

DOCUMENT RESUME

ED 296 139

CE 050 426

TITLE Evaluate Co-op Students' On-the-Job Performance. Second Edition. Module J-8 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY Department of Education, Washington, DC.

REPORT NO ISBN-0-89606-223-6

PUB DATE 88

NOTE 40p.; For related modules, see ED 289 964 and CE 050 422-428.

AVAILABLE FROM American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Check Lists; Competence; *Competency Based Education; *Cooperative Education; Course Content; Course Organization; Educational Resources; Evaluation Methods; Independent Study; Learning Activities; Learning Modules; Postsecondary Education; Recordkeeping; *Student Evaluation; *Teacher Education; Teaching Methods; Vocational Education; *Vocational Education Teachers; *Work Experience Programs

ABSTRACT

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 preservice and inservice preparation of teachers and other occupational trainers in all occupational areas. This module contains three learning experiences that are designed to help teachers/student teachers to acquire skill in evaluating students' on-the-job progress. In addition, the learning experiences provide activities to help the teachers/student teachers to devise the evaluation forms and procedures they will need to conduct such evaluations. Each learning experience contains an objective, several activities, information sheets, resource lists, and a self-check with model answers. The final learning experience requires the teacher/student teacher to demonstrate competency in applying the material of the module in an actual teaching situation. (KC)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED296139

Evaluate Co-op Students' On-the-Job Performance

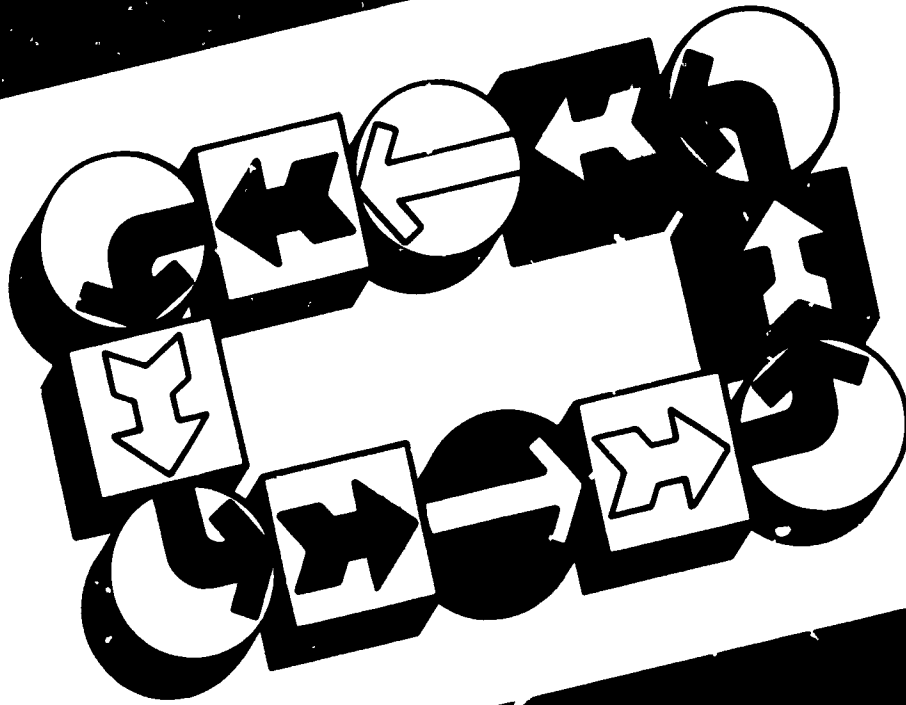
Second Edition

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



AA
VIM AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center / Athens GA 30602

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1240 KENNY ROAD • COLUMBUS OHIO 43210

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) had 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 artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Robin Ambrose for typesetting, to Marilyn MacMillan for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.



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

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.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.



**AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS**

The National Institute for Instructional Materials
120 Driftmier Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

● **MODULE
J-8**

**Evaluate Co-op Students'
On-the-Job Performance**

Second Edition

Module J-8 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

Key Program Staff:

James B. Hamilton, Program Director
Robert E. Norton, Associate Program Director
Glen E. Fardig, Specialist
Lois G. Harrington, Program Assistant
Karen M. Quinn, Program Assistant

Second Edition. Copyright © 1988 by The National Center for Research in Vocational Education, The Ohio State University, 1980 Kenny Road, Columbus, Ohio 43210.

Copyright is claimed until full term. Thereafter all portions of this work covered by this copyright will be in the public domain.

This work was developed under a contract with the Department of Education. However, the content does not necessarily reflect the position or policy of that Agency, and no official endorsement of these materials should be inferred.

1988

ISBN 0-89606-223-6

Published and distributed by the American Association for Vocational Instructional Materials (AAVIM), 120 Driftmier Engineering Center, The University of Georgia, Athens, Georgia 30602, (404) 542-2688.

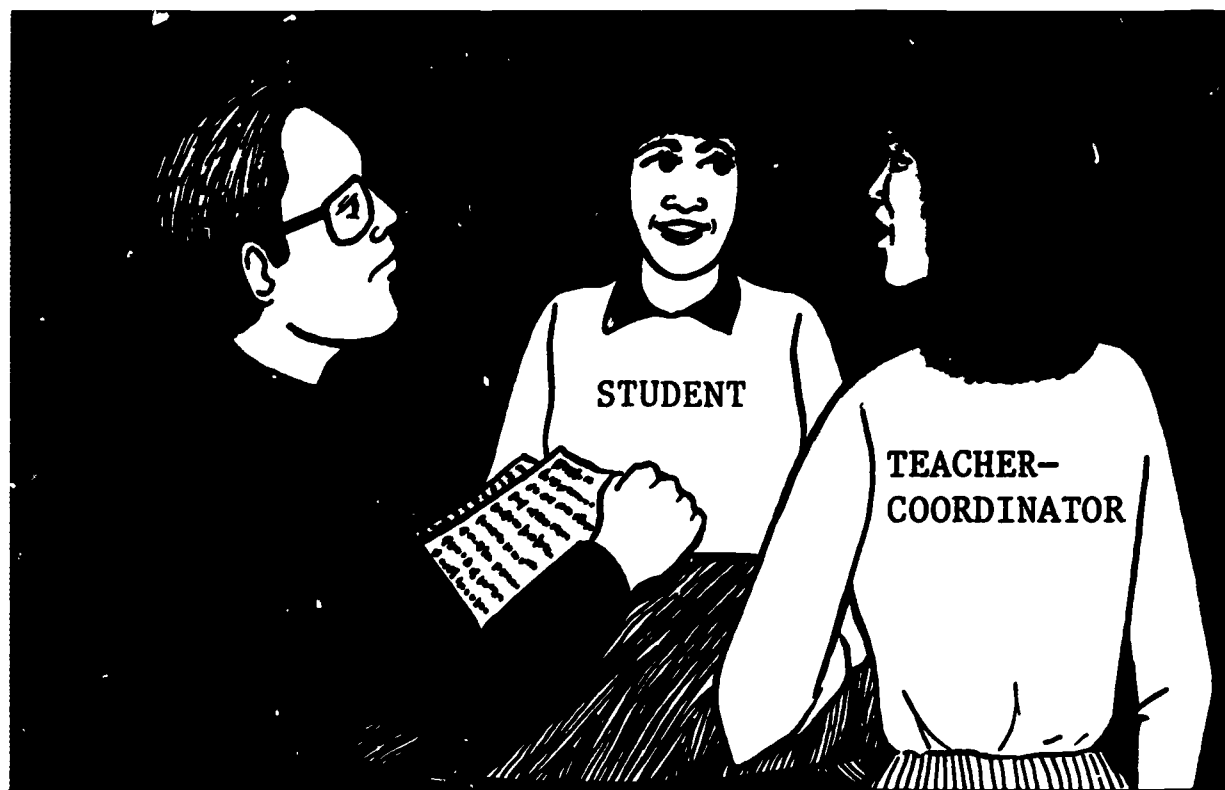
INTRODUCTION

The evaluation of each student's on-the-job progress is one of your most important duties as a teacher-coordinator. Evaluation is carried out during coordination visits and is usually accomplished by recording student progress in three categories: work attitudes and habits, personal traits and characteristics, and skills acquired.

When the evaluation process is performed by all the individuals involved in the training (i.e., you, the on-the-job instructor, and the student), the student will be more likely to understand what he/she has

accomplished and what additional learning needs to be achieved. In addition, you and the on-the-job instructor will then know what adjustments should be made in the program to meet the learning needs of the student.

This module is designed to give you skill in evaluating students' on-the-job progress. In addition, it will help you revise the evaluation forms and procedures you will need to conduct these evaluations efficiently and effectively.



ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as a teacher-coordinator in an actual teaching situation, evaluate co-op students' on-the-job performance. 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 purposes of and techniques for evaluating co-op students' on-the-job performance (*Learning Experience I*).
2. Given a case study describing one teacher-coordinator's procedures for evaluating a student's on-the-job progress, critique the performance of that teacher-coordinator (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J-1

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

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

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

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

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

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

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

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

Videotape: Richardson, Donald and Beall, Charles, "Visitations," from the series, *Coordinating Techniques* Colorado State Board for Community Colleges and Occupational Education, Colorado State University, Department of Vocational Education, Fort Collins, Colorado, 1976.

Videotape equipment to use in viewing the videotape on visitations.

A teacher-coordinator, experienced in evaluating students on the job, with whom you can discuss effective evaluation procedures.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual teaching situation in which, as part of your duties as a teacher-coordinator, you can evaluate co-op students' on-the-job performance.

A resource person to assess your competency in evaluating co-op students' on-the-job performance.

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.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of modules in the J category. Information about the complete set of the Uthe materials on the cooperative vocational program that were developed as part of a project at Michigan State University is available from AAVIM.

Learning Experience I

OVERVIEW



After completing the required reading, demonstrate knowledge of the purposes of and techniques for evaluating co-op students' on-the-job performance.



You will be reading the information sheet, *Evaluating Student Progress on the Job*, pp. 6-17.



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



You may wish to view the following videotape: "Visitations."



You may wish to meet with a teacher-coordinator in your occupational specialty who is experienced in evaluating students on the job, to review and discuss the methods he or she uses.



You will be demonstrating knowledge of the purposes of and techniques for evaluating students' on-the-job performance by completing the *Self-Check*, pp. 19-20.



You will be evaluating your competency by comparing your completed *Self-Check* with the *Model Answers*, pp. 21-22.



Well-planned, objective evaluation of students' progress on the job can make the difference in whether their training is effective in helping them achieve their career goals. For information on the areas of student performance that need to be evaluated and the techniques you can use to evaluate these areas, read the following information sheet.

EVALUATING STUDENT PROGRESS ON THE JOB

Evaluating students' progress in acquiring the necessary occupational competencies on the job is one of your key functions as a teacher-coordinator. It is through evaluation of students' progress by you, the on-the-job instructors, and the students themselves, that effective plans can be made to provide students with the experiences they need to achieve their occupational objectives and career goals.

Several specific aspects of each student's on-the-job performance will need to be evaluated:

- Progress in acquiring occupational skills
- Work attitudes and habits
- Personal traits and characteristics

Planning a systematic method for the evaluation of these three critical areas is crucial if the students' needs are to be effectively served. In addition, using a formal evaluation process, structured by standard forms, allows you to derive a final grade that is objective and valid for each student. Thus, each student's grade will be based on **documented evidence**.

Forms for Evaluation

In order to ensure that student progress is evaluated as thoroughly and objectively as possible, you will need to structure the process through the use of standardized evaluation forms. Such forms have already been developed by a number of sources, including state departments of education in individual states. Thus, you will probably be adapting forms or using existing forms recommended by your state, school, or college, rather than developing new forms of your own.



Forms for the Teacher-Coordinator

You, as teacher-coordinator, will need at least two basic types of forms: one for documenting each coordination visit you make and one for evaluating specific skills and attitudes in a structured way.

The **coordination visit form** should have space for standard information needed, such as the following:

- Student's name
- Date of visit
- Time of visit/length of visit
- Purpose of visit
- Name of training station
- Name of employer or on-the-job instructor (or training sponsor)

The form should be at least partly open-ended to provide space for your general comments regarding the visit. For example, what did you observe? What actions did you take? With whom did you meet? What specific compliments or criticisms were made? What tentative plans were discussed? What follow-up activities are needed?

Two sample coordination visit forms are shown in samples 1 and 2. Note that sample 1 does not require the name of the training station or on-the-job instructor in the heading. However, sample 1 is divided into three sections, allowing you to document your contacts with the student and with the job supervisor (on-the-job instructor) and to add other comments. By contrast, sample 2 asks for detailed information in the heading but then simply asks for "Comments."

You could use either of these forms, or a form recommended by your state or institution, or you could develop your own. For example, you could prepare a form that allows you to make comments on such specific areas as (1) observations, (2) actions taken, (3) comments made by the student, (4) comments made by the on-the-job instructor, (5) follow-up activities needed, and (6) other. The form you use should be the one that best meets your coordination and supervisory needs.

SAMPLE 1

COORDINATION VISIT FORM

Name _____

SCHEDULE	
Date	_____
Hour	_____
Minutes for Visit	_____
Period:	1 2 3 4 5 6
Visit Requested by:	Student Supervisor Coordinator

PURPOSE OF VISIT	(Check)
Observation of Student at Work	_____
Visit with Supervisor	_____
Evaluation for Period	_____
Problem Situation	_____
Other (list)	_____

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student: _____

By Job Supervisor/Employer: _____

Other: _____

Coordinator

SAMPLE 2

WEST VIRGINIA COORDINATION VISIT FORM

**Mountaineer High School
Cooperative Vocational Education Program
VISITATION AND STUDENT CONFERENCE REPORT**

Please check: Visitation _____ Student Conference _____

Name of Student _____ Date _____

Training Station _____

Training Sponsor _____

Purpose of Visit or Conference:

Comments:

The forms in samples 1 and 2 are valuable for gathering **general** data on student progress. However, a second type of form—a coordinator's observation/evaluation report—should be of greater value in forcing you to evaluate the **specific goals** set for the student.

The **coordinator's observation/evaluation report** should be a more comprehensive and all-inclusive form. An example is shown in sample 3.

Note that after the heading, sample 3 requires that the teacher-coordinator comment on specific aspects of the on-the-job situation and the student's performance, characteristics, interests, strengths, and weaknesses. Additional space is then provided for indicating further actions that need to be taken or comments that were made by the student or on-the-job instructor.

SAMPLE 3

COORDINATOR'S OF SERVATION/EVALUATION REPORT

Training Station _____ Supervisor _____

Student _____

Date _____ Time of Visit _____

Points to Observe and Evaluate	Comments
1. Attitude of the supervisor and other workers toward the student	
2. Specific tasks in which the student is engaged	
a.	
b.	
c.	
d.	
e.	
3. Personal appearance, characteristics, traits, etc.	
4. Interest in work and ability to work with others	
5. Strengths and weaknesses and problems encountered	

Other Comments: (1) need for related subject matter, (2) need for intensified and/or additional on-the-job experiences (3) need for training plan adjustments, (4) need for conference, (5) student-learner comments, (6) supervisor comments, (7) other

Before actually observing and evaluating the skills and attitudes identified in sample 3, you would need to complete item 2 by listing the specific tasks and skills in which the student to be observed is engaged. This list can be drawn from the student's training plan, which should include a schedule of tasks to be learned and/or performed on the job.¹ Using the training plan as a basis for your list also allows you to check to see if the training plan is actually being followed.

You should not include on the evaluation form all the tasks listed in the training plan. Skills that will be undertaken at a later date need not be included.

However, once a skill has been undertaken, it may need to be listed and reevaluated on each successive evaluation form.

In sample 3, the right-hand column is headed "Comments." You could choose instead to have a rating scale (e.g. Poor—Fair—Good—Excellent) in this column for indicating how well the student is performing on each item. However, since it is neither possible nor practical for you to observe and evaluate a student's performance in all aspects of a job on a daily basis, using "Comments" allows you to prepare a more meaningful general evaluation.

¹ To gain skill in developing a training plan, you may wish to refer to Module J-5, *Place Co-op Students on the Job*

Forms for the On-the-Job Instructor

The forms used by the on-the-job instructor need to be more detailed and structured than the forms you use yourself. The more straightforward and clearcut the form is, the more likely it is that the ratings will be interpreted correctly and that all relevant areas of student performance will get evaluated. The forms should provide for feedback on (1) whether the student is gaining competence in the occupation, (2) the effectiveness of the learning experiences, and (3) strengths and weaknesses in the student's performance.

The on-the-job instructor is also responsible for evaluating the three areas of student performance: skills, work habits or attitudes, and personal characteristics. The skills can again be drawn from the training plan. The specific work habits, attitudes, and personal characteristics included should be those that are essential to job success. Some of these areas may be specified in the training plan, but in general, the following areas should be considered:

- Ability to get along with others
- Speed of work
- Attention to details
- Attitude toward work
- Dependability
- Initiative
- Personal appearance
- Leadership ability
- Job competence
- Response to supervision
- Quality of work
- Ability to follow directions
- Attendance and punctuality
- Responsibility
- Interest in learning
- Self-confidence
- Adaptability
- Potential for success in the occupation

Each of the areas identified on the evaluation form should be discussed with the on-the-job instructor, and you should identify any attributes that are especially important. Then, more detailed items can be developed for those attributes. For example, an item that asks the on-the-job instructor to rate a student's "dependability" is vague. The term "dependability" needs to be further clarified.

Two examples of evaluation forms for on-the-job instructors are shown in samples 4 and 5. Note how they further define the item on "dependability" so that a person using the form is more sure what he

or she is rating. Also note that sample 5 does not include a list of specific skills to be evaluated; a separate form is used in West Virginia to assess that area.

The form you finally devise should have space for identifying data (e.g., name, date, and training station). It should also give clear directions for completion. Even so, the on-the-job instructor should not be expected to use any form without your assistance. You should explain in advance to the instructor how the form is to be completed and what the items on the rating scale mean. Some teacher-coordinators have the on-the-job instructor complete the evaluation forms with their assistance and input; however, this is not required.

Forms for the Student

Students should be directly involved in the evaluation process and may rate themselves in the same areas as the on-the-job instructor does. This self-evaluation could be done using the same evaluation form (e.g., samples 4 and 5).

In addition, the students should report to you weekly on (1) the tasks they have done, (2) the hours they have worked each day, (3) their successes and problems, and (4) criticisms or compliments they received. Examples of two such weekly reports are shown in samples 6 and 7. These reports provide you with feedback concerning the student's work routine and job satisfaction, and they allow you to check attendance.



SAMPLE 4

**EVALUATION FORM FOR
ON-THE-JOB INSTRUCTORS**

PROGRESS REPORT

- AG HEALTH
- BOE H. EC.
- DE T & I
- Other

Name: _____

Evaluation Period: 1 2 3 4 5 6 From _____ to _____

By prior agreement this student was assigned to the tasks listed below. If the student has been asked to work on other major tasks, please add them to this list. Please give your honest opinion about the progress and achievement of this student so that the student can be assisted in making improvement.

Please judge the student in the same way you would any other beginning worker.

ASSIGNED TASKS	UNDERSTANDS			PRODUCTION			QUALITY OF WORK			SUGGESTED IMPROVEMENTS
	YES	?	NO	FAIR	GOOD	EXCEL.	FAIR	GOOD	EXCEL.	
OVERALL PERFORMANCE							NEEDS HELP	WEAK	AVERAGE	GOOD
Punctual: Gets to work on time No. of Times Absent _____ No. of Times Tardy _____										
Appearance: Neat, well groomed, appropriately dressed										
Dependability: Prompt, trustworthy, follows directions, meets obligations										
Adeptability: Catches on fast, follows detailed instruction well, can switch jobs easily										
Ability to get along: Cooperative, well mannered, has social and emotional stability										
Job attitude: Enthusiastic, a good team worker, willing to work and cooperate, desires to improve										
Initiative: Able to work without supervision, sees things to do										
Accepts suggestions: Eager to improve, seeks assistance, follows through										

Do you think this student is performing as well as any other beginning worker in the same job? Yes No Not sure (Why?) _____

Do you plan to ask the student to assume new duties in the next two months? Yes No If yes, what duties? _____

If there have been any problems with this student in the last two months, describe the circumstances and the outcome or the back of this sheet.

Date _____ Signature _____

Company _____

UTHE/79

SAMPLE 5

WEST VIRGINIA EVALUATION FORM FOR ON-THE-JOB INSTRUCTORS

Mountaineer High School Cooperative Vocational Education Program STUDENT TRAINING STATION PROGRESS REPORT

Name of Student _____

Training Station _____

Period Covered _____

TO THE EMPLOYER: In each category place one check mark opposite the one phrase that describes the student's performance most accurately.

ABILITY TO FOLLOW INSTRUCTIONS

- ___ Uses initiative in interpreting and following instructions
- ___ Usually follows instructions with no difficulty
- ___ Follows instructions with some difficulty
- ___ Needs repeated detailed instructions

APPEARANCE

- Exceptionally neat and appropriately dressed
- ___ Neat and appropriately dressed
- ___ Satisfactory in appearance and dress
- ___ Sometimes neglectful of appearance and dress

ATTITUDE TOWARD WORK

- ___ Takes a keen interest in the training and takes initiative to learn
- ___ Shows interest in training and has desire to learn
- ___ Has some interest in the training
- ___ Shows little interest or enthusiasm for the training

PUBLIC RELATIONS

- ___ Extremely tactful and understanding in dealing with all types of customers
- ___ Usually poised, courteous, and tactful in dealing with people
- ___ Tries to please customers
- ___ Sometimes lacks poise and seems indifferent to others

DEPENDABILITY

- ___ Meets all obligations unfailingly without supervision
- ___ Meets obligations with very little supervision
- ___ Meets obligations under careful supervision
- ___ Sometimes fails to meet obligations even under careful supervision

EXPENSE CONSCIOUSNESS

- Extremely careful in using materials and equipment
- Uses good judgment in using materials and equipment
- Takes average care in using materials and equipment
- Careless in using equipment and materials

JOB SKILLS

- Possesses all the essential skills and related information
- Has an above-average command of the essential skills and related information
- Has an acceptable command of the essential skills and related information
- Lacks essential skills and related information

OBSERVANCE OF RULES

- Always observes company rules
- Seldom disregards company rules
- Observes most company rules
- Frequently neglects company rules

QUALITY OF WORK

- Has aptitude for doing neat, accurate work and exceeding the requirements
- Does more than required amount of neat, accurate work
- Does normal amount of acceptable work
- Does less than required amount of satisfactory work

ATTENDANCE AND PUNCTUALITY

- Never absent or late without good cause
- Seldom absent or late without good cause
- Occasionally absent or late
- Frequently absent or late

COOPERATION

- Always cooperates eagerly and cheerfully
- Usually cooperates eagerly and cheerfully
- Cooperates willingly when asked
- Cooperates reluctantly

WORK AREA

- Keeps work area outstandingly neat and efficiently organized
- Takes pride in appearance and arrangement of work area
- Follows good housekeeping rules
- Allows work area to become disorganized and untidy

OVERALL EVALUATION OF STUDENT'S TRAINING PROGRESS

- Outstanding
- Above average
- Average
- Below average
- Poor

Signature of Training Sponsor

Date

NOTE: Please add any comments you wish to make on back of this report.

Signature of Teacher-Coordinator

Date

Assigned Grade

SAMPLE 6

EVALUATION FORM FOR STUDENTS

WEEKLY REPORT

Name _____ Week Ending _____

Firm _____

HOURS WORKED

LIST ROUTINE TASKS	S	M	T	W	T	F	S
LIST NEW TASKS							
TOTAL HOURS WORKED DAILY							

TOTAL HOURS WORKED THIS WEEK _____

Describe in a paragraph some event that happened this week that made you feel good.

Describe in a paragraph some event with which you had a problem or which made you feel uncomfortable.

List in exact words any criticisms or compliments you received this week.

UTHE/72

SAMPLE 7

WEST VIRGINIA EVALUATION FORM FOR STUDENTS

STUDENT WEEKLY REPORT

Name _____ Age ____ USOE Code # _____						
Training Station _____ Type of Employment _____						
Day	Date	Class Attendance Hours	Work on School Time	Total Hours Worked	Hourly Rate	Gross Total Wages Earned
Totals						

Total amount of sales for week (if applicable) \$ _____

Kinds of Work Done During the Week	Approximate Hours on Each

CUMULATIVE TOTALS (from week to week):

Class Attendance Hours	School Time	Total Hours Worked	Average Wage Per Hour	Gross Total Earned	Quarter Reported (circle)
					1 2 3 4

When to Evaluate

You need to complete a form **each time** you visit a student on the job or confer with a student or on-the-job instructor regarding a problem or student progress. At least one visit or conference a month per student should be planned. You may use a general form (see samples 1 and 2) to document most of your visits. However, at least once during each grading period, you should use a more detailed form (see sample 3) to ensure that you observe and evaluate key items.

The on-the-job instructor needs to provide you with informal feedback each time you visit. In addition, he or she should evaluate the student's performance using a structured form (see sample 4 or 5) at the end of each grading period.

However, evaluation **should** be more frequent. Evaluation needs to be a **continual** process. If evaluation of student progress and specific aspects of student performance is delayed until late in the grading period, problems may go unsolved, and minor problems may become major ones before they are noticed.

Two or three weeks after the student reports to the training station is not too early for the first evaluation. The sooner problems are identified, the sooner (and usually the more easily) they can be solved.

The students also should be encouraged to provide you with informal feedback during visits and during related instruction classes. In addition, students should provide **weekly** feedback using structured forms (see samples 6 and 7). If desired, students can evaluate their own performance each time they are evaluated by the on-the-job instructor, using the same form as the instructor.



How to Use Evaluation Data

With a proper evaluation plan, you will tap a variety of sources in your efforts to gather a wide range of feedback concerning each student's performance and progress on the job. For example, you may gather feedback from the following sources:

- Informal feedback from the student
- Informal feedback from the on-the-job instructor
- Weekly reports from the student
- Progress reports from the on-the-job instructor (and perhaps from the student)
- Coordination visit reports
- Coordinator's observation/evaluation reports

These data can be combined with evaluation data concerning the student's performance in the related instruction class to derive an overall grade for the grading period. However, these data serve key functions **during** the training also. One use has already been mentioned: by getting feedback on student progress from the student, the on-the-job instructor, and your own observations, you can identify and correct minor problems before they become major ones.

In addition, these evaluations will help you to do the following:

- Identify a student's strengths
- Identify a student's weaknesses or areas that need correction or improvement
- Identify weaknesses in the on-the-job instruction
- Identify the need for a student to be reassigned or rotated to a new work area
- Determine whether the training plan is being followed
- Identify changes that should be made in the training plan

One crucial use of the evaluation data is as a basis for discussion with both the student and the on-the-job instructor. Each time that formal evaluations of student progress are made, the evaluations should be reviewed with the student so that the student (1) has a chance to provide additional input and (2) is well aware of the areas in which he or she is perceived to be strong and weak.

If the student has completed a progress report for self-evaluation purposes, this report can be compared to the on-the-job instructor's report. Then, differences in ratings can be discussed and reconciled. This is an excellent device for identifying a student who has an inaccurate impression of his or her level of performance.

If a student did not complete a self-evaluation form, you and/or the on-the-job instructor should review the evaluation with the student so a mutual understanding can be reached. Then, the on-the-job instructor and student can confer and work toward achieving the student's maximum occupational development.

Each time a student is evaluated, the evaluator must be sure to recognize the student's achievements and strong points in order to motivate the student to continue his/her occupational growth. It is good to start the discussion with the strengths that have been observed and reported in order to help the student maintain a positive attitude toward him/herself and the training program.

Both you and the on-the-job instructor must strive to point out weak areas in a manner that will not be harsh or destructive. Knowledge of weaknesses is necessary before improvements can be made. However, getting hit over the head with one's errors does not normally trigger self-motivation.

Constructive criticism is just what the words imply—**constructive**. If a weakness is discovered, then criticism alone is not enough. You and the on-the-job instructor must offer realistic suggestions and methods for improvement. Most important, you both must provide the student with the direction and motivation to follow and implement the prescribed methods for improvement.

A prime objective of evaluation is to identify strengths, weaknesses, and progress being made in order to assist the student in attaining his/her occupational objective. Therefore, it is good practice for you, the on-the-job instructor, and the student to confer together. Keep in mind that if an on-the-job instructor is to be involved in the conference, you

need to make arrangements with that instructor in advance in order to ensure that the conference is scheduled at a convenient time and in a private place and that you can have his or her undivided attention.

One outcome of such a conference should be general agreement and a written report (evaluation form) regarding the strengths, weaknesses, and progress being made by the student. More important, however, should be general agreement regarding steps to be taken to improve student performance and/or new tasks to be added to his/her training program.

In some situations, it may be evident that a student lacks the ability or the desire to achieve success in the occupation he or she has chosen. Or, it may be apparent that the cooperating employer is unable or unwilling to provide the necessary learning experiences. In such cases, the student can be reassigned. More often, however, minor adjustments in on-the-job experiences would be the primary outcome expected of the conferences.

Following the identification of strengths and weaknesses in the student's performance, priorities for improvement should be discussed. Decisions may need to be made affecting future actions of all three participants. The specific steps the student is to take should be agreed upon and added to the training plan and/or coordination visit report. Special attention to be given by you, the **teacher-coordinator**, in the related classroom instruction should be identified. And additional efforts, emphasis, and/or experiences to be provided by the **on-the-job instructor** should be established.

You should follow up on the results of these decisions as part of the next coordination visit. You should also refer to records of the previous evaluation each time that an evaluation of student progress is made.

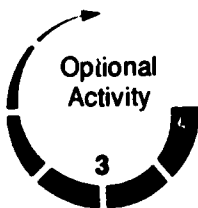
Such specific attention, shared by you, the on-the-job instructor, and the student, can point up needed adjustments and can help ensure a meaningful and productive training period for each student on the job.



For further information on evaluating student progress on the job, you may wish to read sections dealing with this topic in one or more of the following supplementary references:

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

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



You may wish to view the following videotape: "Visitations" from the series, *Coordinating Techniques*, by Richardson and Beall, Colorado State University. This videotape shows a teacher-coordinator engaged in a visit with the training sponsor for the purpose of checking student progress against the training plan.



You may wish to arrange through your resource person to meet with a teacher-coordinator in your occupational specialty who is experienced in evaluating students on the job. You could discuss with this person how he/she evaluates students on the job. This person could also be asked to recommend forms to use, procedures to follow, and/or problems to avoid.



The following items check your comprehension of the material in the information sheet, *Evaluating Student Progress on the Job*, pp. 6-17. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

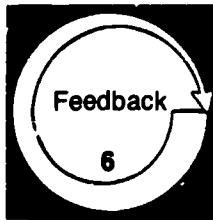
1. Why is evaluation of students on the job such a critical part of your duties as a teacher-coordinator?

2. What part do the teacher-coordinator's observation/evaluation forms play in the total evaluation process?

3. How does the training plan fit into the evaluation process?

4. Why is it necessary to list specific skills and attitudes on the evaluation forms, especially those to be used by the on-the-job instructor?

5. How should students be involved in the evaluation process, and why is this involvement important?



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

MODEL ANSWERS

1. Evaluation is a necessary tool for determining what progress each student is making on the job. If, as a teacher-coordinator, you merely observe students periodically, then you cannot get a clear impression of the quality of the training each student is receiving. Problems do not always surface in a one-hour observation. Furthermore, filling out a general observation form does not force you to focus on the specific skills the student should be mastering.

Developing a formal evaluation plan that involves getting feedback through observations and from the on-the-job instructor and the student helps ensure that all problems are clearly identified. It is essential to the evaluation effort to devise forms that identify the specific skills and attitudes to be evaluated, which each party can use in evaluating student progress.

These forms help ensure that the training plan is being followed, that the training plan is adequate, and that the student is receiving quality on-the-job training. Finally, this type of thorough evaluation gives you ample information for solving problems that have arisen or for modifying the training program to meet the student's needs more fully.

2. The forms completed by the teacher-coordinator tell only one-third of the story. The on-the-job instructor, who is in daily contact with the student on the job, is in the best position to evaluate student progress, but may not be a skilled evaluator. The student who is being trained will have some ideas about whether the training he or she is receiving is satisfactory, but the student may not be able to pinpoint the exact weaknesses or problems.

The teacher-coordinator's observation/evaluation forms add further clarification to these other opinions in regard to the quality of the training and the student's performance. Notes on activities observed or comments made by the student or instructor can help you, the teacher-coordinator, identify the strengths and weaknesses in both the training program and the student's performance.

Documenting coordination visits and evaluating students' skills and attitudes using standard forms forces you to think through what you have observed. It also provides a means of remembering what happened at each visit. In addition, these forms give you a written record on which to base decisions about problems that need to be solved, additional experiences a student needs to have, or other further actions that need to be taken.

3. The training plan serves as the primary basis for the training. It includes a detailed listing of the activities the student should be involved in and the skills and attitudes he or she should develop as a result of the training.

Since the training plan outlines what **should** happen if the student is to meet his or her immediate and long-range occupational objectives and career goals, it should be used as a basis for evaluating what **is**, in fact, happening. By using the training plan as a basis for evaluation, you can determine whether the training plan is being followed. If it is not being followed, you can determine what adjustments need to be made to either the training plan or the training itself.

4. General comments on student progress are helpful, but they do not necessarily address the specific skills and attitudes outlined in the training plan. To guarantee that the student is getting the skills needed to meet his or her career goals, these skills should be listed on the evaluation form and evaluated periodically.

It is especially important that the forms used by the on-the-job instructor list the skills because this serves as another reminder of the skills to be developed by the student. In addition, since on-the-job instructors are not necessarily skilled evaluators, they need a more detailed, structured device in order to ensure a thorough, objective evaluation.

5. Students need to be heavily involved in the evaluation process. They need to have input and provide you with their assessments of how well they are progressing. They need to be kept informed about how others have evaluated their progress. Each time you or an on-the-job instructor evaluates a student, that student should be conferred with so he or she understands exactly how well he or she is doing.

Evaluation is not just a device for deriving grades for the students. It is a means of assessing progress continually so that (1) students can be kept apprised of the progress they are making, their strengths and weaknesses, (2) problems can be identified and solved before they become unmanageable, and (3) adjustments can be made to the training or the training plan as needed.

Level of Performance: Your written responses to the self-check items should have covered the same major points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, *Evaluating Student Progress on the Job*, pp. 6-17, or check with your resource person if necessary.

Learning Experience II

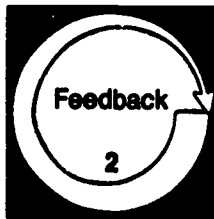
OVERVIEW



Given a case study describing one teacher-coordinator's procedures for evaluating a student's on-the-job progress, critique the performance of that teacher-coordinator.



You will be reading the Case Study, pp. 24-28, and critiquing the performance of the teacher-coordinator described.



You will be evaluating your competency in critiquing the teacher-coordinator's performance in evaluating a student's on-the-job progress by comparing your completed critique with the Model Critique, pp. 29-30.



Read the following case study describing how Mr. Chandler, a teacher-coordinator, evaluated a student's on-the-job progress. As you read, try to determine what Mr. Chandler is doing right and what he is doing wrong. At the end of the situation are some key questions. Using these questions as a guide, prepare a written critique of Mr. Chandler's performance in evaluating the student's on-the-job progress.

CASE STUDY

Mr. Chandler is a teacher-coordinator for a cooperative program for business and office education. One of his students, Betty Scott, has been placed at the Midwest Insurance Company with Mrs. Wilson as her on-the-job instructor. Her training plan calls for her to have initial experiences in delivering messages, filing, duplicating and stapling, and typing correspondence.

Betty is 16 years old. Her only previous work experience has been babysitting, but she wishes to become a secretary at an insurance company. She has taken business courses (basic business, typing, shorthand, and bookkeeping) through high school, but her grades have not been outstanding. She got C's in basic business, a B and a C in typing, and D's in both shorthand and bookkeeping.

Betty's teachers indicated that Betty tries hard but lacks poise, maturity, and coordination. According to these teachers, her reading, spelling, and math skills are deficient. However, her typing teacher says that she is pleasant, energetic, and hard working and has a good attitude.

During Betty's recruitment interview, she appeared unconcerned and casual about her academic deficiencies. She didn't seem to see the relationship between schoolwork and job preparation. At that time, she appeared more interested in getting any job to earn money than in being a career secretary.

Betty has been on the job now for just a few weeks. Before sending her to the training station, Mr. Chandler gave her copies of the weekly reports he wanted Mrs. Wilson to complete and the progress reports he wanted Mrs. Wilson to complete. Copies of these forms are shown on pp. 25-26. Mr. Chandler carefully explained to Betty the purposes of these forms and gave directions on how they were to be completed. He asked her to give the progress report forms to Mrs. Wilson and to tell Mrs. Wilson to complete one every three weeks.

After three weeks, Mr. Chandler made a coordination visit to Betty's training station. He always conducted his first visit early so he could catch any

problems early in the game. He met first with Mrs. Wilson, who indicated that Betty had made some progress. However, she indicated that Betty was reluctant to ask questions, which led to many problems, some major.

For example, Betty delivered files to the wrong desks because she was unsure of the location of certain persons' desks. In addition, she sometimes dressed too flashily for the office. Mrs. Wilson has discussed these things with Betty, and there has been some improvement.

Mr. Chandler indicated that he would take time in related class to reiterate the need for Betty to ask questions and to dress more conservatively. Mr. Chandler then closed the meeting by asking for Mrs. Wilson's completed progress report (see p. 27), and proceeded to Betty's desk.

Mr. Chandler asked Betty to explain to him what she was involved in at the moment and then had her describe the filing system to him. He asked her some general questions about problems she had encountered, but she didn't seem to feel there were any problems.

Mr. Chandler then returned to school and filled out a coordination visit report (see p. 28) and filed it and Mrs. Wilson's progress report in Betty's file. In filing these forms, he noticed that Mrs. Wilson had not completed the progress report; instead, it had been completed by the firm's president, Mr. Midwest. He added a note on his coordination visit report to check with Mrs. Wilson to see why Mr. Midwest had completed the form, and then dropped the forms into the file and shut the drawer.

What are the strengths of Mr. Chandler's evaluation procedures? What key errors did he make or what are the major weaknesses in his evaluation procedures? How could Mr. Chandler improve the way he evaluates students on the job?

SOURCE Information about Betty and her job situation is adapted from Uthe, *The Cooperative Vocational Program: Instructional Planning*, 1972

PROGRESS REPORT

Trainee _____ Date _____

Employer or On-the-Job Instructor _____

From _____ To _____

Your constructive criticism helps us to provide the necessary instructional training. Please evaluate the following traits of the trainee by checking (✓) the appropriate rating.

(0) Not applicable (1) Unsatisfactory (2) Poor (3) Good (4) Very good (5) Excellent

	0	1	2	3	4	5
Personal traits:						
Dependability.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest in work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tact.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promptness.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to:						
Understand instructions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow directions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stay on the job.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take suggestions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business techniques:						
Meeting people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of telephone.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of supplies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work-area housekeeping.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

WEEKLY REPORT

Name _____ Week Ending _____

Firm _____

HOURS WORKED

LIST ROUTINE TASKS	S	M	T	W	T	F	S
LIST NEW TASKS							
TOTAL HOURS WORKED DAILY							

TOTAL HOURS WORKED THIS WEEK _____

Describe in a paragraph some event that happened this week that made you feel good.

Describe in a paragraph some event with which you had a problem or which made you feel uncomfortable.

List in exact words any criticisms or compliments you received this week.

UTHE/72

PROGRESS REPORT

Trainee Betty Scott Date 9/26/86

Employer or On-the-Job Instructor Mr. Midwest

From 9/8/86 To 9/26/86

Your constructive criticism helps us to provide the necessary instructional training. Please evaluate the following traits of the trainee by checking (✓) the appropriate rating.

(0) Not applicable (1) Unsatisfactory (2) Poor (3) Good (4) Very good (5) Excellent

Personal traits:

- Dependability.....
- Cooperation.....
- Appearance.....
- Initiative.....
- Accuracy.....
- Speed.....
- Interest in work.....
- Tact.....
- Promptness.....

0	1	2	3	4	5
			✓		
			✓		
			✓		
			✓		
			✓		
			✓		
			✓		
			✓		
			✓		

Ability to:

- Understand instructions.....
- Follow directions.....
- Stay on the job.....
- Take suggestions.....

			✓		
			✓		
			✓		
			✓		

Business techniques:

- Meeting people.....
- Use of tele phone.....
- Use of supplies.....
- Work-area housekeeping.....

			✓		
			✓		
			✓		
			✓		

COORDINATION VISIT FORM

Name Betty Scott

SCHEDULE	
Date	<u>9/26/86</u>
Hour	<u>9 a.m.</u>
Minutes for Visit	<u>45</u>
Period:	<u>1 2 3 4 5 6</u>
Visit Requested by:	Student Supervisor <u>Coordinator</u>

PURPOSE OF VISIT	(Check)
Observation of Student at Work	<input checked="" type="checkbox"/>
Visit with Supervisor	<input checked="" type="checkbox"/>
Evaluation for Period	<input type="checkbox"/>
Problem Situation	<input type="checkbox"/>
Other (list)	<input type="checkbox"/>

SUMMARY COMMENTS. Record observations made, actions taken, and suggestions or tentative plans discussed. Include specific compliments and criticisms if they are made.

By Student:

Betty seems to understand her assigned tasks and indicates she is satisfied with her job thus far. She seems unaware of the problem mentioned by her on-the-job instructor, or perhaps unaware that the areas mentioned constitute problems.

By Job Supervisor/Employer:

Mrs. Wilson feels that Betty is making progress slowly but surely. However, she indicated that Betty needs to dress more appropriately for the office and to ask questions when she does not know how to do something.

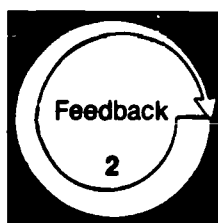
Other:

I told Mrs. Wilson that I would work with Betty on the problem areas during her related instruction class. Need to check with Mrs. Wilson about why she had the employer, Mr. Midwest, complete the progress report on Betty.

Mr. Chandler

Coordinator

UTHE/79



Compare your written critique of the teacher-coordinator's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

MODEL CRITIQUE

The method Mr. Chandler used to distribute the evaluation forms was only partly adequate. The fact that he carefully and thoroughly explained their use to Betty was a strength. However, he should not have had her simply deliver the progress report forms to Mrs. Wilson. Mr. Chandler should have arranged to explain the forms and their use to Mrs. Wilson personally. Had he done so, Mrs. Wilson would probably not have asked (or allowed) Mr. Midwest to complete the form.

It is doubtful that Mr. Midwest has had close enough or frequent enough contact with Betty to provide a fair and accurate evaluation of her performance. This is verified by the responses he made. He rated Betty "good" on all items, whereas we know from Mr. Chandler's conversation with Mrs. Wilson that Betty had some weak areas.

Except for the weekly report, the forms themselves have problems. Given the rating scale on the progress report, the next step down from "good" is "poor." While Betty's appearance is not "good," neither is it "poor." Her appearance "needs improvement." In addition, the items are too vague and general. What is meant by "dependability"? Where are the items from the training plan? Where is the space for comments?

The coordination visit report is an adequate form, but it might have been more appropriate to use a more structured form at this point in order to identify specific problems early. As it is, none of the forms used were based on the training plan. In Betty's case, it was established early that she was immature and had some specific attitudinal problems. These areas should have been specifically included in at least one of the forms.

We do not have the full story on Mr. Chandler's schedule for the evaluations. We do know the student will submit a weekly report and the on-the-job instructor will submit a report every three weeks. This would be more than adequate if the on-the-job instructor were, in fact, filling out the form and if the

form were better developed. We don't know how often Mr. Chandler plans to observe and/or evaluate Betty himself, nor whether he plans to use any forms other than the coordination visit report. With Betty's problems, fairly frequent visits—at least initially—are essential, and a more structured form should be used.

In conferring with Mrs. Wilson, Mr. Chandler learned only what she happened to tell him. He did not ask specific questions regarding how well the training plan was being followed. With Betty, he did even less. Even though he knew there were problems, he did not discuss these with her. When she indicated there were no problems, he let the subject drop.

It is critical to the evaluation process to discuss evaluations with the student so the student clearly understands how well he or she is doing and what he or she needs to do to improve. The student also needs to be given positive reinforcement for areas in which he or she received high ratings. Mr. Chandler did not discuss with Betty the formal or informal evaluation that had been made of her performance.

The timing of the visit was a strength, however. Mr. Chandler was on the right track in making an early visit.

Mr. Chandler did little relative to identifying follow-up activities based on his evaluation efforts. This is probably partially due to the fact that he didn't get much concrete evaluation data. He did plan to help Betty on the problem areas during related instruction, though he hasn't indicated how he will help. And, he does plan to find out why Mr. Midwest completed the progress report.

He also should have noted, however, that Betty needs to be made aware that there are problems and that Mrs. Wilson needs to be told how to use the progress report.

Level of Performance: Your written critique of the teacher-coordinator's performance should have covered the same major points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, *Evaluating Student Progress on the Job*, pp. 6-17, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE



While serving as a teacher-coordinator in an **actual teaching situation**,* evaluate co-op students' on-the-job performance.

As part of your duties as a teacher-coordinator, evaluate co-op students' on-the-job performance. This will include—

- developing procedures for evaluating students on a continual basis
- developing—or obtaining and adapting—forms to be used in evaluating students' skills, attitudes, and characteristics
- observing the progress of at least one student
- obtaining evaluation reports from at least one on-the-job instructor and one student
- discussing completed evaluations with appropriate individuals



NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

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



Arrange to have your resource person review your reports and 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 evaluating co-op students' on-the-job performance.

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

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Evaluate Co-op Students' On-the-Job Performance (J-8)

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

	N/A	None	Poor	Fair	Good	Excellent
The teacher:						
1. developed procedures for evaluating students on the job on a continual basis.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. developed forms for the following persons to use in evaluating students' skills, attitudes, and characteristics:						
a. the teacher-coordinator.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. the on-the-job instructor.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. the student.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. used the training plan as a basis for developing the evaluation forms to be used by the on-the-job instructor and the teacher-coordinator.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. explained to the student and the on-the-job instructor the following points:						
a. the purpose of evaluation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. the evaluation procedures to be followed.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. how to use the evaluation forms.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. observed and evaluated student progress during coordination visits.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. discussed student progress informally with the student and the on-the-job instructor during coordination visits....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. obtained regular evaluation reports from:						
a. the on-the-job instructor's progress reports.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. the student's weekly reports.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. the student's progress reports (optional).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. reviewed the completed evaluations with the on-the-job instructor.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. discussed the completed evaluations with the student.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. met with the on-the-job instructor and/or student to decide upon the actions to be taken to improve student progress or modify the training plan.

N/A

None

Poor

Fair

Good

Excellent

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).

● NOTES

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, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was not applicable to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only very limited ability to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has some ability to perform it.

Good: The teacher is able to perform this skill in an effective manner.

Excellent: The teacher is able to perform this skill in a very effective manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

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

Category B: Instructional Planning

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

Category C: Instructional Execution

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

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance Knowledge
- D-3 Assess Student Performance Attitudes
- D-4 Assess Student Performance Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

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

Category I: Professional Role and Development

- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

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

Category L: Serving Students with Special/Exceptional Needs

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

Category M: Assisting Students in Improving Their Basic Skills

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

Category N: Teaching Adults

- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

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

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586