELOP AGENDA AND TIME FOR FIRST MEETING**
- 3. THE FIRST MEETING—SUGGESTED TOPICS/ AGENDA**
 - **RATIONALE FOR CAREER GUIDANCE**
 - **BACKGROUND READING**
 - **ROLES AND RESPONSIBILITIES**
 - **STRUCTURE/CONTENT FOR SUBSEQUENT MEETINGS**
 - **QUESTIONS AND ANSWERS**



11-43

PROGRAM PLANNING GUIDE

PROGRAM GOAL:

PROGRAM OBJECTIVES:

TASK(S)	PERSON(S) RESPONSIBLE	PROJECTED COST	RESOURCES NEEDED	EVALUATION	DATE START	DATE FINISH

11-44

**IF YOU
FAIL TO PLAN
YOU'RE
PLANNING TO FAIL**

11-45



LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
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List of Ranked Values for Goals	III-45
Achievement Chart	III-46
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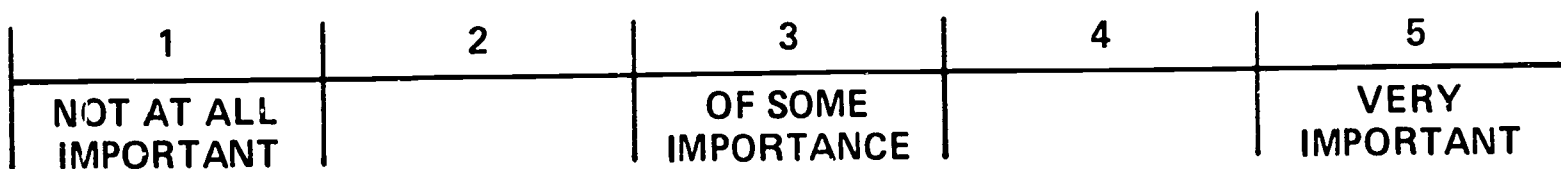
VI-27

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III-39

GENERAL GOAL VALUATION QUESTIONNAIRE

STUDENTS CAN ASSESS THE RELATIONSHIP OF THEIR INTERESTS, ATTITUDES, VALUES, ABILITIES, AND ACHIEVEMENTS TO THE DEVELOPMENT AND REALIZATION OF THEIR CAREER GOALS.



111-40



GOALS AND SUBGOALS

GOAL: ASSESS THE RELATIONSHIPS OF THEIR INTERESTS, ATTITUDES, VALUES, ABILITIES, AND ACHIEVEMENTS TO THE DEVELOPMENT AND REALIZATION OF THEIR CAREER GOALS.

KNOWLEDGE

THE STUDENT IDENTIFIES VALUES AND INTERESTS.

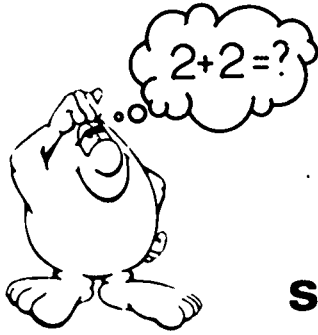
COMPREHENSION

THE STUDENT EXPLAINS HOW OCCUPATIONAL VALUES AND INTERESTS INFLUENCE CAREER GOALS.

APPLICATION

THE STUDENT APPLIES SELF-AWARENESS KNOWLEDGE TO CAREER GOAL SETTING.

11141



Sum of Ratings from the General Goal Questionnaire

GOAL	STUDENTS	ADMINISTRATORS	FACULTY	PARENTS	EMPLOYERS	COMMUNITY MEMBERS
1						
2						
3						
4						
5						
6						

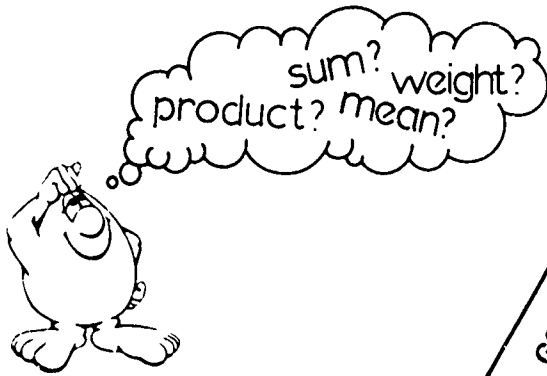
111-42

NUMBER OF
PEOPLE ANSWERING

Means from the General Goals Questionnaire

GOAL	STUDENTS	ADMINISTRATORS	FACULTY	PARENTS	EMPLOYERS	COMMUNITY MEMBERS
1						
2						
3						
4						
5						
6						
7						

III-43



Goal Ratings Table

MEAN
WEIGHT
PRODUCT (AVERAGE
IMPORTANCE WEIGHT)

SUM OF PRODUCTS = GOAL VALUE

MEAN
WEIGHT
PRODUCT (AVERAGE
IMPORTANCE WEIGHT)

SUM OF PRODUCTS = GOAL VALUE

MEAN
WEIGHT
PRODUCT (AVERAGE
IMPORTANCE WEIGHT)

SUM OF PRODUCTS = GOAL VALUE

MEAN
WEIGHT
PRODUCT (AVERAGE
IMPORTANCE WEIGHT)

SUM OF PRODUCTS = GOAL VALUE

MEAN
WEIGHT
PRODUCT (AVERAGE
IMPORTANCE WEIGHT)

SUM OF PRODUCTS = GOAL VALUE

MEAN
WEIGHT
PRODUCT (AVERAGE
IMPORTANCE WEIGHT)

SUM OF PRODUCTS = GOAL VALUE

GOAL	STUDENTS	ADMINISTRATORS	FACULTY	PARENTS	EMPLOYERS	COMMUNITY MEMBERS

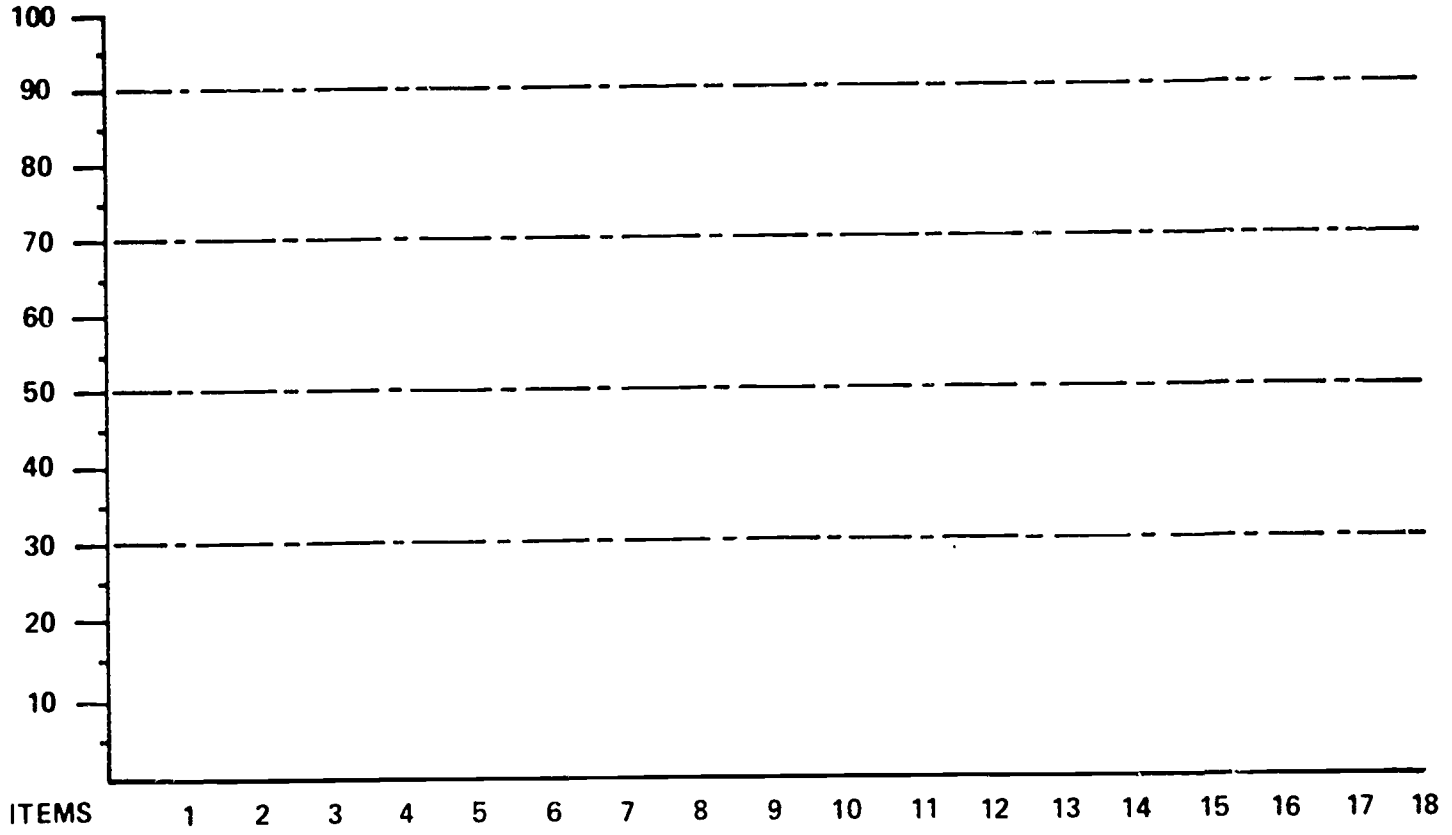


List of Ranked Values for Goals

GENERAL GOALS		
RANK	GOAL NO.	VALUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

ACHIEVEMENT CHART

%
SATISFACTORY
RESPONSES



GOAL

DOMAIN

STUDENT NEEDS TABLE

PERCENT SATISFACTORY RESPONSES	ITEM NUMBERS
BELOW 30	
BETWEEN 30-50	
BETWEEN 50-70	
BETWEEN 70-90	
ABOVE 90	

III-47

LISTING OF TRANSPARENCY MASTERS

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The ABC and D's of Objectives	IV-37

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VI-27

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IV-30

**A GOAL AND SAMPLE SUB-GOALS FROM THE
LIFE ROLE ASSUMPTION DOMAIN
OF THE MODEL**

GOAL

**ASSESS THE BASIC CHARACTERISTICS, QUALIFICATIONS,
AND STAGES OF PREPARATION NEEDED TO OBTAIN AND
PERFORM IN VARIOUS OCCUPATIONAL ROLES**

SUB-GOALS

**THE STUDENT IDENTIFIES THE PERFORMANCE REQUIRE-
MENTS OF VARIOUS OCCUPATIONS (KNOWLEDGE)**

**THE STUDENT EXPLAINS HOW A PERSON'S QUALIFICATIONS
RELATE TO SEVERAL OCCUPATIONS (COMPREHENSION)**

**THE STUDENT EVALUATES EMPLOYMENT APPLICATION
INFORMATION (APPLICATION)**

GOALS REQUIRE SPECIFICATION

GOAL

EACH STUDENT SHOULD
ACQUIRE A MASTERY OF
BASIC SKILLS IN THE USE
OF NUMBERS

INTERPRETATION

INTERPRETATION

$$2 + 2 = ?$$
$$4 + 8 + 12 = ?$$

$$s_j^2 = \sum_{i=1}^{n_j} \frac{(x_{ij} - \bar{x}_{.j})^2}{n_j - 1}$$



GOAL SPECIFICATION → BEHAVIORAL OBJECTIVES

INCREASING SPECIFICITY ↓

GOALS

SUB-GOALS

BEHAVIORAL OBJECTIVES

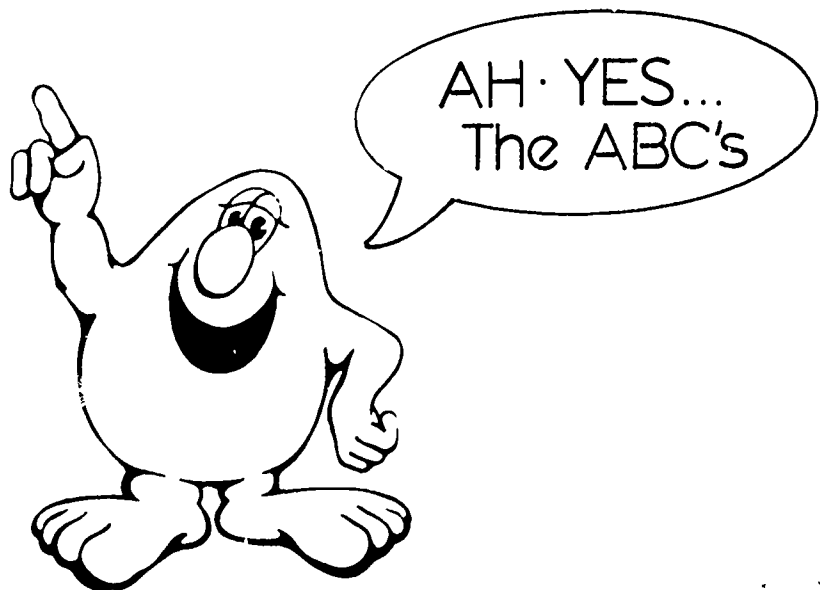
ACTORS

BEHAVIOR

COGNITIVE
AFFECTIVE
PSYCHOMOTOR

CONDITIONS

DEGREE OF SUCCESS





INCREASING SPECIFICITY ↑

GOAL

THE STUDENT WILL ASSESS THE BASIC CHARACTERISTICS, QUALIFICATIONS, AND STAGES OF PREPARATION NEEDED TO OBTAIN AND PERFORM IN VARIOUS OCCUPATIONAL ROLES.

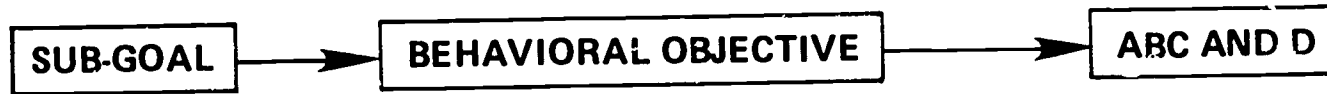
SUBGOAL

THE STUDENT IDENTIFIES THE PERFORMANCE REQUIREMENTS OF VARIOUS OCCUPATIONS.

BEHAVIORAL OBJECTIVE

GIVEN A LIST OF OCCUPATIONS, THE STUDENT WILL LIST THE POST HIGH SCHOOL PREPARATION NEEDED FOR EACH OCCUPATION WITH AT LEAST 75 PERCENT ACCURACY.

THE ABC AND D'S



THE STUDENT

**IDENTIFIES THE
PERFORMANCE REQUIRE-
MENTS OF VARIOUS
OCCUPATIONS**

THE STUDENT

**IDENTIFIES THE
PERFORMANCE REQUIRE-
MENTS OF FIFTEEN
OCCUPATIONS**

**FROM A LIST OF POSSIBLE
PERFORMANCE REQUIRE-
MENTS FOR THOSE
OCCUPATIONS**

WITH 80% ACCURACY

- | | | |
|----------|---|--|
| A | = | ACTOR, THE PERSON
PERFORMING THE
BEHAVIOR |
| B | = | BEHAVIOR, THE TASK
THAT IS BEING
PERFORMED |
| C | = | CONDITION, WITHIN
WHICH THE BEHAVIOR
IS DEMONSTRATED |
| D | = | DEGREE OF SUCCESS,
THE CRITERIA THAT
DEFINES SUCCESSFUL
TASK COMPLETION |

IV-35

PROGRAM GOALS/OBJECTIVES

PROGRAM GOAL

TO PROVIDE TEACHERS, COUNSELORS, ADMINISTRATORS, STUDENTS, AND OTHER PERSONS WITH THE IN-SERVICE NECESSARY TO IMPLEMENT THE DISTRICT'S CAREER GUIDANCE PROGRAM

PROGRAM OBJECTIVES

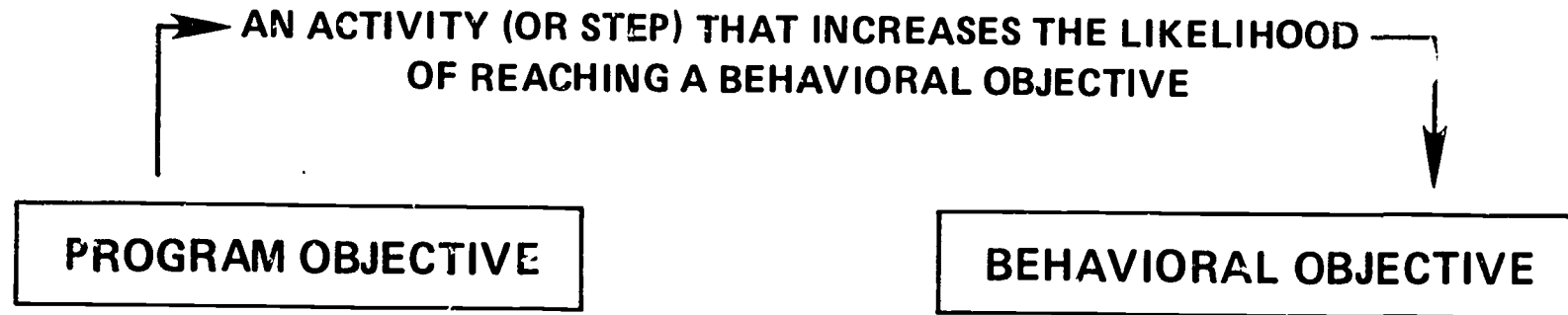
TO PROVIDE STAFF, TIME, AND RESOURCES FOR CONDUCTING IN-SERVICE EFFORTS

TO DETERMINE STAFF NEEDS FOR IMPLEMENTING A CAREER GUIDANCE PROGRAM

TO USE A VARIETY OF IN-SERVICE TECHNIQUES IN PROVIDING STAFF DEVELOPMENT

TO PROVIDE ON-GOING STAFF DEVELOPMENT PROGRAMS BASED UPON IDENTIFIED NEEDS

ABC And D's of Objectives



1. ACTOR(S)—USUALLY TEACHERS, ADMINISTRATORS, ETC.
2. BEHAVIOR—AN ACTIVITY THAT TEACHERS, ADMINISTRATORS, ETC. CARRY OUT
3. CONDITIONS—TIME OR FREQUENCY OF THE ACTIVITY
4. DEGREE OF SUCCESS—TANGIBLE OUTCOME

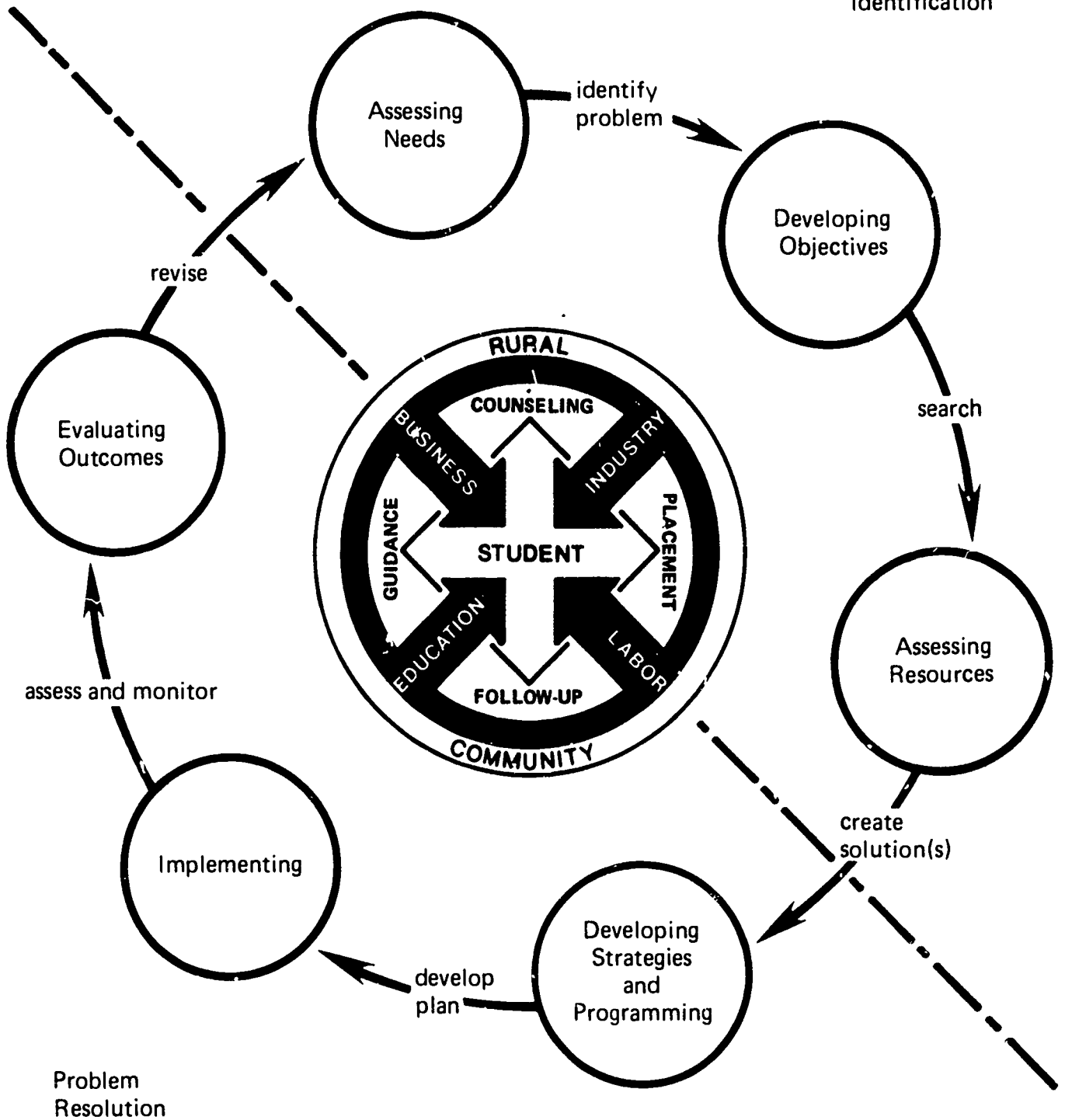
1. ACTOR(S)—USUALLY STUDENTS
2. BEHAVIOR—A SINGLE TASK THAT THE ACTOR PERFORMS
3. CONDITIONS—MATERIALS SUPPLIED TO THE ACTOR OR SETTING IN WHICH BEHAVIOR IS DEMONSTRATED
4. DEGREE OF SUCCESS—CRITERIA FOR SUCCESSFUL COMPLETION OF THE TASK

LISTING OF TRANSPARENCY MASTERS

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Resource Catalog Sheet	V-27
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Planning-Implementation Cycle

Problem Identification



Problem Resolution

Types of Resources

1. **Material resources** convey their information through the printed word, audiovisuals, and manipulative objects.
2. **Human resources** include staff, students, parents, and other community members.
3. **Facilitative resources** are equipment, finances, supplies, and space needed to develop a program.
4. **Organizational resources** are sources of other types of resources.

Steps of a Resource Assessment

I. IDENTIFICATION OF RESOURCES

II. CONSTRUCTION OF RESOURCE CATALOG

III. MANAGEMENT OF RESOURCES

Resource Catalog Sheet

Target Population: K-3 4-6 7-9 10-12 13-14 All

Type of Resource:

- Material
 - Self & Interpersonal Relations
 - Career Planning & Decision Making
 - Life Roles
 - Unassigned

- Human
 - Student
 - Staff Member
 - Parent
 - Community Member

- Organizational
 - Social & Service
 - Educational
 - Religious
 - Governmental
 - Business & Industry

- Facilitative
 - Equipment
 - Space
 - Finances
 - Supplies

Contact Person _____
Title _____
Address _____
Phone Number _____
Birth Date (students only) _____

SPECIFICATIONS:

Space _____
Group Size _____
Time Limits _____
Costs _____
Equipment Needed _____

Times Available _____
Resource Available Only in _____ School

Amount of Time to Obtain Resource:

- Immediate
- One Week
- One Month
- Varies

Description: _____

Note To Facilitator:

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This master (found as the **LAST PAGE** in this book) should be used for pages:

I-48 VIII-23

II-41 IX-22

III-39 X-22

IV-30 XI-26

V-28 XII-36

VI-27

DO NOT DUPLICATE THIS PAGE

V-28

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Rural America Series	VI-27
Career Guidance Practices	VI-28

Note To Facilitator:

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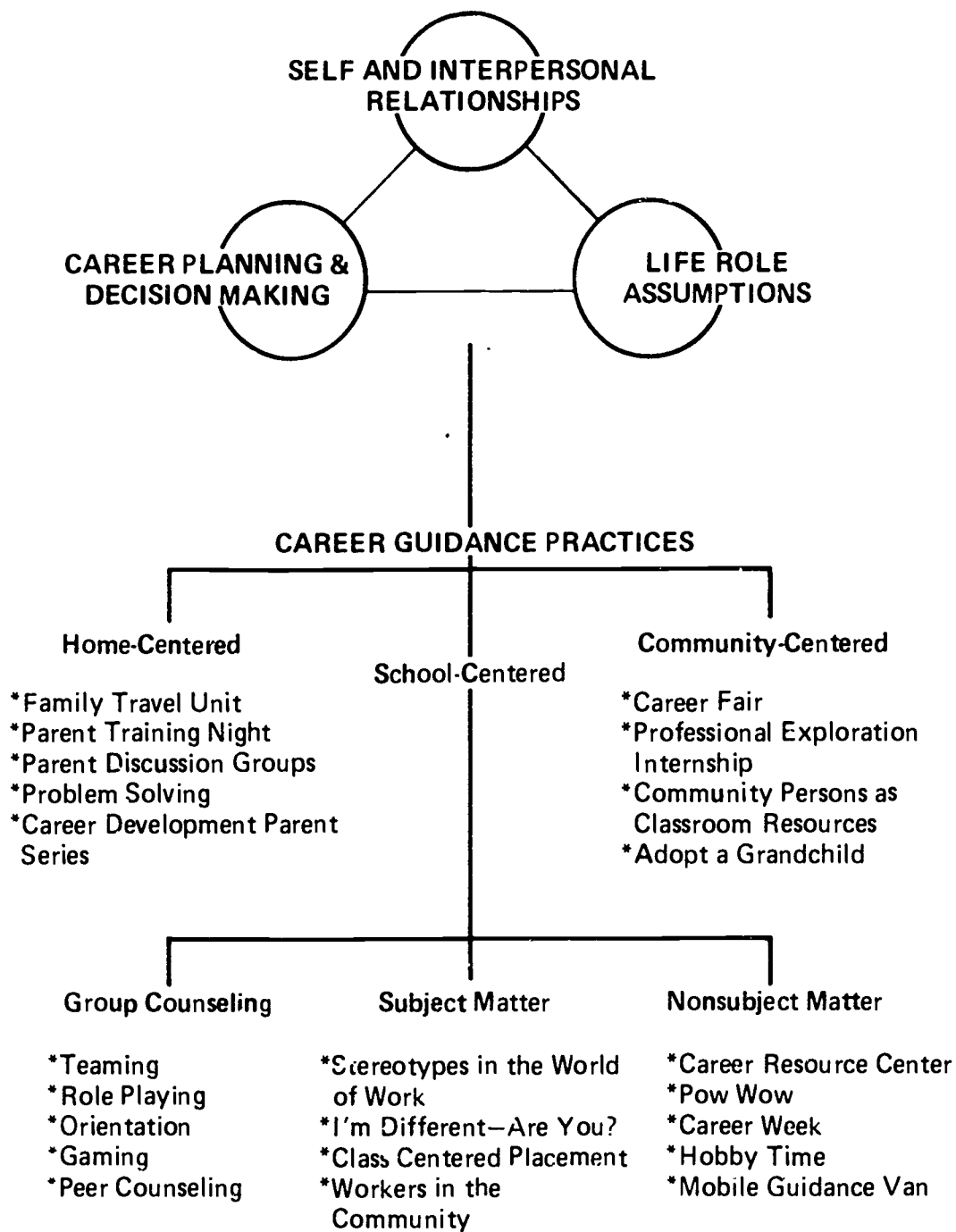
V-28 XII-36

VI-27

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VI-27

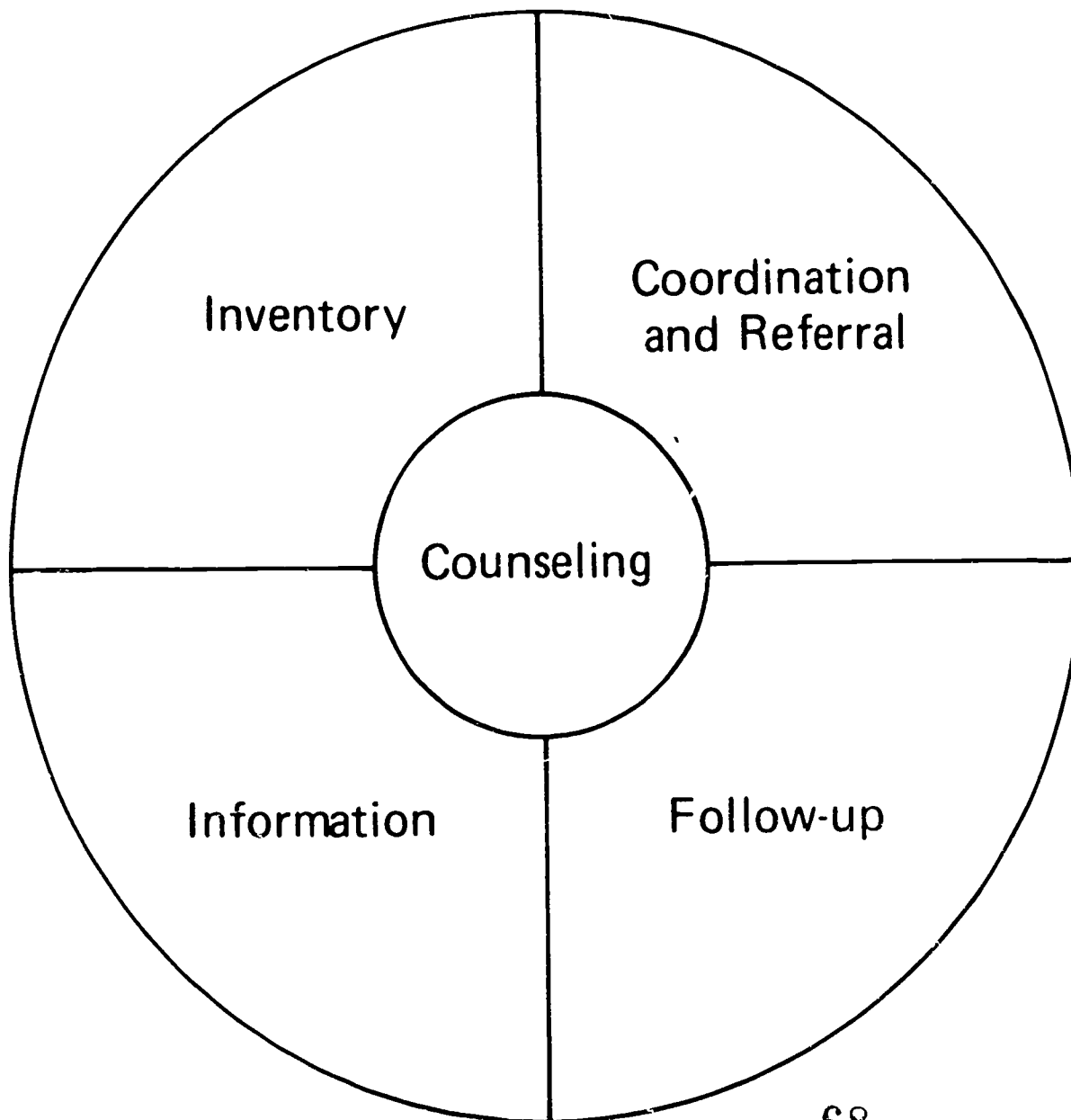
HOME, SCHOOL, AND COMMUNITY-CENTERED CAREER GUIDANCE PROGRAM



LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Career Counseling Services	VII-40
Individual Inventory Service	VII-41
Counseling Interview Service	VII-42
Information Service	VII-43
Coordination and Referral Service	VII-44
Follow-Up Service	VII-45

CAREER COUNSELING SERVICES

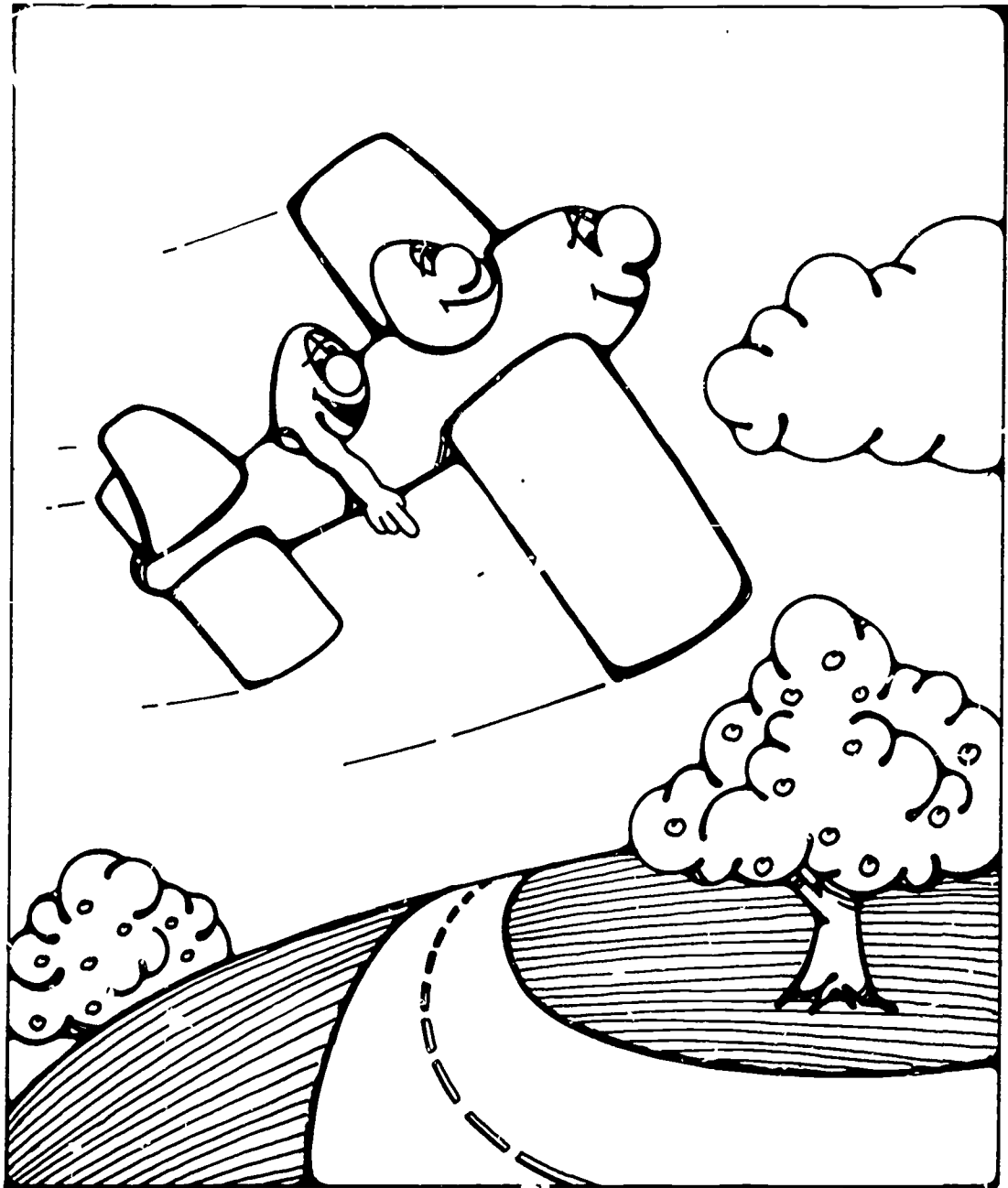


INDIVIDUAL INVENTORY SERVICE



' Hold it, Joe. We want to get the whole picture.'

COUNSELING INTERVIEW SERVICE



S I think I'm lost

C Mm Hm-

S Do you think I should call in for help?

C Mm Hm. Have you checked your orani?

S I'm sort of mixed up about that gadget.

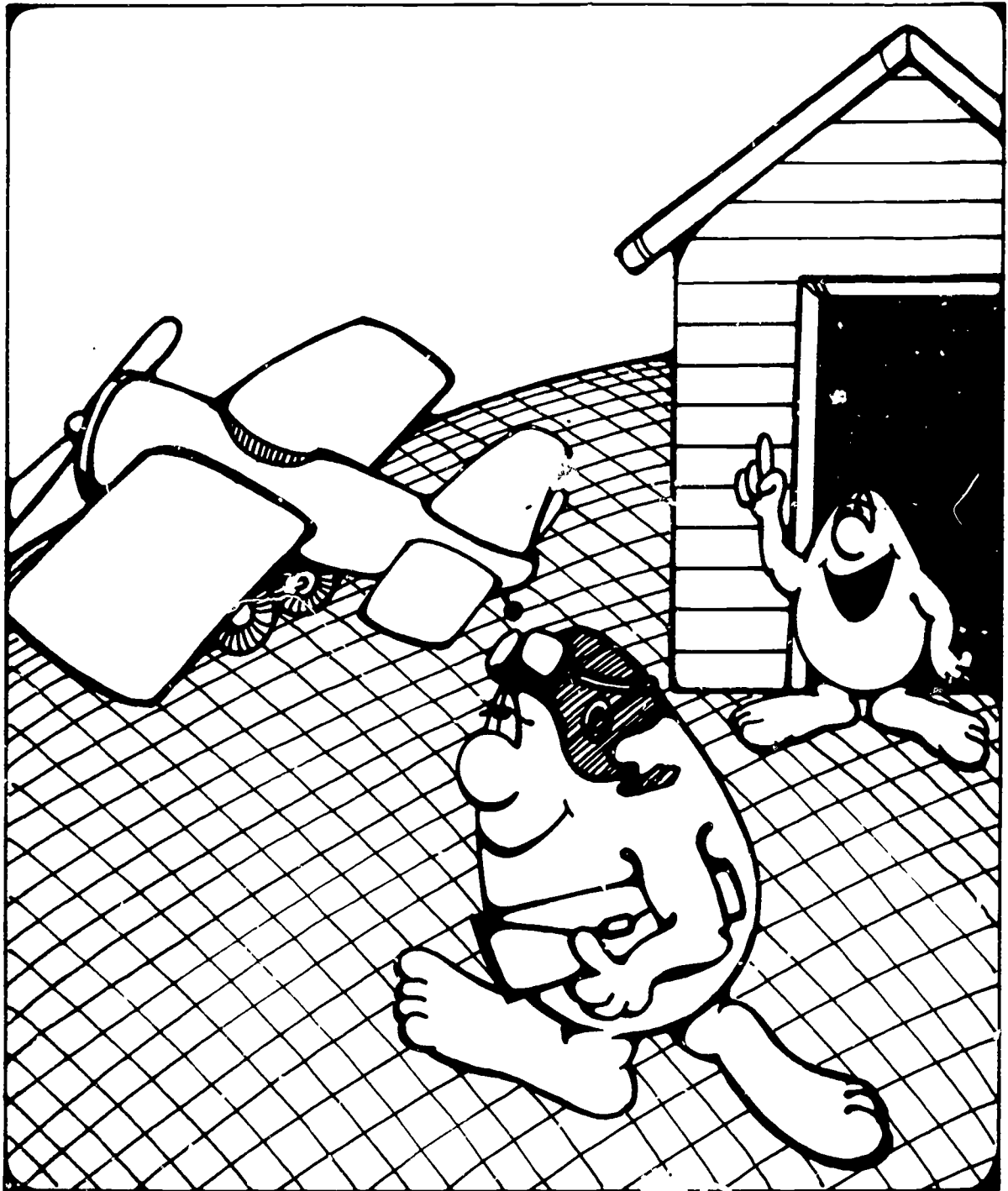
C Mm Hm. Do you see any landmarks you recognize?

S Wish I did.

C Great Balls of Fire! You idiot! That's Highway 60 right under you!

S Oh yea. Gee, Counselor, you're human after all.

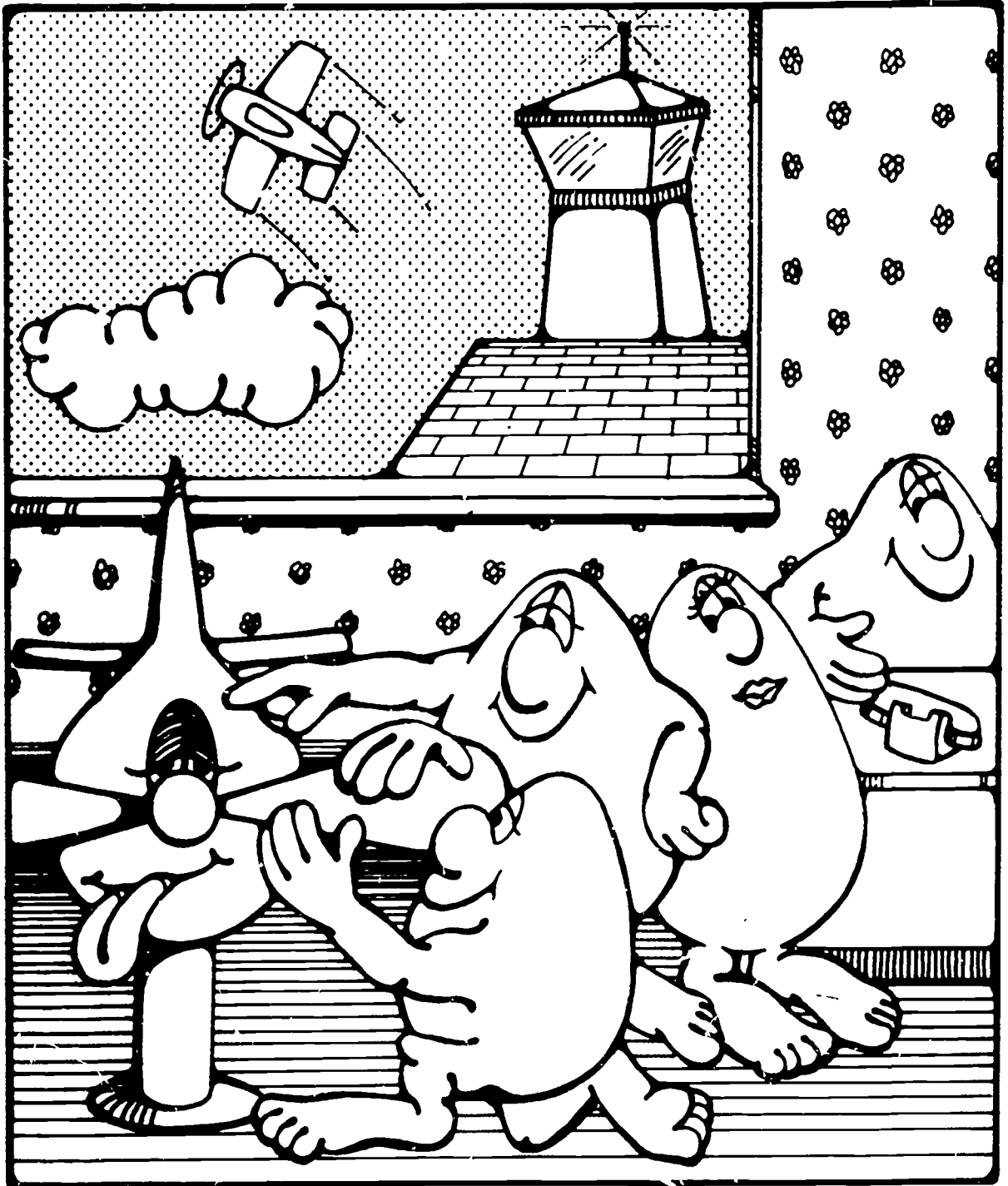
INFORMATION SERVICE



' Wait up, Roscoe. Have you done your preflight check? ' Do you have the latest weather report? Have you filed your flight plan?'

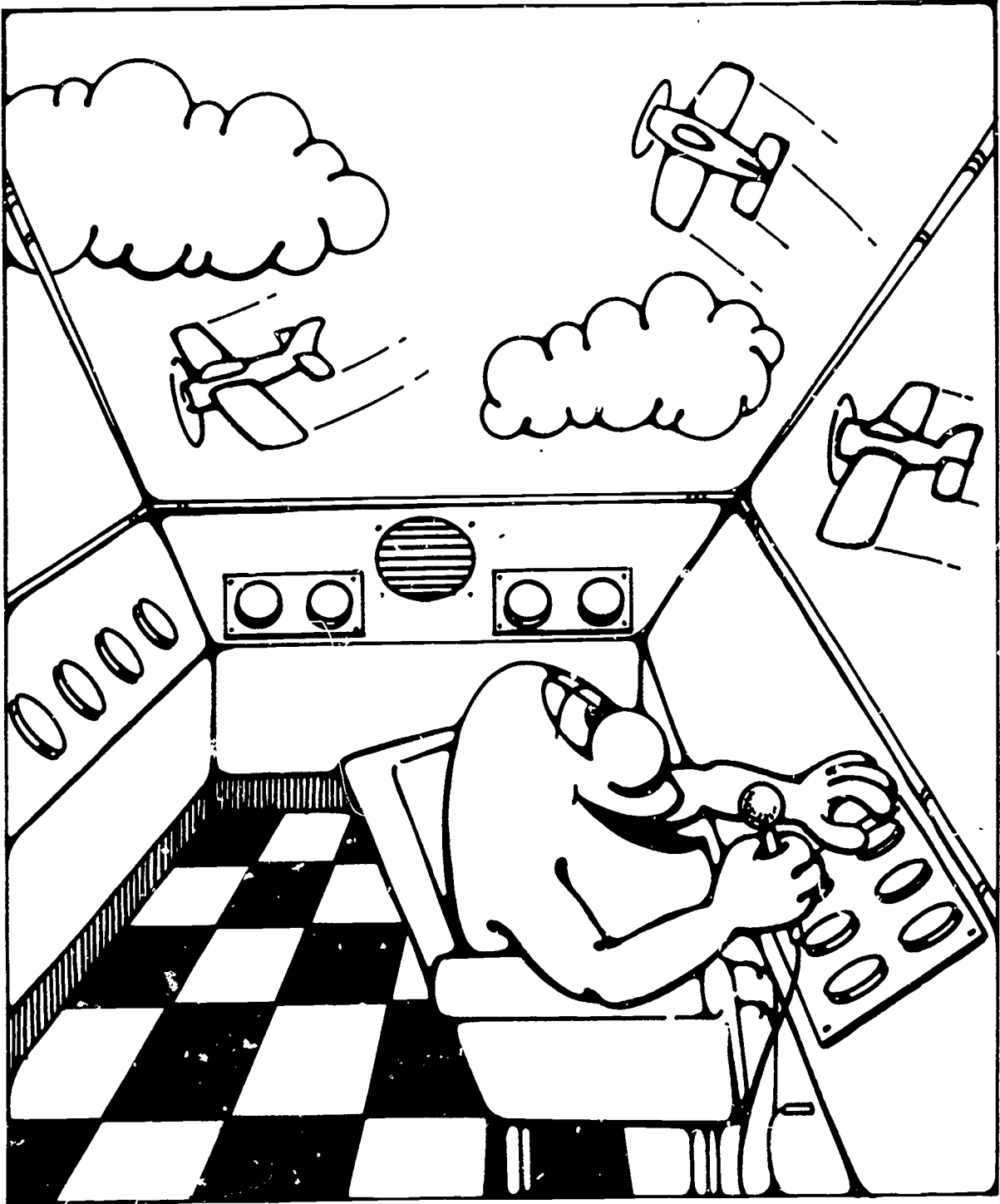
VII-43

COORDINATION AND REFERRAL SERVICE



'When we finish the tune-up, she should be ready to fly to the University airport. I'll call and check on their hanger space.'

FOLLOW-UP SERVICE



'Come in Ned. Report in. What is your location and altitude?

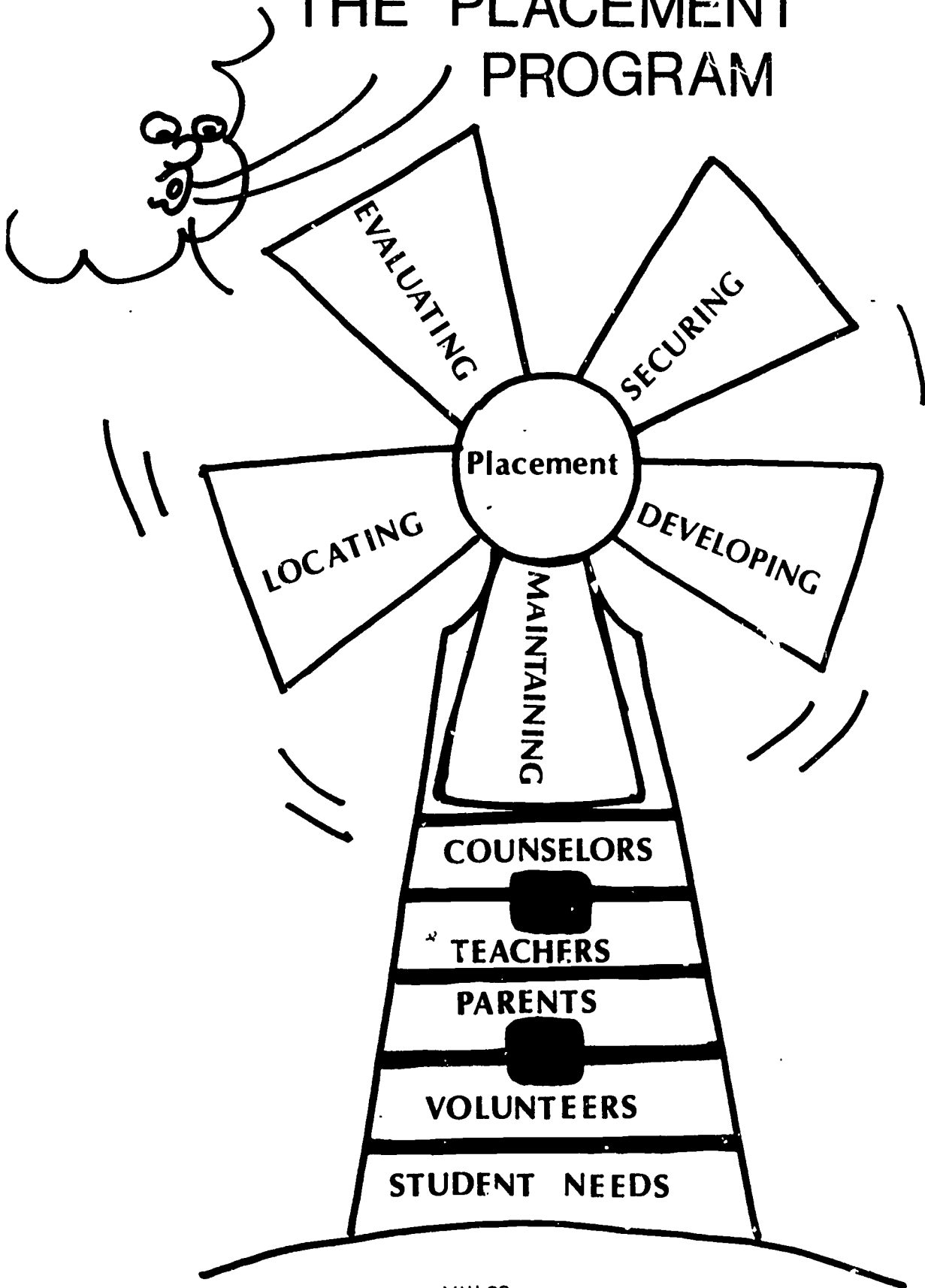
Come in Mary. Report in.

Report in-all last year's seniors, report in please!

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The Placement Program	VIII-22
The <i>Rural America Series</i>	VIII-23

THE PLACEMENT PROGRAM



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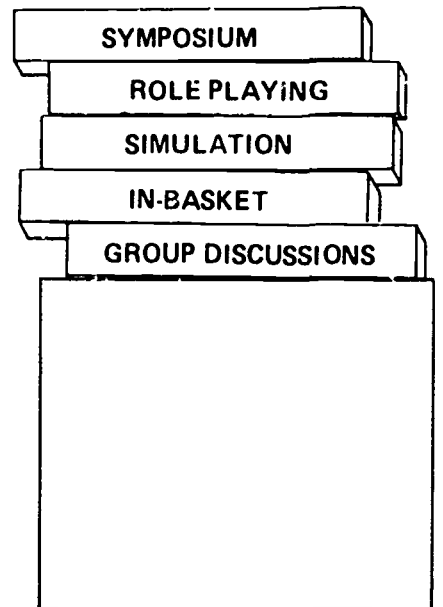
VIII-23

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Staff Development: Techniques for Workshops	IX-21
Rural America Series	IX-22

STAFF DEVELOPMENT: TECHNIQUES FOR WORKSHOPS

CASE STUDY



Note To Facilitator:

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III-39 X-22

IV-30 XI-26

V-28 XII-36

VI-27

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IX-22

LISTING OF TRANSPARENCY MASTERS

Transparency	Page
The Rural America Series	X-22

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II-41	IX-22
III-39	X-22
IV-30	XI-26
V-28	XII-36
VI-27	

DO NOT DUPLICATE THIS PAGE

X-22

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
An Everyday Word	XI-23
A Bird	XI-24
The F's Have It	XI-25
The Rural America Series	XI-26
Before and After	XI-27

"AN EVERYDAY WORD"

WASH

"A BIRD"

**A BIRD IN THE
THE HAND IS WORTHLESS**

"THE F'S HAVE IT"

**FASCINATING FAIRYTALES OF
FARAWAY LANDS ARE THE
FERTILIZER FOR THE FRUCTIFICATION
OF THE CREATIVE MINDS
OF THE FUTURE.**

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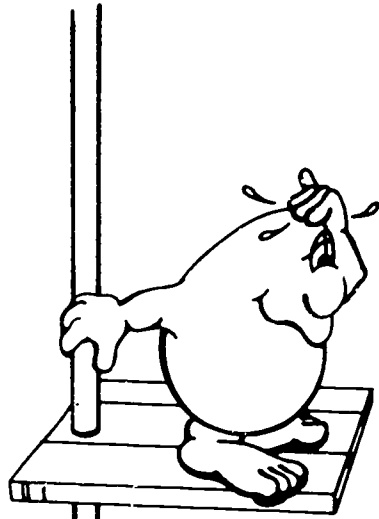
IV-30 XI-26

V-28 XII-36

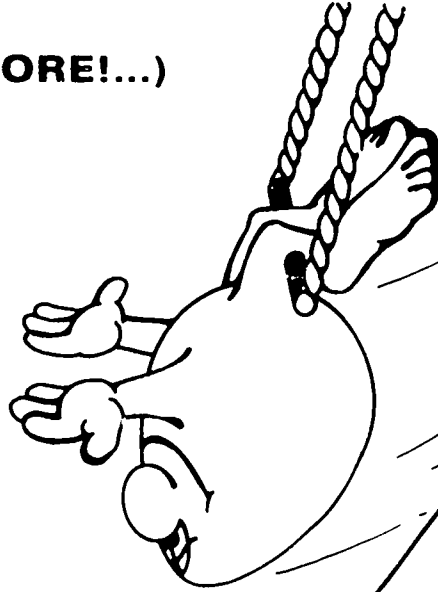
VI-27

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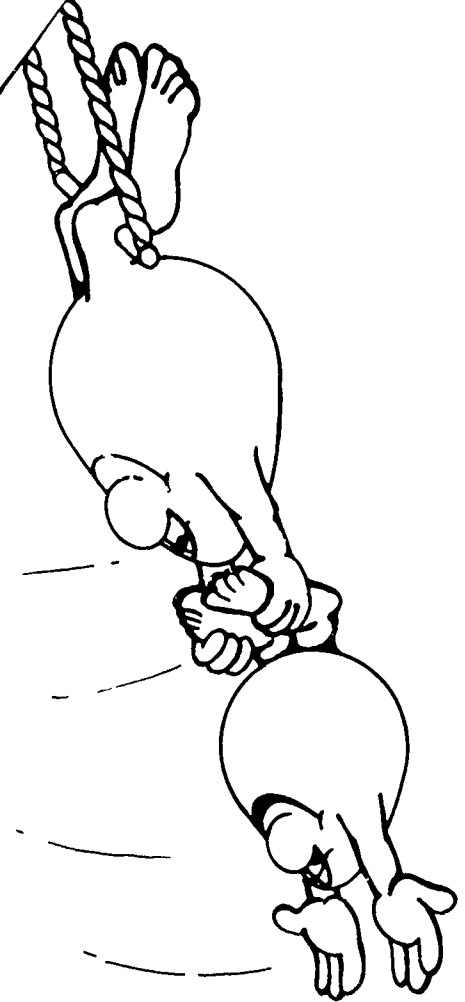
XI-26



(BEFORE!...)



**INTERACTION
WITH SIGNIFICANT OTHERS**



(AFTER!...)

XI-27

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The Rural America Series	XII-36
Evaluation as a Monster	XII-37
Evaluation as a Friend	XII-38

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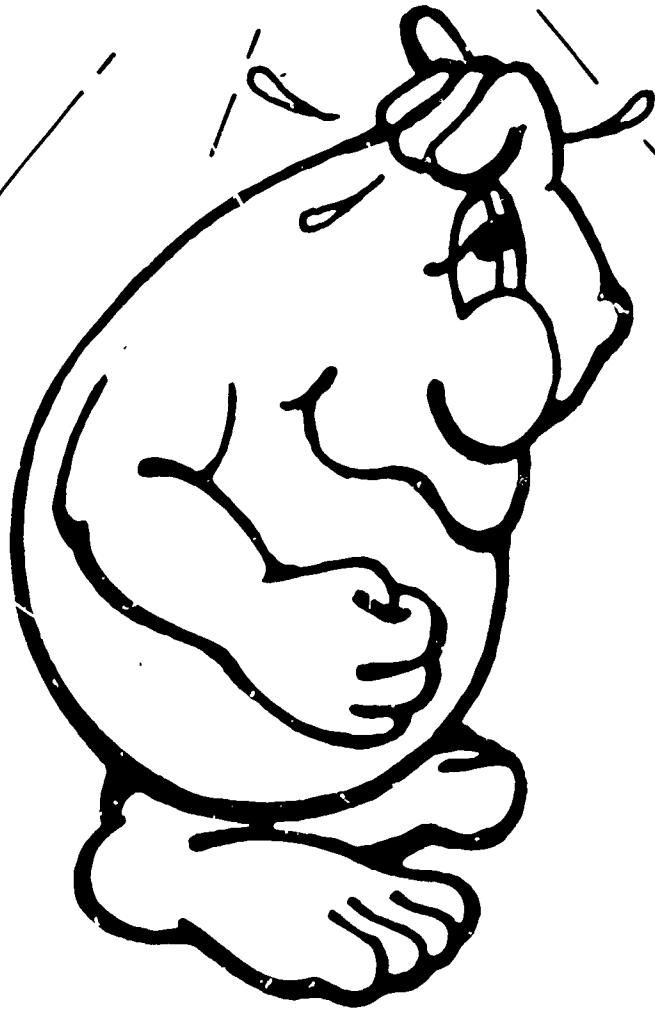
V-28 XII-36

VI-27

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XII-36

EVALUATION



XII-37

91

EVALUATION



LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Formal Cooperative Agreements	XIII-34
Informal Cooperative Agreements	XIII-35
Cooperative Agreements: A Two Way Street	XIII-36
Experience with Cooperative Relationships	XIII-37
Cooperative Agreements—Planning Implementation Cycle	XIII-38

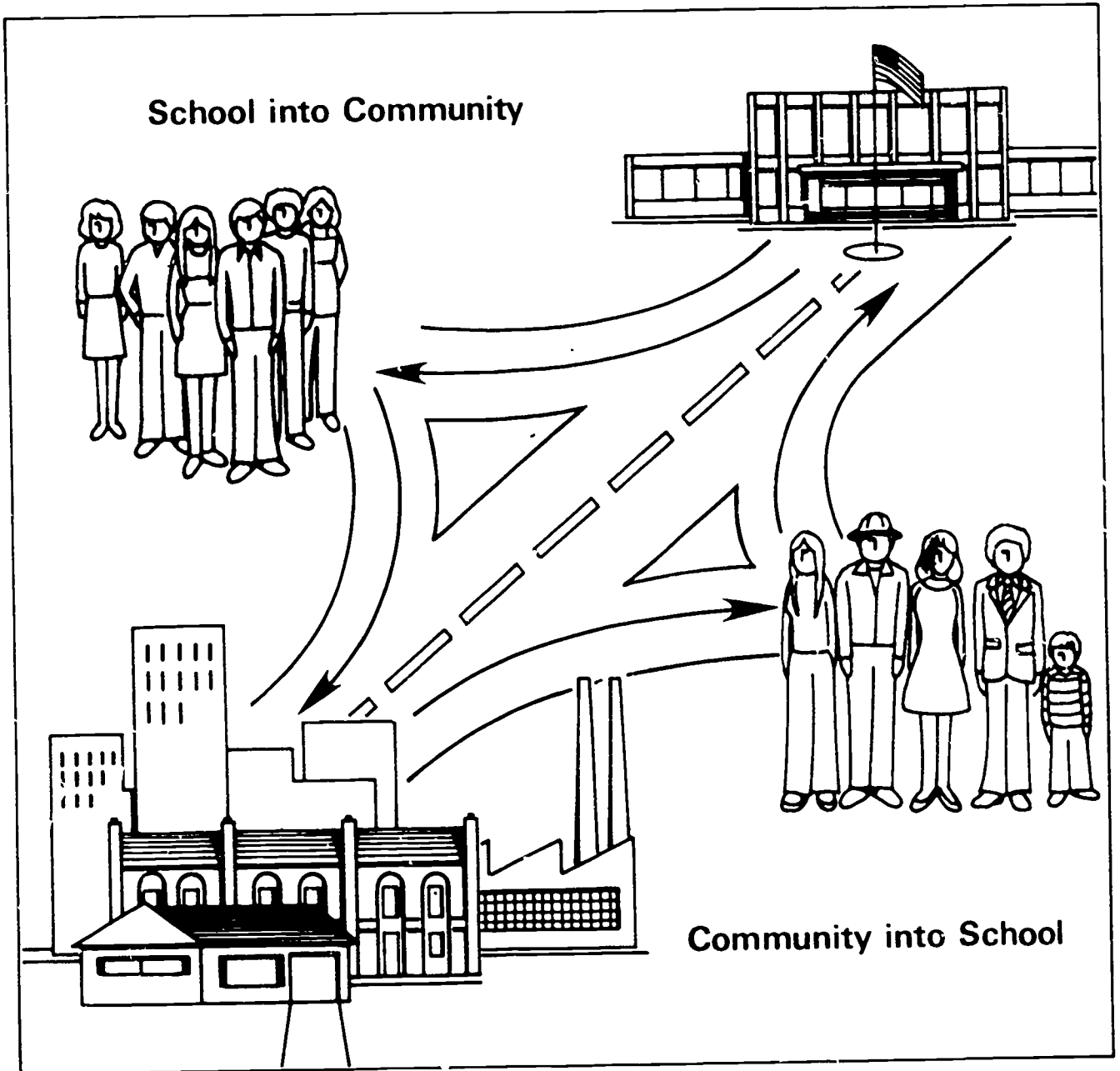
FORMAL COOPERATIVE AGREEMENTS

- **WRITTEN**
- **CONTINUE FROM YEAR TO YEAR**
- **GOALS CLEARLY DEFINED**
- **PROCEDURES CLEARLY PRESENTED**

INFORMAL COOPERATIVE AGREEMENTS

- **VERBAL**
- **OFTEN SHORT TERM**
- **GOALS MAY NOT BE PRECISE**
- **CONTINUATION OPTIONAL**

Cooperative Agreements: A Two-Way Street

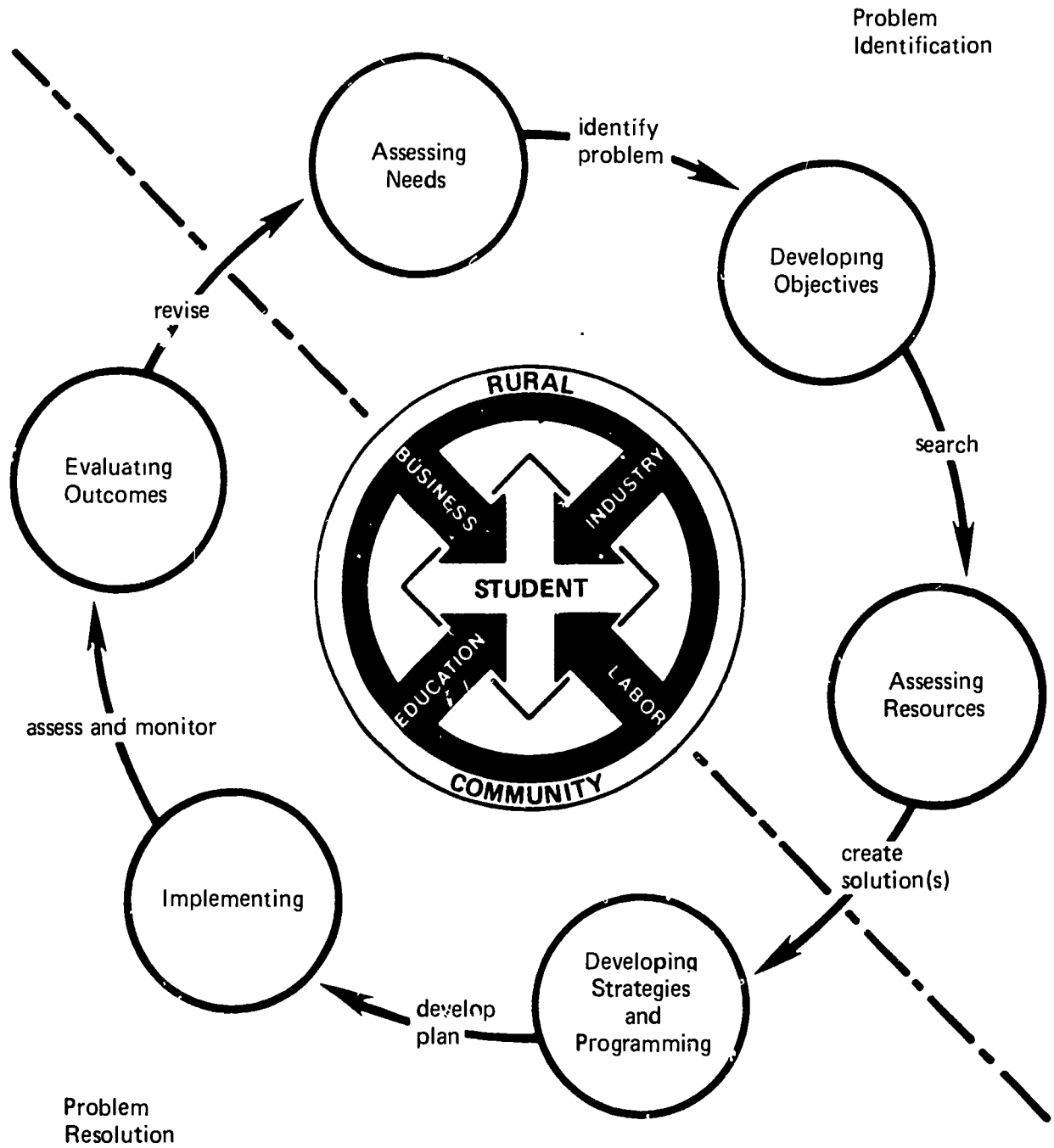


XIII-36

EXPERIENCE WITH COOPERATIVE RELATIONSHIPS

1	2	3	4	5
Formal Agreements	Informal Agreements	W/Own Class/ Group	W/2 or More Groups	Kinds of Relationships
Number _____	Number _____	Number _____	Number _____	Number _____
				Field Trips _____
				Career Days _____
				Advisory Groups _____
				Work Experience _____
Total Group Membership _____				Employment Information _____
				Community Service _____
				Other _____

Cooperative Agreements Planning-Implementation Cycle



LISTING OF TRANSPARENCY MASTER

Transparency	Page(s)
Results of Student Achievement Testing	XIV-33

RESULTS OF STUDENT ACHIEVEMENT TESTING

Subgoal Statement	Percentage Correct	Acceptable % According to Texas Norms	Difference %
The student can explain how values and interest influence career goals.	89%	91%	- 2%
The student can identify school skills needed in different occupations.	87	83	+ 4
The student understands the use of standardized tests in self-assessment of aptitudes.	74	86	-12*
The student can define a personal value system.	84	93	- 9*
The student can demonstrate skills in investigating specific occupations.	82	87	- 5*
The student can explain how supply and demand affects money rewards from many occupations.	92	86	+ 6
The student can evaluate decision-making information.	97	86	+11
The student can identify career planning processes.	81	93	-12*

*Starred differences indicate those selected as priority need areas.

THE RURAL AMERICA SERIES (HANDBOOKS)

PROBLEM IDENTIFICATION

Support Information

Planning Process

State of the Art

Planning and Implementation

Model

Needs Assessment

Career Guidance Resources

Behavioral Objectives

Resource Assessment

Evaluation

PROBLEM RESOLUTION

Career Guidance & Counseling Strategies

Support Functions

Supplemental Areas

Career Counseling

Staff Development

Facilitator's Guide

Desk Reference

Community Relations and Involvement

Cooperative Agreements

Individualized Counseling and Placement

Community Perspectives

Case Studies

Transitional Career Placement

Career Guidance Practices

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

State of the Art Review
Life Role Development Model
Career Guidance Resources

Career Guidance Program Process Handbooks

Planning and Implementation
Career Development Needs Assessment
Behavioral Objectives
Resource Assessment
Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

Career Counseling in the Rural School
Desk Reference: Facilitating Career Counseling and Placement
An Individualized Approach to Career Counseling and Career Placement
Transitional Career Placement in the Rural School
Career Guidance Practices

Career Guidance Program Support Functions Handbooks

Staff Development
Community Relations and Involvement
Rural Community Perspectives Toward Career Development

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