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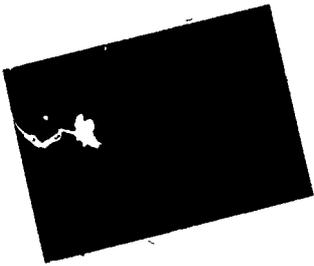
IDENTIFIERS *Related Subjects Instruction

ABSTRACT

This module, which is one in a series of performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with instructor-coordinators' responsibilities with regard to planning and conducting the in-school component of the training received by cooperative education students. The module consists of three learning experiences. The first learning experience discusses the steps and procedures involved in preparing for students' related instruction. The second learning experience provides selected information about five hypothetical students in a multioccupational cooperative program. This information is to be used to prepare for their related instruction. In the final learning experience, student teachers are required to serve as an instructor-coordinator in an actual teaching situation. Each learning experience contains an objective, instructional text, one or more learning activities, and a feedback instrument (discussion questions and/or an assessment form). (MN)

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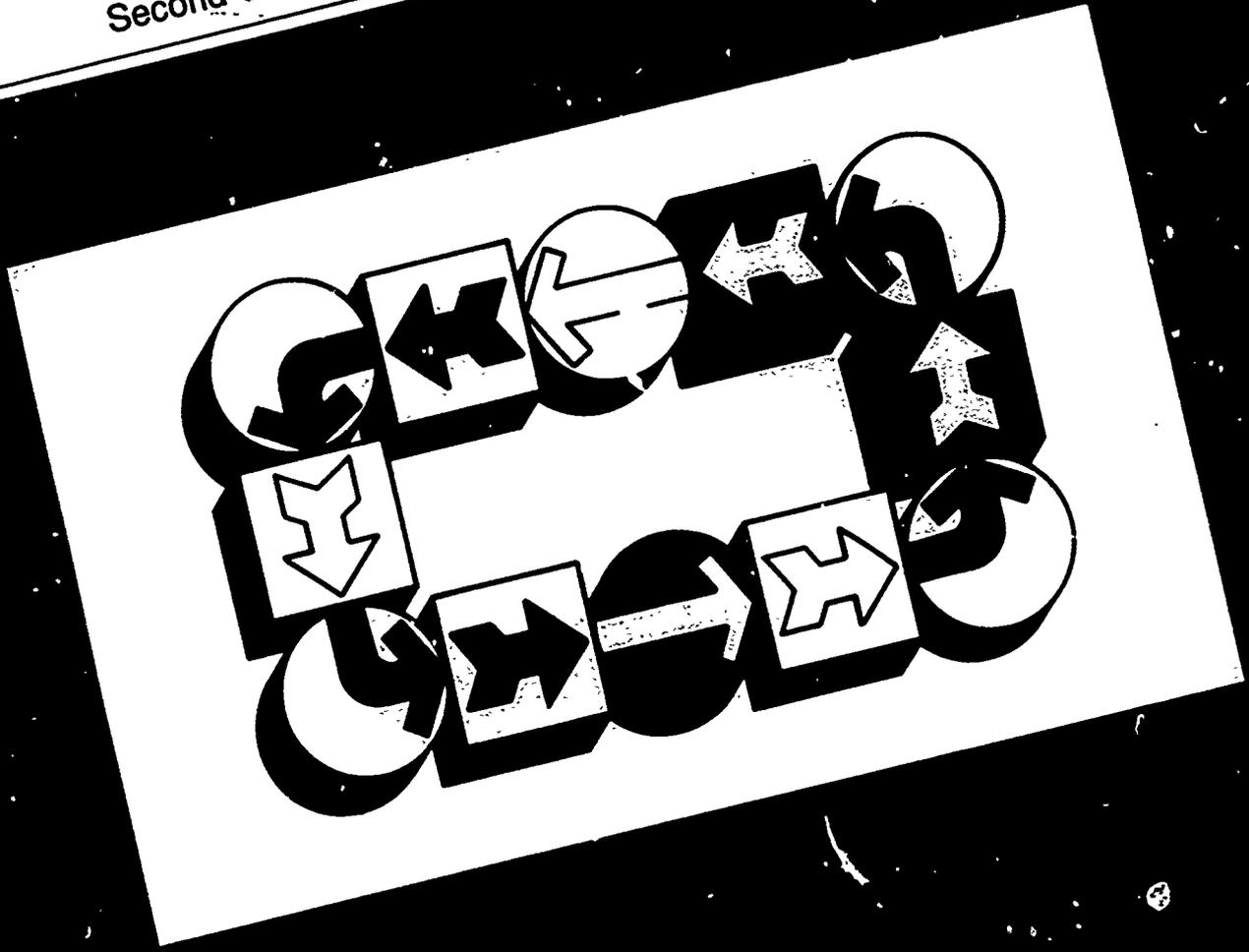
Prepare for Students' Related Instruction

Second Edition

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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. Cotroll 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. Woncott, 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 Suzanne Bowman 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
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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.



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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-9**

**Prepare for Students'
Related Instruction**

Second Edition

Module J-9 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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

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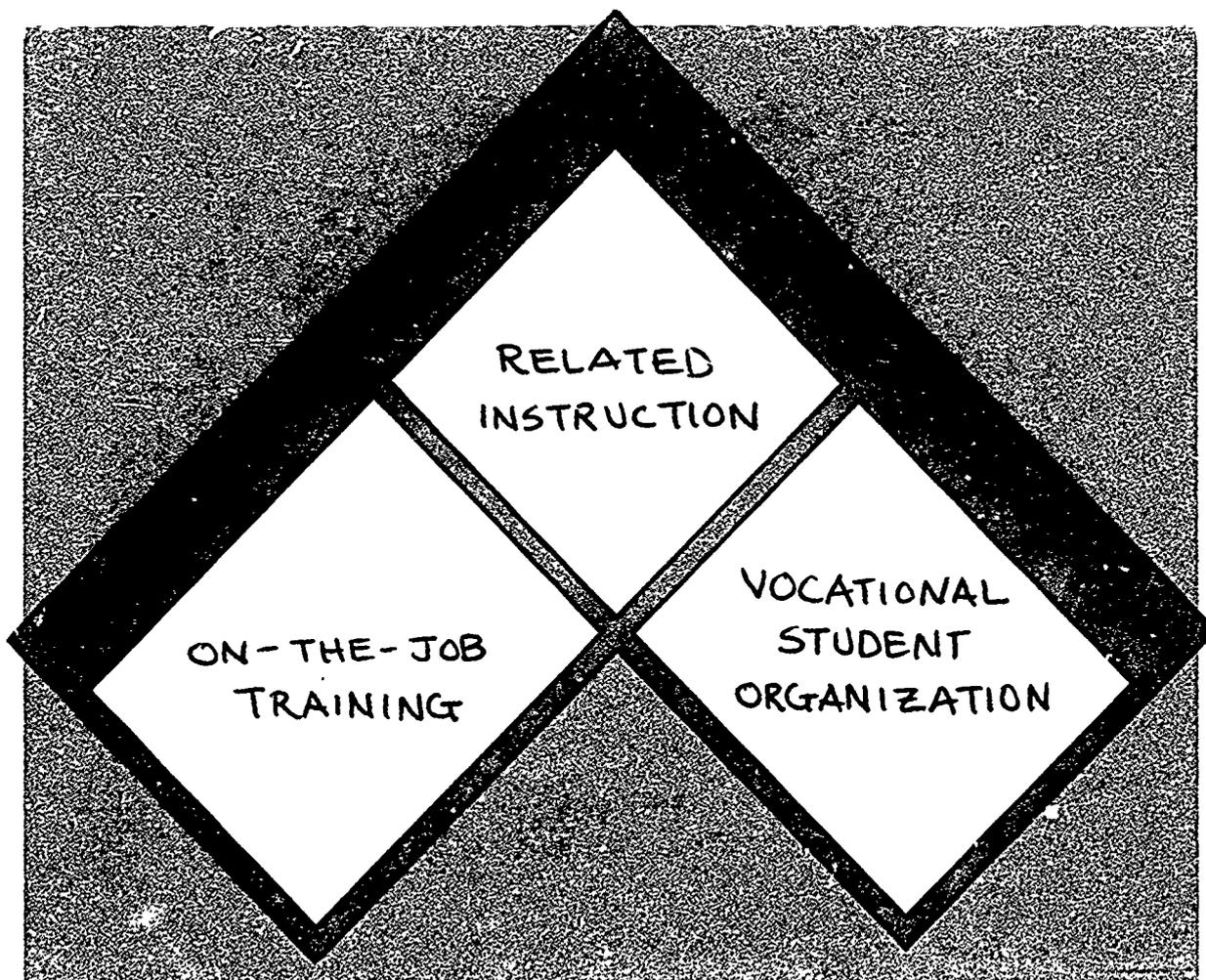
INTRODUCTION

Related instruction is the in-school instruction that students in a cooperative vocational education program receive in conjunction with their on-the-job training. It is one of the three basic components of the cooperative program: (1) related instruction, (2) on-the-job training, and (3) vocational student organization activities.

Related instruction is important because it provides the students with the theory, background, and technical skills they need to profit from the other components. In addition, it provides students with an opportunity for **unifying** the experiences gained through all three components.

As a teacher-coordinator, you will be responsible for planning and conducting related instruction classes to meet the needs of your students and to help them achieve their career goals.

This module is designed to help you develop the skills you need to determine **what** should be taught during related class and **when** it should be taught and to select the supporting **materials** that should be used for these classes.



ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as a teacher-coordinator in an actual teaching situation, prepare for students' related instruction. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 35-36 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures to follow in preparing for students' related instruction (*Learning Experience I*).
2. Given selected information about five hypothetical students in a multi-occupational cooperative program, prepare for their related instruction (*Learning Experience II*).

Prerequisites

To complete this module, you will need to prepare related instruction for students who have been placed at training stations and whose on-the-job training has been structured by the development of training plans. If such a situation has not been established, meet with your resource person to determine what method you will use to gain the skills needed to actually place a student in a training station. One option is to complete the following series of modules:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J-1
- *Enroll Students in Your Co-op Program*, Module J-3
- *Secure Training Stations for Your Co-op Program*, Module J-4
- *Place Co-op Students on the Job*, Module J-5

In addition, in order to prepare and present related instruction effectively, you must have at least minimal competency in instructional planning, execution, and evaluation. If you do not already have competency in these areas, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in selected modules in Category B: Instructional Planning, Category C: Instructional Execution, and Category D: Instructional Evaluation.

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*. Fourth Edition. Danville, IL: The Interstate Printers and Publishers, 1987.

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

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

A teacher-coordinator, experienced in preparing for students' related instruction, with whom you can discuss effective preparation techniques and procedures.

Related instruction classes, in an actual co-op program, that you can observe.

Sources (e.g., catalogs, educators, curriculum centers) through which you can locate materials that could be used as part of related instruction.

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 prepare for students' related instruction.

A resource person to assess your competency in preparing for students' related instruction.

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's 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.

The Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs 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 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 steps and procedures to follow in preparing for students' related instruction.



You will be reading the information sheet, *Preparing for Students' Related Instruction*, pp. 7-11.



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*; and/or a guide to cooperative education produced in your own state.



You may wish to meet with a teacher-coordinator in your occupational specialty to review and discuss the methods he or she uses to prepare for students' related instruction.



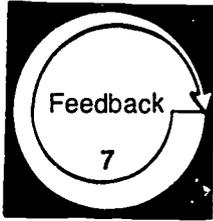
You may wish to arrange through your resource person to observe some related instruction classes.



You may wish to locate and review some potential materials for use in related instruction classes.



You will be demonstrating knowledge of the steps and procedures to follow in preparing for students' related instruction by completing the Self-Check, pp. 13-14.



You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 15.



Preparing for students' related instruction involves planning, preparing, and scheduling instruction at several different levels. For information on the purposes and types of related instruction and on the methods to use in selecting topics, locating materials, and planning schedules for related instruction, read the following information sheet.

PREPARING FOR STUDENTS' RELATED INSTRUCTION

As a teacher-coordinator of a cooperative vocational education program, you will be working with students who have been placed in training stations to receive on-the-job instruction. On-the-job instruction is only part of the students' training program, however.

Ideally, the students will be progressing toward their career goals through experiences they have on the job, in school, and in the vocational student organization. Your responsibilities include (1) supervising the on-the-job instruction, (2) planning and conducting in-school instruction related to the students' experiences on the job and in the vocational student organization, and perhaps (3) serving as an advisor for the vocational student organization.

The related instruction you provide is critical. It serves as a basis for the other activities and, in addition, ensures that all experiences are interrelated at some point.

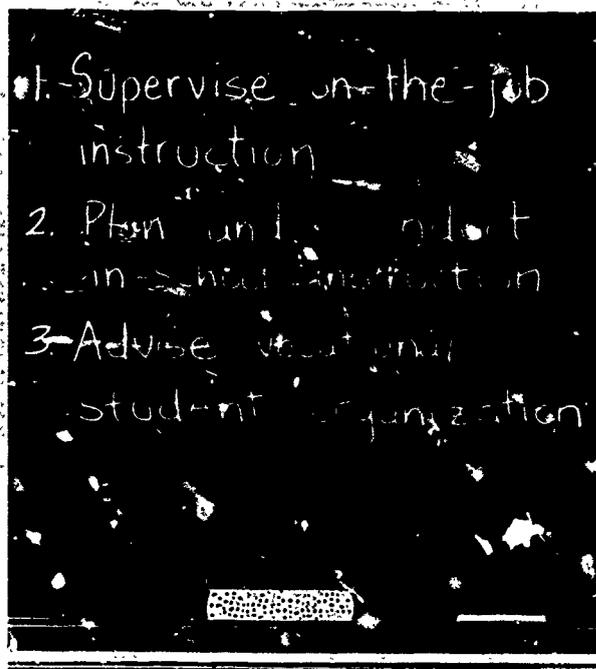
Types of Related Instruction

In order to meet most effectively the needs of all the students in your related instruction class, you need to provide three types of instruction: **general** related instruction, **technical** related instruction, and **specific** related instruction.

General related instruction includes the basic skills and general occupational information that all your students need if they are to succeed in achieving their career goals. Instruction could involve working with students to improve their reading, writing, and math skills or teaching basic occupational skills, such as typing, making change, and accurately measuring materials.

Students also need training in the general skills, information, and attitudes needed by all workers. For example, they need training in such areas as the following:

- Attitudes needed to succeed in the occupation
- Employer-employee relations
- Payroll procedures
- Employee benefits
- Locating, interviewing for, and selecting a job



Technical related instruction includes the skills, attitudes, and concepts not needed by all your students, but needed by two or more students. These topics are generally grouped by specific occupations (e.g., dental terminology for students studying to be dental hygienists).

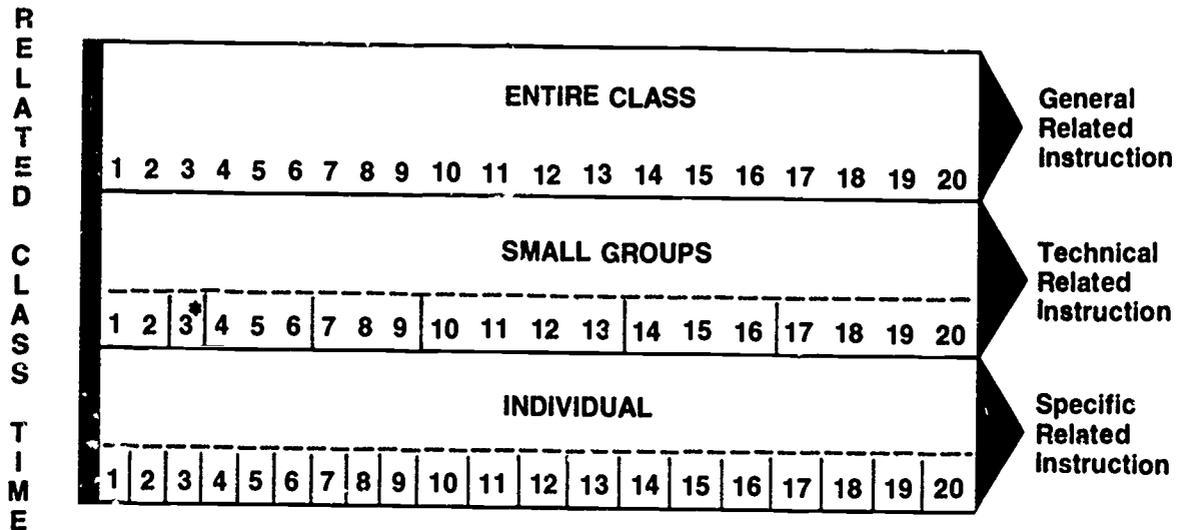
Thus, while your general related instruction can be geared to an entire class of 20 students, your technical related instruction must be prepared separately for the students in each of the different occupational areas.

Specific related instruction is totally individualized instruction. Each student in your program has individual needs, interests, and abilities. Each has a specific and unique career goal. Each has been assigned to a particular job in a training station. These individual characteristics will require that each student receive some training specially geared to his or her needs and situation. Sample 1 is a chart depicting how a class of students can be organized for each of these three types of related instruction.

SAMPLE 1

RELATED INSTRUCTION IN A CO-OP PROGRAM

(Numbers Represent Individual Students)



* Since this student is the only one in this technical area, the technical related instruction will be given on an individual basis.

Determining Topics for Related Instruction

As each student is placed on the job, you, the student, and the on-the-job instructor develop a detailed **training plan** to structure that student's training. This plan should include a list of skills to be developed and tasks to be undertaken. Thus, the basic ingredients of your students' training plans should at least partially dictate what will be taught (**content**), when it will be taught (**sequence**), and how it will be taught (**methods, activities, resources**) in the related instruction class.

By reviewing the training plans of all your students, you can identify needs that all your students have in common (general related instruction), skills needed by two or more students in a given occupation (technical related instruction), and needs unique to individual students (specific related instruction).

Topics for general and technical related instruction can also be identified by working with your occupational **advisory committee**. Members of this committee can suggest concepts, skills, attitudes, and work habits needed by all workers or all workers in a specific occupation.

In addition, many **states and schools/colleges** will have a suggested or approved common curriculum for general related instruction. In that case, you will need to base your instruction on this curriculum. However, you need not limit your instruction to this one document. These curricula suggest the minimum that should occur or the general areas that should be covered. By supplementing the suggested curriculum with topics identified through the training plan or the advisory committee, you can more effectively meet your students' needs.

Relevant **occupational analyses** are another source of information. An occupational analysis breaks an occupation or job down into the skills needed to succeed in that occupational area. Analyses of almost every major occupation have been prepared and are readily available, or you could prepare such an analysis yourself.¹ By referring to the appropriate occupational analysis for students in your program, you can identify skill areas in which students need training as part of related instruction.

The activities of the **vocational student organization** are another source of topics for related instruction. As part of the vocational student organization, students take part in competitive events, community service projects, leadership activities, public relations activities, and decision-making activities. The skills students need to participate successfully in these activities can be included within the related instruction class. For example, if students were about to compete in a public speaking contest, you could provide them with the needed instruction and practice during related instruction class.

Your **coordination visits** and the reports you receive on student progress can also suggest topics or skills that should be included in related instruction. As a result of this feedback, you might discover, for example, that all your students need more information about job safety. The students who must deal with customers might need more training in how to handle dissatisfied customers tactfully. An individual student might need help in following directions.

A final source of topics for related instruction is the **student**. During class, coordination visits, or individual conferences, students will indicate, either directly or indirectly, additional areas in which they need instruction. Data from student follow-up studies should also be examined for clues to important information or skills needed by workers in the field.

Selecting Instructional Methods

General related instruction is the most teacher-centered of the three types of related instruction. Because this type of related instruction includes material needed by all students, it lends itself to **large-group presentations**. However, general related instruction should not be limited to teacher-centered, large-group presentations.

For example, assume you were planning to provide your students with training or applying for a job. You could choose to present the basic information

1. To gain skill in preparing these analyses, you may wish to refer to Module A-7, *Conduct an Occupational Analysis*

through an illustrated talk. However, it would also be appropriate to have students work **individually and in small groups** to apply this basic information. Students could work in pairs to role-play job interviews or individually to complete sample application forms. They could also participate in small-group discussions covering various aspects of the topic.

During technical and specific related instruction, your students will, of necessity, be divided up. You will not be able to work with all groups at once. Thus, you will need to structure these activities very carefully so that all students have adequate supervision, direction, and assistance. Project work can provide this structure. Having students work on **projects** is an excellent device if you (1) prepare students for planning and conducting the projects, (2) ensure that their planning is clear and thorough, and (3) monitor their progress on a regular basis.²

In addition to projects and teacher-made presentations, a variety of other instructional techniques should be used. The following types of techniques should be considered.

Role-playing. It is very beneficial for students to experience various work roles in simulated situations. In a role-play situation involving a salesperson and an irate customer, for example, both students benefit. The student role-playing the salesperson gains experience in dealing with dissatisfied customers. The student role-playing the customer can experience what it feels like to be on that end of the situation. This can be enlightening and may make the student a more sensitive salesperson.

Reading assignments. Students can get the background information they need from short reading assignments in books, pamphlets, journals, and modules or other learning packages.

Practice/Application. When students listen to a presentation or read information, they should have an opportunity to apply that information. For example, if students receive instruction in how to complete a work order, they should then have a chance to complete sample work orders for practice.

Case studies. Case studies can be used to provide information or practice. A case study is a short description of job performance to be critiqued; a case situation provides a problem to be solved. Students read the case and then critique or solve it in writing or through discussion.

2 To gain skill in providing instruction through projects, you may wish to refer to Module C-9, *Employ the Project Method*

Observations/Interviews. Students can learn a great deal outside the classroom by simply observing experienced employees on the job or interviewing employees and employers to determine what is expected of employees in a particular occupation. This also helps students to evaluate their career goals in light of actual situations.

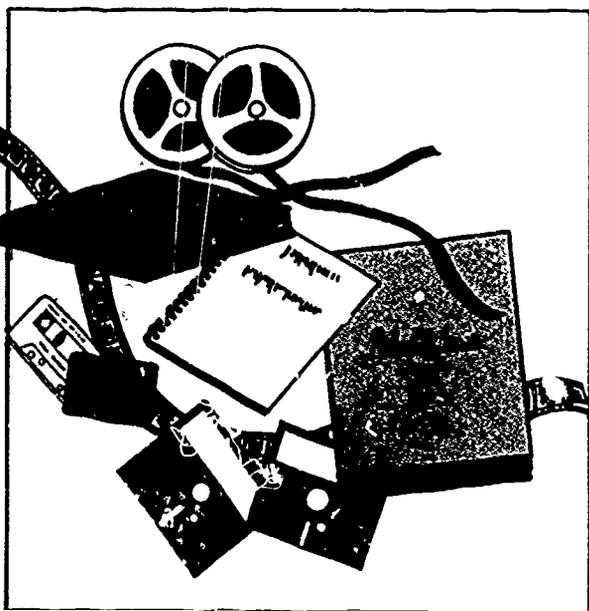
Oral reports. Students reading special information, working on projects, conducting interviews, or making observations can share their experiences with a small group or the total class by preparing and presenting oral reports.

Guest speakers. People from the "real world" with expertise or experience in an area you are covering can provide needed information and add variety to the instruction.

Locating Instructional Materials

Many excellent materials are available which can meet the needs of the students in your related instruction class and which can be used by students on an individual or small-group basis. For example, you may have access to materials such as the following:

- Textbooks
- Journals
- Films and film loops
- Filmstrips
- Workbooks
- Competency-based modules or learning activity packages (LAPs)
- Training manuals
- Programmed instruction
- Computer-assisted instruction



You will probably be aware of many possible instructional materials from your own experience and training. In addition, there are a number of other excellent sources for locating relevant materials for all three levels of related instruction: general, technical, and specific.

Occupational advisory committee. The persons selected for your advisory committee should be knowledgeable about the trades and occupations for which you offer training. Many of these individuals also represent businesses and industries in those occupational areas. Thus, they may be able to provide you with information concerning training materials they use on the job, booklets on general job skills and attitudes that have been produced by businesses for their workers, and other relevant materials with which they are familiar. Furthermore, committee members can review materials you obtain from other sources to determine whether the materials are realistic and accurate.

Employers and/or on-the-job instructors. These and other personnel employed at the training stations at which your students are placed may also be able to offer suggestions concerning potential materials for your classes.

Other educators. Vocational-technical instructors, department heads, supervisors, and personnel at the state department of education should be well qualified to alert you to related materials that are both up-to-date and generally effective.

Commercial publishers. Most publishing firms will send you catalogs of their materials at no cost. Such catalogs also may be available somewhere within the school, college, or district. By reviewing recent catalogs, you can locate many excellent printed and audiovisual materials.

Curriculum guides. If your state, school, college, or district has an approved curriculum prepared for related instruction classes, it will usually include references to related materials.

Educators Progress Service. This organization prepares catalogs, usually available in the library, containing exhaustive lists of the titles of various audiovisuals available free-of-charge to educators.

The National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). This is a network of six regional centers funded by the U.S. Department of Education to facilitate sharing of curriculum materials on a nationwide basis. If you identify a need for instructional materials covering a specific topic, contact the NNCCVTE state liaison representative through your state department of education and describe that need. That individual is responsible for contacting staff at each of the six centers, who then conduct searches to identify all related materials.

For example, assume you needed materials to use with marketing and distributive education students during technical related instruction. Assume further that you wanted these materials to be competency-based, individualized learning packages. An NNCCVTE search would yield the information that the Interstate Distributive Education Curriculum Consortium (IDECC) developed competency-based learning activity packages (LAPs) covering occupational skills and attitudes for over 100 marketing-related occupations or occupational clusters.

Scheduling Related Instruction

When the topics and the sources of materials have been identified, you need to prepare some type of logical sequence for the instruction. This scheduling can best be accomplished if you allot certain days of each week for each of the three types of related instruction.

For example, assume that your related instruction class meets every day, Monday through Friday, for 50 minutes. A very typical organization of this time would be to devote two days per week to general

related instruction, one day to technical related instruction, one day to specific related instruction, and one day to vocational student organization activities.

However, there are three additional guidelines for scheduling: (1) it is generally agreed that early in the year, more time should be devoted to general rather than specific related instruction, and later in the year more time should be devoted to specific related instruction; (2) specific related instruction should be included as necessary continually throughout the year; and (3) scheduling should remain flexible to meet students' changing needs.

The exact amount of time you need to spend on each area of related instruction and the point at which each topic should be covered can be determined by identifying students' needs. These can be easily assessed by reviewing each student's training plans, checking with the on-the-job instructors and the students themselves, and conducting your own observations during coordination visits. By using this information as a basis for planning flexible, comprehensive, individualized instruction, you can ensure that your related classes will effectively assist students in meeting their training needs.

For further information on related instruction, 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)
- 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 arrange through your resource person to meet with a teacher-coordinator in your occupational specialty who is experienced in preparing for students' related instruction. During your meeting, you could ask such questions as the following:



- How often does his or her related instruction class meet?
- How does he or she schedule the topics to be covered in each class?
- Does he or she provide for all three types of related instruction: general, technical, and specific?
- What materials does he or she use for related instruction?
- What sorts of problems typically arise in conducting related instruction, and how can these be avoided or solved?



You may wish to arrange through your resource person to observe some related instruction classes. This could allow you to see how each of the three types of related instruction is conducted and/or to compare how different teacher-coordinators handle these classes.

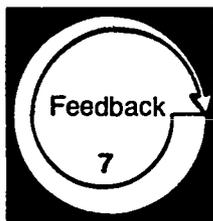


You may wish to begin locating instructional materials that could be used in related instruction classes in your occupational specialty. You could check catalogs available in libraries or curriculum centers. You could check with other educators. You could determine whether your state has an approved curriculum for these classes. If you can identify a specific type of material you would like to use, you and your resource person could try to locate it through the established channels of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE).

3. Who besides you should be involved in the selection of topics, materials, methods, and scheduling? Why?

4. Training plans should be continually reviewed, revised, and updated throughout the training period. How will this affect the content of your related instruction classes?

5. Why should role-playing, projects, case studies, and similar devices be an integral part of related instruction?



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. If the content of your related instruction classes were based solely on the established curriculum or course outline, your classes might be only minimally effective. In order to provide effective related instruction, the instruction must be geared to the needs, interests, abilities, occupational objectives, and career goals of your students.
3. In selecting topics, methods, materials, and scheduling, you should involve the following other people:

This cannot be accomplished by simply following a general course outline. A course outline can help you structure your classes in part, but you must also use the students' training plans and feedback from students, on-the-job instructors, advisory committee members, employers, and your own observations to determine what you need to cover and when it should be covered.

2. The students in your related classes have levels of needs, and these can best be met by providing instruction at three distinct levels. There are some needs concerning the world of work that all students have in common. These needs (e.g., filing income tax returns) can be handled in **general** related instruction.

Some needs are occupation-specific (e.g., all students training for positions as stenographers need shorthand skills). These can be handled with small groups of students, grouped by occupation, in **technical** related instruction.

Finally, there are some needs that will be different for each student depending on the student's own characteristics and goals and on the particular job or training station at which he or she is placed. These can best be handled during **specific** related class.

By dividing the instruction into these three types, you can most effectively and efficiently meet most student needs.

- **Students**—Students can provide information about what additional content or skills they feel they want or need and problems they are having that could be solved through instruction.
- **On-the-job instructors and/or employers**—These individuals can suggest topics that should be covered and materials that could be used, and they can review your curricular decisions to see if the content and materials are realistic, accurate, and appropriate. These functions can also be served by **advisory committee** members and other **educators**.

4. Training plans must be reviewed and adjusted continually in order to meet students' changing needs on the job. As the training plans change, your related instruction should be adapted accordingly, so that you are providing instruction that is, in fact, **related** to each student's current needs.

5. If students are to be adequately prepared to perform competently on the job at their training stations, they need more from related instruction class than teacher-centered presentations, discussions, and reading assignments. Students need a chance to practice each new skill or concept in which they receive instruction before they are actually asked to apply it on the job. Role-play activities, projects, case studies, and other simulations can provide students with the necessary practice.

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, *Preparing for Students' Related Instruction*, pp. 7-11, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Given selected information about five hypothetical students in a multi-occupational cooperative program, prepare for their related instruction.



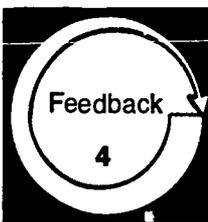
You will be reviewing five partial training plans, pp. 21–25, and using them to identify what topics should be covered in general, technical, and specific related instruction for those five students.



You will be evaluating your competency in using training plans to identify topics for related instruction by comparing your decisions with the Model Decisions, pp. 27–28.



You will be reviewing a one-week schedule, p. 29, of the subject matter to be covered with the five students, and identifying methods and materials that could be used to present this subject matter.



You will be evaluating your competency in identifying appropriate methods and materials, using the Techniques/Materials Checklist, p. 31.

3. List at least three topics for specific related instruction for each student.

4. Describe what further input you would need in order to determine the related instruction needed by these five students.

TRAINING PLAN A

Date April 22, 1986 Student Mary Lou Dickson
 By Terry Andrew/State Farm By _____
SUPERVISOR/COMPANY COORDINATOR

The job supervisor and the coordinator are responsible for designing a training program that assists the student in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the types of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The training plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE STENOGRAPHER	USOE Code No. <u>14.0702</u>	DOT Code No. <u>202.388</u>
DOT DESCRIPTION:		
<p>STENOGRAPHER (clerical) 202.388 clerk-stenographer Takes dictation in shorthand of correspondence, reports and other matter, and transcribes dictated material, using typewriter. Performs variety of clerical duties [Clerk, General Office], except when working in stenographic pool.</p> <p>CLERK, GENERAL OFFICE (clerical) 219.388 administrative clerk Performs variety of following or similar clerical duties, utilizing knowledge of systems or procedures: Copies data and compiles records and reports. Tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or service. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks. Prepares stock inventory. Adjusts complaints. Operates office machines, such as typewriter, adding, calculating, and duplicating machines. Opens and routes incoming mail. May prepare payroll. May keep books. May purchase supplies.</p>		

CURRENT JOB: CLERK-TYPIST	USOE Code No. <u>14.0901</u>	DOT Code No. <u>209.388</u>
MAJOR TASKS/COMPETENCIES	SPECIFIC ATTITUDES/HABITS DESIRED	
Type from rough drafts Answer telephone and place calls File correspondence Duplicate reports Maintain petty cash fund Take dictation (later in year)	Dependability Good attendance Accuracy in typing Good grooming Punctuality	
MACHINES TO BE USED	SPECIAL KNOWLEDGE/CONTENT NEEDED	
Electric typewriter Photocopier Telephone Electronic calculator	Petty cash fund procedures Insurance terms and forms	

Source: Adapted from Elaine Uthe, *The Cooperative Vocational Program: Coordination Techniques*, 1972.

TRAINING PLAN B

Date April 18, 1986 Student Betty Scott
 By Mrs. J. Wilson/Patterson's Tool & Die By _____
SUPERVISOR/COMPANY COORDINATOR

The job supervisor and the coordinator are responsible for designing a training program that assists the student in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the types of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The training plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE STENOGRAPHER	USOE Code No. <u>14.0702</u>	DOT Code No. <u>202.388</u>
DOT DESCRIPTION:		
<p>STENOGRAPHER (clerical) 202.388 clerk-stenographer Takes dictation in shorthand of correspondence, reports and other matter, and transcribes dictated material, using typewriter. Performs variety of clerical duties [Clerk, General Office], except when working in stenographic pool.</p> <p>CLERK, GENERAL OFFICE (clerical) 219.388 administrative clerk Performs variety of following or similar clerical duties, utilizing knowledge of systems or procedures: Copies data and compiles records and reports. Tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or service. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks. Prepares stock inventory. Adjusts complaints. Operates office machines, such as typewriter, adding, calculating, and duplicating machines. Opens and routes incoming mail. May prepare payroll. May keep books. May purchase supplies.</p>		

CURRENT JOB: RECEPTIONIST	USOE Code No. <u>14.0406</u>	DOT Code No. <u>237.368</u>
MAJOR TASKS/COMPETENCIES	SPECIFIC ATTITUDES/HABITS DESIRED	
Answer telephone and place calls Deliver mail Type correspondence Take and transcribe shorthand (later in the year) File	Courtesy Accuracy Dependability Good grooming Punctuality	
MACHINES TO BE USED	SPECIAL KNOWLEDGE/CONTENT NEEDED	
Phone/Call Director Electronic typewriter Date stamper Postage meter	Postal regulations Phone procedures	

Source: Adapted from Elaine Utte, *The Cooperative Vocational Program: Coordination Techniques*, 1972.

TRAINING PLAN C

Date October 10, 1986 Student Tim Bell
 By Ken Summers/Village Inn By _____
SUPERVISOR/COMPANY COORDINATOR

The job supervisor and the coordinator are responsible for designing a training program that assists the student in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the types of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The training plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE RESTAURANT MANAGER	USOE Code No. <u>04.27</u>	DOT Code No. <u>187.168</u>
DOT DESCRIPTION:		
MANAGER, RESTAURANT OR COFFEE SHOP (hotel and restaurant) 187.168 Supervises and coordinates the activities of workers in a coffee shop or restaurant. Requisitions or purchases food and confers with chef in planning menus. Inspects dining room, kitchen, and equipment for cleanliness and conformity with sanitary regulations. Arranges catering and other special services and adjusts complaints concerning food or service. Hires and instructs dining room and kitchen personnel, assigns and schedules duties, coordinates their activities, and keeps time and production records.		

CURRENT JOB: BUS BOY	USOE Code No. <u>04.07</u>	DOT Code No. <u>311.878</u>
MAJOR TASKS/COMPETENCIES	SPECIFIC ATTITUDES/HABITS DESIRED	
Set tables Make coffee Serve beverages, rolls, and butter Clean tables Do general cleaning and restocking	Courtesy Neatness and cleanliness Dependability Promptness Punctuality	
MACHINES TO BE USED	SPECIAL KNOWLEDGE/CONTENT NEEDED	
Refrigeration units Beverage dispenser Coffee machine Silver polishing machine	Proper place setting Serving procedures Restocking procedures Coffee-making	

TRAINING PLAN D

Date October 10, 1986 Student Charlene Richards
 By Ron Wilson/The Carousel By _____
SUPERVISOR/COMPANY COORDINATOR

The job supervisor and the coordinator are responsible for designing a training program that assists the student in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the types of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The training plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE RESTAURANT MANAGER	USOE Code No. <u>04.27</u>	DOT Code No. <u>187.168</u>
DOT DESCRIPTION:		
<p>MANAGER, RESTAURANT OR COFFEE SHOP (hotel and restaurant) 187.168 Supervises and coordinates the activities of workers in a coffee shop or restaurant. Requisitions or purchases food and confers with chef in planning menus. Inspects dining room, kitchen, and equipment for cleanliness and conformity with sanitary regulations. Arranges catering and other special services and adjusts complaints concerning food or service. Hires and instructs dining room and kitchen personnel, assigns and schedules duties, coordinates their activities, and keeps time and production records.</p>		

CURRENT JOB: BUFFET WAITRESS	USOE Code No. <u>04.07</u>	DOT Code No. <u>311.878</u>
MAJOR TASKS/COMPETENCIES	SPECIFIC ATTITUDES/HABITS DESIRED	
Serve or assist in serving orders Replenish food, dishes, and silverware Carry trays Seat diners properly Cut meat	Courtesy Dependability Neatness and cleanliness Punctuality	
MACHINES TO BE USED	SPECIAL KNOWLEDGE/CONTENT NEEDED	
None	Proper place setting Seating stations Serving procedures	

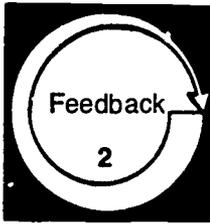
TRAINING PLAN E

Date October 7, 1986 Student Louis Meakin
 By Bill Campbell/Campbell's By _____
SUPERVISOR/COMPANY COORDINATOR

The job supervisor and the coordinator are responsible for designing a training program that assists the student in making a successful transition from an inexperienced student-worker to a competent adult worker. This TRAINING PLAN is an INFORMAL contract between the job supervisor and the coordinator about the responsibilities for the student's training. The job supervisor trains the student for specific tasks on the job and provides as many different learning experiences as possible throughout the year. The coordinator, by knowing the types of tasks assigned to the student and the training that is provided, can then design in-school learning projects that (a) provide remedial training in basic skills if necessary, (b) utilize the job tasks and complement the training provided by the job supervisor, (c) provide training for skills that a student needs prior to rotating to a new task on the job, and/or (d) prepare the student to advance to a level nearer the stated career objective. The training plan should be reviewed periodically and adjusted to meet changed circumstances.

CAREER OBJECTIVE STORE MANAGER	USOE Code No. <u>04.08</u>	DOT Code No. <u>185.168</u>
DOT DESCRIPTION:		
<p>MANAGER, STORE (ret. tr.) I. 185.168 Manages retail store, performing following duties personally or through subordinates: Hires, trains, and discharges employees. Plans work schedules and supervises workers to insure efficient and productive performance of job. Prepares purchase orders or requisitions for stock. Formulates price policies. Coordinates sales promotion activities, approves advertising and display work, takes and verifies inventories, handles receipts, and compiles and analyzes various reports. Insures that store security policies are enforced.</p>		

CURRENT JOB: SALESPERSON	USOE Code No. <u>04.08</u>	DOT Code No. <u>289.458</u>
MAJOR TASKS/COMPETENCIES	SPECIFIC ATTITUDES/HABITS DESIRED	
Display work Stocking Selling Marketing Cashiering Writing up purchases	Punctuality Courtesy Initiative Dependability Neatness and cleanliness Sales ability	
MACHINES TO BE USED	SPECIAL KNOWLEDGE/CONTENT NEEDED	
Cash register Ticketing machine Credit card machine	How to measure for clothing Product knowledge Department codes Stocking procedures Use of cash register How to set up displays	



Compare your written decisions concerning the students' related instruction needs with the model decisions given below. Your decisions should closely match the model responses.

MODEL DECISIONS

- 1. General Related Instruction:** Almost all the qualities listed under the "Specific Attitudes/Habits Desired" headings should be covered during general related instruction. In each of the five training plans, the same basic attitudes are included: courtesy, dependability, good grooming, punctuality, accuracy, and so on. Although "initiative" is listed on only one training plan, it is a quality that should be encouraged in all students.
- 2. Technical Related Instruction:** Three logical occupational groupings for these five students would be as follows:

Office Occupations	Food Service Occupations	Sales Occupations
Mary Lou	Tim	Louis
Betty	Charlene	

The technical related instruction needed by Mary Lou and Betty would include typing, filing, using the telephone, and taking dictation and/or shorthand.

The technical related instruction needed by Tim and Charlene would include serving dinners and learning correct place settings, serving procedures, and replenishing/supply procedures.

Because Louis is alone in the technical area, his technical instruction and specific instruction would generally be provided at the same time. However, he could perhaps be grouped occasionally with Tim and Charlene, since all three ultimately wish to hold management positions and some of these skills would be similar.

- 3. The topics each student would need to cover in specific related instruction would be as follows:**

Mary Lou

- Use of photocopier
- Use of electronic calculator
- Use of electric typewriter
- Knowledge of insurance terms and forms
- Knowledge of petty cash fund procedures

Betty

- Use of date stamper
- Use of postage meter
- Use of electronic typewriter
- Knowledge of postal regulations
- Knowledge of mail delivery procedures

Tim

- Skill in setting tables
- Skill in clearing tables
- Skill in making coffee
- Skill in polishing silver
- Skill in general clearing tasks
- Use of refrigeration units
- Use of beverage dispenser

Charlene

- Skill in carrying trays
- Skill in seating diners
- Skill in arranging seating stations
- Skill in cutting meat

Louis

- All topics on Louis' training plan not covered in general related instruction would be included in his specific instruction because his technical and specific related instruction would be combined.
4. Before finalizing your plans for the topics to be covered during related instruction, you would need to identify additional areas that need to be covered and to verify that all topics are appropriate and realistic. There are, for instance,

many areas that should be covered in general related instruction that do not show up on the training plans, such as the following:

- Procedures in applying for a job
- Knowledge of job benefits
- Procedures for filing income taxes
- Methods of budgeting your income

Input concerning these other areas that need coverage can be gotten from advisory committee members, employers, on-the-job instructors, and other educators and from printed resources.

Level of Performance: Your written decisions should have closely matched the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, *Preparing for Students' Related Instruction*, pp. 7-11, or check with your resource person if necessary.



Assume that after reviewing the training plans for the five students and getting additional input as needed, you prepared the following tentative one-week schedule for areas you need to cover during related instruction class each day. Review the schedule and then (1) **plan in writing** what methods or techniques you would use each day, and (2) **locate** at least three actual instructional materials you could use for the general related instruction, and **list** and **describe** each piece of material.

Keep in mind that you are not expected to be an expert in the selection of methods and techniques. You may not have extensive experience or skill in this area as yet. This assignment does not require that kind of expertise. Using your general experience and creativity, you should be able to generate appropriate techniques you could use.

WEEK'S SCHEDULE

Related Instruction Class: 8:55-9:45

- Monday —General Instruction
Topic: The Job Interview
- Tuesday —General Instruction
Topic: The Job Interview
- Wednesday —Technical Instruction
Mary Lou and Betty: typing skills
Tim and Charlene: serving procedures
Louis: writing up purchases
- Thursday —Specific Instruction
Mary Lou:
Will be starting to take dictation next week at work
Betty:
Is having difficulty mastering the company's filing system
Tim:
Wants to start an individual project
Charlene:
Has trouble being courteous to customers who are rude to her
Louis:
Has been consistently late to work



After you have identified your methods and materials, use the Techniques/Materials Checklist, p. 31, to evaluate your work.

TECHNIQUES/MATERIALS CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name

Date

Resource Person

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In selecting techniques, you:				
1. identified at least one technique for each topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. selected techniques that seem to be:				
a. appropriate to the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. appropriate to the students' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. realistic in terms of the allotted class time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. potentially motivating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. realistic in terms of how much supervision or direction you can be expected to provide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The techniques you selected:				
3. would provide students with adequate direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. were in part student-centered rather than teacher-directed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. provided for large-group, small-group, and individualized instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. provided for students to have access to the materials they need to cover the topic adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The three materials you selected for general instruction:				
7. were selected after you checked a variety of sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. were appropriate to students who are gaining entry-level skills ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. included a variety of types (e.g., printed, audiovisual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. allowed for students to apply what they learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the information sheet, Preparing for Students' Related Instruction, pp. 7-11, study the model plan on the following page, revise your selections accordingly, or check with your resource person if necessary.

MODEL PLAN

Monday

On the first day for the topic "Job Interview," it would be appropriate to have a large-group, teacher-directed presentation (or presentation made by a guest speaker) covering the basic information students need to know. This presentation could be scheduled for the full period and could be supported by films, transparencies, or other illustrative devices. Or, the presentation could be brief, with the rest of the period devoted to having students read related materials or participate in small-group discussions structured by guideline questions you have prepared.

Tuesday

On the second day, students should have an opportunity to apply what they have learned about job interviews. This could be accomplished by involving students in role-play activities. You could prepare a script or a variety of scripts that include only half the dialogue: only what the interviewer says. Students could then pair off and take turns taking the roles of both interviewer and interviewee. Case studies could also be used to give students practice in responding to difficult interview situations.

Wednesday

You could set up three stations in advance: (1) typewriters and skill-building books or rough drafts for Mary Lou and Betty; (2) a table, table service, and serving utensils for Tim and Charlene, with written instructions describing the tasks they are to complete; and (3) a simulated store counter with priced items similar to those Louis is used to selling and

a pad of sales slips. Mary Lou, Betty, Tim, and Charlene would then require only minimal supervision, which would allow you to take the role of the customer so Louis can practice writing up purchase orders.

Thursday

Assuming that **Mary Lou** has minimal skill in taking shorthand already, what she needs now is practice. This could be handled by securing or preparing audiotapes from which she can take dictation.

For **Betty**, you could obtain a written description of the filing system from her on-the-job instructor, and obtain or prepare samples of the types of materials she is expected to file. She could then read the description and mark on each sample where it should be filed.

Tim would need either an oral or written explanation of the guidelines and procedures he is expected to follow in planning and completing a project. He might also need assistance in selecting a project to complete. He could then spend the remainder of the period drafting preliminary plans.

Charlene could be provided with audiotapes of rude customers that allow time for her to respond orally or with case studies involving rude customers to respond to in writing. She could also be given filmed, taped, or written examples of persons handling rude customers effectively.

Louis, who has been consistently late to work, needs to have a personal conference with you to identify the cause of the problem and discuss possible solutions.

Learning Experience III

FINAL EXPERIENCE



Terminal Objective

While serving as a teacher-coordinator in an **actual teaching situation**,* prepare for students' related instruction.



Activity

As part of your duties as a teacher-coordinator, prepare for students' related instruction. This will include—

- selecting topics to be covered for at least one week's related instruction
- selecting the methods to be used during these classes
- selecting the materials to be used
- preparing the schedule to be followed

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



Feedback

Arrange to have your resource person review your documentation (e.g., copies of training plans used in identifying topics).

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 35-36.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in preparing for students' related instruction.

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

TEACHER PERFORMANCE ASSESSMENT FORM

Prepare for Students' Related Instruction (J-9)

Name _____

Date _____

Resource Person _____

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

LEVEL OF PERFORMANCE

In selecting topics to be covered in related instruction, the teacher:

- | | N/A | None | Poor | Fair | Good | Excellent |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. reviewed the training plans of all students | <input type="checkbox"/> |
| 2. sought the advice of his or her advisory committee . . . | <input type="checkbox"/> |
| 3. referred to an approved curriculum, if available | <input type="checkbox"/> |
| 4. referred to one or more occupational analyses, if available | <input type="checkbox"/> |
| 5. used feedback gathered during coordination visits | <input type="checkbox"/> |
| 6. used feedback from employers or on-the-job instructors | <input type="checkbox"/> |
| 7. used feedback from students | <input type="checkbox"/> |
| 8. considered the activities of the vocational student organization | <input type="checkbox"/> |

In selecting materials to be used in related instruction classes, the teacher:

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. checked a number of sources for material | <input type="checkbox"/> |
| 10. sought the advice of the advisory committee, the employer, the on-the-job instructor, or other educators in locating and evaluating materials | <input type="checkbox"/> |
| 11. considered a variety of types of materials, such as: | | | | | | |
| a. audiovisual materials | <input type="checkbox"/> |
| b. reading materials | <input type="checkbox"/> |
| c. competency-based materials | <input type="checkbox"/> |
| d. other individualized materials | <input type="checkbox"/> |

In selecting methods to be used in presenting the related instruction, the teacher:

- | | N/A | None | Poor | Fair | Good | Excellent |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. selected a variety of methods | <input type="checkbox"/> |
| 13. provided for large-group, small-group, and individualized instruction | <input type="checkbox"/> |
| 14. ensured that students would have direction and assistance | <input type="checkbox"/> |
| 15. ensured that students would be involved in practice or application activities | <input type="checkbox"/> |

In scheduling when each topic would be presented, the teacher:

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. provided time for each of the three types of related instruction: | | | | | | |
| a. general | <input type="checkbox"/> |
| b. technical | <input type="checkbox"/> |
| c. specific | <input type="checkbox"/> |
| 17. used the training plans as a basis for planning | <input type="checkbox"/> |
| 18. used feedback gathered during coordination visits | <input type="checkbox"/> |
| 19. used feedback from employers or on-the-job instructors | <input type="checkbox"/> |
| 20. used feedback from students | <input type="checkbox"/> |

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

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience and have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do not have access to an actual teaching situation when you are taking the module, you can complete the module up to the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

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

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to supplement and enrich the required items in a learning experience.

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

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

Vocational Service Area: A major vocational field: agricultural education, business and office education, 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 Television 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 an Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

- The Student Guide to Using Performance-Based Teacher Education Materials
- The Resource Person's Guide to Using Performance-Based Teacher Education Materials
- The Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs
- 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 of Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586