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ABSTRACT
                 This report describes the third year of Wisconsin's
Integrated and Applied Curricula project. The mission was to provide
information, technical assistance, and a summer conference to help
expand team members' competencies in developing integrated and
applied curricula, training of high school and technical college
educators. The cadre of teachers could then serve as facilitators.
The summer conference attended by 130 people was centered around
three main themes: work-based learning, connecting school-to-work,
and school-based learning. The curriculum developed by each team was
sent to participating school teams. Evaluations indicated the
following: 72 percent of participants liked the organization and
structure of the conference, 69 percent indicated the conference was
excellent or very good at helping them attain their goals, and 89
percent would like to attend again next year. Survey results
indicated 96.3 percent of respondents changed their curriculum as a
result of activities. The seven-page report is followed by these
appendixes: conference materials, integrated and applied curricula
resource list, and examples of resource center handouts, curricula
projects from the conference, conference evaluation results,
integrated and applied curricula projects' assessment--3-year
evaluation results, and project correspondence. (YLB)

Wisconsin Integrated and Applied Curricula Project
Year Three: 1995-1996

Final Report For:

Wisconsin Department of Public Instruction
and
Wisconsin Technical College System

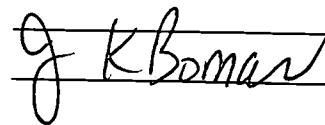### Conducted by:

Center for Vocational Technical and Adult Education

University of Wisconsin-Stout
July 22, 1996

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Abstract

In 1995 the Wisconsin Department of Public Instruction (DPI), and the Wisconsin Technical College System (WTCS) selected the University of Wisconsin-Stout to continue the Integrated and Applied Curricula project for a third year. The mission was to provide information, technical assistance and a summer conference to help expand team members' competencies in developing integrated and applied curricula. This cadre of teachers could then serve as facilitators.

This report addresses the findings, conclusions and recommendations of a project that was funded to assist in the continuation of integrated and applied curricula training of high school and technical college educators.

Integrated and Applied Curricula Project
Year Three Final Report

Background

Over the last three years, the University of Wisconsin-Stout has been awarded four grants to promote integrated and applied curricula in Wisconsin high schools and technical colleges. The Center for Vocational, Technical and Adult Education has undertaken numerous activities to train educators and administrators. Some of these activities include: The Wisconsin Learner Goals and Outcomes Conference (1994); Awarding of 26 mini-grants to encourage School-To-Work activities (1994); twelve technical assistance visits (1994); two integrated and applied summer conferences (1994-1995), three administrator workshops (1995), and a teacher educator workshop (1995). In addition to these training activities, a large data base of integrated and applied curricula resources has been compiled over the last two years. Surveys and needs assessment have directed the course of the projects, as well as input from DPI, WTCS, and the Wisconsin School-To-Work Leadership Group.

In 1995, a sister grant, The Data Base and List Serv Project, was initiated. This project's mission is to disseminate integrated and applied curricula resources over the world wide web. A discussion group on the Internet was formed to promote networking.

Purpose

The purpose of the project in year three was to develop the cadre and assist with staff development. Encouraging cadre members to mentor and contribute to the development of new team members in their school districts was a primary objective. As in past years, it was considered essential that conference participants leave with a product. This year each team was expected to develop a unit of authentic, integrated curriculum by the end of the conference.

The 1996 Summer Conference was designed for 150 participants. This year business involvement was stressed and teams were asked to invite local business and industry people to help them validate the authenticity of their lesson plans and foster business cooperation with local school districts.

Goals and Objectives

Goals for the project were designed by consultants from DPI, WTCS, and project staff at UW-Stout. Evaluations and needs assessments from past conference participants contributed greatly to the content and organization of the 1996 conference.

GOAL 1
Develop the cadre's skills in writing and implementing integrated and applied curricula. Help experienced cadre members mentor and contribute to the development of new team members in their school districts. Offer introductory as well as advanced conference sessions.

OBJECTIVES
1. Sponsor Annual Summer Integrated and Applied Curricula Conference and include activities for experienced and novice team members. Invite new team members.

2. Coordinate project activities with other activities conducted at consortia and CESA levels. Actively seek participation from all state Tech Prep/School-To-Work consortia.

GOAL 2
Coordinate activities to encourage teachers to work with industrial partners to develop work-based experiences that can be used as a basis for development of authentic curriculum tasks. The project will seek to enlist industry partners to help provide direction and leadership to this project.

OBJECTIVES
1. Sponsor field-based internships, shadowing or other experiences, that place teachers at industry sites.

GOAL 3
Project activities will improve communication and networking opportunities between cadre members, as well as provide access to integrated and applied curricula resources.

OBJECTIVES
1. Coordinate activities with the Data Base Project to increase access and maintain resources and information.

2. Coordinate an Integrated and Applied Curricula Column to be published in the state School-To-Work newsletter.

Project Activities As They Relate To Above Goals and Objectives

The summer conference was held June 25-27 on the campus of UW-Stout. Over 130 people attended the conference, many of them as first time participants.

This year's conference was designed with input from Gabrielle Wacker WTCS, the School-To-Work Leadership group, and evaluation results from the 1995 summer conference.

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Based on the success of the 1995 conference, it was clear the 1996 conference should be a working conference; participants needed to be involved in applied activities and leave with a tangible product. The conference task was to develop a unit of integrated and applied curricula, steeped in authenticity. New team members were invited as well as seasoned participants, so sessions included both introductory topics and more advanced activities. Conference layout was organized so participants could have time to work with their team members as well as attend thematic key note addresses and break out sessions. Many of the break out sessions were very applied; offering "best practices" from teams across the state. See the attached agenda in Appendix Section A for detailed information.

The 1996 summer conference was centered around three main themes:

1. Work Based Learning---WTCS consultant, Gabe Wacker, requested that business representatives attend the summer conference to reinforce the work-based aspects of School-To-Work and develop or enhance partnerships with their local school-to-work teams. The first day of the conference was devoted exclusively to Work Based Learning, including business contribution sessions where school teams and business representatives worked together to authenticate curriculum. See the conference agenda in Appendix section A for more detailed information about the conference, including business session materials and the conference agenda.

All conference participants were given the opportunity to register for one or two graduate credits conducting a field experience in business and industry. Twenty-one teachers registered for the field experience. The intent of the field experience is to give teachers a real world work experience they can apply in the classroom.

2. Connecting School-To-Work---Activities centered around how to connect school based activities to the world of work. For examples, career majors was the major focus of the key note address and several breakout sessions. Wisconsin Instructional Design System and Internet Resources break out sessions helped educators explore how to use computer resources for integrating. Educators had the chance to meet with colleagues in their discipline and discuss what works for integrating and applying curricula. Authentic assessment and integration at the college level were the topic of several breakout sessions in the afternoon.

3. School Based Learning---The last day focused on how to connect school to work and develop and implement integrated and applied curricula in the school. Some subject areas included: entire school reform, integrating teams--the starting points, how to teach on a four period day, and sustaining integrated teams.

To meet the objectives outlined in Goal Three (increasing curriculum communication and resources), three Internet workshops were offered at the conference. These workshops were well received and 82% of participants felt these resources would help them develop and implement integrated and applied curricula. A large resource center was placed in the hallway offering over forty resources to participants, including school-to-work kits, journal articles, curriculum samples, tips for success, etc. See Appendix Section B for a list of resources and several examples. A copier and a laptop computer were available for participants to use.

To promote statewide cooperation in the planning and marketing of the conference, a conference call was held with the School-To-Work Group members. Based on input from Gabrielle Wacker, several additional breakout sessions were added, including integration at the technical college level and performance based instruction.

The project staff advertised the conference workshop in several ways. First a flyer was sent to all high school principals in the state of Wisconsin. Packages of flyers were also sent to members of the School-To-Work Leadership group for distribution. All conference participants from 1994-95 received registration materials. All correspondence materials are found in Appendix Section F.

Articles were developed for publication in the Wisconsin School-To-Work newsletter to highlight integrated and applied curricula and promote the conference. At least eight varied articles were developed based on input from WTCS staff. Only one small article was published in June.

To promote the materials produced at the conference, the curriculum developed by each team at the summer conference is on the integrated and applied curricula world wide web page. It can be located at the following address:

http://www.sit.uwstout.edu/cntr/cvtae/iac.html

All curricula was copied and sent as a package to each school team that participated. The curricula is found in Appendix Section C.

After the conference each team member was asked to join the Internet discussion group and send in a data base form describing their curricula and school-to-work projects so that this infoι, ʼion could be modified, updated or added to the existing web page. These additions will be aϲⁱ· ιn August, 1996.

Project Evaluation

A project impact evaluation and a conference evaluation were given to participants. Ninety-four evaluations were returned. The quantitative evaluation results and the written comments are attached in Appendix Section D. The project impact over the last three year's was measured in a qualitative evaluation designed by Gabrielle Wacker (WTCS). Evaluation results, pertaining to UW-Stout's activities, are found in Appendix Section E.

Evaluations indicated most participants liked the organization and structure of the conference, with 72% responding they found the organization and structure very good or excellent. Sixty-nine percent of those survey indicated the conference was excellent or very good at helping them obtain their goals. Eighty-nine percent responded they would like to attend again next year.

Based on the survey results, the following general trends are noted:

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1. Many participants did not feel they had enough direction to complete the curriculum assignment or gain insight from the business session.

> Note: Three large color coded teams were formed and were facilitated by consultants (Carol Mooney, Bob Fritz, Don Viegut, and Steve Schlough). The facilitators were expected to guide participants through the conference task and particularly to lead the business contribution sessions. Whereas participants liked the "hands on" nature of the working conference, many indicated they needed sample curriculum format with detailed instructions for developing curriculum The design of the conference was to allow team members to use their own system for developing curriculum but it became apparent a more structured approach was needed.

2. Many participants did not feel they had enough time to complete the assignment and attend the break out sessions.

> Note: During the conference, participants were expected to attend breakout sessions and also complete a curriculum assignment as a team. Teams had time in between break out sessions to work together. They also could work after or before the conference and during designated break times. Many participants felt this was not enough time. The attendance at the break out sessions was poor because many people felt pressed to work on their curriculum.

3. They did like the assignment and the time they had to work with their team members.

> Note: People appreciated the the time they had to work as a team;
> however they wished they had even more time. The curricula assignment seemed
> to be well liked albeit somewhat frustrating at times.

4. Most participants enjoyed the keynote addresses although some noted they went on too long.

5. Some participants complained about access to printers. Computer labs charge for printing and some people found this to be a hassle.

As an acknowledgment to participants for attending the three-day conference, each person was awarded with a certificate. Those who had signed up for the one graduate credit and/or the field experience received a grade based on whether or not they completed the course assignments.

Recommendations

The following recommendations are made based on observations and verbal/written evaluation findings by participants and/or project staff.

1. Continue to develop the skills of team members but have experienced team members take more charge in facilitating the training.

2. Offer two or more workshops during the school year to large school districts that have traditionally brought many team members to the summer conference. For example have on site workshops at Racine, Kenosha and Milwaukee.

3. Continue to make conferences and workshops very applied and have participants work in teams to produce a tangible product. Model the integrated and applied learning approach. Include best practice sessions again.

4. Invite new team members to the summer conference to increase the numbers of teachers attempting to develop School-To-Work initiatives.

5. Include more equity topics to emphasize that "all means all" when designing and implementing School-To-Work activities. Make a special effort to invite teachers in special needs disciplines and offering a workshop designed for teachers of at risk or special needs children.

6. Continue to modify, update and distribute resources on the world wide web. The Internet workshops were highly rated, and many evaluation comments alluded to the importance of using this technology in the classroom.

7. Make sure future conferences have implicit directions for curriculum design, including, examples, outlines and handouts. This may help avoid some of the confusion teachers experienced this year. To avoid work time problems: 1) align work time in a seamless fashion and/or; 2) have the project due one week after the conference. To maximize time spent with business representatives, have participants meet with business representatives before coming to conference.

8. In the future, it is not recommended integrated and applied information be distributed via the School-To-Work newsletter. This medium has proved to be cumbersome, slow, and a waste of staff time.

INTEGRATED AND APPLIED CURRICULA PROJECTS--THREE YEAR ASSESSMENT

Results from the WTCS survey indicate UW-Stout's integrated and applied curricula activities have made an impact in Wisconsin schools. Of those responding to the question: Have you changed your curriculum as a result of UW-Stout activities?----96.3 % responded "yes." See the evaluation comments in Appendix Section E for specific comments. Of the 57 responses, 29 indicated this was their first attendance at the UW-Stout Conference.

The evaluation responses indicate many levels of integration present in the curriculum of schools surveyed. Many schools appear to be attempting integrated and applied activities, but for many, the strategies are still in the beginning stages.

People indicated benefits gained by teachers and students due to changes in curricula. Benefits for teachers include: increased teaching effectiveness, more excitement, and increased ability to form business/school partnerships. Students benefit from more "hands-on" activities and some teachers have noticed increased student motivation, self-esteem and ownership.

The main challenges in implementing integrated and applied curriculum were primarily time and faculty motivation. Difficulty in scheduling a common planning time was mentioned by 25 of the 57 respondents. Fear of change and lack of faculty motivation, interest, and acceptance as mentioned 18 times. The challenge for this project and for individual team members is how to get more faculty interested and involved so that the initiative begins to take on a life of its own.

APPENDICES

Section A   Conference Materials

Section B   Integrated and Applied Curricula Resource List

Section C   Curricula Projects From Conference

Section D   UW-Stout Conference Evaluation Results

Section E   Integrated and Applied Curricula Projects'
                   Assessment--Three Year Evaluation Results

Section F   Project Correspondence

Integrated and Applied Curricula Conference 1996
June 25-27, 1996

Conference Agenda

6/25/96   **Work Based Learning   (Conference Meets in Great Hall, UW-Stout)**

8:00--8:30   *Registration and Continental Breakfast*

8:30--9:00   *Welcome and Overview*
                      Mike Galloy, Project Director

9:00--10:00   *Conference Keynote Address*
                "School-To-Work and Life: Bridging The Gap"
                Ann Conzemius, True North Consultants in Learning Inc.

10:00--11:00   *Conference Planning With Facilitators*
                A. Blue Team--Crystal Ballroom C
                B. Yellow Team--Crystal Ballroom A
                C. Red Team--Crystal Ballroom B
                Break
                Resource Room

11:00--12:00   *Partnerships: School and Business* (teams stay in respective rooms)

12:00--1:00   *Lunch*

1:00--2:30   *Business Contribution Session: Designing Curriculum With Business Input*
                      Blue Team---Crystal Ballroom C
                      Yellow Team--Crystal Ballroom A
                      Red Team--Crystal Ballroom B

2:30--2:45   *Break*

2:45--3:30   *Breakout Sessions--Work Based Learning*

                A. *Best Practices: Reality Check Curriculum Review*
                      Deanna Patzer, Central High School, Salem
                      Judy Klobuchar, UW-Parkside
                      Maplewood/Oakwood Rooms
                B. *Questions Answers: How to Partner With Local Businesses*
                      Ann Conzemius
                      Crystal Ballroom B
                C. *DACUM: Building Blocks for Integrated and Applied Curricula*
                      Orv Nelson, UW-Stout
                      Crystal Ballroom C
                D. *Best Practices: Mentoring and Job Shadowing With Local Businesses*
                      Julia D'Amato, Jeff Geil, Juneau Business High School, Milwaukee
                      Ed Kovochich, James Madison High School, Milwaukee
                      Northwoods Room

3:30--4:15   *Corresponding Work Sessions*
              Participants can work with the consultant from the session they just
              attended or join their team to continue curriculum development.

5:30   *Dinner and Get-Together*
              Wakanda Park--Lions Club Shelter. Refer to Menomonie map for directions.
              Dinner and beverages provided.

6/26/96   **Connecting School To Work (Conference Meets at UW-Stout Great Hall)**

8:00--8:45   *Continental Breakfast* (Great Hall)
              Networking, Informal Team Planning, and Resource Room

8:45--9:00   *Daily Overview*
              Mike Galloy, UW-Stout

9:00--10:15   *Keynote Address: Connecting School To Work*
              Bob Fritz, UW-Stout

10:15--10:30 *Break*

10:30--11:15 *Breakout Sessions: Connecting School To Work*

              A. *Questions and Answers: Career Majors*
                    Bob Fritz, UW-Stout
                    Crystal Ballroom B
              B. *Integrated and Applied Curricula Internet Resources*
                    Steve Schlough, UW-Stout
                    Room 185 Micheel's Hall--East of the Student Center
              C. *Best Practices: How To Integrate In An Alternated Day Schedule*
                    Lisa Orlowski, Helen Massey, Brenda Briggs, & Cheryl McKenzie
                          Hamilton High School
                    Crystal Ballroom A
              D. *WIDS--The Wisconsin Framework for Performance-Based Instructional Design*
                    Participants will examine how WIDS focuses on applied learning and
                    assessment and preview application of computer technology to the task
                    of instructional design.
                    Judy Neill, Wisconsin Technical College System Foundation
                    Betty Brunelle, Wisconsin Technical College System
                    , Crystal Ballroom C
              E. *Best Practices: School To Life Planning Process*
                    Linda Nortier, Deforest High School
                    Northwoods Room

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11:15--12:00   *Corresponding Work Sessions*
               Participants can work with the consultant from the session they just
               attended or join their team to continue curriculum development.

12:00--1:00   *Lunch*

1:00--2:00   *What Works: Subject Area Round Tables* (Great Hall)
               Math--Crystal Ballroom A
               Science--Crystal Ballroom B
               Social Studies--Crystal Ballroom C
               English/Communications--Northwoods Room
               Voc./Tech. Ed.--Maplewood/Oakwood
               Administrators--Prairie Pioneer Room

2:00--2:15   *Break*

2:15--3:00   *Breakout Sessions: Connecting School To Work*

               A. *Best Practices: School To Life Planning Process*
                   Linda Nortier, Deforest High School
                   Northwoods Room
               B. *Authentic Assessment for Beginners*
                   Mike Galloy, UW-Stout
                   Crystal Ballroom A
               C. *Building Educator Teams for Integrated and Applied Curriculum*
                   Myron Eighmy, UW-Stout
                   Crystal B .
               D. *Using WIDS to Integrate Instruction*
                   Participants will select an integration model that fits their needs and apply the
                   WIDS model to their integration projects. (Appropriate for those who attended
                   the morning session or are current WIDS users. Assumes basic knowledge of
                   WIDS)
                   Judy Neill, Wisconsin Technical College System Foundation
                   Betty Brunelle, Wisconsin Technical College System
                   Crystal Ballroom C
               E. *The Vocational Academic Learning Project (VALP): Integration at the Technical*
                   College Level
                   Theo Flickinger and Myra Payne, Western Wisconsin Technical College
                   Maplewood/Oakwood Rooms

3:00--3:45   *Corresponding Work Sessions--Connecting School To Work*
               Participants can work with the consultant from the session they just
               attended or join their team to continue curriculum development.

3:45--4:30   *Work Time For Teams--Optional*

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Integrated and Applied Curricula Conference 1996
June 25-27, 1996

6/27/96   **Connecting School To Work (Conference Meets in Great Hall)**

8:00--8:30   *Continental Breakfast*
Networking, Informal Team Planning, Resource Room

8:30--8:45   *Daily Overview*
Mike Galloy, UW--Stout

8:45--9:45   *Sharing Success: Feedback from Teams*

9:45--10:30   *Breakout Sessions--Connecting School To Work*

A. *How Integrated Curricula Fits Into An Entire School Reform*
Donald Viegut, Merrill School District
Crystal Ballroom A
B. *Integrated and Applied Curricula Internet Resources*
Steve Schlough, UW-Stout
Room 185 Micheel's Hall--East of the Student Center
C. *Best Practices: Integrating Teams--The Starting Points*
John Cicero, Janel Francis, Mark Hoffman, John Riggins, Gail Stapleton, and
Donald Vander Velden---South Milwaukee High School
Crystal Ballroom B
D. *Best Practices: How to Teach on a Four Period Day*
Jerry Hanson, Warren Behm, Eleva-Strum High School
Northwoods Room

10:30--10:45   *Break*

10:45--11:30   *Corresponding Work Sessions--Connecting Activities*
Participants can work with the consultant from the session they just
attended or join their team to continue curriculum development.

11:30--12:30   *Lunch*

12:30--1:15   *Breakout Sessions (continued on next page)*

A. *Authentic Assessment for Intermediates*
Mike Galloy, UW-Stout
Crystal Ballroom A
B. *Integrated and Applied Curricula Internet Resources*
Steve Schlough, UW-Stout
Room 185 Micheel's Hall, East of the Student Center
C. *Best Practices: Sustaining Integrated Teams*
John Cicero, Janel Francis, Mark Hoffman, John Riggins, Gail Stapleton, and
Donald Vander Velden---South Milwaukee High School
Crystal Ballroom B

D. *Planning Instruction Based on Authentic Tasks*
Jerry Redman and Kerry Hogan, Western Wisconsin Technical College
Crystal Ballroom C

1:15--2:00   *Corresponding Work Sessions*
Participants can work with the consultant from the session they just
attended or join their team to continue curriculum development.

2:00--2:30   *Debriefing, Evaluation, Collect Curricula, Pick Up Certificates* (Great Hall)
2:30--3:30   *Open Work Sessions for Teams--Optional*

What Is School-to-Work?

In its broadest vision, STW creates partnerships between the educational system and the workplace. STW can create access to the traditional routes to academic and economic success for students who have previously been locked out. STW can introduce students to a wide range of future employment options, including but not limited to careers in technology. It can provide teachers and students with a better understanding of the demands and excitement of the workplace. And it can provide opportunities for more students to enter and succeed in higher education.

STW programs have the potential to respond to an important truth about how students learn. *Students learn in different ways.* Most students learn well from a combination of both reading, and experience, but for individual students, that combination may vary. Some learn better in more traditional classrooms where learning focuses on reading, writing, and conversation. But many other students learn better through experience. They learn by *doing*, whether it is applying chemistry in a neighborhood-based project, tutoring a younger student while studying about education, or performing hospital tasks that relate directly to mathematics and science. These experiences link students—whether they will go to college or directly to the workplace—to a broader sense of the workplace and highlight the relevance of their studies to their lives beyond high school. For many students, these hands-on work experiences give them their first glimpse of a range of career possibilities they never before imagined.

STW programs can offer not just cognitive understanding but a firsthand, concrete experience of the skills, tools, tasks, time lines, and pressures involved. The realities of a job often differ from the ideal perception of the job. In a real medical setting students rapidly lose the Hollywood concept of a doctor and begin to think in terms of bookkeeping and the logistics of running an office, or 4:00 A.M. emergency room duty.

Each STW program must include three components:

- *Work-based learning* that provides a planned program of job training or experiences, paid work experience, workplace mentoring, and instruction in general workplace competencies and a range of industry-specific elements
- *School-based learning* that provides career exploration and counseling, instruction in a career major, a program of study based on high academic and skill standards, at least one year of postsecondary education, and periodic evaluations of students' academic strengths and weaknesses
- *Connecting activities* that coordinate the involvement of employers, schools, and students, match students with work-based learning opportunities, and train teachers, mentors, and counselors

Source: School-to-Work Equitable Outcomes, WEEA Publishing Center, 1995

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Partnerships: Schools and Business
"The goal is to prepare all students for the world of work, for higher education, and for lifelong learning."

The Integrated and Applied Curricula movement within School-To-Work promises to change dramatically the way students learn, what they learn, and how they enter the work force. Together, employers and faculty can work to design and develop relevant educational programs that reflect workplace needs. While the primary responsibility for educating our students lies with the education system and the family, employers have a unique role to play in ensuring an educated and qualified work force. Our task today is to collaborate in designing curriculum and experiences that will help prepare our students to master the essential skills that will ensure a better prepared, quality work force.

Benefits of a Business/School Partnership for business are:

- Better prepared entry-level employees
- Opportunity for business to influence education
- Networking opportunities for business, educators and community
- Employee satisfaction from sharing time and talents through mentoring
- Enhanced business image in the community
- Qualified part-time workers

Benefits of a Business/School Partnership for schools are:

- Provides role models/mentors
- Designing relevant curriculum tied to business needs
- Job shadowing for students and/or teachers
- Student internships
- Use of facility and expertise for technical training
- Enhance employment readiness skills through students observing and experiencing the reality of work
- Instills future employees with the appropriate attitudes, work habits, and skills

Desired employee skills that can be enhanced through Business/School Partnerships:

- Learning to learn
- Reading/Writing/Computation
- Communication Skills
- Creative Thinking/Problem Solving
- Self-Esteem/Motivation
- Interpersonal/Negotiation/Teamwork
- Organizational Effectiveness/Leadership

Questions to answer:

- How can schools and business work together to create a total learning environment that will prepare all students as workers; those that will be postsecondary students as well as those entering the work force who may be of differing backgrounds (culture, race, socio-economic), cognitively/physically disabled, or students with learning disabilities?

- How can schools and business work together to provide the skills essential for students to become self-sufficient, employed adults?

- What are the steps we must take to form education partnerships?

Source: School - to-Work Brochure
            Southern Nevada School-To-Work Partnership
            Las Vegas Chamber of Commerce
            711 East Desert Inn Road
            Las Vegas, Nevada 89109

Charting Your Program's Progress: A Diagnostic Checklist

Designing and implementing school-to-work programs is a complex effort involving partnerships and collaboration at many levels, with many stakeholders. Because effective programs respond to the different needs and opportunities in each local area, many types of program structures have proven to be effective. Jobs for the Future's field experience has allowed us to identify many of the most critical design elements of these different successful school-to-work programs and condense them in this self-assessment tool.

Use this assessment as a guide to your progress (knowing that it cannot capture all the nuances of your program's needs and special opportunities). Plan on repeating this assessment at regular intervals to gauge your progress, help focus your partners on necessary next steps and remind you of critical components.

(If you would like additional copies of this tool, contact Jobs for the Future.)

Using the Diagnostic Checklist:

Check one of the following five stages of planning or implementation which best describes your program's current status for each item.

1	Not Yet Considered
2	Planning
3	Early Implementation
4	Functional
5	Institutionalized

1	Not Yet Considered	2	Planning	3	Early Implementation	4	Functional	5	Institutionalized

Programs are Governed by Broad Coalitions of Community Partners

A ① ② ③ ④ ⑤   Governing partnership includes decision makers from schools (including K-12 and postsecondary), employers, employer associations, local government, community-based organizations, employee organizations and unions, parents, and students.

The governing partnership has agreed to and clearly communicated:

B ① ② ③ ④ ⑤   Program mission;

C ① ② ③ ④ ⑤   Program goals and priorities;

D ① ② ③ ④ ⑤   Roles and responsibilities of partners;

E ① ② ③ ④ ⑤   Fiscal responsibilities, administrative duties, decision-making authority;

F ① ② ③ ④ ⑤   Review, assessment, and evaluative responsibilities.

The program is understood and supported by:

G ① ② ③ ④ ⑤   School board and superintendent;

H ① ② ③ ④ ⑤   Postsecondary governing boards;

I ① ② ③ ④ ⑤   Local government;

J ① ② ③ ④ ⑤   State board of education;

K ① ② ③ ④ ⑤   Appropriate state workforce and economic development directors.

L ① ② ③ ④ ⑤   Program coordinators are in place to assist employers and school personnel.

M ① ② ③ ④ ⑤   Program is consistent with local and state school-to-work system and plans.

N ① ② ③ ④ ⑤   Program regularly collects, analyzes and publicizes evaluation information on student outcomes (pertinent to labor market and educational measures), student satisfaction, and employer and program costs and benefits.

Employers Provide Structured Worksite Learning and Paid Work Experience

A ① ② ③ ④ ⑤   Employer placements are available for all participating students.

B ① ② ③ ④ ⑤   Worker organizations support the concept of the placement of students at the worksite.

C ① ② ③ ④ ⑤   Worksite placement criteria are understood by everyone involved.

D ① ② ③ ④ ⑤   Structure and duration of student work placement is established.

E ① ② ③ ④ ⑤   Responsibility for liability, insurance and workmen's compensation for students is established.

F ① ② ③ ④ ⑤   Highly skilled workers are assigned to teach student workers.

G ① ② ③ ④ ⑤   Mentors are provided for each student and are able to describe and support student career path choices and workplace activities.

H ☐1 ☐2 ☐3 ☐4 ☐5   Specialized training is provided to prepare work supervisors and mentors for working with students.

I ☐1 ☐2 ☐3 ☐4 ☐5   Students are engaged in real, productive work.

J ☐1 ☐2 ☐3 ☐4 ☐5   Students are exposed to all aspects of an industry.

K ☐1 ☐2 ☐3 ☐4 ☐5   Rate of pay is standardized.

L ☐1 ☐2 ☐3 ☐4 ☐5   Advancement at the worksite is based on student knowledge, skill level and performance.

Schools Integrate Academic and Vocational Learning

A ☐1 ☐2 ☐3 ☐4 ☐5   Interdisciplinary teams develop specific learning objectives, courses, and lesson plans.

B ☐1 ☐2 ☐3 ☐4 ☐5   Collaborative planning time is provided for interdisciplinary teams.

C ☐1 ☐2 ☐3 ☐4 ☐5   Project-based learning opportunities, integrating technical and academic learning, are provided for students.

D ☐1 ☐2 ☐3 ☐4 ☐5   Academic courses utilize and reinforce technical and vocational skills.

E ☐1 ☐2 ☐3 ☐4 ☐5   Technical/vocational courses utilize and reinforce academic competencies.

F ☐1 ☐2 ☐3 ☐4 ☐5   Academic and technical courses reflect employers' expectations of what students should know and be able to do.

G ☐1 ☐2 ☐3 ☐4 ☐5   Assessments of student performance reflect academic and vocational/technical integration.

School and Workplace Learning are Coordinated and Integrated

A ☐1 ☐2 ☐3 ☐4 ☐5   Employers and school personnel jointly design learning outcomes.

B ☐1 ☐2 ☐3 ☐4 ☐5   Employers and school personnel participate in curriculum development and approval.

C ☐1 ☐2 ☐3 ☐4 ☐5   Employers and school personnel decide which partner will have primary responsibility for instruction and reinforcement of particular skills.

D ☐1 ☐2 ☐3 ☐4 ☐5   School counselors and teachers are able to describe and support student career path choices and workplace activities.

E ☐1 ☐2 ☐3 ☐4 ☐5   Staff development efforts enhance necessary skills and appropriate attitudes for teachers, counselors, workplace instructors, mentors, and supervisors.

F ☐1 ☐2 ☐3 ☐4 ☐5   Employers and school personnel jointly design and implement an orientation program to prepare students for worksite expectations.

G ☐1 ☐2 ☐3 ☐4 ☐5   Students develop learning and training plans with teachers and workplace instructors based on an established sequence and pace of technical training.

H ☐1 ☐2 ☐3 ☐4 ☐5   School-based coursework explicitly incorporates student reflections on work experiences.

I ☐1 ☐2 ☐3 ☐4 ☐5   Integration of the school and workplace begins with the early grades.

J ☐1 ☐2 ☐3 ☐4 ☐5   Work-based activity explicitly reinforces academic and technical lessons.

K ☐1 ☐2 ☐3 ☐4 ☐5   Employers and school personnel have the means and responsibility to assess, validate, and report on the successful acquisition of skills by the students.

| 1 | Not Yet Considered | 2 | Planning | 3 | Early Implementation | 4 | Functional | 5 | Institutionalized |

Programs Connect High School and Postsecondary Learning

A ☐1 ☐2 ☐3 ☐4 ☐5 Programs will engage students for a minimum of two years and bridge at least the 12th and 13th grades.

B ☐1 ☐2 ☐3 ☐4 ☐5 Programs define "postsecondary" to include a broad range of options, including community colleges, technical institutes, four-year colleges and registered apprenticeship programs.

C ☐1 ☐2 ☐3 ☐4 ☐5 Postsecondary credit or advanced standing can be earned while in high school.

D ☐1 ☐2 ☐3 ☐4 ☐5 Advanced placement in postsecondary programs is guaranteed upon successful completion of high school component of the program.

E ☐1 ☐2 ☐3 ☐4 ☐5 High school training component is sufficiently flexible to allow movement between different career pathways.

F ☐1 ☐2 ☐3 ☐4 ☐5 Leaving the program early does not jeapordize a student's high school graduation or diploma.

Completing Students Receive Widely Recognized Certification of Both Academic and Workplace Skill Mastery

A ☐1 ☐2 ☐3 ☐4 ☐5 Academic courses and technical training are accepted by local and regional postsecondary programs.

B ☐1 ☐2 ☐3 ☐4 ☐5 School personnel, postsecondary personnel and employers support the development of meaningful credentials.

C ☐1 ☐2 ☐3 ☐4 ☐5 Skill certifications are accepted by local and regional employers.

D ☐1 ☐2 ☐3 ☐4 ☐5 Certifications have been developed within state or national skill standards.

E ☐1 ☐2 ☐3 ☐4 ☐5 Students understand the requirements and meaning of the credentials.

Jobs For the Future

One Bowdoin Square
Boston, Massachusetts 02114

Phone (617) 742-5995   Fax (617) 742-5767

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1996 I/A Conference Participants
Listed by School

Franklin High School
8222 South 51st Street
Franklin, WI 53132
(414) 423-4640

•Linda Stenmark

Gateway Technical College
1001 South Main Street
Racine, WI 53403
(414) 631-7300

•Terry Tower

Independence High School
108 6th Street South
Independence, WI 54747
(715) 985-3172

•Glenys Kraft

Kenosha Unified School District
3600 52nd Street
Kenosha, WI 53144
(414) 653-6300

•Susan Fountain

Kenosha Bradford High School
3700 Washington Road
Kenosha, WI 53142
(414) 653-6200

•Ronald Moreno
•Rita Ruder

Kenosha Bullen Junior School
2804 39th Avenue
Kenosha, WI 53140
(414) 597-4460

•Karla Hobson
•Terri Huck

Kenosha Durkee Elementary School
839 62nd Street
Kenosha, WI 53140
(414) 653-6307

•Dottie McMillan

Kenosha Lance Junior School
4515 80th Street
Kenosha, WI 53140
(414) 942-2240

•Rita Dosemagen

Kenosha Lincoln Junior School
6729 18th Avenue
Kenosha, WI 53140
(414) 653-6296

•David Hobson

Kenosha Reuther High School
913 57th Street
Kenosha, WI 53140
(414) 653-6160

•Annamary Feeney
•Paul Kasprzak
•Nancy Kaye
•Linda Lemke
•Deborah Wiersum

Kenosha Tremper High School
8560 26th Avenue
Kenosha, WI 53140
(414) 942-2200

•Shirley Blegen
•Warren Blough
•Charlotte Carver
•Jill Grenier
•Jennifer Heim
•Jim Jorsch
•Linda Pittari

Kenosha Business Representative

Gary Vaillancourt
Kenosha Area Business Alliance
5455 Sheridan Road
Kenosha, WI 53140

Bill Johnston
Kenosha Hospital & Medical Center

Jan Rizzo
Eye Center of Kenosha

Marinette High School
2135 Pierce Avenue
Marinette, WI 54143
(715) 732-7920

•Sandy Corwin
•Terry Dobrzenski
•Lynn Garon
•Jim Kranpitz

Milwaukee Alexander Hamilton High School
6215 West Warnimount
Milwaukee, WI 53220
(414) 541-7720

•Brenda Briggs
•Helen Massey
•Lisa Orlowski

Milwaukee Juneau Business High School
6415 West Mt. Vernon Avenue
Milwaukee, WI 53213
(414) 476-5480

•Julia D'Amato
•Jeff Geil
•Thomas Joachim
•Donald Kucej

Milwaukee James Madison High School
8135 Florist Avenue
Milwaukee, WI 53218
(414) 466-8450

•Ann Carter
•Edward Kovochich
•Michael Takerian
•Joyce Thompson

Milwaukee Pulaski High School
2500 West Oklahoma Avenue
Milwaukee, WI 53215
(414) 671-4000

•Louis Menako

Monona Grove High School
4400 Monona Drive
Monona, WI 53716
(608) 256-7179

•Judith Cummings
•Judith Durley
•Danielle Groeschel
•Diane Jensen
•Dave Kinsler
•Sam Mathiason
•Paul Rush
•Kate Ziegelmaier

Northcentral Technical College
1000 West Campus Drive
Wausau, WI 54401
(715) 675-3331

•Dorothy Podhora

Onalaska High School
700 Hilltopper Pl.
Onalaska, WI 54650
(608) 783-4561

•Janice Gerlach
•Lynn Groves
•Bridgett Hubbard
•Debra Jecklin
•Mary Koblitz
•Richard Kyes

Ozaukee High School
401 Highland
Fredonia, WI 53021
(414) 692-2453

•Robert Chesney
•John Higgins
•Jerry Hoffmann

Princeton High School
P.O. Box 147, Hwy. 23 & 73
Princeton, WI 54968
(414) 295-6571

•Bob Brenner
•Mark Lind
•John Meinke
•Scott Simacek

Princeton Business Representatives

Tom Ballweg
Ballweg Implement
283 West Caroline
Markesan, WI 53946

Tom Montag
Ripon Community Printers
656 Douglas Street
Ripon, WI 54971

Racine Unified School District
2220 Northwestern Avenue
Racine, WI 53404
(414) 631-7064

•Leo Chiapetta
•Joe Papenfuss
•William Ratzburg
•Ruth Rohlfing

Racine JI Case High School
7345 Washington Avenue
Racine, WI 53406
(414) 886-2716

•Anne Herman
•Al Miller
•Judy Moungey

Racine Keith R. Mack Achievement Center
2015 Franklin Street
Racine, WI 53403
(414) 637-7511

•Colleen Schneider

Racine Washington Park High School
1901 12th Street
Racine, WI 53403
(414) 631-7222

•Diane Curtin
•Jeanne Garchek
•Lee Holm
•Joe Kiemen
•Gene Lepisto
•Clemente Lima
•Marilyn Mrkvicka
•Midge Sparks
•Jerry Zellmer

Racine Youth Fair Chance
744 Main Street
Racine, WI 53403
(414) 671-4000

•Carl Hipp

Racine Business Representatives
RAMAC
300 5th Street
Racine, WI 53403

•Carol Cline
•Bob Running
•Mark Sommers

Rice Lake High School
30 South Wisconsin
Rice Lake, WI 54868
(715) 234-2182

•Joe Huftel
•Amy Pelle
•Randy Schullo

South Milwaukee High School
1001 15th Avenue
South Milwaukee, WI 53172
(414) 768-6322

•John Cicero
•Janel Francis
•Mark Hoffman
•John Riggins
•Gail Stapleton
•Donald Vander Velden

Southwest Wisconsin Technical College
1800 Bronson Boulevard
Fennimore, WI 53809
(608) 822-3262

•Julie Pluemer

Sparta High School
506 North Black River Street
Sparta, WI 54656
(608) 269-2107

•Barbara Everson-Bunton
•Ellen McDonah
•Leroy Raddatz

UW-Eau Claire
Brewer 55
Eau Claire, WI 54701
(715) 836-5972

•Alan Gilbertson

Waterford High School
110 South Center Street
Waterford, WI 53185
(414) 534-3189

•Mark Brommer
•Jim Edwards

West Allis High School
8516 West Lincoln
West Allis, WI 53227
(414) 546-5580

•Dale Bakken
•Janet Waldron
•Pat Wojciechowski

Western Wisconsin Technical College
304 North 6th Street
LaCrosse, WI 54602
(608) 785-9883

•Theo Flickinger
•Cheryl Hanson
•Kerry Hogan
•Myra Payne
•Jerry Redman

Weston High School
E2511A Hwy. S
Cazenovia, WI 53924
(608) 986-2151

•Debbie Mickelson
•Donna Luecht Ochsner
•Noah Rothering

Weston Business Representative

Carrie Coenen
Dept. of Agriculture, Trade and Consumer Protection

Whitnall High School
5000 South 116th Street
Greenfield, WI 53228
(414) 425-4004

•Brenda Burgad
•Patrick Byrnes
•Barbara Cnare
•Alice Graham
•Jackie Hill
•Susan Pfisterer
•Nancy Pum
•Kathy Struck

Wisconsin Indianhead Technical College
600 North 21st Street
Superior, WI 54880
(715) 394-6677

•Eugene Rosburg

FACILITATOR GUIDE

THE INTEGRATED AND APPLIED CURRICULUM CONFERENCE
UW-STOUT
JUNE 25 TO 27, 1996

Thank you for agreeing to facilitate for the Integrated and Applied Curriculum Conference held at UW-Stout on June 25 to 27, 1996. This guide has been designed to help you understand your role in the conference structure, work sessions and products. If you have any questions after reviewing your responsibilities, please contact one of the Stout team; Mike Galloy, Julie Keown-Bomar or Lollie Baldus. We will do every thing we can to help you feel comfortable with your role.

Conference Task and Product

Each team will develop a unit of authentic, integrated and applied curriculum. It will be turned in at the end of the conference before DPI clock hours, credit or certificates will awarded. It will include the items listed below. Your role is to provide guidance and direction in the development of this product. Each stage of the process is scheduled to take place during work sessions that you are responsible to facilitate. More detailed explanations for each work session is attached. Handouts will be available at each work session for team distribution.

Occupational Analysis
1.   Work Domain
2.   Occupational clusters
3.   Duties areas common to the clustered occupations.
4.   Tasks that are necessary aspects of the duty area.
    a.   Work skills needed to perform tasks
    b.   Knowledge base that is necessary to perform tasks

Curriculum
1.   Unit Title
2.   Unit goals
3.   Learning objectives
4.   Lesson plans for objectives
5.   Assessment tools for measuring learner achievement

Participants

Team Development--The conference participants will be divided into 3 large color coded groups. A group facilitator has been assigned to each group. Each large group is made up of individual school teams. Large school teams should divide into smaller groups of no more than 5 or 6 people. Many school teams have a business/industry partner to help with the curriculum project.

Conference Structure

Each day has a theme that is initiated with a key note address. The keynoters have been selected based on their particular expertise.

I

Tuesday, June 25 centers around the Work Based learning piece of STW and Integrated and Applied Curriculum. Your involvement includes facilitating the following sessions.

10:00 to 11:00--Conference Planning with Facilitators Your job is to help school teams organize themselves for the conference. There are two types of activities they need to account for. (1) They must develop a unit of Integrated and Applied Curriculum. Work sessions have been built into the schedule for them to accomplish this. (2) They should decide which breakout session they will attend.

11:00 to Noon--Partnerships: Schools and Business
Overview: In this activity, schools and business partners will examine the benefits and opportunities that exist in school and business collaborations. Facilitators will lead teams through discussions that identify outcomes and steps necessary to accomplish outcomes. Handouts are provided to teams outlining the activity.

1:00 to 2:30--Business Contribution Session--Work Based Learning
Overview: In this session school and business partners will begin to develop a curriculum that is authentic, integrated and steeped in the realty of necessary skills for successful entry level positions. The business partner is the primary resource for this work session.

3:30 to 4:15--Work Based Learning--Corresponding Work Session
Overview: This session is a continuation of the preceding work session. It continues the process of identification of skills and knowledge that workers should have when applying for entry level positions within the business partner's domain of work. Participants have a choice of working with a consultant from the previous breakout sessions or continuing the team curriculum development process.

Wednesday, June 26 focuses on transition activities and, in particular, career majors. Your involvement includes facilitating the following sessions.

11:15 to Noon--Corresponding Work Session--Connecting School To Work

3:00 to 3:45--Corresponding Work Session--Connecting School To Work

3:45 to 4:30--Corresponding Work Session--Connecting School To Work

Overview: These sessions offer alternative opportunities. The participants can continue on the curriculum project or spend some additional time with various consultants from the breakout sessions.

Thursday, June 27 zeros in school based learning and associated activities. Your involvement includes facilitating the following sessions.

10:45 to 11:30--Corresponding Work Session--Connecting School To Work

1:15 to 3:30--Corresponding Work Session--Connecting School To Work

Overview: These work sessions will continue development of the curriculum project. They begins to focus on the assessment piece of the development process. Alternative activities include the opportunity to visit with consultants to clarify specific issues about individual school/team projects.

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Facilitator notes for work session.

Title: Conference Planning With Facilitators
Date: Tuesday, June 25, 1996
Time: 10:00 to 11:00 AM

All conference participants have been assigned to a large, color coded group. Each of these groups will be based in a different room. These base assignments provide a set aside work area for school teams to work on the conference task.

Your group is made up of school teams. Some teams are quite large, others are smaller, and others have been teamed by conference staff. Follow the worksheet and help teams organize themselves into workable sizes. Optimal is 4-6.

Make sure each team understands what is to be accomplished and what is available to them.

Encourage participants to visit the resource room during the conference.

Encourage participants to access the World Wide Web to review the Integrated and Applied Curriculum Web Site.

If there problems you cannot solve, refer the participant to Mike Galloy, Julie Keown-Bomar or Lolly Baldus.

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WORK SESSION GUIDELINES

Title: Conference Planning With Facilitators
Date: Tuesday, June 25, 1996
Time: 10:00 to 11:00 AM

Overview: During this session school teams will organize themselves for the conference. There are two types of activities required of participants: (1) School teams must develop a unit of Integrated and Applied Curriculum during the work sessions that are scheduled.   Facilitators and work sheets will be available at each work session to guide activities. (2) Participants should review the breakout sessions to determine which one they would like to attend.

Suggested Agenda

A.   **Completing the Conference Task.**

1.   The Conference Task and Product is development of a complete unit of integrated and applied curriculum. It will consist of :

   Occupational Analysis
   1.   Work domain
   2.   Occupational clusters
   3.   Duties areas common to the clustered occupations.
   4.   Tasks that are necessary aspects of the duty area.
      a.   Work skills needed to perform tasks
      b.   Knowledge base that is necessary to perform tasks
   Curriculum
   1.   Unit title
   2.   Unit goals
   3.   Learning objectives
   4.   Lesson plans for objectives
   5.   Assessment tools for measuring learner achievement

2.   Teams need to review the entire agenda and determine what session they will attend, plan daily activities, and determine team and member responsibilities.

3.   Large school teams should organize into themselves into smaller team that will increase the efficiency of completing this task. Optimal size 4-6 people. Each team will develop a unit of curriculum.

B.   **Review breakout session carefully.** There are some that might be appropriate for experienced team members and others that cater to those new to the integrated and applied curriculum process. It is suggested that teams divide up and attend as many breakouts as possible and then share information with others on their team.

C.   **Lolly Baldus** will be visiting each school team rooms to discuss options for college credit, DPI clock hours, etc.

D.   Be sure to schedule time to visit the **Integrated and Applied Curriculum Resource Room.**

E.   Be sure to attend at least one session about World Wide Web access for the **Integrated and Applied and Curriculum Web Site.** Your materials, and those of other teams, will eventually be part of that resource base.

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Facilitator Notes for Work Session:

Title: Partnerships: Schools and Business
Date: Tuesday, June 25, 1996
Time: 11:00 to 12:00 Noon

Overview activity to the participants.

If a team does not have a B/I partner, haver them identify WHO They intend to develop as business partner in the up-coming year and use them as the basis for work at this conference.

Suggested Agenda.

Part A, questions 1 and 2. Work with the entire group. List any additions to the overheads on the space provided on the transparency. If additional transparency is needed it is in your packet.

Part A, questions 3-5. Have the teams (school & business partner) work by team. Prioritizing the lists will help structure future development.

Part B, questions 1 and 2. Have the individual teams brainstorm and identify items that pertain to solutions for each question.

Part B, question 3. Each team will develop an action plan for activities to be carried next year. Emphasis is on developing the business/school partnership. Formatted action plan are available in your packet.

If there is time, consider having each team share on one item per question.

If the teams do not finish this activity, it may be completed during the next work session.

If you have questions or need help, ask Mike, Julie or Lollie.

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WORK SESSION GUIDELINES

Title: Partnerships: Schools and Business
Date: Tuesday, June 25, 1996
Time: 11:00 to 12:00 Noon

Overview: In this activity, schools and business partners will examine the benefits and opportunities that exist in school and business collaborations. A facilitator will lead teams through discussions that identify outcomes and steps necessary to accomplish outcomes.

Suggested Agenda

A.   **Discussion--all teams participate.**
   1.   Use the overheads to generated discussion about the business/school partnerships.
   2.   Ask audience to provide additional benefits to add to the list.

   To help determine which aspects of the partnership should be emphasized, each team should:
   3.   Ask business partners to prioritize the items on overhead 1.
   4.   Ask school partners to prioritize the items on overhead 2.
   5.   Ask all partners to prioritize items on overhead 3.

B.   **Working in partnership teams, identify answers to the following questions:**
   1.   How can business and schools work together to create a learning environment that prepares students for employment and/or postsecondary education?

      (Consider things such as: structure, format, learning climate, facilities etc.)

   2.   How can business and schools work together to provide learners with the skills essential for sustaining self-sufficient working adults.

      (Consider curriculum arrangement, standards, school or job requirements, etc.)

   3.   Identify steps and develop an action plan to form and continue working partnerships.

      (Consider goals, objectives, timelines, people involved, etc.)

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Partnerships: Schools and Business
"The goal is to prepare all students for the world of work, for higher education, and for lifelong learning."

The Integrated and Applied Curricula movement within School-To-Work promises to change dramatically the way students learn, what they learn, and how they enter the work force. Together, employers and faculty can work to design and develop relevant educational programs that reflect workplace needs. While the primary responsibility for educating our students lies with the education system and the family, employers have a unique role to play in ensuring an educated and qualified work force. Our task today is to collaborate in designing curriculum and experiences that will help prepare our students to master the essential skills that will ensure a better prepared, quality work force.

Benefits of a Business/School Partnership for business are:

- Better prepared entry-level employees
- Opportunity for business to influence education
- Networking opportunities for business, educators and community
- Employee satisfaction from sharing time and talents through mentoring
- Enhanced business image in the community
- Qualified part-time workers

Benefits of a Business/School Partnership for schools are:

- Provides role models/mentors
- Designing relevant curriculum tied to business needs
- Job shadowing for students and/or teachers
- Student internships
- Use of facility and expertise for technical training
- Enhance employment readiness skills through students observing and experiencing the reality of work
- Instills future employees with the appropriate attitudes, work habits, and skills

Desired employee skills that can be enhanced through Business/School Partnerships:

- Learning to learn
- Reading/Writing/Computation
- Communication Skills
- Creative Thinking/Problem Solving
- Self-Esteem/Motivation
- Interpersonal/Negotiation/Teamwork
- Organizational Effectiveness/Leadership

Questions to answer:

- How can schools and business work together to create a total learning environment that will prepare all students as workers; those that will be postsecondary students as well as those entering the work force who may be of differing backgrounds (culture, race, socio-economic), cognitively/physically disabled, or students with learning disabilities?)

- How can schools and business work together to provide the skills essential for students to become self-sufficient, employed adults?

- What are the steps we must take to form education partnerships?

Source: School - to-Work Brochure
            Southern Nevada School-To-Work Partnership
            Las Vegas Chamber of Commerce
            711 East Desert Inn Road
            Las Vegas, Nevada 89109

BENEFITS OF A BUSINESS/SCHOOL PARTNERSHIP FOR BUSINESS ARE:

- Better prepared entry-level employees.

- Opportunity for business to influence education.

- Networking opportunities for business, educators and community.

- Employee satisfaction from sharing time and talents through mentoring.

- Enhanced business image in community.

- Qualified part-time workers.

- Others---

DESIRED EMPLOYEE SKILLS THAT CAN BE ENHANCED THROUGH BUSINESS/SCHOOL PARTNERSHIPS:

- Learning to Learn.

- Reading/Writing/Composition.

- Communication Skills.

- Creative Thinking/Problem Solving.

- Self Esteem/Motivation.

- Interpersonal/Negotiation/Teamwork

- Organizational Effectiveness/Leadership

- Others---

BENEFITS OF A BUSINESS/SCHOOL PARTNERSHIP FOR SCHOOLS ARE:

- Provides role models/mentors

- Designing relevant curriculum tied to business needs.

- Job shadowing for students and teachers.

- Student internships.

- Use of facilities and expertise for technical training.

- Enhance employment readiness skills through students observing and experiencing reality of work.

- Instills future employees with the proper attitudes, work habits, and skills.

- Others---

Facilitator notes for work session.

Title: Business Contribution Session--Work Based Learning
Date: Tuesday, June 25, 1996
Time: 1:00 to 2:30 PM

Overview activity for the participants.

Follow the suggested agenda. The object of this exercise is to have the industry partner contribute
the identification of skills needed to work in occupations within the partner's business domain.
This basically is an occupational analysis process.

Steps 1 through 5 identify the (1) type of work engaged in, (2) the occupations found within that
domain of work, (3) the grouping of occupations that share similar duties, (4) the identification of
duty and task areas that make up the kind of work the clustered occupations perform.

The idea behind this exercise is to identify the skill necessary for entry level workers. This listing
will form the basis for the unit of integrated and applied curriculum that teams will develop.

Your role is to keep teams focused on specific development related to their business partner's
work.

If a team does not have a business partner, they should identify the business they intend to partner
up with in the up-coming year and develop their occupational analysis accordingly.

BOTTOM LINE: What do workers have to be able to do to perform this job!

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WORK SESSION GUIDELINES

Title: Business Contribution Session--Work Based Learning
Date: Tuesday, June 25, 1996
Time: 1:00 to 2:30 PM

Overview: In this session school and business partners will begin to develop a curriculum that is authentic, integrated and steeped in the realty of necessary skills for successful entry level positions. The business partner is the primary resource for this work session.

Suggested Agenda

A.   **Identify with the business partner.**

   1.   Identify the type of work they are engaged in (manufacturing, health care, construction, etc.).
   2.   List out the various occupations usually found within the partner's work domain (welder, dental hygienist, structural engineer, instructor, etc.).
   3.   Cluster the occupations by those who perform similar tasks and duties (production worker, construction workers, medical technicians, engineers, teachers, etc.).
   4.   Identify broad work areas that clustered occupations have in common.
   5.   Identify specific tasks that would be included in one work area.

Depending on time, teams may want to do analysis of several work areas.

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Facilitator notes for work session.

Title: Work Based Learning--Corresponding Work Session
Date: Tuesday, June 25, 1996
Time: 3:30 to 4:15 PM

This continues from the previous session.

The objective is to finish the occupational skill and knowledge base analysis that will form the basis for curriculum development.

Remember this part of the occupational analysis is focused on identifying work skills from an industry view. The curriculum development comes later.

The final product of the Work based Learning activities conducted on Tuesday, June 25, 1996 should be :

1.   An identified business/industry domain
2.   A list of clustered occupations within that domain.
3.   A list of duty areas that are similar to the occupations within a particular cluster.
4.   A list of tasks that workers must be able to do in order to work within the identified duty area.
5.   A list of knowledge based competencies that workers have to know in order to perform the task of the work area.

10

WORK SESSION GUIDELINES

Title: Work Based Learning--Corresponding Work Session
Date: Tuesday, June 25, 1996
Time: 3:30 to 4:15 PM

Overview: This session is a continuation of the preceding work session. It continues the process of identification of skills and knowledge that workers should have when applying for entry level positions within the business partner's domain of work. Participants have a choice of working with consultants from the previous breakout sessions or continuing the team curriculum development process.

A.   Continue team development of curriculum project.
   1.   Complete activities associated with the session titled *Business Contribution Session-Work Based Learning* .
   2.   Identify the specific skills necessary to complete the work of the tasks listed in the duty areas (very specific psychomotor types of activities, i.e. perform a butt weld, floss patient's teeth, draw a wall section, etc.).
   3.   Identify the academic knowledge base necessary to perform the work of the tasks (associated math, science, social studies, communications skills).
   4.   Identify the sequence of knowledge and skills needed to perform the work of the task and duty area. Most will sequence by moving from simple to complex activities.

ALTERNATIVE ACTIVITY

A.   Contact specific consultant from breakout session to clarify specific issues or gather suggestions about the consultant's expertise applied to your teaching/school situation.

11

Facilitator notes for the work sessions.

Title: Corresponding Work Session--Connecting School To Work
Date: Wednesday, June 26, 1996
Time: 11:15 to Noon

Title: Corresponding Work Session--Connecting School To Work
Date: Wednesday, June 26, 1996
Time: 3:00 to 3:45 PM

Title: Corresponding Work Session--Connecting School To Work
Date: Wednesday, June 26, 1996
Time: 3:45 to 4:30 PM

These work sessions build off the occupational analysis that was completed as part of Tuesday's activities.

All work sessions for Wednesday, June 26, 1996 focus on using the occupational analysis as a basis for developing integrated and applied activities that lead to accomplishment of unit goals and objectives.

There are three session, all dedicated to writing learning goals, objectives and lesson plans that consist of integrated and applied activities.

Alternative activities for the work session encourages the participants to engage in discussions with workshop consultants to identify specific issues that are immediate to their school/team activities.

Remember to encourage participants to visit the resource room.

Remember to encourage participants to access the Integrated and Applied Data Base WWW site.

Try to keep teams on task. They are responsible to turn in a completed unit of instruction at the end of the conference.

The final product at the end of this day's activites should be:
1. Learning Goal(s) that correlate with the unit being developed.
2. Learning objectives that lead to accomplishment of goals.
3. Multiple activities related to achievement of the learning objectives.
4. Fully developed lesson plans for each integrated and applied activity.

If teams complete this aspect of the work have them begin on tomorrow's work session activities, develop another unit of instruction, or alternative activities that accommodate special need learners, class diversity or learning styles differences.

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WORK SESSION GUIDELINES

Title: Corresponding Work Session--Connecting School To Work
Date: Wednesday, June 26, 1996
Time: 11:15 to Noon

Title: Corresponding Work Session--Connecting School To Work
Date: Wednesday, June 26, 1996
Time: 3:00 to 3:45 PM

Title: Corresponding Work Session--Connecting School To Work
Date: Wednesday, June 26, 1996
Time: 3:45 to 4:30 PM

Overview: These sessions offer alternative opportunities. The participants can continue on the curriculum project or spend some additional time with various consultants from the breakout sessions.

A.   Curriculum Development.

1. Complete the occupational analysis from the work based learning sessions.
2. Write learning goals for the duty area (hereafter referred to as a unit) analyzed. This will identify the general gist of what the learner will learn and be able to do.
3. Develop learning objectives that will lead to accomplishment of the unit goals. These should somewhat correlate with the identified work tasks.
4. Develop activities that will accomplish the objectives and eventually the goals of the unit being developed. These will require integrating skills the learner has to know and be able to do in order to qualify for entry level positions within the business partners work domain. There should be **multiple activities** leading to accomplishment of the unit goals.
   Do not write one long activity for the entire unit.
5. Write lesson plans for the each activity that include process, products, facilities, resources, material estimated times, etc.

ALTERNATIVE ACTIVITIES

A. Contact specific consultant from breakout session to clarify specific issues or gather suggestions about the consultant's expertise applied to your teaching/school situation.

13

Facilitator notes for the work sessions.

Title: Corresponding Work Session--Connecting School To Work
Date: Thursday, June 27, 1996
Time: 10:45 to 11:30 AM

Title: Corresponding Work Session--Connecting School To Work
Date: Thursday, June 27, 1996
Time: 1:15 -3:30 PM

These are the final 2 activities that the teams will engage in for the curriculum development process. The focus of these sessions is to:

1.   Develop an assessment tool that authentically measures learner achievement of the goals and objectives associated with the unit project.

2.   Develop an action plan to plot next years activities.

The assessment pieces should include some measure of student performance that accurately demonstrates learning achievement. It more than likely will include process and product measures.

Remember to encourage participants to visit the resource room.

Remember to encourage participants to access the Integrated and Applied Data Base WWW site.

Try to keep teams on task. They are responsible to turn in a completed unit of instruction at the end of the conference.

The completed Unit should include:

Occupational Analysis
1.   Work Domain
2.   Occupational clusters
3.   Duties areas common to the clustered occupations.
4.   Tasks that are necessary aspects of the duty area.
      a.   Work skills needed to perform tasks
      b.   Knowledge base that is necessary to perform tasks

Curriculum
1.   Unit Title
2.   Unit goals
3.   Learning objectives
4.   Lesson plans for objectives
5.   Assessment tools for measuring learner achievement

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WORK SESSION GUIDELINES

Title: Corresponding Work Session--Connecting School To Work
Date: Thursday, June 27, 1996
Time: 10:45 to 11:30 AM

Title: Corresponding Work Session--Connecting School To Work
Date: Thursday, June 27, 1996
Time: 1:15 -3:30 PM

Overview: These work sessions will continue development of the curriculum project. They focus on the assessment piece of the development process. Alternative activities include the opportunity to visit with consultant to clarify specific issues about individual school/team projects.

A. **Curriculum project development.**
    1. Complete activities associated with work session conducted on Wednesday, June 26, 1997.
    2. Review the objectives and goals of the unit developed. Identify the key concepts and skills that were the focal points of the unit activities.
    3. Develop an assessment strategy that accurately and fairly measures learner accomplishment of the objectives.
    4. Write an assessment instrument complete with rubric, directions, process, etc. for the unit.

B. **Review the entire curriculum process and document with the team.**
    1. Identify any products or processes that worked well and those that need some modification and rework.
    2. Review occupational analysis to identify other duty areas (units) that can be developed in the succeeding year.

C. **Make a copy of your completed unit to turn to the UW-Stout Conference Team.**

D. **Develop an action plan that for continued Integrated and Applied Curriculum Development for the next academic year.**
    1. Set curriculum goals that can be accomplished in the 96-97 school year.
    2. Identify Business/Industry partners that will participate in the occupational analysis process of curriculum development.
    3. Identify teachers and teams from your home school who will be involved in the process.
    4. List resources that are needed to continue this process.
    5. Set initial meeting times for bring teams together.

ALTERNATIVE ACTIVITIES

A. Contact specific consultant from breakout session to clarify specific issues or gather suggestions about the consultant's expertise applied to your teaching/school situation.

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Wisconsin's Career Majors Project
Selected Information

Presented by
Bob Fritz
UW-Stout
June 26, 1996

The information in this handout was synthesized from documents provided by the Wisconsin Department of Public Instruction. This information is intended to acquaint you with the philosophy and intent of Wisconsin's Career Majors Project. Because this is an evolving project, it is likely that modifications will be made. The present information addresses several key factors: The need, what can be done, and how career majors can fit into a restructured education system.

The Need:

*   Attempts to overcome a major human resource problem--aimlessness, require getting youths better focused and directed earlier in life. "The most successful people have well focused goals, understand how to achieve them, and have confidence in their ability to do so."

*   Few 8th graders have "meaningful goals" or the information and skills needed to make informed choices. About 33% have little knowledge of the world-of-work in their communities, different occupations and changing male/female roles, are connected with school to work relationships, or know how to select a career.

*   Wisconsin students receive career information in a very sporadic "hit or miss" manner. Most experiences do not require students to project themselves into a career role. Neither do teachers reinforce what students know about themselves (their aptitudes/interests/and talents), and what this knowledge says about their potential for success in a type of work.

*   In sum, career development is a haphazard process where schools and the community are not connected. Many parents reinforce stereotypes and provide limited information. What school counselors provide is often inadequate.

*   The current system leaves many youths aimless during high school. This aimlessness and uninformed decision making contributes to persistent state and national calls for educational reform that include career education (1960), education for employment (1980), Tech Prep (1990), youth apprenticeship (1995), and school to work (1995). Each attempts to systematize preparation for work, one of the major goals of pre-K-12 education.

1

* Overcoming "aimlessness" may be the preeminent goal of all educational reform efforts. Harvard's Howard Gardner said this about aimlessness:

> *"The single most important contribution education can make to a child's development is to help him toward a field where his talents are best suited, where he will be satisfied and competent. We've completely lost sight of that. Instead, we subject everyone to an education where, if you succeed, you will be best suited to be a college professor. And we evaluate everyone according to whether they meet that narrow standard of success.*
> *We should spend less time ranking children and more time helping them to identify their natural competencies and gifts and cultivate them. There are hundreds and hundreds of ways to succeed and many, many different abilities that will help you get there."*

What can be done?

* Career development needs to be a curricular issue more than ever before. *All* teachers, counselors, parents, and community members need to cooperate to provide students information and experiences that will enable them to make better life/work decisions.

* Even so, the Wisconsin study completed for the Wisconsin Department of Public Instruction and the Wisconsin Technical College System Board in June, 1994, headed by Harland Samson and titled the *Life Work Development Model* concludes that: "The newer initiatives and time-tested tools for occupational education will be of little value if students do not acquire a well developed and well informed basis for choosing the programs and delivery systems that will best facilitate their successful transition to satisfying and product adult roles."

* One major conclusion of the 1994 study was that "there are four broad domains within which people may become engaged for productive work." These domains represent four fundamentally different *"types of work."* While many jobs (depending upon their level of complexity) are comprised of a combination of all four types of work, most of the tasks for any given job will tend to favor one of the four types. The study group now believes that these four domains/types of work and life activity can serve as a basis for designing curricula to provide K-10 work awareness and exploratory experiences.

* The four types of work identified in the 1994 study are *enterprise, technology, invention, and human.*

    o   **Human**--Range of dealing with human beings and their endeavors. Main work activity focus=humans. Social/psychological/medical. People/social.

    o   **Invention**--Working with a thing or service or creating something. Main work activity focus=creation. Interaction with product research and service. Creation/idea.

    o   **Enterprise**--Organizations and putting together things necessary for an event. Main work activity focus=molding. Organizations of people/capital, equipment. Using thoughts together/concepts.

    o   **Technology**--Things and information. Main work activity focus=manipulation of things/data/ information. Engineering/biological, physical. Things driven.

* Schools must begin to systematically provide opportunities which are *intentionally* designed to enable students to become capable of recognizing:

1. what it means to "work."
2. the four fundamentally different types/domains of work activity,
3. which of the four types-domains of work activity best accommodate their talents, abilities, and potential,
4. how each type/domain of work activity is applied in different career clusters (concentrations), and
5. how to prepare themselves to enter the life work of their choice.

* Contrary to what some may believe, it is not intended that a list of career goals be established. The theory that prompted the thinking for the 1994 study group is that a career major is merely a logical goal that is meaningful and motivating to the learner. Such a goal will, of necessity, be based upon in depth knowledge of self, in depth knowledge of the world of work, and informed decision making.

* All students need goals because they are the antithesis of aimlessness.

* Having started to crystalize her or his thinking around such a goal, a learner will be able to create a personally meaningful education plan or "curriculum map" as called for in Tech Prep and School to Work. While it is assumed that maps created by others will be useful in the educational planning process, it is hoped that the individual learner will be capable of adapting these maps to his or her own goal or "career major." A career development portfolio is an indispensable tool that helps the learner (and his/her teacher) facilitate or manage the career development process.

*   This is how an educator will know that a student has a career major by the end of the 10th grade:

o   The student can describe a tentative post school-life work related *goal* . . . i.e. a "career major" (KNOW)   *** Tell you what it is**

o   The student can explain how this *goal* will accommodate/fulfill his or her interests, talents, values, and needs (KNOW)   *** Explain why it is appropriate for them**

o   The student can describe 3-4 occupations that the *goal* might prepare them for (KNOW)   *** Explain what it would prepare them to do**

o   The student can explain how the *goal* will influence his or her 11th and 12th grade educational plans (course work, work experience, extracurricular involvement, etc.) (KNOW) *** Explain how it has affected their educational plans**

o   The student can explain how the use is part of an existing career portfolio and will continue to add in order to facilitate additional career planning (KNOW and BE ABLE TO DO)   *** Explain how they have and will continue to use their career portfolio**

o   The student can explain how family, teachers, counselors, and informational systems are used and will continue to be used to facilitate additional career planning and decision making (BE ABLE TO DO)   *** Explain how others will continue to influence their plans**

o   The student can explain how results from a career inventory (part of the Wisconsin Student Assessment System 10th Grade Knowledge and Concepts Exam) supports and/or reinforces a chosen, but perhaps tentative, career goal *** Reconcile**

*   The best way to insure that students get the experiences that they need is to infuse them throughout the curriculum. These experiences should help students be more positive about their futures and also most motivate to engage more fully in their own learning and to select a career major. Otherwise, aimlessness will continue. *Aimfulness* requires the involvement of the entire faculty and community in partnership and on behalf of student development.

Where do career majors fit in a restructured education system?

* A learning-driven model is needed that takes students from where they are to where they want to do. It has four pieces: Curriculum, pedagogy, assessment, and developmental guidance.

* **Curriculum.** The first consideration is what a school district expects all students to know and be able to do when they complete high school. Within this frame, it is important to have a seamless curriculum. "Knowing" and "doing" can not be separated. An integrated curriculum is required and should be broad enough so that a "one-size fits all" curriculum model does not emerge. Curriculum rethinking can begin with the Wisconsin Learner Goals, Outcomes, and Assessment System, the Content Standards, the Secretary's Commission for Achieving Necessary Skills (SCANS) Standards, Education for Employment Standard, Challenging Content Standards, and any standards an individual district may produce or have in place.

  High expectations for all students is important. Consistently challenging all students to reach them is a major function for the teacher. In this model, the teacher is a facilitator or coach of the learning process.

* **Pedagogy.** Student learning style(s) must become the primary tool a teacher uses to design pedagogy. The teacher should use rich and varied teaching methods to engage all learners.

* **Assessment.** Wisconsin's assessment system expects students to make some critical decisions at the end of the 10th grade. These decisions guide 11-14 (or life). When assessment is a dominant feature of systematic change, the following guiding principles should profoundly impact our thinking. They are:

  o Communities determine what they expect all students to know and be able to do when they leave an educational institution;

  o Determine the critical decisions expected of students at the end of grade 10;

  o Communities determine benchmarks to measure progress and determine what to do when students do not meet a benchmark;

  o Communities need to insure that student learning style(s) guide teaching pedagogy

  o Use of career plans and curriculum maps, guided by portfolio assessment, so students can create their own pathways for life-work goals

*   **Developmental guidance.** The Wisconsin Developmental Guidance Model (WDGM) fits the School-to-Work framework. WDGM requires parents (guardians), families, teachers, business (industry) and the entire community to become providers of career guidance. This means that career guidance becomes an integral part of classroom activities for all students and teachers. For students to determine a tentative career major by the end of grade 10, we must determine how to make guidance part of the core curriculum and learning process. The emphasis related to careers will be different at different education levels:

o   K-5:   Emphasis on the common characteristics of work (what it means to work and an introduction to fundamentally different types of work)

o   6-8:   Emphasis on exploration of the characteristics that differentiate four fundamentally different types of work (major work classifications) and which type best accommodates a student's talents, abilities, and potential (the work classification "I" prefer)

o   9-10:   Emphasis on how each type of work is applied in a variety of career clusters or concentrations (where each type "I" prefer is done) and how "I" can prepare myself to become what "I" would like to become (how to set tentative goals and get involved in educational planning)

o   11-14: Tentative Career Major is determined so the student can begin occupational preparation using a career plan and curriculum map based on that Major or Life-Work goal.

*   This system requires that educators do a better job of determining the knowledge and concepts that will enable students to become productive members of society.

SCHOOL TO WORK TRANSITION FRAMEWORK

Elementary	Middle School	High School	Transition	Post Secondary Options	Life Skills
K-5	6-8	9-10	11-12		

Life Skills
- Family
- School
- Work
- Community
- Society
- World
- Health
- Economics
- Education
- Learning

Elementary (K-5)

Core Curriculum
- Standard Based
- Content Standards & SCANS
- High Expectation
- High Success
- Correctives
- Inclusive
- Strategies for Education For Employment and Gifted & Talented
- Emphasis on Traits/Talents and the Nature of Work

Resource: Classroom Activities In Employability Skills, Adopt a Class

Assessment 4th Grade
- Portfolio
- Proficiency
- Projects
- Performance
- Student/Parent
- Goal Setting
- Counseling

Middle School (6-8)

Core Curriculum
- Standard Based
- Content Standards & SCANS
- High Expectation
- High Success
- Correctives
- Inclusive
- Strategies for Education For Employment and Gifted & Talented
- Emphasis on Career Exploration and Planning

Resource: Middle level Curriculum Guide. "Exploring Life's Work"

Assessment 8th Grade
- Portfolio
- Proficiency
- Projects
- Performance
- Student/Parent
- Goal Setting for Options/Choices
- Counseling

High School (9-10)

Core Curriculum
- Standard Based
- Content Standards & SCANS
- High Expectation
- High Success
- Correctives
- Education for Employment and Gifted & Talented
- Emphasis on Career Planning and Preparation
- Career Viewing

Resource: Career Maps, Curriculum based on WI Educational Goals, Learner Outcomes, Integrated/Applied Task Model

Assessment 10th Grade
- Portfolio
- Proficiency
- Projects
- Performance
- Student/Parent
- Goal Setting & Choices for Life Preparation
- Transition Plan
- Counseling
- Career Major

Transition (11-12)

Core Curriculum
Based on a Learning Plan
Including strategies for all:
World of Work Prep (School Supervised Work Experience)
Youth Apprenticeship
Tech Prep (Articulation)
College Prep
Post Secondary Options (Advance Placement)

Resource: Curriculum Development based on: Integrated and Applied, Developed In Teams of Vocational, Academic, Special Needs, Post Secondary, and Business Community

Post Secondary Options
- Training For Future Career Needs
- Advanced Technical
- Apprenticeship
- Associate Degree/Diploma
- College Degree
- Post College Degree

Curriculum:
- Standards Based (Ind. Skill Standards)
- Employability Skills (SCANS)
- High Expectations
- Work Based Opport.
- Integrated/Applied
- Articulated Instruction

Assessment
- High School Diploma
- Proficiency Certification
- Transcript Verification
- Student/Parent Exit Goal Setting
- Seamless Transition to Next Level

Post Secondary Options
- Diploma/Degree
- Advanced Proficiency
- Transcript Verification
- Career (Advancement) Plan Employee/Employer
- Continuing Education and Training

Developmental Guidance

Best / OG

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Life-Work Model (4 KINDS of work) - Difference is in the KIND of activity that occurs within each of the four.

- **Human** - Range of dealing with the human being, and endeavor. Main work activity
focus = human.
Social/psychological/medical
People/Social

- **Invention** - Working with a thing or a service or creating something. Main work activity
focus = creation. Interaction with product research and service.
Creation/Ideas.

- **Enterprise** - Organizations and putting together the things necessary for an event. Main work activity focus = molding.
Organization of people/capital/equipment.
Using Thoughts Together/Concepts.

- **Technology** - Things and information. Main work activity focus = manipulation of things/data/information.
Engineering/Biological/Physical.
Things Driven.

The Life-Work Development Model

11 - Life Curricular Framework

Around the circle (clockwise from top): Other, Agriculture, Art, Business, Communication, Education, Energy, Engineering, Government, Health Care, Industrial, Marketing, Natural Resource, Personal Service, Scientific

Inner quadrants: Invention, Human, Enterprise, Technology
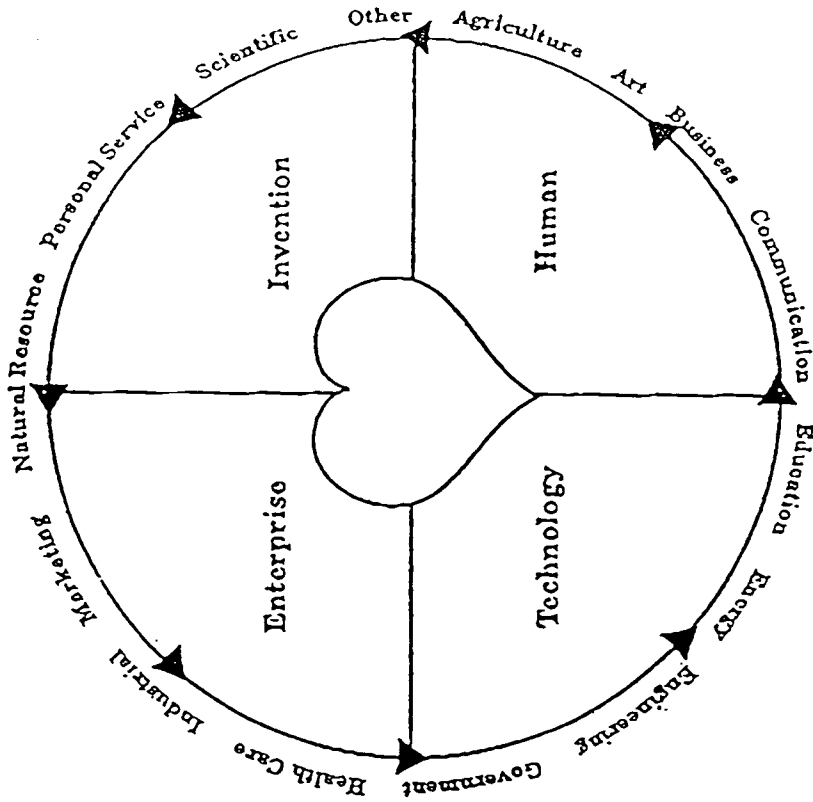
* Student creates a curriculum map

Student Focus Here
• The Career Major

Focus content and integrated content become:
Any knowledge and skills necessary for the student to advance toward their chosen career major.

Based on: Student's learning plan and curriculum map

10th Grade Assessment

PK-10 Curricular Framework

Around the circle: Other, Agriculture, Art, Business, Communication, Education, Energy, Engineering, Government, Health Care, Industrial, Marketing, Natural Resource, Personal Service, Scientific

Inner quadrants: Invention, Human, Enterprise, Technology

....>
Student Movement
(3 X's PK-10)

Student Focus Here

• Knowledge
• Career Awareness/Exploration
• Life Skill Competencies

Based On:

Teaching Styles / Learning Strategies

Focus Content
◆ *Knowledge* • Math
           • Science
           • Language Arts
           • Social Science

Integrated Content
◆ *Personal/* • Global Studies
  Cultural • Music/Arts
           • Physical Education

◆ *Career* • Voc/Tech

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FIVE STAGES OF CHANGE

CRISIS

HARD WORK

TOUGH DECISIONS

UNEXPECTED PAIN

JOY & INTEGRATION

FIVE FEARS OF CHANGE

FEAR OF THE UNKNOWN

FEAR OF FAILURE

FEAR OF COMMITMENT

FEAR OF DISAPPROVAL

FEAR OF SUCCESS

ADVANTAGES/DISADVANTAGES
STUDENT

Fewer Classes

More Teacher Attention

Failure Make-Up

Individual Time/Attention

Integration/Concentration

Absence

Responsibility - Spoon Feeding - Expectations

Required Courses

More Hands On - Less Rote

Guidance

Increased Opportunities for Advanced Studies

Incompletes/Failures

Guided Research

SURVIVAL STUFF WE HAVE LEARNED, WHILE TEACHING IN A BLOCK SCHEDULE.

1. YOUR OLD COURSE SYLLABUS AND CURRICULUM WILL HAVE TO BE (ALMOST COMPLETELY) CHANGED.

2. YOU WILL HAVE TO DEVELOP NEW COURSE GOALS, OBJECTIVES, STUDENT COMPETENCIES AND STUDENT ACTIVITIES.

3. YOUR CURRICULUM WILL CONTINUE TO EVOLVE DAY BY DAY, YEAR BY YEAR. EVERYDAY IS AN ADVENTURE.

4. YOU WILL SPEND LOTS OF TIME BEFORE AND AFTER SCHOOL PREPARING MATERIALS AND ACTIVITIES.

5. YOUR COURSE WILL NOT BE DRIVEN BY A TEXTBOOK.

6. YOU *WILL NOT* LECTURE FOR NINETY MINUTES !!!!!

7. YOU WILL NOT *"COVER"* AS MUCH MATERIAL AS BEFORE, BUT WHAT YOU DO PRESENT IN CLASS WILL BE DONE MORE THOROUGHLY.

8. THERE WILL BE INCREASING EMPHASES ON :
    - > writing
    - > use of computer technology
    - > problem-solving
    - > working in groups
    - > independent research
    - > group presentations
    - > sharing of ideas

9. TIME MANAGEMENT IS THE KEY TO SUCCESS:
    - > students have to acquire it.
    - > teachers have to plan it.

10. YOU WILL BE TEMPTED TO LOOSE THE SENSE OF URGENCY - DON'T.

11. MUST BE WILLING TO "LET-GO" AND "GET OUT OF THE WAY". (be a guide on the side)

12. YOU MUST MAKE SUBJECT MATERIAL RELEVANT TO THE LIVES AND EXPERIENCES OF THE STUDENTS.

13. YOU MUST BE WILLING TO TAKE RISKS, EXPLORE ISSUES, TRY SOMETHING NEW, ACT ON IMPULSE.

14. YOU WILL HAVE TO DEVELOP NEW METHODS OF
ASSESSING STUDENT LEARNING AND
COMPETENCIES.

15. YOU WILL SEEK OUT OTHERS WHO CAN HELP YOU
IMPLEMENT YOUR CURRICULUM.

Developing an Integrated Vocational and Academic Learning Plan
for an Associated Degree Mechanical Design Program

Theo Flickinger, Communication Skills Instructor
Myra Payne, Mechanical Design Instructor

Western Wisconsin Technical College
304 North Sixth Street
La Crosse, WI   54601
(608) 785-9200

Team Training:

- Training in how to work as a team (1 day)
- Training in how to develop integrated curricula (1 week)
- Training in how to write performance-based curriculum (2 days)

Mechanical Design Program Core Competencies:

- Generate graphical engineering documentation
- Demonstrate proficiency using CAD and related computer tools
- Evaluate product design
- Produce and revise supporting engineering documentation

Core Competencies, cont.

- Exhibit professionalism
- Demonstrate proficiency in written and oral communication
- Demonstrate a basic understanding of applied physics

Integrated Units:

- Moments of Inertia
- Properties of materials
- Strength
- Trig/vectors
- Career Paper
- Process Paper
- Lab Reports

Unifying Project Element:

- TREK bicycle
- Labs designed to show integration of general education and mechanical design concepts

Project Evaluation Plan:

- Based on Project Goals
- Assessment Measures:
  - Faculty and student satisfaction surveys
  - Completion rate records
  - Student GPA's
  - Video tapes

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Developing an Integrated Vocational and Academic Learning Plan for an Associate Degree Mechanical Design Program

Overall Project Goal:

- To bring together academic and occupational faculty and support personnel to develop an integrated learning program for Mechanical Design students in an effort to increase overall student success

Specific Project Goals:

- Form and develop a VALP team
- Develop integrated, performance-based academic and vocational curricula
- Increase both internal and external communication
- Increase overall student retention and success

Specific Project Goals, cont.

- Increase the retention and success of special needs and at-risk students
- Increase student academic achievement, student satisfaction, and employability

Functional Definition of Integration:

- Modifying academic and vocational education by engaging in curriculum alignment
  - faculty collaboration
  - integrated units
  - content of both academic and vocational courses changes

Team Members

- Mechanical Design Instructors (4)
- Physics Instructor (1)
- Mathematics Instructor (1)
- Communication Skills Instructor (1)
- Counselor (1)
- Project Coordinator (1)

1

Faculty Benefits:

- Increased collaboration between general education and occupational faculty
- Better understanding of curriculum in other courses/departments
- Increased sense of coherence in entire curriculum

Student Benefits:

- Increased understanding of relationship of general education concepts to mechanical design courses
- Improved ability to work in a "team" setting with peers
- Improved written and oral communication skills

Inhibitors to Integration Project:

- Lack of time for faculty to collaborate
- Lack of time for faculty to design integrated curriculum units
- Lack of strong administrative support

Project Replication:

- Develop a "shared vision" of what the team wants to accomplish
- Provide adequate training in how to integrate curriculum
- Provide for common curriculum planning/writing time
- Provide time for team members to collaborate

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INTEGRATED & APPLIED
CURRICULA CONFERENCE
(June 25-27, 1996)

RESOURCE CENTER

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4

"Staff Development Notes"

Factors to Consider When Planning Staff Development Efforts

Staff development efforts have often been "one-shot," isolated, "sit and get" models that result in a raising of awareness level, but have limited follow-up with no long-term lasting effect. They are sometime referred to as "blow-in, blow-up, blow-out" events. Staff development models that have long-term effective results include collegiality and collaboration through peer coaching and mentoring, experimentation and risk taking with appropriate participant involvement over time. If staff development efforts are to be successful, the following factors should be incorporated:

- Tied to organizational development

- Leadership and sustained administration support

- Sufficient resources

- Appropriate incentives and rewards

- Time to work on staff development and assimilate new learning

- Participant involvement

- Peer coaching and mentoring

- Tied to organizational development

The following staff development notes have been synthesized from _A Handbook for Staff Development_, Don Orlich, Ph.D., Washington State University, Pullman, WA., 1985, developed and published by the State Staff Development Council, Wenatchee, WA.

Change is a process in which people are involved both experientially and emotionally. Flexibility is a key element in this model. (Glassberg and Oja, 1981) In a developmental model using adult learning assumptions, problem oriented learning would:

- Provide a general plan

- Allow individuals to design their own agendas

- Use the experience of the participants as a shared learning mechanism

- Have ample opportunities for application experiences

- Provide constant motivational devices during the course of the program.

Adults seldom learn, remember and use answers for which they do not already have the question. Effective adult learning is an active search for meaning. Five guiding concepts to improve adult learning programs are (Anders, Houston and Bryant, 1981):

- Exploration

- Interaction

- Active participation

- Reflection and articulation

- Synthesis or integration.

Staff Development In-service Educational Programs:

- Are based on identified needs

- Are planned and designed for a specific group of individuals in the school district

- Have a specific set of learning objectives or activities

- Are designed to improve immediate job-oriented skills, competencies or knowledge.

Functions of a Staff Development Program

- Inservice education

    - Improving skills

    - Implementing curricula or instructional procedures

    - Increasing personal effectiveness

- Organization development

    - Building and program climate

    - Solving problems

    - Increasing communication among staff

- Leadership

    - Providing suggestions for new curricular, instructional approaches, and
      communications about innovative approaches

    - Evaluating research about new practices or procedures

    - Providing assistance with processes of innovation

- Evaluation

Contextual Modes of Staff Development

- Job-Imbedded • • •   Team Teaching
    Curriculum Analysis

- Job-Related • • • •   Focused Workshops
    Problem-solving Groups
    Teacher Exchanges

- Credential-Oriented • • •   Re-Certification Programs

- Professional Organization • •   Workshops
    Presentations
    Work Groups

- Self-Directed • • •   Independent Study
    Professional Reading
    Action Research

Staff Development Principles to Consider:

- Adult learning activities should be:

    - Goal Oriented

    - Activity Oriented

    - Self-Directed

- Effective staff development models provide:

    - A variety of options

    - Flexible programs

    - Individual and small-group learning

    - Concrete experiences related to on-going activities.

- When planning and conducting in-service programs, include:

    - Program planning periods with participants

    - Clearly defined goals and objectives

    - Participants in the actual instruction

    - Allowing individuals to identify alternative program elements

    - Continuous program, not a "one-shot effort."

Traits of Effective In-Service Programs

• Active staff involvement in initiating, planning, and conducting program.

• Designed as a collective effort of faculty for general faculty development.

• Scheduled at a place and time convenient for participants.

• Emphasizes self-instruction, peer study groups, one-on-one formats.

• Participants involved in both receptive and active roles.

• Participants try out new things in their classroom or in simulations and then receive appropriate feedback from a skilled person.

• College/university personnel utilized as needed to strengthen program.

• Utilizes demonstration, trials, sharing, feedback and coaching.

• Provides relevant materials such as guidelines for learning and applying new skills.

• Directly related to curriculum development and instructional improvement.

• Adequate released time for participation,

• Participants receive rewards (e.g. stipends, increased salary, additional credits, recognition, more responsibility).

Condensed by Baldus, CVTAE, UW-Stout, 1996

The Bias-Free Classroom

Classrooms are experiential laboratories for learning, and the climate we create has great impact on student success. Awareness and knowledge of student differences are critical factors in this equation. Creating a bias-free environment is a challenge because of the many variables involved; interpersonal relationships, student attitudes, and ability to interact with people of differing backgrounds. As professionals, we must strive for the ultimate environment that values differences; language, appearances, abilities and attitudes. This requires effort in three areas: curriculum, instruction, and implementation of programs. No one approach and no one answer will meet the needs of all students.

Curriculum should be appropriate, flexible and unbiased

- Course material should include:
  - References to males and females
  - Different ethnic and cultural groups
  - Different populations; age, abilities, physical attributes
  - Cultural groups and differing occupational/social roles
  - Supplemental materials of differing ethnic and social backgrounds

Instruction/Pedagogy that promotes learning

- Soliciting views of students and advisors sensitive to differences
- Providing opportunities for critical-thinking, problem-solving, and cooperative learning
- Use of open-ended statements in evaluations
- Use of case studies referring to different groups of students
- Development of questioning techniques to involve all students
- Use of resource persons representing student ethnic population
- Incorporating role-playing to reflect personal and cultural perspectives
- Selecting authentic assessment instruments for differing learning styles

Implementing the curriculum includes personal beliefs, style and delivery

Personal attitude toward student differences is the first issue one must address as it will be reflected in instruction. Personal beliefs need to be analzyed in relation to student population.

- Role model who is sincere, accepts and values diversity
- Tone of voice, eye contact and response create or inhibit a bias-free classroom
- Respect and accept differences
- Avoid segregating students
- Different approaches are required to meet differing student needs
- The relationship that exists between teacher expectations and student success or failure:
  - Believing that student cannot learn or improve, it is likely the student will not
  - An unconscious bias that reflects a student is not trying, or not capable of understanding, may inhibit helping a student achieve success

Source: Vocational Education Journal, "The Bias-Free Classroom," Cheryl Burgan-Evans, April, 1991, p.22-23., Condensed by Baldus, CVTAE, UW-Stout, 1996

Michele G. Peers

A teacher/ researcher's experience with performance-based assessment as a diagnostic tool

Peers describes her efforts to diagnose her vocational college students' literacy skills by using a more authentic performance assessment that integrated reading and writing.

I teach composition to students at a vocational college. My course is designed to build on students' writing strategies. However. I have been frustrated with the inadequacy of traditional tests to provide me with the information I need to plan instruction. I knew I needed better information, and I decided to pursue an alternative assessment method to determine my students' reading and writing strategies. From past experience with these students. I knew they could verbalize the concepts of audience. format. and purpose. but they did not seem to be able to produce writing reflecting these concepts. Their reading skills also seemed limited. In fact. my students often appeared to be lost when I gave them assignments having integrated reading/ writing activities. The situation was unique because the students recognized their limitations and wanted to do something about them. As one student expressed it. "I know what I am doing is not working. but I don't know what I am supposed to do."

In order to develop an appropriate assessment. i wanted to know what kind of experiences my students previously had in school. What kind of reading and writing had they done? Did they connect these experiences to out of school reading and writing? The students discussed their educational backgrounds with me. and I found that these focused around short answer tests and writing assignments of one or two paragraphs. They talked about reading for facts. but not about reading for inferences or conclusions.

More disturbing was the fact that almost none of the students could see an out-of-school application of their school skills. Their experiences had led many of them to decide that they just weren't "cut out for school." and it didn't seem to matter. since "school did not have anything to do with work anyway." Most of my students. however. while they didn't know how. realized that they could develop improved reading and writing skills and that these should apply at work.

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In addition to wanting to learn about the reading and writing strategies and problems of the students. I had several other goals. I wanted to be sure that any assessment I conducted offered positive learning and low emotional or academic risk. I also wanted a situation where I could be an unobtrusive observer/participant. I wanted to create a situation where the product the students would be producing would. as in the real world. be a measure of their reading and writing abilities. I wanted a situation where creativity and higher order thinking skills were valued and rewarded. I needed a situation where I knew exactly what information the students had read and exactly what the goal was. I wanted an assessment in which the students were not expected to work at the upper end of their abilities. but rather at a more comfortable level. so that the emphasis would be on process. Lastly. I wanted to develop a situation that reflected the applicability of skills learned in school to out-of-school situations. With my students' educational backgrounds and my assessment needs in mind. I considered the form and content of the assessment.

The task

I had been reading about performance based assessments that integrated reading and writing. so I understood that this form of assessment was designed to meet many of the same goals I had. Because I am also a graduate student at Indiana University. I knew that the Center for Reading and Language Studies was in the process of developing a series of performance-based reading/writing assessments for high school students. These tests were designed to be given in formal. structured testing situations. but I obtained permission to modify the administration directions to meet my needs.

I chose an assessment entitled "Water Problem Essay." This task focuses on California's water shortage and requires students to learn about it. devise a solution for it. and present their solution. in written form. to a specified audience. The real-world application of skills was obvious. and the variety of reading and writing elements needed would reveal most of the learning problems my students were experiencing.

The test packet consisted of a one-page task description and three short articles. These included (a)

a four-page encyclopedia article containing charts. graphs. and illustrations that offered the background discussion of water supplies and water needs in California. (b) a three-page science news story discussing California's water policies and possible causes of the water shortages. with information about conservation measures that can be or have been applied. and (c) a three-page science magazine discussing possible technological solutions.

The questions

Three specific questions that reflected the range and type of information I was seeking were:

(1) What methods would my students use to do this task?

(2) When my students did integrated reading and writing tasks on their own. they tended to get lost. Would the use of a controlled. structured assignment help them to focus and organize?

(3) What would be appropriate and useful scoring criteria and could these scoring criteria be used as an assessment of the final product?

Class session 1

Because the assessment situation I designed was predicated on the students working in an unstressed atmosphere. it was important to maintain normal instructional routines. The students were handed the packets. with my modified instructions. to read and ask clarification questions. Their reactions suggested a range of emotions including surprise. anger. and incredulity. They skimmed the task instructions and then began making diversionary jokes. ("Just blow San Francisco off the map. that'll save enough water.") "We've never done this before." was the common complaint. They assured me that they didn't know what to do and I should tell them each step.

They suggested the ridiculousness of asking students rather than experts how to solve a statewide problem. At about this point I realized that they were having a difficult time separating the reading and writing assignment from the responsibility of solving the water shortage problem in California. They were cognitively aware that their completed tasks would not be sent to California. but they were unable to see the assignment as something they were capable of doing. Hence. they leaped from do-

ing the task to taking the responsibility and resented being required to solve California's water problem.

Some of the students began to suggest ways to approach the task. but their comments fell on deaf ears. Fear was a more powerful motivator than potential solutions.

Class session 2
At the second class. the majority of the students brought in rough drafts. A few papers contained obvious plagiarisms from sources other than the packet. but the majority reflected serious attempts. Student comments at this point began to reveal the learning gaps I had sought.

Several students agreed that the packet was too long to read and reread. The concept of taking notes rather than relying on a read/reread strategy was obviously not in their repertoire. Because both format flexibility and practice were lacking, the students had serious problems determining how to address the required audience. They had problems determining how to select a key idea and build a supporting argument. They shared with me that they knew they had to address all issues and use all main ideas even though the instructions clearly said to present one long-term solution.

Those students who sought information from external sources appeared to have two problems: the inability to find the key points in the reading material or. having found the main ideas. not knowing how to shape them into a logical argument backed with facts. They showed cleverness in recognizing that whatever author they copied would have found the key points and built supporting arguments. Unfortunately. in copying these sources. they still could not recognize the main flow of the author's argument.

However. a substantial portion of the class declared that "Hey. this isn't as hard as I thought." During the second class session. they enjoyed sharing how they had solved the water problem. and the extension of helping each other with written revising suggestions came rather naturally. I observed. however. that only a few people appeared to really read the suggestions offered. I made photocopies of all rough drafts and revising suggestions. for comparison with the final drafts. I told the students that I wanted to see how. or if. the final drafts changed.

Even with this goal explicitly stated. many students made few or no changes.

Class session 3
During the third class session. final drafts were turned in and the changes immediately revealed divisions among the students. The higher achieving students had listened to suggestions and incorporated those that helped to strengthen their original ideas. The less able students either ignored all suggestions or misused them. The students with stronger papers had used material from all of the source materials they were given: the weaker papers reflected information from one or a portion of one article. The higher achieving students had marked the reading materials either underlining or making marginal notes. and had consulted with other students and people whose opinions they valued. and they also reflected ideas from their personal knowledge.

Up to this point. all of my observations had been geared toward understanding the students' processes. I also wanted to see if their final products could be scored in a meaningful way. I wanted to determine what criteria could be used to evaluate reading. writing. and task accomplishment skills.

Scoring
I began the development of the scoring scale and rubric by remembering that the purpose of this observation had been to identify language areas in which the students had difficulty. I focused on the skills needed in the three areas: reading. writing, and task accomplishment.

The first area I evaluated was the information gained from reading. Were the students able to recognize the key issues and important information provided? Did they select information that was appropriate to the argument they were building? Were they accurate in their presentation of the meaning of the information they presented? All of these features reflected reading ability and should be revealed in the final written product. I termed this dimension "control of reading."

The quality of the final product also needed to be considered as an indication of the ability to accomplish a task that relied on the student's ability to both read and write. This dimension I termed "con-

Control of reading	Control of content	Control of language
• Information gained • Accuracy of information • Appropriate selection of information	• Task accomplishment • Development of paper • Organization of material	• Word choice • Sentence variety • Grammar/mechanics

Rating:	Response:	Response:	Response:
7	Uses majority of facts in passage. Information is accurate and relevant.	Is ordered effectively and powerfully. Main points are clearly and logically explained. Task is successfully fulfilled.	Uses a variety of correctly written sentence patterns. Word choices are clear and effective. Few, if any, mechanical errors.
5	Uses a substantial portion of the facts. Reflects both accuracy and focus.	May contain some minor organizational and developmental flaws. A few main points may not be logically explained. Task is reasonably well fulfilled.	Uses correct sentence structure, without a great deal of variety. Correct, nonpowerful word choices. May contain a few grammar, usage, or mechanical errors.
3	Uses few facts. May contain inaccuracies or focus on irrelevant material.	Attempts organization, but overall development is not clear. Task is only partially fulfilled.	Contains several errors in sentence structure, with little style variety. Word choices are appropriate but limited. May have several grammar or mechanical errors.
	Fails to use material from the passage. Makes only brief or tangential references to the passage. May reflect serious misunderstanding of the material.	Fails to show any organizational plan or focus. Development is not clear. Task is not fulfilled.	Contains several errors in sentence structure with little or no variety. Word choices limited or incorrect. Several errors in grammar, usage, or mechanics.

trol of content." The rubric included the development of their paper, the organization, and the accomplishment of the assigned task.

The final skill area was the basic components of writing. This score included word choice, sentence variety, and grammar or mechanics. I called this third dimension "control of language."

I developed a chart (see Figure) that listed the rubric title, its components or dimensions, and a scaled control range. The highest level of each scale indicated complete control and the lowest end of the scale indicated little or no control. I devised a 7-point scale and presented it to the students as an alternative to a single holistic score. They were enthusiastic. Seeing the evaluation of their writing, reading, and content skills separately encouraged them. No longer were they simply "bad writers or dumb students;" now they had strong and weak areas. This change of emphasis was freeing for both the students and me. With value judgments out of the way, the students simply had goals to meet.

The scores for the students' papers ranged from one student having a 7 in each category to several students having a 1 in two categories. The majority of students scored well in at least one dimension.

While this scale was obviously an improvement over a single score and represented an objective approach to scoring writing, a couple of problems became obvious when I applied the scale to the students' papers. First, some items appeared to be inappropriately grouped. For example, under Control of Reading I combined the usage of the majority of facts with accuracy. Using facts does not automatically mean that they have been used correctly. Second, a paper can be well developed and organized and yet not accomplish the required task. The conflict of giving credit for one portion of the rubric and not another quickly showed up.

These and similar problems, which did not become obvious until I actually applied the scoring rubric, required a rethinking of the rubric. However, these problems do not invalidate the concept of

looking at tasks based on the skills used to achieve them.

Discussion

Assignments requiring the students to read, analyze, draw conclusions, and support their ideas in writing were, according to these students, totally different from anything they had done previously. Because of this inexperience, the students were unable to think in terms of accomplishing an assignment. They became confused, thinking they were responsible for solving the actual problem rather than doing an assignment. As Brown (1990) has pointed out, these students, unable to extract the conceptual base, were unable to think in terms broader than the immediate assignment. This thinking limited their ability to constructively analyze solutions or even to receive help.

They were limited to only a read/reread strategy for both comprehension and information gathering. While this strategy worked fine for short assignments, its unidimensional cumbersomeness quickly proved inadequate for long or complex materials.

The students lacked partialization and organization strategies such as note taking, outlining, summarizing, and underscoring. Partially because they lacked effective corrective strategies, they made little attempt at comparing what they had written with the original assignment and often produced products that did not accomplish the task and occasionally became incoherent.

The students using the plagiarism strategy were encouraged to continue reading external sources, but not to look for a single clear statement that answered their question. The class was able to discuss ways to read, not for an immediate answer but rather for a sense of the author's meaning. We talked about this strategy as key in creating informed people, and the students devised ways that they could use alternative sources without abandoning their ownership of the answer.

While I doubt that the students were accurate in believing they had never done this type of assignment before, their inability to conceptualize the skills needed does indicate they never learned to recognize those skills. Rather, they learned to complete assignments and therefore did not have strategies to transfer to new situations (Salomon & Perkins, 1989).

The use of an informal integrated reading/writing assignment allowed me to know exactly what information the students were exposed to, how they used or failed to use the information, and how they perceived the precise task to be accomplished. With these variables controlled, I was able to assess the gaps in my students' learning and help them take charge of closing these gaps. I was able to list the strategies of the stronger students and to add other needed strategies. The strategy list became a mini-curriculum for this class. The understanding of what students were doing to complete the assignment allowed for open discussions. These discussions in turn led to an understanding of the value of peer input.

The formal assignment did not help the students organize their thinking, nor did it help them organize and frame an answer. It did, however, expose their ability levels, and it acted as a solid framework for developing the necessary skills. With a second similar assignment the students used their strategies list and approached the assignment with a totally different attitude.

I am convinced that scoring the students' work by the three dimensions I created is an extremely valuable teaching tool. For this research I would have liked to have had a second scorer for a reliability check, but even with this refinement lacking, I knew that because I identified what criteria I was using, the scores were more meaningful than a single holistic score. I would simply refine the scale I developed to more accurately reflect the skill areas.

Peers teaches at a vocational college and is a graduate student at Indiana University. She can be contacted at 946-D Maxwell Terrace, Bloomington IN 47401, USA.

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new contributors

An academic/vocational curriculum partnership:

Home economics and science

Frances M. Smith
Cheryl O. Hausafus

Beane (1990) has posed the question, What ought to be *the* curriculum of the middle school? He severely criticizes the separate subject, academically centered approach to curriculum and proposes that middle school curriculum be "general education" formed around the "emerging and common developmental concerns of early adolescents and the issues that face people in the common world, regardless of the individual paths their lives take" (p. 2). He suggests organizing the entire middle school curriculum around compelling themes.

Although the curricula proposed here do not go that far, they do offer some suggestions for integrating two disciplines around curricular themes. They apply the more theoretical concepts from science to the more practical life experiences aspects of home economics.

Science has been an integral part of the study of home economics since its beginning as a field of study. The early literature in home economics contains such quotes as "application of science to the common purposes of life" (Richards, cited in East, 1985, p. 11), and the "purpose of home economics was to educate for (home life)...equipped with scientific knowledge"

(Hunt, cited in Brown, 1985, p. 256). In a 193 bulletin published by the U. S. Federal Board f(Vocation Education, in a section called "Tl teaching of science related to the home," we sample experiments:

1. compare solvent power of hot and cold wate
2. remove stains by solution;
3. test bluing for iron;
4. study the action of household ammoni washing soda, borax, and soap on fat;
5. test for insoluble residues in scouring soa and soap powders (U.S. Federal Board Vocational Education, 1931, pp. 102-104).

Recent writing in science education has giv rise to a phrase, "science for all" (Americ Association for the Advancement of Scienc 1989). The Science/Technology/Society (S/1 S) movement has probably had the greate impact on this type of science education. The S T/S movement has identified a number of topi for study. They include: the human body; foc ecology; health, nutrition, and sanitatic resources; population; and energy. The linka of science to home economics seems natural.

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The curricula proposed here integrate two diverse disciplines, incorporate social issues, and deal with fundamental concerns of young adolescents (Powell, 1991). The conceptual framework of the curriculum addresses the question, "What to do about understanding the contribution of scientific and technological developments as they apply to practical personal/family decisions?" Three major areas are included in the framework. Food additives for appeal (Smith & Hausafus, 1987) deals with the social issue of food additives. The science of textile fibers (Smith, 1986) provides for testing the fibers of cotton and polyester. The chemistry of household cleaning (Smith & Hausafus, 1988b) emphasizes the chemistry of detergents and safety in the use and storage of cleaning products in the home. All are recommended to be taught by teams of science and home economics teachers to seventh and eighth grade students.

Food additives for appeal

The young adolescent's interest in food can be documented by any parent. Based on this interest in consumption and the knowledge of the kinds of foods consumed, the curriculum was developed to challenge students to be curious about the composition of the products they eat, and to research the chemical composition.

Students find that food consists of chemical compounds. An ordinary carrot consists of B-Carotene, flavonoid pigments, water, carbohydrates including glucose, plant acids, fat, minerals, and vitamins. Many processed foods also contain additives, chemicals intentionally added to food. Additives have four main purposes:

1. improve or maintain nutritional values,
2. maintain freshness,
3. help in processing or preparation, and
4. make food more appealing.

A computer file with the functions of over 200 common food additives is provided to students. Students use this file to analyze labels collected from food they have consumed.

Much of the ten-day unit focuses on food additives for appeal. Students examine color and flavor and other elements that influence

acceptance. They use chromatography to separate color from flavor in kool-aide and compare such food products as clear and brown root beer, colorless and purple grape kool-aide, and yellow and green macaroni and cheese to determine the role color plays in these flavors. Flavor is the same in each pair but color affects perceived taste and therefore acceptance of the product. Students learn skills in sensory evaluation, a scientific technique that food processors use in determining the acceptance of new products.

Students also research various kinds of processed food; they weigh the pros and cons of processed food consumption, the accumulation of food additives in the body and the relationship of food additives to safety, sanitation, and variety in the food supply. They study the food processing industry, government regulations of the industry, and the natural food movement. They conclude the unit with a project involving some aspect of the food additives controversy (Smith & Hausafus, 1988a).

The science of textile fibers

Clothing also plays an important part in the life of the young adolescent. In the textile unit students determine the properties of cotton and polyester fibers, and a blend of each. They hypothesize how the properties of the fiber will affect the qualities of the fabric and then apply their knowledge to the selection and care of personal and household textile products.

Students employ a discovery method throughout the unit. They are given a mystery

the fabric to retain wrinkles. From these qualities, students determine that the fabric tested is cotton. Experiments are repeated with polyester which has characteristics producing its own unique garment properties. The concept of blends of polyester and cotton is also introduced with its concomitant features.

After conducting all tests and determining qualities of fabrics made from cotton, polyester, or a blend, students are asked to apply their knowledge to real life situations: buying sheets or towels or an apron for foods class. Each student is asked to answer three questions related to each situation:

1. What is the most important fabric quality needed in this item?
2. What quality does the fabric (polyester, cotton, or blend) have that makes it an acceptable or unacceptable choice for this situation?
3. What characteristic of the fiber gives the fabric this quality?

The unit ends with students developing care instruction labels for garment or household items made from cotton, polyester, or a blend.

The chemistry of household cleaning

This unit will look most familiar to the science teacher. The unit includes the study of molecules (structure and bonding), ions (charges), acids and bases, surface tension, chemical reactions, precipitates. The linkage to students' current concerns is the emphasis on the chemical products they encounter every day. Much of the unit deals with cleaning products such as laundry detergents.

To begin, students study the properties of each of the following: water, cleaning products, grime, and surface. The two chief ingredients of laundry cleaners, surfactants and builders, are the focus of the study of cleaning products. Each student is asked to plan an experiment called "the great grime gamble." The instructions ask the students to predict an effective grime removal procedure using information about water, temperature, surface, grime, detergent, mechanical action, and time. Six of the factors are controlled and the seventh tested. Any number of repeated tests of the same experiment can be made. Different experiments can be done by changing the tested factor, each time holding the

sample of fabric and instructions for various laboratory tests. The goal is to identify the fiber. The laboratory tests include observing, touching, viewing under the microscope, burning, placing in water, exposing to chemicals, and applying various temperatures. It is important that students have available to them print and other resources about fibers and fabrics that would allow them to confirm or refute their hypothesis on the fiber. Having identified the properties of the fiber, students are asked to extrapolate the fabric qualities (e.g., the fabric sinks and absorbs water because its fibers contain cellulose; therefore, the fabric will be absorbent and cool to wear in hot weather). Other characteristics of the fibers include low elasticity, thereby allowing

other six factors constant. A hypothesis is written; steps are recorded; results are observed and described; conclusions reached; and evidence provided to support or refute the hypothesis (Smith & Hausafus, 1990).

Final lessons in the 12 lesson unit involve storage and handling of chemical products. Students deal with signal words on labels which indicate hazardous ingredients that need to be considered in storage and handling. They study agency regulations of household products and participate in exercises related to the prevention and treatment of poisoning. Students are provided simulated situations to analyze: Jose washed his bicycle with a soft, solid cleaning product. As he was washing it off, some of it splashed back into his eyes which began to sting with a burning sensation. Students are then asked to determine answers to questions such as these:

1. What are some products that might be involved?
2. What ingredients in the product might be the cause of potential harm?
3. What action do you recommend?
4. What preventive measures do you recommend?

Conclusion

A middle school curriculum that reflects the middle school philosophy needs to integrate disciplines, incorporate social issues, and use unifying themes. Implementing an academic and vocational curriculum partnership affords students the possibility of applying academic principles in a practical area. Using life situations of home economics permits the practical application of scienctific principles to everyday life while stimulating students' curiosity and desire to learn more.

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Frances M. Smith teaches at Iowa State University, Ames.

Cheryl O. Hausafus teaches at Iowa State University, Ames.

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Brief to principals

Collaborative Planning Time for Teachers

An important element of restructured schools is cooperative self-directed planning among teachers. Yet, U.S. teachers work largely in professional isolation. A survey of high school teachers[1] found 46% spend less than one hour a month meeting with colleagues on curriculum and instruction. Another 30% spent between one and five hours per month planning.

Generating effective collaborative planning time confronts principals with two challenges: to alter the conventional schedule to permit planning time, and to assure that the planning time is used productively. For this brief we queried principals, as well as superintendents and other educators, on the techniques and results of these two aspects of collaborative planning. Through a recent survey, the National Education Association has gathered information consistent with this brief. [2]

We hear that logistical problems of reconstructing the weekly schedule, though complicated, can be solved in a variety of ways. However, the second task of facilitating productive joint planning has proven elusive. Principals find themselves in a dilemma. Collaborative planning among teachers is usually envisioned to be a self-directed, teacher-empowering, teacher-centered activity fueled by the experience and vision of the teachers. It is not an activity to be directed or dominated from above. Thus, how can principals facilitate positive outcomes at meetings when they are not even supposed to be there? As posed by Mary Jennings, headmaster of Brookline High School in Massachusetts, "The difficulty is that staff, students and the community simply never lived in any other structure than this 250 year old one we happen to have. They can't imagine different structures. So my job is not only to provide time for them to work together to imagine, but it's also to help them to see other possibilities."

Our interviewees offered the following practical wisdom on both aspects of teacher planning.

Finding the Time

Jennings adopted a two-step approach to creating planning time. First she procured grants to initiate collaboration and bring interested teachers together at a retreat away from school. Then she reconstructed the schedule to build such meetings into the regular school day. At the elementary school level, Roy Ford, principal of Hollibrook Elementary School in Houston, Texas, used administrators and other school professionals as substitute teachers to free the teachers for planning.

New opportunities through grants and staff development: With her first grant, Jennings sponsored a series of "days away" to give teachers an opportunity to consider interdisciplinary curriculum. The ten teachers attending created the first interdisciplinary course, an AIDS seminar, and developed a newsletter for monthly dissemination to the 200 staff members. The restructuring process continued with her second grant two years later, when the headmaster conducted two six-hour workshops for 50 teachers who received stipends for attending. Guest speakers and the initial interdisciplinary team of ten served

as resources for the two six-hour workshops. The group brainstormed new courses. The result: four team-taught, year-long, interdisciplinary courses are available this year. 1) *The Mind's Eye*, a study of cross-discipline thinking is taught by a math and an English teacher. 2) *Medicine and Society*, a laboratory course studying the history of medicine tutors students in biology and social studies. 3) *Principles of Technology*, a team taught course between a civics and industrial arts teacher has students build models which test technological designs. 4) *Senior Seminar in Public Policy* has devoted itself to studying the AIDS crisis for the last three years with a social studies, a math, and an English teacher.

Creative scheduling: Jennings revamped the students' schedule with two new goals in mind: to create more planning time and to assure that freshman students have common classmates in at least two classes per day. The latter goal was in response to staff concern that the students are overwhelmed by the large size of the school. Jennings divided the freshman class of 400 into four houses with accompanying housemasters. Each house of 100 is subdivided into 5 clusters of 20 students. Each cluster meets together for two classes in different subjects, preferably back-to-back. The two teachers involved also share a planning period, if possible immediately following their joint students' classes. The housemaster convenes weekly with the two teachers to discuss the progress of the students. Jennings reports that teachers are beginning to appreciate the benefit of planning across subject boundaries and are experimenting with other new collaborative projects.

Substitute teaching by administrators and colleagues: Roy Ford of the elementary school in Houston believes that creative planning requires the teacher's "genuine input, when they are at the top of their intellectual capacities, instead of at a 4:00 pm meeting when they're tired." Thus, he must find time during the school day. His solution was to enlist qualified non-teaching professionals from within the school to substitute teach. Ford and his assistant principals, counselors, social workers, and classroom aides, regularly substitute for

one hour time periods. This allows teachers at each grade level to meet together one hour every three weeks. At first, the support staff objected to the assignment which appeared to place them in a role secondary to the teaching staff. However, objections subsided when Ford explained that the substitute teaching helped implement the goals for the school which support staff had helped to shape.

Making Time Productive

The principal must guide with an invisible and distant hand, not participating directly in the joint planning meeting of teachers. "We need to be the wind beneath their wings," says Karen Simpson, principal of Newbraunfels Middle School in Newbraunfels, Texas. The role of the principal extends from the global, such as generating a school mission, to the more particular, such as grouping teachers in a way to foster productivity.

Defining a mission: Most of our interviewees emphasized that productive planning time depends upon connection to a clear school mission. The task of nurturing staff commitment to a mission is a complicated, but necessary first step. At Denali Elementary School in Fairbanks, Alaska, teachers verbalized a school-wide weakness in math and science. They designed a staff development plan which educated them in these subjects and that uniquely fit the new mission of a "discovery school," says Principal David Hagstrom. Some teachers left, but most sought the new challenges. Currently, they focus planning time on converting the mission to more specific curricular goals.

Articulating goals for curriculum, pedagogy, and student learning: Too often teachers will meet, but not proceed far enough to positively affect student learning. Working together may generate feelings of success, but result in only minimal changes, says Gary Wehlage, Associate Director of the Center.

"Consider possible school changes on a continuum. On the low end two teachers team together, say an English and a geography teacher. The English teacher pulls 15 vocabulary words from the geography lesson. The exercise shows a willingness for team-teaching and an effort by teachers

"...my job is not only to provide time for [teachers] to work together to imagine, but it's also to help them to see other possibilities."

Mary Jennings
Headmaster

of different subjects to reinforce one another's content. But joint teaching of selected concepts may not improve students' learning experiences. On the more impressive end, two teachers might discuss the knowledge which spans two topics and the experiences they wish to make available to the students. They could investigate community and other resources to facilitate in-depth learning. For example, the English and geography teacher might coordinate a student project to study alternative uses of urban space, using residents' oral histories along with proposals of experts in the field."

Grouping teachers: Deciding which teachers to free at the same time for meetings reflects the goals of the school and principal, says Laura Cooper, Assistant Superintendent of Curriculum and Instruction, Concord Massachusetts. "Time is one of the most valuable resources we have in schools, and one of the scarcest commodities. If you decide to group by grade level, it's because you think that arena is the most essential. If you put people in a grade level group, you're not able to put them in a more vertical configuration that would allow them to look at how we sequence curriculum."

Staff training for collaborative skills: To plan effectively, teachers must also have skills in collaboration. Many do not, and few have had an opportunity to develop them. "Schools need to investigate the skills and supports necessary to make meetings work productively. It won't happen automatically," says Concord's Assistant Superintendent Cooper. She aides her teachers by assigning a facilitator to the meetings to demonstrate collaborative skills. Cooper also says that the expanded roles of the teacher must be defined. "What is expected of the teachers in the collaborative planning? Will they be evaluated on their contributions during planning time?"

Lynn Solo, principal of Graham and Parks Alternative School in Cambridge, Massachusetts, initiated planning by first meeting with teachers for one year to reinforce effective collaboration techniques. After the year, the meetings continue without Solo, but with a teacher representative

leading the meetings. Solo requests an update from each meeting. Presently, the K-8 school contains six interdisciplinary teams which assemble once per month. In addition, subject-specific teams meet once per month for staff development training.

Agendas and reports: Roy Ford won't tolerate "administrivia," those nagging procedural items that clutter staff meetings. Items that can be treated through written memos should be excluded from planning meetings, which should be reserved for more substantial fare.

Ford asks for an agenda before each of his teachers' joint meetings, and minutes of the key decisions afterwards. He also joins each group for the first 15 minutes which may help promote collaborative discussion and skills. He calls the next step critical for school climate: Give the team feedback on their meeting report and if appropriate, implement their ideas. If not, tell them the reason.

Obviously, the degree of principal involvement must be tailored to the specific school situation.

These examples demonstrate that in the otherwise increasingly hectic schedule of teachers it is possible to provide planning time. Principals have also suggested specific approaches to making the planning time productive. Ultimate success will depend on subtle aspects of school context and principal leadership. We hope these points can help guide the effort.

1 Moles, O. (Ed.). (1988). High school and beyond: Administrator and teacher survey (1984) Data File User's Manual. Washington, DC: U.S. Department of Education.

2. See NEA Today, December 1991. A survey report on planning time in restructured schools will be available in April 1992. To receive a copy, write to NEA National Center for Innovation, 1201 16th St., NW, Washington, D.C. 20036.

"Time is one of the most valuable resources we have in schools, and one of the scarcest commodities."

Laura Cooper
Assistant Superintendent

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COLLABORATIVE PLANNING TIME FOR TEACHERS

Portfolio Development:

Enhancing Professional Intelligence

Presented by:

Thomas J. Lasley
Professor and Endowed Chair
Department of Teacher Education
University of Dayton
300 College Park
Dayton, Ohio 45469-0525
513-229-3327

Beverly Tillman
Assistant Professor
Department of Teacher Education
University of Dayton
300 College Park
Dayton, Ohio 45469-0525
513-229-3476

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Portfolio Development:
Enhancing Professional Intelligence

The use of portfolios for assessment purposes is now a well-documented aspect of the literature. Most frequently, portfolios are used as assessment devices to determine in a more holistic, student-centered way how or whether students are understanding the content being taught by the teacher or faculty member. The focus in many institutions has been on "authentic evaluation."

Some higher education institutions are now using portfolios in new ways--as a means of helping preservice teachers better understand their own personal and professional growth. Such growth assessment is especially important given the recent interest in helping learners develop their different intelligences. Each individual has a variety of intelligences that are used in solving problems and making decisions (see, for example, Armstrong, 1993). Those intelligences are:

1. Linguistic intelligence- the ability to use abstract language to communicate meaning.

2. Logical-mathematical intelligence-the ability to use and manipulate numbers.

3. Spatial intelligence-the ability to perceive and recreate different aspects of the visual-spatial world.

4. Musical intelligence - the capacity to perceive and produce different rhythms and melodies.

5. Bodily-kinesthetic intelligence - the ability to control and strengthen the physical self.

6.   Interpersonal intelligence - the capacity to understand and work with
        other people.

7.   Intrapersonal intelligence -- the ability to understand the inner self.

All the intelligences are important. Each can be symbolized in some way, each
has its own developmental history (e.g., bodily intelligence peaks and then diminishes;
linguistic intelligence expands as a person matures); and each intelligence has
culturally desirable end states or examples that represent the highest form of
achievement. Schools, of course, focus primarily on linguistic and logical-
mathematical intelligence (consider, for example, the ACT or SAT). But successful
teachers must have more than high levels of these two intelligences. Good teachers
must also understand themselves and their actions (intrapersonal intelligence) and
must be able to interpret the complex behavior of others (interpersonal intelligence).

Provided below are examples of how portfolios can help enhance the
interpersonal and intrapersonal intelligence of preservice teachers.

At the University of Dayton, portfolios are used to help students reflect on their
growth in terms of professional responsibility, command of subject matter, content-
specific pedagogy, class organization and management, and student specific
pedagogy. Geiger and Shugarman (1988) describe in considerable detail the
elements of portfolio development at the University of Dayton. The purpose here is to
show how portfolios can also be used to help preservice teachers get into touch with
their own interpersonal and intrapersonal intelligence, which are the first to be
discussed below. But as the reader will notice, portfolios have potential for use in

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developing or understanding intelligences in other areas as well. The examples below are drawn from one introductory course (EDT 110) titled "The Profession of Teaching." Portfolio usage is a labor intensive endeavor for faculty, especially in terms of developing professional decision-making skills. Faculty members must guide students in determining what to include in portfolios, but they must refrain from dictating what to include. The choice regarding what does become included is ultimately each student's.

Intrapersonal

- Students analyze their modalities prior to developing their portfolios. They are encouraged to draw upon their less preferred modalities as much as possible.
- Students identify meaningful personal experiences for inclusion in the portfolio and are encouraged to provide structured reflections.

Interpersonal

- Students are involved in large and small group discussions of their portfolios.
- Students interview peers about their modalities.
- Students are encouraged to discuss issues/challenges as they develop their portfolios with each instructor. They schedule individual conferences with a faculty member after they have reviewed their portfolios.
- Students are involved in a K-12 field experience for the EDT 110 course

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and discuss issues related to their portfolios with their cooperating teacher, and sometimes with their students.

Musical

- Students can include audio tapes of their experiences. One student was in a rock band, one was in a marching band. One instructor played student tapes as she "read" each student's portfolio. She noted that the tapes created an entirely different context as she reviewed the content and structure of each portfolio.

Linguistic

- Students do not have to adhere to a traditional, formal writing structure for their portfolios. Creative expression such as poetry are encouraged as ways to articulate experiences.

Spatial

- Students are sometimes asked to visualize and sketch or describe a favorite classroom, an ideal classroom, or a classroom we're discussing for a case study. Students can identify effective/ineffective aspects of those classrooms, and can make modifications in their graphic representations to resolve some typical classroom dilemmas. Some students include photographs of their experiences.

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Summary

Portfolios are but one approach to helping students appreciate and understand the complexity of their own learning. The portfolio process is one that enables students to explore more fully diverse aspects of their own personal and professional growth. As the portfolio process becomes more refined, students should be able to appreciate the variety of skills and abilities that one needs to be successful in a classroom. More importantly, they should be able to understand how their own personal and professional growth are life long processes, not collegiate experiences.

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Integrated and Applied Curricula Developed By Wisconsin Educator Teams at the University of Wisconsin-Stout 1996 Summer Conference

June 25-27, 1996

Part I

These projects were developed by educator teams attending the 1996 Integrated and Applied Curricula Conference at the University of Wisconsin-Stout. These projects are samples of integrated and applied curricula developed during a three day conference by novice as well as experienced curriculum planners. This project was funded by a grant from the Wisconsin Technical College System and the Department of Public Instruction.

For more information about the conference or integrated and applied curricula resources, contact:
The Center for Vocational Technical and Adult Education
University of Wisconsin-Stout
Student Health Center
Menomonie, WI 54751
Telephone: (715) 232-1382
Fax: (715) 232-1985
E-mail: IAC@UWStout.edu

The PAN-AM CONNECTION

South Milwaukee High School
1001 15th Ave.
South Milwaukee, WI 53172
Work 414-768-6322
Fax 414-768-6400
sdsmit@execpc.com

John Cicero   Mark Hoffman   Don Vander Velden
Gail Stapleton   John Riggins   Janel Francis

TIME PERIOD: 9 WEEKS

GOALS: The learners will be able to identify the careers needed to connect the Pan-American Highway

The learner will be able to explain how the careers work together to attain a common goal.

The learner will explain the problem of connecting the Pan-Am Highway

LEARNING OBJECTIVES:

SPANISH: I.D. geography of the Pan-Am highway and Central/South Am.

MATH: cost/budget analysis (budget)

HISTORY/CIVICS: historical and political aspects

PHYSICAL SCIENCE: measurement, forces, Newton's 3 Laws of Motion, friction, cause & effect

ENGLISH: viewpoint paper, info. letter to business, analysis paper for evaluation, Literature of South American cultures

BUSINESS PARTNERS AREAS OF EXPERTISE:

B.E. Engineers, International relations, Marketing, Budget analysis

English Component
to the Pan-am Connection

Task: The student will learn how to locate and research a career specific to the completion of the highway.

Method: 1. Students will spend one class period in the library researching different careers.
           2. Students will write and present a report based upon their interests and research from the library. Some information presented in the report will be:
              job description, education, salary, skills necessary...

Task: The student will write and mail a business letter having to do with some aspect of their career research requesting information.

Method: 1.Students will learn the parts of a business letter.
           2. Students will learn about the different parts to a business letter.
           3. Students will create a business letter as a group.
           4. Students will write and mail their own business letter.
           5. Students will evaluate and discuss their response.

Task: The student will read fiction and non-fiction literature about South American   cultures.

Method: 1. Students will read and discuss in class the different pieces of literature.
           2. Students will learn how to compose a three paragraph comparison/contrast paper.
           3.Students will write a comparison/contrast paper about two of the pieces of literature.

Task: The student will write an analysis paper evaluating their experience in this unit and choose a viewpoint.

Method: 1.students will learn how to write a thesis statement.
           2. Students will learn how to create a logical argument.
           3. Students will generate a model of an analysis paper.
           4. Students will compose their own analysis paper.

Social Studies Component

LESSON PLANS FOR OBJECTIVES:

(A) HISTORICAL PERSPECTIVE

1. Task - Students will identify the historical problems
   between Panama and Columbia

   Method- Class will spend a day in the library researching
   the topic. The second day in the classroom the
   students will share findings in small groups and
   then be a part of a large group question and answer
   sessions.

2. Task - Students will identify how the United States foreign
   policy involves them in this conflict.

   Method - Class discussion on Teddy Roosevelt's foreign
   policy in Panama. Students will then examine
   careers in foreign policy.

(B) POLITICAL PERSPECTIVE

1. Task - Students will identify the politics involved in developing
   the Pan-Am Highway.

   Method - Class will spend a day in the library researching the
   political leaders and governments of central America and
   Columbia. The second day will consist of large group
   discussions and identification.

2. Task - Students will identify why the U. S. would want the
   highway built.

   Method - Class discussion and library research. Students will
   also construct in groups of 2-3 projects on a country in
   central America. Projects should contain historical and
   political concepts.

MATH COMPONENT OF PAN-AM CONNECTION UNIT

OBJECTIVE: The learner will produce a budget for connecting the Pan-Am highway

TASKS: 1. Learners will work in groups of three to identify sources of
                 income and sources of cash involved in building the highway.

             2. Learners will research dollar values of each source listed in(1)
             3. Learners will produce a budget using the information in (2)
             4. Learners will identify career areas which would be involved in the
                 production of their budgets.

EVALUATION:
             Work will be evaluated on the basis of completeness and mathematical
accuracy.   Learners will need to show competency in integers and decimal
calculations.   They will also need to show an understanding of the necessity of a
variety of career areas in the production of a budget.

Spanish Component of Pan-Am Highway.

OBJECTIVES:

             1. The learner will be able to identify the names and locations
             of central and South American countries with an
             emphasis on those through which the Pan-Am Highway
             runs.

             2.The learner will be able to write a 5-paragraph essay (in
             English) about one of the identified countries.

             3.The learner will be able to label a map of the said country
             showing major cities, land formations, and the Pan-Am
             highway   route.

TASKS:

             1. The learner will label the countries and draw in the Pan-Am
             highway on a map of the region.

             2.The learner will write a 5-paragraph essay (in English) about
             one of the identified countries. Including information on
             the country's geography, political and economic aspects,
             with an emphasis on the impact of the Pan-Am highway.

             3.The learner will prepare and label a map of the said country
             showing major cities, land formations, and the Pan-Am
             highway   route.

PHYSICAL SCIENCE COMPONENT FOR PAN-AM CONNECTION

OBJECTIVES:
    1.Students will be able to use metric measure to discuss the dimensions of the Pan-Am connection.

    2.Students will be able to explain how the concepts of friction and force apply in the use of construction equipment and in the construction of bridges.

    3.Students will be able to describe how Newton's Three Laws of Motion can be applied to the construction of a bridge.

    4.Students will be able to apply the concept of cause and effect to the construction of a bridge and the forces that act upon it.

    5.Students will be able to list Science careers that are related to the Pan-Am highway.

EVALUATIONS:

    1a.Students will calculate map and blueprint distances using the correct metric units.
    b.Students will develop their own units of measure for mass, liquid, or length.

    2. Students will be asked to write a discription of a piece of construction equipment and how force and friction apply to it.

    3.Students will creat a scale model of a bridge from straws and will test it by appling mass until it breaks.

    4.Students will discuss in large group the concepts of cause and effect and how it relates to the construction and planning of a bridge.

    5.Students will choose a science career that applies to the construction or development of the Pan-Am highway and do a written and oral report.

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BUSINESS COMPONENT

South Milwaukee has the Bucyrus Erie corporation that was one of the main builders of the Panama Canal so they will have experience to share with us about the environment, the cultures, and the resources necessary to complete the Pan-am highway. B.E. also has a sales office, a world-wide travel office, as well as a research facility. They would be an important part of the whole program.

Some of the experiences that employees of B.E. could share with our students would be: architecture and engineering, budgeting, communicating in a different language, and the culture of the Panamanian people.

Work Domains: Human, Enterprise, Technology, and Invention.

Occupational Clusters: Engineering, Communications, Marketing, International Business.

Duty Areas: Engineering- Designing highway
              Communications- Translation
              Marketing- Public Relations
              International Business- Money exchange, foreign policy and
accounting.

Tasks: We will be contacting businesses to see what tasks are necessary.

Integrated and Applied Curricula Conference

"Vote 96"

An integrated and applied curriculum plan for ninth grade students
for the Fall semester of 1996

Prepared by:

Judy Cummings, Judith Durley, Danielle Groelsch, Diane-Jensen,
Dave Kinsler, Sam Mathiason, Paul Rush, and Kate Ziegelmeier
Monona Grove High School T.E.A.M.

MONONA GROVE
1996 STOUT INTEGRATION PLAN

Team Members: Chairperson: Judith Cummings - Social Studies, Sam Mathiason - Mathematics, Paul Rush - Business, Dave Kinsler - Technology Education, Kate Ziegelmaier - Social Studies, Danelle Groeschel - Computer Science, Diane Jensen - Special Education, Judith Durley - Art

UNIT TITLE: VOTE 1996

This unit is designed to teach Freshmen high school students about general government job competencies and skills in the human relations domain through an exploration of the 1996 elections. The thematic unit is intended to be integrated throughout the disciplines during September, October and November.

GENERAL THEMATIC UNIT GOALS:

1. Instill a sense of civic responsibility
Supporting Objectives:

2. Guide students in the exploration of potential career opportunities in state government and the skills that state jobs require
Supporting Objectives:
Art 1
Social Studies 5, 6, 7, 8, 9

3. Introduce students to the various components involved in the electoral process including economic, social and political aspects
Supporting Objectives:
Art 1, 2
Social Studies 1,2,3

4. Evaluate the economic, social and political impacts of the election
Supporting Objectives:
Art 2
Social Studies 4

5. Analyze and evaluate the efforts of a political party to "market" a candidate for elected office.
Supporting Objectives:
Exploring Business Objectives

LEARNING OBJECTIVES:

ART OBJECTIVES:

1. The students will demonstrate their understanding of the complexities and possibilities of molding, altering and affecting a political image in the media by communicating visually through the vehicle of political cartooning.

2. The students will explore and use the motivations, methods, media and technique of political artists.

SOCIAL STUDIES OBJECTIVES:

1. Identify presidential candidates and their parties.

2. Distinguish between the concerns of varying interest groups.

3. Examine the candidates' positions on different issues.

4. Assess the impact that interest groups have on the outcome of presidential elections.

5. Construct a well written position paper or interest group outline.

6. Present ideas or questions coherently in front of the class.

7. Research using the newspaper.

8. Cooperate effectively in his/her group.

9. Connect skills learned through debate with real life job skills.

EXPLORING BUSINESS OBJECTIVES:

1. Complete a "product analysis" of a candidates platform

2. Complete an analysis of a candidates media efforts, budget, messages.

3. Collect video tapes and audio tapes of broadcast media, and develop a clip file of advertising and press releases.

4. Collect and analyze statistical projections of the selected candidates position in the polls and predict the eve of the election a project "winner"

5. Collect information on each candidates promotional efforts including their campaign schedule, speaking events, and predict the effect on the polls on a weekly basis.

COMPUTER SCIENCE OBJECTIVES:

1) To create a program with distinct specifications using BASIC code.

2) To organize a group to accomplish a task.

3) To design a program in a step-by-step, logical manner.

4) To plan a program using visual and written communication.

5) To present an explanation of a project such that others understand its use and want to use it.

6) To recognize and solve programming problems.

7) To revise program design, as necessary, during the coding process.

8) To evaluate individual and group performance.

9) To translate written instructions for a program into a working program.

10) To manage work time in order to complete a task within a time schedule.

TECHNOLOGY EDUCATION OBJECTIVES:

Objectives are included in Lesson Plans.

ALGEBRA OBJECTIVES:

Objectives are included in Lesson Plans.

SPECIAL EDUCATION OBJECTIVES - Resource Support:

Goal: Student will have knowledge of and be able to discuss the issues and beliefs around each of the sets of candidates.

Goal: To analyze poll data and make predictions about the results of the election

LESSON PLANS FOR OBJECTIVES:

ART:

Art History:
The students will critique the work of current and historic political satirists.
The students will analyze examples for message, intent and possible effect on the success of the candidate.
The students will attempt to determine the motivation of the artist and the veracity of the message.

Motivation:
As a group, the students will list the major issues of the campaign and the apparent position of each candidate regarding each issue. *Day one*
Each student will identify a single personally significant issue of the campaign. *Day two*
Each student will design two political cartoons depicting a single issue as approached by each candidate. The students should attempt to incorporate humor, irony and emotion into the images to exact a specific response from the viewer. *Days two though seven*

Skill development:
Techniques of computer graphics, pen and ink, hatching, cross hatching, stippling and other methods to portray the appearance of value in reproducible line art.

Production:
Each student will write a brief description of their plan for their cartoons, describing the message and the image.
Using pencil, each student will draw a series of half sized thumbnails the solidify the planned image.
Each student will use pencil, pen and ink to make a full sized rough, working in shading that is appropriate to line art using demonstrated and practiced techniques.
An assessment will be held before going on to a pen and ink final on Bristol board.
Artwork should be mounted for display.

SOCIAL STUDIES:

Description of Activity

The students will hold a debate between the presidential candidates. Two students will represent Bob Dole and Bill Clinton and each will be assigned a campaign manager to help them research and clarify their positions. The remainder of the class will be divided into the following interest groups:

> farmers
> big business
> minorities
> environmentalists
> welfare recipients
> middle class

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Time Frame

Beginning with the third week of the school year, every Friday will be "Vote '96" day. Anywhere between one-half and a full class period will be devoted to activities related to this integrated theme.

Process

1st Day

- Introduction and assignment of roles.

- Teacher gives an overview of the concerns of each of the interest groups.

- For the remainder of the hour students will research their interest group/candidate's position using newspapers. Students will be required to write a paragraph outlining the concerns of their interest group and identifying a minimum of five questions to ask both candidates related to the groups concerns. The two groups representing the presidential candidates will have to outline a position paper detailing their proposed policy for each interest group.

2nd Day

- Continue researching and writing position papers.

3rd Day

- Continue researching and writing position papers. Papers and questions are due at the end of the hour. Students will evaluate each other using a grading rubric that emphasizes cooperation and student work ethic. The written work will be evaluated by the teacher.

4th Day

- The debate will be videotaped.

- Opening statements are read by presidential candidates.

- Each interest group questions the candidates. A two minute response time and one minute rebuttal per question are allowed.

- Each candidate is allowed a two minute closing statement.

- During the debate, the members of each interest group must fill out a response sheet that distinguishes each candidates' position on all interest groups' concerns.

5th Day

- Finish debate. if necessary.

- Have interest groups vote for candidate based on their completed response sheet.

- Evaluate the debate process. Analyze what worked well and what did not. Use the videotape made of the debate to facilitate this evaluation.

- Identify the skills students learned during this activity.

- Brainstorm occupations that would utilize such skills.

Resources/Materials

- Video camera and VCR.

- Newspaper clippings.

- Candidate response sheet.

- Peer evaluation rubric.

- Position paper and candidate question grading rubric.

- Stop watch.

- Class set of newspapers for three class work days.

EXPLORING BUSINESS:

Methodology:

Each class will be divided into four teams based on a "ice breaking" activity.

Each team will be assigned one of four candidates:
    Bill Clinton
    Bob Dole
    Tom Metcalfe (Wisconsin State Senate Candidate)
    Chuck Chvala (incumbent Wisconsin State Senator)

First Day of Unit:

This ongoing project will last ten weeks and will end the last day before the fall election.

Introduce "Ice Breaker" activity:

From the activity each student will find a second person who has five or more items the same on their ice breaker questionnaire.

    Each pair will locate a second pair with five answers <u>different</u> from their pair.

    The final two members of the team will be assigned by the instructor.

Each team will draw from a hat the name of one of the four candidates for state senator or president.

Each team will determine a reporter. recorder. encourager. materials manager. and a traveler to collect information and organize it for the team.

Each team will address each of the five major questions above one day per week throughout the campaign.

Three special events planned:

Contact with a member of each of the candidates local campaign office

Locate and contact through the career center an internet site that will provide current information on polls, schedules and events, and positions.

Provide information from local daily newspapers.

Provide access to materials and folders with which to collect information.

COMPUTER SCIENCE:

Elections involve the organization and manipulation of massive amounts of data. Also, statistics are at the heart of any election. They are used to determine appropriate candidates, predict election results, help us understand the impact the election has on various diverse groups in the United States.

Because of the repetitious dynamics of these data and statistics, programs that allow changes to be made simply are very useful and needed.

Assignment:

Your task will be to write a program that allows the manipulation of election data and statistics. You will work in a programming team of 4 to accomplish this task. Your group can choose from the following tasks:

A) Possible programming tasks.
   1. Tally votes and determine election results.
   2. Compile available statistics and predict election results at any point during the election.
   3. Display candidate information in a table form.

NAME	PARTY	ISSUE 1	ISSUE 2	ISSUE 3...
george	repub pro	con	con...	

   4. Keep track of candidate's campaign budget.
   5. Test to see which candidate a voter should vote for according to their stand on the election issues.

B) Work as a group to put together a final result.
C) Take an idea and translate it into a programming task.
D) Consult with appropriate people throughout the programming design to make sure the program is being designed to do what is asked.
E) Present a program to appropriate people so that they understand it and want to use it.

<u>Team Organization Guidelines:</u>
     You will need to break your team up into small groups and delegate the tasks to be accomplished so that everyone does their fair share.
     Make sure you complete the following tasks:

        A) (1-2 members) research the materials needed
        B) (2-4 members) make an algorithm for the task to be accomplished
        C) (1-2 members) convert algorithm into a flowchart
        D) (4 members) write separate parts of code
        E) (1-2 members) compile code into one program
        F) (1-2 members) present the program to an audience

<u>Project Requirements:</u>
     1) Your program will be presented to an audience of people who may be able to use it and are looking for something that is useful and simple. Prepare a presentation that sells you program.
     2) You will hand in a written project presentation that includes the following:

        A) cover sheet
        B) flowchart
        C) code listing
            1. header
            2. variable list
            3. REM statements
        D) individual members contribution
            1. individual coding list
            2. 1 page description of member's role, tasks completed, and task evaluation*
*debugging challenges, design challenges, personal view on individual and group tasks, etc.
            3. evaluation of other members

Day 1: I. Discuss programmer's role in the election process.
     A) Possible programming tasks.
        1. Tally votes and determine election results.
        2. Compile available statistics and predict election results at any point during the election.
        3. Display candidate information in a table form.

NAME	PARTY	ISSUE 1	ISSUE 2	ISSUE 3...
george	repub	pro	con	con...

        4. Keep track of candidate's campaign budget.
        5. Test to see which candidate a voter should vote for according to their stand on the election issues.
     B) Work as a group to put together a final result.
     C) Take an idea and translate it into a programming task.
     D) Consult with appropriate people throughout the programming design to make sure the program is being designed to do what is asked.
     E) Present a program to appropriate people so that they understand it and want to use it.

II. Break into groups of four and delegate roles in program design.
- A) 1-2 members research the materials needed
- B) 2-4 members make an algorithm for the task to be accomplished
- C) 1-2 members convert algorithm into a flowchart
- D) 4 members write separate parts of code
- E) 1-2 members compile code into one program
- F) 1-2 members present the program to an audience

Day 2: I. Research and gather materials needed to design program.
II. Make algorithm for task to be accomplished.

Day 3: I. Begin converting the algorithm into a flowchart.
II. Begin coding.

Day 4-7: I. Continue work on program.

Day 8: I. Turn in completed programming task.
- A) cover sheet
- B) flowchart
- C) code listing
  - 1. header
  - 2. variable list
  - 3. REM statements
- D) individual members contribution
  - 1. individual coding list
  - 2. 1 page description of member's role, tasks completed, and task evaluation*
  *debugging challenges, design challenges, personal view on individual and group tasks, etc.
  - 3. evaluation of other members

Day 9-10: I. Present program in a way such that the program is understandable and desired.

TECHNOLOGY EDUCATION:

Course Number: 190-110-05-12w
Title: Survey of Technology Education
Credit: 1
District: Monona Grove Public Schools
                 Monona, WI   53716
Developer: David P. Kinsler - Teacher
                 Members of the Integration T.E.A.M

Description: Provides fundamental knowledge of the areas of
                 technology and their functions.

Core Abilities: * Applying knowledge and processes
                 * Communicate effectively
                 * Work cooperatively
                 * Think critically, analytically, and creatively
                 * Appraise various technologies to solve problems

Unit ONE: 5 - 49 min. class periods

1.   Recognize technology's importance in our lives and to identify
      the six families of technology.

Criteria: Performance will be satisfactory when learners ....
                             = Understands history of technology
                             = Use technological systems in communication
                             = Use technological systems in manufacturing
                             = Use technological systems in transportation
                             = Use technological systems in construction
                             = Use technological systems in bio technology
                             = Use technological systems in military
                             = Interprets technology and human knowledge.

Learning Activities: A: Design a time line of students life.
                             1. Personal events.
                             2. Important world events.
                             3. Identify parties of power & leaders.
                             4. Find events in the six technological areas.

Performance Assessment:

         *   in the development of a high quality finished time line
                for bulletin board display.

         *   Rubric of self evaluation

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Course Number: 190-110-05-12w
Title: Survey of Technology Education

Unit TWO: Time allotment 15 - 49 min. periods

1.   Acquaint students with the problem-solving process and the
       universal systems model.

Criteria - Performance will be satisfactory when learner:
       = Applies the problem-solving process
       = Explain technological systems
       = Identify what is communication·technology
       = Measure the societal needs of communication technology.
       = Formulate future trends in communication technology

Learning Activities

       A. Select enterprise teams (max. of 3 members per team)
       B. Apply the problem solving methods to design and build a
       cardboard chair
       C. Develop a portfolio
              1. Construct a plan of procedure
              2. Design a time line of the life of the chair
              3. Develop a company logo
              4. Develop a company slogan
              5. Illustrate working drawings & sketches
       D. Identify needs for a political action committee
              1. Interpret political platforms
              2. Propose rationale for alignment of corporation to
              political platform.
              3. Illustrate how company's PAC will support their party
                     of choice.
       E. Prepare presentation of final product and portfolio

Performance Assessment
       Rubric of team members involvement
       Rubric of self evaluation
       Presentation of materials
       Quality assessment of final product

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Course Number: 190-110-05-12w
Title: Survey of Technology Education

Unit Three: Time allotment 15 - 49 min. periods

    1.   Describe the manufacturing system and its impact on society.

Criteria - Performance will be satisfactory when learner:
    = Can recognize what is manufacturing
    = Describe the development of manufacturing
    = Identify who is involved in manufacturing
    = Measure the societal needs of manufacturing technology.
    = Formulate future trends in communication technology
    = Operate a managed production systems

Learning Activities

A. Learners will design and create a paper vehicle
    1. Construct a plan of procedure
    2. Design a time line
    3. Apply problem solving methods
    4. Construct vehicle based on design specifications
    5. Illustrate working drawings & sketches
B. Identify the needs of a politician who needs a campaign vehicle
    1. Interpret humanistic approach to over all design process
C. Assemble vehicle
D. Revise models to complete final the final product

Performance Assessment

Rubric of self evaluation
Presentation of materials
Evaluate the final product to the needs assessment developed
Quality assessment of final product

Course Number: 190-110-05-12w
Title: Survey of Technology Education

Unit FOUR: DRAFT FORM

Transportation systems and its impact. Encompasses identifying transportation modes, describing users of transportation and defining types of transportation.

Criteria   Performance will be satisfactory when learner:
                = Can recognize what is transportation
                = Describe the development of transportation
                = Identify who is involved in transportation
                = Measure the societal needs of transportation technology.
                - = Using transportation

Learning Activities
        - Horizontally fired rockets.

        - Vote '96 impacts of political platforms/ candidates on NASA

Performance Assessment
        - Design and build a vehicle that will transport a chicken egg and protect this egg when the vehicle hits a barrier after 50 ft.

Unit FIVE:

Research and Design, Futuristic Technology in Transportation Systems.
        Criteria

                ****

Learning Activities
        - Hull design and construction of boat/water t transportation
        - Displacement / Loads
        - Vote '96 impacts of political platforms

Performance Assessment
        - Design and build a vehicle.
        - Time study
        - Compare propulsion systems

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ALGEBRA:

Unit 1 - Uses of Variables

This unit is designed to introduce the learner to variables. Then present the skills needed to manipulate formulas, tables, and equations with the use of variables.

Time needed 13 periods at 49 minutes per period.

Learner Objectives
- -TLW know how variables work in sentences.
- -TLW will identify between sets and domains with the various political roles.
- -TLW use operations with sets.
- -TLW compose variables in expressions.
- -TLW interpret formulas that involve variables.
- -TLW identify square roots and variables.
- -TLW translate variables and patterns.
- -TLW examine the Pythagorean Theorem.
- -TLW analyze tables that use variables.

Learner Activity
- -TLW create a table from a spreadsheet which uses formulas. The student will analyze the various data and results that deal with the importance of individual states and their role in the total vote toward the election of the president.

Assessment
- -The student will create a report with examples of problems that were used thoughout the unit. While also interrupting the results that were created in the activity that dealt with the election.

- -Standard paper and pencil test to check for a level of understanding with the various problems and concepts that were presented.

Unit 2 - Multiplication in Algebra

This unit builds from the variables in which the student will multiply values and variables, solving equations, and how the incorporate the Vote 96 theme.

15 periods of 49 minutes per period.

Learner Objectives
- -TLW explain areas, arrays, and volumes which set-up policy of politics.
- -TLW recall special numbers in multiplication and how they can affect the vote.
- -TLW use algebraic fractions while multiplying them together to show how parts of the total population work together.
- -TLW evaluate voter trends and participation by multiplying rates and using the population.
- -TLW experiment with products and powers using negative numbers in helping to predict what might happen in this election and compare to previous elections.
- -TLW propose feedback about the election by solving equations in the form of $ax=b$.
- -TLW interpret special numbers in equations.
- -TLW translate equations in the form $ax<b$. This will help show the example of the vote changing as more ballots come in. The total number of votes needed to win he election.
- -TLW compare information using the multiplication counting principle.
- -TLW analyze combinations and order of events using factorials and permutations. Looking at how a large number of people or events could be involved.

Learner Activity
- -TLW will construct a sample ballot consisting of offices that will be voted on in school during Vote 96. The ballot needs to be neat, easily to read, and cost effective. The ballot could be part of a sheet up to a standard sheet of paper. The student will have to take into account the cost of printing and the readability of the ballot.

Assessment
- -The student will create a report that details why their ballot was cost efficient and readable.

- -Paper and pencil test to check understanding of concepts and problems that were learned during the unit.

SPECIAL EDUCATION - Resource Support:

Activity: Using class notes, newspaper articles, information from class discussion, etc. students will develop a concept map outlining the issues of each set of candidates.

Product: A concept map will be constructed from which students can review in preparation for class discussion. Student will be able to participate in class discussion/debate after reviewing, and will have a better understanding of the issues.

Facilities: Special Education Resource Room during the student's study hall

Materials: outline of a Venn Diagram
highlighters/colored markers
class notes
news articles

Time: 1 class hour for each set of candidates

Pre-Algebra

Activity: Using poll data from a set of candidates, construct a pie graph representing the most recent poll results.
Read and analyze a line graph representing the progression of poll data and answer questions regarding the trends.

Product: An accurate production of a pie graph will be completed

A worksheet of a line graph displaying the trends in the polls and corresponding questions analyzing the data will be completed.

Facilities: Classroom

Materials: protractor   line graph worksheet and questions
compass
ruler
paper
markers

Time: 2 class periods

ASSESSMENT TOOLS FOR MEASURING LEARNER ACHIEVEMENT:

ART:

The first review will take place after the rough is completed.

Individually, students will assess their cartoons for clarity of message, quality of image and technique. Each student should determine the ability of the cartoon to influence viewers to agree with the artist's political opinion.

A group critique will be held to test viewer reaction to each cartoon.

Student artists will then have an opportunity to rework the art and make a final copy.

A final discussion will center on the political artist's job skill requirements and the ability to communicate with the public, influencing public opinion through political satire.

The teacher will assess and grade the final based on clarity of message, humor or other memorable techniques that will positively affect the viewer, quality of image, reproducibility of the cartoon, neatness and deadline awareness.

SOCIAL STUDIES:

- During the debate, the teacher will use a rubric to evaluate students oral communication skills.

- The students' research and written communication skills will be evaluated by reading their written assignment.

- The team work of each group will be assessed through the use of a peer evaluation rubric.

TECHNOLOGY EDUCATION:

Assessments are included in Lesson Plans.

ALGEBRA:

Assessments are included in Lesson Plans.

COMPUTER SCIENCE:

VOTE '96: Computer Science Individual Evaluation

1) I rate my knowledge of the BASIC language as:

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   Superior      OK        Weak          Not Yet
```
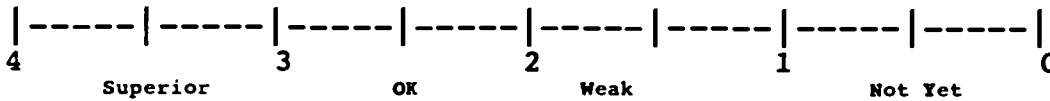
2) I rate my efficiency and confidence with programming:

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   Superior      OK        Weak          Not Yet
```
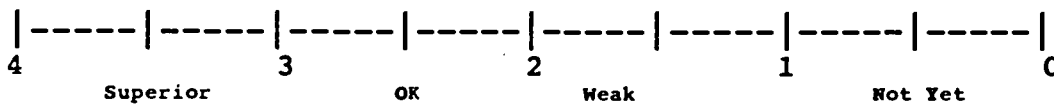
3) I rate my ability at work with others as:

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   Superior      OK        Weak          Not Yet
```
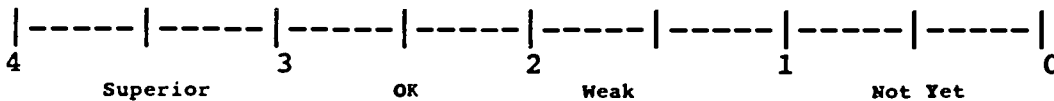
4) I rate my ability to organize a complicated task into a step-by-step, logical approach as:

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   Superior      OK        Weak          Not Yet
```
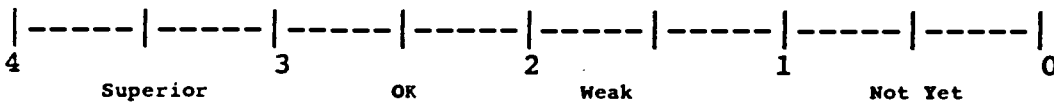
5) Code includes remarks, visual organization, and is easy to read:

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   Definitely    some      a little      not really
```
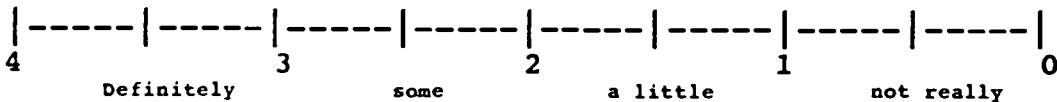
6) Debugging, design challenges are included in program evaluation:

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   Definitely    some      a little      not really
```
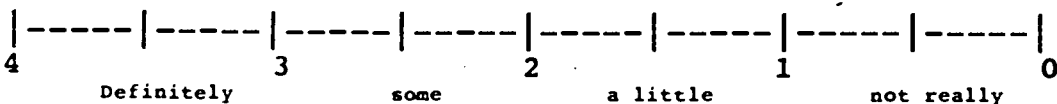
7) Personal view on individual and group is thorough:

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4            3           2           1           0
   Definitely     some       a little     not really
```
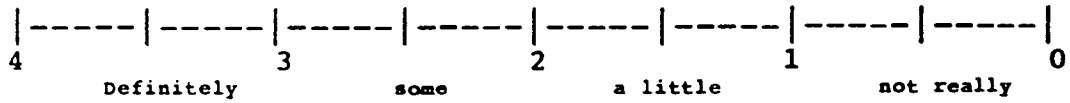
8) Code utilizes the most concise and efficient code as possible:

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4            3           2           1           0
   Definitely     some       a little     not really
```
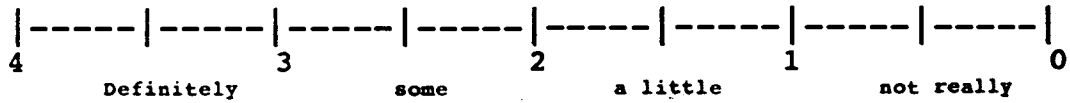
9) Evaluation of members is fair, appropriate, and accurate:

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4            3           2           1           0
   Definitely     some       a little     not really
```
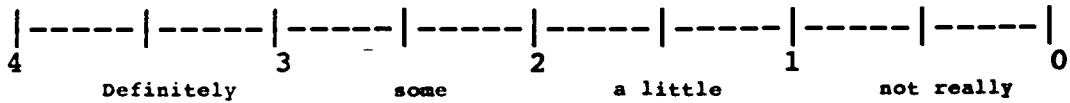
10) Work is neat, organized, and thorough:

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4            3           2           1           0
   Definitely     some       a little     not really
```
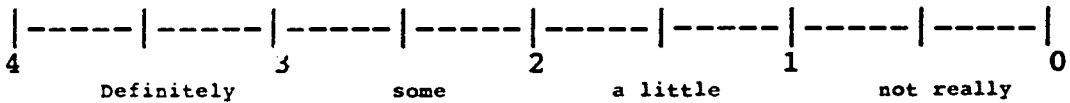
VOTE '96: Computer Science Group Evaluation

1) Attended group activities and were punctual in beginning class:

1.

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
  Definitely     sometimes      inconsistent  not really
```

2.

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
  Definitely     sometimes      inconsistent  not really
```

3.

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
  Definitely     sometimes      inconsistent  not really
```

4.

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
  Definitely     sometimes      inconsistent  not really
```
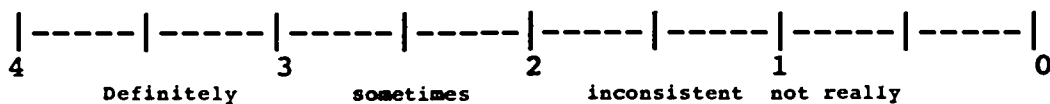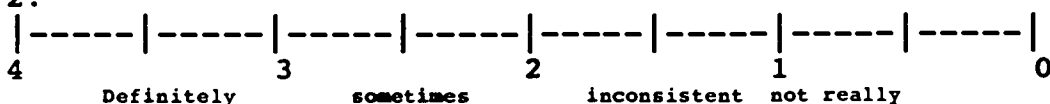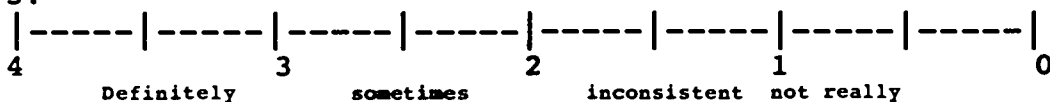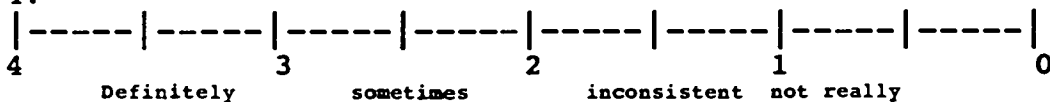
2) Was an integrated part of the team effort, did not detract from group effort, helpful in planning and executing group tasks, was an effective member, stayed on task, and encouraged others.

1.

```
|-----|-----|-----|-----|-----|-----|----- -|-----|
4           3           2           1           0
  Definitely     sometimes      inconsistent  not really
```

2.

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
  Definitely     sometimes      inconsistent  not really
```

3.

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
  Definitely     sometimes      inconsistent  not really
```

4.

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
  Definitely     sometimes      inconsistent  not really
```
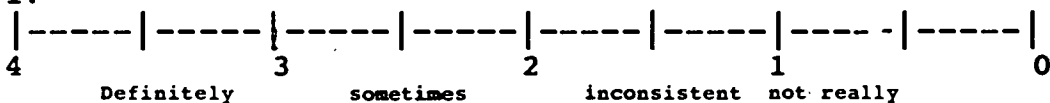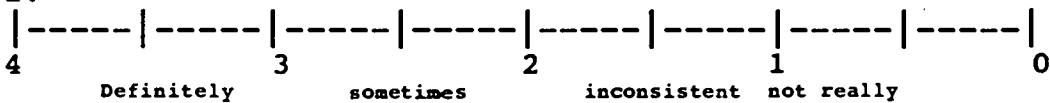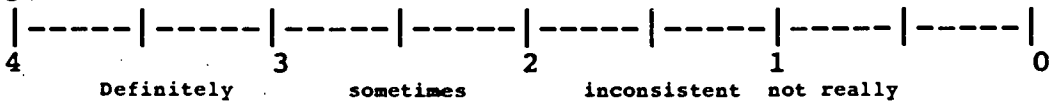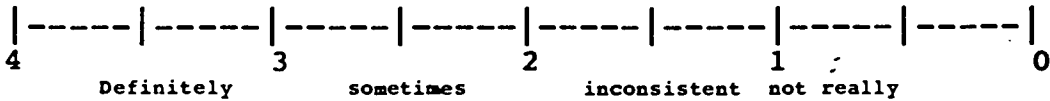
3) Demonstrated respect for others and their opinions, handled conflict effectively, showed concern for accomplishment of task, upbeat and positive.

1.
|-----|-----|-----|-----|-----|-----|-----|-----|
4   3   2   1   0
   Definitely   sometimes   inconsistent not really

2.
|-----|-----|-----|-----|-----|-----|-----|-----|
4   3   2   1   0
   Definitely   sometimes   inconsistent not really

3.
|-----|-----|-----|-----|-----|-----|-----|-----|
4   3   2   1   0
   Definitely   sometimes   inconsistent not really

4.
|-----|-----|-----|-----|-----|-----|-----|-----|
4   3   2   1   0
   Definitely   sometimes   inconsistent not really
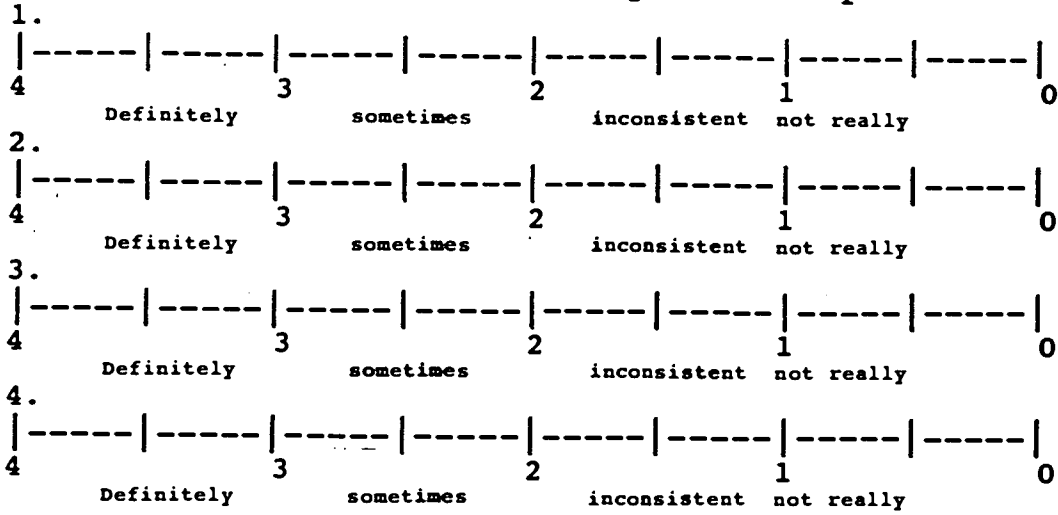
4) Willingly shared information and resources for the benefit of the task and group; contributed fair share of work; encouraged openness, debate, and compromise.

1.
|-----|-----|-----|-----|-----|-----|-----|-----|
4   3   2   1   0
   Definitely   sometimes   inconsistent not really

2.
|-----|-----|-----|-----|-----|-----|-----|-----|
4   3   2   1   0
   Definitely   sometimes   inconsistent not really

3.
|-----|-----|-----|-----|-----|-----|-----|-----|
4   3   2   1   0
   Definitely   sometimes   inconsistent not really

4.
|-----|-----|-----|-----|-----|-----|-----|-----|
4   3   2   1   0
   Definitely   sometimes   inconsistent not really
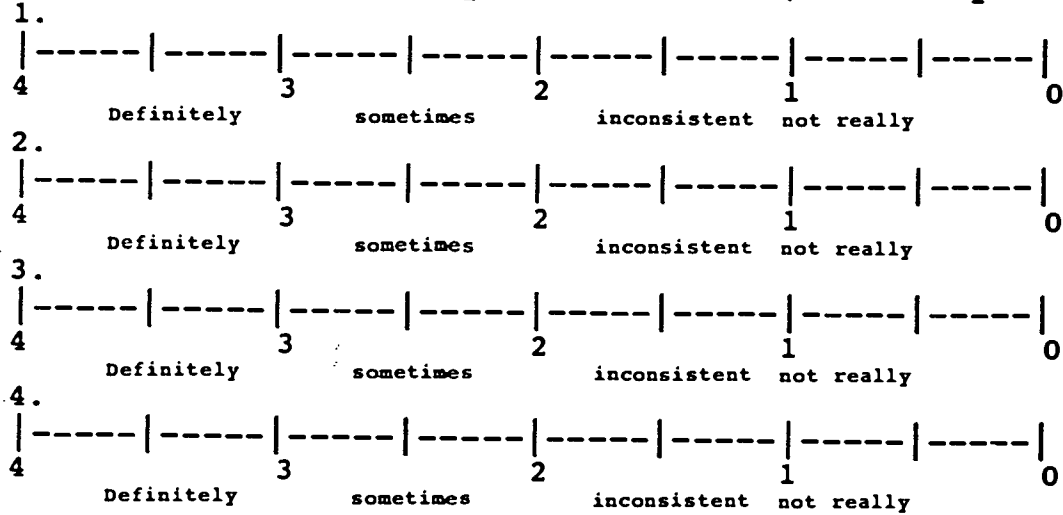
5) Met expectations of the assignment and the group, obvious high effort put into the assignment; work displayed accuracy, creativity, and thoughtfulness.
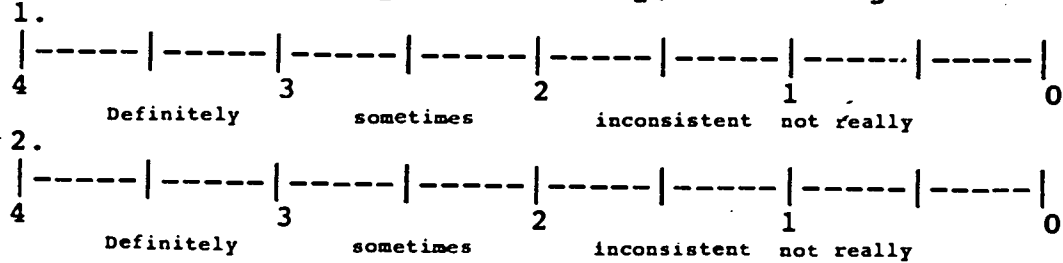
1.
|-----|-----|-----|-----|-----|-----|-----|-----|
4   3   2   1   0
   Definitely   sometimes   inconsistent not really

2.
|-----|-----|-----|-----|-----|-----|-----|-----|
4   3   2   1   0
   Definitely   sometimes   inconsistent not really

3.

| |-----| |----- | |----- | |------| |-----| |-----| |-----| |----- |

4   3   sometimes   2   inconsistent   1   not really   0

      Definitely

4.

| |-----| |----- | |------| |----- | |----- | |-----| |-----| |----- |

4   3   sometimes   2   inconsistent   1   not really   0

      Definitely

----

6) Cover sheet includes title and group members names; is
neat:

| |-----| |----- | |----- | |----- | |----- | |----- | |----- | |----- |

4   3   some   2   inconsistent   1   not really   0

      Definitely

7) Listing includes complete heading, a variable list, and
REM statements:

| |-----| |----- | |----- | |----- | |----- | |----- | |----- | |----- |

4   3   some   2   inconsistent   1   not really   0

      Definitely.

8) Flowchart matches the actual program structure, is neat
and easy to follow, includes an appropriate amount of detail
without using actual code:

| |-----| |----- | |----- | |----- | |----- | |----- | |----- | |----- |

4   3   some   2   inconsistent   1   not really   0

      Definitely

9) Individual contributions are complete and organized:

| |-----| |----- | |----- | |----- | |----- | |----- | |----- | |----- |

4   3   some   2   inconsistent   1   not really   0

      Definitely

10) Presentation was effective:

| |-----| |----- | |----- | |----- | |----- | |----- | |----- | |----- |

4   3   some   2   inconsistent   1   not really   0

      Definitely

VOTE '96: Computer Science Presentation Evaluation

1) Introduction and conclusion

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   outstanding      satisfactory        needs improvement
```
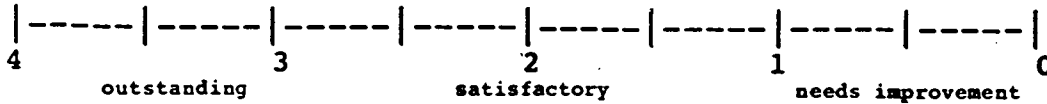
2) Time (three to ten minutes)

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   outstanding      satisfactory        needs improvement
```

3) Expression in voice.

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   outstanding      satisfactory        needs improvement
```

4) Volume

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   outstanding      satisfactory        needs improvement
```

5) Enunciation

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   outstanding      satisfactory        needs improvement
```

6) Rate

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   outstanding      satisfactory        needs improvement
```

7) Content

```
|-----|-----|-----|-----|-----|-----|-----|-----|
4           3           2           1           0
   outstanding      satisfactory        needs improvement
```

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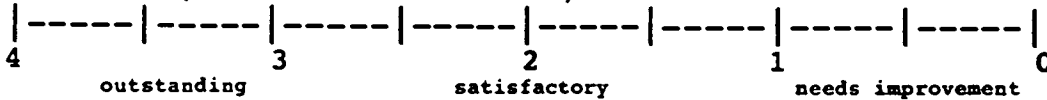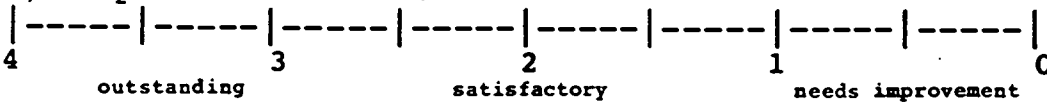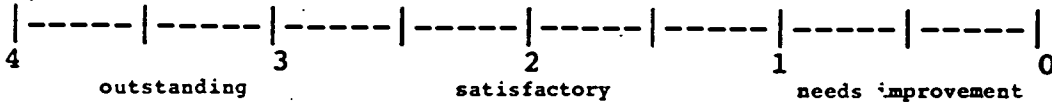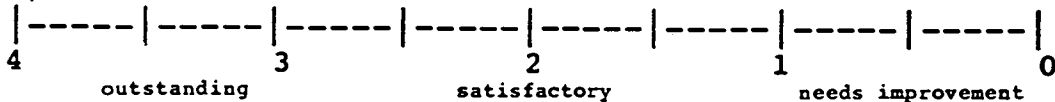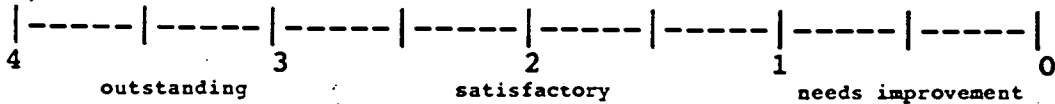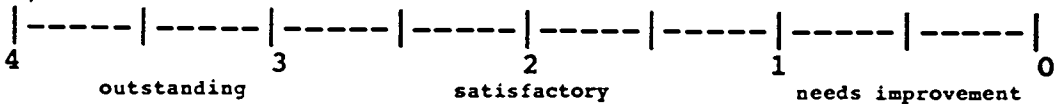
BACKGROUND WORKUPS

Prioritization of Partnerships Goals

Benefits of a Business/School Partnership for business are:
1. Better prepared entry-level employees
2. Networking opportunities for business, educators and community
3. Employee satisfaction from sharing time and talents through mentoring
4. Enhanced business image in the community
5. Opportunity for business to influence education
6. Qualified part-time workers

Benefits of a Business/School Partnership for schools are:
1. Instills future employees with the appropriate attitudes, work habits and skills
2. Job shadowing for students and/or teachers
2. Student internships
2. Enhance employment readiness skills through students observing and experiencing the reality of work
5. Provides role models/mentors
5. Designing relevant curriculum tied to business needs
5. Use of facility and expertise for technical training

Desired employee skills that can be enhanced through Business/School Partnerships
1. Self-Esteem/Motivation
2. Ethics
3. Interpersonal/Negotiation/Teamwork
4. Communication Skills
5. Creative Thinking/Problem Solving
6. Learning to Learn
7. Organizational Effectiveness/Leadership
8. Reading/Writing/Computation

Identified Business Partner: Government as Employer
1. Type of work: Run all branches of government and facilitate the election process
2. Type of workers: Clerical, Maintenance, Research, Consultation, Personnel Management, Elected Officials, Manufacturing/Industrial, Specialist, Corrections/Law Enforcement
3. Areas of Employment
      Consultation: Lobbyists, Consultants, Lawyers, Specialists, Programmers
      Specialist: Lawyers, Accountants
      Clerical: Secretaries, Data Entry, Pages, Receptionist
      Research: Librarians, Pages, Legal Researchers
      Personnel Management: Coordinators, Assistant Directors, Campaign Managers
      Maintenance: Building Managers, Grounds People, Custodians
      Manufacturing/Industrial: Printers, Electricians, Carpenters, Plumbers, Gardeners
      Corrections/Law Enforcement: Security, Capitol Police, Criminal Justice, Parole Officers, Wardens, Prison Guards, Judges

4. Human Relations: Personnel Manager, Elected Officials. Clerical, Consultants, Corrections/Law Enforcement

5. Specific Tasks for Human Relations:

Oral Presentation
>Debate

Written Presentation
>Letter Writing
>Memo Writing
>Speech Writing

Interpersonal Skills
Conflict Resolution
Decision Making
Problem Solving
Organization of Information
Forming Delegations
Understanding the Legal System
Understanding Government Structure
Typing/Word Processing
Internet Access
Computer Literacy/Use of Computer Applications
>Spreadsheet, Data Base, Field-Dependent Software

Visual Communications
>Graphics, Video

Understanding Statistics
Financial Planning/Advisement
Time Management/Scheduling
Research

Integrated And Applied English And Business Program

Washington Park High School Racine, Wisconsin

Submitted by: Joe Kiemen

Marilyn Mrkvicka
Diane Curtin
Joe Papenfuss
Clemente Lima
Jeanne Garchek
Leo Chiapetta
Ruth Rohlfing
Gene Lepisto
Midge Sparks
Lee Holm
Jerry Zellmer
Carl Hipp

Thursday, June 27, 1996
UW-Stout, Menomonie, Wisconsin

Portfolio Plan: Strategies To Implement

1. Initially, the portifolio will be developed for ninth grade students only.

2. We will utilize the Career Options Portfolio folder that is produced by the Center on Education and Work based in Madison, Wisconsin.

3. The following categories will be included in the ninth grade portfolio:
   a. Class Content of Best Works - English/Business
   b. Awards and Achievements
   c. Work and Community - Service Experiences
   d. Career Goals
   e. Attendance and Tardy Records

4. Additional Categories will be added to the portfolio at each successive grade level as the students advance toward graduation. Eventually, the portfolio could be an endorsement on each student's diploma.

5. The portfolio would contain a student's best works for all content areas, or for just the "core" subject areas. Students would be cycled into the Career Center where they would update their portfolios, as well as explore career options. All of this will be determined during the course of the upcoming school year.

SUGGESTIONS AND PROPOSALS FOR CONTINUING CAREER EXPLORATION AT
WASHINGTON PARK HIGH SCHOOL, RACINE, WISCONSIN

*Career development is a personal journey, not a straight track to be followed. The process is far
more important than the choice. The portfolio "empowers" students to take responsibility for
creating their futures.*
from: The Facilitator's Guide for the "Get A Life" Student Portfolio

10th GRADE

Goals: Students will
    -Develop self-awareness through completion and interpretation of W.S.A.S assessment
    -Develop awareness of future career trends and school opportunities
    -Actively explore careers and post-secondary options through hands-on activities
    -Identify high school work experience options

Plan of Activities:
    -Administration of W.S.A.S. Assessment
    -Follow up assessment results using Career Visions software, video tapes, written
     materials and career maps
    -Career Unit through English classes as outlined in RUSD 10th grade curricula
    -Business Visitation Experience or Speakers from various job clusters
    -Present work experience options through homeroom scheduling

11th GRADE

Goals: Students will
    -Develop continued career awareness through research experience
    -Identify high school work experience options
    -Identify post-high school continuing education and training options (including military)
     related to individual career plan

Plan of Activities:
    -Career Unit through Sociology classes as outlined in RUSD 11th grade curricula
    -Portfolio update
    -Post-secondary exploration using College View software, video tapes and written
     materials
    -Attend local College/Career Fair
    -PSAT, PACT and ASVAB assessments and interpretation
    -Present work experience options through homeroom scheduling

12th GRADE

Goals: Students will
-Develop post-high school transition plans
-Develop maximum awareness of career possibilities and requirements

Plan of Activities:
-Senior transition informational meeting
-Update career portfolio
-Develop resume prior to mock interview
-Obtain letters of recommendation
-Mock interview with local business/industry through business and economics classes
-Attend Milwaukee/Chicago College Fair
-Participate in Job Shadowing and various business/industry field trips

General Explanation Of The Program

A Youth Fair Chance grant award of $135,000 provided the seed money for computer technology and supplementary materials for the Integrated and Applied English/ Business Program at Washington Park High School in Racine, Wisconsin. The program will start at the beginning of the 1996-97 school year.

Eleven teachers are involved in the program. They will be working with 5 sections (25 students to a section) of ninth grade students and 4 sections of 10th grade students.

Two preliminary and three major planning sessions were held - the last three at the Racine Area Manufacturers Association, RAMAC.

The results of the final meeting are attached, as well as our portfolio plan. We will be writing specific curriculum units the last two weeks in July.

The overall goal of this program is to integrate English skills with business skills and apply those skills to the requirements of the workplace. For example, students would be taught keyboarding and word processing and data base skills utilizing Macintosh computers. Students will be engaged in projects that would involve writing simulated technical manuals, memorandums, professional letters, resumes, news releases, and data collection.

Specific objectives for units and lessons will incorporate SCANS work place skills. Also, the resources of RAMAC will be tapped for field trips to a variety of workplaces, speakers, and the latest information as to what skills are required of prospective employees in today's employment market. We also hope to have students able to learn how to use the Internet and e-mail.

On July 18th, 19th, and 25th, curriculum writing will define specific units for the 1996-1997 school year. Teachers involved in this venture will plan out in detail specific unit goals, objectives, materials, resources, and daily lesson plans. We hope to have one or two units completed prior to the up-coming school year. Common planning time during the school year will aid teachers in developing future units and to monitor the progress of the program.

Grade 9 And 10 Integrated English/Business Planning: Results of 5/15/96 Meeting

Text Material Needed

Thefollowing materials should be ordered immediately so that we will have them at the beginning of the 1996-97 school year. **We will need one set per classroom of each text.   A class set will equal 35 books.**

1. *Technical Writing for Success* - Southwestern Publishing
2. *Reading for Success* - Southwestern Publishing
3. *Communication 2000: Modules 1-5* - Southwestern Publishing
   We will need two sets of each module.
4. Two laser disc players
5. *Career Options Portfolio* - Wisconsin Career Information System
   a. invoice order #205
   b. quantity needed ▪ 300 x$2.10 ▪ $630
   c. 300 floppy discs needed for Careerways Program

Curriculum   Writing

The following team members have expressed an interest in writing curriculum for the Integrated English/Business Course:

Jim Runge
Joe Kiemen
Karen Pirk
Roger Degerman
Pat Floyd
Jim Schissell
Diane Curtin
Barb Mauer
Mary Lueneburg

The team will meet June 7 at 10:45 in Room 270 to review what we have done, what we have to do next, and to firm up curriculum writing for the summer.

Tammy Swiden – Olstyn Temporary Services

Clerical

1. Prospective employees need a general knowledge of vocabulary, English, spelling, and proofreading skills. An evaluation test is given.
2. Skills Progression
   a. Alpha-Numeric Filing
   b. Keyboarding computer skills of at least 35 words per minute
   c. Data-entry evaluation

Production

1. For all prospective employees, the following basic skills are essential:
   a. Basic math, show up every day, show up on time
2. There is a great need for machine operators who have a basic knowledge of blueprints and CNC. The pay is $8.00 – 22.00 per hour.
3. People do not tell the truth in their resumes.
4. Most employers do not check high school records.
5. Portfolios would be very valuable to employers. Individuals who could produce a comprehensive portfolio would have an advantage over those individuals who did not have a portfolio. The more knowledge the better.
6. They hire many students out of high school
7. 65% of people hired by Olstyn last year landed a permanent job.
8. In any given week, 1,000 temps are emplyed in Racine.

General Curriculum Plan

Grade 9	Business Skills		Grade 10	Business Skills
Technical Writing	Keyboarding		Document Design	Spreadsheet
Audience	Word Processing		Professional Letters	Word Processing
Memorandums	Word Processing		Oral Presentations	Slide Present.
Professional Letters	Word Processing		Employment Communications Resumes	WCIS Portfolio
Oral Presentations	Slide Present.		News Releases	Internet
Employment Communications Resumes	WCIS Portfolio		Instructions	Word Processing
News Releases	Internet Skills		Informative Reports	Word Processing (Outlining)
Data Collection	Data Base		Data Collection	Database
			Informal Proposals	Word Processing

Career Investigation

The curriculum will also include field trips to a variety of workplaces, speakers, use of the Internet, and project-based curriculum writing during the summer will encompass specific objectives, SCANS Skills, and at least a one-month unit that w ototype for future units. In addition, the team plans to utilize the resources of RAMAC.

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Tentative Integrated English (Grade 9) Schedule — *Joe Kiemen*

Semester I

Period	Class
1	Integrated English (9) 270
2	English (10) 245
3	Integrated English Planning Time
4	Prep
5	Lunch
6	English (9) 270
7	Creative Writing 270
Computer 8	English (9) 270

(handwritten: Kiemen / Mauer; Computer Lit.)

Semester II

Period	Class
1	English (9) 270
2	Prep
3	Creative Writing (12) 245
4	Lunch
5	Creative Writing (12) 245
6	Integrated English (9) 270
7	Integrated English Planning
8	Integrated English (9) 270

(handwritten: Computer Lit.; Kie Lueneburg; Kie Mauer)

Building Bridges

Alexander Hamilton High School
Communications Integrated Focus Team
Integrated Learning Project

Brenda Briggs
Helen Massey
Lisa Orlowski

Building Bridges: Alexander Hamilton's Integrated Learning Project

Mission Statement: To awaken students' physical and intellectual capabilities by designing, constructing, and presenting the building of a bridge by integration.

Goals:

a. Integrate the curricula
b. Introduce students to career opportunities.
c. Assist students in creating their bridges to success in high school.
d. Introducing business partners in areas of focus; architecture, graphic design, and construction.
e. Focus on cooperative learning to accomplish projects.
f. Train students in specific areas of communication technology (photography, graphic design, printing, etc.).

Learning Objectives:

a. Students will research costs of building materials and project hours required.
b. Students will prioritize the order of steps to complete project.
c. Students will integrate all subjects to design, construct, and present their completed project.
d. Students will achieve self-esteem as each team member is responsible for a specific duty needed for completion of project.
e. Students will motivate their team members by reinforcing the importance of each member's delegated contribution.

Building Bridges: Alexander Hamilton's Integrated Learning Project

Interdisciplinary Integration:

Science - Build the model of the bridge and subject it to simulated testing.

Math/Algebra - Students will explore expansion coefficients of various steels and determine the best grade of steel for the intended use. Students will explore concrete mixes for foundations such as bridges. Teacher will highlight the idea that math is a required tool in designing a bridge by reflecting on the "foundations" of algebra.

Communication Technology - Students will use computer skills to graphically design bridge model. Design to scale. Emphasis will be placed on the slogan of: "Safety! Caution! Conscientiousness!"

History/Social Sciences - Students will research the relevance of bridges in history and how the past "bridges" us to the future.. Discussions also will investigate how the historical bridges influenced the design of your structure. In addition, geography and climate patterns will be identified in the relevance to the construction of the bridge. Current events will be investigated, thus describing how production can be delayed because of unforeseen events.

English - Students will begin by understanding that grammar is the cement that holds their written thoughts together and if they don't have the right mixture their ideas will crumble. Following this they will present an original piece of work which describes the relevance of the bridge in today's society. This work can be projected through a poem, short story, essay, etc. In addition, speaking skills will be internalized in order to insure success of project. Finally, students will send thank you letters and updates resumes, incorporating recently learned skills.

Building Bridges: Alexander Hamilton's Integrated Learning Project

Name _____

Block _____

Building Bridges Evaluation

1. Cohesion of group -   10   8   6   5   4   3   2   1
   Unity of group to present
   project. Each member
   participated in presentation
   and submitted relevant material.

2. Introduction -   8   6   5   4   3   2   1
   Grabs listener's interest, makes
   them want to hear more.

3. Historical Data -   6   5   4   3   2   1
   What historical research helped
   design this project? How will it
   be used, possibilities?

4. Specification of   10   8   6   5   4   3   2   1
   Architecture -
   Both the graphic design and
   mathematical calculations are
   provided. Cost analysis has been
   researched to include the
   final total as well as subcosts and
   unexpected additions (cost analysis
   sheet).

5. Parameters -   10   8   6   5   4   3   2   1
   What factors make this groups'
   bridge design the best choice for
   the geographical or topological area
   in which it would be located?
   Research should cite this information.

6. Traffic Patterns -   10   8   6   5   4   3   2   1
   What would be maximum load
   the bridge will sustain? Research
   should cite this information.

7. Impact on environment - 10   8   6   5   4   3   2   1
    Will it disturb or destroy local
    habitats of indigenous plants
    and/or animals?   Research should
    cite this information.

8. Visual Aids -   8   6   5   4   3   2   1
    Clear and easy for audience to
    read/view.

9. Time Limit -   6   5   4   3   2   1
    Presentation should be at least
    15 minutes in length but no more
    than 25 minutes.

10. Group Posture -   6   5   4   3   2   1
    Each member appears to be
    actively involved and
    knowledgeable in presentation.
    Members are not leaning against
    blackboard, chewing gum, playing
    with hair, or any other distracting
    actions.

11. Outline -   8   6   5   4   3   2   1
    Groups use full detailed outline
    format as an agenda for presentation.

12. Actual Stress Testing -   4   3   2   1
    Does bridge pass final testing?

News release for school newspaper and newspapers

Weston teachers attend Applied and Integrated Curricula Conference at UW-Stout

During June 25-27, 1996 Noah Rothering, Biology educator; Deb Mickelson, EEN educator, and Donna Ochsner; Vocational coordinator attended this conference. They invited Southwest Technical College School-to-Work Coordinator Julie Pluemer and Wisconsin Department of Ag, Trade, and Consumer Food Safety Specialist, Carrie Coenen to also attend this conference as part of the integrated team.

As the result of this conference the team developed a Food Safety applied and integrated curriculium unit. Things we gained from the conference are: the value of integrating disciplines within the school, learning how to get on the Internet, and sharing ideas with other teachers.

The team members feel that applied and integrated curriculium will be a long lasting part of our educational system.

Notes:
We feel this is something long lasting in education.
Have student aids each hour.
Was able to get into the Internet.
We can discuss integration on the Internet.
Just having time to sit down and talk with coworkers.
We can see the value of teaming and having two preps one devoted to team planning.
An idea I like is having the Business teacher keyboard information   assign by the English department to read, and the reading   relates to what is being studied in History.
Other ways to do authentic assessments.
Easy ways to write curriculium using WIDS.

Title: Safe Food Handling

Team: .   Carrie Coenen, WI Dept. of Ag, Trade, and Consumer
                        Protection Food Safety Inspector
               Deb Mickelson, Weston School District LD/ED Educator
               Donna Ochsner, Baraboo School District Family and
                        Consumer Educator and formerly LVEC at
                Weston Schools
               Julie Pluemer, Southwest Technical College School-to-Work
                        coordinator
               Noah Rothering, Weston School District Biology/Science
                        Educator

Date: June, 1996

Roles of team participants:

Biology Educator role:
To discuss with the Family and Consumer Educator to
enourage this person to participate in this curriculium.
To inform other staff members at Weston the importance of
Integration and Job Shadowing.
To team teach with Family and Consumer and Special
Educators.
Organize biology lab and discussions.

Family and Consumer Educator role:
To seek Biology and Special Educators at Baraboo School
District to work with this curriculium
To develop and organize materials.
To facilitate food labs.
Prepare assessments for food labs.
To team teach with Biology and Special Educators.

Special Education Educator role:
To encourage the Family and Consumer Educator to
participate in this project.
To inform other staff members at Weston the importance of
Integration.
To help students with notes and test taking.
To modify activities and handouts as needed.
To assist in modifying grading system as needed.
To help students during labs.
To team teach with Biology and Family and Consumer
Educators.

Business role:
To inform team of current food handling problems and
standards.
To help team develop curriculium based on these standards
and needs.

Technical College role:
To coordinate team expenses for this conference.
To share with the consortium future conferences.

To share with CESA #3 and SWTC School-to-Work meetings about this conference.

Occupational Analysis

1. Work domain: Human and Technology

2. Occupational clusters: Food Science/Biology/Special Education

3. Duties areas common to the clustered occupations: Food Handling

4. Tasks that are necessary aspects of the duty area.
    a. Work skills needed to perform tasks
        apply knowledge and processes
        communicate effectively
        work cooperatively
        think critically, analytically, and creatively
        use the principles of science
        recognize how scientific principles affect technology and
change

    b. Knowledge base that is necessary to perform tasks
        learner demonstrates proper hand washing techniques
        learner predicts how cross contamination occurs
        learner will analyze foods to determine growth of micro
        organisms

Unit Title: Safe Food Handling

Unit Goals: Improve knowledge, awareness, and need for safe food handling.

Learning Objectives:

        To demonstrate the importance of proper hand washing when
            handling food.
        To examine the effect of cross contamination of foods.
        To analyze the effect of proper and improper thawing of food.
        To analyze the effect of handling raw and cooked foods varying the
        time and temperature.
        To predict when food poisoning will occur.

Lesson Plans:

A. Hand Washing Lab
  Length of Lab: 2 days

  Food/Biology Integrated class:
    Brainstorm in groups why food handlers must properly wash
    their hands.
    Observe and discuss video entitled: "Food Safety: You make
  a difference", which demonstrates good and bad hand
  washing techniques from WI Dept of Ag, Trade,
  Consumer Protection

  Foods Lab:
  make agar plates will the following:
    hands without washing
    hands without washing and sneezing
    hands washing without soap and cold water
    hands washing with soap and cold water
    hand washing without soap and warm water
    hand washing with soap and warm water
    double hand washing with soap and warm water

  Biology Lab:
  culture microorganism from the food lab
  observe growth of microorganism on agar plates

  Food/Biology Integrated Lab:
  group count and record the number of colonies present
  present and discuss data
  discuss proper hand washing techniques

  Assessments:
  Submit group findings.
  Analyze the proper hand washing procedure.

B. Cross contamination Labs

Length of Lab: days
1. Food Poisoning Lab:
In small groups:
Read and predict what happened and why case studies of
mishandled foods resulted in food poisoning.
In large group:
Distribute and discuss hand out on common types of food
poisoning.
Return to small group:
Reexamine case studies and apply knowledge from food poisoning   hand
out.
In large group:
Discuss findings.

Foods/Biology Labs:
A. Cross contamination in the foods lab:
Culture the residue from:
       cutting board
       dish cloth
       plate used to place raw and cooked meat
Observe growth on agar plates and discuss
Apply knowledge to previous case studies

Assessment:
Analyze how to prevent cross contamination of food.

2. Lab chicken broth:
      Review USDA pamphlet on "Safe handling of foods", which
explains the critical temperature where bacteria can grow.
      Review and discuss USDA on storage of foods in cupboards,
refrigerator, and freezer.
      Have student refrigerate 2 quarts and two cups of boiling
chicken broth in containers. Every hour, record temperature.
      Discuss temperature findings. Discuss whether this broth is
safe to eat.

Assessment:

Write paragraph on why is is important to refrigerator foods in small
containers and why it is important to freeze or eat foods within a   few
days after refrigeration.

3. Potato Lab:
Tested the following foods for bacteria
immediately after making the product
24 hours later stored in the   refrigerator, and
24 hours later when left at room temperature:
raw potato
baked potato
potato salad
french fries
boiled potatoes
Observe findings. Discuss findings.
Review proper storage for foods.

Assessment:
Write report on the findings.

4. Hamburger Lab
Brainstorm in large group why hamburger is more dangerous
than steak.
Review articles on E. coli and listeria bacteria.
Test for bacteria in the following:
frozen hamburger thawed in the refrigerator for 24 hours
frozen hamburger thawed in the refrigerator for 72 hours
frozen hamburger thawed at room temperature for 24 "
frozen hamburger thawed at room temperature for 72 "
raw hamburger handled with unwashed hands
raw hamburger handled with doubled washed hands
cooked hamburger well done
cooked hamburger medium
Observe and discuss findings of the above agar plates.
Review principles of handling, storing, thawing, and cooking
hamburger.

Assessment:
Test on stage of foods.

INTEGRATED AND APPLIED CURRICULA CONFERENCE
University of Wisconsin-Stout
June 25 - 27, 1996

Barbara Everson-Bunton - Sparta
Glenys Kraft - Independence
Ellen McDonah - Sparta
Leroy Raddatz - Sparta

APPLIED AND INTEGRATED CURRICULUM

AREAS INTEGRATED: Consumer Ed., Math, Audio Visual and Business Ed.

UNIT TITLE: Customer Service
UNIT GOAL: Students will gain increased awareness of customer service in a business by forming a business partnership.

OBJECTIVES
1. Develop a survey based on information from business partner.
2. Exercise self-control and good decision making skills when confronted by a difficult customer in a role play situation.
3. Explain five services that customers appreciate in a conscientious business.
4. Perform a half day job shadow in the area of customer service with business partner.
5. Prepare and present finding and recommendations to their business partner.

LESSON PLANS: One to two week unit depending on school scheduling model. (Based on 90 minute 4-period day)

Day 1 Consumer Ed., Business Ed., AV, and Business Partner

Process: Students in assigned groups will visit a designated business to gain a better understanding of customer service and how it relates to their business partner. Students return to school and work in group to develop a survey. (Video day 1)
Product: Survey
Facilities: Place of business, and classroom
Resources: Business partner
        Teachers
        Business Ed. students to format and type survey forms
        Transportation
Materials: Sample Surveys
Estimated Time: 90 minutes Consumer Ed.   (45 min. business, 45 min. school)
                90 minutes Business Ed. (type and fax forms to businesses)

Day 2 Consumer Ed., Math, and AV

Process: Students will role play (in pairs) either a customer or a customer service worker based upon pre-written situations.   (Math class receives data analysis knowledge.)
Product: Video tape role plays, and math class (day 2).
Facilities: Classrooms - F/CE and Math
Resources: Teachers, students, and video equipment
Material· Pre-written customer and customer service worker situations
Estimated Time : 90 min. (consumer ed.) 90 min. (Math)

Day 3 Consumer Ed., AV., and Business Partners

Process: Business partners will present information of the qualities of a good customer service employee and how that relates to their individual businesses. Student groups will present skits to business partners. Video day 3.
Product: Video, and in small groups students will develop a skit that portrays good customer service qualities.
Facilities: Large room, tables, chairs
Resources: Business Partner, and AV students and equipment
Material: None
Estimated Time: 90 minutes (30 min. business partners, 60 min. skits)

Day 4 Consumer Ed., Math, AV, and Business Partner

Process: Students will job shadow their business partner for 1/2 day. Video day 4
Product: Con. Ed.: Observation and Reflection Paper   Math: Computation of data
Facilities: Business
Resources: Transportation (if needed), Returned Survey, AV. equip and students
Materials: Job shadow observation and reflection form
Estimate Time: 1/2 day

Day 5 Consumer Ed., Math, AV., and Business Ed.

Process: Students will review data and findings, type final copies and assign areas of responsibility for Business Appreciation Day. Video of day 5.
Product: Customer Service Portfolio to be given to business partner, name tags , invitations, etc., and edited video
Facilities: Classrooms
Resources: Teachers, math students, business ed. students, av. students, and consumer ed. students
Materials: Paper, folders, video tape, editing equipment, and data
Estimated Time: 90 min. in each of the subject areas

Day 6 All Areas and Business Partners

Process: Preparing for presentations and setting up of food for Business Appreciation Day.
Product: Student and video presentation, and food
Facilities: Cafeteria
Resources: Students, Teachers, and Business Partners
Materials: VCR and screen, food and supplies
Estimated Time: 90 minutes

PERFORMANCE ASSESSMENT STRATEGIES

Day 1 Submit completed customer service survey

Day 2 Participation in role playing exercise

Day 3 Participation in small group skit

Day 4 Completion of Job Shadow Reflection Paper

Day 5 Compilation of data collection, analysis and reports into portfolio

Day 6 Presentation of student findings, video, and Business Appreciation Day
Celebration

"FROM THE MAYFLOWER TO MODERN MEDICINE"

AN INTEGRATED HEALTH OCCUPATIONS UNIT

KENOSHA UNIFIED SCHOOL DISTRICT #1

TREMPER HIGH SCHOOL
8560 26th Avenue
Kenosha, Wisconsin   53143
(414) 694-7450

Shirley Blegen, F/CE
Warren Blough, Biology
Char Carver, Special Ed.
Jill Greiner, English
Jennifer Heim, Math
Karla Hobson, F/CE
Linda Pittari, English

JUNE 27, 1996

OCCUPATIONAL ANALYSIS

1. WORK DOMAIN

Keep a personal diet log for two days

Complete a computer analysis of a personal menu plan

Complete a biological analysis of utilization of nutrients in personal menu plan

Complete a nutritional analysis of caloric percentages in menu plan

Plan a school lunch menu for one week, based on earlier projects and the information and requirements given by the school cafeteria supervisor

Learn to measure vital signs

Utilize research techniques and computer applications

2. OCCUPATIONAL CLUSTERS

Dietary service employees

Clinical staff

Nursing services

Health educators from Gateway Tech

Health/ Environmental Services

3. DUTIES AREAS COMMON TO THE CLUSTERED OCCUPATION

Communication and interpersonal skills

Basic medical equipment management

Patient handling

Assessment and appropriate actions

4. TASKS THAT ARE NECESSARY ASPECTS OF THE DUTY AREA

    A) WORK SKILLS NEEDED TO PERFORM TASKS

        Communication and interpersonal skills

        Computer skills

        Organizational skills

        Clerical and management skills

    B) KNOWLEDGE BASE NECESSARY TO PERFORM TASKS

        Basic medical terminology

        Disease prevention and recognition

        Nutrition information for wellness

CURRICULUM

1. UNIT TITLE: From the Mayflower to Modern Medicine

2. UNIT GOALS: To increase knowledge of sanitation procedures and proper nutrition to ensure wellness

3. LEARNING OBJECTIVES:

    1. to recognize unsanitary conditions and their impact on disease processes (English, Biology, F/CE)

    2. to acquire basic medical terminology (English, Biology, F/CE, Math)

    3. to recognize the impact of nutrition on disease prevention (English, Biology, F/CE, Math)

    4. to understand the preventive measures necessary to insure a healthful lifestyle (English, Biology, F/CE, Math)

4. LESSON PLANS FOR OBJECTIVES

    See attached

5. ASSESSMENT

    See attached

FROM THE MAYFLOWER TO MODERN MEDICINE

BIOLOGY

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5

Introduction to the unit on nutrition and digestion	Discuss digestive system:
	  a. functions of organs
	  b. st ructure of organs
		Digestive system discussion continued	Discuss nutrition: fats, carbohydrates, proteins	Discuss nutrition: the importance of vitamins and minerals

DAY 6	**DAY 7**	**DAY 8**	**DAY 9**	**DAY 10**

Wellness:
  a. daily calorie intake needed to stay healthy
  b. adverse effects of vitamins and mineral deficiencies
	Disease / Bacteria
	
	The Mayflower vs. m odern day: diseases and bacteria that are common to both areas, as well as those that are different (e.g. cryptosporidium)
		Conditions on the Mayflower vs. Haitian, Vietnamese, Thai	Fieldtrip:
			
			Class tour of the Sewage Department and Water Works
				Case studies for student assessment on nutrition and digestion.
				
				Assessment: rubric

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FROM THE MAYFLOWER TO MODERN MEDICINE
ENGLISH AND AMERICAN LITERATURE

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Begin discussion of "boat people" -- health and sanitation problems. Introduce Mayflower film. Discuss conditions on boats, situation in England which led to Puritans' journey, etc. Predict what problems / conflicts might arise in the film. Hand out study guide for film.	Introduce descriptive paragraph assignment: students will find one example using each of the five senses in their descriptions of the conditions on the ship. Write a paragraph containing at least one sentence for each sense. Make the paragraph as colorful as possible. Hand out research project guidelines -- oral and written report. S-how Part I of Mayflower.	View Part II of Mayflower.	Discuss study guides and conditions on ship (pregnant women, midwives, food, disease, sick people, problems with water, overcrowding, sanitation, dealing with waste, etc.)	Brainstorm: knowing what we know today, what could the Pilgrims have done differently to ensure their health on the journey? Think, pair, and share responses. Talk about proper nutrition plans. Discuss medical terminology pertinent to health problems caused by poor nutrition and/or poor sanitary conditions (etymology, root words, prefixes, suffixes, etc.) Go back to "boat people"topic. Discuss how socioeconomic conditions can impact on health.

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Descriptive paragraph due. Library research project begins. Five minute oral reports begin on Wednesday.	Library workday on project.	Oral presentations	Oral presentations Preparation for computer labs and use of Oregon Trail program.	Computer Lab: Oregon Trail Monday: discussion of Oregon Trail -- how does your experience relate to what you have learned in this unit regarding sanitation; nutrition; and disease?

FROM THE MAYFLOWER TO MODERN MEDICINE
FAMILY AND CONSUMER EDUCATION-HEALTH OCCUPATIONS

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Discuss how unsanitary conditions in a health related career would impact on the disease process. Discuss how nutrition could influence the disease process. Assign: Keep a two day diet log due Thursday.	Learn and study the medical terminology as stated in the Health Care Curriculum.	Learn and study the medical terminology as stated in the Health Care Curriculum.	Take students to the computer lab to complete the diet analysis program, using the personal diet log assigned Monday.	Take students to the computer lab to complete the diet analysis program, using the personal diet log assigned Monday.

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Guest Speaker: Head Cafeteria Worker.	Assignment: You have just been hired as the new Head Cafeteria Worker. It is your job to plan a menu for next week that meets all of the mandated requirements and other set guidelines that must be met. Workday on project.	In small groups, brainstorm how nutrition impacts on disease prevention. Share what the small groups found with the class.	Guest Speaker: Health and Wellness Consultant.	As a class, discuss each student's school cafeteria menu for the week. Peer review the project. Collect the school cafeteria menu assignment. Grade using a rubric (see attached).

FROM THE MAYFLOWER TO MODERN MEDICINE

MATH

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Measurements	Measurements	Ratios	Proportions	Proportions
Guest speaker to show students how to take heart rate, temperature, and blood pressure	Students will demonstrate their ability to read a thermometer, take blood pressure and pulse, and figure heart rate	Discuss blood pressure as a ratio	Discuss methods of figuring out medication dosages, using proportions	Discuss methods of figuring out medication dosages through the use of proportions
DAY 6	**DAY 7**	**DAY 8**	**DAY 9**	**DAY 10**
Percents	Percents	Percents	Percents	Assessment
Use product labels and percent of daily values (DV) of caloric intake	Compare food labels to suggest how to choose healthy foods.	Graph percents using bar and pie graphs	Graph and read graphs using a computer	Students work in groups on a selected daily menu to determine what percentage of the daily recommended allowances of nutrients have been met

FROM THE MAYFLOWER TO MODERN MEDICINE
SPECIAL EDUCATION

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
View film The Mayflower with English class.	View film The Mayflower with English class.	Discuss changes that could have been made to improve conditions on the Mayflower.	Discuss changes that could have been made to improve conditions on the Mayflower..	Observe measurements of pulse, temperature, blood pressure, and calculate heart rate with math class.
List effects of poor nutrition and sanitation.	List effects of poor nutrition and sanitation.	List changes to be made to improve conditions.	List changes to be made to improve conditions	Students will read thermometer, take pulse and blood pressure, and figure heart rates.

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Same as Day Five	Keep a daily record of food intake for three days. Analyze intake with Foods class.	Keep a daily record of food intake for three days. Analyze intake with Foods class.	Keep a daily record of food intake for three days. Analyze intake with Foods class.	Visit sewage treatment plant with the Biology class.
	Using analysis, adopt food record to improve diet.	Using analysis, adopt food record to improve diet.	Using analysis, adopt food record to improve diet.	List reasons sanitation of water is important.

SCHOOL MENU PLAN FOR ONE WEEK

General Descriptors

0	1	2	3	4	5
not done	work needs to be revisited	work is below average	work is average	work is above average	very well done

----

MONDAY'S MENU

MEETS DAILY MANDATED REQUIREMENTS

0	1	2	3	4	5
not done	lacks three or more of the requirement mandated	lacks two of the requirement mandated	lacks one of the requirement mandated	meets the minimum of requirements mandated	meets more than the minimum of requirement mandated

FOOD COSTS THAT FOLLOW THE BUDGET

0	1	2	3	4	5
not done	grossly exceeds budget allowances	moderately exceeds budget allowances	slightly exceeds budget allowance	meets maximum budget allowance	expenditures allow for surplus

COMMODITY FOODS ARE UTILIZED

0	1	2	3	4	5
not done	no use of commodities	25% of the meal uses commodities	50% of the meal uses commodities	75% of the meal uses commodities	90% of the meal uses commodities

MENU CONTAINS A VARIETY OF CHOICES

0	1	2	3	4	5
not done	may repeat 7 or more food items during the week, and shows no variety for the day	may repeat 5-6 food items during the week, and shows little variety for the day	may repeat 3-4 food items during the week, and shows some variety for the day	may repeat 1-2 food items during the week, and shows variety for the day	no repetition of any items for the week, and shows variety for the day

TUESDAY'S MENU

MEETS DAILY MANDATED REQUIREMENTS

0	1	2	3	4	5
not done	lacks three or more of the requirement mandated	lacks two of the requirement mandated	lacks one of the requirement mandated	meets the minimum of requirements mandated	meets more than the minimum of requirement mandated

FOOD COSTS THAT FOLLOW THE BUDGET

0	1	2	3	4	5
not done	grossly exceeds budget allowances	moderately exceeds budget allowances	slightly exceeds budget allowance	meets maximum budget allowance	expenditures allow for surplus

COMMODITY FOODS ARE UTILIZED

0	1	2	3	4	5
not done	no use of commodities	25% of the meal uses commodities	50% of the meal uses commodities	75% of the meal uses commodities	90% of the meal uses commodities

MENU CONTAINS A VARIETY OF CHOICES

0	1	2	3	4	5
not done	may repeat 7 or more food items during the week, and shows no variety for the day	may repeat 5-6 food items during the week, and shows little variety for the day	may repeat 3-4 food items during the week, and shows some variety for the day	may repeat 1-2 food items during the week, and shows variety for the day	no repetition of any items for the week, and shows variety for the day

WEDNESDAY'S MENU
MEETS DAILY MANDATED REQUIREMENTS

0	1	2	3	4	5
not done	lacks three or more of the requirement mandated	lacks two of the requirement mandated	lacks one of the requirement mandated	meets the minimum of requirements mandated	meets more than the minimum of requirement mandated

FOOD COSTS THAT FOLLOW THE BUDGET

0	1	2	3	4	5
not done	grossly exceeds budget allowances	moderately exceeds budget allowances	slightly exceeds budget allowance	meets maximum budget allowance	expenditures allow for surplus

COMMODITY FOODS ARE UTILIZED

0	1	2	3	4	5
not done	no use of commodities	25% of the meal uses commodities	50% of the meal uses commodities	75% of the meal uses commodities	90% of the meal uses commodities

MENU CONTAINS A VARIETY OF CHOICES

0	1	2	3	4	5
not done	may repeat 7 or more food items during the week, and shows no variety for the day	may repeat 5-6 food items during the week, and shows little variety for the day	may repeat 3-4 food items during the week, and shows some variety for the day	may repeat 1-2 food items during the week, and shows variety for the day	no repetition of any items for the week, and shows variety for the day

THURSDAY'S MENU
MEETS DAILY MANDATED REQUIREMENTS

0	1	2	3	4	5
not done	lacks three or more of the requirement mandated	lacks two of the requirement mandated	lacks one of the requirement mandated	meets the minimum of requirements mandated	meets more than the minimum of requirement mandated

FOOD COSTS THAT FOLLOW THE BUDGET

0	1	2	3	4	5
not done	grossly exceeds budget allowances	moderately exceeds budget allowances	slightly exceeds budget allowance	meets maximum budget allowance	expenditures allow for surplus

COMMODITY FOODS ARE UTILIZED

0	1	2	3	4	5
not done	no use of commodities	25% of the meal uses commodities	50% of the meal uses commodities	75% of the meal uses commodities	90% of the meal uses commodities

MENU CONTAINS A VARIETY OF CHOICES

0	1	2	3	4	5
not done	may repeat 7 or more food items during the week, and shows no variety for the day	may repeat 5-6 food items during the week, and shows little variety for the day	may repeat 3-4 food items during the week, and shows some variety for the day	may repeat 1-2 food items during the week, and shows variety for the day	no repetition of any items for the week, and shows variety for the day

FRIDAY'S MENU
MEETS DAILY MANDATED REQUIREMENTS

0	1	2	3	4	5
not done	lacks three or more of the requirement mandated	lacks two of the requirement mandated	lacks one of the requirement mandated	meets the minimum of requirements mandated	meets more than the minimum of requirement mandated

FOOD COSTS THAT FOLLOW THE BUDGET

0	1	2	3	4	5
not done	grossly exceeds budget allowances	moderately exceeds budget allowances	slightly exceeds budget allowance	meets maximum budget allowance	expenditures allow for surplus

COMMODITY FOODS ARE UTILIZED

0	1	2	3	4	5
not done	no use of commodities	25% of the meal uses commodities	50% of the meal uses commodities	75% of the meal uses commodities	90% of the meal uses commodities

MENU CONTAINS A VARIETY OF CHOICES

0	1	2	3	4	5
not done	may repeat 7 or more food items during the week, and shows no variety for the day	may repeat 5-6 food items during the week, and shows little variety for the day	may repeat 3-4 food items during the week, and shows some variety for the day	may repeat 1-2 food items during the week, and shows variety for the day	no repetition of any items for the week, and shows variety for the day

Applied and Integrated Curriculum Project

Onalaska High School Team

Participants: Mary Koblitz
                 Janice Gerlach
                 Dick Kyes
                 Lynn Groves
                 Debra Jecklin
                 Bridgett Hubbard

Unit: Human Relations/Goal Setting

Presented: June 27, 1996

University of Wisconsin-Stout

Program Objectives

At the end of this applied and integrated unit, students will be able to:

1. define goals

2. describe specific guidelines when developing goals

3. recognize obstacles

4. use the steps involved in developing a plan of action for setting goals

5. use career selection process to help set goals

6. use goals as a integral part of portfolio

Program Goals

It is the belief of those involved in this project, that high school students do not relate current habits that they form in high school to that of the world of work. By integrating this unit into freshmen courses taught by educators in math, English, marketing, guidance and school-to-work, this will help students to understand the importance of learning positive behaviors. It is the objective of the team to integrate this unit to show students the importance of goal setting.

As an outcome, the team would like students at Onalaska High School to understand the importance of setting goals. By practicing and nurturing this skill, the transition from school to work, or from school to school to work will be more successful.

It is important that the educators instruct students to break goals into manageable parts, investigate appropriate resources, set reasonable time lines for achieving goals, show students how to research goals, and finally to do a reality check in achieving goals.

The goal of the program is to introduce all ninth graders to the goal setting``` process and encourage and support the use of portfolios. Integration will continue to take place throughout the school year when teachers within their specific disciplines have students update goals and portfolios.

Daily Lesson Plans

Day 1

Learning Outline

Define the Term Goal

> Goal-an objective, or want, you plan to fulfill.

Types of goals

1. Career Goals

   ex...be promoted to buyer within four years

2. Social Goals

   ex...make on new friend each week

3. Educational Goals

   ex...pass final exam in history

4. Physical Goals

   ex...lose ten pounds in two months

5. Financial Goals

   ex...save $1,000 for car down payment

Time Lengths of Goals

Long term goals
definition: are said to be those which take longer than a year``` to achieve (could also be an ongoing goal)

Short term goals*
definition: are those normally set for the day, week or month

*often referred to as stepping stones to reach long term goals

Journal writing activity

Describe a goal you have reached in your past. What was your goal? How did you reach it?

Day One Activity-Career Selection Process/Knowing Yourself

When I ask a question and it pertains to you, please stand and notice the other who are standing around. Clearly explain that there is no right or wrong answers and that it is not acceptable to judge one another for our individual differences.

1.   Please stand if you like black.

2.   -   dress up.

3.   -   if you enjoy water-skiing

4.   -   if you like math

5.   -   if you have more than three siblings

6.   -   if you are a vegetarian

7.   -   if you prefer to drive than fly

8.   -   if you have traveled outside```d the United States

9.   Ò   if you have ever dyed your hair

10.   Ò   if you speak an international language

11.   Ò   if you wear contacts

12.   Ò   if you will vote for Clinton/Dole

Getting to know yourself, is a lifelong process. It begins the day we are born and exists throughout a lifetime. We define ourselves in many ways; by the clothes we wear, the people we associate with, the food we eat, the activities we enjoy, the family we come from, the classes we like and dis like etc...

Discuss the importance of getting to know yourself prior to setting goals.

Day two

Learning Outline

Activity Debriefing

Dialog with students-use personal examples to enhance both positive effects and guidelines for setting and achieving goals.

Positive effects of setting and achieving goals

1.   Provides direction and purpose

2.   Encourages self-understanding

3.   Identifies areas needing change

4.   Increases self-confidence

5.   Helps you to formulate better plans

6.   Increases chances of fulfilling wants

7.   Defines your priorities

8.   Provides guidance for decision making

Guidelines for developing goals

1.   Identify available resources

        Who or what do you need to reach your goals? Explain the importance of
recognizing all facets of goals. Think of everything. ex...it takes more than a
grade point average to get to Harvard, it also takes money.   Do you have the
financial resources to go to Harvard? Are there current material resources needed.
ex...books, periodicals?

2.   Consider time required

        is it possible to obtain those short term goals if resources need to be obtained. .

3.   Make our goals personal

        regardless of where the goal comes from, you must be willing to accept it as your
        own and then be ready to work toward it
        \

4.   Make your goal positive.

        it is better to say that I should do well on the test so that I can go on and take more
difficult courses instead of saying I hope I pass so that I do not receive a poor
grade.

5.   Your goals should be ambitious but realistic

        You should set high goals for yourself; this is the only way to maximize your
potential. Be sure, however, that you goals are attainable. ```• ex. it is not realistic to
        assume you will score 200, the first time you bowl.

6.   Make your goal specific

        Vague, general goals are all but useless. ex...I will improve my personality does
        not give a person guidance for changing behavior. I will do one nice thing for
someone else every day, is a more clear goal.

7.   Write your goal down

This will help you remember and focus. It also improves your chances of attaining your goals. Be proud of your accomplishments.

Journal assignment

After listening to/reading, Oh, the places you'll go! by Dr. Seuss, react by writing 8-10 sentences answer the question: What does this story mean to you?

Day Three

Learning Outline

Quiz students verbally and have students share examples of material cove``-red in day one and two. Review all information so that students may clarify and ask questions before going on.

Personal Plan of Action

Step One: State your goal

                 What do you want to do-
                          Have students think of a class goal and work through an example on the
                          chalkboard/overhead.
                          Make certain that the goal contains the guidelines for setting goals
                          (ie...time line, specific.)

Step Two: Develop a plan for achieving your goal

                 Make a to do list

                 Make a don+t do list

If you are saving money to purchase a car, on the to do list would be getting a job on the don+t do list might be passing up CD+s or going out to lunch with friends.

Step Three: Record your progress

                 Especially for long term goals. There might be several steps, write those
                 accomplishments down--you never know how close you are unless there is a
                 visual reminding you!

                 Suggest a notebook or a diary

Step Four: Continue until you reach your goal

                 Never, Never, Never Quit!

Journal Activity:

Read a poem (such as ÒThe Road Less Traveled+)or listen to a song (such as -Don+t Forget your Second Wind") which involves choosing a life+s direction. React to the poem. When are some times in life when you have to make a choice? How can making a choice be easier?

Day Four

Learning Outline

Setting career goals using the career selection process

A.   Know yourself-abilities, talents, interests, values, strengths, weaknesses through thinking about self, talking and comparing with others, trying out a variety of classes and activities (in and out of school).

B.   Learn about careers

   1. Career Center

   2. Guidance Office

   3. Career Speakers

   4. Job shadowing

   5. Youth Apprenticeship program

   6. READ!!

   7. Talk with people-parents, neighbors, community mem```_bers

   8. School-to-work expo

   9. 8th grade career day at Viterbo

C.   Find a match between yourself and a career/job.

   If you donŌt have any idea yet, that is okay, but then prepare yourself for as many options as possible.
   That means:

   1. explore subject areas through electives

   2. work on study habits

   3. meet individually with your counselor to go over the career selection process

   4. talk with you parents and friends

   5. visit colleges/universities/technical schools: come and talk with recruiters

   6. talk with military recruiters

   7. attend the annual school-to-work expo in 11th grade

   8. continue working on career portfolio

D. Prepare for the career you have chosen (or for the most possible options)

   1. review academic requirements at OHS (credit checks, make up classes etc...)

2. review academic requirements at colleges/univerisites/ technical schools/ specialty schools/military

3. gain as much knowledge and skills as you can through learning in and out of school

***be honest with students--they need to be willing to learn to truly find a career that they are interested in and set goals accordingly.

Assignment-students will fill out portfolio career goal setting handout #3.

Handout #3 Portfolio Goals

Grade Level
Date

Goals Defined: An objective or want that you plan to fulfill. Before a want can become a goal, you must be ready to take action to achieve it.

Long term goals
definition: are said to be those which take longer than a year to achieve (could also be an ongoing goal)

Short term goals
definition: are those normally set for the day, week or month

Assignment-set two goals for each area using both long and short term goals.

Personal

Long term

Short term

Family

Long term

Short Term

Academic

Long term

Short term

Day Five

Learning Outline

Guidance procedure for completing portfolios.

Students will be educated by guidance department on the upkeep and updating needed for portfolios. Students will be given examples of universities and business accepting portfolios as one or the only way to get into school or to get a job.

Students will be given information on what should be included in the portfolio along with where the portfolios will be stored and how students can gain access to them.

Letter writing activity

Purpose: Use previously identified strengths, talen``~•ts, abilities, and interests to describe strategies the student could use to meet goals for the next year.

Activity: Write a letter to yourself, where you describe some goals you hope to reach in the next year and some strategies that you could use to achieve those goals.

Pre-writing:

Individual activity: Brainstorm a list of current strengths, abilities, talents, interests, both academic
and personal.

Individual or group activity: Cluster or list strategies to improve 2-3 abilities talents or interests

                    Set goals that you hope to achieve in the next year-+where+ would
                    you like to be academically or personally by the end of this school
                    year and/or by the end of high school.

Writing: Draft the letter

Assessment: Becomes part of portfolio

Student ongoing portfolio assignment-Complete goal section in portfolio along with planning ahead and looking into course selection for the next three years. Students should complete the high school plan as a sketch only. Make certain students know that they can certainly change their minds. Make certain to bring in upper class students that have taken a variety of classes so that students can ask questions about content.

Day five activity

Egg Drop exercise

Purpose: To visually and kinesthetically reinforce the importance of including all steps in the goal-setting process.

Materials: One empty toilet paper roll, seven pieces of twine cut in 5-6 foot lengths, one hard boiled egg, 7 8X10 sign necklaces on which are printed the seven steps of the goal setting process. (Listed below)

1. State your goal

2. Develop a plan

3. Make a list of do+s

4. Make a list of donŌts

5. Record your progress

6. Do a reality check

7. Continue until you reach your goal

Preparation: Punch seven small holes about one third of the way down the empty toilet paper roll. Make sure they are evenly distributed around the cone. Tie a large knot at the end of each piece of twine. Lace one piece of twine through each hole in the come with the knot securing it on the inside of the tube.

Activity: The following activity illustrates what could happen if one of the steps of the process is missing. The whole goal could come crashing down. Students enjoy the element of surprise (when will the egg fall?) since only the leader knows the egg is hard boiled.

Leader selects seven students to wear signs and form a circle at the front of the room. As each sign is handed out, review the component of the goal-setting process. Leader stands in the center of¨, the circle with the cone and hands a piece of twine to each student. When all students are in place they should step back until the taut twine ÒspokesÓ hold the cone in mid-air. On the center of the cone, place the hard boiled egg (which should balance solidly if twine is pulled tightly).

Leader will explain that the cone represents meeting your goal. The spokes represent each of the steps in the goal setting process.

Leader: We have just reviewed the components of the goal setting process and we agree that we need to follow through with each step. But what could happen if we choose to eliminate a step in the process? For example, what if we don+t develop a plan?

(leader directs student wearing the -develop a plan+ sign to drop his/her twine and leave the circle. The egg will wobble, but will probably not fall)

Leader: Now, what might happen if we omit another step in t¨¨"he process?

(leader directs another students to drop his twine and continues omitting steps to the process one by one until the egg drops)

The activity is concluded with a review of the goal setting process and the importance of completing all steps in the goal setting process or the goal wonÕt be met. (a shattered egg)

Assessment

Final Day Assessment Activities

1.   Where else besides here can you use this knowledge and these skills?

2.   Give examples of how you will use these skills somewhere outside of class or school?

3.   What skills that you have listed do you know you are good at?

4.   How do these skills benefit you?

Portfolio Assessment

Students will put all activities from unit in portfolios. This project will be carried out throughout the year and throughout all four years b`` jy teachers implementing portfolio and goal activities in individual classrooms.

ADDITIONAL OR OPTIONAL ACTIVITIES

History Related activity-Partner work

Research and report on a historical figure who achieved a goal they set for them self. Examples include John F. Kennedy, Winston Churchill, Susan B. Anthony, Martin Luther King, Jr.
(Assessment-Rubric)

Vocational Related Activity-Individual or partner work

Write a letter to a business person or local political figure. Students ask that person what their goals were as a student, how those goals changed and how they achieved them. The students also ask this person how they use goal setting in their daily work.
(Assessment-Rubric)

Vocational Related Activity-Small group work

The group will be given an occupation and brainstorm a list of goals that (person) worker could create for their occupation.

Integrated and Applied Curricula
Developed By
Wisconsin Educator Teams
at the University of Wisconsin-Stout
1996 Summer Conference

June 25-27, 1996

Part II

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Student Health Center
Menomonie, WI 54751
(715) 232-1382
Fax (715) 232-1985
E-mail IAC@UWStout.edu

These projects were developed by educator teams attending the 1996
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curricula developed during a three day conference by novice as well as
experienced curriculum planners. This project was funded by a grant
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Public Instruction.

For more information about the conference or integrated and applied
curricula resources, contact:
The Center for Vocational Technical and Adult Education
University of Wisconsin-Stout
Student Health Center
Menomonie, WI 54751
Telephone: (715) 232-1382
Fax: (715) 232-1985
E-mail: IAC@UWStout.edu

Juneau Business High School

How do health factors influence productivity and attendance in school?

Integrated and Applied Curriculum conference
UW-Stout
June 25-27th 1996

Juneau Business High School
6415 W. Mount Vernon Avenue
Milwaukee, WI 53213

(414) 476-5480

Fax (414) 476-2646

Instructors:

Julia D'Amato
Family Consumer Education

Donald Kucej
Technical Entrepreneurship

Terrance Falk
English

Thomas Joachim
Biology

Jeffrey Geil
Mathematics

John Schmitz
Sports Medicine

Who is involved?

Sports Medicine
English 12
Advanced Math
Biology
Family Consumer Education
Technical Entrepreneurship

Objectives:

To learn about students behavior habits.
To learn why students miss school.
To relate injuries to absences and grade point
To identify areas of concern to aid in the development of programs which
   will improve school climate.
To identify attendance patterns.
To identify possible hazards in school and at work sites.

Project Assignments

Sports medicine
-   Brainstorming
       Questions for survey
       Propose a hypothesis
-   Areas to cover
    paring down of topics to complete final survey
-   Survey Administration
       Permission from teachers
       Proper distribution
       Discarding of false surveys

Advanced Math
   – Compilation of Data
       Collecting valid surveys
   – Entering of data into
   – Graphs and Analysis
       Microsoft excel and word
       Correlation's

Biology
Nutrition
    percent of calories from fat
    calories and nutrients
    functions of nutrients
Anatomy/Physiology
    effects of what you eat as it pertains to productivity at school and
       work.
    Long and short term effects

Family Consumer Education
  Meal Preparation
      calorie content
      safe preparation of foods
      serving size
  Family related issues
      Alcohol and drug abuse
      community agencies
  Quality Training Videos and discussion

      Manpower tapes (6)
English

  Survey typing
  PowerPoint presentation to business partners.
  Invitations to community leaders and business partners.
  Letters to insurance companies

      Technical Entrepreneurship

  OSHA rules
  Safety rules
  Cost management of plant operation
—Individual
—Company

Sample Survey used in previous years.

Directions: The following survey is a joint project of Sport Medicine , Math, Biology, Family Consumer Education and English 12 classes in conjunction with members of the business community. Pleas circle the letter which best matches your answer.

1.) [A]   What is your age?
A) 14 - 15   B) 16 -17   C) 18 - 19   D) Over 19

2.) [B]   What is your grade level?
A) 9   B) 10   C) 11   D) 12

3.) [C]   What is your gender?
A) Male   B) Female

4.) [D]   What is your ethnic background?
A) American Indian   B) African American   C) Mexican American
D) Puerto Rican or other Latin American   E) Oriental or Asian American
F) Middle Eastern   G) White   H) Other

5.) [E]   What is your accumulative Grade Point Average?
A) 0.0 - 1.0   B) 1.1 - 1.9   C) 2.0 - 2.5   D) 2.6 - 2.9   E) 3.0 - 3.5   F) 3.6 - 4.0

6) [F]   How many times are you tardy in a normal mark period?
A) 0 - 3   B) 4 - 6   C) 7 - 10   D) 10 or over

7) [G] How many absences do you have in a normal mark period?
A) 0 - 3   B) 4 - 6   C) 7 - 10   D) 10 or over

8.) [H]   How many times have you been absent from school because of an illness so far this school year?
A) 0 - 5   B) 6 - 10   C) 11 - 15   D) 16 - 20   E) 21 or over

9) [I]   How many times have you been absent from school because of a physical injury so far this school year?
A) 0 - 5   B) 6 - 10   C) 11 - 15   D) 16 - 20   E) 21 or over

10) [J] How many times have you been absent from school because of family or personal problems so far this school year?
A) 0 - 5   B) 6 - 10   C) 11 - 15   D) 16 - 20   E) 21 or over

11) [K] How many times have you been absent from school because you skipped out so far this school year?
A) 0 - 5   B) 6 - 10   C) 11 - 15   D) 16 - 20   E) 21 or over

12) [L] If you missed school because of an injury, where were you injured?
A) Gym   B) Stairs   C) Halls   D) Regular Classroom   E) Shop/Lab/Art Classroom   F) Lunchroom
B) School Sports Team   H) Other   I) Does.not apply

13) [M] If you were injured, how did you treat your injury?
A) Self treatment   B) Family doctor, Clinic   C) Emergency room   D) Other   E) Does not apply

14) If injured, how many days of school did you miss for each injury?

—Days Missed

    [N]_____ Lower Leg, Foot, Ankle
    [O]_____ Knee
    [P]_____ Upper leg, Thigh, Hamstring
    [Q]_____ Hip
    [R]_____ Back
    [S]_____ Neck
    [T]_____ Lower arm, Hand, Wrist
    [U]_____ Upper arm, Shoulder
    [V]_____ Head

15) [W] Do you presently work?
    A) yes   B) no

16) [X] If yes, how many hours a week do you work on average?
    A) 1-10 hours   B) 11-20 hours   C) 21-30 hours   D) 31-40 hours   E) 41or more hours

17) [Y] On average, how often do you smoke tobacco products per day? (cigarettes, cigars, pipe)
    A) I don't use   B) 1-5 times   C) 6-10 times   D) 11-15 times   E) 16-20 times   F) 21 times or more

18) [Z] On average, how often do you use smokeless tobacco per day? (snuff, plug, dipping tobacco, chew)
    A) I don't use   B) 1-5 times   C) 6-10 times   D) 11-15 times   E) 16-20 times   F) 21 times or more

19) [AA] How often do you use alcohol?
    A) Never   B) A few times a year   C) A few times a month   D) Weekly   E) Daily

20) [AB] When you drink, how much do you drink in one day?
    A) I don't drink   B) Only one drink   C) Several drinks   D) Enough to get drunk

21) Do you use any kind of drugs to get high other than alcohol?
    Check the ones you use.
    [AC]_____ Marijuana
    [AD]_____ Cocaine/Crack
    [AE]_____ Acid/LSD
    [AF]_____ Heroin
    [AG]_____ Uppers
    [AH]_____ Others (please list)_____

22) [AI] On average how many hours of sleep do you get per night?
    A) 1-4 hours   B) 5-6 hours   C) 7-8 hours   D) 9-10 hours   E) 11 hours or more

23) [AJ] On average, how many days per week do you exercise?
    A) Never or rarely   B) 1-2 days   C) 3-6 days   D) Daily

24) [AK] On average, how many fast food meals do you have each day per week?
    A) Never or few   B) 1-3 meals   C) 4-7 meals   D) 8-10 meals   E) Most or all meals

25) [AL] On average, how many sodas do you drink per week?
   A) Never or few   B) 1-3 sodas   C) 4-7 sodas   D) 8-10 sodas   E) 11 sodas or more

26) [AM] On average, how often do you eat popcorn, chips per week?
   A) Never or few   B) 1-3 servings   C) 4-7 servings   D) 8-10 servings   E) 11 servings or more

27) [AN] On average, how often do you eat candy per week?
   ——A)___—Never or few   B) 1-3 servings   C) 4-7 servings   D) 8-10 servings
   E) 11servings or more

Project

Integrated and Applied Curriculum
Workshop
UW Stout

June 25-27, 1996

Team
Barb Cnare - English
Alice Graham - Co-op, F/CE ⎤ Whitnall
Sue Pfisterer - French/Russian ⎦
Nancy Pum - Special Education – Greenfield
Kathy Struck - Spanish/English – Greendale

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I. Occupational Analysis of Health Care Field

   A. Occupational clusters

       1. Clerical: admittance clerks, billing, insurance, secretaries
       2. Direct patient contact: doctors, nurses, orderlies, nurses' aides, therapists, social workers, clergy
       3. Administration: public relations, publicity, administrators, director of volunteers
       4. Other essential services: food, custodial, security
       5. Volunteer: candy stripers, gift shop, etc.

   B. Duties common to clustered areas

       1. Patient well-being
       2. Oral communication
       3. Written communication
       4. Fiscal responsibility

   C. Necessary tasks of the duty area

       1. Answering phones
       2. Listening
       3. Giving directions
       4. Answering questions
       5. Writing reports
       6. Preparing bills
       7. Communicating with insurance, patients, relatives, other staff members
       8. Sorting information and passing it on to proper recipient
       9. Fulfilling simple requests by patient, staff
       10. Computer entry
       11. Explaining procedures
       12. Filing

   D. Work skills/knowledge base needed to perform tasks

1. Decision-making
2. Writing
3. Computer familiarity
4. Accepting diversity
5. Resolving conflict
6. Following chain of command
7. Accepting/Giving criticism constructively
8. Logically sequencing tasks and ideas
9. Understanding paradigms of specific responsibilities

II. Curriculum

A. Unit title
   ORAL COMMUNICATION SKILLS FOR EMPLOYMENT

B. Unit goals

   1. Listen to, remember, and act on directions
   2. Answer phone, listen to caller, and report essential elements of conversation

C. Learning objectives

   1. Careful listening
   2. Sorting oral information into essential and non-essential
   3. Remembering via notes if needed
   4. Decision-making
   5. Re-wording and relaying conversations or situations
   6. Sequencing

D. Lesson plans for objectives

1. Lesson # 1: Role playing for listening to directions, remembering and acting on them

ENGLISH
a) Students are in pairs.
b) Teacher gives a series of directions twice. A student turns to his/her partner and repeats as many directions as possible. The partner has a piece of paper with the directions on it. He/She marks on the paper the directions the partner remembers. The teacher relays a second different set of directions and the procedure is repeated with the other partner repeating the directions this time and the other checking.
c) Students are assigned to write a process paragraph that will give directions from the students' houses to a particular job site determined by teacher. They will also be required to draw or copy a map of the area without drawing the actual route.

FOREIGN LANGUAGE
a) Same as above.
b) Same as above.
c) Students are to write directions to a certain train station, store, monument, etc., from their hotel, or directions to a place of employment using the target language.

CONSUMER EDUCATION
a) Using the directions and maps that the English students created, students will hear the directions read by their partners and will trace the route on their map. Partners will switch roles and will practice with all students' paragraphs of directions and maps.

SPECIAL EDUCATION
a) The special education students will do a combination of the above activities.

2. Lesson # 2: Answer phone, listen to caller, and report essential elements of conversation

ENGLISH
a) Students write a scenario in which they are a patient who is on the phone with a health care worker. The scenario must include a health "problem" of some sort encased in some sort of convoluted story, perhaps similar to a 911 call.
On a separate piece of paper, students will condense this scenario to its most essential elements.

FOREIGN LANGUAGE
a) These students are given a copy of these scenarios. They will rewrite them in the target language using known available vocabulary and within cultural parameters.
b) Students are in pairs. One partner is given the scenario to role play as the caller. The other partner is the health care worker. He/She answers the phone, filters the message for its essential elements, takes notes if needed, and relays it to the proper channels.
c) The "message" is then checked for accuracy.
d) Partners switch roles, using the different scenarios of other students.

CONSUMER EDUCATION
a) Students use the same scenarios and role play as above.

SPECIAL EDUCATION
a) Students use the same scenarios and role

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play as above.

E.   Assessment tools

1.   Lesson # 1: If student is able to trace on the map
     the route as orally described by his/her partner,
     he/she is successful.

2.   Lesson #2:   If student reports the essential
     elements of the message, he/she is successful.

Laundry Learning

James Madison University High School
Integrated Business Project

Edward Kovochich, Principal
Michael Takerian, Instructor
Joyce Thompson, Instructor
Ann Carter, Instructor

Laundry Learning: the James Madison University High School Integrated Business Project

Goals:

a.   Integrate the curricula
b.   Train CD students for employment
c.   Clean towels for physical education classes
d.   Provide community service opportunities for regular education students
e.   Provide business model for study by regular education students
f.   Produce job manuals for aspects of the laundry business
g.   Save money from the school budget

Learning Objectives:

a.   HERO students will project costs, supplies, hours, and worker needs.
b.   HERO students will organize training tasks and hours.
c.   HERO students will use interpersonal skills in mentoring CD students while in training
d.   CD students will operate laundry machines, follow safety and health laws, measure ingredients, and see a job to conclusion.
e.   All involved students will gain self esteem in carrying out important services and functions for the school.
f.   Students will observe, explore, and emulate good business practices in organizing the jobs and studying them.
g.   Regular education students will use good communication skills in producing job manuals.
h.   Regular education students will increase technological skills in keying and publishing the job manuals.
i.   Involved students will perform inventory and quality checks.

Laundry Learning: the James Madison University High School Integrated Business Project

This project was conceived out of a need to save money in the school budget area of laundry. We investigated the possibility of buying commercial laundry machines and then the prospect of hiring student workers to run them. We also discussed the chances for using the business produced to integrate curricula and provide models for applied learning.

The exceptional education students already have the benefit of a community project that teaches them how to function once they are living on their own or in supervised settings. One component of that training is preparation for work. This laundry project will provide a vehicle for delivering some of that training while performing a service to the school and making money for themselves.

In collaboration, business people and members of several school departments can fashion learning experiences while being involved in the setup of this laundry business and, later, in observing and fine-tuning the operation once it is up and running. First the students in the HERO classes will be called upon to plan the business. In their pre-learning experiences, they will study how to project what is needed to start up a small business and run it, with advice coming from business and government consultants, learn how to organize the tasks and sequence them, acquire the interpersonal skills needed to accommodate the special needs of the CD students during the training period, and decide how to evaluate their operations. Then they will work to set up the business and the training of the CD students. Business law students can contribute by studying the insurance, liability, and child-labor law requirements for this type of endeavor. Technical education students can help with feasibility studies of sites and availability of water and electricity.

After the business is running, almost unlimited opportunities exist for using it as a model for study by groups from school departments. One early project will be to produce a job manual for what has already been done. English and Microcomputer students could work observing and then documenting this project in a job manual. Accounting classes could observe the cost processes in the laundry in order to practice their learned theories and help to fine tune the process for more efficiency. Biology students could use the business to study bacteriology and relate it to health laws. The history of the project could be studied by economics students and projections made about future earnings/savings by the business, as well as uses for the money saved from the school budget.

Laundry Learning: James Madison University H.S. Integrated Business Project

Activities	Psychomotor Skills	Hum. Relations Skills (See list)	Commun. Skills (See list)	Assessments
Introduction to project				
Pre-teaching of skills to be used in project			1,4	Students will use the necessary skills adequately in planning the business.
Trip to a commercial laundry		5	1,2,3,4	Students will complete observation assignments.
Recap of trip -job opportunities observed -projection of those jobs in other industries -specialized tasks and jobs observed -salaries and benefits -training required		5,6,7,8,9	1,4,5,6	
Planning the business -costs -supplies -scheduling -tasks -personnel -insurance -law		2,3,5,6,7,8,11,12	4,7,8,10,13	The supplies will be adequate and the operation will work. Projections will turn out to be valid.
Training of the workers		2,3,5,6,8,9,10,11	1,2,3,4,10,13,16	They'll perform their assigned tasks independently.
Operation of the laundry	Measure loads, load machines, measure soap and bleach, operate washer and dryer controls, remove dried laundry, fold and deliver to Phy. Ed. storage (some sorted and wrapped), cleanup of work area	2,3,4,5,6,8,9,10,11,12	7,9,10	Cost of laundry will be reduced. Health and safety standards will be met. Customer feedback will be positive.
Job manual	Typing the instructions, formatting the manual, assembling the pages, and binding the books	2,3,5,6,8,9,10,11,12	10,12,14,15,16,18	Manual will be usable to train new workers.
Studies of the business		4,5,7,8,9,11	1,2,3,4,5,6,7,9,12,13,14,15,16,18	

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GAC: HUMAN RELATIONS

1. Interact effectively with customers.

2. Develop positive working relationships with fellow employees.

3. Work effectively with supervisor.

4. Accept diversity in the workplace.

5. Actively participate in a team.

6. Resolve conflict.

7. Build consensus.

8. Serve as a team leader.

9. Follow chain of command.

10. Compliment/commend fellow employees.

11. Respond positively to criticism.

12. Solve human relations problems.

GAC: COMMUNICATIONS

1. Use active listening skills.

2. Follow a written procedure.

3. Follow verbal instructions.

4. Ask questions.

5. Provide verbal feedback.

6. Complete and file documentation.

7. Write a memo.

8. Complete requisition forms.

9. Write a progress report.

10. Give directions.

11. Communicate by telephone.

12. Write technical reports.

13. Make oral presentation-small group.

14. Make oral presentation-large group.

15. Use AV aids.

16. Explain processes.

17. Interpret non-verbal behavior.

18. Place information in graphic form.

19. Take minutes.

20. Compose E-mail.

Creative Writing/Adv. Desktop Publishing
English and Business Education Integration

UW-Stout
Summer Conference, June 1996
Integrated and Applied Curriculum

Carl Hipp
Anne Herman
Judy Moungey
Racine Unified School District
Racine, WI

OVERVIEW

This integrated and applied curriculum partners a business and English class with possible expansion to other disciplines, as well as business/school partnerships. The business class is Advanced Desktop Publishing and the English class is Creative Writing. Both are one semester courses. They are scheduled to meet during the same period, but in separate rooms.

THE PLAN

During the first quarter, each class will work in a self-contained setting. The business class (Advanced Desktop Publishing) students already have a computer background, especially in the desktop publishing area, and will concentrate on higher level skills. The students will learn and become familiar with layout procedures, graphic design and styles. They will also practice book layout and design. The English (Creative Writing) students will learn and explore types of creative writing techniques. They will produce several pieces and develop a writing portfolio. At the end of a 12-week period, the students will select their best writing samples.

Business and English classes will then work together to develop a final product which will be a bound booklet of creative writing samples. The English students will come to the computer room and will be assigned to one of the Desktop Publishing students. The DTP students will instruct and help the English students in keying their creative writings so that they can be used in a layout program. After the writings have been keyed, the paired students will then look at appropriate graphics, drawings, or styles that are appropriate for their writings. The DTP students will then layout the writings in whatever style is selected by the English student. All layouts from the different pairs will then be compiled into one layout for the entire class. All of this work will be done by the students and they will be responsible for their final product. The teachers will step back and allow students to learn by being responsible for proofing their work and that it will be published as they have proofed it. This will show students the correlation between what they are doing and what will happen in authentic situations. The final product and how it looks rests on their shoulders.

FURTHER INTEGRATED AND APPLIED POSSIBILITIES

Other Disciplines
- Art students could contribute by creating a cover design as well as illustrations to be used for the various writings.

- Technical education students could duplicate the booklet in multiple quantities in printing class. Photo systems students could provide pictures.

- Marketing classes could advise other students about attractive cover design as well as advertising and marketing the booklets.

BUSINESS PARTNERSHIPS

- Local authors could be guest speakers

- Representatives from desktop publishing firms could be guest speakers. Field trips and shadowing could be scheduled.

- Representatives from printing businesses could be guest speakers and give advice about printing and binding. Field trips and shadowing are possibilities.

- Representatives from a publishing company (Western Publishing in Racine) could be guest speakers concerning large commercial printing, layout, and marketing. A field trip or shadowing would be ideal.

All of the speakers and field trips would be combined so that both groups of students would be involved and would also enhance the team concept.

DESIRED EMPLOYEE SKILLS ENHANCED

- Learning to Learn
- Reading/Writing/Computation
- Communication Skills
- Creative Thinking/Problem Solving
- Self-Esteem/Motivation
- Interpersonal/Negotiation/Teamwork
- Organizational Effectiveness/Leadership

OCCUPATIONAL ANALYSIS OF HUMAN SERVICES
Kenosha Unified School District
Reuther Team:
Rita Dosemagen, Annamary Feeney, Paul Kasprzak, Nancy Kaye,
Linda Lemke, Deborah Wiersum

I. Work Domain: Human Services

II. Occupational Clusters

    A. Health
        1. Mental health aid
        2. Home health aid
        3. Drug/alcohol working
        4. Social worker-nursing home
        5. Activity director-nursing home
    B. Child Care Services
        1. Day care worker
        2. Child care worker
        3. Foster Parent
        4. Homemaker-home
        5. Day care administrator
    C. Social Services
        1. Client services assistant
        2. Financial assistance aide
        3. Neighborhood outreach worker
        4. Social services aide
        5. Social worker-social services
        6. Social services administrator
    D. Geriatric Services
        1. Home health aide
        2. Social worker-nursing home
        3. Activity director-nursing home
        4. Nursing home administrator
    E. Food Service
        1. Food service administrator
        2. Chef
        3. Short-order cook
        4. Bus person
        5. Wait staff
        6. Grill cook
        7. Hostess
        8. Restaurant manager
        9. Purchasing agent

10. Dietitian
        11. Dish washer

III. Duties Common to Human Services Occupations
    A. Interaction with co-workers and clients
    B. Written communications
    C. Problem solving
    D. Decision making
    E. Observing and recording data
    F. Work place sanitation
    G. Following rules, laws and policies of workplace
IV. Work skills needed to perform tasks
    A. Math
    B. Computer literate
    C. Higher level thinking skills
    D. Establish Standards
    E. Ability to adjust to changing   technology
    F. Reading and following directions
    G. Verbal communication
    H. Listening skills
    I. Hygiene (personal/work)
    J. Time Management
    K. Team work skills
    L. Utilize community resources
    M. Conduct client interviews, and informational meetings
    N. Practice appropriate inter-personal skills
V. Knowledge necessary to perform tasks
    A. Aware of community resources
    B. Knowledge of services provided by organization
    C. Specialized vocabulary
    D. Basic and technical skills in reading, writing, and math---functioning at an appropriate level for the job.
    E. Access and use client/patient information

Kenosha Unified School District
Reuther Team: Rita Dosemagen, Annamary Feeney, Paul Kasprzak,
Nancy Kaye, Linda Lemke, Deborah Wiersum

Unit Plan: Explore Careers Available in Human Services
(For 11th and 12th grades)

Goals:
- * Explore Careers available in Human Services
- * Understand how careers in Human Services relate to individual interests and abilities.
- * Know what skills are needed for success in Human Service careers
- * Understand the importance of work ethics in Human Service careers

Objectives:
1. Apply mathematical problem solving strategies to job task simulations.
2. Identify individual interests, abilities, and values and relate them to human service occupations.
3. Acquire, evaluate, and organize information from a variety of sources related to human service occupations
4. Know that there are many career opportunities in human service occupations.
5. Know the importance of attendance, punctuality, honesty, personal work habits, and confidentiality in human service occupations.
6. Write an informative two page report on a human service career.

Lesson Plans:
Week 1 and 2/ Math

Students will complete one career activity packet and one math on the job packet from the math curriculum "Math on the Job". "Math on the Job" packets consist of a computer disk and/or
workbook for each career area. Disks and workbooks include career information, math skills used on the job, math activities and activities which ask the students to apply the skills learned to samples of actual tasks employees do on the job. Career choices may include food service technician, nursing, dietary aid, child care worker, etc.

Week 1 and 2/English

Research and writing of the Short report will be team taught by the consumer education and English teacher; it may also include the school librarian.

* Introduction to proper note taking technique, use of note cards and bibliography cards
* Exploratory reading in reference books, magazines and newspapers.

* Use library for videos, C.D's and on-line information.

* Talk with local experts in the community-use appropriate interviewing skills.

* Students write their working outlines in peer groups

* Revise outline

* Write the first draft

* Peer editing and teacher conference

*Revise the first draft

* Edit for final revision

* Prepare final copy in computer lab for presentation

Consumer Economics (Weeks 1 and 2)

*Introduction and overview: Begin work on personal collage. Use a picture of each student pasted in the center of construction paper. Students will fill in the rest of the page with pictures or words that reflect abilities, values and interests.

* Do interest activities from <u>Psychology for Kids.</u>

*Discuss interests, values, and abilities.

*Interest activities from <u>Psychology for Kids</u> and discuss results

*Do Warm-up activity from A.P.P.L.E. (5 min.)

*<u>Use the Red Hot Career Game</u> --Complete this interest survey handbook and turn in to receive computer printout.

*Career Assessment Battery (on video) or Voc-Tech Ties (on video) interest survey

*Human Services Occupation guest Speaker

*Discuss results of career interest surveys....add interest icons to personal collages that were begun on day one.

*Discuss abilities and skills and do ability survey. Activities from <u>Psychology for Kids</u>

*Add abilities to personal collage

*Discuss values as related to career choices. Activity: Values auction

*Values sort: Add values to personal collage. Discuss how the items on personal collage relate student's choice of careers. Does it make sense?

*Field trip (hands on) to a Human Services business or agency.

**Human services occupation guest speakers, videos and field trips may continue throughout the semester.

***Each student will participate in two job shadowing experiences, and they will be arranged throughout the semester.

Assessment Tools for Measuring Learner Achievement

Student will be provided with a portfolio checklist at the beginning of the unit for assessment purposes. The following items will be included in the portfolio:

ENGLISH:
*Note cards and bibliography cards
*Interview sheets
*Working outlines
*Rough drafts with peer and self evaluation forms
*Final copy of report

Math:
*Discs and/or workbook pages
*Student Score Sheet

Consumer Ed:
*Results of Career Interest Surveys (2)
*Personal collage
*A record of all in-class activities (form to be developed)
*Guest Speaker note guides
* Field trip evaluation forms

SURVIVING WITH TECHNOLOGY
Princeton High School
Integrated and Applied Unit

Robert Brenner, English
Mark Lind, Business Ed.
John Meinke, Photography
Scott Simacek, Tech. Ed.
Tom Ballweg, Ballweg Implement
Tom Montag, Ripon Community Printers

Learning Goals Based Upon Our Partnership With Industry

1. Be honest, loyal, dependable, responsible, mature, and diligent.
2. Understand your function in relation to the process as a whole.
3. Be polite, courteous, and professional. (positive attitude)
4. Exhibit good communication skills.
5. Learn and follow departmental standard operating procedures.
6. Demonstrate problem solving skills.
7. Be a willing and positive team player.

Groups of students from three different classes: Visual Communications, Advanced Technology, and Vocational Skills in four different disciplines will create home users guides for a variety of machines and appliances found in the average household. The students will be placed into groups. Their assignment is to generate several pages for a booklet that will instruct the average homeowner on tasks such as lawn mower maintenance. Each group will pick a different topic based on investigative research. The project is intended to continue from year to year with subsequent improvements based on assessment. The result will be a booklet that can be distributed to community members and serve as a survival guide for people who struggle with maintenance projects around the home.

Learning Objectives

1. Students will gather information to determine relevant topics to be included in the booklet.
2. Students will demonstrate the ability to evaluate the product and routine maintenance procedures.
3. Students will communicate verbally, visually, and in written form the technical tasks involved.
4. Students will identify individual strengths within their groups.
5. Students will work through various aspects of the projects with deadlines.
6. Students will organize and format the document according to current standards and practices.
7. Students will demonstrate the ability to work cooperatively and efficiently to achieve customer satisfaction.

Activities to Accomplish Unit Goals

1. Gathering Information

   a. Interview customers face-to-face.
   b. Conduct telephone polls.
   c. Survey with written questionnaires.

2. Determining content

   a. Share information using group dynamics.
   b. Discuss and evaluate alternatives.
   c. Reach group concensus in timely fashion.

3. Understanding product (lawn mower).

   a. Investigate how a lawn mower operates through hand- on activities.
   b. Read current manuals supplied with lawn mower.
   c. Identify routine maintenance procedures.
   d. Break down product information and maintenance into well-organized and concise units.

4. Communicating booklet content.

    a. Write effective, concise product information.
    b. Write easy to understand maintenance procedures.
    c. Design appropriate diagrams to illustrate concepts.
    d. Create effective photographs to elaborate content.
    e. Evaluate content through editing and revising.
    f. Create final copy.

5. Creating booklet.

    a. Investigate and evaluate various organization and
       formatting possibilities.
    b. Determine appropriate format, and layout.
    c. Create a working draft.
    d. Edit draft through peer editing.
    e. Re-edit draft with customers' suggestions.
    f. Create final booklet with text, diagrams, and photographs.

6. Distributing products.

    a. Create customer awareness through written and oral
       communication
    b. Take orders in person, by phone, and through the mail
    c. Fill orders in a friendly, professional, and efficient manner

7. Evaluating product effectiveness.

    a. Conduct follow-up interviews.
    b. Distribute follow-up questionnaire.
    c. Implement telephone survey.
    e. Tabulate data.
    f. Write and present conclusions.

<u>Additional Information:</u>

The unit is planned for an estimated three weeks.

The end product will be 12-16 pages of information that include routine maintenance and operation of household equipment and appliances. As an on-going project, this booklet will expand, contract, and improve in subsequent years.

Facilities will include tech. ed. lab, computer lab, dark room, art room, business ed. lab, English classroom, library, and professional printing facility.

Resources include local citizens, business partnership representatives, selected products, existing product manuals, the Internet, and examples of technical and procedural documents.

Materials will be traditional school supplies.

Assessment Strategies

1. Each student will keep a journal. The journal will include time on task entries to reflect a business working environment.

2. Product evaluations will be made by students, teacher, business partners, and customers. Each evaluation will include a rating of the following:

   a. function
   b. clarity
   c. craftsmanship
   d. use of media
   e. requirements met

3. An observation checklist will be used to complete self evaluations, peer evaluations, and teacher evaluations on a weekly basis. Groups will be given statistics and feedback which can be used to improve efficiency and productivity.

SURVIVING WITH TECHNOLOGY
Princeton High School
Observation Check List

Please put down your pen, reflect upon last week's activities, and review your own efforts. After five minutes, evaluate yourself as to the following:

Date_____

Your name_____ Group No._____

	frequently	sometimes	not yet
I functioned efficiently within my group	_____	_____	_____
I used communication skills properly	_____	_____	_____
I followed operating procedures	_____	_____	_____
I demonstrated problem solving skills	_____	_____	_____
I was a willing team player	_____	_____	_____
I maintained a positive attitude	_____	_____	_____

One positive aspect of the week:

One negative aspect of this week I could improve:

Signature:

_____

SURVIVING WITH TECHNOLOGY
Princeton High School
Observation Check List

Please put down your pen, reflect upon last week's activities, and think about the students with whom you worked in your group. After five minutes, evaluate as objectively as possible each of the students in your group using a separate form for each group member:

Date_____

Name of person you're evaluating:_____

Group No._____

	frequently	sometimes	not yet
Functioned efficiently within our group	_____	_____	_____
Used communication skills properly	_____	_____	_____
Followed operating procedures	_____	_____	_____
Demonstrated problem solving skills	_____	_____	_____
Was a willing team player	_____	_____	_____
Maintained a positive attitude	_____	_____	_____

One positive contribution made by this person:

One negative quality which needs to be improved to be an efficient worker:

Signature:

_____

SURVIVING WITH TECHNOLOGY
Princeton High School
Observation Check List

As your teacher, I have been observing you during this past week. This evaluation is specifically intended to make you an excellent team player who will be a successful worker where ever you will be.

Date_____

Your name_____ Group No._____

	frequently	sometimes	not yet
Functioned efficiently within group	_____	_____	_____
Used communication skills properly	_____	_____	_____
Followed operating procedures	_____	_____	_____
Demonstrated problem solving skills	_____	_____	_____
Was a willing team player	_____	_____	_____
Maintained a positive attitude	_____	_____	_____

Your most positive contribution of the week:

One aspect of this week I observed which you need to improve:

Signature:

_____

REVIEW OF THE CURRICULUM PROCESS AND THE DOCUMENT

1. Processes that worked well.

    a. Identifying with the business partner--surprising to note that although we had two different business representatives participate, they had very similar work expectations for their employees.

    b. Employers were not concerned with students being trained in specific tasks, but rather students that had developed traits in loyalty, professionalism, work ethic, and honesty.

    c. Benefits of a Business/School Partnership for businesses were easily prioritized by our representatives.

2. Processes that did not work well.

    a. We experienced difficulty in identifying specific tasks in designated work areas.

3. Future.

    a. Certified food service co-op.

    b. Certified marketing co-op.

Integrated and Applied Curricula Conference
June 1996

School/School District
Rice Lake High School/Rice Lake Area Schools

Team Members
Joe Huftel	Assistant Principal
Amy Pelle	Language Arts - Networking/Drama
Randy Schullo	Technology Education - Communications
Eugene Rosburg	WITC-Superior - Mechanical Design

Integrated/Applied Unit of Study
Broadcast Production

Unit Length
Three Weeks

Summary of Activity
This integrated activity will allow students from the vocational communications courses to work with students from our school's language arts "Networking for the 21st Century" classes to produce a half hour news and current events program for broadcast on our communities' public access channel. The activity will create a unique opportunity for students and teachers from different disciplines to work together toward a common goal, and, address needs identified through the Village Partnership related to enhanced school-community communications.

Unit Goals

1. Provide the opportunity for students to explore the various career options related to the broadcast industry.

2. Provide students with the background in the technical and theoretical aspects of a production.

3. Create situations in which students can develop problem solving, team building, a strong work ethic and responsibility.

Objectives

The Students will, in accordance with the grading policy, be able to:

1. Research a specific topic for a broadcast production.
2. Write a script for a broadcast production.
3. Write a story board for a broadcast production.
4. Understand proper speaking and acting techniques required in broadcasting.
5. Understand the advertising concepts related to commercials.
6. Requisition materials needed to create props, sets, backdrops, etc.
7. Build the necessary sets and backdrops for the broadcast production.
8. Use lighting equipment to enhance a production set.
9. Use audio/video equipment for recording a broadcast.
10. Use audio/video editing equipment to enhance rough audio/video recordings.
11. Use computer graphics equipment to create graphics that will enhance the broadcast production.
12. Supervise the planning and production of a broadcast production.
13. Understand the importance of teamwork in broadcast production.
14. Understand the many positions and job responsibilities involved in a broadcast production.
15. Develop an awareness of the many different career opportunities available in the broadcasting industry.

Assessment

Self Assessment

1. What did you like about your group position? What strengths did you bring to the position?

2. If given more time, how would you improve your group contributions?

3. Out of the individual group roles was this the most appropriate "career" for you? Why or why not?

Group Assessment

1. Identify tasks that each of your group members fulfilled.

2. Looking at the lists from #1, did all members contribute appropriately? Explain.

3. Rubric: Rate your group members participation in each of the following areas 1-5.

   5=EXCELLENT
   4=ABOVE AVERAGE
   3=AVERAGE
   2=MARGINAL PARTICIPATION
   1=LOW PARTICIPATION

Members' Names

Reliable and Met Deadlines					
Contributed quality ideas					
Ability to work with group					
Overall effort					

Media Class

Video Script
Video Title _____

Name _____   Page _____

Audio   Video
                                           (include Titles, Effects)

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Nathan Hale High School
West Allis, Wisconsin

Authors: Dale Bakken
Janet Waldron
Pat Wojciechowski

Integrated Curriculum Unit

EVERY 16-YEAR-OLD'S DREAM

Declarative and Procedural Knowledge Covered in this Unit

- Calculations with decimals and percents
- Problem solving using ratios and proportions
- Information about cars and their relationships to individual needs
- Types and costs of automobile insurance
- Basic financial terminology relating to loans
- Basic automotive terminology
- How to perform routine preventive maintenance

Description of Task

Every 16-year-old's dream is owning his/her own vehicle. What type of car is best? What is involved in obtaining financing to buy a car? How about insurance--how much is required and what does it cost? What should be considered in buying a used car? What should every car owner know about routine maintenance, and how are some simple maintenance procedures performed? You are thinking about buying a car, and need the answers to these questions.

Validated Content Standard

The content of this unit meets standards for Life Skills/Employability Skills, Complex Thinking Processes, and the following Wisconsin Learner Outcomes:

#1) Identify, develop, evaluate, and apply criteria to ideas, products, and performances of one's self or others.

#3) Make informed decisions by examining options and anticipating consequences of actions.

#9) Recognize, define, and solve a problem.

#14) Recognize when a need for specific information exists and demonstrate the ability to locate, evaluate, and use the relevant information.

Task Characteristics

- Authenticity
- Integration
- Transfer

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- Tools and Technology
- Multiple Intelligences

Disciplines Involved

Technology Education: demonstration of and hands-on experience in Auto Shop with routine preventive maintenance procedures (checking fluids, tire pressure, etc.)

Mathematics: calculate mileage, interest, taxes, and total cost/mile over a year.

Family/Consumer Education: investigate finance options and costs; investigate types of insurance, legal insurance requirements, and insurance costs.

Language Arts: write a "letter to a friend" describing a car the student has chosen to buy, and explaining what factors the student considered in selecting this car.

Career Components

This unit relates to the following careers: automotive sales, automotive technician, insurance agent, finance manager, banker, marketing.

Activities

Research newspapers and other advertising to determine price/availability of used cars. Visit an auto mechanic to find out what to look for in determine condition of a used car. Talk with representatives from insurance and financial institutions regarding insurance types and costs, and availability and cost of financing a car. Visit the school Auto Shop for a demonstration of routine maintenance procedures and an opportunity for hands-on experience. Learn how to calculate mileage and interest costs, and how to estimate the total yearly cost of an automobile.

Performance Assessment

Each student will demonstrate how to check fluid levels and tire pressure. Each student will take an objective mathematics test covering calculation of miles/gallon, interest and monthly payments on auto loans; given several sets of finance options, each student will determine which is most appropriate and be able to give a justification for his/her choice. Each student will write a short report in which he/she reflects on how this activity has influenced his/her attitude about owning a car.

Anticipated Length of Unit

One week to ten days.

Nathan Hale High School
West Allis, Wisconsin

Authors: Dale Bakken
Janet Waldron
Pat Wojciechowski

Integrated Curriculum Unit

STORAGE BUILDING PROJECT

Declarative and Procedural Knowledge Covered in this Unit

- Measurements
- Computations
- Building Codes
- CAD Design
- Construction Techniques
- Materials Needs and Costs

Description of Task

The school needs a structure to store athletic and maintenance equipment. Students will design (using CAD), calculate materials needs and cost of materials, write a construction proposal, and actually construct the building.

Validated Content Standard

The content of this unit meets Business/Industry Standards, Life Skills/Employability Skills, Complex Thinking Processes, and the following Wisconsin Learner Outcomes:
   #4) Achieve desired results by interpreting and executing instructions, plans, models and diagrams.
   #6) Create a quality product, process, and performance to meet a need.
#11) Work effectively in groups to accomplish a goal.

Task Characteristics

- Authenticity
- Integration
- Collaboration
- Transfer
- Tools and Technology
- Multiple Intelligences
- Sense of Time

Disciplines Involved

Technology Education: use CAD to design the structure, learn construction techniques including site layout, masonry work, carpentry, etc.

Mathematics: apply Pythagorean Theorem in site layout, calculate amount of materials needed and costs of materials, calculate total construction cost.

Language Arts: write a construction proposal.

Career Components

This unit relates to the following careers: design architect, building supply (wholesale and retail), building contractor, estimator, design architect, various building trades, landscape architect.

Performance Assessment

The finished project must pass inspection by the City Building Inspector.

Students will be tested on the mathematical calculations involved in this project.

Students will write a construction proposal using appropriate vocabulary, correct spelling and punctuation, and correct grammar.

The following rubric will be used to evaluate the construction activity:

Always(5)   Often(4)   Sometimes(3)   Seldom (2)   Never(1)

Stays on Task
Follows Directions
Works With Team
Follows Safety Rules
Uses Equipment Appropriately
Uses Appropriate Measurements
Calculations are Correct
Total:

Anticipated Length of Unit

One semester for planning and proposal phase; one semester for construction phase

A COMPARISON OF CUSTOM AND MASS MANUFACTURING AN INTEGRATED UNIT

Kenosha Unified School District
Kenosha, Wisconsin

Manufacturing Team

David Hobson	Lincoln Jr. High School
Terri Huck	Bullen Jr. High School
Jim Jorsch	Tremper Sr. High School
Dottie McMillan	Durkee Elementary
Ronald Moreno	Bradford Sr. High School
Rita Ruder	Bradford Sr. High School

June 26, 1996

I. UNIT OBJECTIVES

At the completion of this integrated unit, students will be able to produce both a custom and a mass manufactured product. Students will explain the differences, similarities, and requirements of each type of manufacturing along with societal ramifications.

II. LEARNING OBJECTIVES

At the conclusion of this integrated unit, students will be able to ...

A. ENGLISH OBJECTIVES

1. read, write, and follow specific directions.

2. evaluate a final product according to manufacturing guidelines.

3. write a comparison and contrast paper.

B. MATH OBJECTIVES

1. use a ruler accurately to the nearest 1/16th of an inch.

2. work with fractions and percents accurately.

3. work with ratios and proportions and translate concept to scaling.

4. gather, organize, present data, figure measures of central tendency, and construct graphs.

C. SCIENCE OBJECTIVES

1. recognize the unique qualities of a given material/substance.

   a. recognize that each material reacts differently depending on the physical handling.

   b. recognize that individual materials react differently under varying environmental conditions.

D. TECHNOLOGY OBJECTIVES

1. define both custom and mass manufacturing and express the implications of the worker, employer, and consumer.

2. produce two of the same product by using custom and mass production processes .

3. compare and contrast the student custom made product with the student mass produced product, thus allowing students to deduce conclusions about the manufacturing industry.

4. identify the processes required to produce a product via custom and/or mass manufacturing processes.

III. ACTIVITIES

A. ENGLISH ACTIVITIES

1. Using KWL brainstorm, identify characteristics which makes directions easy and difficult to follow.

2. Show examples of well written manuals and poorly written manuals; discuss the characteristics which need to be included in manuals.

3. As a group, assign technical reading for creating an Oragami project.

4. Obtain and organize facts into a Venn diagram gathered from the manufacturing class.

5. Using the Venn diagram, the students will write a comparison/contrast paper.

B. MATH ACTIVITIES

1. Discuss the parts of an inch and measure a variety of objects.

2. Perform operations with fractions and percents using mental math and word problems.

3. Solve ratios and proportions and complete thought problems. Use a ruler to make a scale drawing of a room.

4. Review and define mean, median, mode, and range.

   a. count 100 cars driving past an area.

   b. tally the cars by color.

   c. create a frequency distribution table; find the mean, median and mode, and create a bar graph.

C. SCIENCE ACTIVITIES

1. Presentation/discussion on force, torque, and pressure...

   a. demonstration with a torque wrench and claw hammer.

   b. demonstration with a vacuum pump.

   c. demonstration (crunch a soda) of air pressure.

   d. lab (measurement of forces and torques).

2. Presentation/discussion on stress and strain by demonstration (compressing a variety of materials using a hydraulic press).

3. Presentation/discussion on thermal expansion...

   a. demonstrations with a bimetallic strip, hoop and ball, and pulse glass.

   b. lab (measurement of the linear expansion of a rod).

D. TECHNOLOGY ACTIVITIES

1. Discuss and define custom and mass production by emphasizing methods, types, workers, and resulting products.

2. Provide and discuss plans for a simple product and establish parts, sizes, and procedures.

3. Demonstrate simple hand tools along with procedures and safety.

4. Students custom manufacture a product, keeping track of required time to manufacture the product.

5. Evaluate individual custom made products according to plans.

6. Train students at individual work stations (tools and tooling) in order to perform one function/process of the mass production line.

7. Produce the same number of products using mass production line, recording the exact time required to produce the same number of products.

8. Evaluate mass produced products according to plan.

9. Compare and contrast the custom products with those produced using mass manufactured products.

10. Analysis, discussion, and conclusion of activities.

IV. ASSESSMENT

A. ENGLISH ASSESSMENT

Write a comparison and contrast paper.

0	1	2	3	4
Does not attempt	Work is completed with no revision/editing	Work is completed with little editing	Work is completed and has met expectations	Work exceeds expectations

B. MATH ASSESSMENT

Custom product is cut to length

	DID NOT DO			SMOOTH + - 1/16 "		SMOOTH & EXACT
	0	1	2	3	4	5
		ROUGH + - 1/8 "			CORRECT LENGTH	

Custom product is cut square

	DID NOT DO			+ - 1/16 " SQUARE		SQUARE
	0	1	2	3	4	5
		+ - 1/8 "SQUARE			CORRECT Length	

LOCATION & DEPTH OF STORAGE HOLES	DID NOT DO			+ - 1/16 " LOCATION		ACCURATE
	0	1	2	3	4	5
		+ - 1/8 "LOCATION				

CRAFTSMANSHIP	DID NOT DO			FAIRLY SMOOTH, SMALL CHIPS		SMOOTH, NO CHIPS
	0	1	2	3	4	5
		ROUGH & CHIPPED				

FLAPPER

CUT TO LENGTH	DID NOT DO			SMOOTH + - 1/16 "		SMOOTH & EXACT
	0	1	2	3	4	5
		ROUGH + - 1/8 "			CORRECT LENGTH	

COUNTERSINK LOCATION & DEPTH	DID NOT DO			SMOOTH + - 1/16 "		SMOOTH & EXACT
	0	1	2	3	4	5
		ROUGH + - 1/8 "			CORRECT LENGTH	

CRAFTSMANSHIP	DID NOT DO			FAIRLY SMOOTH, SMALL CHIPS		SMOOTH, NO CHIPS
	0	1	2	3	4	5
		ROUGH & CHIPPED				

PEGS

CUT TO LENGTH	DID NOT DO			SMOOTH + - 1/16 "		SMOOTH & EXACT
	0	1	2	3	4	5
		ROUGH + - 1/8 "			CORRECT LENGTH	

CRAFTSMANSHIP	DID NOT DO			FAIRLY SMOOTH, SMALL CHIPS		SMOOTH, NO CHIPS
	0	1	2	3	4	5
		ROUGH & CHIPPED				

COMPARISON AND CONTRAST PAPER

Students will also earn a grade in the technology class for the content included in their comparison and contrast paper---assessing their understanding of similarities and differences of both custom and mass manufacturing.

ESSAY QUESTION

Students will be required to answer essay questions relating their understanding of custom and mass manufacturing.

C. SCIENCE ASSESSMENT

Student is able to apply the concept of force in a realistic situation, make calculations with appropriate units, and use instruments to measure force.

0	1	General Descriptors 2	3	4
Does not attempt	Is able to use instrument	Is able to identify units and use instruments	Is also able to calculate using appropriate units	Full competency

Student is able to apply the concept of torque in a realistic situation, make calculations with appropriate units, and use instruments to measure torque.

0	1	General Descriptors 2	3	4
Does not attempt	Is able to use instrument	Is able to identify units and use instruments	Is also able to calculate using appropriate units	Full competency

Student is able to apply the concept of pressure in a realistic situation, make calculations with appropriate units, and use instruments to measure pressure.

0	1	General Descriptors 2	3	4
Does not attempt	Is able to use instrument	Is able to identify units and use instruments	Is also able to calculate using appropriate units	Full competency

Student is able to apply the concept of linear and volumetric expansion in a realistic situation, make calculations with appropriate units, and use instruments to measure expansion.

0	1	General Descriptors 2	3	4
Does not attempt	Is able to use instrument	Is able to identify units and use instruments	Is also able to calculate using appropriate units	Full competency

Student is able to apply the concept of stress in a realistic situation, make calculations with appropriate units, and use instruments to measure stress.

0	1	General Descriptors 2	3	4
Does not attempt	Is able to use instrument	Is able to identify units and use instruments	Is also able to calculate using appropriate units	Full competency

D. TECHNOLOGY ASSESSMENT

PRODUCT RUBRIC

PART & OPERATION

BASE

CUT TO LENGTH

	DID NOT DO			SMOOTH +- 1/16"		SMOOTH & CORRECT
	0	1	2	3	4	5
		ROUGH +- 1/8"			CORRECT LENGTH	

CUT SQUARE

	DID NOT DO			+- 1/16" SQUARE		SQUARE
	0	1	2	3	4	5
		+- 1/8 "SQUARE			CORRECT LENGTH	

CUT GROOVES SQUARE
& IN PROPER LOCATION

	DID NOT DO			+- 1/16" SQUARE OR LOCATION		EXACT
	0	1	2	3	4	5
		+- 1/8 "SQUARE OR LOCATION			SQUARE AND ACCURATE	

LOCATION & DEPTH
OF PEG HOLES

	DID NOT DO			+- 1/16" LOCATION		ACCURATE
	0	1	2	3	4	5
		+- 1/8 "LOCATION				

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"The Confectionary Conundrum" Connection

or

A "Clean" Way to Follow Directions

An Integrated and Applied Curriculum Unit
created by
Whitnall High School's
Brenda Burgad, Pat Byrnes, and Jackie Hill
and Franklin High School's
Linda Stenmark

The "Confectionery Conundrum" Connection
or
A Clean Way to Follow Directions

Scenario: Students in Science 9, English 9, and Basic Marketing have been hired by a new restaurant, "The Confectionery Conundrum," a homemade candy and deli shoppe. General areas of competence (GAC) for the job include sanitizing the working environment, designing the most effective use of kitchen space, and organizing the nightly closing procedures. One specific task is to clean the candy preparation area at the end of the evening shift. The steps to complete this task include choosing the most effective cleaning agent and following the directions for proper use. In addition, the "employees" have been assigned the additional tasks of writing directions detailing these procedures and publishing an informational brochure for new employees.

Unit Purpose: To integrate the above disciplines by incorporating and applying the life-long learning skill of following directions

Sequence: Science 9 students will analyze and experiment with a variety of cleaning solutions to determine which is the most effective sanitizing agent. In addition, they will determine what happens to the effectiveness of the cleaning solution when directions are not followed as printed on the labels. The findings of the Science students will then be passed on to the students in English 9 who will write the script for and design the basic layout of a technical manual for new employees. The script and layout design will then be passed on to the Basic Marketing students who will use desk-top publishing programs to publish the final copy of the brochures.

Scientific Experimentation
Confectionery Conundrum Connection Unit

Science 9
Stenmark

Objectives/Skills	Topics/Content	Suggested Activities/Materials	Assessments/Modifications
Describe how the actions of restaurant workers can affect the customer's health	Bacteria are highly adaptable and if onditions are correct, they can multiply rapidly.	Question students about restaurant incidents Analyze newspaper articles and tv news clips	
Distinguish the two types of food poisoning	Many bacteria are pathogens and produce toxins that cause food poisoning: salmonella and staphlococcus.	Show videos on disease Use prepared slides of three types of bacteria Practice case scenarios Invite speaker from health department	Lab Practical Written Quiz
List four methods for inhibiting bacterial growth	High heat and pressure, low temperatures, preservatives and disinfectants	Have students list possible methods for decreasing bacterial growth in restaurnnts	
Utilize the scientific method for problem solving the restaurant disinfectant issue Follow oral and written directions accurately Demonstrate safe procedures Work effectively and with cooperation in small groups Record, interpret, and communicate scientific information accurately in writing (which will be passed on to English 9 students)	Appropriate collection methods Importance of keeping variables constant Treating three disinfectants in similar fashion Finding most effective disinfectant	In preparation for restaurant disinfectant experiment, students will plan and obtain preapproval for their bacteria collection Students will treat three agar sections Students will obtain bacteria samples and incubate following appropriate procedures Students will observe and submit written report per assigned format	Procedural Observation and wirtten evaluation using a rubric

Scientific Experimentation
Confectionery Conundrum Connection Unit

Objectives/Skills	Topics/Content	Suggested Activities/Materials	Assessments/Modifications
To analyze a document for scientific accuracy	Brochure	Proof read the final brochure written by English students and formated by Marketing students	Class discussion

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Stenmark
Group Members:_____

Confectionery Conundrum Connection
Scientific Lab Rubric

1. Proper procedure and directions followed with no contamination of materials.

    Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

2. Lab group team work with all members participating, sharing ideas, and respecting others.

    Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

3. Safe procedures are followed including personal protection, hazardous material disposal, goggles, and clean up.

    Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

4. Data are accurate, organized in an appropriate format, complete, clear, and labeled.

    Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

5. Conclusion is logical, complete, and includes appropriate detail.

    Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

chnical Writing
nfectionery Conundrum Connection Unit

Objectives/Skills	Topics/Content	Suggested Activities/Materials	Assessments/Modifications
Demonstrates knowledge of job related safety and health regulations	Safety/cleanliness in the work setting	Reading relevant newspaper/magazine articles	Discussion participation and questions
		Guest speakers from local fast food restaurant and City Health Department	
		Class discussion / brainstorming	
		Videos of teens on the job (ie. Don't Tell Mom the Babysitter's Dead; Coming to American, etc.)	
Follows written directions and writes concise directions	Procedures for understanding technical writing	Directions Worksheet	Evaluation of written work
		Writing directions for a simple task (ie making a peanut butter sandwich)	
Applies skills of co-operative team work	Writing a Technical Brochure for the Work Site	Assigning Co-op Teams	Observation of Team Dynamics
Demonstrates and applies knowledge of technical writing		Evaluate and analyze existing brochures, pamphlets, and employee handbooks	
Applies knowledge of brochure layout		Re-organize a "cut up" brochure to appreciate and understand layout design	Oral evaluation of re-organized brochure
		Team brainstorming of components of group's technical brochure	
		Student assigned sections of technical brochure	

echnical Writing
onfectionery Conundrum Connection Unit

Objectives/Skills	Topics/Content	Suggested Activities/Materials	Assessments/Modifications
Demonstrates competence in the general skills and strategies of the writing process	Writing Process Steps: - Pre-write - Write - Revise - Edit - Publish/Share final draft	Prewriting Strategies: - clustering - brainstorming - research Composing rough draft using reference materials (from Science 9) Self and Peer Revision Self and Peer Editing Publish/Share - handwritten - computer generated	Culminating Assessment: Technical Brochure Rubric

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Culminating Activity for
__The Confectionary Conundrum__ Unit

The Assignment:
      You and the members of your group are employees of a new candy shoppe/deli, "The Confectionary Conundrum." Your boss has given you the task of designing and writing a brochure for new employees which will be a step-by-step manual for closing at the end of the working day.
      Your brochure should include, but not be limited to, the following areas:
            proper use of cleaning agents (information will be provided to you by the Science 9 class)
            proper storage of food and supplies
            map showing layout of kitchen area including location of appliances, food containers, and utensils
            safety requirements and procedures
            other pertinent information a new employee needs to know to close the shoppe at the end of the working day

Prewriting:
      Read a variety of technical manuals, employee pamphlets from jobs you may have had, and other how-to literature in order to get a sense of the wording used and format followed.
      Find pictures representative of your chosen spot from magazines which can later be cut and pasted to the brochure.

Writing:
      Organize the above information logically, using appropriate technical language. As you write, direct your copy toward the prospective entry-level employee.

Revising and Publishing:
      When you revise, make sure you have made your brochure as informative, specific, and clear as possible. Finally, proofread your brochure and prepare a final draft to share with your classmates. After several revisions, your writing will be sent to the Basic Marketing students who will desk-top publish the information and arrange it in brochure format, adding interesting fonts, enhancing your map with computer graphics, etc.

Assessment:
      You will be graded on the quality of your writing, the rough sketch of layout, language, grammar and mechanics, and overall effectiveness and clarity of your directions. See attached rubric.

Confectionery Conundrum Connection
Technical Writing Activity Rubric

1. The content is interesting, organized, and logical.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

2. Information is based on sufficient research and analysis of needed job skills.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

3. The written directions are easy to follow.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

4. The ideas flow well and are connected by transitions and other linking devices.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

5. The sentences are clear.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

6. Sentences length and structure are varied.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

7. Written work is free of usage, punctuation, and spelling errors.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

8. Map of kitchen work area is logical, neat, and comprehensive.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

9. Layout of brochure is interesting, creative, and appealing.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

Marketing

Byrnes

Designing and Publishing a Brochure
Confectionery Conundrum Connection Unit

Objectives/Skills	Topics/Content	Suggested Activities/Materials	Assessments/Modifications
Analyze cost benefits of safety and health	Work safety	Survey of accidents in the work place	Written reports
		Guest speaker	Discussion/class participation
		Field trip to local short order food services: deli's, George Webb, Big Apple Bagels, etc.	
		Compare safety and training at work sites.	
		Read news/magazine articles on cost effectiveness and safety from trade magazines.	Oral reports on research findings
Demonstrate knowledge of desk top publishing	Formating a brochure	Evaluate and analyze existing brochures: 1) color 2) size 3) layout 4) quality of paper	
		Field trip to Quad Graphics	
Demonstrate knowledge of computer literacy		Create cover page of a brochure	Evaluation of cover page
Applies knowledge of brochure formatting	Formatting safety brochure from English classes	Desk top publishing	
		Editing	
		Revising final draft	Evaluation of final product
Analyze cost effectiveness		Report cost analysis	Oral evaluation

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Confectionery Conundrum Connection
Marketing Rubric

1. Layout is interesting, organized, and logical.
   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

2. Fonts enhance effectiveness of written work.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

3. Logical progression of information is evident.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

4. Common design elements unify final product.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

5. Mechanics are clear and concise.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

6. Cost analysis report is clear and concise.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

7. Graphics of kitchen are neat and orderly.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

8. Overall brochure is interesting, creative, and appealing.

   Excellent _____   Good _____   Satisfactory _____   Unsatisfactory _____

Confectionery Conundrum Connection Unit
Final Unifying Activity

As a culminating activity for this integrated unit, the students will watch the video <u>War of the Worlds,</u> in which the aliens are finally defeated because they fall victim to bacteria.

An Integrated and Applied Curriculum Unit
created by
Whitnall High School's Brenda Burgad, Patrick Byrnes, and Jackie Hill
and Franklin High School's
Linda Stenmark

Project for the Integrated and Applied Curricular Workshop
UW Stout
June 25-27, 1996

Integrated and Applied Conference

June 1996

Team Members: Northern Ozaukee School District: Robert Chesney, John Higgins, and Jerry Hoffmann; UW-Eau Claire: Alan Gilbertson; Waterford Union High School: Mark Brommer and Jim Edwards

Unit: Community scholarship dinner theatre with silent auction

Time frame: 6 weeks

Primary enablers required: Social studies: historical/cultural perspectives of the dinner theatre; foreign language: mini units relevant to play selection; Business ed: marketing and fundraising; Math: budgeting and projection of ticket sales, seating, etc. Tech ed: theatre setting/stage/props; desktop publishing; CAD (prop design and stage layout); English: play selection and production; Speech: interviewing and interpersonal skills; Family & Consumer Ed/Health/Biology: meal preparation and serving; Science: applied science contingent on play selection; Music: as needed; Gifted & Talented: project coordination; inclusion of cognitively and physically disabled.

Unit Goals:

1. Students will participate in cooperative learning
2. Students will identify individual strengths, weaknesses, and career interests
3. Students will recognize individual components and their interdependence upon one another
4. Student performance assessment will be validated by business/industry experts and peers.
5. Students will learn the effects of integration within the learning environment

Learning Objectives:

1. Identify, develop, evaluate, and apply criteria to ideas, products, and performances of one's self or others.
2. Create a quality product, process, and performance to meet a need.
3. Transfer learning from one context to another.
4. Work effectively in groups to accomplish a goal.
5. Identify personal interests and goals and pursue them.
6. Respond to the aesthetic and intellectual aspects of an event, performance, and product.

Content Area: (Construction)

Materials Needed:

copies of play
building materials for stage and set
various construction tools and equipment
design plans for stage and set

Activities:

1. Research play to determine play set design and construction
2. Verify building materials needed to be within budget and purchase materials
3. Review necessary construction techniques and processes
4. Research existing building codes, safety codes, and ADA (America's Disabilities Act) codes
5. Actual construction of set and stage
6. Ongoing integration between disciplines as needed (i.e. meetings between classes and project management team)
7. Assessment by business consultant and peers
8. Participate in/observe actual live performance

Assessment

1. Group project for activities 1-4, and 8. Students will turn in a portfolio with a mini model. Student's portfolio will be evaluated by teacher providing feedback from business consultant.
2. Consensus of class to decide final set design/construction.
3. Construction of set design would be included in overall evaluation given to patrons in attendance; assessment would be three to five questions.
4. Peer evaluation of all participants.

Evaluation Form
Integrated and Applied Curricula Conference
June 25-27, 1996

Please complete the following evaluations. Circle your response according to the following scale. **Give this evaluation form to a project staff member at the close of the conference.**

5 = Excellent = E	2 = Fair = F
4 = Very Good = VG	1 = Poor = P
3 = Good = G	

Tuesday, June 25

		Mean	St. Dev.
1.	Welcome and Overview of Conference	4.14	.74
2.	Conference Keynote Address (School-to-Work and Life: Bridging the Gap)	4.01	.98
3.	Conference Planning with Facilitators	3.36	.99
4.	Partnerships: School and Business	3.29	1.22
5.	Business Contribution Session: Designing Curriculum with Business Input	3.13	1.26

Comments: See Attached Sheet

2:45 - 4:15   Breakout Work Sessions--<u>Mark only the one you attended</u>.

		Mean	St. Dev.
6.	Best Practices: Reality Check Curriculum Review	3.08	1.26
7.	Questions/Answers: How To Partner With Local Businesses	3.68	1.00
8.	DACUM: Building Blocks For Integrated and Applied Curriculum	2.81	.98
9.	Mentoring and Job Shadowing With Local Businesses	4.21	.82

Comments: See Attached Sheet

Wednesday, June 26

		Mean	St. Dev.
10.	9:00 - 10:15 Keynote Address: Connecting School-to-Work.	3.91	1.16

10:30 - 12:00 Breakout Work Sessions--<u>Mark only the one you attended</u>.

	Mean	St. Dev.
11. Questions/Answers: Career Majors	3.64	.95
12. Integrated and Applied Curricula Internet Resources	4.10	1.01
13. Best Practices: How To Integrate in an Alternated Day Schedule	4.13	1.06
14. WIDS - The Wisconsin Framework for Performance Based Instructional Design	3.54	1.33
15. Best Practices: School-to-Life Planning Process	3.82	.60

Comments: See Attached Sheet

1:00 - 2:00 Subject Area Roundtables (Write In Discipline Area)

	Mean	St. Dev.
16. Discipline Area:	4.16	.95

2:15 - 3:45 Breakout Work Sessions - <u>Mark only the one you attended</u>.

	Mean	St. Dev.
17. Best Practices: School-to-Life Planning Process	3.91	.87
18. Authentic Assessment for Beginners	4.13	.72
19. Building Educator Teams for Integrated and Applied Curricula.	3.95	.89
20. Using WIDS to Integrate Instruction	4.50	.53
21. The Vocational Learning Project (VALP): Integration at the Technical College Level	4.67	.52

Comments: See Attached Sheet

Thursday, June 27

8:45 - 9:45 General Session

	Mean	St. Dev.
22. Sharing Success: Feedback From Teams	3.77	1.06

Comments: See Attached Sheet

9:45 - 11:30   Breakout Work Sessions - <u>Mark only the one you attended</u>.

	Mean	St. Dev.
23. How Integrated Curricula Fits Into an Entire School Reform	4.56	1.03
24. Integrated and Applied Curricula Internet Resources	4.15	.99
25. Best Practices: Integrating Teams --The Starting Points	4.43	1.03
26. Best Practices: How to Teach on a Four Period Day	3.22	1.25

Comments: <u>See Attached Sheet</u>

12:30 - 2:00   Breakout Work Sessions - <u>Mark only the one you attended</u>.

	Mean	St. Dev.
27. Authentic Assessment for Intermediates	4.18	.88
28. Integrated and Applied Curricula Internet Resources	4.85	.38
29. Best Practices: Sustaining Integrated Teams	4.69	.60
30. Planning Instruction Based on Authentic Tasks	4.67	.62

Comments: <u>See Attached Sheet</u>

Internet Resources

31. If you attended one of the internet resources workshops or had previously accessed these resources, do you think they will help you develop and/or implement integrated and applied curricula?

    <u>82%</u>   Yes   <u>8%</u>   No

    Why or why not? <u>See Attached Sheet</u>

Conference Questions

	Mean	St. Dev.
32. How did you like the organization and structure of the conference?	3.95	.98
33. How helpful were the sessions in helping you achieve your conference goals?	3.89	.94

	Mean	St. Dev.
•How did you like the food:		
34. At UW-Stout?	4.53	.76
35. At Cookout?	4.51	.75
36. How were your accommodations?	4.00	.99

37. Do you want to attend another conference next year?

   95% Yes   5% No

38. Please write your comments. Use the back of the page if necessary.

See Attached Sheet.

Evaluation Results
Integrated and Applied Curricula Conference
June 25-27, 1996

Questions 1-5 Comments:
Questions About Opening Presentations and Business Sessions.

•Keynote good, but too long.

•Not enough time

•There were many interruptions during our work time. In addition, there were not any business people who were able to attend in our group. The activities with business should be limited to the number of days they need to be here because of missing work.

•Wish business representatives would have been part of panel discussion - make them feel important.

•Not enough time (long sessions) to get started with the project. Very frustrating! Every time we got started we were interrupted.

•Keynote too long.

•I like the design time, but our facilitators were too stuck to a schedule. I felt very limited when more than once they stifled our brainstorming. There could have been a more positive way to "alter" our direction, rather than say "slow down" or "stop."

•The amount of time to spend discussing with the business representative was too short. Two or three days would be better. Have them here throughout curriculum planning.

•Anne is very motivational.

•Keynote address was excellent, very well done! Conference planning with facilitators-too much talking, not enough time to work. We had an excellent manufacturing representative. Our district had a business rep for each team, but each team needs three or four reps.

•We had no business input in our group.

•Did not have business representative in our group. Needed more time for group work.

•The keynote speaker was okay, but seemed to be missing something for this group.

•Not enough time to complete our goals in developing the curriculum.

•Wonderful keynote speaker.

•Would like to see more business people participate.

•It would have been more beneficial to have heard from more business people.

•Keynote address-trying to sell me on an idea I already like. Our business person will be here tomorrow.

Questions About Opening Presentations and Business Sessions (Continued)

•Our business person could not come until tomorrow, but we worked as best we could.

•I have heard Anne before and I think she was an excellent choice. I enjoyed her presentation.

•There weren't any business partners there, but we made a good start on our curriculum project.

•We did not have a partner, but planed a great instructional unit which incorporates our partners. Would have liked to have partners here.

•I liked the format better last year - more individual breakout sessions.

•Keynote address-Great job!

•Keynote-try a fire up - this works content.

•No one brought coffee to the breakout room and/or served it.

•Business people were not in attendance (afternoon). Wonderful planning on someone's part.

•Carol Mooney was a compelent leader.

•Keynote address was excellent.

•Business people left for field trip, did not work with us. Thought this was purpose.

•All business people went on tour. Keep sit and listen time shorter or at least broken with physical activity.

•We didn't have a business person with us.

•Keynote address speaker was excellent, but one hour is too long. Facilitator for yellow team spent bulk of time making us tell about ourselves. Business people left so business didn't contribute after introductions.

•Need more business reps.

•Negative-business leader not in attendance until Wednesday.

•Conference planning with facilitator-Interrupted four times and we started late.

•I was in Ballroom B and the coordinators were seemingly very disorganized. We could not understand what they wanted and they could not explain it. I was most frustrated!

•We had not business partners and no clear understanding of what the conference wanted from us in as a project. Directions were vague and there were no examples of end project to be seen.

•A session on what academic content should be "sacrificed" - what other schools have done. How to follow-up with graduates on what they needed in high school - what they found useful.

•The only thing I feel could be improved is the way the assignment was given. Because everyone does learn differently, it was important to explain what the final product would be. A model would have helped greatly.

2

•None of the business reps were available to our group.

•Business/industry was a great idea, but difficult to do. Perhaps-business/industry reps might have been invited for the conference as a whole in different areas plus local reps invited.

•I would like to spend more time working on our school project in small groups with the help of the facilitator when needed.

•Conference planning with facilitators-The outcome was ambiguous-visuals were needed to help direct us.

•I would have liked to had more input from business. I felt their involvement was minimal.

•Anne did a nice job relating education to the business world. You got the importance of career oriented students. Prepare kids for the workplace.

•We were unable to use business input as we did not have a participant from business. We continued to work on our final product during this time.

Questions 6-9 Comments:

<u>Best Practices: Reality Check Curriculum Review</u>

•Deanna Patzer had a poor presentation style and was very negative in what she said about teachers.

•Discussed and presented product rather than emphasizing process.

•Very interesting idea. How easy is it to find a facilitator? Didn't need to publicly humiliate a former administrator. Would you say these things to his face. Unprofessional - should be a private matter. How would you feel about a colleague criticizing you behind your back?

•Really needed copies in our packet of handouts on the comments from participants on what they would have done differently.

•The presenters did a nice job, but should have included all of the results in the packet. Also, because this did not work and no follow-up was done, it would have been nice to hear a success story or hear what should we do now. What can make this better?

•I guess the title fooled me a bit. I expected to hear from classroom teachers on actual examples of integration. Regardless, the two presenters did a good job presenting an interesting topic. The honesty was great.

•Excellent breakout sessions with Ed Kovochich's group.

•Difficult to visualize application to our district.

•Good idea-no follow through. They blamed on administration, but could have done themselves.

Questions/Answers: How To Partner With Local Businesses

•The best way to learn is share ideas in practice. Great session.

•More organization.

•Rather disorganized. Needed more input from business people.

•Informal, low key, nice.

•Needed to be structured differently. Either describe as a sharing between success or non-success or a how to. We were asked to share success and there were only a few with success stories.

• Not enough time for question/answer discussion.

•Information from presentation useful. Excellent sharing session of other program successes.

DACUM: Building Blocks for Integrated and Applied Curriculum

•Good method, but outdated and dry. Needs to be electronically done and presented.

•Difficult to relate to curriculum building - talked to and about competencies and didn't get into the process of curriculum as it applies to integrated processes.

•I got most of the information easily from the handout. I would suggest using the session time to practice doing this on a topic.

•Useful ideas and materials.

•Interactive would have been good - a practice run instead of poor transparencies.

•I learned a quite a bit, but rather dry presentation.

•Handouts of models could/should have been available for all people in the session.

•Very helpful, but presenter was forced to move very fast.

Mentoring and Job Shadowing With Local Businesses

•It is nice to know that job shadowing can work successfully.

•Too much time spent on praising facilitators schools accomplishments. Went through over head to quickly-a handout of the overhead sheets would be more useful.

•Mentoring and job shadowing with local businesses was excellent. It was great to hear how they have progressed since last year. We will be able to use their model in our district.

•Excellent ideas. Gave permission to use handouts.

•While I didn't learn anything new, it was affirming to know that what our district is doing is very progressive.

•Would like to know more about how they set up mentors on job shadowing. .

•Good materials provided on job shadowing.

•Excellent. Really good, because we saw where they were last year and how they progressed to now. Wonderful sharing.

•Great information on job shadowing.

•Excellent/valuable information given.

General Comments:

•I worked with a team member.

•I worked on our unit-others attended the sessions.

Questions 10-15 Comments:

Keynote Address: Connecting School-to-Work

•Keynote very knowledgeable, but old information and a lot of information.

•Great

•The keynote speaker was surprisingly good.

•Need to address K-12 connections for School-to-Work. Techniques outdated.

•Excellent Points.

•Good speaker.

•Excellent.

•Bob was a good presenter-good information for participants.

•Keynote by Fritz failed to convey any practical, hands on information--far too theoretical. I would rather work with my team-this was a waste of time. Actually, the keynotes so far have been dry and worthless. I would rather hear classroom teachers discussions. Success stories or students involved in applied and integrated curriculums. What about this?

•Coming from Georgia, he may not realize how WI is on the leading edge of a lot of these changes.

•Boring and repetitive. No more keynote speakers.

•Okay, but old material. Nice person.

•Very good. Excellent descriptions, well organized. Bob explained the problems that education is having now and how career majors can be the solution to these problems.

5

•Although I did not fully appreciate the keynote speaker, others found him extremely beneficial.

Questions/Answers: Career Majors

•Bob Fritz is the best! WOW!

•Bob does a fine job in his presentation and his comments related to questions is done very well.

•Good follow-up to the morning session. Some comments were great.

•Welcome to Mr. Fritz, a knowledgeable and humble educator. Try to be specific instead of vague, general.

•They ended by declaring they didn't see their connection with career majors. I did!

Integrated and Applied Curricula Internet Resources

•I did not learn anything, not that the presenter was bad, simply that I am way beyond where the class was.

•Again-excellent speaker. Internet recourses could be broken into levels-also needed more time.

•Exceptionally superb session-should be 2-3 hours long.

•Too much history. Let us play do not just promote Stout. Why not more team work, wasn't that the point?

•Useful by necessity.

•Would like to have had more time to "surf" the internet.

•Time limitations and various backgrounds of students made instructor's job very difficult. We only learned how to get to the same material presented in the I/A curricula resources book (yellow).

Best Practices: How To Integrate in an Alternated Day Schedule

•Needed more time to discuss integration pro/cons.

•We are thinking of alternate scheduling.

•Informative and practical.

•Hamilton High School did a fine job of presenting. I really enjoyed their video. Good idea.

•Excellent source of information.

•Excellent breakout session with the Hamilton group. Real examples and straight to point.

Best Practices: How To Integrate in an Alternated Day Schedule (Continued)

•Went much longer than time allowed. Too much information. I still don't know what it is. Very organized presentation - too much information without examples or hands on.

•Very informative - could have used more time. They have a lot of show and explain.

•Very informative.

•Great introduction - to the point, well organized. Excellent transition from one speaker to another.

WIDS-The Wisconsin Framework fro Performance Based Instructional Design

•Too fast and not informative-more of a sales pitch for WIDS. Keynote too long-informative, but not exciting.

•Speaker (Judy) did speed talking-very hard to understand. Keynote speaker read handout out to us. Also, average adult attention span when listening to a speaker is 20 minutes, even for a dynamic speaker which Bob is.

•Keynote-too long. WIDS-sales promotion.

•Presenter spoke too fast. Very hard to follow. Information was good, but the speed of presentation interfered with my learning about the system.

Best Practices: School-to-Life Planning Process:

•They needed to get to the head of their presentation quicker.

• This team needs to get farther into the process before presenting. They are just beginning.

•The group spent most of the time discussing the pilot before the final decision to implement block scheduling. I had hoped to hear about he later.

•Interesting to hear Deforest's interpretation of career majors and how their integrated units/portfolio/careers course all have a common goal.

•An honest session where they frankly disclosed their frustrations. 'Fritz' keynote was great!

•Very informative-could have used more time! They have a lot to show and explain.

•Learned a lot and felt that their progress was a big benefit and encouraging to all other schools in integrated and applied curriculum.

General Comments:

•I used the time to work on my project.

7

Questions 16-Subject Area Roundtables: Discipline Area

•I would rather have less time on roundtable-30 minutes is enough. I worked on team project.

•This was great!

•Okay.

•Good Discussion

•Great for ideas.

•Needed facilitator.

•Got and already used portfolio idea.

•Excellent discussion.

<u>Discipline Area:</u>

-Guidance and Counseling
-English/Communications
-Trades-T&I, Shop and Ind. Technology
-Vocational/Tech Ed
-Art
-Math
-Tech Ed-2
-Manufacturing Engineering
-English
-Social Studies
-English
-EEN
-Foreign Language
-English/Communications

Questions 17-21 Comments:

<u>Best Practices: School-to-Life Planning Process</u>

•Resourceful information to use with students and staff. Good information in handouts.

•Their plan is still in process and they have a process to continue to develop their programs.

•Discipline groups were valuable in sharing ideas that worked. School-to-life did not know it was elementary.

•I revised some ideas for looking at my subject matter in a new perspective.

•Some good practical ideas shared by content teachers from Deforest H.S.

•I was looking for more activities or examples of integrated work at the high school level.

•I would like to see more in discipline areas. This was extremely helpful. Breakout session was so good that I didn't realize we had gone over by 10 minutes.

Authentic Assessment for Beginners

•Well thought out presentation. Lots of great examples of rubrics. Something I definitely plan to use.

•Excellent examples/handouts and presenter.

•Good to speak with others from common disciplines on integration - adds reality. Assessments -good in respect of examples given.

•Assessment-other methods besides rubrics.

•Some struggles I have-Good advice although with 150 plus students a day-it would not be easy to implement.

•Only two of us in business and we already knew each other and respective curriculums.

•Very similar to last year's, but still worthwhile.

Building Educator Teams for Integrated and Applied Curricula

•Awesome.

•Building educator teams should be the keynote speech on the first day. Myron Eighmy does an excellent job of developing the role of facilitator - establishing a school contract; setting up your team etc. This helped tremendously.

•I heard this last year and I again thought it was valuable.

•Good general explanation.

•While he was a good teacher, it seemed he tried to fit his whole train-the-trainer class into a short time period. He did not give me the practical information I was looking for and dealt too much with the abstract.

•Speaker was knowledgeable to the pluses and minuses of teaching-would have liked a 1/2 day session with this speaker.

Using WIDS to Integrate Instruction

•I would have liked to see the software in action. The overall picture was made very clear but hands-on would be great!

•I would have liked to have had more time-planned workshop-with the other English teachers.

•Betty and Judith were very beneficial in explaining WIDS. Nice job.

The Vocational Learning Project (VALP): Integration at the Technical College Level

•Enjoyed hearing what other F/CE teachers are doing. Great brainstorming session.

•Quite useful.

•Excellent job. Continue this - it was an excellent sharing experience.

•Continue VALP it is a great learning experience.

Other Comments

•We worked on our unit from 2:15 to 3:45. The opportunity to share with other math teachers was great.

•We need more time to work on our project.

•We worked on our project because we felt pressured and had had difficulty.

•I missed these sessions to meet with local business reps. Team members were very pleased with sessions attended although many met with business reps also.

•Our team segment spent valuable time putting together our computer copy.

•Did not attend breakout session-worked with team report.

Questions 22 Comments:

Sharing Success: Feedback From Teams

•Good but maybe in smaller groups.

•Nice to hear why others are here.
•A good idea, but perhaps could get to be too long. Good idea though.

•Develop a simple structure for all teams to follow.

•Positive booster.

•Need to be a bit more organized per team. Each team needs to give feedback each year.

•This sharing of experiences from the various teams was beneficial.

•Interested in seeing what was produced. I didn't like missing breakout time-but felt I needed to because of task.

•Good to hear what other schools are doing.

•Good to share/watch what various schools are doing.

•Interesting. There is a lot going on.

•Great. It is good to hear what is going on around the state.

•In future conference have schools (ahead of time) give you a short written page of their success-put these together into a packet for distribution to participants. Include school name, address, phone number and contact person.

•This became too dragged out, therefore it needed stronger moderation -- to much triviality. A panel of students exposed to applied/integrated curricula would have been far better.

•Felt it was too drawn out. Be more specific on what groups report on. (I would rather hear about their project - more relevant for me.)

•Good way to start morning. Probably not very valuable.

•Stipends. Business people-it is great they are here, but I think they are receiving a paycheck. I don't in the summer and as you know the Governor has put a limit on our raises. I would advise Mike Galloy to get off his high horse about stipends, or he may be alone next year.

•Very difficult to get checked out of hotel and over to school on time. We need more time to work on project.

•Good information.

•Thank goodness for keynote speaker. Why did this turn into an awards show? We don't care - there wasn't even an award given-just a personal thank you - 14 years? Not even an anniversary year. Only two groups followed two minute rule-others bored us to death! Why didn't facilitator get/keep them on track? Again, a sign of poor organization.

•Interesting to hear projects and ideas, but this time could have been better spent wrapping up individual projects.

•Great idea! This should continue.

•Good idea. Dynamic.

•Good idea. Its nice to hear what others are doing. It is better to do this in a smaller group where discussion and questions can take place.

•Great to see the progress, hope for future accomplishment and truly positive commitment to integrating curriculum.

•Excellent networking.

•Lots of good ideas. Just what I was looking for out of this conference.

•I wouldn't have a clue. Our team was too busy rushing to finish our group project after spending most of our time preparing our presentation.

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•Interesting to see what various districts were doing and how different ones were at different places.

•Very interesting. Pleasant experience.

•Very interesting.

Questions 23-26 Comments:

How Integrated Curricula Fits Into an Entire School Reform

•Session was too short!!

•Needed more time for discussion-the information was so good.

•Outstanding information and handouts.

•Lots of good ideas.

•Very well explained. An effective presenter. Answered questions in a forthright, meaningful way.

Integrated and Applied Curricula Internet Resources

•Lots of information to cover in 45 minutes. Would like more time on the internet.

•Great-Steve S. is so down to earth in teaching. What a great presentation!

•Free time with an available "expert" would have been helpful for those people that know little about the internet.

•Very beneficial to me personally.

•Computer hands-on, Room 18-good!

•Very useful information. I liked the format of the study guide. He moved a little fast at the beginning, but (taking us through the screens) that improved as the session continued.

•We need more time! Especially for those who are computer/internet/E-mail illiterate.

Best Practices: Integrating Teams--The Starting Points

•Very interesting-well presented. More handouts would be helpful for items not covered. Outline was great.

•Excellent interaction between South Milwaukee H.S. team and the workshop participants.

•Nice job, however, I would have liked to see the second session, but planned to go to another session in the p.m.

•Lots of chances to ask questions.

•Did not explain the basic concept first then build upon.

•Learned a lot of new ideas to implement.

•Excellent group. This group did more to "sell" me on integrated curricula than anything else.

Best Practices: How to Teach on a Four Period Day

•Not excited about the district at all.

•More focus on points needed instead of politics.

•Need more information on I/A for four period day and less on politics.

•The session was eye-opening in an angle our school is now considering.

•Needed to speak to the topic-instead of politics in the school district.

•Good job Jerry and Warren.

•The one speaker tried to dominate-giving back-ground politics about school districts, etc. Need to sop on the topic so we can get the information needed. Good information but not enough presented. Get Warren to stay on topic.

•Good session. Very informative.

•Very practical.

•Outstanding job! Bring them back.

•Too much wasted time. Too much idol chatter and unnecessary minutes used-Could have been good-failed to get to the issue.

•Spent the entire time talking about the school board.

•It could have been better. One member of the team dominated the presentation. I wish I had attended the South Milwaukee session.

•First speaker took 15 minutes to make a point. Could have been very good-did get some information.

•Excellent.

•One member could not deliver his point. They did a good thing, whatever it was.

General Comments:

•I did not attend. I was elected to keyboard our teams unit.

•I worked on team task. More work time!

General Comments (Continued)

•Work time needed here. Then present later.

•Once again I have no idea because we were laying a trip in order to catch some unsupporting student from whom we could capture an ID card so that we could print our valuable project.

•Did not attend. Worked with team to edit and finalize plan.

Questions 27-30 Comments:

Authentic Assessment for Intermediates

•Very valuable content.

•My school district has already surpassed this point. We are doing this now.

•Great ideas.

•Mike did a good job of pointing out that the assessment has to be relevant for the student.

•An overview.

Integrated and Applied Curricula Internet Resources

•We want more of this type of learning.

•I went again.

•Outstanding. Beautiful computer center.

•Extremely interesting.

•Needs to be expanded.

•Hands on with examples and directions was great and fun.

•Enjoyed the conference very much-Food excellent. Conference very well run organizers were very kind and considerate.

Best Practices: Sustaining Integrated Teams

•Handouts were excellent.

•Love South Milwaukee team-they provide excellent leadership and role models.

•Great

•Enjoyable, dynamic.

•Ideas for integration.

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<u>Best Practices: Sustaining Integrated Teams (Continued)</u>

•Good presenters-such enthusiasm!

•Excellent-We need more "hands-on" like this!

•Great! Wonderful!

•Individual team effort was great. Yeah we did something fun.

•Very interesting. Lots of Q and A.

<u>Planning Instruction Based on Authentic Tasks</u>

•Good. I was late and missed a few pieces. Showed ways each class could integrate and make learning authentic.

•Good information.

•Great. Organized and informative - Good presentation and useable handouts.

•Good.

•Best one! Practical and gave handouts.

•Lots of take home materials and a good, efficient presentation.

•Informative and fun.

•Very good.

<u>General Comments</u>

•Worked on typing up report.

•We worked on our project.

•Proposal writing for Voc. Tech. Coord.

•I missed this to meet with District Administrators, but a great deal was accomplished.

Internet Resources

31. <u>If you attended one of the internet resources workshops or had previously accessed these resources, do you think they will help you develop and/or implement integrated and applied curricula?</u>

•Yes-22

•Yes-The more resources the better. Nice to keep in touch with someone else doing the same thing.

31. If you attended one of the internet resources workshops or had previously accessed these resources, do you think they will help you develop and/or implement integrated and applied curricula? (Continued)

•Yes-Because it opens communication with minimal hassle.

•Yes-Perfect application.

•Yes-A great resource for information.

•Yes-Resources for all subjects.

•Yes-Interest getter.

•Yes-For my career class.

•Yes-A resource with so much information.

•Yes-Examples from others are always good.

•Yes-Being able to view at my own pace and time. National themes and access!

•Yes-Availability of additional information.

•Yes-It is a great source of information (especially current information)

•Yes-Need me and me access.

•Yes-More sources for ideas.

•Yes-Good opportunity to get ideas for writing/developing curriculum from other completed projects.

•Yes-A valuable resource in obtaining ideas in how to perfect our program at Park H.S. in Racine.

•Yes-This is the communication of the future!

•Yes-If people participate should be able to share well.

•Yes-I was almost totally unaware of this value of the internet-now I am interested in getting more information.

•Yes-Confidence is using this is the key. Then you can get needed information. However, we only have two internet contacts at our school.

•Yes-I hope this will be a great resource in years to come.

•Yes-They came in very handy.

•Yes-I will be able to access these areas (esp. UW-Stout's) easier.

•Yes-I like to get a variety of ideas.

•Yes-Gave participants ideas.

•Yes-You held my hand and "toddled" me through it, I might be able to "crawl" there on my own. Someday I will "walk" there.

•Yes-More resources are readily accessible as we need them.

•Yes-Share the wealth.

•Yes-excellent resource.

•Yes-Clear varied choices can be gathered so quickly.

•Yes-It helps focus us to be able to see what has been accomplished and what we can borrow.

•Yes-Because it showed another way to introduce internet concepts and a new site from which to gather information.

•Yes-The amount of resources to refer for compiling own/school plan.

•Probably Not-It is difficult to find the time to get on line; however, I will try to download information during inservices and periodically during the year.

•Sort of-How to get in, but too much p.r. about UW-Stout and not enough play time.

•Not Sure-Did not have enough time to experiment.

•No-No lesson plans.

•No-2

•No-I needed more specific examples and hands-on practice.

•No-It would if my school had WWW.

•No-Not enough time.

•No-There should have been more "hands-on" time on the computer.

•No-Because I felt internet would be too advanced for a computer illiterate.

•No-Our school does not have adequate access to the internet.

•No-Crowded.

•No-not developed enough yet though there is hope for the future.

General Comments

•I have already had internet and www training.

37. Do you want to attend another conference next year?

Yes=84

•Yes-Would like a chance to present.
•Yes-At Stout.
•Yes-Most definite.
•Yes-if possible.
•Yes-Please continue this conference. We are fired up and need the expertise of the attendees next year.
•Yes-Please continue doing this.
•Yes-Only with new sessions and modifications -more work time.

•Possibly=1

No=8

•No-Only if restructured.
•No-It is time for someone else.
•No-My other conferences more useful for me.
•No-Not if there is a project.

Question 38-Additional Comments:

•Keynote speakers were too long and I would like more hands-on work.

•It would be helpful to be able to get handouts from other breakout sessions you were interested in, but could not fit into your schedule. I believe this conference is extremely worthwhile and hope to see this continue. Bringing in new teachers from each of the school districts would help make the part easier to accomplish. It is difficult if you are the only teacher attending and try to bring ideas back. Having a team here would be so much more effective!

•I really like the team approach. We never seem to have time to communicate. I would like a computer lab to work on WIDS and Internet.

•We need to have more time to work as a group. All the keynotes or certain sessions should be on the last day so that we are not finishing our assignment at the last minute. We should have had curriculum mapping time first-before we tried developing a unit. This helps increase understanding of what others teach and help find a link much easier.

•What a wonderful hand-on, applied modeling workshop. You all model what you teach!

•Not enough work time. Suggestion: Provide mostly work time with a panel of experts available for consultation. If a group is struggling, they can go for help. One group might even be able to help out another.

•I would love to bring another team next year.

•Better initial explanation about the curriculum project. We were not sure whether or not the Occupational Analysis was to be included. In addition, we had many questions about writing the actual curriculum. Questions that could have been addressed in the beginning explanation. Excellent handouts and resources!

•Nice job!

Question 38-Additional Comments-Continued

•More time to spend working on curriculum with business partner.

•This conference is very beneficial to me. The past three summers have given my classroom teaching a real boost.

•Excellent time! All benefited! We are excited about integrated units and their ramifications.

•This conference opened my eyes to integrating curriculum. I hope to bring a larger team next year.

•This was, once again, a great conference. We (our group) felt that we needed more time to work on our unit. Fifteen minutes here and there just was not adequate. The breakout sessions were excellent, but we had to miss two of them so we could finish our unit.

•More time to share ideas. More time if a group project is to be completed. Gather each year and regroup and rejoice is necessary.

•Last year there seemed to be a few more schools that shared their "projects." I enjoyed hearing those.

•It seems that the conference could be condensed into two days. The conference curriculum project could have more structure/guidelines as to what the format should look like. Perhaps provide examples of models or completed curriculum projects.

•I am leaving this conference with more work-exciting work! I can't wait for school to start!

•The conference was very well organized and the sharing was exciting and motivating. The breakout sessions were interesting for the most part; however, I would suggest that more time be allowed to develop school team projects. The sharing on the last day was very interesting since it gave us an overview of what is planned in other districts.

•More time on Tuesday for team work on setting curriculum direction.

•Each breakout session seemed to be pressed for time. Have less breakouts, but more time for each. Maybe one hour and 15 minutes with a small break.

•I believe each session helps our team get more focused on what we-as facilitators-should be doing (what our role). We are going to attempt in next school year to get a contract set up and get at least one or two teams formally organized.

•It seems that even though I have been a part of this conference for two years and was instrumental in getting other members of our faculty to attend, the administration does not seem to be working toward integration with our department, which is F/CE. They are only looking at English, science, math, etc. Therefore, until we can get a team together that will work with the F/CE area, I don't see a need to come to another conference. Also, our team was not willing to work together, so the conference was work instead of a natural blending of disciplines.

•The project was larger and more detailed that last year. I feel we need more work time if this is expected of us. It is hard to have this hanging over your head and still attend the breakout sessions.

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Question 38-Additional Comments-Continued

•I always find this conference to be an excellent one. It helps me to get new ideas and thought after a long and busy school year. I learn new things each year. I was part of a team with very opinionated and negative teachers. What a shame that their attitude stands in their way as it blocks opportunities to change. I was most disappointed in their unwillingness to use the many resources and resource people available to develop a good I/A unit. This conference offers every chance to learn. I do hope this conference will continue. I really appreciate the support I have been given from the staff at UW-Stout. I look forward to continuing this relationship.

•Other groups showed a lot of good ideas that I can take back to work and utilize.

•As usual this was an excellent conference brought to us by a fine university. I look forward to attending this conference each year. I am excited to take information back to my staff.

•This is one of the most worthwhile conferences that I have been at!

•Because there was so many valuable breakout sessions, I feel it would be beneficial to have pre-conference activities. For example, have the team meet with a business person at home to complete Tuesday morning activities. Groups should then have a session to outline the unit of integration instruction prior to coming to the conference. At the conference there could be fine tuning and more networking to see what others are doing and how they have overcome obstacles.

•The teamwork sessions and networking were two god points of conference. Very disappointing that there was on one from DPI and Tech College System at conference. Also there were no tech prep consortium leaders present-why???Continue to have a conference at Stout on I/A. This is an excellent way for people to learn what is happening around the state-not just in their own consortium. If there are any good videos on I/A, consider showing these during main sessions-as long as they are "practical" and not "theory."

•Please consider eliminating keynotes and begin the morning with work team sessions; as educators we have so little time to do this. The keynotes had echoes of boring inservices. During the past three yeas we have accomplished extensive strides in I/A curriculum by utilizing work sessions with attending teams. Fantastic goals, action plan and integrated units have flowered here at Stout and have been implemented in fall at school. A team from Northern Ozaukee School District would be available next year to discuss what a school (enrollment 295) and a small grass roots effort can accomplish given some work time.

• Having us complete a unit in three days is not realistic. Either have us do pre planning before arriving or allow us to turn the unit in after the conference is over (like a week). This will guarantee higher quality products and allow us to draw on materials back home in our files. Nametags on necklaces were a great idea! Food was healthy and excellent. Please keep up those healthy choices.

•Please continue doing this. I felt this was extremely valuable to our staff that was here. I hope we can begin to do me of this in our school. This will help us. We hope to bring more here next year.

•We needed computer information prior to the last day.

•It would nice if we could have university students to work with our groups. I would like the input of very young people wen making plans for high schools.

•We need more time to work in groups. Get quality speakers who give practical suggestions. I have never been to a workshop with poorer speakers.

Question 38-Additional Comments-Continued

•Beautiful campus. Great conference. More work time would have been helpful. We attended all breakout sessions. They were very good, but felt rushed to accomplish work in the 45 minute allotted. Maybe few, but long work sessions would be better.

•The sessions need to be me interactive. It is hard sitting for long periods of time being talked at.

•The expandable folder that was used last year was less bulky and easier to handle.

•This was my first year and I felt very frustrated. The introduction to what we were to do was very vague and disorganized. I also did not like the constant interruptions for various sessions. It felt very disjointed. We needed more time to work on our curriculum and much more direction. To us it was obvious that the instructors were from the university and lacked what we consider to be good teaching, methods, etc., i.e. no AV materials, no models. It would be helpful to let us know before we arrive at the conference what exactly we are expected to do. That way we can bring necessary materials with us and begin, at least, to mentally prepare. The required hours 40-80, for two additional credits is unbelievable and unrealistic. People, I know, do not put in 40-80 hours unless they are on-the-job working themselves. This is ridiculous. We need more sessions where we learn from experienced teams.

•You made the task to be accomplished such a heavy duty project-it detracted from interest in breakout sessions. Too much talking at us instead of including "students" in the lessons that were being taught. Specify in advance size of groups. School districts sending many should have smaller groups specified in advance.

•What would help is to have a couple of session where select schools would share their specific school to work curricula and a few units. Really emphasize schools to bring a full team. Most content areas represented. A session on what academic content should be "sacrificed" what other schools could have done. How to follow-up with graduates on what they needed in high school-what they found useful.

•This is an extremely well organized and truly beneficial conference for teams to work toward positive change. One lady was upset to be "thinking" so hard. Progress will continue with or without another conference next fall, but not s high a quality as speed. I am proud to have been a part of something real and exciting. What a thrill to see ideas modeled. Terrific personnel! Julie, Lorayne, Mike, etc., were always there and willing to help.

•I really appreciate the concern with time and punctuality. Things moved very quickly and well. The days became long though and more time could have been given to groups working alone-especially with the computer back at the hotel. I stayed up late both nights typing. I would have appreciated having an entire afternoon with my team to share the work/typing more.

•I wanted a smoke-free room!

•Great conference. Lots of new ideas. Bringing in business leaders drove home the importance of involving business leaders in my classes.

•The biggest complaint we had was if you expect us to put a project together, give us some more time. Also, if you expect us to type it on computers and print, you should make available some printers rather than us having to struggle and catch some student with an ID so we could print our project.

•I wish I had come the two previous years.

Question 38-Additional Comments-Continued

•Please give more explicit computer directions next time. We did not know you provided disks or that we needed to take our own paper to the lab until we got there. A courtesy you provided turned out to be very frustrating in a rainstorm.

•Liked the small segments of working with our team and having time to use the computer lab. Have the major speaker and if you have another group speaker cut the time if they are not dynamic speaker.

•Thank you Julie, Lorayne and Mike. Please do this again next year.

•Three hole punch all handouts. Make handouts from all sessions available to all.

•Would like to have information distributed during the morning and have teams implement in afternoon or first day expectations and information, second day teams implement plan with facilitators available, third day wrap up with teams and present. Keynote speakers were good, but could be shortened to 1/2 hour. Rather have time to get with team.

•It was great and very enlightening.

•Time in which to complete project assignment/computer use was a hassle--time again was relevant. We actually had to track down a student to use his card to print. The first suggestions was to purchase a service card for five pages-we could not believe what we had to do to get out our project on paper!

•Project was very difficult. We did not have a clear idea during day one about where we were going. We wished to work as a large group (9) but were forced to break to two. After being told "find out what business needs. . ." and "be flexible," this was ironic. Day two had so little work time and so much to be done on project that many participants either skipped or "tuned out" sessions while mentally or physically working on project. Day three was good because project was completed and out of the way. I could concentrate on sessions. Final analysis: Conference would have been better without trying to cram a major project into a couple of days. Project over-shadowed all else. South Milwaukee's presentation could be used as a model on which to base other sessions.

Integrated and Applied Curricula
Development and Progress

2. *List the integrated and applied curriculum activities in which you have been involved: (Do you have a curriculum team? Are you on it? Describe your school building or district efforts with integrated and applied curricula. Be specific)*

- N/A (3)
- None (4) - Unsure, - ,
  None (1) - I taught Consumer Ed. as a subject. It doesn't apply to me at this time.
  None (1) except for collaborating with the art teacher for a semantics project.
- 1 - Freshman Focus Committee
- 2-3 - Integrated/applied house structure in several schools
  - Pilot academy efforts
  - Curricula to support Skills Coop, Youth Apprenticeship and Coop.
- 1 - Team started: Have a technology lab, promoted for integrated class use. Art and business classes have a partnership with Burger King, In-service for staff held.
- 1 - Team - No. curriculum revision.
- 1 - Integrated curriculum team.
- Teachers are beginning to develop this. Some great writing has been done, but no organized approach is yet in place, K-12 guidance & K-12 transition sequences are going to be worked on in 96-97.
- Involved as facilitator related to district responsibilities:
  1. Elem. school (Winslow) - International studies: integrates the total curriculum in studying a region need as Africa, North America, etc.
  2. Helping teachers at a middle school develop a team concept (houses) that knows various disciplines & attempt to integrate curriculum.
- Not only have we participated in various conferences (ex. Susan Sandy), we have also been involved in our school's Perkins team (a school within a school), which is committed to the integration of areas. Hamilton has provided summer hours to assist its staff in the integration process, in addition to this, block scheduling has provided time to meet with each other.
- Carl Perkins - Communications Integrated Focus Team (CIFT), pilot (school within a school) initiative 1994-95, 2nd year within the whole school block schedule Perkins and Hamilton have provided paid time during summer and during school year.
- Carl Perkins/ CIFT/ Hamilton's Communication Integrated Focus Team. Yes..Yes, we function as a "school within a school." Students experience a family environment has proved very successful.
- 1. Attended 4 days of workshops at Gateway - Elkhorn Campus directed by Lyle Martens.
  2. Beginning an applied/ integrated English/ Business program this fall at Park High School in Racine.
- Team teach (3) - Newspaper, TV, marketing; (2) journalism + graphic comm. work together, print paper in-house; (3) monthly TV show produced.
  Note. Student writers hired at local paper.

- Worked on a team to develop a new house, school-to-work. Worked on schedules for block time for this house. Worked on team teaching for special education classes.
- Developed a math on the job course for work exp. students independent study courses for pre-apprenticiship students, career exploration for single parent project.
- Curriculum study group at force:
  7 F/CE/ Science = one unit
  79F/CE/ Social studies = one unit.
- School wide integrated studies, job shadowing, and business partnership
- Integrated welding/ research writing, process writing in English classroom (e.g. Sophomore disassembling harley carburetors..writing technical instruction manuals to reassemble.)
- Our school now has 6 integrated teams for two years. I am presently a team member with one year behind me. Teaming is a high priority at our school.
- I am a participant in an integrated team in our high school. Our team consists of eight members from different areas of our faculty. There are six such teams in our school. Each team has a majority of their students in common.
- South Milwaukee High School will be in its third year of teaming next year. I was a member of our Blue team and we integrated several units. Examples of our integration were: A reinforces unit, Greek & Roman history/ mythology, Renaissance/ Romes & Juilet, Animal Farm/ Russian Revolution & a responsibility unit. Our district is very supportive of integrated and applied curricula.
- We have integrated curriculum with English & business tech ed., special dramas, business & foreign language & science tech ed. with plans.
- Student leadership (9-12); building efforts: radio/ TV.(graphics), English/ comp. ed.; Hero, health coop, Decca.
- I have been in a school-to-work family for several years. This next year, our school is expanding school-to-work by 50%. The Milwaukee School District is 100% behind the implementation of school-to-work.
- My involvement is just beginning. This conference (6/96) is helping me to formulate ideas.
- We have a 9th grade team that has been meeting once a week after school for one year.
- (Switching schools in fall) MAC - team considering career course development with a portfolio.
- Yes... I am on the integrated curriculum team.
- Principles of technology (Science/ tech. ed.) (3)
- Workshop - Summer 1994 at Stout
  Workshop - Spring 1994 at Steven Point
- Me = Applied physics (PT)
  School = TV-radio, other mini unit integrations.
- Yes... Yes... School-to-Work is getting much attention grades K-12. Staff development is a key factor and more is needed. Most I&A work in my school relates to careers. There is an applied tech class.
- Brand new!! English/ business 9th., TV-radio/ graphics, coop, Decca, health-hero, and student leadership 9-12.

- Sponsor numerous in-service activities for secondary and post-secondary staff. Activities include Applied Institute (2cr. with UW-L), WIDS, special workshops (ie. Applied Communications, etc.) Most activities are coordinated by either the STW.
- Coordinated Carl Perkins teams for two years.
- 1. Integrated within F/CE. Child dev. students worked with and observed K students. Presented play to 1st grade.
  2. Job shadow included in family living class (also community service.)
  3. Career unit and trip to WWTC career links site in family living. Resume and letter of opportunities.
  4. Eighth grade students formed their own companies and mass produced and sold their products.
- We have been involved in many state workshops (including all three Stout workshops), the CORD training in Waco, and local workshops. We are involved in team teaching an integrated tech. math course.
- Integrated heath cares courses: health cares and human biology. School has a freshman team.
- School wide K-12 integrated week "traveling through time in our town," studio production class, art I working on stage production backgrounds and props, student business class, various other units. Yes, we have a team. Yes, I'm on it. We are beginning to work on curriculum.
- 1. School wide applied & integrated unit - this year "traveling in time."
  2. Health education & college writing - "Ann Landers" type advice letters & answers.
  3. Science & English - abstracts - lab reporting - science CBE documentation.
  4. Creative writing - family history unit in which students interview relative - obtain pictures, we copy and put on computer disk and produce color printed photo history booklet.
- We have a team and dig on it. Our school (K-12) does an integrated and applied unit each year. I have participated in integrated units of instruction with individuals and involved in team teaching two courses.
- (Week long integrated activities) - nutrition week, traveling through time, and school farm activities.
- We have a "freshman team" consisting of four teachers (English, social studies, math, and science.) This year was the team's first. I'm not on the team, but was involved with its formation. Our principal is interested in developing integrated curriculum units on a school-wide basis.
- Not a formal team, our team consists of Sally Osenga (school-to-work co-ordinator), Mark Brommer, and myself (the WHS school facilitation for school-to-work.)
- Working with other teachers to use integrated and applied curriculum. Use the new curriculum in the classroom on a voluntary basis. I also require some feed back and help to see what teachers are doing.
- I'm a past member of the Gateway Technical College Tech. Prep. Consortium committee and the Kenosha Unified School District committee. I currently teach an applied/ integrated course "Principles of Technology." I have attended the UW-Stout I&A curricula conference for the past 3 years. My school is only just now getting involved in I&A curricular. Change will be slow in coming, but will happen.

- 1. Past member of the Gateway Consortium with KUSD#1 and Gateway Tech. College.
  2. Attended UW-Stout Integrated and Applied Curricula Conference for 3 years.
- Cross disciplinary curriculum team have conducted year long meetings on curriculum planning.

a. How much common planning time for integrated and applied curricula does your staff have?

- None (15)
  None (1) during the school year.
  None (1) in my building except study group summer at Stout.
  None (1) - I'm not sure staff wide.
  None (1) - Teacher & staff make their own JUST DO IT.
  None (1) in the past. Next year (this fall) 45 min. twice a week.
  None (1) filling out a few surveys.
- One building has had a common plan time as a pilot for district.
- Only gifted & talented English - Social Studies.
- Summertime, but not during school day.
- Teachers can request this for their prep. hours.
- In the past, we have had summer planning conferences and consultants. However, with money running out, we've begun to become dependent on prep. hours. Our own Perkins team is provided a lunch/ planning time.
- In the pilot initiative, "our" block schedule initially allowed us 1 hour per day for common planning. Within our 1995-96, we had 40 minutes per day (1/2 of a block).
- Summer hrs./ some lunch hrs. (1/2 block). Block scheduling has allowed us more common planning time.
- Our specific team will have a designated planning time daily.
- Very little - Established early release days for this, but we have not been given time as promised.
- House planning - 50 min. each day.
- One hour per week (2)
- 40 min. each day
- Team members are allowed work days and conferences/ workshops. Teams have a common prep. hour and meet 2-5 times weekly.
- One class period is available daily.
- One common period a day, two work days per year, and we may attend workshops & seminars.
- 48 min. per day is available.
- Inservices as needed.
- Almost all teachers have one hour of common planning time.
- For the upcoming school year, we have a team planning hour every day.
- Last year, we met after school. Next year, some of us will have a common planning time.
- One period per day.
- 1995-96 - 1 hr. per week after school
  1996-97 - 1 hr. per day
- Not regularly but as inservice or per request to develop integrated courses.

- Occasionally in summer, this past year in conjunction with youth fair chance.
- Office curriculum team or school-based learning team. Planning applied integrated activities has been a priority for the consortium.
- Starting in Sept. - much during mid-block. Before - none except for Carl Perkins.
- Summer curriculum planning. No common prep.
- Perkins grant 95-96 paid for planning time (six days) and curriculum planning (1 week.) Principal also scheduled a common prep. for myself and the science teacher.
- Four afternoon inservice day (8 hours.) After school (3:30 to 4:00 as needed.)
- 8 hours of inservice time spent throughout year.
- Very little, but it is getting better as we come more involved in time with workshops etc. and bring that information back to our school.
- Some teachers insure time is dedicated to planning integrated and applied curriculum.
- Not much. We had 2 one-hour sessions to begin some planning for school-wide curriculum integration. Predictably, we didn't accomplish much.
- Very limited - actually little or no I&A curricula planning time during school time/ year.
- We will have a common planning period for the 1996-97.

4. *How many UW-Stout integrated and applied curricula activities have you attended?*
- N/A (5)
- Never (29) - first time
- Two times (8)
- Three times (12)
- Four times (3)

a. *What new strategies, techniques and/or practices have you learned through the integrated and applied curricula activities sponsored by UW-Stout?*
- N/A (36)
- Specific course but more general cross discipline initiatives have grown. Many of our team members have been involved for all 3 years.
- STW knowledge, baseline assessment.
- I worked on new communication skills unit as a result of one of my sessions last year.
- Curriculum development, active learning, job shadowing/ mentoring, WIDS.
- How to write and coordinate integrated curricula
- Integration of elementary and high school students implementation student portfolios
- Curriculum mapping, working around career clusters, and alternative forms of evaluation.
- Stout helped me clarify jargon. My teaching methods are now less teacher directed, the learning environment is designed with greater care and my tasks are more authentic.
- WIDS program really helped.
- Team work and school projects.
- Authentic task writing skills, computer interfacing in instruction, and better understanding of school-to-work.
- Background of information.
- Awareness of 17 MLO's, development of tasks, and concern clusters.
- 1. Many exciting ideas that others are using in their schools.
  2. To integrate within my own curriculum if I can't get others at my school involved.

- Assessments, time organizations, division of units, block schedules, and business partnerships.
- We have Guitta team. We have a K-12 integrated week as a result of these activities. I have used one integrated and applied unit each 9 weeks. The content is new each year.
- 1. Partnership potential with business, industry, and entire community.
  2. "VISION 2005" assessment meetings of students, teacher, school board, students, parents, business, and community.
  3. Importance of performance standards and assessment strategies.
- That all subject areas can be applied and integrated and week long integrated activities are great!!
- I have made a conscious effort to see connections between my particular curricular material and other curricular areas as well as to the world of work, and to help my students see them as well.
- I learned you can't force people to change their outlook toward education. You have to show people (faculty) the benefits of school to work education and you have to get students to realize (voluntarily) the changes that are taking place in the world of work.
- Assessment techniques, integrating discipline areas with technology, and integrating curricula with business.

5. How have UW-Stout's sponsored activities benefited:
- N/A (34)

a. You as a teacher?
- N/A (1)
- It has helped me to think "outside of the box."
- Curr. units - Business contacts interest.
- Inspired ideas for activities that are conclusive to the business/ school partnership mission.
- Broadened professional knowledge, networking.
- I learned new teaching strategies.
- Expanded contacts with others who share an interest. Strategic & curriculum development.
- My English classroom has kept letter abreast to technology. More excitement generated for me to risk new teaching strategies.
- The new activities I've learned have helped make my lessons more meaningful.
- I have learned about things that other schools had success with.
- I was able to connect with my peer teachers --- without the conference, it may never happened.
- Exposure to other ideas and methods.
- Information and different methods of presentation.
- Good networking opportunities and awareness on new topics, strategies, etc.
- It has been very important in helping me change and looks for ways to make my teaching more involved and applied.
- It has given us incentives to try team teaching and to integrate the fields of match and technology.
- Reinforcement of the changes that need to take place in education.

- They have given my teaching career an energy boost. I believe in the system and it has made me a more effective teacher.
- 1. By field experience opportunities this summer, I know I will be a better teacher next year.
  2. Helped me to network with other disciplines in high school.
  3. Forced me to move out of my "square" mentality.
- New ideas and possible integrated units.
- These activities have given me an opportunity to network with other teachers all over the state.
- Become more creative and open-minded toward trying new methods and revising curriculum.
- I have come more aware of the needs and benefits of integrating and applying in the classroom.
- To be cognizant of business needs as their goals relate to the English area. Teach skills to students as they enter the world of work.
- Help me to see what standards of performance are needed from other disciplines.

b. Your department and school?

- N/A (4)
- I have been able to provide resources and financial support to other teachers/ counselor efforts.
- Image - Catalyst for school & science.
- 1. Gave us a defined goal recognized by all team members.
  2. Opened lines of communication within the team.
- Communication on S-T-W - Newsletters, surveys, assessment (Orv Nelson) support for S-T-W concepts.
- We have developed a new house, school-to-work, as a result at our work here last year.
- It has forced us to do things differently.
- Integration has occurred among focus teachers who attended in the summer of 95.
- We have had tremendous growth in the number of integrated activities in our school as a result of this conference.
- Our department has utilized Robin Fogarty's Webbing techniques.
- Encouraged some team work between programs.
- Good networking opportunities and awareness on new topics, strategies, etc.
- I am a one person department as are almost all teachers at my school. English teacher has strong applied curriculum. For example, students write articles for school district newsletter and city newspaper.
- We just completed piloting a tech math course.
- Shared information at faculty meetings and district inservices.
- The activities have been used often by our team. Other teachers are beginning to come on board.
- 1. New respect for school-to-work initiative by our school board and administration.
  2. Enthusiasm on faculty's part for applied and integrated curriculum.
- More integrated units as a dept. with other departments.

- I've been able to go back and say "Heys, guys, do you know what they're doing in South Milwaukee...or Kenosha...or..." and at least I see some thinking in new directions.
- I'm now attempting to work with other curriculums within our school in an effort to integrated programs. Also, trying to develop working relationships with local businesses.
- I was able to help a Junior High School integrate a whole years curriculum.
- Have four new courses.

6. Have you changed your curriculum as a result of UW-Stout activities?
- N/A (32)
- Yes (26)
- No (1)

a. Specifically, what have you changed (lesson, unit, schedule, course, methodology, etc.)
- Yes - All of the above in varying levels. Specifically, I have been a small part in "planting seeds" throughout my district. I have also had the opportunity to model in the classroom.
- Lessons, speakers, field trips, text selection.
- Organized some programming activities as groups took a step further into justifying field trip/ speaker experience.
- Teamwork concepts
- Lessons - Communication.
  Schedule - Block scheduling next year.
- Development of standards, units that support learning in Science/ Social studies, more hands on, more small group, and more emphasis on team development for learning.
- Everything has been revamped - Educational plan & focus, coordination of Integrated studies, and job shadowing & mentoring.
- Creative writing unit modified..children's story became a co-authored activity between high school students and third grades. This was a relevant activity for both grade levels.
- As a teacher, I have changed both lesson and unit planning to facilitate integration with other topics.
- We have developed monthly techniques units based on a thematic approach.
- Students do more of the planning, monitoring of food supplies and ordering than the past. Course objectives are set up to the "Brunelle" method, but this is done informally since I am part of a large district.
- Course work is spelled out at all levels. Assessment process enabled to have a program articulated.
- More group projects and more projects that involve other courses and program.
- Have used bits & prices of information gathered last year.
- Incorporated some of the activities and knowledge of WSAS 17 MLO's into S-T-W program.
- Yes, looked for ways to include S-T-W opportunities for my students and make applied opportunities available for students.
- We have covered math concepts in an academic setting and then moved to the tech ed. areas to produce a product.
- Introduced career contacts into the classroom with coordinated subjects.

- Individual lessons have been written as a result of my training. New units are used in four classes because of the activities. My methods have been changed to meet the needs of I&A. Our school has one activity a year as a result of the timing.
- 1. More hands-on applied units in college prep. English courses.
  2. Rewritten "creative writing" curriculum.
  3. Presently rewriting curriculum in WIDS format.
  4. Networked as cluster grant of Berlin, Markesan, Princeton, Laconia, G. Lake, and Ripon.
  5. Wrote and received 2000 goals grant which will help instruct all of us in curriculum writing and technology.
- Some of the activities that I teach have changed. The content for students is geared more at a career interest level.
- I guess I would say I have changed my philosophy. Now I try to emphasize connections, applications, and problem-solving, rather than mechanical skills.
- Revised some of units in applied economics course.
- In particular, I have spent much more time using practical applications as part of my teaching methods.
- Unit plans and lessons in English course studies, scheduling with business was changed for a course, but "fizzled out" due to lack of planning time.
- Team planning across five disciplines.

10. If you have used your revised curriculum with students, how were they affected in terms of:
- N/A (22)

a. Achievement:
- N/A (1)
- Yes (2)
- The success is higher and students realize the they are achieving.
- Better motivation & grades.
- Awareness of the real world.
- Over achievement, wanting to do a project because the end result benefited them.
- Students enriched what they'd learned in communication technology and math (algebra) with project based learning experiences in science.
- Increased interest because background was established in another area (class).
- They enjoyed it & learned to cooperate as a team.
- They love it - More variety, more hands on ownership of course.
- Helped improve test scores.
- Students produced a globe which was used in Social Studies to show oceans, continents at correct latitude and longitude.
- It is just now being revamped.
- Greater achievement...overall.
- Small increase in achievement.

- I feel teaming our curriculum has achieved a higher level of excellence from all of our students. It has encouraged all of the students in the team to work for good grades. It also seems to sustain interest.
- Satisfied.
- Basically, a person tries different things, and you try to keep what has worked.
- We'll find out this fall.
- More enthusiastic.
- Good.
- Better as the work was more realistic and relevant.
- Positive.
- Too little to measure so far.
- Usually much more successful.
- Students were more interested in learning when they saw an end product.
- Better organization, creative use of time, and individual achievement.
- In my opinion students respond well to I&A units. The end products are usually a reflection of concepts that are understood.
- Understand results - They were eager to learn and the process became much more important than the product at first.
- Levels were higher.
- Too soon to tell.
- The students interest seemed to improve after using the videos. Also, when I related the curriculum to the world of work the students seemed more interested (it was more realistic for them.)
- Achievement is the same. Students do work on the same level.
- Students that would have never succeeded in a traditional physics class are learning the same information in "Principles of Technology."
- Students completed units of study, since they had ownership in their learning.
- No data.

b. *Engagement in their own learning:*
- N/A (7)
- Yes (1)
- Better attendance.
- Proud of business contacts, understood metorships.
- Attention was captured by them publishing their own anthology.
- Example, using the 'design-build' approach to introduce the Periodic table forced students to think about how they would organize context in a 3-dimensional model.
- Combined effort was necessary for final project; thus, it was necessary to share ideas. This displayed team players. Different areas of knowledge was beneficial as each learned from another.
- They were very excited.
- Increased level of interest.
- Computers have really impacted here.
- Tremendous increase in engagement.
- Seem to care more about their grades. Students work together.

- Hopeful.
- They have been able to see connections in the curriculum.
- More realistic.
- Very individualized.
- Positive.
- In the process of accumulating at WWTC.
- Yes, very enthusiastic and excited about what they were doing.
- Group work and problem solving.
- Students taught each other some of the material.
- A few students have a raised interest level and follow-up on their own.
- Lots of enthusiasm and willingness to do more when part of a team.
- Students applied themselves more and in a more productive way.
- The evaluation of the student performance indicated more involvement and more learning had taken place.
- Students don't like the integrated/ applied learning. What does this have to do with science?
- Much more hands-on learning.
- Students planned own area of study.
- Yes, each student can display that which relates to self-interests.
- Has improved to a degree.

c. *Increasing their interest in the subject matter:*
- N/A (9)
- Yes (3)
- Higher Level of interest with and understanding of how the subject matter applies to their life future.
- Reality makes learning important.
- At times, confusion between actual history & mythology, it became so real to them.
- Student interest in media presentations.
- Friendships were established due to their need for each other to finish projects.
- 100 percent, especially among males.
- Average increase in interest.
- World history classes sustained overall interest for all students.
- Hopeful.
- Good.
- Ditto.
- Long range ramifications. Hopeful.
- In the process of accumulating at WWTC.
- Yes, more are signing up for other F/CE classes.
- We showed them 2 practical applications.
- Use of guest speakers.
- Much more in-depth research.
- Helps in many cases but education in a two-way street.
- When the students go to apply the basic economic principles, it was more interesting for them.

- Doesn't increase interest yet I'm working on that.
- Much more applied makes the learning much more practical.
- English became more meaningful to students; thus, students were motivated.
- Has grown.

d. Assessment:
- N/A (11)
- More meaningful real assessment.
- Self-across own skills.
- The final anthology, which was sold around the school.
- Students are self-assessing and looking at performance/ achievement in broader terms than a letter grade.
- They see their progress beyond a letter grade.
- More material produced to grade - the effort can be assessed & progress monitored.
- Product produced, process applied, and cooperation as a team member.
- My evaluation methods have become more relaxed, more interactive, and much easier.
- Assessment was a challenge and was totally different than we had used previously.
- Successful assessment with all disciplines working together.
- Positive.
- Students are eager to accept projects like this.
- In the process of accumulating at WWTC.
- Yes, less on tests, more on written summary of experience, presentation, and projects.
- Rubric.
- A final project to pull together work.
- Assessment is easy for them to understand. They generally know specifically what is needed to earn high grades and reflect learning.
- I learned to distinguish between process and product. So did they.
- More efficient with better results.
- I have actually found it easier to assess integrated and applied curricula because I can assess by observation of student "hands-on" performance.
- All tests are based on real-world applications. Many hands-on evaluations.
- Use of portfolios.
- No data.

e. Other factors:
- N/A (25)
- Movement toward being life long learners.
- Greater awareness of tech. school offerings & opportunities.
- Self-esteem builder, motivation, team building (cooperation).
- Self-esteem is improved. Student ownership/ accountability for their education.
- Higher self-esteem, more motivation.
- I'm more of a generalist now than a specialist.
- We loved it. Very successful.
- They felt they were producing usable documents they could use now and later build on - the resume format would be there.

- In the process of accumulating at WWTC.
- We need to inform more school officials, admin, faculty, etc. as to the value of I&A education.

11. Please list your challenges in implementing integrated and applied curriculum.

- N/A (14)
- Time - Common planning time
  - Time for professional development
  - Time to network with fellow teachers
  - Time to communicate with tech. schools, universities, business, parents, students, etc.
- Time, planning - Motivating teachers
- Opposition to change.
- Getting started. As of right now, nothing has been implemented. Many ideas are being thrown around, but I am here primarily to learn about it all.
- Getting teachers interested in doing this. Staff's generally quite territorial.
- 1. To motivate staff in implementing integrated & applied curriculum within a cluster of schools including elem./ middle/ high schools.
  2. To provide staff develop & send more teachers to a conference such as this to develop the motivation to change & reform the teaching/ learning/ assessment process.
- Switching to block scheduling has provided some obstacles to large groups of integrating. For example, 2-3 teacher teams work well together in a 4-block day. However 4-5 teacher teams were working at a disadvantage in that the scheduling does not allow for the same students to experience continuity.
- Time is our number one challenge now that our school operates on a quarter system. The better our projects for integrated learning experience, the more players come to the table and the more schedule conflicts.
- Planning time was used to strive to present lesson plans that could be integrated at the same time. Switching to block scheduling did not give us as much time but we did manage because as the students became team players -- we remained team players!!
- A lot of hard work.
- No common planning time, our language arts coordinator, central admin. not in touch with reality & gives us things to do without guidelines, principal not always willing to let us try new things.
- Selling it to other faculty members.
- Getting the appropriate students into the class. Our students change classes each quarter and do not tend to follow a curriculum plan.
- Lack of common planning time, getting other teachers to talk & explore common areas of instruction.
- Not so much the integrating process, but maintaining the rigor and high standards as the process is undertaken.
- Greatest challenge is coinciding prep. time with other teachers.
- Team members who fear deviating from the routine. My curriculum is quite sequential.

- 1. More ideas for integrated projects.
  2. Cooperation with member of my development.
  3. Contacts with business and industry.
- 1. Fighting "burn-out" late in the year.
  2. This was my first year on team, I (we) learned as we went along; otherwise, very successful.
- Expanding the courses that we offer and to touch the "at-risk" students.
- Time for planning, willingness of staff to work together, etc., true commitment from administration.
- Financial acceptance.
- Deeper involvement with businesses or I should say commitment from all sides. This may involve some persuasion with some local companies.
- Convincing the administration that we needed a common planning time was difficult and convincing teachers to change what and how they teach is difficult.
- Lack of common planning time; lack of planning time; "language" & terminology problems; scarce resources; and schedule challenges.
- Common planning time and logistics/ scheduling of student work time.
- Getting members of the team to see everyone else's goals and realistic curriculum.
- Acceptance of others and creative projects that don't interfere with others.
- Time to meet with other teachers. Getting other dept. to understand the link. So often they look at me like I'm out in left field.
- Too few computers, time with staff to develop, and overcoming resistance.
- 1. Definition of "rigor" (old paradigm.)
  2. Failure to realize applied is a focus on "how" not "what."
  3. Time.
  4. Resources.
- Scheduling time (so many other things to do.)
- 1. Time commitment - rewriting curriculum.
  2. Coordinating with other teachers.
- 1. Need to know more about health academy.
  2. Need to work on curriculum.
  3. Need to have staff work time - District must make a commitment of time and money if it wants quality results.
  4. Need to work on creative scheduling.
  5. Need to deal with possible staff resistance to change.
- No common prep.
- Lack of time to prepare and lack of time to assess.
- Planning time in common with other teachers, scheduling students in appropriate classes for I&A, and teachers that are not interested.
- Current administrative restraints in scheduling.
- Coming up with fresh ideas. I teach a large number of classes. Implementation must be a gradual process.
- The biggest challenge is finding time to plan for increased integration. There are limited opportunities to communicate with teachers in other departments. Many of my fellow teachers are very resistant to any change.

- Personally, my greatest challenge is getting the administration to provide the time and money to prepare the curricula changes that are needed. Another challenge is some students are resistant to change.
- TurFism by most of the staff and budgetary constraints (no money to fund new ideas.)
- Time: scheduling and planning. Personnel: teachers seeing the value of integrated and applied curriculum.
- School-to-work concept may not be used well in our earlier attempts.

12. Other comments?
- N/A (43)
- I'm here to learn about integrated & applied curriculum. We do have a school-to-work co-ordinator who is trying to interest more of the staff in learning about this. I didn't realize that this was year 3 of a 3-year workshop. I feel lost regarding the task at home!
- Over the three years, our districts involvement has grown due to growth of those who attended. The vocabulary used confuses educators, since it appears to be changing quite regularly from E4E to school-to-work etc. The formation of Consortiums and Partnerships is even more confusing to educators. Change is awkward at best and the only one who welcomes change is a wet baby - but I see change happening in my district. Process is the key and change is a process that I have seen in my district.
- I appreciate the ideas practical in nature, networking & support I have received from the Stout team.
- 1. Difficult to complete other questions since I am not a teacher in a building; however, do level to work with schools & staffs in helping to create integrated curriculum.
  2. Part of my responsibility is to coordinate to K-12 social studies program for Racine Unified and we will be including plans to integrate social studies with various other departments in several middle and high schools.
- Conferences such as this one provide common planning time which we are so short changed during the academic/ teaching year.
- Teams need to be set up very carefully keeping schedules, subject areas, and personalities in mind.
- I'm looking forward to this week and continuing our integration next year. Thank you!!!!
- Needed - Staff development (locally)
  - Examples of units/ courses that work
  - Get beyond theory & show teacher practical applications. Many will start from scratch.
  - Provide speakers (at programs like this) that practice a variety of delivery methods.
- Good job!! Hope the conference continue!!!!
- 1. I have worked with TVC special projects coordinator to help rewrite curriculum for middle school students (6-8.)
  2. School district had a teaming workshop for 9-12 faculty.
  3. Attended articulation meetings with WWTC teachers & coordinators.
  4. Utilized WWTC. career links resources.
  5. I would especially like to work with other F/CE teacher and a specialist, too.

- The summer activities at Stout have been very beneficial to me as teacher. They have given me a new interest in teaching. Our team is also a very active, productive, and positive force in our school.
- Time..time...time!!!! They (college writing, pre-college writing, oval-inter. comm., study hall, prep., and French) keep me in front of kids so many hours, I cannot adequately plan and network with my colleagues.
- My greatest challenge as our H.S facilitators for I&A curricula is getting some of the more experienced teacher to try some of these changes. Many of the older faculty members either aren't interested in learning about I&A curricula or seem unwilling to make changes in the curricula or teaching methods. Suggestion on how to overcome these obstacles would be beneficial.
- Conferences such as this, we provide common planning time which we are so short changed during the academic/ teaching year.
- Stout conference is a great asset in implementing the curriculum. There are ? better.

University of Wisconsin-Stout
Menomonie, WI 54751

CVTAE	Phone: (715) 232-1395
UW-Stout	Fax: (715) 232-1985
218 Applied Arts Building	E-Mail: IAC@uwstout.edu
Menomonie, WI 54751	

TO: *UW-Stout Integrated/Applied Conference Participants*

FROM: *Julie Keown-Bomar, Mike Galloy, Lorayne Baldus*

DATE: *February 1, 1996*

SUBJ: *Reminder of June 25-27, 1996 Conference*

The third Integrated/Applied Curricula Conference will be held at UW-Stout, June 25-27, 1996. All persons responding to a survey conducted at the close of the last conference, asked that a subsequent conference be held at the end of June, 1996. This conference will be conducted in the same format as the previous one, but with the addition of input from business and industry. The goals of this conference are to:

- Provide a forum for discussion with business and industry to assist schools in planning authentic student learning opportunities.

- Expand staff development train-the-trainer capabilities of experienced team members to work with schools, business and industry to develop and implement integrated and applied curricula.

- Assist new team members to develop skills for developing integrated and applied curricula.

A survey conducted by UW-Stout indicated that some articulation existed between schools and industry. It appears that all schools may need assistance in finding ways to work with local businesses to provide authentic learning experiences. We are planning to invite business representatives from participating districts for discussion sessions on the first day of the conference, June 25. We need your help in identifying businesses in partnership with your school and recruiting business people to accompany you to the conference on Tuesday, June 25.

Plans for the conference also include sessions for teams new to the integrated and applied curricula concepts. We would like you to urge schools that have not yet adopted integrated and applied concepts to attend this workshop as well as new team members from your school. This is an excellent opportunity for new people to work with experienced educators. Identifying and recruiting new team members will add to the number of people trained in developing and implementing these concepts, therefore, we ask for your help in recruiting new team members.

As you can see, we really need your assistance in promoting this conference and identifying persons and businesses that may be interested in developing skills in planning and implementing integrated and applied curricula concepts. Additional conference information will be sent to you soon. Thank you for your time and effort.

TO: Potential 1996 Summer Conference Participants

FROM: Julie Keown-Bomar, Project Coordinator
Lorayne Baldus, Project Coordinator

DATE: April 22, 1996

SUBJ: 1996 Summer Conference Materials

The **Integrated and Applied Curricula Summer Conference** is fast approaching and it is time to get registered. Enclosed in this packet you will find several important items.

1) Tentative agenda outlining the conference sessions and times.
2) Registration form to complete and return by <u>May 25, 1995.</u> **Registration is limited to 150 people, so return your forms quickly.**
3) Lodging and travel bulletin.
4) Conference flyer.

Registration

Please note the registration deadline of **May 25.** Complete the registration form and return it to the Center for VTAE, Student Health Center Building, 103 1st Avenue West, UW-Stout, Menomonie, WI 54751, or fax to (715) 232-1985. Since you are responsible for your own lodging arrangements, contact the motel of your choice before June 1 to guarantee a room. See the enclosed bulletin for more details about motels in Menomonie. If you are interested in dorm lodging, indicate this on the registration form.

Who Will Be There

All participants and School-to-Work Leadership Group members are receiving this information. Teachers, administrators, and curriculum specialists who have not participated in the integrated and applied curricula project <u>are</u> eligible to attend this year's conference if they come as a school team. You can invite new colleagues to join your team.

We are expecting each team to bring a business representative with them for activities on the first day. It is up to the individual teams to partner with local business representatives for this conference. The business representative will help your team authenticate curriculum tasks.

What To Expect

The enclosed agenda and flyer will give you an idea of the type of conference sessions to anticipate. You and your team will be designing your own conference; modeling it to meet your level of experience, team objectives and school's goals. Assess your integrated and applied curricula expertise before you come to the conference. Talk with your fellow team members about what your school needs and be prepared to bring curriculum ideas to develop and/or curriculum to improve during the conference.

INTEGRATED AND APPLIED CONFERENCE TASK

Each team will develop an integrated and applied unit of instruction. It will be based in an occupational area, authenticated by an industry expert. The unit will sustain student activities for a 2-4 week period.

Each team will turn in their unit on the last day of the conference. All units will be compiled and distributed to conference participants. During the course of the conference you will receive ample amounts of information and ideas from sessions and the conference resource room. You will also have the opportunity to find information on the world wide web in our electronic communications workshop.

During the first part of June you will receive a final agenda, a campus map, and any other pertinent information. Participants will check in from 8-8:30 am June 25 in the Student Center Great Hall on the UW-Stout campus. The first conference session starts at 8:30 am.

Costs

We will provide:

> >continental breakfasts;
> >lunches;
> >morning and afternoon breaks;
> >a barbecue dinner on June 25;

All other expenses are the responsibility of the participant. Check with your local Tech Prep Coordinator to see if any arrangements have been made to help you with other costs.

Credit

We are working with the Department of Public Instruction to arrange for clock hours. UW-Stout will offer one college graduate credit for conference participation. The regular graduate tuition is waived; however, the participants must pay a student fee of $16.40 when you register for the course at the conference. This fee is paid by <u>check only</u>, cash or charge will not be accepted. An additional 1-2 graduate credits may be acquired by participating in a business/industry field experience. These credit hours are also tuition-waived. Before you come to the conference check with your local school district to determine what type of credit will qualify on your salary schedule. It is your responsibility to be aware of what conditions apply to your contract.

Computers

Computers are available on a limited basis during the conference. If you have access to a laptop computer, it would be to your advantage to bring it.

Please call if you have any questions.

Enclosures

Integrated and Applied Curricula Conference
June 25-27, 1996
Tentative Agenda

Day 1 Work Based Learning
Conference Meets at UW-Stout Great Hall

8:00--8:30	Registration and Continental Breakfast
8:30--9:00	Welcome and Overview
9:00--10:00	Conference Keynote: Linking Work Based Learning to the Curriculum
10:00--11:00	Conference Planning With Facilitators
11:00--12:00	Business and Industry Contribution Sessions: Designing Curriculum With Business Input
12:00--1:00	Lunch
1:00--2:30	Business and Industry Contribution Sessions: Designing Curriculum With Business Input
2:30--2:45	Break
2:45--3:30	Breakout Sessions--Work Based Learning
3:30--4:15	Corresponding Work Sessions: Work Based Learning
5:30	Dinner and Get-Together

Day 2 Connecting School To Work
Conference Meets at UW-Stout Great Hall

8:00--8:45	Continental Breakfast (Great Hall): Resource Room, Informal Team Planning, Networking
8:45--9:00	Daily Overview
9:00--10:15	Keynote Address: Connecting School To Work
10:15--10:30	Break
10:30--11:15	Breakout Sessions: Connecting School To Work
11:15--12:00	Corresponding Work Sessions
12:00--1:00	Lunch
1:00--2:00	What Works: Subject Area Round Tables (Great Hall)
2:00--2:15	Break
2:15--3:00	Breakout Sessions: Connecting School To Work
3:00--3:45	Corresponding Work Sessions
3:45--4:30	Work Time For Teams

Day 3 Connecting School To Work
Conference Meets at UW-Stout Great Hall

8:00--8:30	Continental Breakfast Networking, Resource Room, Informal Team Planning
8:30--8:45	Daily Overview
8:45--9:45	Keynote Address: What School To Work Means for All Wisconsin Students
9:45--10:30	Breakout Sessions: Connecting School To Work
10:30--10:45	Break

Integrated and Applied Curricula Conference
June 25-27, 1996

10:45--11:30   Corresponding Work Session: Connecting School To Work
11:30--12:30   Lunch
12:30--1:15   Breakout Sessions
1:15--2:00   Corresponding Work Sessions
2:00--2:30   Debriefing and Turning In Curricula
2:30--3:30   Open Work Sessions for Teams

Registration Form
1996 Integrated and Applied Curricula Summer Conference
June 25-27, 1996   UW-Stout   Menomonie, Wisconsin

Directions: Please provide the information requested below and return to the Center for Vocational, Technical and Adult Education. If you have any questions, please contact Julie Keown-Bomar, 715-232-2343 or Lorayne Baldus 715-232-1395. **REGISTRATION DEADLINE IS MAY 25, 1996.** Space is limited to the first 150 who register.

Please type or print clearly:

NAME: _____

TITLE AND/OR SUBJECT AREA DISCIPLINE: _____

SCHOOL: _____

SCHOOL ADDRESS: _____
                    (street)

_____
   (city)   (zip code)

CONSORTIUM: _____

HOME ADDRESS: _____
                  (street)

_____

_____

   (city)   (zip code)

_____
County of Residence

WORK PHONE: _____ FAX: _____

HOME PHONE: _____ E-MAIL: _____

Do you want to stay in a dorm?   _____ yes   _____ no
If yes, indicate if you want a :   _____ single or   _____ double room.
Name of roommate: _____

Do you have any special restrictions or requirements? (food, services, etc.)

_____

Are you planning on obtaining University credit for your participation in this conference?

     ___ yes   ___ no

If yes, you are required to pay $16.40 (by check only) <u>when you register at the conference site</u> on June 25, 1995.

--GO TO PAGE TWO--

Fill provide your social security number to obtain university credit:

Social Security Number: _____

Indicate the name of the business representative who will be accompanying your team and the name of his or her company.

_____

Please list the names of your fellow team members.

_____

_____

_____

_____

_____

Is this your first UW-Stout Integrated and Applied Curricula Summer Conference?

_____ Yes   _____ No

Please mail or fax this form to: The Center for Vocational, Technical and Adult Education, Student Health Center, 103-1st Avenue West, Menomonie, WI 54751

Fax: (715) 232-1985
Phone: (715) 232-2343

Travel and lodging arrangements and costs are the responsibility of the participant. Please speak to your local Tech Prep coordinator to see if any costs may be reimbursed at the local level. Rooms will be held at each of the following locations until June 1st. Ask for the Integrated and Applied Curricula Conference group block when making reservations.

Best Western of Menomonie
1815 N. Broadway
Menomonie, WI 54751
Telephone: (715) 235-9651
Double $48 + tax
Single $38 + tax

Super 8 Motel
1622 N. Broadway
Menomonie, WI 54751
Telephone (715) 235-8889
Double $52.20 + tax
Single $39.60 + tax

Both motels have indoor swimming pools.

Bolo Country Inn
207 Pine Avenue
Menomonie, WI 54751
Telephone: (715) 235-5596
Double $69 + tax
Single $49 + tax

UW-Stout Residence Hall
Location to be determined. Indicate your interest in staying in a dorm room on the registration form. The dorms are not air-conditioned. Bed and bath linens are provided. Bathrooms are shared. Double $11 Single $15.

Integrated And Applied Curricula Conference
June 25--27, 1996
University of Wisconsin-Stout

A working conference designed to assist educators and administrator teams develop, write and share integrated and applied curricula. This conference will provide numerous sessions for all educators; those just starting to investigate integrated and applied curricula, as well as many session topics for seasoned team members who have integrated and applied curricula and related School-To-Work Programs in place. Participants should come in teams and invite a business partner to participant in the first day of activities. All participants will take home resource materials and individualized curricula for implementation at local districts.

Topics
* Performance Based Instruction
* Authentic Assessment
* Designing Curriculum Through Building Partnerships: School, Business and Community
* Incorporating Career Majors With Integrated and Applied Curricula
* Best Practices from Schools Around the State of Wisconsin
* Integrated and Applied Resources on the Internet

Credits: Participants may obtain graduate credit at a reduced rate for participating in the conference.

Deadline: Register by May 25, 1996. Conference registration is limited to the first 150 people who register.

For More Information and Registration Materials: Contact your local Tech Prep Curriculum Specialist or contact Julie Keown-Bomar at the University of Wisconsin-Stout, phone (715) 232-2343, fax (715) 232-1985.

Center For Vocational, Technical and Adult Education
University of Wisconsin-Stout
103 1st Ave. West
Student Health Center
Menomonie, WI 54751
E-mail address: IAC@UWStout.edu

BUSINESS AND INDUSTRY FIELD EXPERIENCE FOR EDUCATORS

A field experience in business and industry is an excellent opportunity to identify authentic tasks and to determine applications for your subject matter area or program.

Nature or Experience: A field experience will involve "working" in business and industry, usually in a local company. You may shadow one or more workers, or actually do the job. You will need to submit a daily journal, list of common tasks you observed, an identification of how your subject matter or program relates to at least some of the tasks, and a brief action plan for making use of the information you have acquired in your work.

Time: June 1 - August 1, 1996

Registration Deadline: June 1, 1996

Graduate Credit: One or two graduate credits from UW-Stout. Reduced rate for those participating in the Integrated and Applied Summer Conference.

Hourly Commitment: You will need to "work" in a company for at least 40 hours to obtain one graduate credit. After completing the course assignments, the experience will involve approximately 50 hours per credit.

For More Information Contact: Orville Nelson or Julie Keown-Bomar, Center for Vocational, Technical and Adult Education, UW-Stout, Student Health Center Building, Menomonie, WI 54751. Phone (715) 232-1382. Fax: (715) 232-1985.

University of Wisconsin-Stout

Menomonie, Wisconsin 54751-0790

TO: 1996 Summer Conference Participants

FROM: Julie Keown-Bomar, Project Coordinator
           Lorayne Baldus, Project Coordinator

DATE: May 29, 1996

SUBJ: 1996 Summer Conference Registration Confirmation

You are registered to participate in the 1996 Integrated and Applied Curricula Conference to be held June 25--27, 1996 in Menomonie, Wisconsin. We have enclosed a detailed conference itinerary and local maps.

Your team's task during this conference will be to develop an integrated and applied unit of instruction. It will be based in an occupational area and authenticated by an industry expert. Each team will turn in their unit on the last day of the conference.

We still are in need of business representatives to accompany each team. Please contact us if you have additional representatives that can participate in the conference.

Remember, if you want to obtain college credit for your participation all you have to pay is $16.40 when you register. This fee is paid by check only.

When you arrive on campus, you may park in Lot 29 (check the map for directions). Check in at 8:00 am June 25th at the Memorial Student Center, Great Hall. See you at the conference!

Center for Vocational, Technical and Adult Education
UW-Stout
Phone (715) 232-2343
Fax (715) 232-1985
E-mail: BomarJ@UWStout.edu

Integrated and Applied Curricula Conference 1996
June 25-27, 1996
Tentative Agenda

<u>6/25/96</u>   <u>Work Based Learning   (Conference Meets in Great Hall, UW-Stout)</u>

8:00--8:30   *Registration and Continental Breakfast*

8:30--9:00   *Welcome and Overview*
                   Mike Galloy, Project Director

9:00--10:00   *Conference Keynote Address—Linking Work Based Learning to the Curriculum*
                   Ann Conzemius

10:00--11:00   *Conference Planning With Facilitators*
                A. Blue Team--Crystal Ballroom C
                B. Yellow Team--Crystal Ballroom A
                C. Red Team--Crystal Ballroom B
                Break
                Resource Room

11:00--12:00   *Partnerships: School and Business* (teams stay in respective rooms)

12:00--1:00   *Lunch*

1:00--2:30   *Business Contribution Session: Designing Curriculum With Business Input*
                   Blue Team---Crystal Ballroom C
                   Yellow Team--Crystal Ballroom A
                   Red Team--Crystal Ballroom B

2:30--2:45   *Break*

2:45--3:30   *Breakout Sessions—Work Based Learning*

                A. *Best Practices: Reality Check Curriculum Review*
                   Deanna Patzer, Central High School, Salem
                   Judy Kloubaucher, UW-Parkside
                   Maplewood/Oakwood Rooms
                B. *Questions Answers: How to Partner With Local Businesses*
                   Ann Conzemius
                   Crystal Ballroom B
                C. *DACUM: Building Blocks for Integrated and Applied Curricula*
                   Orv Nelson, UW-Stout
                   Prairie Pioneer Room
                D. *Best Practices: Mentoring and Job Shadowing With Local Businesses*
                   Julia D'Amato, Jeff Geil, Juneau Business High School, Milwaukee
                   Ed Kovochich, Madison High School
                   Northwoods Room

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3:30--4:15   ***Corresponding Work Sessions***
              Participants can work with the consultant from the session they just
              attended or join their team to continue curriculum development.

5:30   ***Dinner and Get-Together***
              Wakanda Park--Lions Club Shelter. Refer to Menomonie map for directions.
              Dinner and beverages provided.

6/26/96   **Connecting School To Work (Conference Meets at UW-Stout Great Hall)**

8:00--8:45   ***Continental Breakfast*** (Great Hall)
              Networking, Informal Team Planning, and Resource Room

8:45--9:00   ***Daily Overview***
              Mike Galloy, UW-Stout

9:00--10:15   ***Keynote Address: Connecting School To Work***
              Bob Fritz, UW-Stout

10:15--10:30 ***Break***

10:30--11:15 ***Breakout Sessions: Connecting School To Work***

              A. ***Questions and Answers: Career Majors***
                     Bob Fritz, UW-Stout
                     Crystal Ballroom B
              B. ***Integrated and Applied Curricula Electronic Communications Workshop for***
                     Windows
                     Steve Schlough, UW-Stout
                     Room 185 Micheel's Hall--East of the Student Center
              C. ***Best Practices: How To Integrate In An Alternated Day Schedule***
                     Lisa Orlowski, Helen Massey, Brenda Briggs, & Jeffery Gaddis
                     Hamilton High School
                     Crystal Ballroom A
              D. ***WIDS--The Wisconsin Framework for Performance-Based Instructional Design***
                     Participants will examine how WIDS focuses on applied learning and
                     assessment and preview application of computer technology to the task
                     of instructional design.
                     Judy Neill, Wisconsin Technical College System Foundation
                     Betty Brunelle, Wisconsin Technical College System
                     Crystal Ballroom C
              E. ***Best Practices: School To Life Planning Process***
                     Linda Nortier, Deforest High School
                     Northwoods Room

Integrated and Applied Curricula Conference 1996
June 25-27, 1996

11:15--12:00   *Corresponding Work Sessions*
                Participants can work with the consultant from the session they just
                attended or join their team to continue curriculum development.

12:00--1:00   *Lunch*

1:00--2:00   *What Works: Subject Area Round Tables* (Great Hall)
                Math--Crystal Ballroom A
                Science--Crystal Ballroom B
                Social Studies--Crystal Ballroom C
                English/Communications--Northwoods Room
                Voc./Tech. Ed.--Maplewood/Oakwood
                Administrators--Prairie Pioneer Room

2:00--2:15   *Break*

2:15--3:00   *Breakout Sessions: Connecting School To Work*

                A. *Best Practices: School To Life Planning Process*
                        Linda Nortier, Deforest High School
                        Northwoods Room
                B. *Authentic Assessment for Beginners*
                        Mike Galloy, UW-Stout
                        Crystal Ballroom A
                C. *Building Educator Teams for Integrated and Applied Curriculum*
                        Myron Eighmy, UW-Stout
                        Crystal B
                D. *Using WIDS to Integrate Instruction*
                        Participants will select an integration model that fits their needs and apply the
                        WIDS model to their integration projects. (Appropriate for those who attended
                        the morning session or are current WIDS users. Assumes basic knowledge of
                        WIDS)
                        Judy Neill, Wisconsin Technical College System Foundation
                        Betty Brunelle, Wisconsin Technical College System
                        Crystal Ballroom C
                E. *The Vocational Academic Learning Project (VALP): Integration at the Technical
                        College Level*
                        Theo Flickinger and Myra Payne, Western Wisconsin Technical College
                        Prairie Pioneer Room

3:00--3:45   *Corresponding Work Sessions--Connecting School To Work*
                        Participants can work with the consultant from the session they just
                        attended or join their team to continue curriculum development.

3:45--4:30   *Work Time For Teams--Optional*

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Integrated and Applied Curricula Conference 1996
June 25-27, 1996

6/27/96   <u>**Connecting School To Work (Conference Meets in Great Hall)**</u>

8:00–8:30   *Continental Breakfast*
Networking, Informal Team Planning, Resource Room

8:30--8:45   *Daily Overview*
Mike Galloy, UW--Stout

8:45--9:45   *Sharing Success: Feedback from Teams*

9:45--10:30   *Breakout Sessions--Connecting School To Work*

         A. *How Integrated Curricula Fits Into An Entire School Reform*
             Donald Viegut, Merrill School District
             Crystal Ballroom A
         B. *Integrated and Applied Curricula Electronic Communications Workshop for*
             Windows
             Steve Schlough, UW-Stout
             Room 185 Micheel's Hall--East of the Student Center
         C. *Best Practices: Integrating Teams--The Starting Points*
             John Cicero, Janel Francis, Mark Hoffman, John Riggins, Gail Stapleton, and
             Donald Vander Velden---South Milwaukee High School
             Crystal Ballroom B
         D. *Best Practices: How to Teach on a Four Period Day*
             Jerry Hanson, Warren Behm, Eleva-Strum High School
             Northwoods Room

10:30--10:45   *Break*

10:45--11:30   *Corresponding Work Sessions--Connecting Activities*
         Participants can work with the consultant from the session they just
         attended or join their team to continue curriculum development.

11:30--12:30   *Lunch*

12:30--1:15   *Breakout Sessions (continued on next page)*

         A. *Authentic Assessment for Intermediates*
             Mike Galloy, UW-Stout
             Crystal Ballroom A
         B. *Integrated and Applied Curricula Electronic Communication Resources for*
             Macintosh
             Steve Schlough, UW-Stout
             Room 175 Micheel's Hall, East of the Student Center

C. *Best Practices: Sustaining Integrated Teams*
    John Cicero, Janel Francis, Mark Hoffman, John Riggins, Gail Stapleton, and
    Donald Vander Velden---South Milwaukee High School
    Crystal Ballroom B

D. *Planning Instruction Based on Authentic Tasks*
    Jerry Redman and Kerry Hogan, Western Wisconsin Technical College
    Crystal Ballroom C

1:15--2:00   *Corresponding Work Sessions*
    Participants can work with the consultant from the session they just
    attended or join their team to continue curriculum development.

2:00--2:30   *Debriefing, Evaluation, Collect Curricula, Pick Up Certificates* (Great Hall)
2:30--3:30   *Open Work Sessions for Teams--Optional*

University of Wisconsin-Stout

Menomonie, Wisconsin 54751-0790

TO: Integrated and Applied Curricula Conference Participants

FROM: Julie Keown-Bomar
           CVTAE, UW-Stout

DATE: July 15, 1996

RE: Conference Follow-up

We would like say thanks to all of you who attended the 1996 Integrated and Applied Curricula Summer Conference. We hope the conference was beneficial and productive for you and your school team.

As promised, we are sending you this blank data base form. It may seem like a duplication of what you have already done, but it does ask for additional information we may not have. Also, you may have other examples of integrated and applied curricula or related School-To-Work activities that can be added to the data base. We appreciate your taking the time to complete this form and returning it to us.

If you fill it out, we will put it on the world wide web page. You and/or others in your team will be listed as contact people. It is doubtful you will receive a lot of calls, but you may get a few since this data base can be browsed by any number of people. This information will be helpful to fellow educators, state personnel and others interested in the subject. The only criteria is the curricula must have a vocational education and an academic component. Send the form back to us in the enclosed stamped envelope.

We are in the process of putting all of the curricula generated during the conference on our web page in full. Let us know if you need help accessing the web page or joining the discussion group. End of the year finances did not allow us to send each participant of copy of the curricula generated at the conference. We will send copies of the curricula addressed to the "Integrated and Applied Curricula Team" at each school or to your team coordinator if you have one.

Grades should be out in August. If you don't receive anything by September 1 or have other questions regarding credit, call Lolly Baldus or myself for assistance.

Good luck with implementation of your integrated and applied curricula. We will be in contact with you if there is another conference next summer.

Julie Keown-Bomar   Lolly Baldus
(715) 232-2343   (715) 232-1395
BomarJ@UWStout.edu   BaldusL@UWStout.edu

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Integrated and Applied Curricula Data Base
University of Wisconsin-Stout

NAME

Fellin, Mike

ADDRESS	CITY	STATE	ZIP
534 Elizabeth	Whitewater	WI	53190

SITE

Whitewater Unified Schools

CONSORTIUM

GTC

EMAIL	FAX	TELEPHONE	CALL
		414-472-4800	1:30--3:30

GRADES

9-12

DISCIPLINE

Mathematics, Science, English, Social Studies, Technology Education.

ACTIVITY

1) English and Engines--integrated senior English and auto courses and; 2) 9th grade integrated curriculum combining math, English, social studies, science and career preparation.

EXAMPLE

RESOURCE

Integrated and applied curriculum materials, resource people.

CONTACT

Mike Fellin and Carolyn Welty

PHONE

414-472-4800

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no

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document

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Integrated and Applied Curricula Data Base
University of Wisconsin-Stout

NAME

ADDRESS   CITY   STATE   ZIP

SITE

CONSORTIUM

EMAIL   FAX   TELEPHONE   CALL

GRADES

DISCIPLINE

ACTIVITY

RESOURCE

CONTACT   PHONE

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FORMAT

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Author(s): Julie Keown-Bomar, Orville Nelson

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Signature: *Julie Keown-Bomar*	Position: Research Assistant
Printed Name: Julie Keown-Bomar	Organization: CVTAE/UW-Stout
Address: Student Health Center Building UW-Stout Menomonie, WI 54751	Telephone Number: (715) 232-1382
	Date: 8/21/96

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Columbus, OH 43210-1090

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