

DOCUMENT RESUME

ED 085 535

95

CE 000 713

TITLE Research and Development Project in Career Education. Final Report. Volume II.

INSTITUTION Washington State Coordinating Council for Occupational Education, Olympia.

SPONS AGENCY Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

BUREAU NO V261019L

PUB DATE 17 Aug 73

GRANT OEG-0-72-0765

NOTE 192p.; For related documents, see CE 000 712 and CE 000 714

EDRS PRICE MF-\$0.65 HC-\$6.58

DESCRIPTORS Bibliographies; *Career Education; Curriculum Development; *Instructional Materials; *Material Development; Occupational Information; *Program Evaluation; Surveys; Units of Study (Subject Fields)

IDENTIFIERS Dictionary of Occupational Titles

ABSTRACT

This volume supplements the final report of the research and development project in career education. Materials produced by teachers participating in the career education project are listed by elementary, junior high, and high school level and keyed to unit numbers. Non-site produced materials are similarly listed. Career education materials for K-12 which were purchased at the request of design team members are listed. Units on teaching the Dictionary of Occupational Titles by librarians and on a freshman social science course are described. Guidelines on availability and dissemination of career information are given. In-service workshops on a school-based model in career education were surveyed and are reported. The evaluation forms, with response totals, are included. (MS)

ED 085535

FINAL REPORT

Project No.: V261019L
Grant No.: OEG-0-72-0765

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Research and Development Project
in Career Education

Conducted Under
Part C of Public Law 90-576

VOLUME II of THREE VOLUMES

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Washington State Coordinating Council for Occupational Education
Vocational Education Division
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Olympia, WA 98501

August 17, 1973

CE 000 713

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A REPORT ON A

CAREER EDUCATION PROJECT

"A LISTING OF TEACHER-PRODUCED MATERIALS"

Sponsored by

Research & Development Project

in

Career Education #646

Public Law 90-576 Title I Part C Sec. 131 (a)

Developed by Participating Teachers:

Argonne Junior High School - (West Valley School District #363)
Cusick Elementary and High School - (Cusick School District #59)
Lewis and Clark High School - (Spokane School District #81)
University Elementary School - (Central Valley School District #356)
Whitman Elementary School - (Spokane School District #81)

Prepared by:

Gerene Boberg
and
Ron Anderson

RESEARCH AND DEVELOPMENT PROJECT

IN CAREER EDUCATION

A Report on Career Education Projects

Site Elementary

- 101 Summary of Career Education Activities; Developed by Design Team Members, All Grades, October, 1972.
- 102 A Report on the Guidance and Careers Workshop; Developed by Design Team Members, Grades 1 - 6, September 23, 1972.
- 103 Our Friends, The Firemen; Developed by Gertrude Hansen, Whitman Elementary School, Grade 2, November 15, 1972.
- 104 A Visit To Today's Generation Radio Land; Developed by Carol Magden, Whitman Elementary School, Grade 4, November 10, 1972.
- 105 Food Service and Health Helpers in Our Community; Developed by Mrs. Otto and Miss Evoy, Whitman Elementary School, Grade 2, December 15, 1972.
- 106 Guidance-Counseling in the Classroom; Developed by Hal Swenson, Guidance Specialist, Career Education Project, December 7, 1972.
- 107 Pillow Factory; Developed by Venny Sullivan, Special Education, Whitman Elementary School, January 8, 1973.
- 108 Forestry With Emphasis on Conservation; Developed by Doris Oxford, Whitman Elementary School, Grade 4, January 19, 1973.
- 109 Athletics As a Career; Developed by Ken Gustafson, Whitman Elementary School, Grade 6, January 19, 1973.
- 110 Hello DUSO (Developing Understanding of Self and Others); Developed by Bernice Ent and Rowena Nessley, University Elementary School, and Carol Bourassa, Cusick Elementary School, Grades K - 3, January 30, 1973.

- 111 Seeds To Finished Product; Developed by Roberta Mayer and Janet Manor, Whitman Elementary School, Grade 4, January 19, 1973.
- 112 Workers in Spokane; Developed by Hazel Christensen, Whitman Elementary School, Grade 3, February 16, 1973.
- 113 Mass Production of Upholstered Furniture; Developed by Theresa Groves, Whitman Elementary School, Grade 5, February 16, 1973.
- 114 Everybody's Job Is Important; Developed by Dick Evans, Special Education Class, Whitman Elementary School January 8, 1973.
- 115 Media For Community Helpers; Developed by Sue Keller and Karen Otto, Whitman Elementary School Grade 2, February 21, 1973.
- 116 Let's Not Forget Our Friendly Policemen; Developed by Sue Keller, Whitman Elementary School, Grade 2, March 7, 1973.
- 117 The Total Boat Building Process at Fiberform; Developed by Gerene Boberg and Bernice Ent, Whitman Elementary School, Primary and Intermediate level teachers, March 20, 1973.
- 118 Communicating Career Education Materials; Developed by Gerene Boberg and Bernice Ent, Whitman Faculty, March 26, 1973.
- 119 Hi! Ho! Silver; Developed by Bernice Ent, Whitman Elementary School, Grade 3, March 20, 1973.
- 120 Preparing Students for Career Exploration; Developed by Betty Carruthers and Sylvia Doty, University Elementary School and Helen Roos, Cusick Schools, Grades 4 - 6, April 18, 1973.
- 121 As the Eggs Turn . . .; Developed by Bernice Ent, Whitman Elementary School and Connie Renz, University Elementary School, Grade 3, April 18, 1973.
- 122 Careers Encompassing Wildlife; Developed by Harold Meili, Whitman Elementary School, Grade 5, April 18, 1973.

- 123 Newspaper--From Printing to Reading; Developed by Janet Manor and Roberta Mayer, Whitman Elementary School, Grade 4, May 7, 1973.
- 124 Paper--From Chipping to Shipping; Developed by Roberta Mayer and Janet Manor, Whitman Elementary School, Grade 4, May 7, 1973.
- 126 Spokane--Yesterday and Today; Developed by Mary Chadwick and Carmela Hughes, Whitman Elementary School, Grade 3, May 7, 1973.
- 127 Career Opportunities in the Movement of Washington's Meat Animals From Ranch to Consumer; Developed by Carol Magden, Whitman Elementary School, Grade 4, May 7, 1973.
- 128 A Report on Career Education Workshops, K - 6; Developed by Hal Swenson and Ed Jenkins, April 16, 1973.
- 129 Job Awareness as Related to Positions in Government; Developed by Gerene Boberg, Whitman Elementary School, Grade 5, May 16, 1973.
- 130 A Study of the Wide Variety of Employment Opportunities in the Field of Generating, Transmitting and Distributing Electrical Energy in the Pacific Northwest; Developed by Carol Magden, Whitman Elementary School, Grade 4, May 21, 1973.
- 131 What It Takes To Make a Portable Workshop; Developed by Janet Manor and Bobbie Mayer, Whitman Elementary School, Grade 4, May 9, 1973.
- 132 A School-based Model in Career Education; Developed by Charles McKinney, Ed Jenkins and Hal Swenson, May 18, 1973.
- 133 Guidance and Careers Workshop; Developed by Design Team Members, August 24, 1972.
- 134 Career Development Team Meeting; Developed by Design Team Members, Grades K - 12, October 17, 1972.
- 135 Getting a Newspaper to Your Door; Developed by Beverly Jasper, Cusick Elementary School, Grade 3, October, 1972.

- 136 Pencils, Papers and Profit; Developed by Shirley Seiffe,
Cusick Elementary School, Grade 6, November 10, 1972.
- 137 Jobs Around the School; Developed by Martha Lindquist,
Cusick Elementary School, Grade 1, November 13, 1972.
- 138 Mini-Marketing; Developed by Lois Hahn, Cusick Elementary
School, Grade 4, November 16, 1972.
- 139 The Candy Man; Developed by Beverly Jasper, Cusick
Elementary School, Grade 3, November 15, 1972.
- 140 Beef--From Hoof to Package; Developed by Melvina Schultz,
Cusick Elementary School, Grade 2, November 16, 1972.
- 141 Gloves, Mittens, and Finger Things; Developed by
Carol Bourassa, Cusick Elementary School, Grade K,
January 24, 1973.
- 142 A Job That Fits; Developed by Bev Jasper, Cusick Elementary
School, Grade 3, April 30, 1973.
- 143 Operation Street Sign; Developed by Bev Jasper, Cusick
Elementary School, Grade 3, April 30, 1973.
- 144 P.I.C.A. (Parent Involvement in Career Awareness);
Developed by Bev Jasper, Parents of elementary students,
Cusick Elementary School, May 8, 1973.
- 145 Sit-Upons; Developed by Martha Lindquist, Cusick Elementary
School, Grade 1, May 8, 1973.
- 146 Panther Patches; Developed by Martha Lindquist, Cusick
Elementary School, Grade 1, May 15, 1973.
- 147 Mini Jobs; Developed by Melvina Schultz, Cusick Elementary
School, Grade 2, May 23, 1973 (n.P)
- 148 Know Your Neighbors; Developed by Bev Jasper, Cusick
Elementary School and Karen Toreson, University Elementary
School, Grade 3, May 16, 1973.
- 149 Heavy Equipment Machines; Developed by Connie Renz,
University Elementary School, Grade 3, October 27, 1972.

- 150 A.V./Manipulative Materials to Inspire Teacher Involvement;
Developed by Karen Toreason, University Elementary School,
Grades K - 6, November 8, 1972.
- 151 Study of Engines - Science; Developed by Ralph Larsen,
University Elementary School, Grade 5, November 7, 1972.
- 152 Community Helpers--Who Are They and How Do They Help Us;
Developed by Mildred Iyall, Janice McKinney and
Jean Frucci, University Elementary School, Grade 2,
December 15, 1972.
- 153 Hockey Players - Vocations and Avocations; Developed by
Connie Renz, University Elementary School, Grade 3,
December 20, 1972.
- 154 Assembly-Line Production; Developed by Rowena Nessley,
University Elementary School, Grade 3, December 19, 1972.
- 155 A. V. Materials for Use in Career Education; Developed
by Sylvia Doty, University Elementary School, for
teachers of Grades 1-6, January 29, 1973.
- 156 Career Ballads; Developed by Louise Billings, University
Elementary School, Grades 3 and 4, February 23, 1973.
- 157 Block City; Developed by Janice McKinney, University
Elementary School, Grade 2, March 2, 1973.
- 158 Valentine's Day Post Office; Developed by Connie Renz,
University Elementary School, Grade 3, March 2, 1973.
- 159 Weaving; Developed by Barbara Engstrom, University
Elementary School, Grade 6, March 5, 1973.
- 160 D.O.T. (Dictionary of Occupational Titles); Developed by
Sylvia (Sam) Doty, University Elementary School, Grades
4, 5, and 6, March 26, 1973.
- 161 Give 'Em a Jingle; Developed by Bob Childress, University
Elementary School, total school with emphasis on
Grades 5 and 6, March 30, 1973.
- 162 What It Takes to Make a Book; Developed by Debi Wagner,
University Elementary School, Grade 3, March 12, 1973.

- 164 Fun With Tufting; Developed by Rachel Anglin,
University Elementary School, Grade 5, May 4, 1973.
- 165 Audio Visual Materials and Career Awareness; Developed
by Sylvia Doty, University Elementary School, Grades
5 and 6, May 4, 1973.
- 166 Career Awareness, Grades K - 3; Developed by Connie
Renz, Dorene McDonald, Jean Frucci, Mary Bartlett,
Mildred Iyall, Janice McKinney, Irene Beeson and
Roxanne Prue, University Elementary School, Grades
K - 3, May 4, 1973.
- 167 Health Helpers in Our Community; Developed by Jean Frucci,
University Elementary School, Grade 2, May 14, 1973.

RESEARCH AND DEVELOPMENT PROJECT

IN CAREER EDUCATION

A Report on Career Education Projects

Site Junior High

- 703 Who Am I?; Developed by Bill Hawley, Argonne Junior High School, Grade 7, January 29, 1973.
- 704 Ohio Vocational Interest Survey; Developed by Bill Hawley, Argonne Junior High School, Grades 7 and 8, February 6, 1973.
- 705 Health Careers Fair; Developed by Kathy Wolfrum and Linda Coffey, Argonne Junior High School, Grade 8, April 25, 1973.
- 707 Learning About the World of Construction; Developed by Rudy Larsen, Argonne Junior High School, Grade 9, May 10, 1973.
- 708 Opportunities in the Armed Services; Developed by Helen Renz and Ray Liberg, Argonne Junior High School, Grade 9, May 16, 1973.
- 709 The Girl; Developed by Barbara Johnson, Argonne Junior High School, Grade 9, May 16, 1973.
- 710 Mini-Field Trip; Developed by Kathy Wolfrum and Linda Coffey, Argonne Junior High School, Grade 8, May 16, 1973.
- 711 Letter-Writing to Obtain Information; Developed by Kathy Wolfrum and Linda Coffey, Argonne Junior High School, Grade 8, May 16, 1973.
- 712 Who Will Hire Me?; Developed by Helen Renz and Ray Liberg, Argonne Junior High School, Grade 9, May 21, 1973.
- 713 What Shall I Say?; Developed by Helen Renz and Ray Liberg, Argonne Junior High School, Grade 9, May 21, 1973.

- 714 The Five Job Clusters; Developed by Diane Prosser
Argonne Junior High School, Grade 9, May 21, 1973.
- 715 You and Jobs; Developed by Diane Prosser, Argonne
Junior High School, Grade 9, May 21, 1973.
- 716 Who Am I?; Developed by Diane Prosser, Argonne Junior
High School, Grade 9, May 21, 1973.
- 717 We're Ready for High School; Developed by Helen Renz,
Ray Liberg and Bill Hawley, Argonne Junior High
School, Grade 9, May 21, 1973.
- 718 Application Packet; Developed by Diane Prosser,
Argonne Junior High School, Grade 9, May 21, 1973.
- 719 Job Rewards; Developed by Diane Prosser, Argonne Junior
High School, Grade 9, May 21, 1973.
- 720 The Five Job Clusters; Developed by Diane Prosser,
Argonne Junior High School, May 21, 1973.
- 721 The Choice is Yours; Developed by Doris Arndt,
Cusick Schools, Grade 9 - 12, September 22, 1973.
- 722 Introduction to Jobs; Developed by Glenn Nachbar,
Cusick Schools, Grade 8, January 10, 1973.
- 723 Lights, Camera--Action! Developed by Sandy Ausetz,
Cusick Schools, Grades 8 - 12, January 24, 1973.
- 724 Never the 'Twain Shall Meet; But They Did!; Developed
by Sandy Ausetz, Cusick Schools, Grades 7 - 8,
February 21, 1973.
- 725 Introduction to Gymnastics; Developed by Andree Goodrow,
Cusick Schools, Grades 7 and 8, April 18, 1973.
- 726 Home Builders of the Future; Developed by Fred Vogel,
Cusick Schools, Grade 8, May 8, 1973.
- 727 From Forest to Market; Developed by Doris Arndt, Cusick
Schools, Grade 8, May 15, 1973.

RESEARCH AND DEVELOPMENT PROJECT

IN CAREER EDUCATION

A Report on Career Education Projects

Site High School

- 1002 Career Center Hotline; Developed by Jon Patton,
Lewis and Clark High School, Grades 9 - 12,
October 11, 1972.
- 1003 Career Information Search; Developed by Jon Patton,
Lewis and Clark High School, Grades 9 - 12,
October 11, 1972.
- 1004 Making Value Judgments: Decisions for Today;
Developed by Steve Kovac, Lewis and Clark High
School, Grade 9, October 19, 1972.
- 1005 Ohio Vocational Interest Survey; Developed by
Ray Mohny, Lewis and Clark High School, Grade
9, October 19, 1972.
- 1006 Career Orientation Class: Grade Nine; Developed
by Steve Kovac, Lewis and Clark High School,
Grade 9, October 27, 1972.
- 1007 Field Trip to Spokane Falls Community College;
Developed by Del Marshall, Lewis and Clark High
School, Grades 10 - 12, November 13, 1972.
- 1008 A Plan for Use of the OVIS in Curriculum Design and
the Results of a Career Choice Survey Taken at
Lewis and Clark High School; Developed by Steve Kovac,
Jon Patton and Rick Giampietri, Lewis and Clark High
School, Grade 9, November, 1972.
- 1010 Explore Lewis and Clark Business Center; Developed by
Del Marshall, Lewis and Clark High School, High School
Students, March 26, 1973.

- 1011 Ohio Vocational Interest Survey - Information for Parents; Developed by Steve Kovac, Ray Mohny and Jon Patton, Lewis and Clark High School, Parents of 450 Freshmen, March 26, 1973.
- 1012 Detailed Study of Costs of Owning, Operating and Maintaining a Car; Developed by Gene Sivertson and Ed Kretz, Lewis and Clark High School, Grade 9, April 18, 1973.
- 1013 Shop Mathematics; Developed by Dick Higel, Lewis and Clark High School, Grade 9, April 18, 1973.
- 1014 Careers in An Urban Setting; Developed by Steve Kovac, Jon Patton, Ray Miller and Pat Pfeifer, Lewis and Clark High School, Grade 9, April 23, 1973.
- 1015 Interview with Mrs. Gino, Head of the Junior Volunteer Program at Deaconess Hospital; Developed by Jim Jurgens, Cusick Schools, Grades 1 - 12, October 13, 1972.
- 1016 Slides, Valves, Pads and You; Developed by Jim Jurgens, Cusick Schools, Grades 10 and 11, October 4, 1972.
- 1017 The Hole; Developed by Andree Goodrow, Cusick Schools, Grades 10 - 12, November 27, 1972.
- 1018 The New Me, The Paper Mirror; Developed by Sandy Auseth, Cusick Schools, Grades 10 - 12, November 29, 1972.
- 1019 A Day in the Field With the Forest Ranger; Developed by Daryl Hecker, Cusick Schools, Grades 9 - 12, November 29, 1972.
- 1020 The Out-Of-Sight Trip to Tomorrow; Developed by Sandy Auseth, Cusick Schools, Grades 10 - 12, November 29, 1972.
- 1021 A Day in the Field With the County Environmental Health Officer; Developed by Daryl Hecker, Cusick Schools, Grades 9 - 12, November 29, 1972.
- 1022 Your Occupational Future in a Nutshell - Vocation or Profession?; Developed by Jim Jurgens, Cusick Schools, Grades 9 - 12, January 10, 1973.

- 1023 Attention! Mr. and Mrs. America--Professional Nursing Needs You!; Developed by Jim Jurgens, Cusick Schools Grade 12, January 10, 1973.
- 1024 To Wear a Badge--Yes or No?; Developed by Jim Jurgens, Cusick Schools, Grade 12, January 10, 1973.
- 1025 Meat Cuts and Packaging for the Consumer; Developed by Sandy Auset, Cusick Schools, Grades 9 - 12, January 30, 1973.
- 1026 What's It All About?; Developed by Sandy Auset, Cusick Schools, February 20, 1973.
- 1027 Career Day in Spokane; Developed by Sandy Auset, Cusick Schools, Grades 9 - 12, February 21, 1973.
- 1028 A Child Needs to Learn; Developed by Sandy Auset, Cusick Schools, Grades 10 - 12, February 21, 1973.
- 1029 Montessori Principles in Practice; Developed by Sandy Auset, Cusick Schools, Grades 10 - 12, March 1, 1973.
- 1030 Computer Occupations Available to High School Math Students; Developed by Daryl Hecker, Cusick Schools, Grades 9 - 12, March 1, 1973.
- 1031 Career Survey; Developed by Sandy Auset and Larry Goodrow, Cusick High School, March 20, 1973.
- 1032 How Wide - Our Occupational Horizons; Developed by Jim Jurgens, Cusick Schools, Grade 12, April 17, 1973.
- 1033 Vibrations From the Newport Geophysical Observatory; Developed by Daryl Hecker, Cusick Schools, Grades 9 - 12, April 17, 1973.
- 1034 Skating As a Recreation and a Profession; Developed by Andree Goodrow, Cusick Schools, Grades 9 - 12, April 30, 1973.
- 1035 Checks and Balancing; Developed by Stewart Ailor, Cusick Schools, Grades 10 - 12, May 8, 1973.

- 1036 Espanol Para Una Occupation; Developed by Glen Nachbar, Cusick Schools, Grades 9 - 11, May 8, 1973.
- 1037 A Day in the Field With the Pend Oreille County Engineer; Developed by Daryl Hecker, Cusick Schools, Grades 11 and 12, May 8, 1973.
- 1038 The Forest Service and You; Developed by Daryl Hecker, Cusick Schools, High School students, May 8, 1973.
- 1039 Where Are the People Behind the Scenes at Sacred Heart Medical Center; Developed by Daryl Hecker, Cusick Schools, Grades 11 and 12, May 8, 1973.
- 1040 I Think That I Shall Never See Anything As Beautiful As a Tree; Developed by Daryl Hecker, Cusick Schools, High School students, May 8, 1973.
- 1041 Interview with Betty Burns; Pacific Northwest Bell (Public Relations Director); Developed by Jim Jurgens, Cusick High School, October 18, 1972.
- 1042 Interview with Lt. Robert Panther; Spokane Police Department; Developed by Jim Jurgens, Cusick High School, November 10, 1972.
- 1043 Helping Hands For the Newborn; Developed by Sandy Ausetz, Cusick High School, January 2, 1973.

A LISTING OF TEACHER-PRODUCED MATERIALS

LEVEL

- 1. = Elementary
- 1.P = Primary
- 1.I = Intermediate
- 2. Secondary
- 2.J = Junior High School
- 2.H = High School

KEY

- SS = Social Sciences
- SC = Science and Health
- MA = Math
- LA = Language Arts
- A = Art
- M = Music
- PE = Physical Education
- V = Vocational

THE ENCLOSED MATERIALS ARE MEANT TO BE A CATALYST TO INTEGRATE CAREER EDUCATION TECHNIQUES INTO THE PRESENT CLASSROOM CURRICULUM. THEY ARE NOT TO BE USED AS A TOTAL TEACHING UNIT.

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA..... M RELATED SUBJECT AREA..R										COMPONENT						
					SS	SC	MA	LA	A	M	PE	V	Curriculum	Guidance							
101	1.P	Summary of Career Education Activities	Design Team Members October, 1972	Report on variety of Career projects in Team Schools																	
	1.I																				
	2.J																				
	2.H																				
102	1.P	A Report on the Guidance and Careers Workshop	Design Team Members September 23, 1972	Why Career Education? Ideas and Evaluation																	
	1.I																				
103	1.P	Our Friends, the Firemen	Gertrude Hansen Whitman Elementary School Dist. # 81 Spokane, Washington	Career study of the Fireman																	

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA.....M RELATED SUBJECT AREA..R										COMPONENT		
					SS	SC	MA	LA	A	M	PE	V	Curriculum	Guidance	Both		
123	1.I	Newspaper--From Printing to Reading	Janet Manor and Roberta Mayer Whitman Elem. School District #81 Spokane, Washington May 7, 1963	Reporter, editor, printer, paper boy	M	R	R	R	R	R	R	R	R	R			M
124	1.I	Paper--From Chipping to Shipping	Roberta Mayer and Janet Manor Whitman Elem. School District #81 Spokane, Washington May 7, 1973	Logger, electrical, millwright, machinist mixerman, beaterman, cutters, trimmers, chippers, wrappers, shipping	M	R	R	R	R	R	R	R	R	R			M
126	1.P	Spokane--Yesterday and Today	Mary Chadwick and Carmela Hughes Whitman Elem. School District #81 Spokane, Washington May 7, 1973	Contractor, crane operator, truck driver, surveyor	M	R	R	R	R	R	R	R	R	R			M
127	1.I	Career Opportunities in the Movement of Washington's Mean Animals From Ranch to Consumer	Carol Magden Whitman Elem. School District #81 Spokane, Washington May 7, 1973	Meat inspector, farmer, meatpacker, auctioneer, butcher, trucker	M	R	R	R	R	R	R	R	R	R			M

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA.....M RELATED SUBJECT AREA..R										COMPONENT			
					SS	SC	MA	LA	A	M	PE	V	Curriculum	Guidance	Both			
128	1.P 1.I	A Report on Career Education Workshops	Hal Swenson Ed Jenkins April 16, 1973	In-service (3-day) workshops (K-12): Items and/or methods of integrating Career Education into the present curriculum	R	R	R	R	R	R	R	R	R	R	R	R	R	
129	1.I	Job Awareness as Related to Positions in Government	Gerene Boberg Whitman Elementary Sch. District #81 Spokane, Washington May 16, 1973	President, vice-president, governor, mayor, senator, representatives	R	R	R	R	R	R	R	R	R	R	R	R	R	M
130	1.I	A Study of the Wide Variety of Employment Opportunities in the Field of Generating, Transmitting and Distributing Electrical Energy in the Pacific Northwest	Carol Magden Whitman Elem. School District #81 Spokane, Washington May 21, 1973	Secretaries, electrician, meter reader, lineman, engineer														

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA.....M RELATED SUBJECT AREA..R										COMPONENT				
					SS	SC	MA	LA	A	M	PE	V	Curriculum	Guidance	Both				
161	I.I	Give 'Em a Jingle	Bob Childress University Elem. Sch. Central Valley School District March 30, 1973	Each student will telephone (located in classroom) three resource people in community for career description and related clusters and establish follow-up	R	R	R	M	R	A	R	M	R						
162	I.P	What It Takes to Make a Book	Debi Wagner University Elem. Sch. Central Valley School District March 12, 1973	Students observe and make a book of their own (i.e. author, artist, printer, proof-reader, etc.)	R		R	M	R										M
164	I.P	Fun With Tufting	Rachel Anglin University Elem. Sch. Central Valley School District May 4, 1973	Through study of math and art in a career awareness student will learn application of study skills and also leisure time activity			M	R											M

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					SS	SC	MA	LA	A	M	PE	V	Curriculum	Guidance		
703	2.J	Who Am I?	Bill Hawley Argonne Junior High School District #363 January 29, 1973	Unlimited (Self Analysis by students)	R	R	R	M	R	A	M	PE	V	Curriculum	Guidance	M
704	2.J	Ohio Vocational Interest Survey	Bill Hawley Argonne Junior High School District #363 February 6, 1973	Career Interest depending on testing												M

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA.....M RELATED SUBJECT AREA..R										COMPONENT		
					SS	SC	MA	LA	A	M	PE	V	Curriculum	Guidance	Both		
714	2.J	The Five Job Clusters	Diane Prosser Argonne Junior High Schooi District #363 May 21, 1973	Identification work with five job clusters	R	R	R	M								M	
715	2.J	You and Jobs	Diane Prosser Argonne Junior High School District #363 May 21, 1973	Entry requirements for a variety of jobs-- correlation of school courses to job aspirations												M	
716	2.J	Who Am I?	Diane Prosser Argonne Junior High School District #363 May 21, 1973	Individual ability-- skills and interest study												M	
717	2.J	We're Ready for High School	Helen Renz, Ray Liberg and Bill Hawley Argonne Junior High School District #363 May 21, 1973	Relating Kuder Test results to class course selection												M	

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA.....M RELATED SUBJECT AREA..R							COMPONENT												
					SS	SC	MA	LA	A	M	PE		V											
1005	2.H	Ohio Vocational Interest Survey	Ray Mohney Lewis and Clark H.S. October 19, 1972	Personal interests as related to world of work											Curriculum				Both					
1006	2.H	Career Orientation Class	Steve Kovac Lewis and Clark H.S. October 27, 1972	Relationship of student to world of work.																M				
1007	2.H	Field Trip to Spokane Community College	Del Marshall Lewis and Clark H.S. November 13, 1972	Business Dept. Career Opportunities																	M			
1008	2.H	A Plan for Use of OVIS in Curriculum Design and the Results of a Career Choice Survey Taken at Lewis and Clark High School.	Steve Kovac, Jon Patton, and Rick Giampietri Lewis and Clark H.S. November 1972	Developing a Career education model.																		M		
1010	2.F	Explore Lewis and Clark Business Center	Del Marshall and Lewis and Clark students. Lewis and Clark H.S. March 26, 1973	Related to business																				M

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA.....M RELATED SUBJECT AREA..R										COMPONENT		
					SS	SC	MA	LA	A	M	PE	V	Curriculum	Guidance	Both		
1025	2.J 2.H	Meat Cuts and Packaging for the Consumer	Sandy Ausetth Cusick Schools January 30, 1973	Jobs related to meats-butcher, meat wrapper, also T.V. interest level	R	R	R	R	R	A	M	PE	V	M	Curriculum	Guidance	Both
1026	2.H	What's It All About?	Sandy Ausetth Cusick Schools February 20, 1973	Career Awareness and its role in the school and community	R	R								M			
1027	2.J 2.H	Career Day in Spokane	Sandy Ausetth Cusick Schools February 21, 1973	Career Education trip to Lewis and Clark High School, Spokane (Exposure to large urban school, etc.)	R	R	R	R	R	R	R	R	R	R			M
1028	2.H	A Child Needs to Learn	Sandy Ausetth Cusick Schools February 21, 1973	Construction of creative play equipment and identify physical, social and intellectual abilities.	M		R	R	R					M			M
1029	2.H	Montessori Principles in Practice	Sandy Ausetth Cusick Schools March 1, 1973	Students compare differences between Montessori and regular classroom procedures	M	R	R	R	R	R	R	R	R	R			M

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA.....M RELATED SUBJECT AREA..R								COMPONENT					
					SS	SC	MA	LA	A	M	PE	V						
1035	2.H	Checks and Balancing	Stewart Ailor Cusick Schools May 8, 1973	Related to Banking-- students learn process through which a check follows from entry to exit	R										Curriculum	Guidance	Both	
1036	2.J 2.H	Espanol Para Una Occupation	Glen Nachbar Cusick Schools May 8, 1973	Students come in contact with many job opportunities within the foreign language field	R				M									M
1037	2.H	A Day in the Field with the Pend Oreille County Engineer	Daryl Hecker Cusick Schools May 8, 1973	Students learn how math is used in surveying. Students learned to identify equipment and list different job opportunities					R									M
1038	2.J 2.H	The Forest Service and You	Daryl Hecker Cusick Schools May 8, 1973	Forest Service and its relationship with ecology. Students able to list careers involved in forestry.					R									M

A REPORT ON A
CAREER EDUCATION PROJECT
"A LISTING OF NON-SITE-PRODUCED MATERIALS"

Sponsored by
Research & Development Project
in
Career Education #646
Public Law 90-576 Title I Part C Sec. 131 (a)

Prepared by:
Gerene Boberg
and
Ron Anderson

RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
A Report on Career Education Projects
Non-Site Elementary

- 01 The Family; Available in Career Library.
- 02 A Community; Available in Career Library.
- 03 Project Give; Developed by O'Brien Elementary School, 1971.
- 04 Concepts, Objectives and Suggested Activities; Developed by Mary Childers, Cobb County, Marietta, Georgia.
- 05 A Selected Bibliography of Occupational Literature for Grades Three Through Eight; Developed by Polly Conway and Sylvia Goodson, Atlanta Public Schools, Atlanta, Georgia.
- 06 A Proposal for Participation in Project Give; Developed by Soos Creek Elementary School, Kent School District No. 415, Kent, Washington.
- 07 Clothing Industry, Project for Grade 3; Helena, Montana, Public Schools.
- 08 Repair and Refinishing Occupations, Careers in Services; Developed by Willa Bel Caylor, Bells Ferry Elementary School, Marietta, Georgia.
- 09 Career Awareness; Developed by Finley Elementary School, Kennewick, Washington, Grade 6, 1971-1972.
- 010 Weather Unit for Developmental Learning Class; Helena, Montana, Public Schools.
- 011 Unit on the Dairy for Second Grade; Developed by Miss McCormick, Central School, School District #1, Atlanta, Georgia.
- 012 Synopsis; Project Director, Joel Smith, Cobb County Occupational and Career Development Program, Marietta, Georgia, July 1, 1970.
- 013 Communication; Developed by Ilene D. Royster, Robards Elementary School, Yakima School District, Yakima, Washington.

- 014 Poultry Farm; Developed by Mary Rogers, Yakima School District, Yakima, Washington.
- 015 Career Development Teacher; Developed by Connie Renz, University Elementary School, Spokane, Washington, October 24, 1972.
- 016 Have You Ever. . .; Dr. Ed Jenkins, Curriculum Counselor from Research Office, Career Development Team, Spokane, Washington.
- 017 Curriculum Integration Program; Developed by Henderson County Vocational Education Committee, Henderson, Kentucky, 1971-1972.
- 018 Occupations and the Family; Finley Elementary School, Kennewick, Washington, Grade 1.
- 019 School Workers; Developed by Janet Keister, Yakima School District, Yakima, Washington, Grade 1.
- 020 What is My Father's and/or Mother's Occupation?; Developed by Janet Keister, Yakima School District, Yakima, Washington, Grade 1.
- 021 Home Building Unit; Developed by Mrs. Olson and Mrs. Schneider Jefferson School, School District No. 1, Atlanta, Georgia, Grades 1 and 2.
- 022 Integrating Vocational Information into the Classroom Curriculum, Coordinated by Melvin P. Gibson.
- 023 A Program of Career Education in Portland Public Schools; Marvin R. Rasmussen, Director, Office of Career Education, Portland, Oregon Public Schools, June, 1971.
- 024 Travel; Henderson County, Kentucky, Vocational Education Curriculum Integration Program, 1972-1973.
- 025 Feedback; Developed by Connie Renz, University Elementary School, Central Valley School District, November 3, 1972. Grade 3.
- 026 Children are Ready to Explore Employment Roles; Henderson County Career Education Program, Henderson, Kentucky, September, 1971.
- 027 Technology for Children; Developed by Virginia E. Simonson, Grant Elementary School, Trenton, New Jersey, November, 1971.
- 028 Flow Chart of Cobb County Synopsis; Cobb County Occupational and Career Development Program, Marietta, Georgia, July 1, 1970.

- 029 Career Education for All; Developed by Alfred J. Mannebach,
Office of Educational Opportunity, Washington, D. C.
- 030 We're Not All Famous but Everyone is Important; Developed by
Agnes Byrnes, Lore School, Ewing Township, Trenton,
New Jersey, November-December, 1972.
- 031 School Store Unit; Developed by Sarah Herold, Hawthorne School,
School District No. 1, Atlanta, Georgia.
- 032 Aviation Unit; Developed by Mrs. Traweek and Mrs. Johnson,
Smith School, School District No. 1, Helena, Montana.
- 033 Units of Study; Pikeville School System, Pikeville, Kentucky,
Grades 1, 2, and 3.
- 034 Setting Up a Corporation; Developed by Mrs. Dickinson,
Adams Elementary School, School District No. 81, Spokane,
Washington, Grade 6, May, 1973.

RESEARCH AND DEVELOPMENT PROJECT

IN CAREER EDUCATION

A Report on Career Education Projects

Non-Site Junior High

- 0701 Processing, Producing, and Marketing Textiles and Metal, Related Careers that Use Science Knowledge; Developed by Winston MacMillan, J. J. Daniell Junior High School, Cobb County Occupational and Career Development Program, Marietta, Georgia, Grade 9.
- 0702 A Proposal for Introducing a Program of Career Awareness at Stevens Junior High School; Pasco, Washington, 1971.
- 0703 Integrating Vocational Information Into the Classroom Curriculum; Developed by Steve Rust, Henderson County, Kentucky, January 21, 1972.
- 0704 Task Force Work Sheet; Sacajawea Junior High School, Spokane, Washington, Special Education, Grades 7 and 8.
- 0705 Integrating Vocational Information Into the Classroom Curriculum; Developed by Donna Haynes, Henderson County Middle School, Henderson, Kentucky, January 18, 1972.
- 0706 Math--The Key to Your Future; Developed by Byron Heinemann, Garry Junior High School, School District Number 81, Spokane, Washington, Grade 8, April 18, 1973.

RESEARCH AND DEVELOPMENT PROJECT

IN CAREER EDUCATION

A Report on Career Education Projects

Non-Site High School

- 01001 Self; Author Unknown.
- 01002 Career; Author Unknown.
- 01003 French Language Skills in the United States; Developed by Mary Sue Ball, Sprayberry High School, Cobb County Occupational and Career Development Program, Marietta, Georgia, Grade 10.
- 01004 Teaching About Job Families; Dictionary of Occupational Titles, Third Edition.
- 01005 Samples of Abstracts; Survey taken of Toppenish, Granger and Zillah, Washington.
- 01006 A Proposal on Interviewing Workers in Automotive Related Fields; Developed by Lyle Dean Hanan, Pasco Senior High School, Pasco, Washington.
- 01007 Work, Leisure, and Recreation; A. C. Davis High School Resource Center, Yakima Public Schools, Yakima, Washington.
- 01008 Senior High Career Guidance Counselors and Assistants; Developed by Jim Hordemann, School District No. 81, Spokane, Washington.
- 01009 Career Guidance Unit; Developed by Jon Patton, Career Guidance Center, Shadle Park High School, Spokane, Washington, April 25, 1972.
- 01010 Local Job Survey; Coordinated by Howard A. Pincus, Career Education Program, Henderson County, Kentucky, High School, February, 1972.
- 01011 Concepts, Objectives and Suggested Activities for Middle School and High School; Coordinated by Mrs. Betty Bagwell and Dalton Anthony, Cobb County Occupational and Career Development Program, Marietta, Georgia.

RESEARCH AND DEVELOPMENT PROJECT
IN CAREER EDUCATION
A Report on Career Education Projects
Non-Site Miscellaneous

- 001 Films; Intermediate School District No. 101, Spokane, Washington.
- 002 Career Education Films; School District No. 81, Spokane, Washington.
- 003 Job Descriptions on Microfiche (Secondary Level); Compiled by Dr. Ed Jenkins, January 22, 1973.
- 004 The Rationale of Career Development; Washington State Career Education Manual.
- 005 ERIC Documents; Washington State Career Education Manual.
- 006 Bibliography; Portland Public Schools, Portland, Oregon
- 007 Examples of Career Titles According to Subject Area; Dictionary of Occupational Titles, Third Edition.
- 008 Job Descriptions on Microfiche; Compiled by Dr. Ed Jenkins, January 9, 1973. Ordering Instructions; Compiled by Dr. Ed Jenkins.
- 009 Career Education: A Model for Implementation; Division of Vocational and Technical Education, Bureau of Adult, Vocational and Technical Education, U. S. Office of Education, Washington, D. C.
- 0010 Career Education in the 70's; Information from the Center for Vocational and Technical Education, Ohio State University.
- 0011 NASDVE Resolution; From the National Association of State Directors of Vocational Education, Washington, D. C.
- 0012 Pre-Test--Post-Test Forms; Developed by Dr. Ed Jenkins, Career Development Team, Spokane, Washington.
- 0013 Career Education Evaluation Form II; Developed by Dr. Ed Jenkins, Career Development Team, Spokane, Washington.
- 0014 Tour List of Firms and Organizations; Compiled by J. Scotty Dysart, Jack Griffiths, Spokane Industrial Development Bureau, February, 1970.

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA.....M RELATED SUBJECT AREA..R										COMPONENT		
					SS	SC	MA	LA	A	M	PE	V	Curriculum	Guidance	Both		
04	1.P 1.I	Concepts, Objectives & Suggested Activities	Mary Childers Cobb County Marietta, Georgia	Developing behaviors and skills needed for World of Work Relationships of Geography to Career Opportunity		R	R	R	R	R	R	R	R			M	
05	1.I 1.I 2.K	A Selected Bibliography of Occupational Literature for Grades 3 - 8	Polly Conway Sylvia Goodson Atlanta Public Sch. Atlanta, Georgia	Bibliography covering careers in many fields (i.e. Government, Agriculture, Engineering)	M	R	R	R	R	R	R	R	R			M	
06	1.I	Proposal for Participation in Project GIVE	Soos Creek Elem. Sch. Dist. # 415 Kent, Wn.	Through interviews (by 5th graders of 9th & 10th graders) they proved media and materials have helped Voc. Educ.	R	R	R	M	R	R	R	R	R				M
07	1.P	Clothing Industry, Project for Gr. 3	Helena, Montana, Public Schools	Career Educ. relationship to man's basic needs--food, clothing shelter	R	R	R	R	R	R	R	R	R				M

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA.....M RELATED SUBJECT AREA..R										COMPONENT										
					SS	SC	MA	LA	A	M	PE	V	Curriculum	Guidance	Both										
029	1.P	Career Educ. for All	Alfred J. Mannebach Office of Educ. Oppor- tunity Washington, D. C.	Author's opinion of Career Educ. in today's ever-changing world																					
	1.I																								
	2.J																								
	2.H																								
030	1.P	We're Not All Famous but Everyone is Important	Agnes Byrnes Lore School Ewing Township Trenton, N. J. November-December, 1972	A potpourri of occupations--how one teacher sees Career Educ. in the regular classroom curriculum.																					
	1.I																								
	2.J																								
2.H																									
031	1.I	School Store Unit	Sarah Herold Hawthorne School School Dist. #1 Atlanta, Georgia	Variety of careers as related to store project (purchasing agent, secretaries, bookkeepers, etc.)																					
032	1.I	Aviation Unit	Mrs. Traweek and Mrs. Johnson Smith School School District #1 Helena, Montana	A variety of careers as related to the aviation industry--crop sprayer (air), maintenance, stewardess, etc.																					

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA.....M RELATED SUBJECT AREA..R							COMPONENT					
					SS	SC	MA	LA	A	M	FE	V	Curriculum	Guidance	Both		
0703	2.J	Integrating Vocational Information into the Classroom Curriculum	Steve Rust Henderson County, Ky. January 21, 1972	Lesson plans and activities of the basic need of law enforcement (career integration)	M												
0704	2.J	Task Force Work Sheet	Sacajawea Junior High Spokane, Washington Special Education	Providing Special Educ. R students with basic job knowledge by inter-relating academic subject matter with involvement and experience	R	R	R	R									M
0705		Integrating Vocational Information Into the Classroom Curriculum	Donna Haynes Middle School Henderson County, Kentucky January 18, 1972	How science is related to the World of Word 1. Mechanics 2. Factor maintenance	R	M	R	R	R	R							M
0706	2.J	Math--The Key to Your Future	Byron Heinemann Garry Junior High School District #81 Spokane, Washington	How math relates to future careers			M										M

A LISTING OF NON-SITE-PRODUCED MATERIALS

LEVEL

- 1. = Elementary
- 1.P = Primary
- 1.I = Intermediate
- 2. = Secondary
- 2.J = Junior High School
- 2.H = High School

KEY

- SS = Social Sciences
- SC = Science and Health
- MA = Math
- LA = Language Arts
- A = Art
- M = Music
- PE = Physical Education
- V = Vocational

THE ENCLOSED MATERIALS ARE MEANT TO BE A CATALYST TO INTEGRATE CAREER EDUCATION TECHNIQUES INTO THE PRESENT CLASSROOM CURRICULUM. THEY ARE NOT TO BE USED AS A TOTAL TEACHING UNIT.

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA..... M RELATED SUBJECT AREA..R							COMPONENT				
					SS	SC	MA	LA	A	M	PE		V			
11001	2.H	Self	Unknown	Self understanding as related to career decisions and work performance.	R	R	R	R	R	R	R	R	R	Curriculum	Guidance	Both
11002	2.H	Career	Unknown	Attitudes and behaviors as related to the World of Work	R	R	R	R	R	R	R	R	R	M		
11003	2.H	French Language Skills in the United States	Mary Sue Ball Sprayberry High Cobb County Marietta, Georgia	Foreign language as related to Career Educ.	R	R	R	M	R	R	R	R	R		M	

UNIT NUMBER	LEVEL	TITLE	AUTHOR SCHOOL DISTRICT DATE	DESCRIPTION and/or CAREERS	MAIN SUBJECT AREA.....M RELATED SUBJECT AREA..R								COMPONENT		
					SS	SC	MA	LA	A	M	PE	V	Curriculum	Guidance	Both
Q1004	2.J 2.H	Teaching About Job Families	Dictionary of Occupational Titles Third Edition	Referencing future occupations through use of D.O.T.	R	R	MA	LA	A	M	PE	V			
01005	2.H	Samples of Abstracts	Toppenish, Granger and Zillah, Wn. Survey	Vocational counseling through community resource survey for people (Use on all grade levels.)								M			
01006	2.H	A Proposal on Interviewing Workers in Automotive Related Fields	Lyle Dean Hanan Pasco Senior High Pasco, Washington	Thorough interviews of workers in the automotive services. Critical shortages of competent personnel is prevalent.	R	R	R	R	R			M			M
01007	2.H	Work, Leisure and Recreation	A. C. Davis High Resource Center Yakima Public Schools Yakima, Washington	Student will develop appreciation of World of Work as it applies to him.	R	R	R	M							M

Report on Career Education
"Career Education Materials: K-12"

Research & Development Project in Career Education #646
Public Law 90-576 Title I Part C Sec. 131 (a)

Developed by: Debi Scacco

August 1973

Elementary School Materials

Elementary and Secondary Materials Purchased During Project Year

Listed on the following pages are those items which were purchased at the request of the design team members and involved teachers.

It should be noted, that in any process oriented model, requests for materials should come from the urgings of the participants.

The reader is urged to refer to the teacher's write-ups prepared for the project to understand specifically in what type of a career activity the materials were used.

Elementary Materials Available

ITEM ORDER NUMBER	NAME OF ARTICLE	DESCRIPTION	COST PER UNIT	TOTAL COST	SUPPLIER (Order from)
Art - Keychain		2½" x 2½" piece of mahogany wood, sand smooth. Apply mod-podge finish.			
Carpentry-Cardboard		Special cutting instructions needed	\$ 1.89	(42" x 54'	20-99 boards)
			1.22	(42" x 54'	100 or over boards)
			1.54	(per board	4' x 5')
			1.37	(per board	4' x 6')
					Tri-wall Containers, Inc. Educations Materials and Services One DuPont St. Plainsview, New York 11803
TX 315 (6 c/FS)	Construction How Things Are Made Assembling a Car Forming a Can Processing Soup Creating a Movie Making Clothing Crafting a Chair	Six records	52.50		Tri-wall Containers, Inc. Educational Materials and Services Butler, Indiana 46721 Tri-wall Containers, Inc. Educational Materials and Services 7447 N. Blackstone Ave. Pinedale, California 93650
TX 324 (6 c/FS)	How We Build Things How We Build Skyscrapers How We Build Houses How We Build Cities How We Build Roads How We Build Bridges How We Build Ships	Three cassettes	52.50		Eyegate 146-01 Archer Ave. Jamaico, New York 11435 same as above

ITEM ORDER NUMBER	NAME OF ARTICLE	DESCRIPTION	COST PER UNIT	TOTAL COST	SUPPLIER (Order from)
No. 1032	Desk Top Activity Kit	Flexible		\$ 6.95	Washington School Supply 500 Westlake Ave. N. Seattle, Wa 98109
No. ND 265	Doll House Dolls DUSO Kit by Don Dinkmeyer, PH.D.	Primary and Intermediate levels Self Awareness packet contains 21 records (or tapes) Teachers manual Two story books Puppets Stage props Role playing cards Problem discussion cards Posters Discussion rules poster cards		85.00 (not incl. tax or postage)	American Guidance Service Publishers Building Circle Pines, MN 55014
General Occupations Booklets : Health Careers Environmental Careers Manufacturing Careers Transportation Careers Communications and Media Centers Construction Careers Public Service Careers Hospitality and Recreation Centers Fine Arts and Humanities Careers Consumers and Home-making Related Careers Business and Office Careers Marketing and Distribution Careers Agriculture-Business and Natural Resources Careers Marine Science Careers Personnel Service Careers			3.75	King Features P.O. Box 9343 Church Street Station New York, NY 10249	

ITEM ORDER NUMBER	NAME OF ARTICLE	DESCRIPTION	COST PER UNIT	TOTAL COST	SUPPLIER (Order from)
	Careers	Parker's Brothers Game	\$ 3.99		Payless Drugstore W. Main and Post Spokane, Wa 99201
	Career Awareness	Filmstrip with cassette	59.50		Westinghouse Learning Press 100 Park Ave. New York, NY 10249
	I Want To Be	Awareness program for first grade	89.95		Children's Press 1224 W. Van Buren St. Chicago, Illinois 60607
	I Want To Be	Books; 48 titles	117.12		Follett Library Book Co. 1018 W. Washington Blvd. Chicago, Illinois 60617
No. KD054	Puppets	white 6oz.	2.50		Washington School Supply
No. KD055	Policeman	white	2.50		500 Westlake Ave. N. Seattle, Wa 98109
No. KD056	Nurse	white	2.50		
Western School Supply Catalog	Doctor				
Page 92	School Supply Catalog				
No. 2569	Puzzles-- ideal occupations	grades 3-6	2.25	\$ 9.00	Blount Products P.O. Box 14001 Opportunity Station Spokane, Wa 99214
Instructd	Space Explorers	Puppet playmates.	5.95		same as above
No. 1104	T.V.-Come To Work With Us in a T.V. Station	Series of 12 books	3.88	46.56	Bexcant System, Inc. Milwaukee, WI
Instructd	When I Grow Up, I		6.95		Blount Products P.O. Box 14001 Opportunity Station Spokane, Wa 99214
No. 171	Want To Be				same as above
No. 7002	Woodboard Match-Ups--	People and Their Jobs			

ITEM ORDER NUMBER	NAME OF ARTICLE	DESCRIPTION	COST PER UNIT	TOTAL COST	SUPPLIER (Order from)
	Guidance DUSO Kit by Don Dinkmeyer PH.D.	Primary and Intermediate levels Self awareness packet contains 21 records (or tapes) Teacher's manual Two story books Puppets Stage props Role playing cards Problem discussion cards Posters Discussion rules poster cards		\$ 85.00 (not incl. tax or postage)	American Guidance Service Publishers Building Circle Pines, MI 55014
	Incubator, chicks			18.95	Northwest Seed and Insecticide Co. East 2422 Sprague Spokane, Wa 99202
	Keychain	2½ x 2½ piece of mahogany, sand smooth. Apply mod podge finish.		4.95	Western Publishing Co. Inc. 850 Third Ave. New York, NY 10022
	Reading-- Best Book Ever. by Richard Scarry.			18.95	Northwest Seed and Insecticide Co. East 2422 Sprague Spokane, Wa 99202
	Science Incubator	For chicks			Blount Products, Inc. P.O. Box 14001 Opportunity Station Spokane, Wa 99214
	Space Explorers	Puppet playmates	\$ 5.95		

ITEM ORDER NUMBER	NAME OF ARTICLE	DESCRIPTION	COST PER UNIT	TOTAL COST	SUPPLIER (Order from)
No. 728	Social Studies Community Friends	Bulletin Board Display	\$ 2.75		Washington School Supply 500 Westlake Ave. N. Seattle, Wa 98109
No. 1103 Page 206	Community Helpers Catalog	Puppets- (Doctor, Nurse, Fire- man, Policeman)		\$ 7.50	same as above
	Community Helpers Worker-Helper			7.50	John W. Graham Co. West 425 Riverside
	Mac. Community Helpers			3.15	Spokane, Wa 99201
	Ditto Book			3.25	
	Book of Games			2.87	
No. 150	Community Helpers	Instructo Flannel Board	2.95		Blount Products Inc. P.O. Box 14001 Opportunity Station Spokane, Wa 99214
No. 151	Community Workers	Instructo Flannel Board	2.95		same as above
No. 7528	Community Workers and Helpers	Poster cards, Grades 1 and 2. 11 1/2" x 14" By MILTON BRADLEY CO.	3.50		same as above
Western School Page 206	School Supply Catalog Community Workers	Puppets (4 pieces)	2.50	10.00	same as above
F 210 Sar	Community workers and and Helpers-Group 1	4 Filmstrips and 2 records		32.50	Singer 1345 Diversey Parkway Chicago, IL 60614
F 210 SBR	Community Workers and Helpers-Group 2	4 Filmstrips and 2 records		32.50	same as above
ND 265	Doll House Dolls	Flexible			Washington School Supply 500 Westlake Ave. N. Seattle, Wa 98109

ITEM ORDER NUMBER	NAME OF ARTICLE	DESCRIPTION	COST PER UNIT	TOTAL COST	SUPPLIER (Order from)
Instructo No. 1106	Social Studies Community Members of the Family	Puppet playmates	\$ 6.95		Blount Products, Inc. P.O. Box 14001 Opportunity Station Spokane, Wa 99214
Instructo No. 1161	People We Know	Poster	3.50		same as above
Instructo No. 147	The Community	Flannel Board Visual Aides	2.95		same as above
No. 7002	Woodboard Match-Ups	People and Their Jobs			Washington School Supply 500 Westlake Av., N. Seattle, Wa 98109
No. 115	World About Us	Edu-cards, age 3-8	1.25		Edu-cards Corp. 60 Austin Blvd. Commock, NY 11725

Secondary School Materials

Secondary Materials Available

ITEM ORDER NUMBER	NAME OF ARTICLE	DESCRIPTION	COST PER UNIT	TOTAL COST	SUPPLIER (Order from)
No. 7730	Auto Repair, Motor's Manual, 1972	42" x 54"	\$ 1.89		Hearst Books Division of Hearst Magazines 250 W. 55th New York, NY 10019
	Carpentry, cardboard	Teacher's manual Catalog paperback	1.96 1.00		Tri-wall Containers, Inc. 7447 N. Blackstone Ave. Pinedale, California 93650
	Decisions for Today Making Value Judgements	For lease of the film	S 21.00		Northwest Textbook Depository P.O. Box 3708 Portland, Ore 97210
	Future Shock Film	Inner City Planning Teacher's kit Player's manual	16.80 6.03		Charles E. Merrill Publishing Co. 1300 Alum Creek Dr. Columbus, Ohio 43216
	Geography, Urban Educational Simulations	Teacher's kit Student manual, 60 copies	267.00 51.30		Media Center Shoreline Community College 10101 Greenwood Ave. N. Seattle, Wa 98133
No. 13750 No. 13752	Geography of Cities	Teacher's kit Student resource books, 30 copies	44.40 2.70 46.80		Northwest Textbook Depository P.O. Box 3708 Portland, Ore 97223
No. 27800 No. 27803	Habitat and Resources	same as above	same as above		same as above

ITEM ORDER NUMBER	NAME OF ARTICLE	DESCRIPTION	COST PER UNIT	TOTAL COST	SUPPLIER (Order from)
No. 27823	Manufacturing and Agriculture	Teacher's kit	\$ 58.50		Northwest Textbook Depository
No. 27826		Student's manual	2.70		P.O. Box 3708
No. 27825		Student's resource book	1.71		Portland, Oregon 97223
No. 27806	Urban Geography of Cities	Student resource book (softback)	1.50		same as above
No. 208-280	Math Fraction Line Set	Teacher's edition	7.50		Beckly-Carcy Co. N. 1900 Narragansett Ave. Chicago, Illinois 60639
No. 204	Math For Daily Living	Teacher's edition	4.98		McCormick-Mathers Subs of Litton Ed. Pub. Inc. 450 W. 33rd New York, N.Y. 10001
No. 365	Combination Compass	Divider 6"	2.20		Alvin and Co. Inc.
No. 3124	Student Protractor	5"	.45		Educational Order Dept. Windsor, Conn 06095
No. V727	Blackboard Drawing Set	1"	10.50		
No. 3180	Vernie Callipers	by Paul Welton	4.90		General Learning Corporation 250 James St. Morristown, N.Y. 07960
No. 3180	Micrometer Chart	Answer books	3.50		
No. MC100	Micrometer	Classified by the D.O.T.	4.75		
No. 671-PSH	Shop Mathematics at Work		3.54		
No. 524815	Occupational Library		1.11		
No. 363286	Vertical two-door file of job descriptions		338.00		Chronicle Guidance Publications Moravia, N.Y. 13118
No. 524815	Dry Photo Copier				
No. 363286	Dispenser 91 BA				

ITEM ORDER NUMBER	NAME OF ARTICLE	DESCRIPTION	COST PER UNIT	TOTAL COST	SUPPLIER (Order from)
	OVIS - Ohio Vocational Interest Survey Reusable Booklet for Interpreting Directions for Administering Guide to Career Exploration MRC Answer Sheets	one package	\$ 9.80		Harcourt, Brace, Jovanovich, Inc. Test Dept. Polk & Geary San Francisco, California 94109
	Shop		2.60		
	Auto Repair, Motor's Manual, 1972		.50		
	Shop Mathematics at Work	by Paul Welton Answer books	3.54		Hearst Books Division of Hearst Magazines 250 W. 55th New York, N.Y. 10019
	Social Studies		1.11		General Learning Center 250 James St. Morristown, N.Y. 07960
	Future Shock Film	For lease of film	21.00		Media Center Shoreline Community College 10101 Greenwood Ave. N. Seattle, Wa 98133
No.13750 No.13752	Educational Stimulations	- Inner City Planning Teacher's kit Player's manual	16.80 6.03		Northwest Textbook Depository P.O. Box 3708 Portland, Ore 97223
No.27801 No.27803	Geography of Cities	Teacher's kit Student's manual, 30 copies	267.00 51.30		same as above
No.27843 No.27826 No.27845	Habitat and Resources	Teacher's kit Student's manual Student resource book	44.40 2.70 46.80		same as above

ITEM ORDER NUMBER	NAME OF ARTICLE	DESCRIPTION	COST PER UNIT	TOTAL COST	SUPPLIER (Order from)
No. 27823	Manufacturing and Agriculture	Teacher's kit	\$ 58.50		Northwest Textbook Depository P.O. Box 3708 Portland, Ore 97223
No. 27826		Student's manual	2.70		
No. 27825		Student resource book			
No. 27806	Geography of Cities	Student resource book (softback)	1.50		same as above
No. 7730	Making Value Judgements Decisions for Today	Catalog paperback Teacher's manual	1.96 1.00		same as above

THE ROLE OF THE LIBRARIAN IN A CAREER-ORIENTED
PROGRAM

Teaching the Dictionary of
Occupational Titles

Research & Development Project in Career Education #646

Public Law 90-576 Title I Part C Sec. 131 (a)

Sylvia Doty
University Elementary
Librarian



THE ROLE OF THE LIBRARIAN IN A CAREER-ORIENTED PROGRAM

"Work and school are no longer separate entities. Learning is the approach to life--it is not merely books and school. The educated person is one who is at home everywhere."

As educators, it is our responsibility to develop the child and his capabilities; to prepare him effectively for his role in the universal community. A career awareness program, interwoven into a curriculum, can aid and supplement the child's awareness of himself and the world in which he lives.

In a career-oriented program the librarian, too, should be at home "everywhere." Everywhere means the librarian should be not only a keeper of books, but a very available resource person;

this availability stretching out to the classroom, as well as the library. Too many librarians have become chained to a rigid regime of cataloging, typing, mending, and classifying. Today's librarian and library should be a core--a media center that will enrich and supplant any program or curriculum needed by the school.

One of the main goals connected with a career-oriented program is giving children an awareness of people, their jobs, why they chose them, and the satisfaction or dissatisfaction they associate with them. If a child at an early age can become comfortable with some of the thousands of job possibilities that are open to him, he becomes not only aware of jobs themselves, but the time, effort and personal self-gratification that emerges from real pride in one's work.

As a librarian involved in a career education program, the teaching of the Dictionary of Occupational Titles, called the D.O.T. , can provide an introductory move from the library to the classroom. This two volume set is not only an invaluable tool for the upper elementary child, but a source of sharing and unlimited ideas.

To introduce the set to the child, a period of preparation is mandatory. The child needs to feel the importance of the world of work and his future role in the job force; no matter how distant this role may seem.

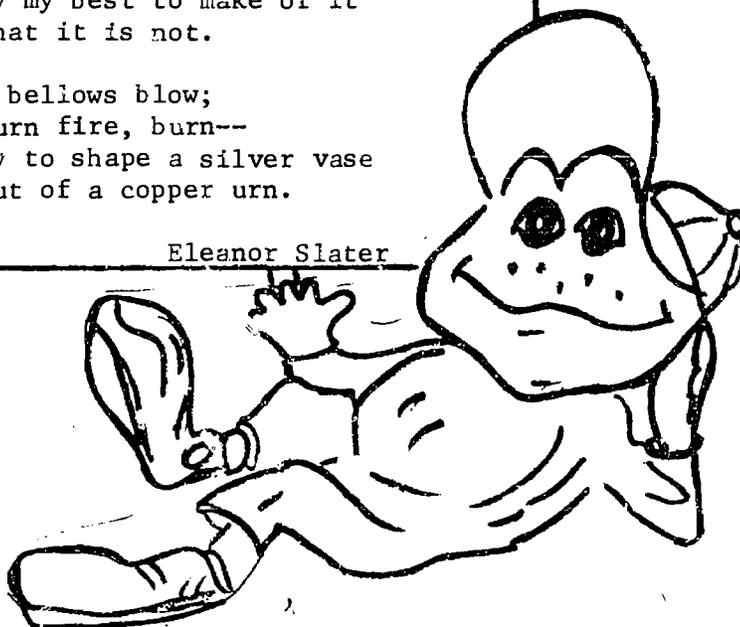
My initial introduction was a poem by Eleanor Slater. After the reading, a general discussion of the poem and its relation to

MISDIRECTION

I shape the vessel of my life,
Hammer it cold, hammer it hot.
I try my best to make of it
What it is not.

Blow bellows blow;
Burn fire, burn--
I try to shape a silver vase
Out of a copper urn.

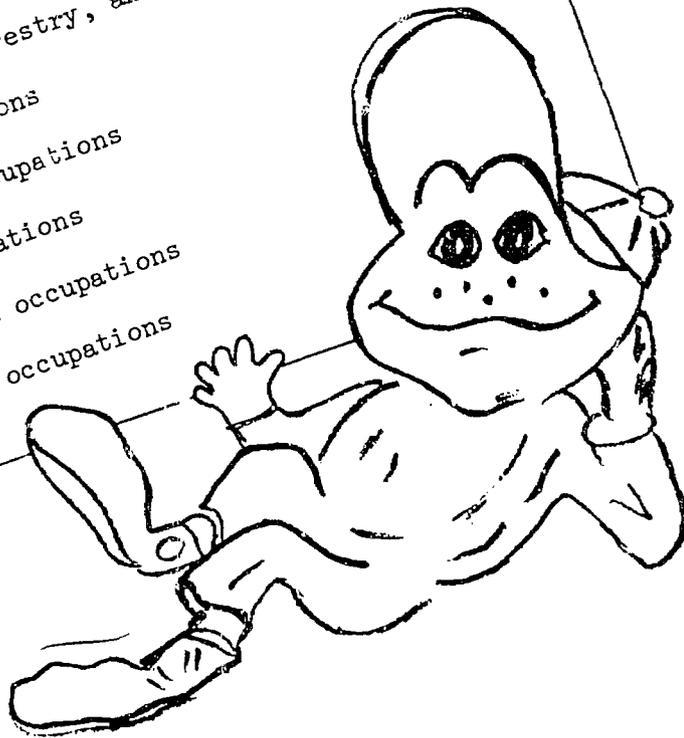
Eleanor Slater



the world of work would be pertinent. An excellent follow-up would be a literary session--having each child write either a poem or paragraph expressing his own work interests and consequent feelings. The second session could be a general discussion of the world of work with the child sharing ideas that were represented in his own writings. It seems advisable to proceed slowly at this point. Perhaps such an activity could be introduced a few days after the literary session.

After the general informative preparation, the child is ready for an introduction to the D.O.T. The D.O.T. is a two volume set primarily devoted to the description and classification of jobs. Volume one concerns itself with alphabetical job title arrangement; each job being given a specific number. The job classification number is the key to the job availability, skill factors, and education. Volume II is an explanatory guide to the number system developed in Volume I. All jobs are classified loosely into nine main occupational groupings as follows:

- 0 Professional, technical, and managerial occupations
- 1 Clerical and sales occupations
- 2 Service occupations
- 3 Farming, fishery, forestry, and related occupations
- 4 Processing occupations
- 5 Machine trades occupations
- 6 Bench work occupations
- 7 Structural work occupations
- 8 Miscellaneous occupations
- 9

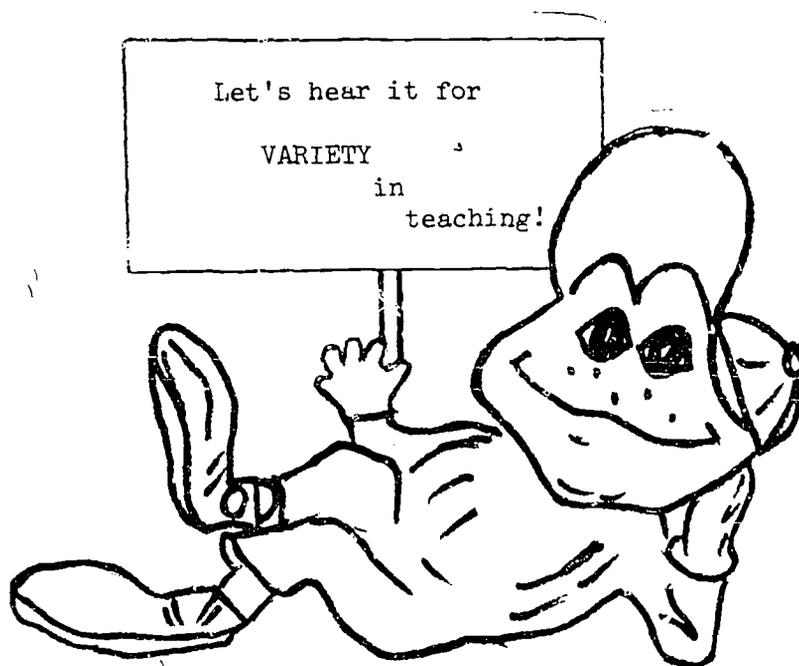


The above information should be enlarged to chart form for the children's use in the classroom.

As mentioned, each job is given a specific number, i.e. 071.108. Perhaps the easiest way to familiarize the children with these numbers, is to relate to them mathematically. Each job title is given a six digit number: three to the right of the decimal; three to the left. The number in hundreds place is representative of the nine occupational groupings; the number in tens place is the job or profession involved; and the number ones place is the specific job within that profession. For example, using the number 071; zero stands for professional, technical, and managerial groupings; seven represents the field of medicine, and one--the specific job--Osteopath. We will discuss the decimal information later in the article.

The key to the above representation is found in Volume II. Turn to Volume II, under 07 occupations, looking until you come to 071. The explanation is there; Osteopath. As this material is introduced to the children, take great care to proceed slowly.

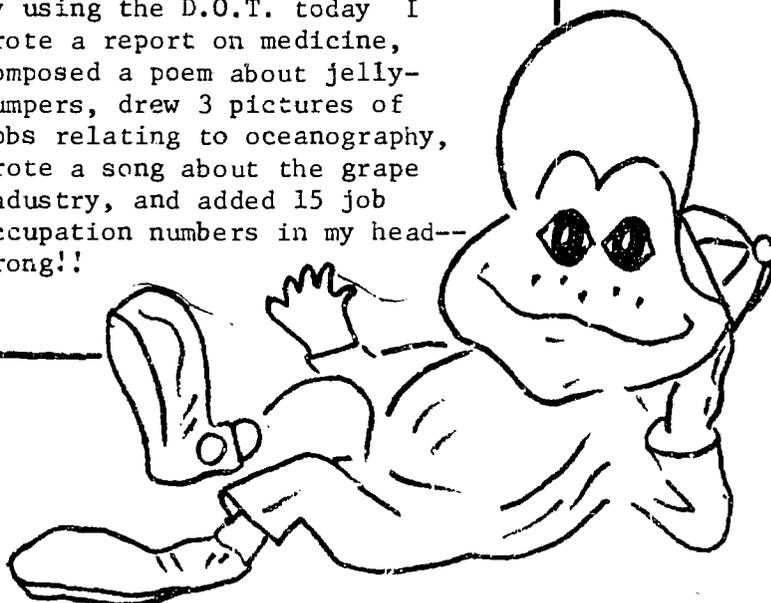
A great amount of printed material and audio-visual material is available to today's librarian and teacher. This is especially true in the area of career education. Publishers across the country are seeing the need for this type of educational material and are responding significantly. A listing of career-oriented books and audio-visual materials is included in the index of this report.



Any new task for children can become more readily accomplished by the use of games. In a game the child uses reinforcement skills which aid him in the learning of his new activity. There are many excellent flat pictures available that may be used in game situations. For example, divide the children into groups. Assuming that several sets of the D.O.T. are available, hold up a picture or an illustration of a particular job and turn this task into a race. The children are to find the job description as indicated by the picture and give the job classification number, using Volume II. Be creative; develop your own game activities!

At this point, you may be wondering about the educational value of these two volumes. Of what real value is this learning experience to the child? First of all, he becomes aware not only of the world of work but most importantly, the people involved therein. He gains valuable social awareness by working with other children in a group activity. He enhances many curriculum skills by actually using the two-volume set in such areas as: composition, art, poetry, music, and mathematics. The list is endless. Many of these activities are developed by the classroom teacher. A real team effort between the teacher and the librarian can evolve from this study.

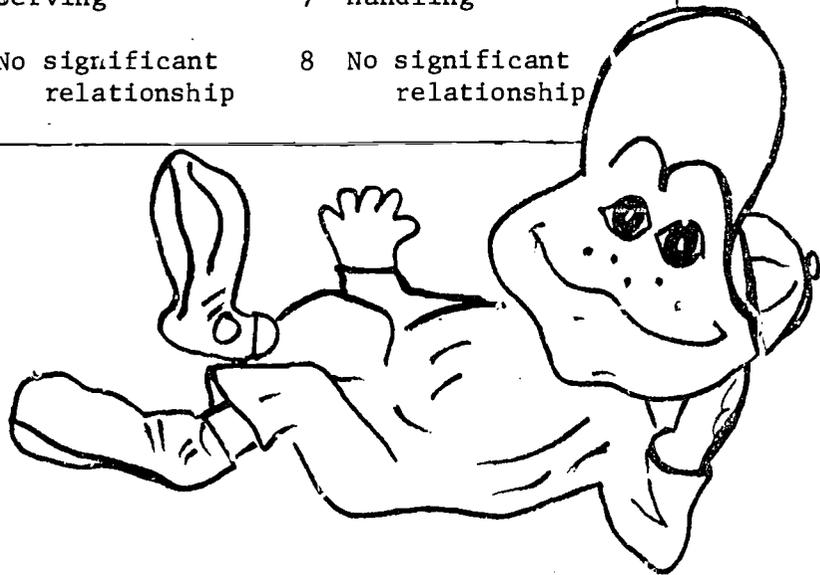
By using the D.O.T. today I wrote a report on medicine, composed a poem about jelly-pumpers, drew 3 pictures of jobs relating to oceanography, wrote a song about the grape industry, and added 15 job occupation numbers in my head--wrong!!



USING THE D.O.T.

(Numbers to the right of the decimal)

DATA	PEOPLE	THINGS
0 Synthesizing	0 Mentoring	0 Setting-up
1 Coordinacing	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating- Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking- Signaling	6 Feeding-Offbearing
7 No significant relationship	7 Serving	7 Handling
8 No significant relationship	8 No significant relationship	8 No significant relationship

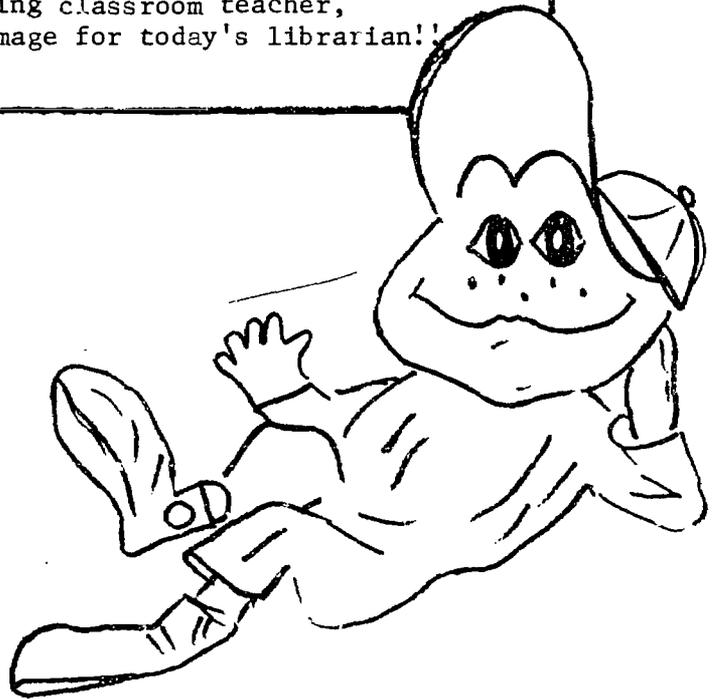


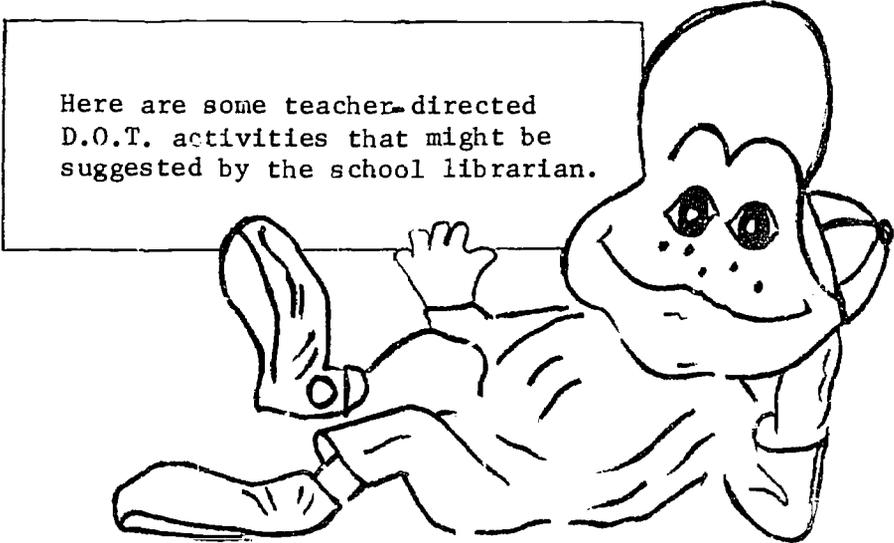
Now the children should be ready for an explanation of the decimal part of the six-digit job classification number. Much introductory time should be spent on vocabulary interpretation. Vocabulary related to the decimal activity is difficult; the child cannot use the tool if he is confused by unfamiliar terminology. The three decimal numbers are divided into three groupings: data, people, and things. (see above) Each of these groupings is significant to the job description as a whole.

Another chart should be displayed during the time the children are using decimal numbers.

In relation to the three areas of data, people, and things, it is important to remember that as the number in each of the three groups increases mathematically, the job proficiency decreases. Therefore, a 6 under data, a 7 under people, and an 8 relating to things would not be a job that involved a great deal of skill, job preparation, or education. At the other end of the scale, a job that would use for its decimal all ones, i.e. .111, would signify a great deal of skill, preparation, and education. When the child is comfortable with the information relating to data, people, and things, he is ready to use the whole six-digit number in his dealings with job description. Various themes on the previously mentioned game activities would be worthwhile for re-enforcement. In addition, other career-oriented games and materials might be used. (see index)

The learning process, introduced by the D.O.T., becomes a valuable tool for the child and a magnificent teaching opportunity for today's librarian. Now that you have familiarized yourself with the contents of this material, you are ready to purchase some copies of the D.O.T., find a willing classroom teacher, and promote a new image for today's librarian!





Here are some teacher-directed
D.O.T. activities that might be
suggested by the school librarian.

1. Given a list of 20 occupations, the child will find the job description and explain the D.O.T. number.
2. The child will interview parents/friends describing the person's training or educational requirements; amount of experience on the job; and advancement opportunities. The child will then relate this to his information gathered from the D.O.T., drawing his own conclusions as to personal interest, etc.
3. The child will name five unusual occupations found in the D.O.T., and compose a humorous paragraph about each.
4. Using the activity mentioned in number three, the child will take the D.O.T. numbers involved and add them for a math exercise.
5. By playing charades, other class members, divided into groups, using Volumes I and II, will guess the job depicted, give the job description, and classification number.
6. Diagrams, or some other similar art form, will be made showing the child's job interest at this particular time.
7. Children will do a report in detail, using the D.O.T. as resource information, on an industry of their choice, mentioning in their report: job availability, salary, educational requirements, personal interest, etc. This report will be oral, with an emphasis on the importance of communication skills.
8. Students may make a scrap-book of magazine pictures depicting jobs/occupations, listing the job description, D.O.T. number and explanation thereof.

Bibliography - Career Education

Archaeology

- Kubie, Nora. The First Book of Arcaeology, Franklin Watts, 1957.
Freeman, Mae. Finding Out About the Past, Random House, 1967.

Automobile Industry

- Butler, Roger. Let's Go to an Automobile Factory, Putnam's Sons, 1961.
Cooke, David. How Automobiles are Made, Dodd, Mead and Co., 1957.

Aviation

- Greene, Carla. I Want to Be a Pilot, Children's Press, 1957.
Lewellen, Jon. Tommy Learns to Fly, Crowell Co., 1957.
Wilkinson, Jean and Ned. Come to Work With Us in an Airport, Sextant Systems, 1970.
Wells, Robert. What Does a Jet Pilot Do?, Dodd, Mead, 1959.

Banking

- Shay, Arthur. What Happens When You Put Money in the Bank, Reilly and Lee Co., 1967.
Cooke, David. How Money is Made, 1962.
Barr, Jane. What Can Money Do?, Albert Whitman Co., 1967.
Baker, Eugene. I Want to be a Bank Teller, Children's Press, 1972.
Sterling, Dorothy. Wall Street - The Story of the Stock Exchange, Doubleday, 1955.

Border Patrol

- Hellyer, Clement. The U.S. Border Patrol, Random House, 1963.

Building Trades

- Wilkinson, Jean and Ned. Come to Work with us in House Construction, Sextant Systems, Inc., 1970.
Peet, Creighton. The First Book of Skyscrapers, Franklin Watts, 1964.

Goodspeed, J.M. Let's Go to Watch a Building Go Up, Putnam's Sons, 1956.
Greene, Carla. I Want to Be a Carpenter, Children's Press, 1959.
Hiller, Carl. From Tepees to Towers, Little, Brown and Co., 1967.

Communications

Greene, Carla. I Want to Be a Telephone Operator, Children's Press, 1958.
Buchheimer, Naomi. Let's Go to the Telephone Co., Putnams, 1958.

Community Helpers

Greene, Carla. I Want to Be a Policeman, Children's Press, 1958.

Community Planning

Rodlauer, Ruth and Edward. What Is a Community, Elk Grove Press, Inc., 1967.

Education

Greene, Carla. I Want to Be a Teacher, 1957, & I Want to Be a Librarian, Children's Press, 1960.

Farming

Greene, Carla. I Want to Be an Orange Grower, 1956, I Want to Be a Farmer, 1959, I Want to Be a Dairy Farmer, 1957 -- Children's Press.

Payton, Evelyn. Farm Helpers, Melmont, 1958.

Liffing, Joan. Mike and Dick on a Washington Apple Farm, Follett, 1962.

Fine Arts

Greene, Carla. I Want to Be a Ballet Dancer, Children's Press, 1959.

Moore, Janet. The Many Ways of Seeing, World, 1968.

Glubok, Shirley. The Art of Africa, 1965, & The Art of the Eskimos, Harper Row, 1964.

Bunch, Jane. An Introduction to the Instruments of the Orchestra, Golden Press, 1962.

Surplus, Robert. Follow the Leader, Lerner Publishing Co., 1962.
Saggs, Wm. Meet the Orchestra, Macmillan Co., 1966.

Food Preparation

Bendick, Jeanne. The First Book of Supermarkets, Watts, 1954.
Greene, Carla. I Want to be a Baker, Children's Press, 1956.

Glassmaking

Fisher, Leonard. The Glassmakers, Franklin Watts, 1964.
Epstein, Sam and Beryl. The First Book of Glass, Franklin Watts, 1955.

Government

Johnson, Gerald. The Congress, Wm. Morrow and Co., 1963. .
Rosenfield, Bernard. Let's Go to the FBI, Putnam's, 1960.
Rosenfield, Bernard. Let's Go to the Capitol, Putnam's, 1959.

Labor

Lens, Sidney. Unions and What They Do, G.P. Putnam's Sons, 1968.
Paradis, Adrian. Labor in Action, Julian Messner, 1963.

Military

Braude, Michael. Chad Learns About Naval Aviation, Roy Visits the Air Force Academy, TS Denison and Co., 1968.
Gurney, Gene. Test Pilots, EM Hale, 1962.

Nursing

Dodge, Bertha. The Story of Nursing, Little, Brown and Co., 1954.
Greene, Carla. I Want to Be a Nurse, Children's Press, 1957.

Oceanography

Beck, Alfred. The Adventure Book of Underwater Life, Capital Publishers, 1959.
Bridges, Lloyd. Mask and Flippers! The Story of Skin Diving, Chilton Co., 1960.
Payzant, Terry and Charles. The Sea Searchers, 1968; Project Sea Lab, 1966, Golden Gate Press.

Petroleum Industry

Shilstone, Beatrice. The First Book of Oil, Franklin Watts, 1969.

Photography

Hoke, John. The First Book of Photography, Franklin Watts, 1954.

Printing and Related Industries

Greene, Carla. I Want to Be a News Reporter, Children's Press, 1958.

Foster, Joana. Pages, Pictures, and Print: A Book in the Making, Harcourt - Brace, 1958.

Fisher, Leonard. The Printers, Watts, 1965.

Medicine

Greene, Carla. I Want to Be a Doctor, Children's Press, 1958.

Greene, Carla. I Want to be a Dentist, " " , 1961.

Meeker, Alice. How Hospitals Help Us, Benefic Press, 1962.

Professional Athletics

Greene, Carla. I Want to Be a Baseball Player, Children's Press, 1961.

Baker, Eugene. I Want to Be a Basketball Player, Children's Press, 1972.

Railroading

Greene, Carla. I Want to Be a Train Engineer, Childrer's Press, 1969.

Johnson, Siddie. About the Engineer of a Train, Melmont, 1959.

Elting, Mary. Trains at Work, Garden City Books, 1953.

Regional Occupations

Lent, Henry. Men at Work in the Great Lakes States, Putnam's, 1958. Men at Work in New England, 1967.

Retail and Related Occupations

Baker, Eugene. I Want to Be a Sales Clerk, Children's Press, 1969.

Road Construction

Bothwell, Jean. The First Book of Roads, Franklin Watts, 1955.

Shipbuilding and Related Occupations

Greene, Carla. I Want to Be a Ship Captain, Children's Press, 1962.

Fisher, Leonard. The Shipbuilders, Franklin Watts, 1971.

Sound Reproduction and Related Industries

Krishef, Robert. Playback: The Story of Recording Devices, Lerner Publishers, 1962.

Space

Throneburg, James. Man on the Moon, Knopf, 1961.

Chester, Michael. Let's Go to a Rocket Base, Putnam's, 1961.

Ley, Willy. Space Pilots, Guild Press, 1957.

Scharff, Robert. Into Space with the Astronauts, Grosset & Dunlop, 1956.

Colby, C.B., Astronauts in Training, Coward-McCann, 1969.

Wells, Robert. What Does an Astronaut Do?, Dodd-Mead, 1961.

Wilkinson, Jean and Ned. Come to Work With Us in Aerospace, Sextant Systems, 1970.

Steel Industry

Green, Erma. Let's Go to a Steel Mill, Putnam's Sons, 1961.

Textiles

Fisher, Leonard. The Weavers, Franklin Watts, 1966.

Nighbert, Esther. The True Book of Cloth, Children's Press, 1955.

Lazarus, Harry. Let's Go to a Clothing Factory, Putnam's, 1961.

Shannon, Terry. About Ready to Wear Clothes, Melmont, 1961.

Lewis, Roger. Weaving, Alfred Knopf, 1953.

Trucking and other Driving Occupations

Greene, Carla. I Want to Be a Bus Driver, Children's Press, 1957.

Greene, Carla. I Want to Be a Truck Driver, Children's Press, 1958.

Greene, Carla. Truck Drivers, Children's Press, 1967.

Vetinary Science

Greene, Carla. I Want to Be an Animal Doctor, Children's Press, 1957.

Bridges, Wm. Zoo Doctor, Morrow and Co., 1957.

Greene, Carla. Animal Doctors, What Do They Do?, Children's Press, 1967.

Wildlife Service - Government

Colby, C.B. Fish and Wildlife - The Story of the Work of the U.S. Fish and Wildlife Service, Coward-McCann, 1955.

The following books are listed separately, as they are part of a set. Please note that the occupation examined by the book is listed.

OPEN DOOR BOOKS: Children's Press, 1970. (Suggested for the upper elementary child)

- Chaffin, Lillie D. A World of Books - writer
- Cobe, Albert. Great Spirit - golf pro
- Coleman, James. Whatever You Can't Have - personal guidance
- Deer, Ada. Speaking Out - group social worker
- Diaz, Paul. Up from El Paso - building inspector
- Ellis, Jim. Run for Your Life - community social worker
- Gibson, Truman. The Lord is My Shepherd - insurance salesman
- Hannahs, Herbert. People are My Profession - social worker
- Hardin, Gail. The Road from West Virginia - factory worker
- Jones, Mallory. So Many Detours - food franchise owner
- Lopez, Arthur. El Rancho De Muchachos - boys ranch director
- McCalip, William. Call it Fate - social worker
- Mack, John. Nobody Promised Me - teacher-librarian
- Sagara, Peter. Written on Film - commercial photographer
- Sine, Jerry. Son of this Land - commercial artist
- Stallworth, Dave. Look to the Light Side - basketball player
- Standerford, Betsy. No Hablo Ingles - personnel worker
- Thompson, Chester. New Fields - systems engineer
- Vasquez, Joe. My Tribe - purchasing agent
- Williams, Billy. Iron Man - baseball player

AUDIO-VISUAL MATERIALS FOR USE IN CAREER EDUCATION

Flat Pictures:

Police Department Helpers: Society for Visual Education; 8 study prints, 8.00.

Fire Department Helpers: Society for Visual Education; 8 study prints, 8.00.

Environmentally Related Careers:

Discovering Our Environment: Coronet, 1971. 4 sets: What is the Environment?; Living Things Use the Environment; Man Misuses the Environment; Restoring and Conserving the Environment; each set 15.00.

Urban Life Series: Singer, 1969. Family at Work and Play; Neighborhood Friends and Helpers; Keeping the City Clean and Beautiful; 8.00 per set.

School Friends and Helpers: 8 prints, Singer; 8.00.

Transparencies:

Living in a Community: Visual Materials Inc., 1971. 12 color transparencies; 14 spirit master, grades one and two, 6.95.

Man and His Environment: Visual Materials, Inc., 1971. 12 color transparencies; 14 spirit masters, grades 5 - 8, 7.30.

Living in the Home and School: Visual Materials, Inc., 1971. 12 color transparencies; 14 spirit masters, grades K - 1, 6.95.

Man Learns to Control His Environment: Anthropology; 23 visuals, 3M Company, 36.75.

Sound Film strips:

How Things Are Made: Eyegate; 6 film strips, 6 records; Assembling a Car; Forming a Can; Processing Soup; Creating a Movie; Making Clothing; Crafting a Chair.

What Does Your Dad Do?: Eyegate; 6 film strips, 6 records; My Dad the Computer Programmer; My Dad the Photographer; My Dad the Factory Worker; My Dad the Veterinarian; My Dad the Auto Mechanic; My Dad the Construction Foreman.

How We Build Things: Eyegate; 6 film strips, 3 cassettes; How We Build Houses; How We Build Skyscrapers; How We Build Cities; How We Build Roads; How We Build Bridges; How We Build Ships.

Sound film strips continued:

Neighborhood Series: Coronet, 1967. 6 film strips; 6 cassettes; 65.63; Neighborhoods of Many Kinds; Neighborhoods in the City; Neighborhoods in the Suburbs; Neighborhoods in Small Towns; Neighborhoods in the Country; Neighborhoods Change.

(Guidance) Early Childhood Series: Bowmar Co.; 3 film strips, 3 records; 75.56; About Myself; The World Around Me; I Talk, I Think, I Reason.

The Homes We Live In: 6 film strips, 3 cassettes; Society for Visual Education; 55.50.

Conservation for Today's America: Singer, 1970. 7 film strips, 4 cassettes; 65.00.

Communities Around the World: Singer, 1970. 6 film strips, 3 cassettes; 55.60.

The Foods We Eat (food preparation related jobs): Singer, 1970. 6 film strips, 3 cassettes; 55.50.

Widening Occupational Roles Kit: SRA; film strips, cassettes, books, pamphlets; 175.00.

Ninety-billion Raindrops: The Story of the U.S. Postal System and Its Workers; U.S. Government; Postal Division; Washington, D.C.; 1 film strip, 1 record. . .free for the writing.

Film strips/Cassettes:

Food, Clothing and Shelter: Singer; 12 captioned film strips; 62.50.

Knowing Our Community: Singer; 6 cassettes; 47.50.

A RATIONALE FOR CREATION OF A COURSE IN

FRESHMAN SOCIAL SCIENCE

AT

LEWIS AND CLARK HIGH SCHOOL

SPOKANE, WASHINGTON

Sponsored by

Research & Development Project in Career Education #646

Public Law 90-576 Title I Part C Sec. 131 (a)

Developed by

Patrick D. Pfeifer
Raymond F. Miller
Lewis & Clark High School
Spokane, Washington
Summer 1973

PURPOSE:

The purpose of this paper is to present a rationale for combining the existing freshman social studies classes (Washington History and Career Orientation) with the High School Geography Program, herein referred to as HSGP. This combination would create a new one full year course to be called Freshman Social Science.

COURSE OBJECTIVE:

The objective of this course would be to fulfill all the basic objectives of the present courses and add to them the objectives to be learned through the course in Urban Age Geography. The objectives that we have determined to be essential to meet the requirements of the state in the area of Washington History are as follows: Migration and Settlement of the State, Development of State Government, State Government and Politics at Present, Local Government and Politics, Geographical Base of the State, Man-made Geography of the State, Development of Manufacturing in Washington, Development of Agriculture in the State, Natural Resource of Washington, and Minorities in Washington. It is our contention that by using the HSGP materials to meet these objectives, the students can be shown Washington parallels to the examples given, while they are learning the HSGP concepts. Once the concept has been learned, an in-depth study of the Washington History objectives will be undertaken. It is felt that with the background and understanding the students have acquired through

HSGP, they will more readily understand the Washington History concepts. It is this rationale, coupled with the fact that the present Washington History course is one half year long, and the proposed course will provide the students with one full year's exposure to the state and its history that leads to our belief that the proposed Freshman Social Science Course will provide the students with more knowledge and a better understanding of the state they live in and how it has developed.

The incorporation of the Career Orientation course would expand the students' exposure to careers and also provide them with a better understanding of why certain careers are as they are and what is necessary to do to pursue careers in their personal interest area. The new course would put career awareness before the students for one full year rather than the present nine weeks. Several other objectives of the Career Orientation Program that will be developed and expanded by Freshman Social Science are listed here: Study of Life Styles, Decision-making, Role Playing, Inquiry Thinking and Questioning, along with personal interest determination and development.

We feel that by studying in depth most all of the areas that make up a modern urban society and learning the concepts that rule these areas while applying them to the state of Washington, we have a natural area to present and develop the objectives of the Career Orientation Program. We also feel that the inclusion of career awareness within other curriculum areas will make it more meaningful to the students.

In order to show the relationship of the objectives of Washington History and Careers and the Freshman Social Science Course, the following outline shows the basic structure of this course. The outline will be followed by a general statement on each of the four units to be taught, showing their relationship to the objectives to be met. This is supplemented with a set of charts cross-referencing activities within the four units to be taught and the Career and Washington History objectives to be met.

GENERAL COURSE STRUCTURE

- I. COURSE TITLE: Freshman Social Science
- II. COURSE DIVISION: 4-9 week units corresponding with the 4-9 week grading periods.
- III. BASIC COURSE OUTLINE:
 - A. First 9 week unit: Georgraphy of the Cities
 - 1. Course Introduction (3 days)
 - 2. Career Awareness and Interest Testing (3 days)
 - 3. Basic Physical Geography of Washington (5 days)
 - 4. City Location and Growth (4 days)
 - 5. New Orleans (5 days)
 - 6. City Shape and Structure (5 days)
 - 7. Portsville (12 days)
 - 8. Sizes and Spacing of Cities (6 days)
 - 9. Cities with Special Functions (2 days)
 - B. Second 9 week unit: Manufacturing and Agriculture
 - 1. Geographic Patterns of Manufacturing (1 day)
 - 2. The Importance of Manufacturing (3 days)
 - 3. Job Interview, Social Security, OVIS Survey (5 days)
 - 5. Location of Metfab Corporation (6 days)
 - 6. Manufacturing and Industry in Washington (4 days)
 - 7. Hunger (3 days)
 - 8. The Agricultural Realm (4 days)
 - 9. Interviews with Farmers (7 days)
 - 10. The Game of Farming (6 days)
 - C. Third 9 week unit: Political Geography

1. Section (8 days)
 2. One Man One Vote (4 days)
 3. School Districts for Millersburg (2 days)
 4. Point Roberts (8 days)
 5. Washington State Government and Politics (23 days)
- D. Fourth 9 week unit: Habitat and Resources
1. Habitat and Man (3 days)
 2. Two Rivers (2 days)
 3. Watchung (2 days)
 4. Rutille and the Beach (6 days)
 5. Flood Hazards (4 days)
 6. Water Balance (8 days)
 7. Waste Management (12 days)
 8. Habitat of Washington (10 days)

UNIT RATIONALE

UNIT I: GEOGRAPHY OF THE CITIES

This unit will give the students the background that they will need to understand the settlement and growth of the state of Washington. The students will be given parallels to the examples used in HSGP showing areas within Washington. A few examples of this would be: Cities with special functions-- Olympia, government center; Yakima, fruit processing and distribution; Spokane, transportation center.

Students will learn why the areas of settlement were located where they were. They will learn why cities grew the way they did and why certain groups were attracted to the cities. Students will also learn about the direction the cities are going and will project what they feel should be done to improve city life.

This unit also includes an activity called Portsville in which the students construct the city of Portsville at various times in its history. The Portsville activity is modeled after Seattle and uses its history and photographs of early Seattle as the basis for the study. Obviously, this relates directly to the history of the state.

We feel that this unit is very important to the development of a firm understanding of life in the state of Washington. The students learn basic concepts of city structure, growth, development, and city problems that will be invaluable to them in living in our urban society. Along with the learn-

ing of the basic concepts, the unit includes in-depth looks into Washington's history and development.

UNIT 2: MANUFACTURING AND AGRICULTURE

Unit 2 will look at the area of manufacturing and agriculture and the factors that affect both of these areas. The HSGP activities about manufacturing will again lay the basic concepts needed to understand the why and how of manufacturing in Washington. The students will learn why certain industries locate where they do and their importance to the communities or states in which they locate. The students will role play the actual locating of a hypothetical company analyzing data and working in groups.

Included in the unit will be an activity that will help the students determine their personal interests through the Ohio Vocational Interest Survey. They will also learn how to do a good job interview and will find out how to determine qualifications needed for a specific job. Students will learn about governmental agencies regulating employment and will each receive their social security card.

The unit will conclude with an in-depth study of manufacturing in Washington. This will include a look at early development of industry, industry as it presently is, and a projection of industrial growth for the state.

The agricultural section will also be used to present the basic concepts needed to understand agriculture and show parallels in Washington to these concepts. Students will look at the nature

of hunger and realize the problem of food production. They will see the role of agriculture in the world and Washington's place in that role. Students will learn about farmers from various areas and will see how cultural differences enhance the problems. The major activity will have the students playing the game of farming. From this role playing activity, they will see more graphically the life and problems of farmers.

The unit will also be concluded with an in-depth look at agriculture, its development and role in Washington. Again it is our contention that by learning the concepts first, showing examples in Washington and then studying Washington, the students will learn a great deal more than at present.

UNIT 3: POLITICAL GEOGRAPHY

We feel that the unit in Political Geography and the unit on Habitat and Resources will provide a student transferring into our school at the end of the first semester his required Washington History by the end of his freshman year. We feel this because of the detailed study of Washington's government and politics in Unit 3 and the general review of the habitat the full course will have a better background, but we feel the student with only the second half of the course will have a Washington history background equal to that presently provided in the traditional course.

The Political Geography Unit will help show the students the problems of one man--one vote, redistricting, school financing and districting, legislative process, political interaction and the

need for government along with the services it provides. This unit has an activity on Point Roberts, Washington, that easily is the basis for the study of early Washington and the relationship with Great Britain.

As in the previous units, after the students have acquired the basic concepts of government and politics, they will go into a detailed study of Washington in this area. The students will spend about four weeks studying the history, development, and future of government and politics within Washington. As in the other units, we firmly believe that the students will have a deeper and more lasting understanding of this area in Washington.

UNIT 4: HABITAT AND RESOURCES

HSGP part of this unit will be used as a basis of what Washington's habitat is and how the resources are used. Students will learn the concepts of habitat by studying different areas of the world as examples of these concepts. During study of these concepts, correlation to the state of Washington will be made showing parallels of the concept within the state. This establishment of the basic concepts will give the students a much better awareness of habitat.

After the students have this basic understanding, an in-depth study of the habitat of the state will be undertaken showing the role of the following in the state: water balance, flood control, waste management, use of natural resources, cultural tradition, conservation, land use, technology, and ecology. The basics established at the beginning of the unit will enable the students to learn and understand these factors much better than they would under

the present program of study.

This unit will also serve as a general review of the history of the state of Washington, Washington now, and where Washington's future will take the inhabitants of the state.

A REPORT ON CAREER EDUCATION
"CAREER INFORMATION"

Sponsored by
Research & Development Project in Career Education #646
Public Law 90-576 Title I Part C Sec. 131 (a)

Developed by: Jon Patton
Lewis and Clark High School
August 17, 1973

Career Information

"Counseling and guidance is a useful tool for providing young people with information and advice they need to make intelligent career choices in today's modern society. If the information offered is restrictive and out-of-date, however, the guidance role could do more harm than good. We are interested in seeing the necessary improvements made in counseling and guidance to make it a truly beneficial and constructive part of our educational and social service system." (Larry Davenport, National Advisory Council on Vocational Education)

"Realistic planning for career development calls for keeping abreast of the rapidly changing occupational structure in this complex, technological society. An underlying goal of education in our democratic society is to provide an opportunity for the maximum realization of individual potential. Because of the prevailing emphasis upon the general curriculum, a significant segment of the student population is now limited to this offering. We must build a new leadership and a new commitment to the concept of a career education system. The career development emphasis in education holds promise for meaningful educational experiences in terms of individual needs." (S.P. Marland, Jr., U.S. Commissioner of Education)

"Recent events have indicated that the United States has need of manpower in many occupations, particularly in those requiring exceptional talent and specialized training. To meet this situation in the years ahead, teachers and counselors must be alert to help every young person discover his talents and interests and to encourage him to develop his best capabilities. They must be able to show the student how to relate these capabilities to opportunities in our society and how to relate the occupational information realistically to his needs." (Gertrude Forrester, Occupational Literature)

"STATISTICS SHOW:

- that for 60% of graduating student, high school is the only bridge between education and work.
- that only 15% of our high school graduates in the State of Washington graduate from state public universities and colleges.
- that approximately 15% of the jobs in the State of Washington require a B.A. for job entry.
- that 25% of our nation's labor force is under 25 years of age. For the majority of these young people, chance, not choice, determined their jobs." (Washington State Coordinating Council for Occupational Education)

Purpose of Report:

If you just read the above quotations for the first time, or you had seen them before, they should make you think. If you would

like to do something about career information for students, this report should serve as a guideline.

Background:

Career information has many different names and can be found in a variety of places. At Lewis and Clark High School we have our own Career Center. You could have a career information center, a career guidance center, a guidance counselor or a college counselor. Students, custodians, teacher aids, cooks and teachers all are sources of career information. With this scope in mind I have prepared this report for three levels of career information; Level One, basically a referral service for people who do not have career information as a primary responsibility, Level Two, for those people who have career information as a specific part of their responsibility, and Level Three for those people who have career information as their primary responsibility.

Level I:

At the first level we would have the person who has direct contact with students, with a primary responsibility such as teaching. Career information in this situation should be an informed referral in most cases. Assuming you do not have access to a Career Center, or guidance counselor, you must turn to other resources. The phone book is invaluable, call the trade, skill, business, or profession in question and arrange for the information you need over the phone, by personal interview, or request that literature be sent. Contact the state employment service, their counselors should be able to provide assistance. Check both the school library and the local library for the availability of career information. Contact your school district media center for any publications or films that they may have. Your community may have a speaker's bureau that could provide people on a wide range of subjects. Military representatives, business schools, community colleges, utility companies and government agencies will usually be glad to assist. A wealth of accurate, up-to-date information is available to the student, and your referral will open these resources to him.

Level II:

The second level would include those people who have as a part of their responsibility a career information function, such as the librarian, counselors and the dean of students. Again accurate, up to date information, but with access to some information on an immediate basis. The best one unit of information you can have is the Occupational Outlook Handbook in its latest edition. It is as up to date as anything in print, comprehensive and not too expensive. (\$6.25)

"We at the Department of Labor believe the the Occupational Outlook Handbook contains information necessary to intelligent career planning. This edition provides information for more than 800 occupations so that young persons, veterans, women returning to the labor force, and others choosing careers can determine which jobs are best suited to their needs. The handbook discusses the nature of work in different occupations, as well as earnings, job prospects during the 1970's, and education and training requirements. This information can help tomorrow's workers prepare for jobs that have a good future in our changing society."

What you would need beyond this would probably be local information on opportunities, schools, training and costs. Again you would utilize local resources as detailed for the first level.

Level III:

Level three is concerned with the person who has career information as his or her primary responsibility. If you have this responsibility and a very limited amount of money, you can have a very effective center, with more money you can have more items that will add to this effectiveness. Let's assume you have the time and a restricted amount of money. Buy the Occupational Outlook Handbook, (\$6.25). Start writing. With \$15-\$25 in postage, and the necessary amount of school stationery, you will be bringing in both quality to stock a career center for the school year. Borrow or buy the Chronical Guidance Publications, Inc., Cumulative Career Index, An Annual Compilation with Quarterly Supplements. Write to the nearly 200 sources of free information listed in the publication. Do the same with Forrester's Occupational Literature. Contact the area military representatives for their assistance in the various military job areas, and the material they have available. The

Armed Services Vocational Aptitude Battery can be an effective aptitude survey which is scored and reported back to both you and the student at no cost. The local schools; trade, business, skill, community colleges, colleges and universities, are usually most helpful. Hospitals, local business, utility companies, city, county, state and federal government agencies, unions, associations and speaker's bureaus can be of assistance. The Coordinating Council for Occupational Education has an extensive collection of career information. Use the phone book, the State Employment Service, anything and everything.

With more money you can subscribe to the local newspaper, a tremendous source of information. Subscribe to a weekly newspaper such as the National Observer, weekly newsmagazines such as Time, U.S. News and World Report, or Newsweek. All contain numerous articles of interest which are most effective when cut out and posted on a bulletin board.

Start your own school job placement service; keep a list of students who are actively seeking work, or post jobs as they come into the center. Let the area or community know that you do handle job placement activities for students. Set up mock job interview situations for the students. Let them know in advance what an employer expects and what an employee may expect.

More money? Buy the Dictionary of Occupational Titles, it is most comprehensive, alphabetical, has job classifications by numbers, the "bible" of employment counselors. If you have \$300 to spend, get the Occupational Library put out by Chronical Guidance Publications. It is much like the Occupational Outlook Handbook, but it is published in individual career briefs which are all contained in a file cabinet. The career briefs are updated by subscription which is a nice way to stay up to date. The subscription includes poster, counselor letters, the Cumulative Index and its supplements.

The Coordinating Council for Occupational Education puts out the VIEW Deck (Vital Information for Education and Work) on microfiche which is great if you have access to a micro-film reader. If you have the money buy one, if your library has one it can

usually be adapted to view the micro-fiche. The Washington State Deck consists of 250 color-coded cards that provide information about occupational training available in public high schools, vocational-technical schools, and community colleges that lead to specific jobs not requiring a B.A., apprenticeship opportunities, on-the-job training opportunities, and public vocational-technical schools and community colleges in the State of Washington.

Almost all of the large publishing outfits are getting into career education now, just write and ask them to send any and all information concerning career information and have a difficult time sorting out what might be good, better or best.

SUMMARY:

I have tried to present three different avenues to career information for school faculty. It is not intended to be all inclusive, rather to be a guideline which can be expanded upon. The last section is a list of various publications and resources I have found to be of value in the Career Center.

LIST OF REFERENCES

Mapping Your Education, A Handbook for Students, Parents, and Counselors, Abbot, Kerns & Bell Co., Graphic Arts Center;
2000 N.W. Wilson Street, Portland Oregon 97209

Occupational Outlook Handbook, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

Career Training Opportunities in the State of Washington
Career Choice and Career Preparation Coordinating Council for
Occupation Education, P.O. Box 248, Olympia, Washington 98501

The Washington Labor Market
Employment Security Department
P.O. Box 367, Olympia, Washington

Area Manpower Review, Spokane County
Spokane Area Office, Employment Security Department
Spokane, Washington 99201

The National Observer
200 Burnett Road
Chicopee, Mass. 01021

The Spokesman Review
Spokane, Washington

Guide to Local Occupational Information
U.S. Department of Labor
Manpower Administration
Washington, D.C. 20210

Action, Vista, Peace Corps
Washington, D.C. 20402

Choosing Your Occupation
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

"So you want to be..."
ARCO Publishing Co. Inc.
219 Park Ave. South
New York, New York 10003

"Careers for Tomorrow" series
General Editor - Fon W. Bourdman, Jr.
Henry Z. Walck, Inc.
New York, New York

Getting a Job, Florence Randall
Fearon Publishers
Belmont, California

Professional, Commercial and Industrial Markets Division
Eastman Kodak Co.
Rochester, New York 14650

Prudential Insurance Co. of America
Box #36
Newark, N.J. 17101

Vocational Guidance Manuals
Educational Books Division of Universal Publications
800 Second Ave.
New York, N.Y. 19917

Careers in Depth
Richards Rosen Press, Inc.
29 E. 21st St.
New York, N.Y. 10010

Horizons Unlimited
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Random House
201 E. 50th St.
New York, N.Y. 10022

College Entrance Examination Board
888 Seventh Ave.
New York, N.Y. 10019

Educational Testing Service
1947 Center Street
Berkeley, California 94704

Vocational Guidance Manuals
235 E. 45th St.
New York, N.Y. 10017

Career Education Associates, Inc.
369 Lexington Ave.
New York, N.Y. 10017

B'Nai B'Rith Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Community Social Service Directory
United Crusade and Council of Spokane County
W. 315 Sprague Ave.
Spokane, Washington 99204

"A SCHOOL BASED MODEL
IN
CAREER EDUCATION"

Developed by: Mr. Charles McKinney
Dr. Ed Jenkins
Mr. Hal Swenson
May 18, 1973

Re: Write up: In-Service Workshops for those schools (Spokane School District #81, Central Valley School District #356, and West Valley School District #363) participating in Washington State's Research & Development Project in Career Education: Title I Part C Sec. 131(a).

Area: Career Education

Topic: In-service workshops: grades K - 12, K - 6, (May 22 and May 23): 7 - 9 (May 24): 10 - 12 (May 25).

Title: "A School-based Model in Career Education"

Audience: School administrators, guidance personnel, and classroom teachers from Central Valley School District #356, Spokane School District #81, and West Valley School District #363. Total number of participants: 138 (Note attached workshop evaluations).

Concept: Career Education as developed within the design of this school-based model is both a concept and a process. Career Education is an essential part of the educational program at all grade levels and in all subject areas, K - 12.

Participants in the workshop sessions will increase their personal awareness and understanding of materials (content) and methods (process) of integrating career education into their existing curriculum.

Purpose: Workshop participants will achieve the stated concept (note above) in a one-day in-service workshop.

Entry Behavior: Teacher participating in the workshop is to be voluntary at the discretion of each school. Substitute teachers (Unit: 2 per elementary school and 3 per secondary school) will be made available through the resources of the Career Education Project: Research and Development (Part C).

Learning Objectives: 1. Given a workshop session, the participant(s) will list a maximum of three (3) items and/or methods for integrating career-oriented items into the existing curriculum. To be complete the list must include:

- a. Activities which the participant is planning that will utilize workshop experience(s).

- b. Specific items (or methods) the workshop participant found particularly helpful.
- c. Topics which the participant would like to see in future workshops.

- Learning Activities:
1. Workshop leaders will present an "overview" of Washington State's Research and Development Project.
 2. The curricular and guidance components of the Project will be presented to workshop participants.
 3. "Design Team Members" and teachers who have participated in the Project will present a variety of teacher-produced activities, methods, and materials.
 4. Time will be made available for questions and discussion. Participants will have the opportunity to share with the group any career-oriented project, activity, or idea that he/she might choose to discuss and/or demonstrate.
 5. A representative from each school will receive a packet of materials which will include:
 - a. A listing of all teacher-produced materials in the Career Education Project.
 - b. A sample packet of all teacher-produced "writeups."

Materials (on display or discussed)

Dictionary of Occupational Titles
Occupational Outlook Handbook
 Microfiche Reader (and materials)
 Encyclopedia of Careers & Vocational Guidance
Occupational Information in the Elementary School (Willa Harris)
Occupational Literature (Gertrude Forrester)
 A variety of commercial materials

Evaluation: Summary(s) attached.

CAREER DEVELOPMENT PROJECT

Guidance Component
Hal Swenson

Re: Individual Evaluation & Career Education Workshop.
(32 responses)

Fort Wright College
(Place)

May 22, 1973
(Date)

1. Do you think the time you spent today was valuable compared to the time you may have spent with some other professional group?

Yes 30 : No 2 : Undecided _____ :

- a) I was particularly interested in the presentation made by intermediate grades.
- b) I felt the slide show in the morning was good; the rest of the day was too repetitious.
- c) Too much repetition--the slides were most interesting and could have been enlarged upon.
2. Are there any activities you are thinking about or planning that will utilize your experiences today? If so, please list.
- a) Further ways to use career education to extend what I have been doing.
- b) Yes, next years Social Studies--all levels.
- c) Yes - I plan to expand a program presently being used to include concepts developed today--funding of two-day outdoor education program.
- d) I have utilized many of the ideas presented here. I am working on an N.S.F. grant.
- e) The program that I have in my classroom is already more extensive than any experiences shared today.
- f) Yes. Parents as career resource speakers. More emphasis placed on careers during field trips and in all class work. Integrate a hands-on project.
- g) I will incorporate ideas and materials with 2nd grade social studies.

- h) Plan to explore with my staff the humanizing of the curriculum for this is what this workshop has said to me. It is the people who are important not the processes or products. The way people feel about themselves, their jobs and the setting in which they find themselves is the significant learning.
- i) The "hands-on" projects.
- j) Use math, social studies, science, spelling, reading, language arts and bake and sell cookies. Try to do something with wood or fabric scraps or yarn and sell for a profit. Try to arrange a visit to a hospital and explore some health careers.
- k) I plan to integrate career education throughout the school curriculum. I am also going to enlarge the number of lay people I call in to tell the children about their jobs.
- l) Have been doing this in my room but plan on doing more. Making and marketing a product.
- m) Yes, as principal of the school--I am going to await teacher request and then help them.
- n) Inviting some parents in to discuss their job to first graders. Visiting (as a class) some parents at their jobs. Taking more field trips in relation to curriculum and emphasizing careers in that area.
- o) Continue to build upon present program of parent involvement. Expand into new classrooms.
- p) We plan to have an assembly line of some product to sell at school or at P.T.A. Also visit various places in Spokane--especially those that the children might be interested in working.
- q) I will go into more depth in career development but have no special project at this moment.
- r) Yes--I would like to set up a corporation or some sort of business, get into the background of economics and produce some goods such as neckties, plaques or pillows--a "hands-on" project.
- s) Yes--not definitely formulated but will incorporate in next year's program.
- t) DUSO
Pillow making.
Field trips.
- u) Picture making.
Community buildings and helpers.
Community store.
- v) Utilize career studies in curriculum.

- w) Attitudes, values and responsibilities in connection with a unit on responsibility in health--reference to types of characteristics of personality needed for certain work and working with people.
 - x) I plan to incorporate economics throughout the school year of 1973-74 through classroom-interest centers and a major activity of a business.
 - y) The first thing I am going to do is send for publications.
 - z) "Me As a Person" - September.
 - aa) Some hands-on projects next year to try to reach a large percentage of academically turned-off children from low-income homes.
 - bb) More self-awareness. In social studies, we study clothing, food and shelter and I am going to integrate the people's jobs in these areas.
 - cc) DUSO - use of it. Use of careers in study of our community--many ways to set up--along with other subject areas.
 - dd) Careers in food handling:
school kitchen activities
school food supervisor
dietician
produce, grocery personnel
lunch counters
waitresses
restaurant

Take trip to Armour's and bakery. "Sell a food product"
 - ee) Variety of careers for youngsters in a semi-deprived area. Project for a certain goal.
3. Any specific item(s) in today's workshop which you found particularly helpful or otherwise meaningful? If so, please list.
- a) Specific ideas for learning center activities.
 - b) I appreciated concept of job positions without stigma. Individual likes and how they would fit particular job. Resource material I know I will pursue. 200 careers - D.O.T. Skills.
 - c) The film slides of the other things teachers have done.
 - d) I think that it would be more meaningful to go into and observe in more areas rather than extensive units.
 - e) In relation to the write-up:
 1. Concept
 2. Behavioral objectives

3. Activity
4. Evaluation

I will integrate this on field trips and with projects. Got the idea of process!

- f) List of resources.
- g) List of resource people and materials.
- h) All.
- i) Sources of useful and available material.
- j) The products themselves--and the teachers who really did the work--are the most meaningful. However, we did need the background of the team. How refreshing to have a team vitally interested in what they are doing!
- k) The information on setting up this program in the school is very helpful.
- l) Seeing what others have done--excitement from people involved.
- m) The interest and response of youngsters regardless of ability.
- n) Ideas for assembly line production.
- o) Encouragement to continue and expand.
- p) Many of the talks were very informative and gave us ideas on which we can build our own projects.
- q) The various projects were inspirational in making me want to start.
- r) Yes--the teachers who had these experiences presented them so well and enthusiastically that I would like to produce some of the items. The actual finished product being shown was a help.
- s) Well done!!
- t) Cusick tie making.
Use of librarian at University.
Pillow assembly line.
Popcorn sales.
All experiences were meaningful.
- u) Ideas given.
Materials handed out.
Opportunity to see results and reports.
- v) Awareness that career education can integrate and blend with the curriculum. Motivation and interest were outstanding.

- w) The overall projection of the child's economic future.
 - x) I thought the sixth grade teacher from University had a great stock selling idea.
 - y) People that gave the information. How the program was set up.
 - z) Examples of specific items for manufacture and reinforcement of the value of incorporating such activities into the curriculum.
 - aa) The slide show. I got several ideas from this to use in further development of career awareness.
 - bb) Slides and discussion of teachers of actual materials made. Also people who could be contacted for free materials.
 - cc) Philosophy
Statistics
Process
Personal experiences
Just about everything. Speakers were tremendous!!
 - dd) Different teacher's experiences.
4. Any specific improvement(s) you would have made on today's workshop? If so, please list.
- a) No - well prepared.
 - b) Try not to be so repetitious in the small group sessions.
 - c) A chance for the group to share. Some of us have worked with this a long time.
 - d) None - well done.
 - e) Is there danger that involvement in a project becoming end in itself excluding the true appreciation of the career relationships possibly involved?
 - f) No, it was well done.
 - g) More people involved in talking.
 - h) I wondered about the real value of the presentation about the kit with puppets.
 - i) Less break time and more time to share career awareness ideas with other teachers (in small groups).
 - j) Sharing may have been limited.
 - k) General overview of program with specific projects discussed was effective.

- l) I would have liked to get the specifics as to how some of the projects were implemented. Each teacher has different ideas but an idea as to "how" from someone who has done it would be valuable to me--especially to give me an idea where to start.
 - m) It was well planned and organized.
 - n) Well organized. Most helpful and worthwhile. Speakers were all well informed on subject.
 - o) Perhaps the people who participated in your program and gave speeches could have put their activities in sequential order.
 - p) The DUSO part was not overly interesting.
 - q) Visit the classrooms with children in the situations. Then talks with teachers and follow up.
 - r) Coffee hour 8:30-9:00, beginning program at 9:00 rather than 9:30.
 - s) Shorten it! Develop the slide show presentation. I felt that the other presentations were simply a lengthening of what had already been presented.
 - t) Less time spent on how it was set up - many people repeated the same statements. More as to the actual work.
5. Are there any topics you would like to see in future workshops? If so, please list.
- a) How to plan.
 - b) Candle making
Finger weaving
Health rules about selling food products.
 - c) Possibly making a field trip to a nearby business (industry) to make us (as teachers) more aware of different careers. Inviting people from other occupations in giving teachers experience in interviewing people in other careers (most of us don't get released time to do this).
 - d) "Follow-ups" on present activities.
 - e) More examples and demonstrations and ideas on ways to integrate into curriculum.
 - f) Later progress or follow up next year. Other teachers involved.
 - g) More specifics as to classroom activities.

- h) Listing of local businesses that would cooperate with classes.
6. "Other" (any additional comment you would want to share regarding today's workshop).
- a) Fine day.
 - b) I enjoyed the friendly atmosphere and the location. Appreciated the long lunch period. It broke up the otherwise tight schedule.
 - c) Excellent workshop!
 - d) One of the most worthwhile workshops I've attended.
 - e) The Greatest - thanks a lot.
 - f) It is too bad only a few were able to attend from my building.
 - g) Things kept moving and were interesting, especially like to hear from teachers who have experienced career education in their classrooms.
 - h) This was a worthwhile workshop--well worth the time.
 - i) This was a very interesting and worthwhile workshop. I think these ideas - especially the "hands-on" part - should be shared with more teachers, if possible.
 - j) A worth-while inspirational day.
 - k) Excellent - so glad I came.
 - l) Enthusiasm shown by people in the task group was infectious. Very beneficial workshop.
 - m) Opened my eyes by making me aware.
 - n) Schools such as ours have low and high incomes. One fifth of the class repeated.
 - o) A very interesting day. I hope to get some other teachers in my building "turned on" so we can work and plan together.
 - p) I feel the area is important and in great need of inservice but develop the workshop so it covers more and not so much repetition.
 - q) Some parts were interesting but more time was spent on unnecessary introduction than needed - i.e. #1.
 - r) Planning and accommodations were thoughtful and excellent.
 - s) Materials available (lists).

CAREER DEVELOPMENT PROJECT

Guidance Component
Hal Swenson

Re: Individual Evaluation & Career Education Workshop.
(40 responses)

Fort Wright College
(Place)

May 23, 1973
(Date)

1. Do you think the time you spent today was valuable compared to the time you may have spent with some other professional group?

Yes 40 : No _____ : Undecided _____ :

- a) Was great to be able to hear all people who spoke--no mumbling today or frightened voices!
- b) Thought it was excellent.
- c) In a new area that I felt unfamiliar with.
- d) New ideas on career education made the time spent worthwhile.
- e) I would liked for my son who is now graduating from high school to have had this in elementary school.

2. Are there any activities you are thinking about or planning that will utilize your experiences today? If so, please list.

- a) Need more time to think about it.
- b) I plan to integrate career awareness into my curriculum planning next year in other areas than just Social Studies.
- c) Yes! In economics, newspaper unit, and language arts. I see potential uses around programs I'm already utilizing.
- d) Yes, try to set up a Career Education program more fully in my class next year.
- e) Health careers to accompany a health study next school year. Geologist while studying rocks and minerals. Musician in study of arts.
- f) Our school has had projects in career education - economics. Today's workshop gave us some new ideas.
- g) Yes. I plan to develop career awareness in as many areas of my curriculum as possible.

- h) My newspaper unit will be different: Publish a newspaper.
Economics unit on monetary system: open and run a bank.
- i) Role playing
Making filmstrips
Cardboard carpentry
Interviewing
- j) This would dovetail very well with projects done under Dr. Hamblen of E.W.S.C. in economics, stressing the occupations.
- k) Yes. Career awareness in Grade 5 related to Social Studies, Language Arts, Science and Math. Will get feet wet if possible before June 8, 1973 with a small project and parent-conducted field trips.
- l) Economics study: Why Postal System doesn't work better.
Athletics: Health project discussed.
Parent Interview (some system)
How workers in Spokane make their living (graphing)
How workers in Egypt (ancient) made their living as identified from Hieroglyphics.
Map reading of Spokane: See if any relation to where workers live.
Mexican Fiesta on Medieval Fair idea
Filmstrip animation
Cardboard carpentry
- m) Yes. I am presently teaching economics in the classroom. We have produced and sold products plus all of the related aspects. Our activities would be a natural take-off for career awareness.
- n) Discuss with staff and give others opportunity to discuss it.
- o) Bring our careers people into the classroom. Do more in the way of taking my classes to places of business to get the first-hand experience.
- p) Hope to start it in our school. Bringing materials into school library. Have an in-service program for our staff. Many are doing some of these things already.
- q) Go back to our own faculty and inform them of this career awareness program. Plan my year around more student involvement.
- r) I was particularly interested in the interview aspect and bringing in resource people.
- s) We have had school economic projects and are trying to expand our ideas to involve career awareness. May start a Grade 1 - 6 new program on career awareness only, depending on teacher responses.
- t) 4th grade level. Focus on the many jobs involved in farming and the forest worker. Also the athlete as a career possibility.

- u) Summer teaching at Campus School (E.W.S.C.) - theme is Career Awareness. Would also like to incorporate into next year's curriculum.
- v) Field trip next week. We'll try to place more emphasis on persons involved as well as products involved.
- w) I plan to get more information on cardboard carpentry and assembly line construction for primary grades.

The World of Work Book - including lists of words related to each kind of work.

Role playing or puppetry.

- x) Yes, in first grade:

Intense study of self.

Study of the people working at our school.

Involve the community.

- y) Yes - I plan on integrating career awareness into our Social Studies program (Grade 6, Social Science Concepts - Harcourt Brace) next year.

Parents coming into classroom to talk on careers and occupations.

- z) Some kind of economics unit where the children make and sell something - a restaurant perhaps?

- aa) Yes - Sports as a career.

Import - Export (Canada - US).

Careers for girls who are not college bound in the Inland Empire.

- bb) Utilizing the career education in Social Studies.

- cc) Yes - correlated with Economics in the 4th grade - forming a company, securing a loan or stock for financing materials. Producing and marketing a product.

- dd) Parent's occupations - presentation in the classroom.

Students in the community "working."

- ee) Very much so. They are still whirling in my head to form at this point.

- ff) I plan to try several of the things that I either saw or heard about today.

gg) Yes. Make Raggedy Ann toys as an economics and career project. We've done this by hand. Hope to get sewing machines for this.

hh) Yes - Will use career awareness in an economic activity involving stocks, banks and government. We did the activity this year and it was very successful but could study careers ahead of time.

Also, I plan to utilize more extensively the hospital career program.

Many more ideas.

ii) I am planning to use some career education in my teaching next year. In the Social Studies there is an opportunity to work in a unit on social scientists.

Also, I would like to expose my pupils to some of the jobs in the retail field.

3. Any specific item(s) in today's workshop which you found particularly helpful or otherwise meaningful? If so, please list.

a) Was interested in listening to the "peer acceptance" facet by faculty - really?

b) The presentation of the format of the experimental program was very good.

c) The idea of "why a person does what he does" impressed me. And how easy this can be integrated.

d) The stress on process, not product.

Focus on people involved.

Interview method is good--I intend to do more stressing attitudes.

e) Today, I have just been introduced to the career workshop. The presentations have been excellent and the workshop was well worthwhile.

f) Teacher's specific models and slides of actual situations.

g) Display of materials set up in the conference room which made me realize that I can accomplish this in my classroom. Just being told orally would not have made me feel so enthusiastic nor competent.

h) Teacher's observations.

Displays of projects.

- i) The slide presentation - definite projects that teachers used.
- j) Work careers into whole curriculum - should make for very meaningful activities.
- k) Where to get more information on career education.
- l) The afternoon classroom examples used.
- m) Sources of materials.

Enthusiasm of teachers who have been involved in career education. The first real live teachers I have talked to or heard who had really been involved in a coordinated program of their own creation.

Was impressed with organization for continuing program in spite of funding cut-off. Refreshing to see that Project Administration was planned from the start to "self-destruct." Glad you didn't try to build a self perpetuating empire!

- n) Concepts:
 - Looking at yourself.
 - What do you want your career to be.
 - Focus on people--rather than job.
- o) Pointing out that this is merely changing of focus rather than increasing curriculum.
- p) Learning by doing.
- q) Just hearing people talk who have made it work. That is isn't hard; can be worked into an already busy schedule.
- r) Great workshop--well organized and each thing was valuable and of benefit to us.
- s) Lectures are good but to have the teachers bring in displays of the things that have been tried and proven was very meaningful.
- t) Projects in classroom and aspects involved with other teachers and resource people.
- u) Statistics alarming--time to concentrate on involving child at early age to be aware of job possibilities and requirements.
- v) Slides were good and also talks by teachers from various schools.
- w) Enthusiasm of design team and speakers. Encouraging!
- x) The emphasis on the person rather than the job itself.

- y) Learning what goes into a person's job. This I think children would really enjoy. Also knowing what mother and father do.
- z) Yes - the teacher's talks about projects in their own classroom and materials to see.
- aa) The presentation of the teachers who have actually done some of these things.

The encouragement to get our whole building involved.

Names of people to contact for help.

- bb) Presentations by people who have done it.

- cc) Viewing SRA materials.

Listing of free and other materials available in career education.

Teacher-tried ideas from various elementary programs.

- dd) I felt the whole workshop was most interesting, especially the idea about each building taking it on themselves to start their own program.

- ee) Sources for materials.

- ff) The library books.

SRA materials.

Resource information.

- gg) The use of the camera.

The use of the tape recorder.

The changing from job to "person."

- hh) Cusick teachers and their enthusiasm. We need their enthusiasm to do this.

- ii) Using photography.

Interviewing.

Using parents more as resource people.

- jj) The overall feeling given by teachers that career education can be added to the existing curriculum. Also, the enthusiasm of the men giving the workshop.

4. Any specific improvement(s) you would have made on today's workshop? If so, please list.
- a) No.
 - b) Materials and ideas I can use on intermediate level - specifics.
 - c) No. Good job--was well paced and not a waste of time.
 - d) None.
 - e) Your first-hour overview plus a presentation for upper and lower grade level would have been adequate. Too much duplication.
 - f) None.
 - g) I always enjoy hearing how someone has used some of the materials setting around the room rather than just looking through them myself.
 - h) None.
 - i) Very well planned - with enough "breaks" to keep one alert.
 - j) Materials that are available should be divided into primary, intermediate grades, etc.
 - k) None - all was very good.
 - l) A little less time spent on the team set-up and more specifics and concrete ideas which can be used in the classroom.
 - m) No.
 - n) No.
 - o) Well done.
 - p) Somewhat repetitious.
 - q) Well planned.
 - r) Shorten noon break. More films of activities.
 - s) I felt it was very well organized - time and money seem very well spent on the project. I felt in light of the shortness of time - 1 day - a variety of topics were touched as well as could be expected.
5. Are there any topics you would like to see in future workshops? If so, please list.
- a) Can think of none at moment.

- b) Yes, a sharing of some of the models people from this workshop will be doing next year.
 - c) Greater display of student-made materials.
 - d) Your first-hour overview plus a presentation for upper and lower grade level would have been adequate. Too much duplication.
 - e) More time (2 days at least) with more ideas from teachers.
 - f) Career awareness programs that work for a teacher or teacher groups.
 - g) Information seemed very complete.
 - h) Resource people in Spokane area (grade level specialty).
Field trip suggestions in Spokane area (grade level specialty).
 - i) More individual teacher's projects and their discussions.
 - j) More teacher-tried activities on the elementary level - demonstrations, etc.
 - k) More things showing the different things done in the individual grades.
 - l) Specific developmental curriculum through the grades - meetings within grade levels.
6. "Other" (any additional comment you would want to share regarding today's workshop).
- a) This was a very meaningful workshop.
 - b) It was very worthwhile and valuable.
 - c) It was a well-planned and informative workshop - I'm enthused.
 - d) I felt this workshop was unusually well-organized and planned. All those involved seemed so enthusiastic that it couldn't help but carry over to us. Thanks for your offer of help--you'll be called on! This has been a day well spent--Thanks!
 - e) Glad you reinforced idea that innovation need not be expensive.
 - f) Workshop was excellent and worth much more than others I have attended on other subjects.
 - g) The whole workshop was set up in a manner that was very clear, understandable and exciting. Don't stop the good work.
 - h) Organization was well handled. Enough movement to hold interest.

- i) Most inspiring! Has given me the oomph to get going!
- j) Wish more teachers could have been here!
- k) I've really appreciated this opportunity.
- l) Excellent--well worthwhile. (Difficult to write this while listening to closing remarks).
- m) I was late, but what I heard was very interesting. Many ideas!
- n) Thank you!
- o) Very worthwhile presentation. Your ideas will be shared at my building.
- p) This workshop has given me the confidence to go ahead with some things I have done on a cautious scale previously.
- q) Very excellent. I especially liked the first presentation concerning the need for career awareness at all levels.

CAREER DEVELOPMENT PROJECT

Guidance Component

Hal Swenson

Re: Individual Evaluation & Career Education Workshop.
(23 responses)

Fort Wright College
(Place)

May 24, 1973
(Date)

1. Do you think the time you spent today was valuable compared to the time you may have spent with some other professional group?

Yes 22 : No _____ : Undecided 1 :

a) However, I'm sorry we could not have attended the elementary session, which is our level.

b) Even though much of the output I've heard before.

2. Are there any activities you are thinking about or planning that will utilize your experiences today? If so, please list.

a) I am not a classroom teacher but was very interested in how these projects were done.

b) Yes - gathering information for career awareness, greater utilization of current information; "what to do in the classroom" idea.

c) I would like to be able to take what I believed were the good ideas from the groups and incorporate them into my own program.

d) Must go over materials to be specific but I plan to incorporate Career Education into my program.

e) Yes. Sending for career education materials I have learned about. Using knowledge gained in organizing a career education program in my junior high school.

f) Have begun in my 2nd grade:

Self-awareness

Rap sessions

Language - writing and speaking as outgrowth of year-long work on Economics: World of Work.

- g) The one on "Opportunities in the Armed Services." I think I would like to do this.
 - h) Next fall in Art Department:
 - Film making class
 - Animation
 - Pottery - wheel & hand
 - Toy making
 - i) Planning to have a career unit on 8th grade team at Garry Junior High.
 - j) Use of evaluative tools (example Pre & Post)
 - Specific units offered
 - We are developing a career education class next year at Greenacres Junior High -- so much is of use. Thanks.
 - k) A semester class at my school concentrating on career education and self-awareness. The first year there are prospects of relating it to Northwest History.
 - l) More of personal evaluation worth. Develop more interest in careers as a class project.
 - m) Yes, not clearly defined yet but involving math career units.
 - n) We did a career unit of some success and plan to develop it further.
 - o) Vocational unit continuing at Salk.
 - p) Yes - the Development of a Business and Manufacturing Unit, where we make and sell a product.
 - q) Career Awareness Project 7 - 9, Shaw Junior High.
 - r) Career planning classes to be offered in 9th grade next year. Career Education to be incorporated in other classes.
 - s) Yes, if possible - This is an administrative decision. I would like to include some of the ideas I gained today into a 9th grade general math program.
3. Any specific item(s) in today's workshop which you found particularly helpful or otherwise meaningful? If so, please list.
- a) Examination of materials - sources.
 - b) No, except speeches from two junior high groups.
 - c) Many good ideas were given.

- d) Reorganization or organization of some thoughts.
 - e) Hearing of projects and programs which have worked for other people.
 - f) Self awareness ideas stressed.
 - g) The soft-sell - no pressure!
The creative teacher hates to be pressured!
Very impressed with pilot school's program.
 - h) Just pleased with the entire presentation.
 - i) The explanation of process behind in-service program.
Whys of career education.
 - j) The list of resource materials available.
 - k) Lists of sources. Plans - ideas already tried this year are very helpful. Candid points of view of what not do do next year.
 - l) As many people have, I had only thought of career education in terms of job awareness - hadn't thought of it from other end--self awareness. Guess this workshop made me aware that I'm not doing a very good job of relating math to the "real" world.
 - m) Material sources.
Actual packets.
 - n) Emphasis on using parents.
Encouraging because we have been doing many of these things for years.
New work lab looks good.
 - o) The new source of information.
 - p) Listening to people who have experienced in themselves a new awareness and enthusiasm for this type of project.
 - q) The differences between career education and occupational information.
 - r) Some ideas for self awareness unit.
 - s) Yes, what other schools are doing.
4. Any specific improvement(s) you would have made on today's workshop?
If so, please list.
- a) No.
 - b) 'No.

- c) Less talking and more participation.
 - d) No.
 - e) 2nd session with small group rap sessions.
 - f) More examples of different disciplines.
 - g) More examples from other disciplines.
 - h) More time for discussion during actual presentations.
More time for the explaining of group in-service process.
Public education has much ignorance here.
 - i) More time for questions before exhaustion sets in.
 - j) Start at 9:00 a.m. Less coffee - more information. Actually demonstrate (show) how to use some of the SRA materials.
 - k) I felt this was a well-spent day.
 - l) Can start at 9:00 a.m. Ask no one to smoke - gives me a headache and sore eyes!
 - m) More teacher-sharing ideas.
 - n) Unstructured time for individual questions.
 - o) Start on time.
5. Are there any topics you would like to see in future workshops? If so, please list.
- a) What I think would be helpful would be to know what is being done by others in my specific subject matter area.
 - b) Perhaps if we met in subject areas it would be more helpful.
 - c) Specific areas of jobs and how specific teachers approach them.
 - d) More teacher-idea exchanges.
 - e) Be more specific in dealings with in-service process and what to expect.
Maybe an outline of career education "whys."
 - f) Evaluation techniques - attitude checks before and after a class in career education.
 - g) How to get principal and staff to feel secure about open discussions. How to find out what other teachers in your building are doing. How you could work together to compliment each others talents.

- h) Other people and projects in other disciplines.
 - i) No. I have enough to think about now.
 - j) Program.
Role-play.
Team Design.
 - k) Follow up on programs and what worked and what didn't.
6. "Other" (any additional comment you would want to share regarding today's workshop).
- a) Very interesting. Could see that "career education" has failed in our school because it was taught as an isolated unit.
 - b) I think it was a worthwhile experience.
 - c) A very profitable day.
 - d) Very stimulating and exciting - anxious to get started at my school!
 - e) Too bad a "summer school" workshop could not be started to inform and help teachers start this project.
 - f) Nice job; informative - needed. Too bad not more could have benefited from your efforts.
I found it interesting as I have twice before.
 - g) You three do a tremendous job.
 - h) Enjoyable - open - honest.
Can teachers really "trust" administration?
 - i) Thank you!
 - j) Enjoyed listening.
Hope your work catches on.
 - k) Best of the many workshops I attended this year.
 - l) Very informative; well planned.

CAREER DEVELOPMENT PROJECT

Guidance Component
Hal Swenson

Re: Individual Evaluation & Career Education Workshop.
(10 responses)

Fort Wright College
(Place)

May 25, 1973
(Date)

1. Do you think the time you spent today was valuable compared to the time you may have spent with some other professional group?

Yes 10 : No _____ : Undecided _____ :

2. Are there any activities you are thinking about or planning that will utilize your experiences today? If so, please list.

- a) Nothing concrete at this time.
- b) Yes.
- c) Yes - Bring in outside people in the community that are career oriented.
- d) Yes - I want to get my biology classes out to the blood bank, hospitals and labs that analyze bacteriological specimens, etc.
- e) Washington History - Vocational Geography.
- f) Career segment in classes.
More community involvement.
- g) Yes - Career Guidance Center.
- h) Improve Career Center.
Encourage staff involvement in community involvement.
- i) My experience today definitely will influence my planning for next year in English. I hope I can "spread the word" among the faculty.

3. Any specific item(s) in today's workshop which you found particularly helpful or otherwise meaningful? If so, please list.

- a) Practical ideas that have been or could be used in the classroom.

- b) What was being done at Cusick was of particular interest.
 - c) Interchange of ideas.
 - d) Statistics on careers and education.
Availability of materials and addresses.
 - e) Career Guidance Center.
 - f) Emphasis on increased use of existing curriculum.
 - g) The slides explained the project effectively.
4. Any specific improvement(s) you would have made on today's workshop?
If so, please list.
- a) No.
 - b) Start earlier.
 - c) Separate into subject which you are interested or teaching and
find out what is being done in this area in greater detail.
 - d) One day is too short.
 - e) No.
 - f) I felt the day was really worthwhile!
5. Are there any topics you would like to see in future workshops? If so,
please list.
- a) No.
 - b) Natural resources of the area in relation to vocational oppor-
tunities.
 - c) Need greater chance for interchange of ideas.
 - d) Can't think of any.
6. "Other" (any additional comment you would want to share regarding today's
workshop).
- a) Worthwhile but not too foreign from what is going on in some of
the other schools in Spokane.
 - b) Very worthwhile.

- c) Very helpful and interesting. Well worth the time.
- d) Good job.
- e) My beliefs have been reinforced - thank you!

CAREER EDUCATION EVALUATIONS

Form I

Form II

(Compilation of all site schools)

CAREER EDUCATION EVALUATION FORM I

(Part 1)

(Of 169 teachers in the project, 40 filled out Form I)

1. How receptive were the students to the career activities?

(5-Excellent) (4-Good) (3-Fair) (2-Below Average) (1-Unsatisfactory)

20 12 6 1

of the 39 that answered, 82% indicated rating #5,4 - 3% indicated #2.

(98% answered Q. 1)

(The mean is 4.3)

2. How would you rate the involvement of all your students in the career activities?

(5-Excellent) (4-Good) (3-Fair) (2-Below Average) (1-Unsatisfactory)

9 22 6 2

of the 39 that answered, 77% indicated rating #5 or 4 - 5% indicated rating 2

(98% answered Q. 2)

(The mean is 4.2)

3. How well were the students applying basic curriculum skills such as math and reading, when working with the unit?

(5-Excellent) (4-Good) (3-Fair) (2-Below Average) (1-Unsatisfactory)

4 16 13 2

of the 35 that answered, 57% indicated rating #5 or 4 - 6% indicated rating 2

(88% answered Q. 3.)

(The mean is 3.6)

4. How well have the students gained insight into the particular occupation studied?

(5-Excellent)	(4-Good)	(3-Fair)	(2-Below Average)	(1-Unsatisfactory)
12	15	6	2	

of the 35 that answered, 77% indicated rating # 5 or 4 - 6% indicated rating 2
(88% answered Q. 4)
(The mean is 4.1)

5. How well did outside or community resources, such as field trips and speakers contribute to the unit?

(5-Excellent)	(4-Good)	(3-Fair)	(2-Below Average)	(1-Unsatisfactory)
23	7	4	2	1

of the 37 that answered, 81% indicated rating #5 or 4 - 8% indicated rating #2 or 1.
(93% answered Q. 5)
(The mean is 4.3)

Career Education Evaluation Form I
Part 2

	<u>YES</u>	<u>NO</u>
1. Did students' interest levels increase? (of the 95% that answered, 100% stated "yes")	38	
2. Were there any signs of improvement in the skill areas such as reading and math for example? (of the 70% that answered, 54% stated "yes" and 46% stated "no")	15	13
3. Did attendance improve? (of the 63% that answered, 36% stated "yes" and 64% stated "no".)	9	16
4. Did the unit contribute to a greater cooperation in group work? (of the 85% that answered, 85% stated "yes" and 15% stated "no".)	29	5
5. Did the students become more independent in their decision making? (of the 73% that answered, 83% stated "yes" and 17% stated "no".)	24	5
6. Were self concepts changed for some of the students as a result of this project? (of the 85% that answered, 91% stated "yes" and 9% stated "no".)	31	3
7. Did the students show more enthusiasm throughout the unit? (of the 88% that answered, 97% stated "yes" and 3% stated "no".)	34	1

	<u>YES</u>	<u>NO</u>
8. Do you feel it was difficult to integrate career education information into the curriculum? (of the 98% that answered, 21% stated "yes" and 79% stated "no")	8	31
9. Do you feel that career education experiences can be worked into the on-going curriculum without great difficulty? (of the 83% that answered, 94% stated "yes" and 6% stated "no".)	31	2
10. Are the pupils more aware of the satisfaction that can come from being engaged in work? (of the 73% that answered, 86% stated "yes" and 14% stated "no".)	25	4
11. Were pupils given a chance to participate in planning the career education unit? (of the 85% that answered, 41% stated "yes" and 59% stated "no".)	14	20
12. Were pupils given the chance to aid in evaluation of the unit? (of the 80% that answered, 78% stated "yes" and 22% stated "no".)	25	7
13. Will you continue to include career education activities in your educational planning for the future? (of the 85% that answered, 100% stated "yes".)	34	

	<u>YES</u>	<u>NO</u>
14. Do you feel that having a career team in your building is a good idea? (of the 78% that answered, 100% stated "yes".)	31	
15. Have the workshops aided you in gaining an understanding of the concept of career education? (of the 78% that answered, 96% stated "yes" and 4% stated "no".)	29	2

CAREER EDUCATION EVALUATION FORM II

(Of 169 classroom teachers in the project, 70 filled out Form II)

	<u>YES</u>	<u>NO</u>
1. Do you understand the concept of career education as it relates to the curriculum? (of the 89% that answered, 81% stated "yes" and 19% stated "no".)	50	12
2. Do you feel that career education further burdens an already full curriculum? (of the 84% that answered, 24% stated "yes" and 76% stated "no".)	14	45
3. Are you planning to become involved in career education before the termination of this school year? (of the 84% that answered, 61% stated "yes" and 39% stated "no".)	36	23
4. Do you believe in the basic philosophy of career education? (of the 87% that answered, 98% stated "yes" and 2% stated "no".)	60	1
5. Do you feel that career education information can be integrated into the subject matter areas without taking away from the learning of basic skills? (of the 93% that answered, 91% stated "yes" and 9% stated "no".)	59	6
6. Are you aware of the resources available through the Career Development Project to aid you in the development of curriculum related to career education? (of the 97% that answered, 41% stated "yes" and 59% stated "no".)	28	40

Career Ed. Evaluation Form II
Page 2

	<u>YES</u>	<u>NO</u>
7. Do you feel that career education should be included in all grades K - 12? (of the 96% that answered, 74% stated "yes" and 26% stated "no".)	49	18
8. Do you feel that students have a realistic picture of what they are going to do as to a career upon exit from school? (of the 91% that answered, 11% stated "yes" 89% stated "no".)	7	57
9. Do you feel that the community outside of the school needs to become more involved with the schools? (of the 99% that answered, 84% stated "yes" and 16% stated "no".)	58	11
10. Are you satisfied with the present curriculum as it now stands? (of the 89% that answered, 18% stated "yes" and 82% stated "no".)	11	51
11. Are you aware of who the career education team members are in your building? (of the 100% that answered, 79% stated "yes" and 21% stated "no".)	55	15
12. Even though you have not attempted a career education project, do you feel the approach of having a career education team as resource individuals in the building is a good one? (of the 67% that answered, 94% stated "yes" and 6% stated "no".)	44	3

CAREER EDUCATION EVALUATION FORM I

(Part 1)

(Of 21 classroom teachers, 12 turned in Form I)

1. How receptive were the students to the career activities?

(5-Excellent) (4-Good) (3-Fair) (2-Below Average) (1-Unsatisfactory)

7 2 3

Of the 100% that answered, 75% indicated rating #5 or 4

(the mean is 4.3)

2. How would you rate the involvement of all your students in the career activities?

(5-Excellent) (4-Good) (3-Fair) (2-Below Average) (1-Unsatisfactory)

2 6 3 1

Of the 100% that answered, 67% indicated rating #5 or 4 - 8% indicated #2

(the mean is 3.8)

3. How well were the students applying basic curriculum skills such as math and reading, when working with the unit?

(5-Excellent) (4-Good) (3-Fair) (2-Below Average) (1-Unsatisfactory)

4 7 1

Of the 100% that answered, 34% indicated rating #4 - 8% indicated #2

(the mean is 3.2)

Career Ed. Evaluation Form I
Page 2

4. How well have the students gained insight into the particular occupation studied?

(5-Excellent)	(4-Good)	(3-Fair)	(2-Below Average)	(1-Unsatisfactory)
3	5	3		

Of the 92% that answered, 67% indicated rating #5 or 4
(the mean is 4.0)

5. How well did outside or community resources, such as field trips and speakers, contribute to the unit?

(5-Excellent)	(4-Good)	(3-Fair)	(2-Below Average)	(Not Involved)
5	2	2	2	1

Of the 100% that answered, 58% indicated rating #5 or 4 - 17% indicated #2
(the mean is 3.9)

Career Education Evaluation Form I
Part 2

	<u>YES</u>	<u>NO</u>
1. Did students' interest levels increase? (Of the 100% that answered, 100% stated "yes")	12	
2. Were there any signs of improvement in the skill areas such as reading and math for example? (Of the 92% that answered, 73% stated "yes" and 27% stated "no")	8	3
3. Did attendance improve? (Of the 58% that answered, 57% stated "yes" and 43% stated "no")	4	3
4. Did the unit contribute to a greater cooperation in group work? (Of the 92% that answered, 82% stated "yes" and 18% stated "no")	9	2
5. Did the students become more independent in their decision making? (Of the 75% that answered, 100% stated "yes")	9	
6. Were self concepts changed for some of the students as a result of this project? (Of the 67% that answered, 88% stated "yes" and 12% stated "no")	7	1
7. Did the students show more enthusiasm throughout the unit? (Of the 92% that answered, 91% stated "yes" and 9% stated "no")	10	1

	<u>YES</u>	<u>NO</u>
8. Do you feel it was difficult to integrate career education information into the curriculum? (Of the 100% that answered, 8% stated "yes" and 92% stated "no")	1	11
9. Do you feel that career education experiences can be worked into the on-going curriculum without great difficulty? (Of the 100% that answered, 100% stated "yes")	12	
10. Are the pupils more aware of the satisfaction that can come from being engaged in work? (Of the 100% that answered, 83% stated "yes" and 17% stated "no")	10	2
11. Were pupils given a chance to participate in planning the career education unit? (Of the 100% that answered, 50% stated "yes" and 50% stated "no")	6	6
12. Were pupils given the chance to aid in evaluation of the unit? (Of the 100% that answered, 92% stated "yes" and 8% stated "no")	11	1
13. Will you continue to include career education activities in your educational planning for the future? (Of the 100% that answered, 100% stated "yes")	12	

	<u>YES</u>	<u>NO</u>
14. Do you feel that having a career team in your building is a good idea?	11	1
(Of the 100% that answered, 92% stated "yes" and 8% stated "no")		
15. Have the workshops aided you in gaining an understanding of the concept of career education?	11	
(Of the 92% that answered, 100% stated "yes")		

Added comments:

1. I'd like to see more sharing of information between grades by the kids. For example, a first grader going on a fourth grade field trip; some kids from one grade explaining their career awareness projects to another.
2. I'd like to utilize the sixth grade store more--both as an outlet for things my class produces and as a means for my class to learn about money, retailing, etc. I want to make a film and show it to other grades, perhaps other schools.
3. Federal aid has made field trips more available so more interest was expressed by pupils. The rest of the units were very much as being in progress before this year.
4. Jobs involved in communications and jobs involving uses of wood.
5. We are considering branching out into selling books, etc. in the store.
6. Production jobs using cloth.
7. I feel that teachers at Cusick Schools do not have the time to write up the projects for the Career Development Project. A lot of projects could be initiated, but the prospect of having to write them up, acts as a deterrent.
8. Projects have been difficult to plan and carry out due to limited preparation time during the day and many staff responsibilities outside the classroom. Projects, however, have been of great value to students.

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Part 2
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9. I feel that it is a worth-while endeavor. We need more faculty participation. The faculty needs to get out more.
10. Too much work for the staff of the school.
11. My project was the upholstery unit. They took pride in their finished product. Some developed more interest than others.
12. It is a lot of work.

CAREER EDUCATION EVALUATION FORM I

(Part 1)

(Of 24 classroom teachers, 13 turned in Form I)

1. How receptive were the students to the career activities?

(5-Excellent) (4-Good) (3-Fair) (2-Below Average) (1-Unsatisfactory)

7 6

Of the 100% that answered, 100% indicated rating #5 or 4

(the mean is 4.5)

2. How would you rate the involvement of all your students in the career activities?

(5-Excellent) (4-Good) (3-Fair) (2-Below Average) (1-Unsatisfactory)

6 6 1

Of the 100% that answered, 92% indicated rating #5 or 4

(the mean is 4.4)

3. How well were the students applying basic curriculum skills such as math and reading, when working with the unit?

(5-Excellent) (4-Good) (3-Fair) (2-Below Average) (Doesn't apply)

3 6 1 1 2

Of the 100% that answered, 69% indicated rating #5 or 4 - 23% indicated #2 or doesn't apply

(the mean is 3.5)

Career Education Evaluation Form I
Part 2

	<u>YES</u>	<u>NO</u>
1. Did students' interest levels increase? (Of the 92% that answered, 100% stated "yes")	12	
2. Were there any signs of improvement in the skill areas such as reading and math for example? (Of the 31% that answered, 50% stated "yes" and 50% stated "no")	2	2
3. Did attendance improve? (Of the 54% that answered, 43% stated "yes" and 57% stated "no")	3	4
4. Did the unit contribute to a greater cooperation in group work? (Of the 92% that answered, 100% stated "yes")	12	
5. Did the students become more independent in their decision making? (Of the 62% that answered, 63% stated "yes" and 37% stated "no")	5	3
6. Were self concepts changed for some of the students as a result of this project? (Of the 92% that answered, 100% stated "yes")	12	
7. Did the students show more enthusiasm throughout the unit? (Of the 77% that answered, 100% stated "yes")	10	

Career Ed. Evaluation Form I
Part 2
Page 2

	<u>YES</u>	<u>NO</u>
8. Do you feel it was difficult to integrate career education information into the curriculum? (Of the 100% that answered, 8% stated "yes" and 92% stated "no")	1	12
9. Do you feel that career education experiences can be worked into the on-going curriculum without great difficulty? (Of the 62% that answered, 88% stated "yes" and 12% stated "no")	7	1
10. Are the pupils more aware of the satisfaction that can come from being engaged in work? (Of the 31% that answered, 75% stated "yes" and 25% stated "no")	3	1
11. Were pupils given a chance to participate in planning the career education unit? (Of the 69% that answered, 33% stated "yes" and 67% stated "no")	3	6
12. Were pupils given the chance to aid in evaluation of the unit? (Of the 62% that answered, 75% stated "yes" and 25% stated "no")	6	2
13. Will you continue to include career education activities in your educational planning for the future? (Of the 69% that answered, 100% stated "yes")	9	

	<u>YES</u>	<u>NO</u>
14. Do you feel that having a career team in your building is a good idea? (Of the 54% that answered, 100% stated "yes")	7	
15. Have the workshops aided you in gaining an understanding of the concept of career education? (Of the 54% that answered, 71% stated "yes" and 29% stated "no")	5	2

Added comments:

1. We need more personal A.V. materials. Example: If I want to teach how to become an Oceanographer or any oceanic career in the science unit on the ocean, where do I get the material for something like this?
2. I plan to do something on Spokane's Expo '74. Also--the egg industry.
3. Two of us have had films and a speaker in connection with the safety unit. This related to several careers involved. In the Spring, we are planning on bringing in careers in relation to Expo--in correlation with our study of Spokane.
4. Plans are underway for a unit in metals and field trip to Kaiser.
5. Career Education is great and really fits in with our Social Studies program and (others). However, I feel a better understanding among all concerned regarding our paper work, etc. would help greatly. I often feel at a loss as to what I should put down....
6. Our project fits in excellently with our Social Studies unit and taking "the wood to pulp to paper" theme gives something to look forward to and work on all school year.

CAREER EDUCATION EVALUATION FORM I

(Part 1)

(Of 26 classroom teachers, 15 turned in Form I)

1. How receptive were the students to the career activities?

(5-Excellent)	(4-Good)	(3-Fair)	(2-Below Average)	(1-Unsatisfactory)
6	4	3	1	

Of the 93% that answered, 72% indicated rating #5 or 4 - 7% indicated #2
(the mean is 4.1)

2. How would you rate the involvement of all your students in the career activities?

(5-Excellent)	(4-Good)	(3-Fair)	(2-Below Average)	(1-Unsatisfactory)
1	10	2	1	

Of the 93% that answered, 79% indicated rating #5 or 4 - 7% indicated #2
(the mean is 3.8)

3. How well were the students applying basic curriculum skills such as math and reading, when working with the unit?

(5-Excellent)	(4-Good)	(3-Fair)	(2-Below Average)	(1-Unsatisfactory)
1	6	5	1	

Of the 87% that answered, 54% indicated rating #5 or 4 - 8% indicated #2
(the mean is 3.5)

4. How well have the students gained insight into the particular occupation studied?

(5-Excellent)	(4-Good)	(3-Fair)	(2-Below Average)	(1-Unsatisfactory)
5	4	2	2	

Of the 87% that answered, 69% indicated rating #5 or 4 - 15% indicated #2
(the mean is 3.9)

5. How well did outside or community resources, such as field trips and speakers contribute to the unit?

(5-Excellent)	(4-Good)	(3-Fair)	(2-Below Average)	(1-Unsatisfactory)
8	3	2		1

Of the 93% that answered, 79% indicated rating #5 or 4 - 7% indicated #1
(the mean is 4.2)

Career Education Evaluation Form I
Part 2

	<u>YES</u>	<u>NO</u>
1. Did students' interest levels increase? (Of the 93% that answered, 100% stated "yes")	14	
2. Were there any signs of improvement in the skill areas such as reading and math for example? (Of the 87% that answered, 38% stated "yes" and 62% stated "no")	5	8
3. Did attendance improve? (Of the 73% that answered, 18% stated "yes" and 82% stated "no")	2	9
4. Did the unit contribute to a greater cooperation in group work? (Of the 73% that answered, 73% stated "yes" and 27% stated "no")	8	3
5. Did the students become more independent in their decision making? (Of the 80% that answered, 83% stated "yes" and 17% stated "no")	10	2
6. Were self concepts changed for some of the students as a result of this project? (Of the 93% that answered, 86% stated "yes" and 14% stated "no")	12	2
7. Did the students show more enthusiasm throughout the unit? (Of the 93% that answered, 100% stated "yes")	14	

Career Ed. Evaluation Form I

Part 2

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	<u>YES</u>	<u>NO</u>
8. Do you feel it was difficult to integrate career education information into the curriculum? (Of the 93% that answered, 43% stated "yes" and 57% stated "no")	6	8
9. Do you feel that career education experiences can be worked into the on-going curriculum without great difficulty? (Of the 87% that answered, 92% stated "yes" and 8% stated "no")	12	1
10. Are the pupils more aware of the satisfaction that can come from being engaged in work? (Of the 87% that answered, 92% stated "yes" and 8% stated "no")	12	1
11. Were pupils given a chance to participate in planning the career education unit? (Of the 87% that answered, 38% stated "yes" and 62% stated "no")	5	8
12. Were pupils given the chance to aid in evaluation of the unit? (Of the 80% that answered, 67% stated "yes" and 33% stated "no")	8	4
13. Will you continue to include career education activities in your educational planning for the future? (Of the 87% that answered, 100% stated "yes")	13	

	<u>YES</u>	<u>NO</u>
14. Do you feel that having a career team in your building is a good idea? (Of the 87% that answered, 100% stated "yes")	13	
15. Have the workshops aided you in gaining an understanding of the concept of career education? (Of the 93% that answered, 100% stated "yes")	14	

Added comments:

1. Would like to do more--find it hard to get the lead out and get moving.
2. Grade levels should be assigned occupational levels or areas.
3. Need list of resource people. Several I've phoned (photographers, etc.) have declined to visit as low as 4th grade. We have had 2 guest speakers. We are mid-unit--stopped for holiday. "Water is to draw from", Unit 4 job clusters are included. We are just starting Recreation, Water Resources, Environment and Marine Science.
4. Like the new approach to field trips and resource people.
5. Having a substitute to cover while you are recruiting information etc. is very helpful. Career team has been great. Keep paper work brief.
6. I thought parleying information has been good. The workshop combined with other schools was excellent. I think this program has made us aware of ways to include career awareness as an integral part of our program.
7. A lot of "human-type" interest occurs as a side aspect. The kids really get involved in and with the person, not only his career.
8. The biggest problem was getting some information needed immediately (within a few days), before enthusiasm dropped.
9. I would like to know or have a list of resource speakers and field trips to follow for an economics unit.

CAREER EDUCATION EVALUATION FORM II

- (Of 21 classroom teachers, 5 turned in Form II)
- | | <u>YES</u> | <u>NO</u> |
|---|------------|-----------|
| 1. Do you understand the concept of career education as it relates to the curriculum? | 5 | |
| (Of the 100% that answered, 100% stated "yes") | | |
| 2. Do you feel that career education further burdens an already full curriculum? | 1 | 2 |
| (Of the 60% that answered, 33% stated "yes" and 67% stated "no") | | |
| 3. Are you planning to become involved in career education before the termination of this school year? | 4 | |
| (Of the 80% that answered, 100% stated "yes") | | |
| 4. Do you believe in the basic philosophy of career education? | 5 | |
| (Of the 100% that answered, 100% stated "yes") | | |
| 5. Do you feel that career education information can be integrated into the subject matter areas without taking away from the learning of basic skills? | 5 | |
| (Of the 100% that answered, 100% stated "yes") | | |
| 6. Are you aware of the resources available through the Career Development Project to aid you in the development of curriculum related to career education? | 3 | 2 |
| (Of the 100% that answered, 60% stated "yes" and 40% stated "no") | | |

	<u>YES</u>	<u>NO</u>
7. Do you feel that career education should be included in all grades K - 12? (Of the 100% that answered, 100% stated "yes")	5	
8. Do you feel that students have a realistic picture of what they are going to do as to a career upon exit from school? (Of the 80% that answered, 100% stated "no")		4
9. Do you feel that the community outside of the school needs to become more involved with the schools? (Of the 100% that answered, 80% stated "yes" and 20% stated "no")	4	1
10. Are you satisfied with the present curriculum as it now stands? (Of the 80% that answered, 100% stated "no")		4
11. Are you aware of who the career education team members are in your building? (Of the 100% that answered, 100% stated "yes")	5	
12. Even though you have not attempted a career education project, do you feel the approach of having a career education team as resource individuals in the building is a good one? (Of the 80% that answered, 100% stated "yes")		4

Added comments:

1. Need more staff.
2. I don't feel the curriculum is overburdened but it's possible the staff could become so. If one is spread too thin it creates an undue hardship on the teacher.
3. Project in woodshop will be completed in spring quarter.
4. All are busy and it is difficult sometimes to work up a project. I feel that Sandy is contributing above and beyond--James, also.

CAREER EDUCATION EVALUATION FORM II

(Of 24 classroom teachers, 8 turned in Form II)

	<u>YES</u>	<u>NO</u>
1. Do you understand the concept of career education as it relates to the curriculum? (Of the 100% that answered, 100% stated "yes")	8	
2. Do you feel that career education further burdens an already full curriculum? (Of the 88% that answered, 14% stated "yes" and 86% stated "no")	1	6
3. Are you planning to become involved in career education before the termination of this school year? (Of the 88% that answered, 71% stated "yes" and 29% stated "no")	5	2
4. Do you believe in the basic philosophy of career education? (Of the 88% that answered, 100% stated "yes")	7	
5. Do you feel that career education information can be integrated into the subject matter areas without taking away from the learning of basic skills? (Of the 88% that answered, 86% stated "yes" and 14% stated "no")	6	1
6. Are you aware of the resources available through the Career Development Project to aid you in the development of curriculum related to career education? (Of the 88% that answered, 71% stated "yes" and 29% stated "no")	5	2

	<u>YES</u>	<u>NO</u>
7. Do you feel that career education should be included in all grades K - 12? (Of the 100% that answered, 75% stated "yes" and 25% stated "no")	6	2
8. Do you feel that students have a realistic picture of what they are going to do as to a career upon exit from school? (Of the 75% that answered, 100% stated "no")		6
9. Do you feel that the community outside of the school needs to become more involved with the schools? (Of the 75% that answered, 50% stated "yes" and 50% stated "no")	3	3
10. Are you satisfied with the present curriculum as it now stands? (Of the 63% that answered, 60% stated "yes" and 40% stated "no")	3	2
11. Are you aware of who the career education team members are in your building? (Of the 100% that answered, 88% stated "yes" and 12% stated "no")	7	1
12. Even though you have not attempted a career education project, do you feel the approach of having a career education team as resource individuals in the building is a good one? (Of the 63% that answered, 100% stated "yes")	5	

Added comments:

1. I have not had any "projects" as such. I have included it incidentally whenever applicable. We discuss careers as it comes up in teaching government, other social studies, science, etc. I had one lesson conducted by a bee keeper showing the equipment he uses and describing his work.

CAREER EDUCATION EVALUATION FORM II

(Of 26 classroom teachers, 6 turned in Form II)

	<u>YES</u>	<u>NO</u>
1. Do you understand the concept of career education as it relates to the curriculum? (Of the 100% that answered, 100% stated "yes")	6	
2. Do you feel that career education further burdens an already full curriculum? (Of the 83% that answered, 20% stated "yes" and 80% stated "no")	1	4
3. Are you planning to become involved in career education before the termination of this school year? (Of the 100% that answered, 100% stated "yes")	6	
4. Do you believe in the basic philosophy of career education? (Of the 100% that answered, 100% stated "yes")	6	
5. Do you feel that career education information can be integrated into the subject matter areas without taking away from the learning of basic skills? (Of the 100% that answered, 83% stated "yes" and 17% stated "no")	5	1
6. Are you aware of the resources available through the Career Development Project to aid you in the development of curriculum related to career education? (Of the 100% that answered, 83% stated "yes" and 17% stated "no")	5	1

	<u>YES</u>	<u>NO</u>
7. Do you feel that career education should be included in all grades K - 12? (Of the 100% that answered, 100% stated "yes")	6	
8. Do you feel that students have a realistic picture of what they are going to do as to a career upon exit from school? (Of the 83% that answered, 20% stated "yes" and 80% stated "no")	1	4
9. Do you feel that the community outside of the school needs to become more involved with the schools? (Of the 100% that answered, 67% stated "yes" and 33% stated "no")	4	2
10. Are you satisfied with the present curriculum as it now stands? (Of the 100% that answered, 50% stated "yes" and 50% stated "no")	3	3
11. Are you aware of who the career education team members are in your building? (Of the 100% that answered, 100% stated "yes")	6	
12. Even though you have not attempted a career education project, do you feel the approach of having a career education team as resource individuals in the building is a good one? (Of the 83% that answered, 100% stated "yes")	5	

Added comments:

1. Have done small things but no major units.
2. I have taught many aspects of career education integrated in the present program but not a career unit in itself.
3. I plan to incorporate more programs (career awareness) in the spring with a science/weather unit.
4. Confused about #10--a curriculum is never perfect.

CAREER EDUCATION EVALUATION FORM II

(Of 27 classroom teachers, 20 turned in Form II)

	<u>YES</u>	<u>NO</u>
1. Do you understand the concept of career education as it relates to the curriculum? (Of the 55% that answered, 27% stated "yes" and 73% stated "no")	3	8
2. Do you feel that career education further burdens an already full curriculum? (Of the 70% that answered, 50% stated "yes" and 50% stated "no")	7	7
3. Are you planning to become involved in career education before the termination of this school year? (Of the 80% that answered, 31% stated "yes" and 69% stated "no")	5	11
4. Do you believe in the basic philosophy of career education? (Of the 90% that answered, 94% stated "yes" and 6% stated "no")	17	1
5. Do you feel that career education information can be integrated into the subject matter areas without taking away from the learning of basic skills? (Of the 90% that answered, 83% stated "yes" and 17% stated "no")	15	3
6. Are you aware of the resources available through the Career Development Project to aid you in the development of curriculum related to career education? (Of the 95% that answered, 100% stated "no")		19

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	<u>YES</u>	<u>NO</u>
7. Do you feel that career education should be included in all grades K - 12? (Of the 95% that answered, 74% stated "yes" and 26% stated "no")	14	5
8. Do you feel that students have a realistic picture of what they are going to do as to a career upon exit from school? (Of the 95% that answered, 11% stated "yes" and 89% stated "no")	2	17
9. Do you feel that the community outside of the school needs to become more involved with the schools? (Of the 100% that answered, 80% stated "yes" and 20% stated "no")	16	4
10. Are you satisfied with the present curriculum as it now stands? (Of the 100% that answered, 25% stated "yes" and 75% stated "no")	5	15
11. Are you aware of who the career education team members are in your building? (Of the 100% that answered, 50% stated "yes" and 50% stated "no")	10	10
12. Even though you have not attempted a career education project, do you feel the approach of having a career education team as resource individuals in the building is a good one? (Of the 85% that answered, 81% stated "yes" and 19% stated "no")	13	3

CAREER EDUCATION EVALUATION FORM II

(Of 71 classroom teachers, 32 turned in Form II)

	<u>YES</u>	<u>NO</u>
1. Do you understand the concept of career education as it relates to the curriculum? (Of the 100% that answered, 88% stated "yes" and 12% stated "no")	28	4
2. Do you feel that career education further burdens an already full curriculum? (Of the 93% that answered, 13% stated "yes" and 87% stated "no")	4	26
3. Are you planning to become involved in career education before the termination of this school year? (Of the 81% that answered, 62% stated "yes" and 38% stated "no")	16	10
4. Do you believe in the basic philosophy of career education? (Of the 88% that answered, 100% stated "yes")	28	
5. Do you feel that career education information can be integrated into the subject matter areas without taking away from the learning of basic skills? (Of the 91% that answered, 97% stated "yes" and 3% stated "no")	28	1
6. Are you aware of the resources available through the Career Development Project to aid you in the development of curriculum related to career education? (Of the 97% that answered, 48% stated "yes" and 52% stated "no")	15	16

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	<u>YES</u>	<u>NO</u>
7. Do you feel that career education should be included in all grades K - 12? (Of the 91% that answered, 62% stated "yes" and 38% stated "no")	18	11
8. Do you feel that students have a realistic picture of what they are going to do as to a career upon exit from school? (Of the 93% that answered, 13% stated "yes" and 87% stated "no")	4	26
9. Do you feel that the community outside of the school needs to become more involved with the schools? (Of the 100% that answered, 97% stated "yes" and 3% stated "no")	31	1
10. Are you satisfied with the present curriculum as it now stands? (Of the 84% that answered, 100% stated "no")		27
11. Are you aware of who the career education team members are in your building? (Of the 100% that answered, 77% stated "yes" and 23% stated "no")	27	5
12. Even though you have not attempted a career education project, do you feel the approach of having a career education team as resource individuals in the building is a good one? (Of the 53% that answered, 100% stated "yes")	17	

Added comments:

1. It seems that the target grade in this project is freshmen. They take the career opportunities class and are given a career planning test. It has been my observation that, except for job placement, the other classes are not involved.
2. There are a few students who have made decisions--most are not ready or mature enough to make these decisions. It is my belief that career education should be only introductory.
3. I think teachers need an in-service training program for this. We must be made aware of possibilities, materials and what is presently going on.
4. I don't understand what you mean by "career education project". My whole class (D.E.) is concerned with careers.
5. I have not participated in Career Education because I have not been asked to, and because I am probably unaware of how I can contribute through the English program. I do emphasize Journalism career-wise through both Journalism I and II.
6. Because of my lack of knowledge about Career Education, I'm not sure how accurate I've answered the questions.
7. We were most successful in English when we had a specific unit on careers and a battery of tests and grades for the student to analyze. We also included a unit on how and where to apply for a job. We indicated college potential and did a unit on colleges, costs, etc.

We also worked with the terminal student's next step after high school (Junior level). I personally felt a career unit for freshmen and then again as seniors might be a better placement, since the third year is too late for curriculum planning and the seniors were more aware of "now we are through, what next"?

P.S. I "hired" for Macys in New York City for three years in their employment office and have worked for newspapers and department stores for over ten years.

8. Students should take study hall or class-released time to investigate career opportunities.
9. Let English do their own scheduling in English classes, then leave more of an opportunity for students to experiment with electives.