DOCUMENT RESUME

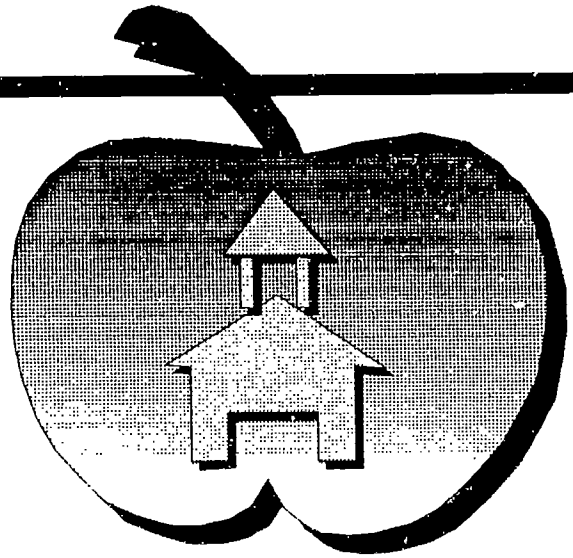
ED 376 323 CE 067 610

TITLE	Idaho Vocational Technical Education Curriculum Framework.
INSTITUTION	Idaho State Dept. of Education, Boise. Div. of Vocational Education.
PUB DATE	94
NOTE	32p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Competence; *Competency Based Education; Curriculum Development; Secondary Education; State Curriculum Guides; *State Standards; *Student Educational Objectives; Technical Education; *Vocational Education
IDENTIFIERS	*Idaho

ABSTRACT

This guide describes the framework designed to help schools in Idaho to develop vocational-technical education curricula and programs that address the training needs of employers and students. The framework was developed by a team of industry and educational personnel, encompassing six goals that reflect the expectations of industry as outlined in the Schools 2000 initiative and in the Secretary's Commission on Achieving Necessary Skills (SCANS) report. The following are included in the guide: (1) principles for school reform; (2) definitions; (3) Schools 2000 vision; (4) questions and answers on performance-based education; (5) information on integration of learning; (6) vocational goals; (7) vocational goals/exit performance standards matrix; (8) an introduction that provides background, a mission statement, guiding principles, philosophy, description of a system of public schools, information on working with other educators, and description of the framework format; (9) the vocational-technical education curriculum framework, which includes standards, goals, performance objectives, progress indicators; and (10) secondary exit performance standards. (KC)

IDAHO VOCATIONAL TECHNICAL EDUCATION CURRICULUM FRAMEWORK



Vo. Ed. #294

IDAHO VOCATIONAL TECHNICAL EDUCATION CURRICULUM FRAMEWORK

Trudy Anderson, Administrator

Idaho Division of Vocational Education
650 West State Street
Boise, Idaho 83720
(208) 334-3216

1994

IDAHO STATE BOARD FOR VOCATIONAL EDUCATION

Roy E. Mosman
Moscow

Keith Hinckley
Blackfoot

Karl Shurtliff
Boise

Carole McWilliam
Pocatello

Curtis Eaton
Twin Falls

Joe Parkinson
Boise

Judy Meyer
Hayden Lake

Jerry L. Evans
Boise

Trudy Anderson, State Administrator
Division of Vocational Education

"Costs associated with this publication are available from State Division of Vocational Education in accordance with Section 60-202, Idaho Code. 06/94/VE294/500/01000"

This document is intended to be an implementation resource for administrators, instructors, and school district patrons as school districts reorganize their delivery systems to meet the expectations of school reform issues identified by business and industry. For the coming year, this document is considered to be open for review and revision. The Division of Vocational Education invites comments from students, teachers, administrators, and parents. Please feel free to forward any comments regarding this document to:

Ann Stephens, Associate Administrator
Idaho Division of Vocational Education
650 West State Street
PO Box 83720
Boise, Idaho 83720-0095
Phone: 208-334-3216
Fax: 208-334-2365

ACKNOWLEDGEMENTS

The Division sincerely appreciates the expertise and contributions made by the team assembled to develop the Curriculum Framework. The team was composed of two separate groups who accepted the responsibility for developing a guide for curriculum frameworks in Vocational Education. The Framework developed by the team is intended to meet the needs of Idaho's students, teachers, parents, and schools as we move into a new era of instruction. Without the team's contribution to the development of this document, the guidance provided would fall far short of meeting the needs of Idaho's students.

Team members included:

Milt Osgood	Middleton School District
John Bobell	Idaho State University
John Mundt	University of Idaho
Dave Ewing	Boise School District
Carol Lowe	Eastern Idaho Tech Prep Consortium
Betty Sims	Micron Technology
Steve Hall	Telco Electronics
Carolyn Snyder	St. Alphonsus Hospital
Dan Petersen	Division of Vocational Education
Dorothy Witmer	Division of Vocational Education
Bruce Allbright	Westinghouse, Inc. INEL
Tiajuana Cochnauer	Department of Energy
Don Brennan	State Council on Vocational Education
Tom Owens	Northwest Regional Educational Laboratories

Special recognition is given to Ann Stephens and Don Eshelby who coordinated the development activities and to the following staff members who contributed by offering their suggestions in the writing of the document: Alice Clemans, Dick Winn, Sam Byrd, Dave Dean, Wayne Rush, Shirley Silver and Mike Rush.

TABLE OF CONTENTS

FOREWORD

This framework has been designed to help schools in their development of Vocational Technical Education curricula and programs that address the training needs of employers and students in the community. It is not the intention of this document to determine what methods, materials, and support systems should be used at the local level. It is recommended that schools use this framework in conjunction with the existing state curriculum guides to fashion a delivery system that will address the needs of the students, parents, business, industry, and community interests.

The framework was developed by a team of industry and educational personnel. The team developed six goals for Vocational Technical Education which reflect the expectations of industry as outlined in the Schools 2000 initiative and in the Secretary's Commission on Achieving Necessary Skills (SCANS) report. These six goals will set the standard for Vocational Technical curriculum efforts.

It is the responsibility of the local school board and administrators to establish the program of instruction in accordance with state curriculum guidelines. The goals developed by the team are seen as outcomes of a successful vocational-technical offering. A student who completes a Vocational Technical program should have the necessary foundation skills to be a successful and productive member of the workforce and a valued, contributing member of society. Idaho's legislature has defined a "thorough" education for all students. This framework reinforces Vocational Technical Education's role in educational thoroughness as defined by the Legislature.

Trudy Anderson, Administrator
Idaho Division of Vocational Education

PRINCIPLES FOR SCHOOL REFORM INCLUDE
* SHIFTING INSTRUCTIONAL EMPHASIS:

FROM....	TO....
A NARROW TEXTBOOK/LECTURE DRIVEN CURRICULUM	A BROAD CURRICULUM THAT INCLUDES EXPERIENCES NOT ONLY IN ONE CONTENT BUT CROSS-CURRICULAR.
AN ACQUISITION OF PIECES OF KNOWLEDGE AS AN END IN ITSELF	EMBEDDING KNOWLEDGE IN A CONCEPTUAL FRAMEWORK AS A PROBLEM SOLVING TOOL.
A NARROW ROLE FOR PROBLEM SOLVING FOCUSING PRIMARILY ON WORD PROBLEMS	PROBLEM SOLVING AS A CENTRAL FOCUS TO LEARNING.
PREOCCUPATION WITH PENCIL-PAPER DRILL AND REPETITION	MULTIPLE METHODS OF COMMUNICATION, COMPUTATION, AND METHODS DEMONSTRATING LEARNING.
EMPHASIS ON SEPARATE AREAS OF CONTENT	CONNECTIONS BETWEEN DISCIPLINES AND THE CONTENT TRADITIONALLY LEARNED IN THOSE DISCIPLINES.
EMPHASIS ON FINAL ANSWERS RATHER THAN PROCESS	EMPHASIS ON STUDENT'S REASONING AND PROBLEM SOLVING PROCESSES.
STUDENTS AS PASSIVE PARTICIPANTS	STUDENTS AS ACTIVE PARTICIPANTS IN CONSTRUCTING IDEAS THROUGH EXPLORING, INVESTIGATING, DISCUSSING, AND CONJECTURING.
TEACHERS AS TRANSMITTERS OF KNOWLEDGE	TEACHERS AS FACILITATORS OF LEARNING.

....AND....
EVALUATION AND ASSESSMENT AS A MEANS OF IMPROVING INSTRUCTION, LEARNING, AND PROGRAMS. ALSO.... USING A VARIETY OF EVALUATION TECHNIQUES. USING A STANDARDIZED TEST AS ONLY ONE OF MANY INDICATORS.

* The shift in emphasis for education is comparable with the competency-based approach that Vocational Technical Education has used for many years.

DEFINITIONS

Following are definitions of some of the educational vocabulary as used in this document.

CURRICULUM GUIDE -- A document which describes the technical content to be learning in a vocational program area. The guide is developed using a task list developed by industry as the basis for the content which is organized into Duty Areas or related groups of tasks. Performance Objectives are written for each Task and each Performance Objective has a set of Enabling Objectives or sequential steps to aid the instructor in developing units of instruction and assessment tools.

APPLIED ACADEMICS -- Courses that teach mathematics, communications, science and other subjects in the context of how these skills are used in the workplace.

FRAMEWORK -- A design that "frames" a series of critical components describing what we teach and how we assess it. Gives "unity" to what we do in that discipline. The state framework will provide a model for school districts to use in their development of district frameworks.

STANDARD -- A broad description of what a student should know and be able to do.

GOAL -- A broad description of what is important in achieving proficiency in a standard.

OBJECTIVE -- A specific statement that describes what will be learned to reach the goal.

SAMPLE PROGRESS INDICATOR -- Problems or situations that teachers and students may use to assess and demonstrate student capability and performance.

EXIT PERFORMANCE STANDARDS -- The final established benchmark achieved by a student as he/she exits our school at the 12th grade. Describes quite precisely what students need to know and be able to do when they exit the system.

PERFORMANCE ASSESSMENT -- An assessment where students must demonstrate what they know and are able to do.

COMPETENCY-BASED EDUCATION -- An educational system that emphasizes the specification, learning and demonstration of those competencies (knowledge, skills, and behavior) that are of central importance to a given task, activity, or career. Competency-based education is designed to prepare youth to successfully transition to post secondary employment and education.

WORKBASED LEARNING -- A competency-based educational experience that coordinates and integrates classroom instruction with structured work-site employment in which the student receives occupational training that advances student knowledge and skills in essential academic learning requirements. It includes deliberate strategies for linking student experiences at work sites with the content and outcomes taught in schools and classrooms. Students are assisted by workplace mentors who help them learn how to apply academic skills to solve real problems. It provides all students with the basic knowledge, skills and attitudes required to be effective in a variety of workplace settings.

SCHOOL TO WORK INITIATIVE -- A restructuring strategy which provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. The key elements of School to Work are: school-based learning, work-based learning and connecting activities.

TECH PREP INITIATIVE -- A rigorous, broad-based educational reform effort integrating technical and academic education and providing continuity between high school and post-high school training. A Tech Prep program is a 4-year educational program starting at least by grade 11 and concluding with a 2-year postsecondary associate degree, certificate or apprenticeship.

VISION OF SCHOOLS 2000

Through equal access to quality education, all Idaho high school graduates will understand and value lifelong learning, and possess the knowledge, skills and attitudes necessary to:

- learn,
- use critical thinking and reasoning ability to solve problems,
- work independently and in groups,
- communicate effectively in all forms,
- understand, integrate and use information and knowledge,
- maintain personal, emotional and physical well-being,
- contribute to society as caring, responsible and thoughtful citizens, and
- understand and appreciate ethnic and racial differences.

The term *all Idaho high school graduates* means students from a broad range of backgrounds and circumstances, including disadvantaged students; students with different racial and ethnic backgrounds; students with disabilities; students with limited English proficiency; and academically talented students.

GOALS

The vision will be realized if the goals as described in these major programs of study are reached:

- Language Arts
- Social Studies
- Mathematics
- Science
- Comprehensive Health Education and Physical Education
- Fine Arts and Humanities
- Foreign Language
- Vocational-Technical Education

QUESTIONS AND ANSWERS ON PERFORMANCE BASED EDUCATION

Why should Idaho change to performance based education?

The world is changing. As our society moves from the industrial age to the information age, schools must be redesigned to prepare students for the future. To be successful, students must become life-long learners who can work with others, communicate clearly, apply what they have learned in practical ways, recognize quality, and be creative and original problem solvers. Performance based education ensures that students master both traditional basic skills (phonics, reading, writing, math, spelling, grammar, social studies, and science inquiry) and additional basic skills that emphasize application and use of what has been learned.

What is performance based education?

Performance based education clearly defines what students are expected to know and be able to do with that knowledge. Students are periodically tested or assessed to determine their progress, and each student is given needed time and assistance to become proficient. Students who show meaningful progress or skill development are advanced to more challenging material. This is the process that Vocational Technical Education has adhered to for many years.

What are additional basic skills?

In Idaho we call them *exit performance standards*. We believe that besides demonstrating proficiency in the traditional basics, students who graduate from Idaho high schools must be able to:

1) Communicate clearly and effectively
2) Use knowledge and information effectively
3) Solve problems
4) Be creative and original
5) Determine quality
6) Work cooperatively with others, and
7) Learn effectively throughout life

These *exit performance standards* are additional basics that students must acquire in order to live and work in a complex and changing world.

How is performance based education different from traditional teaching methods?

In traditional methods, teachers present material, students study and do homework, students are tested, grades are recorded, and the class moves on to the next topic--whether or not everyone has learned the information. In performance based education, a student must demonstrate what they know and are able to do in a given discipline. Thus performance based education is more attentive to the individual student's progress.

Does performance based education "dummy down" the curriculum so that all students are learning less?

Just the opposite. Performance based education sets uniform standards for all students. To show proficiency, a student has to meet a rigorous predetermined standard. Because the standards set high expectations for all students, students will learn more. Idaho's own Direct Writing Assessment program, now in its 10th year, is a good example: the quality of students' writing has improved during this time because the tough standards go hand-in-hand with solid preparation.

How does performance based education teach students to think?

Performance based education requires students to analyze, synthesize, evaluate, internalize, and apply what they have learned. Students are also taught to evaluate their own progress and set goals for improvement.

What are the differences between traditional testing and performance based assessment?

A traditional pencil and paper test requires that students show what they have learned. They do not have to demonstrate what they can do with what they know, and they are not able to demonstrate the depth and breadth of their knowledge. Often grades are reported as the percentage of test questions answered correctly. It is possible to receive credit by mastering as little as 60 percent of the information (usually a "D").

In a performance assessment, students are expected to answer two questions: *What do you know?* and *What can you do with what you know?* Students show their basic knowledge and understanding through a variety of activities that demonstrate their level of proficiency. This kind of assessment not only requires thorough knowledge of the basic skills, but demands that students demonstrate this knowledge through projects, performances, experiments, research, essays, critiques, and other practical ways.

What are performance based assessment standards?

Performance based assessment standards describe the student's level of proficiency in meeting the *exit performance standards.* Vocational Technical Education students must meet the standards established on the Competency Profiles for each occupational area.

3) **Skilled:** The student can perform the skill independently with no additional training needed. The student goes beyond the basic requirements, demonstrates a thorough understanding of the exit performance standards, and communicates those concepts clearly and easily.

2) **Moderately Skilled:** The student has performed the skill independently during the training program, therefore, limited additional training may be required. The student meets the basic requirements and communicates these concepts clearly and easily.

1) **Exposure Only:** The student has learned general information with little or no practice time. Close supervision is needed and additional training will be required. The student meets some, but not all, of the basic requirements. He or she may have difficulty in performing the task or communicating about the task.

0) **No Exposure:** The student has not been provided any information nor practice on the task during the training program. Complete training will be required. The student meets few of the basic requirements set forth in the *exit performance standards* and is unable to communicate in a clear and thoughtful way.

How will changing to performance based assessment affect classroom teaching?

Classrooms of the future may look quite different. Instead of the teacher standing in front of the room lecturing for 50 minutes, students will work separately--and together--to produce products (writing portfolios, art portfolios, exhibits, perform diagnostic procedures, fabricate and test models and equipment,) or performances (typing tests, dramatic and musical performances, analyze and make appropriate repairs to faulty apparatus, conduct science experiments and math demonstrations related to the world of work, or debate orally and conduct meetings). The teacher will decide on the content and purpose of each lesson, but the students will learn through active involvement.

Does performance based assessment replace college entrance exams?

No. However, a number of colleges are no longer requiring students to take entrance exams, but are requesting that students send "portfolios" (collections) of their work in a particular subject. A performance assessment would be an important part of a student's portfolio.

What happens to the gifted and talented student?

Performance based assessment is particularly good for the gifted and talented student. Now students only demonstrate their proficiency to the limit of the traditional test. With open-ended performance based assessment, these students can truly demonstrate their gifts and talents. Thus, gifted students are identified early and given more challenging material.

Does performance based education teach "values clarification"?

No. What it does is require students to go beyond the memorization of facts and show how to use what they know.

Will performance based assessment take place at every grade level?

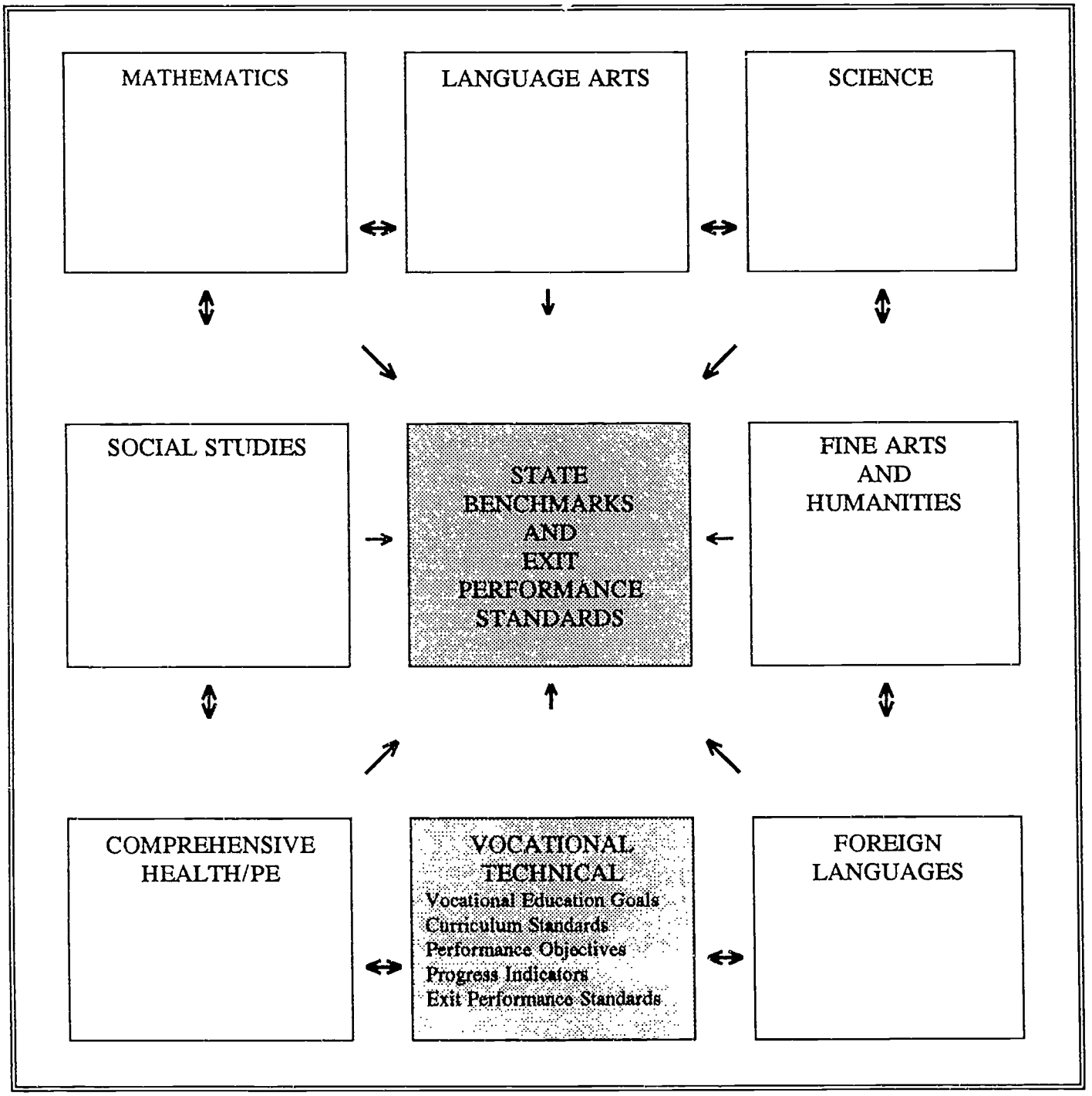
Yes, although often this is informal assessment by teachers. Formal assessment will probably occur at grades 4, 8, and 11 in general education classes. Students will also be tested in traditional ways so that their progress can be compared to national scores.

INTEGRATION OF LEARNING

The Idaho Performance Based Educational System is focused on Exit Performance Standards that describe what students know and can do when they graduate from high school. Benchmarks are used at various levels to assess students' progress toward accomplishment of the Exit Performance Standards.

Curriculum Guides describe the scope and sequence of instruction and learning within each curriculum area. Curriculum Frameworks provide direction for the program to develop learning conditions which can be used as instructional tools as well as assessment practices.

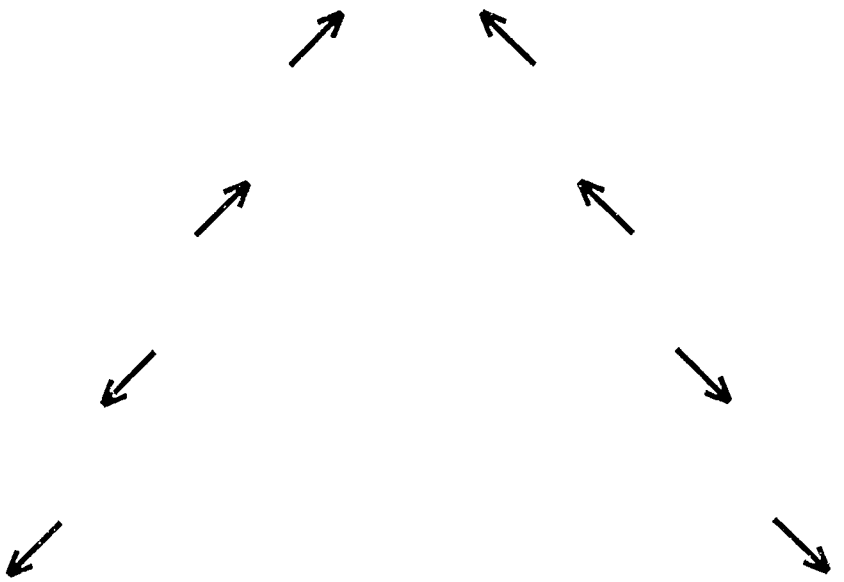
Collectively the Curricular Frameworks address the Exit Performance Standards by encouraging the integration of student learning across the curriculum areas. The integration of learning is supported by the acquisition of knowledge and skill in each curriculum area, and it is enhanced by encouraging integrated instruction.



CURRICULAR ALIGNMENT

IDAHO GOALS

Broad description of what is important
in achieving proficiency in each subject area.



EXIT PERFORMANCE STANDARDS

What high school graduates know and are able to do.

CURRICULAR FRAMEWORKS

A design that "Frames" a series of critical components describing what we teach and how we assess it.

VOCATIONAL-TECHNICAL EDUCATION

GOAL 1 All students will have equal access to vocational-technical education.

To prepare all students for occupations in a highly competitive work force, students must be provided the necessary facilities and resources, from buildings to equipment, to ensure this opportunity.

GOAL 2 All students will demonstrate the necessary job seeking/keeping, interpersonal and communication skills to obtain a job and work effectively and safely in an interactive work environment.

Students need to develop skills and attitudes necessary to effectively obtain and keep a job.

GOAL 3 All students will demonstrate competence in academic skills and be able to effectively apply those skills to life and work situations.

Student motivation to learn is based on the ability to see the application of academic skills to the workplace.

GOAL 4 All students will acquire skills and knowledge in applied settings.

Vocational-technical courses provide hands-on learning and an alternative setting for developing academic skills.

GOAL 5 All students will demonstrate an understanding of how to balance work, family and citizenship responsibilities.

Students need to develop skills necessary to balance various responsibilities to be effective, contributing members of society.

GOAL 6 All students will demonstrate technical skills that reflect successful business and industry practices.

Students will be provided actual work environments integrated with school-based vocational-technical programs.

VOCATIONAL EDUCATION GOALS/EXIT PERFORMANCE STANDARDS MATRIX

A Vocational Technical Education program designed around the subject area goals will challenge students to progress toward achievement in the Exit Performance Standards. Following is a matrix illustrating the relationship between the Idaho Goals for Vocational Technical Education and the Exit Performance Standards.

GOALS ↓	↙ EXIT PERFORMANCE STANDARDS ↘						
	COMMUNICATE EFFECTIVELY	USE KNOWLEDGE EFFECTIVELY	SOLVES PROBLEMS EFFECTIVELY	IS CREATIVE AND ORIGINAL	DETERMINES QUALITY	COLLABORATES WITH OTHERS	IS A LIFELONG LEARNER
EQUAL ACCESS TO VO. ED.							X
EMPLOYABILITY SKILLS	X	X	X	X	X	X	X
INTEGRATING ACADEMIC SKILLS	X	X	X	X	X	X	X
LEARNING IN APPLIED SETTINGS	X	X	X	X	X	X	X
WORK, FAMILY & CITIZENSHIP	X		X	X	X	X	X
TECHNICAL SKILLS	X	X	X	X	X	X	X

An **X** in a cell indicates that specific goal addresses achievement in that specific exit performance standard.

INTRODUCTION

Background

The Division of Vocational Education developed the Curriculum Framework in cooperation with a team of representatives from Business, Industry and Education. The Framework is based on the Vocational Technical Education Goals established by the team and sets the standards for all vocational programs reflecting the student outcomes established by the Goals and Testing Commission. The Framework is to be used in conjunction with the existing statewide curriculum guides developed for each program area. It does not change the content of the vocational disciplines. Rather it provides the broad framework for what a student should know and be able to do after graduating from a vocational program.

The structure of the Vocational Technical Education delivery system includes several critical components which, when offered at the local level, makes education a successful and rewarding effort for students. A comprehensive Vocational offering includes:

a. Counseling and Guidance services
b. Employability Skills preparation
c. Integration of academic content
d. Instruction and facilities focused on occupations
e. Supplementary and Support Services
f. Workplace training

Counseling and Guidance services are essential for preparing students to make career choices. Students should be able explore a variety of career paths and be provided opportunities to select courses which best fit their personal goals. Applied academic instruction is integral to vocational success. Workplace skills require knowledge and application of both technical and academic skills. Students must also develop employability skills such as those described in the SCANS report. Occupational skills need to be learned in an environment which parallels the workplace; therefore, the facilities must be adapted to simulate industry settings. Many students have special academic and financial needs which have to be met by the educational system in order for them to succeed in the educational environment. Finally, worksite learning provides rich opportunities to expand and enhance the vocational-technical delivery system. These activities will include a variety of structured learning experiences such as apprenticeship, cooperative education, job shadowing, clinical experiences and other on-site opportunities.

Educators must deliver a variety of learning programs that meet individual student needs and interests as well as provide solid educational achievement. It is acknowledged that student motivation is critical to learning in schools and success after school. All students can be motivated and successful when they are:

- provided means for a world class academic education.
- respected for their educational and occupational choices.
- provided credentials, certificates, and diplomas that qualify for further education and work.
- provided comprehensive academic and career guidance that fits their interests and aptitudes, and allows for freedom of choice.
- provided a learning environment that is safe and stimulating.
- provided personal opportunities to serve the school, community, and nation.
- provided competent instructors committed to their success.

Excerpts from Vocational Industrial Clubs of America (VICA) Student Bill of Rights.

When these elements are present in a local vocational system, the setting is established to provide a thorough education for students. Vocational Technical Education skills taught as an integral component of secondary education enhance student career choice and prepare students for a competitive workplace.

Mission Statement

The Mission of Vocational Technical Education is to provide Idaho's youth and adults with technical skills, knowledge and attitudes necessary for successful performance in a globally competitive workplace.

Guiding Principles

Principles are guides for the development of quality vocational programs. The following principles are based on beliefs highly regarded in Vocational Technical Education. They are the philosophical core of occupational education and outline critical elements that ensure quality and provide direction for vocational programs.

- Classroom or laboratory experiences should reflect the work environment.

- Vocational Technical Education should be provided in sufficient depth and proper sequence, with increasing levels of difficulty and reasonable time for mastery of skills.

- Vocational Technical Education must be tailored to the learning needs and characteristics of those being instructed.

- Vocational Technical Education, while primarily concerned with work or employment-related attitudes, skills, and knowledge, contributes to the total growth of individuals.

- Vocational Technical Education should build on the individual's aptitudes, interests, and strengths, and match these traits to the specific occupational choice of the individual.

- Vocational instruction should include specific training in critical thinking, problem solving, team building, and technical skills used in the work environment.

- Vocational educators must have successful experience in and content knowledge of the occupational field in which they are teaching or supervising.

- Realistic standards of performance must be established for each occupational program with the cooperation of industry. These standards are to be used as objectives of minimum competency for classroom/laboratory activities.

- Classroom or laboratory environments must be free of bias, stereotyping and harassment. An atmosphere is established where students and teachers respect one another.

Philosophy Statement

Vocational Technical Education prepares students for a lifetime of community involvement and work. Its primary educational strategy is for students to "learn by doing". The vocational teacher continually directs active learners toward new technical experiences. Vocational curricula are fluid and changing, reflecting industry needs and standards.

It is vital that Vocational Technical Education team with academic education within school settings to motivate and reach all students. Through such integrated programs, schools encourage workplace readiness, career guidance, and academic learning. Educational efforts must be enhanced with applied learning environments and competency-based instruction.

Vocational Technical Education is a keystone in the nation's workforce development system. It strengthens and upgrades technical skills, addresses cultural change, and responds to economic structures, policies and situations. The future will require a strong high school vocational component to meet the workplace challenges of the next century.

Thorough System of Public Schools

Vocational Technical Education is a significant contributor to the eight defining criteria of a thorough education for all students. The specific description of Idaho Code (33-1612) follows:

In continuing recognition of the fundamental duty established by the constitution, the legislature finds it in the public interest to define thoroughness and thereby establish the basic assumptions which govern provision of a thorough system of public schools.

A thorough system of public schools in Idaho is one which:

1. *A safe environment conducive to learning is provided;*
2. *Educators are empowered to maintain classroom discipline;*
3. *The basic values of honesty, self discipline, unselfishness, respect for authority and the central importance or work are emphasized;*
4. *The skills necessary to communicate effectively are taught;*
5. *A basic curriculum necessary to enable students to enter academic or vocational post secondary educational programs is provided;*
6. *The skills necessary for students to enter the work force are taught;*
7. *The students are introduced to current technology; and*
8. *The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.*

Working with Other Educators

The opportunity to provide motivating, relevant schooling to all students is a challenge. There must be attractive options if all students are to be motivated and successful in school and life. By providing vocational-technical options that are motivating and lead to success, our entire educational system will have the ability to prepare highly skilled individuals for university entrance, continuing education in technical occupations, and workplace entry. Partnerships with the total education system enhances the ability for Vocational Technical Education to provide:

- Occupational knowledge and training relating to the students' strengths and motivations.
- A comprehensive career guidance program that fits the students' strengths and motivations.
- An applied education foundation in reading, communications, and technologies.
- Competency-based curriculum that provides students an opportunity to build upon past learning and set occupational goals.
- Opportunities for academic and vocational teachers to work together as a team to provide all students with strong employability skills.
- A state-of-the-art learning environment that is safe, stimulating and accessible to all students.
- An emphasis on lifelong learning as a key to continued success in society.

Framework Format

The Vocational Technical Education Framework consists of four components: Standards, Goals, Performance Objectives and Progress Indicators. Performance Objectives were developed to provide a measure of performance expected of students. Progress Indicators are examples of suggested student activities that are designed to give students opportunities to learn the intended skills in a relevant manner. Progress Indicators can also be used as assessment tools to evaluate the accomplishments of students.

VOCATIONAL TECHNICAL EDUCATION CURRICULUM FRAMEWORK

Standard 1 Vocational Technical Education as a Strategy for Achieving Career Goals

GOAL All students will have equal access to vocational-technical education.

Performance Objectives All students will:

1. explore a variety of careers.
2. evaluate career choice based on personal interests, strengths, and occupational requirements and opportunities.
3. access opportunities to learn employability skills.
4. demonstrate a willingness to apply learned skills and knowledge by actively seeking and obtaining related employment or participating in an entrepreneurial or unpaid work experience.

Progress Indicators All students will demonstrate progress toward achieving competence in this standard by:

1. acquiring and demonstrating a self understanding of their unique strengths and motivations.
2. accessing information regarding careers to include
   - compensation
   - educational requirements
   - employment opportunities
   - relating strength and motivation to critical requirements of occupations
3. developing a career/educational plan and/or portfolio.
4. participating in a worksite experience.
5. enrolling in postsecondary education or entering the workforce in a related field.

Standard 2 Vocational Technical Education as Employability Skills

GOAL All students will demonstrate the necessary job seeking/keeping, interpersonal and communication skills to obtain a job and work effectively and safely in an interactive work environment.

Performance Objectives All students will:

1. investigate opportunities and options for employment and entrepreneurship.
2. develop an employment plan.
3. demonstrate successful patterns of behavior to seek, enter and progress in an occupation.
4. demonstrate effective leadership styles, interpersonal relations skills, and teamwork which exist in the workplace.
5. demonstrate proper communication techniques for work related applications.
6. develop technological skills to function effectively in the work environment.
7. demonstrate appropriate health and safety practices.
8. demonstrate appropriate environmental practices.

Progress Indicators All students will demonstrate progress toward achieving competence in this standard by:

1. completing a job application.
2. investigating a job opportunity and analyzing its personal economic impact.
3. demonstrating teamwork behaviors.
4. demonstrating active listening skills.
5. accessing and storing data, retrieving and submitting communications, interfacing various media, and maintaining record systems.

Standard 3 Vocational Technical Education as Reinforcement of Academic Skills

GOAL All students will demonstrate competence in academic skills and be able to effectively apply those skills to life and work situations.

Performance Objectives All students will

1. demonstrate effective and accurate written, verbal and nonverbal communication skills.

2. read for comprehension.

2. make quality choices when selecting, applying or obtaining products, materials and/or services based on cost, time, environmental impact, personal resources and application to the purpose intended.

3. calculate, formulate, estimate or analyze data to determine the effectiveness and efficiency of equipment, tools, services, procedures or applications to the purpose intended.

4. determine the effect of scientific principles such as Force, Energy, or Motion as they apply to home and workplace materials, products, tools, equipment or processes.

5. interpret charts, symbols, statistics, maps, gauges, meters or other measuring and graphical devices to formulate an accurate judgement or estimate of time, product, energy, costs or other resources needed to perform an application.

Progress Indicators All students will demonstrate progress toward achieving competence in this standard by:

1. preparing and presenting effective written and oral reports using the conventions of Standard Written English

2. analyzing data relative to research in a given occupational area.

3. explaining scientific principle(s) involved when given an event or occupational situation.

Standard 4 Vocational Technical Education as a Contextual Environment for Applied Learning

GOAL All students will acquire skills and knowledge in applied settings.

Performance Objectives All students will:

1. apply technical skills and knowledge using scientific concepts to determine the function and effectiveness of the stated task.

2. read for comprehension.

3. apply technical skills and knowledge using computational or mathematical concepts to determine the efficiency and/or accuracy of the stated task.

4. demonstrate appropriate written and/or oral skills to communicate with other students, instructors or employers the procedures or practices to be performed.

5. identify and solve life, school and work problems using critical thinking and the problem solving process.

6. demonstrate cooperative work habits through active participation on teams, in student organizations and/or workplace environments.

7. demonstrate knowledge of economic business principles and practices.

8. fabricate, produce or repair products and provide services in a cost effective manner.

Progress Indicators All students will demonstrate progress toward achieving competence in this standard by:

1. analyzing the scientific principle(s) involved in reaching a decision or conclusion in a case study or job related problem.

2. applying a mathematical formula to calculate dosages, temperature, time, or other factors in various occupational settings.

3. calculating costs, time, or quantity of products, services, and materials used in the classroom, laboratory, and workplace environment.

4. writing a procedure that is directly related to the job or task assigned using the conventions of Standard Written English.

5. researching vocational-technical journals for possible solutions to work-related problems

Standard 5 Vocational Technical Education as a Supportive Base for Work, Family and Citizenship

GOAL All students will demonstrate an understanding of how to balance work, family and citizenship responsibilities.

Performance Objectives All students will:

1. demonstrate productive practices in managing resources (financial, time, energy, human) to effectively balance work, family and community responsibilities.

2. develop skills in problem solving, decision making, and stress management.

3. develop skills in building effective interpersonal relationships in family, workplace and community settings.

4. identify and utilize available resources in building and maintaining an effective personal/family support system.

5. demonstrate leadership and citizenship skill development through active membership in student, civic and community organizations.

6. match workplace policies and environment with personal needs and expectations.

Progress Indicators All students will demonstrate progress toward achieving competence in this standard by:

1. completing a project which demonstrates effective use of resources in balancing work and family responsibilities.

2. researching and reporting on workplace policies and environments.

3. listing resources available to individuals and families in the community which provide possible personal support system components.

4. actively participating in a student or community organization while maintaining successful standing in school and family.

Standard 6 Vocational Technical Education as Technical Skills

GOAL All students will demonstrate technical skills that reflect successful business and industry practices.

Performance Objectives All students will:

1. practice safe and healthful work skills and habits.
2. identify, select and use the proper tools and equipment to perform selected work related tasks.
3. establish, organize, clean and maintain a workstation.
4. diagnose, analyze, estimate or make an accurate judgement to determine the necessary action to be taken prior to performing a specified task.
5. determine the proper procedure, function or process to fabricate, produce or repair products and provide services.
6. participate in accepted industry practices to improve quality.

Progress Indicators All students will demonstrate progress toward achieving competence in this standard by:

1. following safe practices as determined by a workplace assignment.
2. using tools and equipment in an appropriate manner during a worksite experience.
3. making accurate judgements when presented with workplace problems.
4. achieving a minimum performance level of two on the competency profile.
5. offering suggestions for improving a process, product or service.

SECONDARY EXIT PERFORMANCE STANDARDS

The Secondary Exit Performance Standards for high school graduates require mastery of basic skills and subject knowledge. Students' proficiency in these Performance Standards will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho high school graduate

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **determines quality.**
- **collaborates with others.**
- **is a lifelong learner.**

What follows is a more complete statement of each standard and a list of traits which describe each standard in more detail.

1. **An Idaho high school graduate communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - **Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.**
   - **Organization -- The communication addresses issues clearly and directly.**
   - **Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.**
   - **Form -- The chosen form of communication conveys the intended message.**
   - **Conventions -- The communication includes appropriate use of grammar, capitalization, punctuation, usage, spelling and paragraphing.**

2. An Idaho high school graduate locates, organizes, and uses knowledge, information, and technology effectively.

LIST OF TRAITS

- Reading -- The student reads with accuracy and understanding.
- Active Listening -- The listener understands and evaluates verbal and nonverbal information and responds appropriately to the speaker.
- Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.
- Organization of Information -- Information is effectively organized using clear criteria to select materials.

3. An Idaho high school graduate identifies and describes problems or issues and develops effective strategies for addressing those concerns.

LIST OF TRAITS

- Presentation of Components -- The issue is clearly described, using figures, diagrams, or models as appropriate.
- Development and Implementation Strategies -- Clear and effective strategies for solving or addressing problems or issues are identified, implemented, and evaluated.
- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. An Idaho high school graduate demonstrates creativity and originality in the design, production, and presentation of activities.

LIST OF TRAITS

- Creativity and Originality -- Innovative methods of design, production, and presentation are developed, leading to new understanding, methods, or products.

5. An Idaho high school graduate critiques and evaluates the quality of work products and processes.

LIST OF TRAITS

- Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.
- Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.
- Identification of Weaknesses -- Areas for further improvement are identified, and ideas for improvements are discussed.

6. An Idaho high school graduate demonstrates the ability and skills to work collaboratively.

LIST OF TRAITS

- Monitor Behavior -- In group activities, the individual monitors and evaluates his or her behavior and demonstrates consideration for individual differences.
- Team Skills -- Active listening and participation skills are used in group activities.
- Provide Feedback -- Constructive comments on cooperative work are given and received.
- Group Functioning -- How the group does its work is assessed and managed, with conflict resolution skills used to solve problems.
- Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. An Idaho high school graduate demonstrates characteristics of an effective lifelong learner.

LIST OF TRAITS

- Vision -- Goals and priorities are identified.
- Self-esteem -- A positive vision of self and others is developed. A positive desire to learn is demonstrated.
- Initiative and Perseverance -- The desire and ability to plan, implement, and conclude a project over time is demonstrated.
- Responsibility -- Responsibility for personal actions is demonstrated.
- Adaptability -- Changes and challenges are dealt with in a positive way. Plans and actions are modified appropriately in response to changing circumstances.
- Skills of Strategic Learner -- A variety of strategies for learning are developed and used.