As an expansion and extension of the impact of three training institutes for curriculum personnel development, specific developmental and dissemination activities were carried out, including: (1) a booklet publication of "mini-presentations" of speeches made at the original institutes (see CE 001 403); (2) preparation of an abbreviated "Vocational Education Curriculum Development Handbook;" (3) audio cassettes of selected elements of the formal presentations; (4) dissemination of these products. A thumbnail account of the preparation of these products is given in four pages; the remainder of the document is a list of the recipients of the products. (AJ)
FINAL REPORT

EXTENSION OF
GRANT NUMBER OEG-0-72-5183

TRAINING INSTITUTES
FOR CURRICULUM PERSONNEL DEVELOPMENT
FOR INTEGRATION OF INNOVATIVE CONCEPTS
AND NEW DEVELOPMENTS

Ivan E. Valentine
Co-Director
Milton E. Larson
Co-Director

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Fort Collins, Colorado 80521

MARCH 1974

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research
FINAL REPORT
EXTENSION OF
GRANT NUMBER OEG-0-72-5183

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FOR INTEGRATION OF INNOVATIVE CONCEPTS
AND NEW DEVELOPMENTS

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March 1974

The research reported herein was performed pursuant to a
grant from the Office of Education, United States Department
of Health, Education and Welfare. Contractors undertaking
such projects under Government sponsorship are encouraged
to express freely their professional judgement in the
conduct of the project. Points of view or opinions stated
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U. S. DEPARTMENT OF
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Office of Education
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ACKNOWLEDGEMENTS

It is appropriate to acknowledge the efforts of many persons whose assistance, cooperation, and special efforts contributed greatly to the completion of this extended grant. Special credits and recognition are extended to Dr. Elizabeth Simpson, Project Officer and Branch Chief, Curriculum Development Branch, Division of Research and Demonstration, Bureau of Occupational and Adult Education, U.S. Office of Education, and Mr. Bill Berndt, Project Monitor and Program Specialist, Curriculum Development Branch, Division of Research and Demonstration, Bureau of Occupational and Adult Education, U.S. Office of Education for their timely suggestions and encouragements in the planning and implementation of the original Institutes and the preparation of the final products.

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## APPENDICES

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- Appendix C -- Recipients of Supplements 1 and 2 ... C-1
New concepts, methodologies and techniques are constantly being introduced in vocational education to assist new leadership and provide present leadership with tools to fulfill their tasks. Wide dissemination of the new developments, however, remains a constant challenge. In accordance with the spirit of the original proposal for the Training Institutes for Curriculum Personnel Development and the established need for dissemination of curriculum materials generated at the Institutes, the purpose of this requested extension was to expand and extend the impact of the earlier Institutes through specific developmental and dissemination activities. These activities included:

1. A booklet publication of "mini-presentations" of speeches made at the original Institutes
2. Preparation of an abbreviated "Vocational Education Curriculum Development Handbook"
3. Audio cassettes of selected elements of the formal presentations
4. Dissemination of these products to those individuals, agencies and institutions identified by the Project Officer and Project Monitor.

Initial procedures consisted of planning and organizing to develop the proposed materials. The project staff were identified including a Research Associate, Secretary, Abstractor and Editorial Assistant. Abstracts of the major presentations were prepared, edited and printed for dissemination. The "Vocational Education Curriculum Development Handbook" was prepared by identifying major concepts of the Institute presentations, compiled according to major headings, edited and printed for dissemination.
Final activity was the preparation of audio cassettes. Significant concepts were assembled into specific topic areas, titled with suitable introductory statements and divided into nine individual cassette presentations. Duplicate cassette tape copies were made for dissemination.

Throughout the time period of the extended grant, the Co-Directors consulted with the Project Officer and Project Monitor relative to the preparation of the final products. Many suggestions from them were included prior to final publication and tape duplication.

Publication and dissemination of the final products will extend the multiplier effect of the original Institutes. A firm beginning has now begun to improve curriculum personnel competencies. Further progress can be made through:

1. Additional institutes of this type
2. New university degree programs for advanced curriculum development
3. Expanded services to state supervisors, curriculum laboratory personnel, teacher educators and vocational teachers.
INTRODUCTION

Public education institutions, particularly vocational and technical schools, must prepare students with adequate skills, attitudes and knowledges to "cope" with the demands of a dynamic society. School leadership must be innovative, yet efficient to equip students with desired qualities to succeed. The curriculum must be the foundation for this success. Key personnel within the schools must have the "tools" to accomplish their goals. Staying abreast of new developments and innovative techniques in curriculum developments can assist personnel in their tasks.

Continuation of the original proposal for the Institutes for Curriculum Personnel Development recognized the need to disseminate as widely as possible new developments and innovative techniques in the area of curriculum. The impact of the original Institutes will be expanded and extended through development of certain products immanating from the concepts previously presented. The purpose of the extended contract became the following:

1. Publication of a booklet of "mini-presentations" of speeches made at the original Institutes
2. Preparation of an abbreviated "Vocational Education Curriculum Development Handbook"
3. Audio cassettes of selected elements of the formal presentations
4. Dissemination of these products to those individuals, agencies and institutions who can profit from their use.

A detailed work statement of the proposal appears as Appendix A of this report.

Copies of the booklet and handbook were printed and disseminated to individuals identified by the Project Officer and Project Monitor in the U.S. Office of Education, state departments of education, teacher education institutions, Institute participants and curriculum laboratories.

Audio cassette presentations were prepared and distributed to identified individuals at the U.S. Office of Education, curriculum laboratories and teacher education institutions.
METHODS

Approval of the extended contract initiated the process of planning for production of the products generated from the three Training Institutes for Curriculum Personnel Development.

Initial Planning

1. Identification of required personnel, i.e., research associate, secretary, abstractor and editorial assistant
2. Exploration and assignment of the major tasks for accomplishing the three main products to be produced.

Booklet of "Mini-Presentations"

The project co-directors, in cooperation with the research associate, reviewed the presentations made by the consultants. Major concepts were identified in each of the presentations. These concepts were then abstracted into proper form for editorial review. Each consultant's presentation became a separate mini-presentation.

Following this review these were prepared in manuscript form, compiled in booklet form and printed for dissemination to interested key personnel listed in Appendix B and C. This booklet entitled "Vocational Education Curriculum Development in Career Education" appears as Supplement 1 to this final report.

Handbook

The project co-directors, in cooperation with the research associate and editorial assistant, reviewed the consultant's presentations. Major concepts were identified, edited for appropriate content, grouped under major headings in a logical sequence, reviewed and prepared for printing. Major headings were as follows:

1. Introduction to Curriculum Development
2. Basic Principles and Tasks of Curriculum Development
3. Curriculum Design
4. Curriculum Evaluation
5. Curriculum Personnel Development
6. Curriculum Development for Career Education
7. Curriculum Development and the Disadvantaged
8. Curriculum and Accountability - Issues and Problems
9. Curriculum Management

4
Printing and Publications, a division of the University, performed the final printing and binding in a suitable booklet form. Copies were distributed to interested key personnel listed in Appendix B and C. This "Vocational Education Curriculum Development Handbook" appears as Supplement 2 to this final report.

Audio Cassettes

The project co-directors, in cooperation with the research associate, reviewed the consultant's presentations. Major topics for grouping, using the actual voices of the consultants, were identified. Appropriate titles, introductory statements and transitory statements were composed and recorded. These statements were then integrated with the edited, but actual, presentations of the consultants. The final result was nine audio cassette recordings of from twenty-five to thirty minutes in length. Titles of the audio presentations were as follows:

1. Overview of Curriculum Development
2. Concepts for Curriculum Content Determination
3. Bases for Curriculum Decisions
4. Curriculum Development as Related to Career Education
5. Curriculum Development and Accountability in Education
6. Curriculum Development for Disadvantaged Youth and Adults
7. Validation of Vocational Education Curriculums
8. Curriculum Validation and Adapting Curriculum to Local Schools

Master tapes were prepared. Duplicate copies were made and compiled in sets of five audio cassettes for dissemination to interested key personnel listed in Appendix B. This set of five audio cassettes with appropriate cover is designated as Supplement 3 to this final report.

Coordination Activities

Consultations with the Project Officer and Project Monitor were on-going throughout the extended grant. The project co-directors consulted with the Project Officer and Project Monitor concerning the draft copies of the proposed documents and media. Suggestions were incorporated into the final draft prior to publication.
CONCLUSIONS AND RECOMMENDATIONS

The dissemination of results of studies and institutes is of major value to secure the maximum multiplier effect. The two documents and the series of tapes will aid in achieving greater dissemination of the outstanding curriculum presentations provided to participants at the three original Curriculum Institutes.

While the impact of the Institutes seemed of major value to the participants as indicated in the original evaluation, much more must be done to enhance curriculum development competencies. Broad dissemination of Supplements 1 and 2 are recommended. Provisions for the use of the cassette tapes by groups involved in curriculum development will add to the knowledge of curriculum developers.

A beginning has been made but much more must be done to increase curriculum competencies. Further institutes should be provided; new programs for advanced degrees in curriculum development, management and supervision are needed; expanded services to state supervisors, curriculum laboratory personnel and vocational teacher educators as well as vocational teachers must be provided if vocational education is to improve.
APPENDIXES
DATE: May 31, 1973

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    Mr. William Berndt -- BAVTE/DVTE

FROM: Dr. Milton E. Larson -- Colorado State University
       Dr. Ivan E. Valentine -- Colorado State University

SUBJECT: Request for non-cost extension of current grant--
          TRAINING INSTITUTE FOR CURRICULUM PERSONNEL DEVELOPMENT
          Grant Number OEG-0-72-5183    Project Number V257015

Requested extension from June 30, 1973 to
March 31, 1974 -- nine months

WORK STATEMENT

In accordance with the spirit of the original proposal and the
established need for dissemination, it is proposed to expand and ex-
tend the impact by adding the following developmental and dissemination
activities.

1. "MINI-PRESENTATIONS" OF SPEECHES FOR PUBLICATION IN
   PERIODICAL(S) -- Prepare from the copies of the formal pre-
sentations "mini-presentations" designed for submission
to a periodical or periodicals (as the AVA Journal). Each
mini-presentation will present the most significant selected
elements of the presentation. Essential editorial work
will be performed to produce copy suitable for publication
in this form. Approximately eighteen speeches will be
treated in this way. The mini-presentation will be from one
to four manuscript pages in length.

2. CURRICULUM GUIDE FOR VOCATIONAL AND CAREER EDUCATION
   (ABBREVIATED) -- Develop a concise "Guide for Vocational
   and Career Education Curriculum Development" by extracting
   significant concepts from the major presentations and con-
   structing a suitable duplicated booklet. This booklet will
   consist of approximately 12 duplicated papers. Major con-
   cepts will be identified in appropriate style. In some
cases paragraphs will be used; in other cases outlines or
   key concepts will be listed. These will be developed for
distribution in a limited manner to curriculum centers,
state offices and the U.S. Office of Education. Copies
may be made available to teacher training institutions
as well. The copy will be generated and 1,000 booklets
will be duplicated and distributed in accordance with the
recommendation of the Project Officer and Project Monitor.
3. AUDIO CASSETTES OF SELECTED ELEMENTS OF FORMAL PRESENTATIONS

Select from the audio tapes of the formal presentations important and significant concepts to be assembled into a series of six thirty-minute tapes. The tapes would be composed of titles, introductory statements and transition statements coupled with elements from the actual presentations of the speakers. The first tape would be an overview of selected elements from a large number of presentations. Five additional tapes would be single-concept, thirty-minute tapes relative to such topics as determining needs, behavioral objectives, accountability, career education and validation techniques. The exact title and scope would be determined after careful study of the speeches and the available tape recordings. Sufficient copies of these tapes would be reproduced for each of the curriculum laboratories and the U.S.O.E. If possible, copies would also be made available to state offices and university teacher education departments. One-hundred of each of the six tapes would be produced and distributed in accordance with the recommendations of the Project Officer and Project Monitor. Each tape will be a thirty-minute standard cassette tape. A total of 600 tapes will be produced and distributed.
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