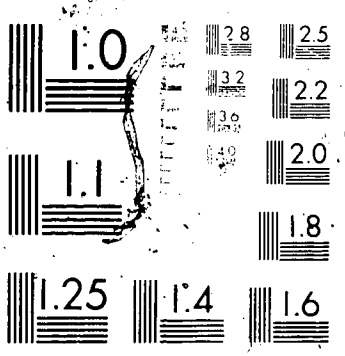

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ABSTRACT

Designed to assist in implementation of an eight-module graduate curriculum to prepare specialists in vocational education curriculum development, this guide provides direction for utilization of the accompanying competency-based modules. Included are a statement of the nature of the vocational curriculum specialist advanced level training program (an interdisciplinary, field oriented graduate level program), guidelines for initiating and installing the program, suggestions for administrative arrangements for program implementation, alternate proposals for organization and use of the curriculum materials, an overview of the content of the training program, (the eight modules), criteria for selecting trainees, and general procedures for program evaluation. (The module titles are Introductory Module, Developing Curriculum, Needs Assessment, Curriculum Change, Organizing Instructional Strategies, Preparing Instructional Materials, Preparing for Curriculum Evaluation, and Promoting Professional Growth and Staff Development.) Appendixes contain competencies and performance objectives for each of the modules, sample internship application and agreement contract, examples of internship evaluation instruments, survey instruments used to determine qualifications, roles, and responsibilities of the vocational education curriculum specialist, a list of major references, and a list of participants in curriculum development. (Author/NJ)

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CURRICULUM

for

GRADUATE PROGRAM

to Prepare

VOCATIONAL EDUCATION CURRICULUM SPECIALISTS

VECS PROJECT

Installation Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

This Installation Guide provides both an introduction to and a guide for adopting the graduate level program for preparing Vocational Education Curriculum Specialists. The curriculum materials for the program were developed at Washington State University, Pullman, Washington, under a contract with the United States Office of Education.

The Vocational Education Curriculum Specialist Project was conducted at Washington State University under the general supervision of the Office of Grants and Research Development and the College of Education. Major responsibility for the development and testing of the curriculum was assumed by the Vocational Technical Area faculty in the Department of Education. Other faculty members in the department and outside consultants assisted in its development.

It was the belief of the project staff that the process used in developing the program for preparing Vocational Education Curriculum Specialists should exemplify the processes described in the curriculum materials and this Guide. The process advocated is a group process in which qualified persons with different theoretical orientations and different backgrounds of experience have an opportunity to assist in the development, offer suggestions for objectives and content and challenge basic concepts. This process is not always easy and may even interfere with established timelines for a curriculum development project. However, it was an accepted assumption that the end product would be of better quality and more useful because of the group interaction. The willingness of many people to become involved in this project was gratifying to the project staff. A list of those who directly contributed to the

project activities is given in Appendix F.

The project staff is particularly appreciative of the guidance of Mary V. Marks, Chief, Curriculum Development Branch, Bureau of Occupational and Adult Education, U. S. Office of Education and of the interest, efficiency and perseverance of the project secretaries, Janel Powell and Miriam Tuck.

During the two year period of the project, the American Institutes for Research, Palo Alto, California, also was under contract with U.S.O.E. to develop a curriculum for preparing Vocational Education Curriculum Specialists. The WSU and AIR staff members conferred during the early planning stages of the projects and later shared findings from surveys made to help determine competencies needed by vocational education curriculum specialists. The National Advisory Panel served both groups and planning of panel meetings was a joint effort. The cooperation of Dr. James A. Dunn, Director of the AIR project, and his staff provided a valuable resource for the Washington State University staff.

A Third Party Evaluation of the Vocational Education Curriculum Specialist Project was conducted under a subcontract with Northwest Regional Educational Laboratory. The Audit and Evaluation Program of Northwest Regional Educational Laboratory is to be commended for the quality and completeness of this evaluation. Dr. Steven R. Nelson, Evaluation Specialist, directed the evaluation of all aspects of the project and worked with faculty members in collecting evaluative data from courses in which the curriculum materials were tested. Conferences with Dr. Nelson held during site visits and periodic evaluation reports were of considerable value in improving the management plan for the second year of the project and in making final revisions of the curriculum materials.

This Installation Guide is being made available to all those who may consider the initiation of a program for preparing Vocational Education Curriculum Specialists and to other vocational education leaders who are concerned with professional development. Each Guide is accompanied by a set of the seven modules, or units of instruction. The modules were used during 1975-76 as a part of a graduate course at Washington State University and final revisions were made to this curriculum on the basis of the evaluative data collected during this pilot test.

Alberta D. Hill, Project Director

George B. Brain, Dean
College of Education

INTRODUCTION

WHAT IS THE PURPOSE OF THE INSTALLATION GUIDE?

This Installation Guide is prepared for use with the curriculum which has been developed for a graduate level program to prepare Vocational Education Curriculum Specialists. The Guide is addressed to vocational educators who will take leadership in planning, organizing, administering, and evaluating an advanced level program to prepare curriculum specialists. It is also addressed to those who will "teach" the courses, units, workshops, seminars, or institutes in which the curriculum will be used.

The purpose of the Vocational Education Curriculum Specialist Project is to offer specialized training of professional personnel. This purpose will not be achieved if the curriculum developed is not widely disseminated and used by a number of institutions offering graduate level programs for vocational educators. This Guide will give direction for and facilitate utilization of the curricula which includes seven separate modules, or units, and a short introductory unit.

The Guide includes:

- a statement of the nature of the Vocational Curriculum Specialist advanced level training program,
- guidelines for initiating and installing the program,
- suggestions for administrative arrangements for

implementing the program,

- alternate proposals for organization and use of the curriculum materials,
- an overview of the content of the training program,
- criteria for selecting trainees, and
- general procedures for evaluating the program.

WHY A VOCATIONAL EDUCATION CURRICULUM SPECIALIST?

In 1974, the United States Office of Education issued a request for a proposal to develop a program for training vocational education curriculum specialists at an advanced level. This program request was based on an informal survey conducted under U.S.O.E. auspices in 1973, which indicated an ever emerging need for curriculum specialization in vocational education. According to the findings of this survey, vocational education curriculum specialists were needed in five critical areas: (1) to assist vocational teachers with curricular decisions and problems; (2) to provide training for inservice and pre-service teachers; (3) to develop and evaluate curriculum plans and materials; (4) to initiate and implement curriculum changes; and (5) to conduct research and development efforts in vocational education.

This emerging need for curriculum specialization in vocational education is reflected in the dramatic expansion of vocational and career education programs in the past ten years. The demand for vocational programs for youths and adults requires development and implementation of new programs--programs which keep abreast with contemporary occupational needs.

Specialists acquainted not only with the philosophy, purposes, and methodology of vocational education, but also with competence in curriculum construction and development, are needed to insure quality of revised programs.

Most vocational educators who wear the badge of curriculum specialization in vocational education have been prepared for their work largely through years of trial and error and occasional inservice experience. The time required to prepare a curriculum specialist by this method greatly limits the number available, and these educators often lack the philosophical perspective and the theoretical background of a systematically trained specialist.

The following problems have been identified which substantiate the need for specific training in curriculum specialization:

1. Modern technology expands and changes at a tremendous rate, and technical curricula in the schools must reflect those changes. Teachers and administrators need help to implement these changes.
2. Career education is a fast growing program which has been incorporated into schools from the pre-school level through higher and adult education. There is a need for curriculum leaders, if we are to insure cohesiveness of goals and curricula of career and vocational education.
3. Curriculum must be designed and implemented for individuals making career changes, replacing obsolete skills or preparing for new occupational opportunities.

4. Specific curriculum is needed for school dropouts, unskilled individuals, those without sufficient training to enter the work force, and for vocational rehabilitation of physically and mentally handicapped individuals.
5. Specialists are needed to consolidate the efforts of state and federal agencies, communities, public and private schools, and other occupational training groups.

WHO IS A VOCATIONAL CURRICULUM SPECIALIST?

The Vocational Education Curriculum Specialist is a professional person with special preparation for meeting the responsibilities of curriculum development and maintenance in vocational education. There are many curricular functions in vocational education but there has been no neat and easy way to classify the functions or prepare an accurate job description.

In the past it has often been true that the person responsible for curriculum development in vocational education may not have been a "specialist" at all. It was not unlikely that this person possessed little or no formal training in curriculum design, development, implementation, and renewal. Most often these curricular duties were assigned to vocational leaders who possessed a variety of titles and occupied various types of line and staff positions. Among these leaders who participated in curriculum development were deans of instruction in community colleges and vocational-technical institutes; vocational directors in local school systems or consortia; teacher educators; state or federal agents in charge of curriculum development and

evaluation, curriculum materials and media specialists; directors of staff training programs in business, industry, and the armed forces; and directors of curriculum research and experimental programs. In many instances, the task of curriculum maintenance and renewal is given directly and exclusively to vocational education teachers.

The term "curriculist" has been suggested by some educators as a substitute for curriculum specialist. The connotation often ascribed to the "specialist" is that of someone who single-handedly develops, changes, initiates, and evaluates new curricula in vocational education. Such a perception suggests not only a misunderstanding of how curriculum is renewed and developed, but also a misunderstanding of the transactional role of the curriculum leader. The curriculum specialists, or curriculists, are first and foremost team leaders who are trained and skillful in the dynamics of change, involvement, and participation. They are curriculum "generalists" who possess a broad variety of skills and knowledges about learners, the learning processes, employment trends and about the training needs of individuals preparing for different occupational fields.

Therefore, a change of title from curriculum specialist to curriculist was seriously considered in the development of the Vocational Education Curriculum Specialist program, but because it has not been generally accepted in the literature, the more familiar, though somewhat lengthy title, "Vocational Education Curriculum Specialist" has been retained. Because of the length of the title the acronym VECS is often used in

this Guide and the curriculum material.

WHAT ARE THE TASKS OF A VOCATIONAL CURRICULUM SPECIALIST?

No one description can encompass all of the functions of vocational education leaders who have responsibility for curriculum. There has not been, nor is there likely to be, any neat and easy way to classify the multiple functions. The conceptual model which appears on the next page was derived from extensive study of curriculum tasks. The model was used by the Washington State University project staff in delimiting the competencies to be included in the program to prepare Vocational Education Curriculum Specialists. This model, a two dimensional grid, served as a tool in discussions among staff and with consultants, in clarifying and organizing the competencies for the VECS program. Both the categories of curriculum responsibility and the vocational education personnel who may carry out these functions are indicated. The three categories of responsibilities are: Strategic Planning, Design and Development, and Adoption and Implementation. Each of the competencies which were selected for the curriculum specialists represents a cluster of tasks directly related to one of the three categories.

Strategic Planning. In the category of strategic planning, Vocational Education Curriculum Specialists "case" the world of work. They keep a finger on the pulse of labor, business, and industry; attentive to the needs in those areas that require adjustment of existing vocational curricula or the planning for new programs. As strategic planners, the

Model for Determining
Curricular Functions in Vocational Education

Vocational Education Personnel with Curriculum Responsibilities	I STRATEGIC PLANNING	II DESIGN AND DEVELOPMENT	III ADOPTION AND IMPLEMENTATION
Vocational Teacher			
Vocational Administrators			
Deans of Instruction			
Consultants or Supervisors for a field of Vocational Education			
Curriculum Specialists			
Educational Media Specialists			
Teacher Educators			
Research Staff			

curriculum specialists assess manpower needs and community and regional needs. They establish priorities and develop long range plans for meeting these priorities.

This category of tasks also involves:

1. Developing financial skill which is useful in seeking funding for programs, preparing proposals, and establishing budgets,
2. Selecting, training, and evaluating instruction and supervisory staffs in vocational e[illegible]a,
3. Monitoring legislation affecting [illegible] grams as well as identifying and [illegible] ment to vocational education on t[illegible] ar[illegible] [illegible]itical leaders, and
4. Becoming a policy maker responsible for t[illegible] ain- tenance and growth of vocational education programs.

The most successful policy will be developed by the strategic planner who is not only responsive to the institutional goals of vocational education, but also to the goals and needs of all the personnel who make the vocational education curriculum function.

Design and Development. In order to perform this crucial curricular task, the VECS must possess a variety of competencies. They need to have background theory and technology of curriculum design; program development and instructional materials preparation. They must possess sound judgment based on the psychology of human learning and have an ability to articulate a philosophy or philosophies of education based on current research evidence.

In addition, the task of designing and developing vocational curricula demands an up-to-date knowledge of available vocational curriculum materials and an ability to utilize and produce a variety of mediated materials. Vocational Education Curriculum Specialists must also be accomplished in techniques of group dynamics and interaction. Success in this category of curriculum development will not be found solely at the drawing board, but, in large part, will be found where the specialists are able to engage vocational educators in an active way in the renewal of vocational curricula.

Adoption and Implementation. The third category of responsibility involves adoption and implementation of curriculum programs and improvements. The successful performance of curricular duties in this category demands an acute awareness of organizational structure and an understanding of how to operate effectively within such structure.

Monitoring new curricular adoptions and revisions and evaluating the efficiency of new programs is an essential task of the VECS. They must be able to conduct formative evaluations of programs in progress, suggest and implement needed curricular revisions while the program is still in operation, and make thorough summative evaluations based on hard data collected from personal observation, teacher perceptions, student outcomes, and community reactions. In order to involve the community in the evaluation of new programs, the Vocational Education Curriculum Specialist must also be effective in

informing the public of new or revised offerings in vocational education.

At the present time, the two dimensional conceptual model on page 11, would certainly be completed differently in different situations. In smaller school districts, a vocational director and the vocational teachers would carry out almost all of the tasks in all categories; in a state agency, one of a team of curriculum specialists may be concerned only with production and dissemination of curriculum materials; while a large community college may employ a curriculum specialist with responsibility for directing others in carrying out many of the curriculum tasks.

WHAT IS THE NATURE OF A VECS GRADUATE PROGRAM?

The program developed for preparing Vocational Education Curriculum Specialists has certain characteristics which are critical to the installation and successful operation of the program.

First, the program is graduate level. It requires:

a. students with the capability of succeeding in graduate work;

b. use of library facilities which can provide technical and research journals, search capabilities and up-to-date literature in vocational education and curriculum; and

c. a graduate level faculty and research program.

Second, the program is interdisciplinary in nature. The preparation of Vocational Education Curriculum Specialists necessitates the involvement of experts from supporting

disciplines related to curriculum development and decision making. It will also involve consultants knowledgeable in business and industry. Most VECS need to be able to work with vocational educators in all vocational fields, so faculty will need to have a comprehensive vocational education background.

Third, the program is field oriented and requires close contact with vocational education programs in schools, technical institutes, and business. It must provide opportunities for work with curriculum management in organizational structures at local, state, and university levels.

INITIATING A VOCATIONAL EDUCATION CURRICULUM SPECIALIST PROGRAM

Initiation of a Vocational Education Curriculum Specialist Program at graduate levels involves systematic planning. Policymaking, personnel selection, business management, and relations with other agencies are major items of concern to institutions or agencies aspiring to develop programs for the training of curriculum specialists in vocational education. Each of these areas is discussed separately in this section of the Guide.

WHAT ASSUMPTIONS CAN BE MADE ABOUT POLICYMAKING?

Policymaking is the first step in initiating a VECS program. It includes: (1) planning and organizational considerations that precede any decision to implement the program, and (2) establishing operational policies and procedures that must be considered to effectively manage and administer the program.

In establishing policy for the program, certain assumptions have been made:

1. There is no one specified set or sequence of policy decisions that will automatically insure the successful development and operation of a VECS program.
2. Planning and organizational events in the establishment of new curricula will influence and shape program policy.
3. The program will remain responsive to the needs of the field only to the degree that its governing body includes business, labor, education, and community representatives who have real influence.

4. WSU's experience, while unique, can form a useful basis for establishing other policymaking structures.

WHO IS INVOLVED IN POLICYMAKING?

In the early stages of determining the feasibility of a VECS program, active support should be sought from: (1) college or university administrators; (2) teachers who will be directly or indirectly involved in the program; (3) state departments of vocational education personnel; (4) local directors of vocational education; and (5) representatives from business, industry, labor and other community members. Representatives from each of these groups will form a task force whose prime responsibility is to determine whether or not a VECS program should be initiated.

Continuity of leadership is vital to the success of the program. As far as possible, it is recommended that the person who is to serve as program administrator be involved in the planning from the very beginning. Subsequent decision making on program operations should combine the policymaking responsibility of the governing body with the management talents of the program administrator, and the operational perspectives of the program staff.

WHAT ARE THE PROCESSES IN POLICYMAKING?

Each institution contemplating the installation of a program for training of VECS would approach the topic of policymaking on the basis of its organizational structure and the number and kinds of personnel available and interested in the program. The suggested Policymaking Checklist which follows will enable those responsible for policymaking to give

POLICYMAKING CHECKLIST

Deciding Whether or Not to Initiate a VECS Program

	CHECK
Preliminary Activities	
1. Obtain tentative approval from key college or university administrators to particpate in planning for a VECS program.	
2. Assemble a task force made up of representatives from education, state department of education, labor, industry, and business and delineate roles for advisory group and administrators.	
3. Review VECS philosophy and basic characteristics and agree on basic concepts, outcome, goals, and curriculum design for YOUR VECS program.	
4. Consider any legal requirements for installing and operating the VECS program.	
5. Survey potential employers of VECS interns and determine the type of support to be provided by the district or agency.	
6. Consider alternatives for an operating base: college or university, local district, and/or governmental agency.	
7. Construct a first draft of program and investigate potential funding sources.	
8. Accept, modify, and/or reject VECS program as proposed.	
Getting Ready for Operation of Program	
9. Obtain formal approval from university for proposed VECS program.	
10. Obtain State Department of Education (Vocational Education Division) approval.	
11. Arrange for program funding based on projected costs.	
12. Establish operating base and governance structure and define procedures for governing the program.	
Installing the VECS Program	
13. Finalize policies relating to all phases of program operation, including:	
13.1 management and organization,	
13.2 curriculum and instruction,	
13.3 state agencies and local district resources, and	
13.4 selection of participants (students).	

careful consideration to all aspects of the policymaking process.

WHAT ARE PERSONNEL NEEDS?

A program for the training of VECS involves many persons--educators, community leaders, volunteers, employers, and employees. These are the individuals responsible for the actual training of the VECS. The personnel component of the program focuses on the operations and support staff employed by a university or agency to manage and assume responsibility for delivering the VECS program to participants.

WHAT ASSUMPTIONS AFFECT PERSONNEL?

In establishing the personnel component of a VECS program, final decisions must be based upon a set of basic assumptions. These are:

1. VECS professional staff roles are radically altered by community involvement in the program.
2. The staff of the institution or agency installing the program shall retain final responsibility for student learning even though cooperating agencies, schools, or businesses play instrumental roles in the program.
3. Administrators need to understand clearly the role of each staff member assigned to the VECS program; staff members need to understand their own roles.
4. It would be difficult to operate an entire VECS program with only part-time personnel.

WHO IS INVOLVED IN PERSONNEL ORGANIZATION AND MANAGEMENT?

Primary responsibility on all personnel matters rests with the program administrator, subject to the approval of the governing board. The program administrator is guided on procedural matters by affirmative action procedures and other policies of the sponsoring institution. Advisory groups should also be included in helping determine program policy and procedures in regard to personnel planning, recruitment, and selection.

HOW SHOULD THE PROGRAM BE ORGANIZED?

Staffing patterns can be organized in different ways. However, the staffing pattern must address four major components: (1) administration, (2) the campus program, (3) the field program, and (4) business management. Figure 1 illustrates a staffing model. The model depicts the functions which need to be carried out. In many instances one person may serve in more than one capacity. For example, the director may serve as the coordinator of the instructional program, and the coordinator of field experiences, as well as the primary administrator. On a university campus, a professor who has developed expertise in evaluation may very likely have background also in needs assessment. Thus, this individual would be able to serve two functions within the instructional faculty. Each of the functions are briefly described below.

Administration. The VECS Program must have a director. This individual could be the chairman of the department or a faculty member assigned as project director. The director has primary responsibility for the coordination of the major program activities.

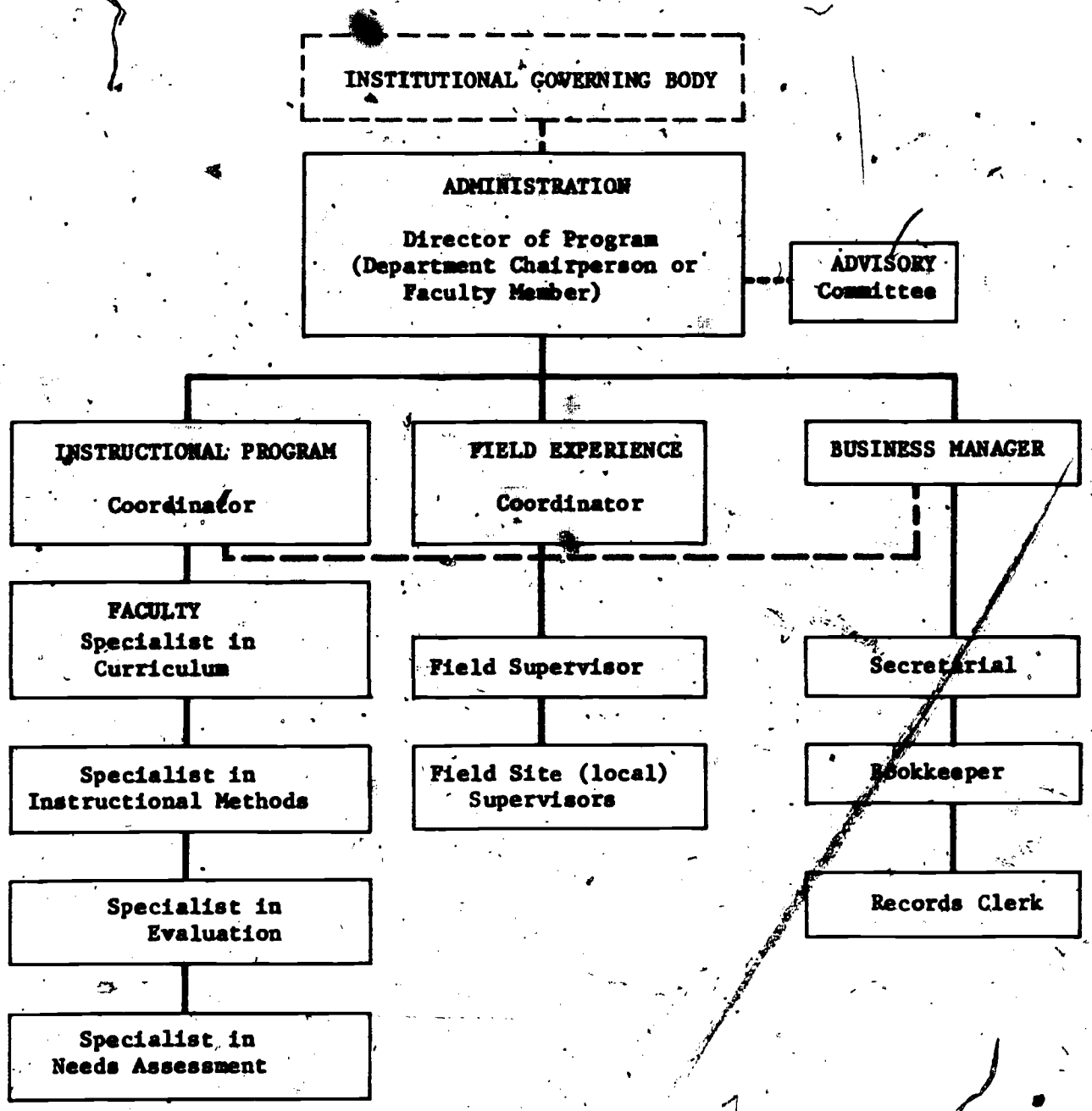


Fig. 1.—Staffing model for Vocational Education Curriculum Specialist training programs

The Instructional Program. Much of the development of theory and simulation activities included in a VECS program take place in organized course work. The development of the courses, and the selection and management of the faculty are the responsibility of the coordinator or the director. Basically, the person responsible for this program will be concerned with the selection of highly qualified faculty in four major fields: (1) curriculum design, (2) instructional methods, (3) evaluation, and (4) needs assessment. Institutions lacking qualified faculty in these specialized areas should consider the use of visiting professors to offer short courses in the designated field.

Field Experiences. Field experiences should be developed cooperatively with course instructors to insure effective use of these experiences in developing basic competencies of a Vocational Education Curriculum Specialist. Coordination of field experience is essential. Internships, a vital part of the VECS training program, need special attention. The responsibilities of the coordinator of field experiences include:

1. selecting sites for field experiences including internships;
2. clarifying procedures for carrying out planned internship activities;
3. developing contracts or memoranda of agreements with schools or agencies for internship;
4. selecting "field" faculty;
5. maintaining liaison with internship sites; and
6. evaluating the interns and internship program.

The section on "VECS Internship Program" describes these activities in detail.

Business Management. Normally, the business activities of a VECS Program can be handled by a competent secretary who has knowledge of the bookkeeping procedures of the sponsoring institution. Secretarial personnel currently employed in the department may be utilized providing their specific duties and responsibilities are clearly understood. Responsibility for an effective business management staff rests with the program director.

Suggested Guidelines for Personnel Selection and Organization. Staff selection and recruitment vary with each institution as do policies and procedures. To assist those responsible for personnel in a program for preparing VECS, the suggested Personnel Checklist which is presented on the following page may prove of value.

WHAT BUSINESS MANAGEMENT PROCEDURES ARE NEEDED?

Business Management Procedures include such operational matters as budgeting, financial reporting, office routines, insurance, health and safety, facilities, and transportation.

To allow for the orderly and efficient operation of the program, a framework will need to be established. This should include provisions for:

1. a budget that reflects the income and expenditures of the program;
2. procedures for submitting financial reports to selected audiences;

PERSONNEL CHECKLIST

Activity	Check
Establishing Personnel Requirements	
1. Define staffing pattern for VECS Program.	
1.1 Identify individuals who will be involved in studying staffing alternatives and determining staffing pattern.	
1.2 Consider specific factors that may affect the staffing pattern.	
1.3 Determine staff functions and numbers for operation and support of program.	
2. Identify basic qualities and abilities for VECS staff.	
3. Develop description of staff positions.	
Planning for Personnel Management	
4. Establish roles and responsibilities for personnel management.	
5. Establish policies and procedures for personnel.	
5.1 Establish salary range for each position.	
5.2 Determine length of contract year, other working conditions.	
5.3 Check with Central Administration on established institutional policy on such matters as: Hiring, Dismissal, and Grievance Procedures, Contracted Services, and Employee Benefits.	
Recruiting and Hiring Staff	
6. Determine recruitment strategies.	
6.1 Determine when to advertise for specific positions.	
6.2 Define interviewing procedures and responsibilities.	
6.3 Identify those aspects of program that will attract applicants.	
7. Prepare recruitment literature.	
8. Send notices of vacancies to desired audiences.	
9. Interview candidates for positions.	
10. Name final selection.	
11. Notify all applicants of final selection.	

PERSONNEL CHECKLIST

Activity	Check
Establishing Framework for Maximum Staff Performance	
12. Define clearly staff lines of responsibility, supervision, and interaction.	
13. Develop strategies for staff development. (Pre-service and Inservice)	
13.1 Determine training needs of staff.	
13.2 Provide resources for staff development.	
13.3 Orient new staff to program.	
14. Develop strategies for evaluating staff performance.	

3. facilitating daily operation of the program including payroll, purchasing, and inventory;
4. insurance for participants, staff, employers, property, and vehicles associated with the program;
5. an environment suitable for conducting the program; and
6. any transportation necessary for full participation involvement in the program.

Many of the procedures for managing a VECS program are similar to those of most businesses and organizations. Some procedures, however, are unique to the VECS program and will need some clarification. Many of the provisions for these services may be available in the educational setting. If so, the Management Checklist may be used as a reminder to insure a smoothly functioning operation. However, some management procedures required by the VECS program will be unfamiliar (for example, insurance provisions for employer sites), and the guidelines pertaining to these special cases may be helpful.

The primary responsibility for business management concerns and decisions rests with the program administrator. Of course, the size of the organization and the structure of the program affects the business procedures. For example, the administrator in a large and complete organization may involve an assistant and/or clerical staff to handle the routine day-to-day business management operation.

Suggested Guidelines. The Business Management Procedures Checklist which follows, will serve as a guide to effective

BUSINESS MANAGEMENT PROCEDURES CHECKLIST

Activity	Check
1. Review institutional policies and procedures for business management.	
Budget	
2. Establish administrative responsibilities for business management.	
3. Select staff members to be involved in budget formulation.	
4. Develop budget format.	
5. Examine budget items that are unique to VECS Project:	
5.1 Consider costs for bringing in visiting professors.	
5.2 Consider special transportation costs.	
5.3 Consider facility options.	
5.4 Consider data processing costs.	
5.5 Consider costs of insurance premiums.	
5.6 Consider special financial management costs.	
5.7 Consider meeting and conference costs.	
6. Develop schedule for budget deadlines.	
7. Finalize budget.	
8. Request budget approval from governing body.	
Financial Reports	
9. Identify individuals responsible for financial reporting.	
10. Determine who is to receive financial report.	
11. Establish procedures for meeting financial reporting goal.	
12. Prepare and submit the completed financial report.	
Office Procedures	
13. Plan and implement routine office procedures.	
13.1 Establish procedures for payroll.	
13.2 Establish procedures for administrative staff benefits.	
13.3 Open bank account(s).	
13.4 Establish petty cash account.	
13.5 Set up purchasing procedures.	
13.6 Establish expense account procedures.	
13.7 Establish travel reimbursement procedures.	
14. Plan and set up appropriate files for office records.	

BUSINESS MANAGEMENT PROCEDURES CHECKLIST

Activity	Check
15. Plan and develop necessary forms for routine office work.	
Insurance and Safety	
16. Provide insurance.	
16.1 Provide insurance for participants.	
16.2 Provide insurance for employer's property if damaged through student use.	
16.3 Provide insurance for staff.	
16.4 Provide insurance for property.	
16.5 Provide insurance for vehicles if transportation is provided by program.	
17. Record and set up proper files for insurance forms.	
18. Make payments on insurance on schedule.	
19. Update policies periodically.	
20. Ascertain if other kinds of health and safety requirements exist at employer sites and at the university center.	
Facilities	
21. Determine major type of activities to be conducted.	
22. Compare facility needs against types of sites that are available.	
23. Determine if rental space is required.	
24. Select appropriate facility.	
Equipment	
25. Determine type of equipment required to conduct activities.	
26. Ascertain if required equipment is available or if you must buy or lease it.	
27. Secure equipment.	
Transportation	
28. Assess need for participant transportation.	
29. Arrange for transportation to meet student needs.	
29.1 Consider leasing vehicles.	
29.2 Consider utilizing public transportation.	
29.3 Consider utilizing participant's personal cars.	

business management procedures for VECS program administrators.

WHAT CAN EFFECTIVE COMMUNITY RELATIONS DO FOR THE VECS PROGRAM?

An effective Vocational Education Curriculum Specialist (VECS) program must maintain contact with all aspects of the field of vocational education in order to keep the program up-to-date and relevant. It is essential, therefore, to establish and maintain effective two-way communication between the program and its publics, including students, parents, labor, industry, educational institutions, state agencies, and the community-at-large.

Community relationships are especially important when planning internship programs. To initiate an internship program at the local level requires community interest and support, often including financial support. The community must be convinced that the VECS internship program will benefit the community as well as the intern.

An effective community relations program worked out cooperatively with the local school district, community colleges, business, and governmental agencies promotes the VECS program by:

1. generating community interest in and support for the program,
2. providing optional resources for the intern,
3. meeting the informational needs of the program participants so that they are actively involved in program operations and can derive satisfaction from their involvement,
4. developing liaison with various agencies, organizations,

COMMUNITY RELATIONS CHECKLIST

ACTIVITY	CHECK
Planning to Introduce the VECS Program	
1. Plan a tentative sequence of events for introducing the VECS internship program to the community.	
2. Solicit input from community leaders in the planning.	
3. Identify program representatives for community liaison.	
4. Determine how to describe the VECS Internship Program and anticipate questions and concerns of specific audiences.	
5. Review factors that may affect the community's perception of the VECS program.	
Obtaining Support for Program	
6. Establish preliminary contact with the local educational agencies, organizations, and individuals who would influence the decision to offer the VECS program.	
7. Introduce the VECS program to selected representatives from business, labor, and the community-at-large to gain some insight as to potential community support.	
8. Contact the local communication media.	
9. Seek and obtain early school board endorsement of the VECS internship concept.	
10. Assemble a community based planning group.	
11. Involve the planning group in making community contacts.	
12. Present the program to governing board for final approval.	
Communicating Program Information	
13. Publicize the program and expand community involvement.	
14. Provide channels for input to program from participants and community members, including suggestions for program improvement.	

Activity	Check
15. Develop materials to communicate program information.	
16. Provide an on-going evaluation of community relations efforts.	

REMEMBER: The key to a successful community relations program is the degree to which you provide for and accept input from the community.

and groups that interact with the program, and

5. providing periodic evaluations of and suggestions for improving the program.

Any community based program, regardless of its magnitude, must by definition generate and maintain strong community support. The VECS program administrator is responsible for coordinating and managing community liaison, but the staff, students, and community participants should be involved in community relations in various ways. Clearly, all program participants will make a daily impact on the community as they pursue their routine program activities. The Community Relations Checklist on page 30 is presented as one aid in developing and maintaining sound relationships.

WHAT COSTS ARE INVOLVED IN CONDUCTING A VECS PROGRAM?

Costs for programs vary and are dependent upon the location, sponsoring institution, degree of financial support from other agencies, and a wide variety of factors that preclude the setting of a fixed cost for conducting the program. Nevertheless, those anticipating starting programs for the training of VECS must be aware of the costs involved and budget for all the categories used to describe the program costs. These include:

1. Personnel
2. Employee benefits
3. Travel
4. Supplies and materials
5. Library
6. Communication
7. Services

8. Equipment

9. Other direct costs

10. Indirect costs

Each of the above categories will be discussed in detail in the balance of this section.

1. Personnel

Cost for personnel is dependent upon the existing faculty, their area of specialization, and the availability of other service personnel. In budgeting for personnel, list everyone who will be working on the project including the project director, assistant director, coordinators, other assistants, technicians, consultants, and secretaries. Included in this category should be those that serve part time. The annual salary of the person and the percentage of time to be spent on the program should be stated. Don't forget positions which are currently vacant but which will be required at a later date. If some salaries or portions of salaries are paid by outside agencies, these should be reported according to established policies and procedures of the agency or institution.

2. Employee Benefits

Benefits that are a part of the individual's salary must be included. Among these benefits are social security payments, retirement contribution, health and accident insurance, workman's compensation, and other benefits normally provided by the college, university, or agency.

3. Travel

Careful attention must be given to the category--TRAVEL.

This category includes per diem as well. Include in the travel budget such items as:

a. attendance at meetings and key conferences

b. setting up internships

c. field trips

d. supervision of interns

e. travel by consultants, visiting professors, board members, advisory committee members, and others directly related to the program

f. travel by interns.

Determining travel costs is dependent largely on the type of program. The internship component especially will involve significant amounts for travel. How often the intern will meet on campus or elsewhere for internship-related seminars, and the distance to the various sites from the training institution must be considered carefully in preparing the travel budget.

To budget the out-of-town per diem, estimate the number of days and apply the institution's established rates. Institutional policy generally will determine the travel allowance. The director is responsible for determining the kinds and amount of travel required to effectively carry out the program.

4. Supplies and Materials

The VECS director should estimate the amount of expendable office supplies and materials needed. Usually the chairperson of the vocational education department, or directors of the projects can apprise the VECS program

director of approximate needs. Postage is an important item that must be included in this category. The amount requested is contingent upon the size of the program.

5. Library

To be effective, the VECS program must have a library containing copies of the publications shown in Appendix E. Many of the colleges and universities will have these publications in their libraries. Budgeting for the library, therefore, is dependent upon the availability of the publications required for completing the modules.

6. Communication

Normally a VECS program encompasses a large geographic area. This means that some long distance phone calls will be essential. Estimate these costs. Furthermore, if a periodic newsletter is to be presented and distributed, estimate the cost and include it in the operating budget.

7. Services

Included in this category are those items that may require substantial funding. These include duplicating, testing materials and scoring (specify type and costs), film processing, computer facilities, and other services, e.g., dissemination of information relative to the project.

8. Equipment

In general, there will be no need for additional equipment. Review the curriculum materials to determine if particular equipment, such as video tape records, are suggested.

In cases where such equipment is necessary, each piece of equipment must be budgeted and listed under this category. Do not forget the cost of maintenance contracts for this equipment.

9. Other Direct Costs

Included in this category would be the cost for consultants to the program and visiting professors (provided these are not included under the category Personnel). Also a part of this category is cost for services to be contracted or subcontracted to outside agencies or film evaluation costs, and any other service that is essential to the conduct of the program.

10. Indirect Costs

Indirect costs are those "overhead" costs incurred as a part of the expense of the general operation of an institution or agency. These costs should be included as they represent an important cost factor. Normally formulas for determining these costs are available from the fiscal officers of the institution or agency.

WHO ARE POTENTIAL TRAINEES?

Qualifications of trainees presented here were derived from a study of the roles and responsibilities needed by a Vocational Education Curriculum Specialist and the Office of Education requirement that the program developed be a graduate level program. The survey conducted in determining needs and the informal contacts with advisory groups supported the Washington State University faculty's perspective that in order to have the background needed, and to have credibility after training, the trainee should be an experienced vocational educator with appropriate work experience in one or more vocational fields. The program is not designed to prepare any person holding a Bachelor's degree to become a Vocational Education Curriculum Specialist, but to prepare vocational educators to become curriculum specialists. The following are the characteristics of potential trainees;

1. Experience. Experience as a vocational educator who has:
   (a) basic competency in planning and carrying out an instructional program,
   (b) an understanding of the purpose and scope of vocational education, and
   (c) knowledge of the organizational structure and sources of funding for vocational education.
2. Academic Background. Vocational educator who holds at least a Bachelor's degree and can provide evidence of ability to succeed in a graduate level program.

3. Commitment. An educator who has, as a professional goal, employment in vocational education positions which provide opportunity for leadership in curriculum development, implementation, and evaluation.

Consideration should also be given to active participation in professional organizations.

WHAT PROCEDURES MAY BE USED IN SELECTING TRAINEES?

Institutional procedures should be followed when inviting prospective candidates to apply. In order to assure program continuity, trainee selection should occur at least annually. The following system has been tried and is recommended where no clear cut procedure exists:

1. announcement of program is made to state departments of vocational education and educational administrators who may have knowledge of particular trainees;
2. applicant makes request for necessary application materials, and returns completed forms prior to closing date;
3. applicant makes arrangement for letters of recommendation to be forwarded to awarding institution by at least three persons who are familiar with applicant's education, experience, and achievements; and
4. applicant has parent institution forward up-to-date credentials to awarding institution.

It is suggested that candidates present a sound rationale outlining their reasons for wanting to undertake study in the specialized area of curriculum in vocational education, as part of their letter of application. Applicants should explain

how the training will benefit them in their present employment or in achieving their professional goals.

Checklists used at Washington State University in selecting trainees may be used to assist in the process and are particularly helpful if there are more applicants than can be accommodated. These checklists follow.

EVALUATION FORM FOR SELECTING TRAINEES

Applicant_____ Evaluator_____

ITEM NUMBER	CRITERION	TOTAL POINTS POSSIBLE	POINTS RECEIVED
1.	Experience in Vocational Education	20	
2.	Related Experience	15	
3.	Work Experience	10	
4.	Academic Preparation	15	
5.	Specialized Courses and Other Training	10	
6.	Leadership Ability; Professional, Civic, Community	10	
7.	Ability to Communicate	15	
8.	Rationale for Undertaking the Program	15	
	TOTAL POSSIBLE POINTS	110	
	TOTAL POINTS ASSIGNED		

GUIDELINES: VECS EVALUATION FORM

ITEM 1: Experience in Vocational Education

a) Teaching experience
   -number of years
   -types of school
   -course(s) taught
b) Work with student organizations
c) Teacher education
d) Experience in developing curriculum or curriculum materials

Remarks:

ITEM 2: Related Experience (professional)

a) Guidance and counseling
b) Administration
c) Supervision
d) Intercity work
e) Work with minorities
f) Work with special education programs
g) Work with manpower development program
h) Rural development programs
i)
j)

Remarks:

ITEM 3: Work Experience (non-professional)

Example--electronics, medical technician, merchandizing

a)
b)
c)
d)

Remarks:

ITEM 4: Academic Ability

a) Undergraduate record (grades) in major field
b) Graduate record (grades) in minor field
c) Overall GPA
d) Degrees held--BA; MA; Specialist-6 year
e) Major field
f) Minor field
g) GRE score
h) Miller's Analogy score
i) Letters of recommendation (attesting to candidate's ability to do graduate work)
j)
k)
l)

Remarks:

ITEM 5: Specialized Courses--Other Related Training

a) Workshops
b) Military
c) Institutions
d) Industrial
e)
f)
g)

Remarks:

ITEM 6: Leadership Experiences

a) Membership in professional organizations
-name of organization (state, regional, national)
-number of years an active member
b) Participation in state, regional, and national meetings
c) Offices held in professional or community organizations
d)
e)
f)
g)

Remarks:

ITEM 7: Ability to Communicate

a) Ability to logically organize and write (application letter, other evidence)
b) Ability to orally express thoughts effectively
c)
d)
e)

Remarks:

ITEM 8: Rationale for Undertaking the Program

a) Applicant has well organized, grammatically correct statement of reasons for undertaking program, including:

1. objectives
2. introductory statement (basic philosophy)
3. ways in which training is to be used
4.
5.
6.

Remarks:

WHAT CURRICULUM MATERIALS ARE PROVIDED?

Curriculum materials for preparing a Vocational Education Curriculum Specialist are organized into seven segments. Each segment, designated as a module, is designed to develop a general competency. The curriculum does not include development of all of the administrative competencies which may be part of the assignment of some curriculum specialists. Only those competencies which were determined to be essential to carry out the curriculum leadership responsibilities are included. The program is planned for advanced levels but it is not intended that the curriculum prescribe a degree program.

The seven modules are listed below and described on the following pages. A complete statement of competencies and performance objectives are given in Appendix A.

1. Developing Curriculum: Goals, Objectives, and Instructional Plans
2. Evaluating and Using Needs Assessment and Manpower Information
3. Preparing for Curriculum Change
4. Organizing Instructional Strategies
5. Preparing Instructional Materials
6. Preparing for Curriculum Evaluation
7. Promoting Professional Growth and Staff Development

Introductory Module

INTRODUCTORY MODULE

Competency: Describe a vocational curriculum by defining the component parts of the curriculum and explaining the importance and interrelationship of each component.

This is a very short module which can be completed as

an independent learning activity. The amount of time spent on the module will vary with prior experiences and background of the learner. It is recommended that each person beginning the advanced program in vocational curriculum carry out the learning activities as a review and to assure the instructor that students have a knowledge of component parts of a curriculum and have been introduced to a variety of curriculum terms.

1

DEVELOPING CURRICULUM: GOALS, OBJECTIVES, AND INSTRUCTIONAL PLANS

Developing Curriculum

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to develop appropriate program goals, performance and instructional objectives, and instructional plans, and to assist the curriculum development team in this process.

This segment of the curriculum is to be considered prerequisite to all other modules except the introductory module. It is suggested that it serve as the core of a basic course in Vocational Education Curriculum. Other modules which might be included with this module in a three-semester or five-quarter credit course are:

- Evaluating Needs Assessment and Manpower Information
- Preparing for Curriculum Change

Some of the content of this module may be review for advanced level students. For this reason, and because of the basic nature of the theory presented, parts of the module have been written as independent learning activities. This provides students the opportunity to complete learning activities at their own individual rate.

This module includes three basic parts as indicated by the title and three major performance objectives. These parts are related to: (1) goals, (2) objectives, and (3) instructional plans. The three performance objectives are:

1. Explain, illustrate, and utilize the processes for establishing educational priorities and goals in vocational education.
2. Write and sequence performance and instructional objectives in behavioral terms.
3. Demonstrate the ability to complete an occupational analysis and an instructional analysis as a part of the instructional plan.

A "carrier project" is suggested as both a learning experience and posttest for the module. It is intended that the project be a real curriculum plan which is developed as the student progresses through the module.

2

EVALUATING AND USING NEEDS ASSESSMENT AND MANPOWER INFORMATION

Needs Assessment

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to identify, evaluate and use needs assessment and manpower information and to assist the curriculum development team in this process.

The needs assessment process is an initial step in developing curriculum for any educational program. In vocational education, this process involves the assessment of both occupational and student needs and the curriculum specialist is frequently involved in the planning for an analysis of such needs assessment data.

Data for needs assessment are frequently available in various forms from both public and private agencies. Additional information may have to be collected by the curriculum development team. The activities require the learner to locate and analyze existing information and to plan for the collection of additional data.

The learner begins with definitions and rationale for the needs assessment process, and differentiates the process for vocational education from general needs assessment. Succeeding objectives explain where needs assessment can fit into the process of curriculum development, and describe the various scopes and models of needs assessment.

Performance Objective 4 introduces the learner to sources of manpower data. The next objective involves using manpower information in making curricular decisions.

Performance Objective 6 deals with the special needs of the disadvantaged and handicapped, while the following objective requires students to develop a data collection plan for the needs and interests of all students.

In Performance Objective 8, learners develop a plan for collecting local needs assessment data. The module's final objective requires learners to analyze and interpret needs assessment information in making recommendations for curriculum change.

Curriculum Change

3

PREPARING FOR CURRICULUM CHANGE

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to initiate, facilitate, and implement curriculum change and to assist the curriculum development team in the change process.

Continuous changes are needed in vocational education to insure that the objectives, content, and procedure are up-to-date and meet the needs of the learner and employers. Change will not occur by improved curriculum plans alone. The purpose of this module is to develop abilities needed to plan for and enact curriculum change.

The module emphasizes the nature of change in vocational education, the process of change, change [illegible] and the resources used in change. The concepts of change are complex and require high level cognitive abilities not easily developed independently. Most of the learning activities require group sessions in which students can challenge each other and share ideas under the guidance of a well informed instructor. Many of the learning activities are field oriented and could be used as focus for an internship.

Organizing Instructional Strategies

4

ORGANIZING INSTRUCTIONAL STRATEGIES

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to identify and use appropriate instructional strategies and assist the curriculum development team in this process.

Knowledge of instructional strategies is essential to a Vocational Education Curriculum Specialist, who will constantly

use that knowledge in developing curriculum or in teacher education. This module takes the curriculum specialist from comprehension through demonstration of ten instructional strategies selected for their application to vocational education classes. In addition, the module provides criteria which can be used by learners to select appropriate strategies for various instructional objectives, learning environments, learner characteristics, and teacher characteristics.

The module is divided into categories, one each for the ten strategies, plus a category on criteria for selecting strategies. The sequence of the categories is on a continuum, from those strategies that are primarily teacher-focused (lecture) to those that are mostly student-focused (independent study). However, from the learner's viewpoint, the categories can be taken in any order, since each is designed to be autonomous.

Learners are not expected to complete the entire module, but rather to select those categories which seem most appropriate in meeting their needs. The pretest results can help make that decision. The test is sub-divided by category, thus pointing out areas of weakness and strength. Another decision criterion is experience. Learners may feel comfortable with some strategies, but feel a need for more background and experience with others.

All learners should complete the final category, "Putting It Together." The activities in that category provide guidelines for selecting instructional strategies, a skill essential

to all curriculum specialists.

Preparing Instructional Materials

5

PREPARING INSTRUCTIONAL MATERIALS

Competency: The Vocational Education Curriculum Specialist will be able to select, design, and prepare instructional materials appropriate for meeting established goals and objectives and to assist the curriculum development team in this process.

Vocational Education Curriculum Specialists will provide leadership in the promotion of teaching toward more effective learning. Therefore, it is vital that they develop skills necessary to select, design, produce, and disseminate instructional materials. The VECS should also be able to assist the curriculum development team in implementing these processes. The processes utilized and the materials developed in the module are appropriate for meeting program goals and objectives at different levels of instruction and in a variety of learning situations.

This module was designed to allow the learner to develop those skills necessary to acquire the competency in a step-by-step process. Each performance objective takes the learner one step closer to the actual selection, preparation, and dissemination of instructional materials.

The strategy used to enable the learner to acquire the competency is an ongoing project referred to as THE PROJECT. THE PROJECT will develop the learner's expertise in preparing instructional materials. Each performance objective will build on the preceding one to allow for the completion of the self-designed project. The culmination of the module is the design, preparation, and dissemination model for new instructional materials.

Performance Objective 1 gives the learner an opportunity to become familiar with and use the vast resources available to vocational educators. The communication network that has been established by state and federal governments, industry, and colleges and universities will become a tool for potential vocational curriculum specialists to use in their work.

The criteria used in the evaluation and selection of instructional materials is the thrust of Performance Objective 2. The learner will have an opportunity to use readability formulas, style manuals, and assessment instruments that have proven successful in selecting appropriate instructional materials.

In Performance Objective 3, the learner focuses on the process of dissemination. Several dissemination techniques are presented and the learners are asked to develop their own models after completing the learning activities.

Performance Objective 4 shifts the emphasis of the module to the development of new instructional materials. THE PROJECT culminates in Performance Objective 5 with the development and preparation of learner-designed instructional materials.

In Performance Objective 6, learners will have an opportunity to have their projects evaluated by a peer. The instrument used will be familiar since it was used in Performance Objective 2.

6

PREPARING FOR CURRICULUM EVALUATION

Preparing for Curriculum Evaluation

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to develop and/or adopt procedures for curriculum evaluation and to assist the curriculum development team in implementing this process.

Parts of Module 6 have been written as independent learning activities, which allow the student to complete these activities at an individual rate. However, group instruction under the direction of an instructor who has had both theoretical and practical experience in evaluation is extremely important. Group instruction in which other students have the opportunity to critique and challenge the independent work of each is also an important part of the learning activity. In the pilot use of this module at Washington State University, group instruction was limited to intensive work during three weeks--one week at the beginning, middle, and end of the semester. The competency in evaluation was one of two competencies selected for major emphasis during the internship period.

The module is presented in two major parts. Concepts and knowledges gained in Part I of the module will enable the learner to attain those objectives for the "application oriented" Part II.

Part I

1. Define the terminology and explain the concepts in educational measurement and evaluation.
2. Diagram and explain the relationship between evaluation and other curricular concepts.

3. Explain the key salient features and usage of evaluation models having relevance for vocational education.
4. Select and/or develop criteria that may be applied in evaluation of vocational education curricula.
5. Specify the sources of error and evaluate the criteria used in measures for determining student outcomes in vocational programs.

Part II

6. Assemble, analyze, and interpret evaluation data and present data in an understandable fashion to a variety of audiences.
7. Develop a curriculum evaluation form and evaluate and critique two vocational program proposals and two vocational curriculum guides.
8. Conduct or assist in the development of a program or class evaluation in an actual school setting.

Promoting Professional Growth and Staff Development

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to promote professional growth and staff development for curriculum improvement.

7

PROMOTING PROFESSIONAL GROWTH AND STAFF DEVELOPMENT

The Vocational Education Curriculum Specialist provides leadership in planning and implementing a staff development program that improves vocational educators' ability to develop curriculum plans and materials. Therefore, it is essential that the VECS has the necessary knowledge, skills, and attitudes required to organize and operate a staff development program.

This module is composed of two parts. Part I includes basic concepts and background information on the staff development process. Part II requires application of staff development theory through an intern experience. Respective performance objectives are:

1. describe and explain the terminology and concepts in staff development;
2. describe the competencies needed for effective leadership in conducting staff development programs;
3. identify the basic factors that influence communication and indicate the implications of each on the Vocational Education Curriculum Specialist in conducting a staff development program;
4. develop and defend a model for implementing a program for vocational education staff development;
5. describe how to organize and implement a staff development program;
6. identify the basic techniques used in staff development and describe how to apply them;
7. develop a system for evaluating a staff development program; and
8. implement staff development theory into practice in a variety of situations.

WHAT IS A MODULE?

The seven segments and a short introductory unit are designated as Modules. "Module" as used here does not indicate a short, self-instructional unit, but the total instructional plan for developing the broad competencies listed above.

Each module includes an introduction which describes the purpose, rationale, basic assumptions, and prerequisites of the module. The content of each module includes:

1. Pretest and posttest.
2. A glossary of terms, if needed
3. Performance objectives. In most modules, sub-objectives, identified as "Instructional Objectives," indicate the more specific behaviors required to achieve the performance objective.
4. Learning activities. Learning activities are suggested for each instructional or performance objective. These are suggested activities and it is expected that a master teacher will adapt and revise them as needed to meet the needs of a particular group. Instructional materials such as transparency masters, worksheets, and reference materials are included with the learning activities. Both group and independent activities are included and field experiences are suggested when appropriate.
5. Bibliography. This is a summary of references listed in learning activities.
6. Appendix. Some modules include additional materials as an appendix.

HOW ARE THE MODULES TO BE USED?

The modules are developed as guides for experienced instructors. It is expected that each instructor will add, delete, expand, and revise the instructional objectives, and the learning activities. Instructors are urged not to abandon strategies which they have previously found to be successful. Hopefully, they will find in the modules new ideas, as well as references, worksheets, and evaluation devices which can be used in conjunction with their strategies. It will be necessary to up-date references each year. In this way instruction will always be directed toward the development of the competencies required.

It is hoped that future users will strive to revise and expand the curriculum. Alternative learning activities within a module, as well as additional modules, may be developed through internship experiences similar to those used by WSU during the initial development of the program. The utilization of students in a "learning by doing" approach will enable the program to expand its materials, while offering students an opportunity to apply their VECS skills.

Performance Objectives have been selected after careful study. Each contributes to development of the basic competency and should not be changed or discarded without evaluating the effect of the change.

Self instructional materials are included in the modules but the curriculum is not intended to be self-instructional, nor is any one module completely self-instructional. Many of the independent study guides require group sessions for sharing and evaluation.

Modules or parts of modules may be used in short inservice workshops conducted by a university, professional organization, or state agency. It should be noted, however, that the modules are designed to be incorporated into college courses, where intensive study over a period of time is possible.

HOW ARE MODULES ORGANIZED INTO COURSES?

A program for preparing VECS carried out at a college or university will be organized into a course structure. The number of modules included in one course will be dependent upon whether an institution is organized on a quarter or semester basis and the number of credits usually assigned one course. Other factors which will affect course organization will be the extent to which field experiences are incorporated into the learning activities of a module and whether the VECS program is a "major" for a degree program which includes other requirements.

The Program of Studies and the Course Structure outlined on pages 58 and 59 illustrate the pattern used in the trial use at Washington State University. The orientation period was far more extensive than would be needed for most programs. The purpose of the intensive work done in summer prior to course work at Washington State University was to give participants background needed for their critical evaluation of all aspects of the curriculum including the philosophical basis of the scope and content. Both Evaluation and Staff Development modules were carried out by concentrated course work within three weeks--one week each at the beginning, end, and middle of a semester with the majority of the activities carried out at internship sites.

WASHINGTON STATE UNIVERSITY
PROGRAM OF STUDIES FOR VECS STUDENTS

Summer Session 1975 - Orientation Period

VTE 520 Problems and Trends in Vocational Education
2 credits
VTE 583 Seminar in Vocational Technical Education
2 credits
VTE 542 Instructional Systems
3 credits
VTE 600 Independent Study
1 or 2 credits

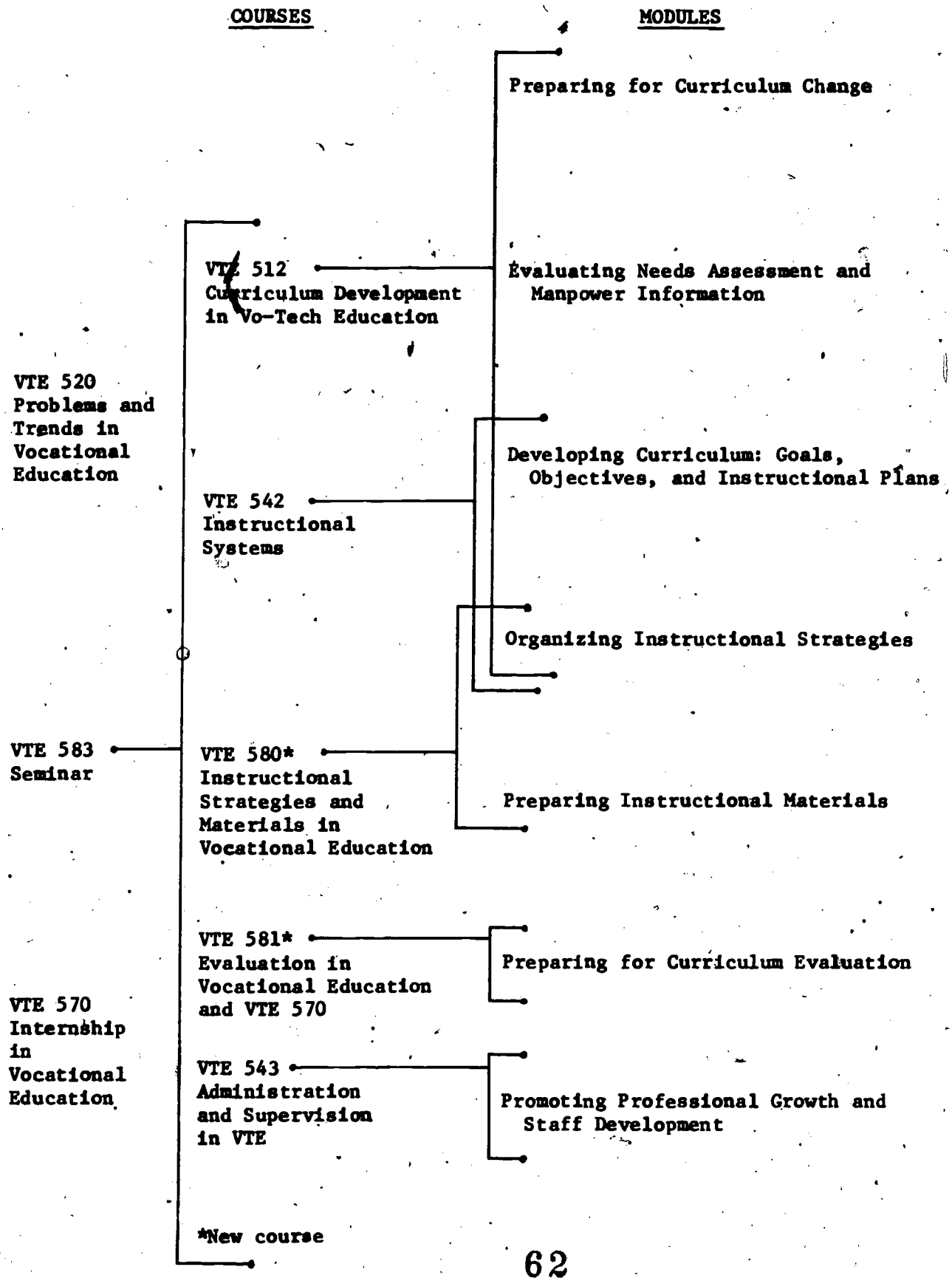
Fall Semester 1975

VTE 512 Curriculum Development in Vocational Education
3 credits
VTE 580 Instructional Strategies and Materials in Vocational Education
3 credits
Supporting course work selected on basis of student background and goals
8 to 10 credits

Spring Semester 1975

VTE 581 Evaluation in Vocational Education
3 credits
VTE 543 Administration and Supervision of Vocational Technical Education
3 credits
VTE 583 Seminar in Vocational Technical Education
2 credits
VTE 578 Internship in Vocational Technical Education
6 credits

WASHINGTON STATE UNIVERSITY
COURSE STRUCTURE OF VECS MODULES



The use of any two modules, as they have been developed, will include the scope of study usually included in a three semester or five quarter credit course. In some instances, one module such as Module 7, Promoting Professional Growth and Staff Development, may be incorporated into an existing course.

The pilot testing of this pattern of courses indicated that inclusion of three modules in the curriculum course is not practical for a three semester credit course and at least some parts of Module 2, Evaluating and Using Needs Assessment and Manpower Information, may be incorporated into the evaluation course. Various combinations of modules can be used for course structure. It should be noted that selection of the pattern used at WSU was influenced by the current course structure. The pattern allows for inclusion of a curriculum specialist option in the graduate program in Vocational Technical Education with minimal change to current courses.

WHY EVALUATION?

A graduate level program for preparing Vocational Education Curriculum Specialists (VECS) incorporated into any institution will need constant evaluation and revision. The graduate level VECS program developed at Washington State University is based on a careful study of competencies required by a curriculum specialist, a rigorous review of the purpose and scope of vocational education, a synthesis of research in curriculum theory and the judgments of well qualified consultants and staff regarding the organization and management of

such a program. The program has been tested through a "trial run" with graduate students in vocational education. Six of these graduate students were selected "fellows." They were involved in critical review of every objective, learning activity and reference used in the curriculum materials. These fellows participated in revisions and supplements to the program. A third party evaluator has reviewed both the processes and products of the projects and assisted with the evaluation procedures.

In summary, the program has been developed in a careful and scholarly manner. However, the program is not presented as a perfect program but as a set of materials to begin a program. Continuous evaluation of all aspects will be needed to strengthen the content and procedures.

Users of the curriculum developed at Washington State University will need to be constantly aware of the fact that the materials have been developed in 1974-76 and by a staff at a land grant university located in a western state. One advisory group was composed of persons from Washington and Idaho. The organization and administration of vocational education within the state of Washington undoubtedly had some influence upon curricular decisions. The majority of students enrolled in the program were those enrolled in an advanced degree program. Each of these facts emphasize the need for an evaluation plan which will insure that the program is relevant in another setting and for a particular group of learners.

Improvement of the VECS program and revisions or additions required to adjust the program to different settings, changes in

employment opportunities or new knowledge will require evaluation of all of the following aspects of the program:

1. Competencies needed by a Vocational Education Curriculum Specialist upon which the curriculum is based. A survey instrument used in the Washington State University project and a pre-survey Telephone Contact Guide are given in Appendix D. Additional study of the competencies can be made through analysis of tasks performed by VECS.
2. Selection of trainees. Further research evidence is needed to document criteria listed earlier in this Installation Guide.
3. Qualifications of faculty. Further evidence is needed to determine the extent to which faculty members who are specialists in curriculum, instructional strategies or evaluation, but who do not have vocational education background, may be utilized as instructors for the program.
4. Effectiveness of field experiences. Suggestions for evaluation of internships have been presented earlier. The efficiency and effectiveness of all aspects of field experiences need to be measured in terms of contribution to achievement of objectives, with the extent of achievement weighed against faculty effort, trainee time and costs.
5. Program management. Such questions as which administrative structure provides for the best program

coordination need to be answered periodically. Decisions need to be based on well documented information, not personal opinion.

6. Effectiveness of instructional program in achieving selected objectives. The evaluation of the program to determine how well the competencies are developed is of major importance and is discussed in detail below. It should be noted that this evaluation will also give valuable clues and some hard evidence which will be helpful in evaluating apsects 1 through 5 listed above.

WHAT IS INCLUDED IN EVALUATION OF STUDENT PROGRESS?

Evaluations should not be limited to those that are used after the program is completed. Such evaluations have little effect on improving the program for those participants from whom the data was taken. The evaluation process should be continuous. It is essential that, as the plans for a graduate VECS program are made, an evaluation plan be outlined. Each specific aspect of the curriculum should be judged to determine how well that phase is being conducted. It becomes important, therefore, that what is to be measured should be clearly identified and then appropriate evaluation techniques be employed to get the necessary data.

The following types of evaluation are included in determining program effectiveness.

1. <u>Evaluation of prerequisite competencies</u>

   A. All prospective curriculum specialists should

have their previous experience and training reviewed to determine their readiness for further professional training as a VECS. Prerequisite competencies are suggested in each of the seven modules.

B. It is recommended that a pretest be conducted at the beginning of each module. Each module has an enclosed pretest to assess trainees' prior knowledge and expertise.

2. Formative Evaluation Checks: Upon completion of activities designed for each module, performance checks should be administered to determine whether trainees are prepared to move on to subsequent instructional activities in the program. These formative evaluation checks may vary depending on the type of activity completed. All modules have formative performance instruments included where appropriate.

3. Summative Evaluation (Posttest): It is advised that a final test be administered at the end of each module to determine adequate completion by each trainee.

4. Internship Evaluation: The success or failure of the trainee's internship experience should be assessed by the sponsoring institution to determine the strengths and weaknesses of each field site. A three-pronged instrument that allows assessment by the intern, site supervisor, and university supervisor is exhibited in Appendix C of the Guide. These instruments were developed by Washington State University during the

initial development of the VECS program.

5. Post-Program and Course Evaluation: It is recommended that students and staff provide feedback to assist in program and course revisions. There are three areas where evaluation should be done:

   A. It is recommended that a final evaluation by students be conducted at the end of the training period after completing all the modules and internship.

   B. Instructional staff should evaluate course content, procedures, and material usability at the end of each course to further upgrade the use of the curriculum.

   C. Students should evaluate the instruction of each module in terms of (1) the instructor's performance, (2) course content, and (3) use of appropriate media.

An example of a time line for evaluation of the VECS program is given on the following page. This example is based on a traditional semester schedule of a university and would require adjustment for a quarter system or other instructional schedules.

The real test of the program will be the effectiveness of the VECS performance on the job. Follow-up evaluation of participants by means of on-site visits and survey instruments is an essential measurement of the effectiveness of the program.

TIME LINE FOR EVALUATION OF VECS PROGRAM*

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Planning for the Evaluation												
Evaluate Prerequisite Competencies												
Pretest												
Formative Check												
Posttest												
Internship Evaluation												
Post Program Evaluation												

*Based on semester organization at a university or college

HOW IS EVALUATION DATA USED?

Obtaining data through a series of evaluations is essential, but unless changes are made to improve the objectives, content, learning experiences and references used in the program, the time and effort spent in developing and administering evaluation instruments will be wasted. Evaluations can be used to change placement of performance objectives from one module to another or to reorganize module content of courses. Feedback from students will provide a basis for changing, adding or deleting learning experiences and for changing the extent of instructor guidance. Kinds and extent of audiovisual materials and library references should be influenced by evaluation. Cumulative data on performance on pretests may indicate need to add to curriculum objectives which the current materials assume are prerequisites, or to delete some of the objectives which pretests indicate have already been achieved.

Summaries of evaluation data which are well written and documented will be useful in bringing about change in organization and administration of program. These summaries also can be of value in documenting need for increased library holdings or additional staff.

WHAT IS AN INTERNSHIP PROGRAM?

An internship is an essential and integral part of the total program for the preparation of a Vocational Education Curriculum Specialist. It provides a realistic laboratory setting in which classroom experiences can be explored and integrated as part of a total curriculum program. Through the internship, prospective curriculum specialists in vocational

education learn how to put theory into practice, to analyze and apply past experiences, and to develop skills required in the new position for which they are preparing.

The internship program:

1. is a cooperative program among the student, the field site agency, and the institution of higher education,
2. allows each intern to implement individually selected objectives,
3. provides for varying degrees of responsibility and variation of experiences which are in line with the intern's career goals,
4. allows the intern to translate theory into practice in a new situation and to build competencies in an area of individual interest, and
5. provides for supervision by the college or university supervisor responsible for the intern, and provides for supervision, guidance, and evaluation by the cooperative agency supervisor.

The internship experience is the result of planning and cooperation involving (1) the institution, organization, or agency which authorizes, provides, and gives direct supervision to the internship; (2) the Vocational Education Curriculum Specialist training institution which approves the application for and assists in the planning and monitoring of the internship experience; and (3) the students, on whom rests the responsibility for carrying through the planned internship activities. All arrangements for the internship are made on an individual basis

with the interns in cooperation with their university supervisors.

Scope and Activities of the Internship

The internship objectives are based upon the performance objectives in one or more modules. The internship normally requires participation in a variety of activities. Interns normally do not have administrative authority except as specified by the intern's site supervisor. Therefore, most activities will be done at the assistant level. The intern's activities will, however, include direct participation in leadership, evaluative research, and administrative functions related to curriculum. Observations of certain regular and special functions and reporting may be required.

Participation, observation, and reporting activities are planned in terms of the intern's background and the specific purposes and functions of the cooperating intern site. Activities are planned and integrated so that the involvement of the intern is systematic and does not consist of a group of miscellaneous activities undertaken on an ad hoc basis. Priorities are carefully chosen and realistic time allocations made. Although directed toward specific objectives, the experience needs to be broad enough to encompass (1) various levels of education, (2) the formal education structure, and (3) the informal community forces which have impact on the educational agency.

The prospective intern should play a key role in determining the internship site, formulating objectives to be

attained, and negotiating stipend/salary and other benefits. During the internship the intern must fulfill the contractual agreement as outlined in the Memorandum of Understanding. At the same time, interns must remember that they are both employees of the cooperating agency and representatives of their own educational institution.

The primary responsibilities of the cooperating agency through its agent, the internship site supervisor, are:

1. to understand and support the internship program and its functions as a component of an advanced degree program as outlined by the educational institution,
2. to provide the experience and assign meaningful tasks so that the interns may reach their previously determined objectives, and
3. to share with the university the responsibility of assessing the intern's performance.

HOW ARE INTERNSHIP SITES SELECTED?

It is vital for a training program to offer active involvement in realistic situations. The internship needs to balance theoretical training with practical experience. Therefore, curriculum specialist interns will be placed in situations where they will be able to receive additional experience and knowledge in vocational education. The potential sites will include public schools, community colleges, state agencies, four year colleges and universities, technical schools, business and industry, and skill centers. The following are

procedures suggested for selecting internship experiences:

1. Solicit suggestions for intern sites from advisory groups, state directors of vocational education, vocational education faculty, and where appropriate, professional organizations.
2. Through correspondence or telephone conversation, further explore the possible interest of the suggested internship sites and the feasibility of using these sites.
3. Analyze the suggested sites in terms of:
   a) variety of experience offered and relationship of these experiences to the competencies needed by curriculum specialists,
   b) cost of supervision, and
   c) type of supervision offered at internship site.
4. Plan for the faculty supervisor and potential intern to visit one or more possible internship sites. This gives the site supervisor an opportunity to interview the intern and clarify expectations. It also gives the intern more complete information for evaluating the sites and developing a realistic plan. Some cooperating agencies may prefer to interview two or more potential interns and select the intern as they would other personnel.

One or more sites may be selected depending on the time available and experiences desired. Once the internship site is selected, a tentative plan of objectives to be achieved

should be developed by the intern in cooperation with both supervisors. These objectives should reflect the professional and personal goals of the intern, and subsequent learning activities should correlate with the scope and sequence of the internships.

WHAT IS INCLUDED IN "CONTRACTS?"

In all internship programs, a memorandum of understanding, or contract, should be drawn up to signify that the internship is a contractual arrangement between the cooperating agency, the educational institution, and the intern.

There is no prescribed format to follow for a memorandum of understanding, but there should be flexibility for each part involved. Several sample memoranda of understanding, or contracts, appear in Appendix B.

There are certain features to be included in all memoranda of understanding. These are:

1. duties of the cooperating agency,
2. educational objectives of the internship and procedures or work assignment(s) the intern will carry out to achieve these objectives,
3. responsibilities of the training institution and/or internship monitor,
4. title to be assumed by the student while serving the internship,
5. starting and ending dates of the internship, and
6. provision for remuneration for travel and other expenses incurred by the intern performing work assignments.

In addition, memoranda may refer to:

1. stipend to be received, including clarification of any benefits or deductions, and
2. time for seminars or evaluative sessions with other interns.

The memorandum is usually signed by all individuals involved in the internship program:

1. the internship supervisor at the cooperating agency,
2. the internship supervisor representing the university,
3. the intern, and
4. any other individual who is directly involved in the program.

The original document will remain with the university or agency supervisor and a copy forwarded to each of the others involved.

Institutions may have standard formats for all internships or clinical practicums which may be used for VECS internship. In all instances, the legal council or attorney for the university or agency should approve contractual arrangements made.

IS CREDIT GIVEN FOR INTERNSHIPS?

The internship should be offered as a course for varying amounts of credit. To assure efficient use of internship sites, most institutions need to offer this course each quarter or semester, as well as during the summer session.

Internships should be planned at a level to warrant

graduate credit which may be applied to the advanced degree program. The amount of credit will vary from institution to institution. The internship may be contingent upon policy established outside the department or division.

In institutions where courses in internships have not been identified, alternative courses such as "Field Study," "Field Experience," and "Independent Study" can be considered.

SHOULD INTERNS RECEIVE A STIPEND?

Internship experiences should be as realistic as possible, and because of the values of American society, a stipend or honorarium will help establish a realistic employer-employee relationship. It is anticipated that the intern will contribute to the program of the cooperating agency or organization and any stipend needs to be based on the value of that contribution.

The intern is in a learner role and stipends will be less than that paid to a fully qualified curriculum specialist. Memoranda of agreements, therefore, need to state clearly what the responsibilities of the intern will be so payment of stipends are not used as an excuse to exploit the intern. The intern should not be cheap labor for tasks unrelated to the competencies to be developed in the VECS program.

Internship stipends should not be considered as part of basic support for graduate students in the same way as a scholarship or fellowship, but as earned salary such as that earned by gradute assistants who serve in a teaching or research capacity.

WHO SUPERVISES AN INTERNSHIP?

The primary supervision of the intern is carried out by the site supervisor. Additional supervision will be carried out by the university supervisor who may make site visits two or three times during the internship. The frequency of visits will depend on the individual program, needs of the intern, and length of the internship. Basically the primary role of the training institution's supervisor is not to "check up" on the intern, but to provide additional guidance and to answer any questions which the intern or site supervisor may have regarding purposes and procedures of the internship. The institution supervisor will assist in the evaluation of the internship.

HOW IS PERFORMANCE OF INTERN EVALUATED?

Several methods may be employed in evaluating an intern. These include:

1. Evaluation of logs or journals, submitted by the intern on a regular basis.
2. Evaluation of the intern documented report submitted upon completion of the internship.
3. Analysis of evaluation forms or rating scales completed by university supervisor, intern, and site supervisor.

The internship is a part of a graduate level program which demands use of thorough and controlled evaluation techniques designed to measure the extent to which the student is able to analyze and internalize the experiences provided by the internship, and apply the knowledge and insight gained

to new and unfamiliar situations. Rating scales used at Washington State University are given in Appendix C.

As part of the training program the intern will make reports to the training institution. Interns can report on their experiences in three ways: (1) by keeping a current log of internship experiences, (2) by attending and summarizing group seminars as arranged by the training institution, and (3) by presenting a final and documented report on the significance of the internship in helping define and articulate the responsibilities of the position for which the intern is preparing.

The log should not be a mere chronological listing of activities undertaken on a day-to-day basis. Rather, it should be a sequential record of the major activities and experiences, with a brief analysis of the significance of each and the relationship to future leadership roles. The log should be submitted at designated periods. The exact format of the final paper can vary with special attention being given to individualizing requirements to make the paper as beneficial as possible for each intern.

Seminars relating to experiences gained by interns in the field are a vital part of the internship program. A schedule for these seminars will vary according to the structure of the university courses and the distance of the internship site from campus. Regardless of how they are arranged, both the intensive on-campus training and seminars should be a part of the same semester's work. Usually these will occur at the beginning, middle, and end of the internship's program. At these seminars the interns make formal presentations of their experiences in the field.

APPENDIX A

COMPETENCIES AND PERFORMANCE OBJECTIVES

ERIC

DEVELOPING CURRICULUM: GOALS, OBJECTIVES AND INSTRUCTIONAL PLANS--MODULE 1

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to develop appropriate program goals, performance and instructional objectives, and instructional plans and to assist the curriculum development team in this process.

Performance Objectives:

1. Explain, illustrate, and use the processes for establishing educational priorities.
2. Write and sequence performance objectives in behavioral terms.
3. Demonstrate the ability to complete an occupational analysis and an instructional analysis as part of the instructional plan.

EVALUATING AND USING NEEDS ASSESSMENT AND MANPOWER INFORMATION--MODULE 2

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to identify, evaluate and use needs assessment and manpower information and to assist the curriculum team in this process.

Performance Objectives:

1. Provide a definition and rationale of the needs assessment process and differentiate between general and vocational needs assessment.
2. Describe the scope and sequence of the needs assessment process.
3. Identify and evaluate various models for conducting needs assessment.
4. Identify sources of available local, state, regional and national manpower data.
5. Utilize appropriate manpower data and forecast information in making recommendations for curriculum change.
6. Identify the special needs of students for the development of appropriate vocational program alternatives for minorities, handicapped, and other disadvantaged students.
7. Develop a plan for determining the needs and interests of students.

PREPARING FOR CURRICULUM CHANGE--MODULE 3

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to initiate, facilitate and implement curriculum change and to assist the curriculum development team in the change process.

Performance Objectives:

1. Explain the basic kinds of changes which may be desired within a vocational education program and the purpose of various kinds of changes.
2. Describe and diagram the procedural steps for initiating, planning, implementing, and evaluating a curriculum change.
3. Identify the key "change agents" and describe the power structure within a school, community, or state which can influence vocational curriculum change.
4. Identify human and material resources which can be utilized to initiate, implement, or evaluate a curriculum change.
5. Demonstrate the ability to participate in a leadership capacity in advisory and policy making groups by:
   a) communicating needs,
   b) eliciting and summarizing suggestions and relevant information,
   c) mediating differences of opinions, and
   d) synthesizing input and presenting one or more plans of action.
6. Develop a plan for delegating responsibilities for planning, implementing, and/or evaluating curriculum change.

ORGANIZING INSTRUCTIONAL STRATEGIES--MODULE 4

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to identify and use appropriate instructional strategies and assist the curriculum development team in this process.

Performance Objectives:

1. Describe and demonstrate lecture techniques.
2. Describe and demonstrate a variety of techniques appropriate for small group discussion.
3. Prepare, present, and evaluate a demonstration of a selected concept in a vocational area.
4. Prepare and implement a laboratory activity as an instructional strategy in one area of vocational education.
5. Describe and demonstrate a variety of questioning techniques.
6. Describe the inquiry strategy, prepare an inquiry "stimulus device," and demonstrate the use of inquiry as a teaching strategy.
7. Describe and demonstrate the use of simulation, games, and role playing as they apply to vocational education.
8. Describe and demonstrate individualized instruction techniques.
9. Identify and select various field experiences as instructional strategies.
10. Describe and demonstrate independent study techniques.
11. Identify the components of instructional strategy decision making and select alternative strategies for given learning situations.

PREPARING INSTRUCTIONAL MATERIALS--MODULE 5

Competency: The Vocational Education Curriculum Specialist will be able to select, design and prepare instructional materials appropriate for meeting established goals and objectives and to assist the curriculum development team in this process.

Performance Objectives:

1. Identify sources of instructional materials for use by the vocational teacher.
2. Identify, explain, and apply scientific criteria used in evaluating and selecting instructional materials for a diversity of vocational technical education student interests and abilities.
3. Describe and demonstrate techniques used in disseminating materials to vocational teachers.
4. Describe and demonstrate the process used in the development and preparation of educationally effective instructional materials which meet acceptable standards of production.
5. Evaluate a completed project designed for instruction in vocational education.

PREPARING FOR CURRICULUM EVALUATION--MODULE 6

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to develop and/or adopt procedures for curriculum evaluation and to assist the curriculum development team in implementing this process.

Performance Objectives:

1. Describe and explain the terminology and concepts in educational evaluation.
2. Diagram and explain the relationships between evaluation and other curriculum concepts.
3. Explain the key salient features and usage of evaluation models having relevance for vocational education.
4. Select and/or develop criteria that may be applied in evaluation of vocational education curricula.
5. Specify the sources of error and evaluate the criteria used in measures which determine student outcomes in vocational programs.
6. Assemble, analyze, and interpret evaluation data, and present data in an understandable fashion to a variety of audiences.
7. Develop a curriculum evaluation form, and use this form in critiquing two vocational program proposals and two vocational curriculum guides.
8. Conduct or assist in the development of a program or class evaluation in an actual school setting.

PROMOTING PROFESSIONAL GROWTH AND STAFF DEVELOPMENT--MODULE 7

Competency: The Vocational Education Curriculum Specialist will demonstrate the ability to promote professional growth and staff development for curriculum improvement.

Performance Objectives:

1. Describe and explain the terminology and concepts in staff development.
2. Describe the competencies needed for effective leadership in conducting staff development programs.
3. Identify the basic factors that influence communication and indicate the implications of each on the Vocational Education Curriculum Specialist in conducting a staff development program.
4. Develop and defend a model for implementing an inservice program for vocational education staff development.
5. Describe how to organize and implement a staff development program.
6. Identify the basic techniques used in staff development and describe how to apply them.
7. Develop a system for evaluating the staff develop[illegible]

APPENDIX B

EXAMPLES OF MEMORANDA OF UNDERSTANDING FOR INTERNSHIPS

APPLICATION FOR INTERNSHIP
(Sample)

When the credential advisor approves an applicant for the internship, he/she should Xerox a copy of the check sheet from the folder and give it to the INTERN SUPERVISOR along with this form. He/she should also make initial entries on this form before transmitting it to the INTERN SUPERVISOR.

To Be Completed by Credential Advisor

Name _____ Date _____

Address _____

Type of Credential _____

Location of Internship _____, _____
(School or District) (Town)

Recommendations of advisor for study to be included in internship _____

_____

_____

_____

Approval of advisor to pursue internship _____

To Be Completed by Intern Supervisor and Returned to Credential Advisor

Dates of seminar attendance _____

Dates of visits and conferences _____

Comments of internship supervisor _____

_____

_____

_____

_____

_____

_____

Final recommendation of supervisor _____

Should additional coursework be required? _____ If so, what? _____

_____

==========

Log completed _____

Role paper received _____

Recommendation of school district received _____

Grade card processed through Registrar _____
(grade)

_____
(Signature of Intern Supervisor)

Memorandum of Understanding
(Sample Contract)

Vocational Education Leadership Development Program

COOPERATING AGENCIES — Division of Vocational, Adult and Community College Education, State University and the _____.

PARTICIPATING INTERN TIME

PERIOD OF AGREEMENT

LOCAL INTERN SUPERVISOR

INTERN COSTS — Salary Assessments: $6,000 per academic year to be paid in equal monthly installments. The following options will be offered to the intern:

a) $6,000 in regular monthly installments;

b) $5,400 in regular monthly installments with $600.00 paid the intern at the completion of summer school.

Travel: $500.00 to be paid to the intern for regular and ordinary expenses normally associated with State University program responsibilities. These funds will be provided to the

intern by the local cooperating agency.

RESPONSIBILITIES

Intern: 1) Provide professional services equal to one half or its equivalent of a normal work week, not to exceed 80 personnel hours per month, to the local agency assigned.

2) Attend weekly seminars and field programs sponsored by the Division of Vocational, Adult and Community College Education.

3) Provide a comprehensive monthly written report to the State University field supervisor.

State University: 1) Provide adequate professional supervision and coordination for the program and to the intern.

2) Conduct quarterly meetings of all local intern center supervisors.

3) Conduct regularly scheduled seminars and field programs for the intern no more frequently than one day per week during the contractual period.

Local Agency: 1) Provide funds for one-half time professional services of assigned intern directly to the intern.

2) Provide professional supervision and guidance for the intern while performing assigned duties and responsibilities.

3) Provide a reasonable opportunity for the intern to accomplish his/her indicated goals and objectives.

4) Afford the intern all professional rights and privileges normally allowed regular staff personnel.

5) a. Reimburse the intern for regular and ordinary expenses normally associated with the intern program responsibilities conducted and sponsored by the Division of Vocational, Adult and Community College Education in the state.

b. Reimburse the intern for regular and ordinary expenses normally associated with agency sponsored field activities.

6) The local intern supervisor (or suitable representative) will attend quarterly meetings as scheduled by the Division of Vocational, Adult and Community College Education.

DATE OF AGREEMENT _____

SIGNATURES:

_____
Local Agency Representative

_____
State University

_____
VELDP Intern

MEMORANDUM OF AGREEMENT
(Sample Contract)

Date_____

This agreement, made and entered into by and between_____ _____, hereinafter called the Grantor, and the State University, hereinafter called the University, is for the purpose of providing financial support for educational research.

I. The Grantor Agrees:

A. To contribute, upon execution of this agreement, the sum of _____ to be used as needed in support of research concerning educational program audit services. (See budget attached.)

II. The University Agrees:

A. Through its College of Education, to expend the funds contributed by the Grantor as needed in the conduct of the educational audit program as specified in grant terms and conditions of Grant No. _____ between the local education agency and USOE; and the Manual for Project Applications and Grantees, _____ Title_____, dated_____, are incorporated herein by reference and made part of this agreement.

III. It is mutually agreed

A. The grant will be deposited with the University and expended in accordance with its policies and procedures, said grant to be used for salaries and wages or equivalent, travel, operations, the purchase of supplies and equipment, and other institutional costs involved in the conduct of the educational program audit.

B. The name of the University or of any of its departments or personnel shall not be used in advertising in connection with the work or results under this grant without the written permission of the President of the University or his/her designated representative.

_____ _____
Name of Grantor Date

_____ _____
Dean, College of Education Date

STATE UNIVERSITY

By_____
Vice President-Finance

Date_____

MEMORANDUM OF UNDERSTANDING
(Sample Contract)

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

Date

Ms. Isabel Intern
Department of Education
State University

Dear Ms. Intern:

We have reviewed the attached Personal Objectives and Procedures for your Vocational Internship. We feel these activities should give you a good experience and we are looking forward to working with you in their accomplishment.

This office will be responsible for paying necessary travel and $25 a day for expenses during the internship. John Doe will assist in the details of expense payments.

Sincerely yours,

James Smith
Vocational Education
Program Coordinator

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

INTERNSHIP

Basic plan for internship for Isabel Intern, Vocational Education Curriculum Specialist fellow, with the staff of the State Board for Community Colleges.

Time of Internship -

SBCCE Supervisor - John Doe

State University Faculty Liaison - Dr. Ann Smith

Reimbursement of Intern Expenses:

Provisions will be made to pay expenses in the amount of $25.00 per day on Monday through Friday for 29 days.

Travel will be taken care of as follows:

Reimbursement will be provided at .13 per mile for use of personal vehicle from Yourtown to Capital City at the beginning of the internship and from Capital City to Yourtown at the end of the internship. In the event that personal automobile transportation is not available to the intern then travel reimbursement will be provided for actual expenditure on public conveyance for the round-trip detailed above. In addition, travel reimbursement will be provided for all travel required by SBCCE in conjunction with carrying out of the duties assigned by SBCCE supervisory personnel. Such travel will be reimbursed at the rate of .13 per mile for use of a private vehicle, but the intern will be expected to use state motor pool vehicles when such transportation is available.

General Objectives:

Within the internship period the Vocational Education Curriculum Specialist fellow will develop further ability to:

1. Identify needs for curriculum materials in a variety of occupations.
2. Promote professional growth and development of community college vocational instructors.
3. Review and evaluate self-instructional curriculum materials.

Procedures:

1. Attend workshops for teachers of different occupations.
2. Aid in the development of devices to be used by the instructional staff for self-evaluation, program evaluation and workshop effectiveness evaluation.
3. Compare existing teacher education materials from several states and make recommendations relative to possible procedures for combining these two methods of professional improvement.
4. Prepare a summary report of workshops which includes instructor, vocational director, and

SBCCE staff-perceived needs for curriculum materials and other related needs.

5. Carry out tasks, under the supervision of John Doe, which will benefit the SBCCE staff and help achieve the objectives of the internship.

Signed:

_____
Intern

_____
University Supervisor

_____
Internship Supervisor

_____
Project Director

MEMORANDUM OF UNDERSTANDING
AGREEMENT FOR INTERNSHIP

(Sample Contract)

INTERNSHIP AT HIGH SCHOOL

Internship Dates and Times: April 19 - May 27 (Excluding May 10-17), Monday (9 a.m. - 4 p.m.), Tuesday and Thursday (9 a.m. - 12 noon).

Objectives:

1) To define the tasks necessary for planning, initiating, implementing and evaluating vocational education programs at High School.

2) To suggest a plan or alternative plans regarding the responsibilities of the various staff members in order to accomplish the tasks defined in Objective 1.

Procedures:

1) Collect and review any existing information regarding tasks and responsibilities by:

   a) seeing if any school districts have the tasks defined and responsibilities assigned.

   b) interviewing the following personnel at High School and in the school district:

      -Agriculture
      -Business Education
      -Distributive Education
      -Drafting
      -Electronics
      -Graphic Arts
      -Home and Family Living
      -Power-Tech
      -Metalshop
      -Woodshop
      -Secretarial Staff
      -Department Head
      -Vocational Guidance Counselor
      -Assistant Principal
      -Principal
      -Business Manager

2) Develop a list of tasks.

3) Develop alternative plans for staff responsibility for the tasks identified.

4) Make recommendations.

John Doe, VECS Intern

James Smith, Assistant Principal,
Site Supervisor

Jane Jones, Principal,
Site Supervisor

Dr. Ann Smith
Campus Supervisor

APPENDIX C

EXAMPLES OF EVALUATION INSTRUMENTS FOR INTERNSHIPS

Supervisor

Intern

THE SUPERVISOR'S EVALUATION

WASHINGTON STATE UNIVERSITY

VOCATIONAL EDUCATION CURRICULUM SPECIALIST PROJECT

INTERNSHIP EVALUATION QUESTIONNAIRE

DIRECTIONS: The intern has just completed an internship as a part of the Vocational Education Curriculum Specialist Project. Since you have had an opportunity to observe and supervise the intern during the internship your opinions are very important. Rate the internship on the basis of each of the criteria listed below.

A. TO WHAT EXTENT DID THE INTERNSHIP PROVIDE INDIVIDUALIZED OPPORTUNITIES FOR LEARNING: (Circle your response.)	Not at all 1	2	To a limited degree 3	4	Yes, to a satisfactory degree 5
1. Were the goals and objectives formulated jointly between both site and university supervisor and intern?	1	2	3	4	5
2. Was there provisions made in the formulation of the internship objectives to satisfy individual learning needs?	1	2	3	4	5
3. Were the learning activities correlated with objectives as stated in the internship agreement?	1	2	3	4	5
4. Was the intern allowed freedom in establishing a personal time schedule?	1	2	3	4	5
5. Were the internship goals and objectives realistic with regard to time and facility constraints?	1	2	3	4	5
6. Was the intern permitted to make decisions on how to accomplish the goals and objectives of the internship agreement?	1	2	3	4	5

	Not at all 1	2	To a limited degree 3	4	Yes, to a satisfactory 5
7. Did the internship activities provide adequate and varied opportunities for the intern to utilize the competencies that had been learned in course work?	1	2	3	4	5
8. Was the intern able to assess the progress and achievement of objectives as stated in the internship agreement?	1	2	3	4	5
9. Was the internship agreement used in guiding the planned internship activities?	1	2	3	4	5
10. Did the internship provide an opportunity for the intern to evaluate the results of the time spent at the internship site?	1	2	3	4	5
11. Were there opportunities for the intern to discuss activities or problems with university supervisors?	1	2	3	4	5
12. Was there an opportunity for intern interaction among interns during the internship?	1	2	3	4	5

B. TO WHAT EXTENT DID THE INTERNSHIP PROVIDE AN OPPORTUNITY FOR THE INTERN TO APPLY COMPETENCY CONCEPTS LISTED BELOW?

1. Developing Curriculum: Goals Objectives and Instruction Plans	1	2	3	4	5
2. Evaluating and Utilizing Needs Assessment and Manpower Information	1	2	3	4	5
3. Preparing for Curriculum Change	1	2	3	4	5
4. Organizing Instructional Strategies	1	2	3	4	5
5. Preparing Instructional Materials	1	2	3	4	5
6. Conducting Curriculum Evaluation	1	2	3	4	5
7. Promoting Professional Growth and Development and Instructional Staff	1	2	3	4	5

	Not at all		To a limited degree		Yes, to a satisfactory degree
	1	2	3	4	5
C. TO WHAT EXTENT WAS THE INTERNSHIP SATISFACTORY:					
1. Was the internship consistent with the scope and sequence of the VECS program?	1	2	3	4	5
2. Was the internship appropriate for a graduate level experience?	1	2	3	4	5
3. Did the intern achieve his/her state objectives?	1	2	3	4	5
4. Did the internship assist you in achieving your professional goals?	1	2	3	4	5
5. As a result of the internship have you gained knowledge of skills which have practical application use in future employment?	1	2	3	4	5

6. What were the apparent strengths of the internship program?

7. What were the apparent weaknesses of the internship program?

D. TO WHAT EXTENT DID THE UNIVERSITY SUPERVISOR PROVIDE ADEQUATE SUPERVISION OF THE INTERNSHIP:					
1. Were the site visitations made at the appropriate times during the internship experience?	1	2	3	4	5
2. Did the university supervisor provide sufficient guidelines for the intern and site supervisor to be able to fulfill the purpose and intent of the internship?	1	2	3	4	5
3. Was there adequate communications between the university supervisor and site supervisor?	1	2	3	4	5

Intern

THE INTERN'S EVALUATION

WASHINGTON STATE UNIVERSITY

VOCATIONAL EDUCATION CURRICULUM SPECIALIST PROJECT

INTERNSHIP EVALUATION QUESTIONNAIRE

DIRECTIONS: You have just completed an internship as a part of the Vocational Education Curriculum Specialist Project. Since you have had an opportunity to experience this internship first hand, your opinions regarding the quality and characteristics of the internship are very important. Rate your internship on the basis of each of the criteria listed below.

A. TO WHAT EXTENT DID YOUR INTERNSHIP PROVIDE INDIVIDUALIZED OPPORTUNITIES FOR LEARNING: (Circle your response.)	Not at all 1	2	To a limited degree 3	4	Yes, to a satisfactory degree 5
1. Were your goals and objectives formulated jointly between both site and university supervisor?	1	2	3	4	5
2. Were there provisions made in the formulation of the internship objectives to satisfy your needs as an intern?	1	2	3	4	5
3. Were your learning activities correlated with the internship agreement?	1	2	3	4	5
4. Were you allowed freedom in determining your own time schedule?	1	2	3	4	5
5. Were the internship goals and objectives realistic with regard to time and facility constraints?	1	2	3	4	5
6. Were you permitted to make decisions as to how you would accomplish your goals and objectives?	1	2	3	4	5

	1 Not at all	2	3 To a limited degree	4	5 Yes, to a satisfactory degree
7. Did the internship activities encourage you to demonstrate what you have learned in course work through a variety of modes?	1	2	3	4	5
8. Were you able to assess your own progress and achievement of objectives?	1	2	3	4	5
9. Was the internship agreement used in guiding the planned internship activities?	1	2	3	4	5
10. Were there opportunities to assess the results of your efforts?	1	2	3	4	5
11. Did the training institution provide opportunities for you to discuss activities or problems with supervisors?	1	2	3	4	5
12. Did the training institution provide an opportunity for you to have interaction with other interns during the internships?	1	2	3	4	5

B. TO WHAT EXTENT DID THE INTERNSHIP PROVIDE FOR YOU TO APPLY OR COMPARE MODULE CONCEPTS LISTED BELOW IN THE PRACTICUM SETTING:

1. Developing Curriculum: Goals Objectives and Instruction Plans	1	2	3	4	5
2. Evaluating Utilizing Needs Assessment and Manpower Information	1	2	3	4	5
3. Preparing for Curriculum Change	1	2	3	4	5
4. Organizing Instructional Strategies	1	2	3	4	5
5. Preparing Instructional Materials	1	2	3	4	5
6. Preparing for Curriculum Evaluation	1	2	3	4	5
7. Promoting Professional Growth and Development of Instructional Staff	1	2	3	4	5

	Not at all		To a limited degree		Yes, to a satisfactory degree
	1	2	3	4	5
C. TO WHAT EXTENT WAS THE INTERNSHIP SATISFACTORY:					
1. Was the internship consistent with the scope and sequence of the VECS program?	1	2	3	4	5
2. Was the internship appropriate for a graduate level experience?	1	2	3	4	5
3. Did you achieve your stated objectives?	1	2	3	4	5
4. Did the internship assist you in achieving your professional goals?	1	2	3	4	5
5. As a result of the internship have you gained knowledge or skills which have practical application for use in future employment?	1	2	3	4	5

6. What were the apparent strengths of the internship program?

7. What were the apparent weaknesses of the internship program?

8. Using the following scale rate the internship experience by circling the number of each 7 to 1 scale to reflect the degree to which these words describe the experience.

A. Was given responsibility	7	6	5	4	3	2	1	Was not given responsibilit
B. Was encouraged	7	6	5	4	3	2	1	Was not encouraged
C. Was exploited	7	6	5	4	3	2	1	Was benefited
D. Was restriction	7	6	5	4	3	2	1	Had freedom
E. Was allowed to take risks	7	6	5	4	3	2	1	Being secure
F. Was repetitious	7	6	5	4	3	2	1	Had much variety
G. Was useful	7	6	5	4	3	2	1	Was not useful

THE VECS TRAINEE'S EVALUATION OF
WASHINGTON STATE UNIVERSITY'S
VOCATIONAL EDUCATION CURRICULUM SPECIALIST PROJECT
FINAL PROGRAM EVALUATION QUESTIONNAIRE

DIRECTIONS: You have just completed a year's experience as a trainee in the Vocational Education Curriculum Specialist Project. Since you have had an opportunity to experience this program first hand your opinions regarding the quality and characteristics of the program are very important. Rate the program on the basis of each of the criteria listed below.

A. TO WHAT EXTENT DID YOUR PREVIOUS EXPERIENCES PREPARE YOU FOR THE MODULE CONCEPTS LISTED BELOW: (Circle your response.)	Not at all 1	2	To a limited degree 3	4	Yes, to a satisfactory degree 5
1. Developing Curriculum: Goals Objectives and Instruction Plans	1	2	3	4	5
2. Evaluating and Utilizing Needs Assessment and Manpower Information	1	2	3	4	5
3. Preparing for Curriculum Change	1	2	3	4	5
4. Organizing Instructional Strategies	1	2	3	4	5
5. Preparing Instructional Materials	1	2	3	4	5
6. Preparing for Curriculum Evaluation	1	2	3	4	5
7. Promoting Professional Growth and Development and Instructional Staff	1	2	3	4	5

B. TO WHAT EXTENT DID THE VECS PROGRAM PROVIDE YOU WITH AN OPPORTUNITY TO IMPROVE YOUR EXPERTISE IN THE AREAS OF THE MODULE CONCEPTS LISTED BELOW:

	1 Not at all	2	3 To a limited degree	4	5 Yes, to a satisfactory degree
1. Developing Curriculum: Goals Objectives and instruction plans	1	2	3	4	5
2. Evaluating and Utilizing Needs Assessment and Manpower Information	1	2	3	4	5
3. Preparing for Curriculum Change	1	2	3	4	5
4. Organizing Instructional Strategies	1	2	3	4	5
5. Preparing Instructional Materials	1	2	3	4	5
6. Preparing for Curriculum Evaluation	1	2	3	4	5
7. Promoting Professional Growth and Development and Instructional Staff	1	2	3	4	5

C. TO WHAT MAJOR AND MINOR SOURCES DO YOU ATTRIBUTE YOUR CURRENT LEVEL OF EXPERTISE IN THE AREAS OF THE MODULE CONCEPTS? (Circle your response.)

		PREVIOUS EXPERIENCE				VECS PROGRAM			
		Classes	Teaching Experience	Administration of Vocational Programs	Other	VTE Classes	Outside VTE	Module Development	Internship
1. Developing Curriculum: Goals Objectives and Instruction Plans	Major	1	2	3	___	1	2	3	4
	Minor	1	2	3	___	1	2	3	4
2. Evaluating and Utilizing Needs Assessment and Manpower Information	Major	1	2	3	___	1	2	3	4
	Minor	1	2	3	___	1	2	3	4
3. Preparing for Curriculum Change	Major	1	2	3	___	1	2	3	4
	Minor	1	2	3	___	1	2	3	4

		PREVIOUS EXPERIENCE				VECS PROGRAM			
		Classes	Teaching Experience	Administration of Vocational Programs	Other	VTE Classes	Outside VTE	Module Development	Internship
4. Organizing Instructional Strategies	Major	1	2	3	___	1	2	3	4
	Minor	1	2	3	___	1	2	3	4
5. Preparing Instructional Materials	Major	1	2	3	___	1	2	3	4
	Minor	1	2	3	___	1	2	3	4
6. Preparing for Curriculum Evaluation	Major	1	2	3	___	1	2	3	4
	Minor	1	2	3	___	1	2	3	4
7. Promoting Professional Growth and Development and Instructional Staff	Major	1	2	3	___	1	2	3	4
	Minor	1	2	3	___	1	2	3	4

D. TO WHAT EXTENT DO YOU BELIEVE COLLEGE OR UNIVERSITY SHOULD PROVIDE INSTRUCTIONAL SUPPORT FOR THE VECS TRAINING?

1. Should housing be provided? (Check one) Please explain briefly: Yes ____ No ____

2. Should placement be provided upon completion? Please explain briefly: Yes ____ No ____

3. Should the number of dependents be taken into consideration when a stipend is provided? Please explain briefly: Yes ____ No ____

4. Should the level of program entry (masters or doctoral) be considered when a stipend is provided? Please explain briefly: Yes ____ No ____

5. Should past experience be considered when a stipend is provided? Please expalin briefly: Yes ____ No ____

6. Should funding for research be provided? Please explain briefly: Yes ____ No ____

7. Should an effort be made to provide a group identity for VECS trainees? Please explain briefly: Yes ____ No ____

8. Should travel for professional meetings (Local, Regional and National exposure) be provided?
Please explain briefly: Yes ____ No ____

9. What responsibility should the trainee have for the feedback or debriefing as to their experience or participation in funded travel? Please explain briefly:

10. Are there any other services that the program should provide?

APPENDIX D

SURVEY INSTRUMENTS TO DETERMINE
QUALIFICATIONS, ROLES AND RESPONSIBILITIES
OF THE VOCATIONAL EDUCATION CURRICULUM SPECIALIST*

* Jack McPherson, "Identification and Analysis of Roles, Responsibilities, and Competencies of Vocational Education Curriculum Specialists," (Ph.D dissertation, Washington State University, 1975).

What PERSONAL QUALIFICATIONS are necessary to be a successful vocational education curriculum specialist?

____ Ability to work cooperatively

____ Ability to motivate subordinates

____ Communication skill

____ Personal warmth (e.g., personality, charisma, etc.)

____ Enthusiasm

____ Personal appearance

____ Physical stamina

Other: _____

As you forsee the future, what SPECIALIZED TRAINING OR COMPETENCIES do you believe would be important for a vocational educator with curriculum responsibilities?

SPECIALIZED TRAINING

____ Guidance Preparation

____ Human Relations Training (e.g., Dale Carnegie course)

____ Media Technology Training

COMPETENCIES

____ Leadership ability.

____ Ability to Make Better Use of Manpower Data in Program Planning and Development

____ Competency in Computer Programming Applications

____ Grant Proposal Writing Ability

____ Human Relations Competencies

____ Knowledge of Accountability Measures

____ Skill in Program Evaluation Techniques and Strategies

____ Staff Development Skills

Other: _____

Do you have any additional opinions concerning activities, roles, or responsibilities of the vocational education curriculum specialist which have NOT ALREADY BEEN MENTIONED?

Suggestions for Concluding Comments

As indicated earlier, we are planning to send a MAIL QUESTIONNAIRE to you. The purpose of that questionnaire is to obtain your judgment on roles and responsibilities of vocational education curriculum specialists.

We hope you will be willing to complete it and return it to us. It will require approximately 45 minutes.

Is there any question that you might like to ask before we end our telephone conference?

We thank you again for your help in completing our survey.

WASHINGTON STATE UNIVERSITY VOCATIONAL EDUCATION

CURRICULUM SPECIALIST PROJECT MAIL SURVEY

QUESTIONNAIRE

DIRECTIONS FOR COMPLETING THE QUESTIONNAIRE

The first page of the questionnaire asks for general background information from each respondent. The remainder of the questionnaire has been organized around five major categories of roles and responsibilities which, according to the literature, are assigned to vocational education curriculum leaders. These categories include: 1. Research and Development, 2. Program Implementation and Direction, 3. Selection and Design of Instructional Materials and Strategies, 4. Staff Selection and Development, and 5. Budget and Finance. In responding to each of these items indicate with an "X", in the appropriate space, how important you believe the roles and responsibilities are for a person who may assume a position as a vocational education curriculum specialist. If you discover that crucial items related to the roles and responsibilities of a vocational education curriculum specialist have not been included in the questionnaire, please add these items in the blank spaces provided at the end of each category.

OE 389,389-1
OMB No. 51-S74067

THE WASHINGTON STATE UNIVERSITY VOCATIONAL EDUCATION
CURRICULUM SPECIALIST PROJECT

DIRECTIONS: Indicate with an "X", in the appropriate space, how important you believe the roles and responsibilities are for a person who may assume a position as a Vocational Education Curriculum Specialist.

Roles and Responsibilities of the Vocational Education Curriculum Specialist in RESEARCH AND DEVELOPMENT	EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
1. Identifying future state and national trends in work force, technology, and education which affect curriculum design and instruction.					
2. Locating and utilizing local, regional, and national manpower data to identify occupational training needs.					
3. Evaluating regional programs to identify resources and to avoid unnecessary duplication					
4. Evaluating local programs to assess program priorities and constraints.					
5. Directing the planning and execution of experimental studies and programs.					
6. Stimulating staff involvement in the research and development of experimental programs.					
7. Conducting surveys of community occupational needs.					
8. Conducting surveys of general student needs within the community, including the need for basic skills.					

	EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
9. Identifying major curriculum improvement needs.					
10. Identifying community resources as support for instructional programs.					
11. Setting up program evaluation design.					
12. Directing the preparation of criteria for the evaluation of instructional staff.					
13. Selecting and preparing program evaluation instruments.					
14. Inspecting instructional areas to evaluate the learning environment (e.g., lighting, sound, temperature, appearance, etc.).					
15. Evaluating the accomplishment of goals and reporting results to the public.					
16. Coordinating the evaluation of the instructional program.					
Please add below other responsibilities, not included in the preceding list, which you think may be important for a Vocational Education Curriculum Specialist in RESEARCH AND DEVELOPMENT					
17.					
18.					
19.					

Roles and Responsibilities of the Vocational Education Curriculum Specialist in PROGRAM IMPLEMENTATION AND DIRECTION

	EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
20. Coordinating the identification and/or adoption of philosophy and policies which affect procedures, goals, and programs.					
21. Guiding the selection of short and long range goals of curriculum and instruction.					
22. Coordinating articulation between grade levels and between school units.					
23. Coordinating the work of curriculum committees.					
24. Assisting teachers in the preparation and design of courses of study suited to student, staff, and/or community needs.					
25. Providing change models to be used for planning and redesigning curriculum.					
26. Working with advisory groups from business, industry, political systems, and agencies involved in curricular development and change.					
27. Assisting teachers in working with students displaying specific needs (e.g., disadvantaged, minority, special ability or interest.)					
28. Helping teachers to apply learning and motivational theory to curriculum development.					

	EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
29. Writing state or federal program applications related to vocational education.					
30. Coordinating local and federal programs related to vocational education.					
31. Assisting teachers in the preparation of sequenced and integrated curricula.					
32. Coordinating the use of resource people for classroom instruction.					
33. Coordinating educational field experiences for students.					
Please add below other responsibilities not included in the preceding list, which you think may be important for a Vocational Education Curriculum Specialist in PROGRAM IMPLEMENTATION AND DIRECTION					
34.					
35.					
36.					

Roles and Responsibilities of the Vocational Education Curriculum Specialist in SELECTION AND DESIGN OF INSTRUCTIONAL MATERIALS AND STRATEGIES

	EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
37. Coordinating the selection of educational materials and equipment.					
38. Assisting teachers in selecting instructional strategies which are consistent with program objectives.					
39. Disseminating information about new instructional materials and equipment to teachers.					
40. Assisting teachers in developing instructional materials.					
41. Circulating reviews of recently published materials and new techniques for updating programs.					
42. Assisting teachers in the selection and preparation of instructional materials for diverse student interests and ability levels.					
43. Assisting teachers in the selection and evaluation of innovative instructional techniques.					
44. Directing the preparation of learning activity packages.					
45. Assisting staff in the establishment and administration of learning materials centers.					

Please add below other responsibilities not included in the preceding list, which you think may be important for a Vocational Education Curriculum Specialist in the SELECTION AND DESIGN OF INSTRUCTIONAL MATERIALS AND STRATEGIES	EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
46.					
47.					
48.					
Roles and Responsibilities of the Vocational Education Curriculum Specialist in STAFF SELECTION AND DEVELOPMENT					
49. Recruiting new personnel.					
50. Evaluating credentials and qualifications for certification of prospective staff.					
51. Interviewing and recommending candidates for positions.					
52. Assigning personnel.					
53. Planning orientation programs for new staff.					
54. Maintaining personnel records of instructional staff.					
55. Supervising instructional activities of staff.					
56. Supervising the evaluation of instructional staff.					

	EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
57. Training personnel to assume leadership roles in staff development.					
58. Preparing staff for specific in-service roles.					
59. Organizing in-service education for teachers and staff to improve competence in instructional techniques.					
60. Assisting teachers in developing skills in the use of multi-media materials and techniques.					
61. Working with guidance personnel to develop student occupational awareness.					
62. Conducting regular staff development sessions.					
63. Assessing staff satisfaction with program, in-service training, and/or evaluation.					
64. Initiating staff transfers for the improvement of instructional performance.					
65. Making recommendations for dismissal of personnel.					

Please add below other responsibilities not included in the preceding list, which you think may be important for a Vocational Education Curriculum Specialist in STAFF SELECTION AND DEVELOPMENT	EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
66.					
67.					
68.					
Roles and Responsibilities of the Vocational Education Curriculum Specialist in BUDGET AND FINANCE					
69. Coordinating preparation of budgets.					
70. Establishing curricular priorities for inclusion in the budget.					
71. Identifying financial resources and grant programs for experimental projects.					
72. Applying knowledge of local, state, and federal financial regulations to the development of vocational education programs.					
73. Coordinating purchase of instructional materials and equipment.					
74. Accounting for expenditures, (e.g. consultants, materials, etc.).					

Please add below other responsibilities not included in the preceding list, which you think may be important for a Vocational Education Curriculum Specialist in BUDGET AND FINANCE

	EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT
75.					
76.					
77.					

APPENDIX E

MAJOR REFERENCES

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