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AUTHOR Ross, Kristy L.
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ABSTRACT

This guide serves as an introduction to six competency-based vocational administrator modules (CE 016 506-511). The major components of a module are discussed and explanations provided as to how learning experiences are sequenced, how activities can be structured to meet each learner's individual needs, and why the final experience requires that competence in a particular skill be demonstrated in an actual administrative situation. Other major topics presented include the following: the definition of competency-based instruction; the research base upon which the vocational administrator modules were developed; definitions of terminology unique to the modules; and key steps in using the modules. (The final report of the project, which developed these modules, is available as CE 016 503-504.) (JH)

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Leadership and Training Series No. 58A

GUIDE TO USING COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MATERIALS

Robert E. Norton, Project Director
Kristy L. Ross, Program Assistant
Gonzalo Garcia, Graduate Research Associate
Barry Hobart, Graduate Research Associate

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

CE 016 505

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FOREWORD

The need for strong and competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of trained vocational administrators at both the secondary and post-secondary level. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of Part C--Research of the Vocational Education Amendments of 1968, funded The Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education."

The project had two major objectives as follows:

- To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.

- To develop and field test a series of prototypic competency-based instructional packages and a user's guide.

The identification of competencies was based upon input from a select group of experienced vocational administrators participating in a DACUM (Developing A Curriculum) workshop and the results of an extensive and comprehensive literature search and review. The merger of the DACUM and literature review task statements resulted in a list of 191 task statements that described all known functions and responsibilities of secondary and post-secondary vocational administrators. These task statements were submitted by questionnaire to a select national group of 130 experienced secondary and post-secondary administrators of vocational education for verification. Ninety-two percent (92%) of these administrators responded to the verification questionnaire and indicated that 166 of the 191 statements were competencies important (median score of 3.0 or higher) to the job of vocational administrator. For additional information about the procedures used to establish the research base upon which this and other modules in the series were developed, see The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education, available from The Center for Vocational Education.

High priority competencies were identifed and six prototypic modules and a user's guide were developed, field tested, and revised. The materials are organized in modular form for use by both preservice and inservice vocational administrators. Each module includes performance objectives, information sheets, learning activities, and feedback devices to help the module user (learner) acquire the specified competency. While the modules are basically self-contained, requiring few outside resources, they are not entirely self-instructional. A qualified resource person (instructor) is required to guide, assist, and evaluate the learner's progress.

For more information on the development and field testing procedures used, see The Development of Competency-Based Instructional Materials for the Preparation of Local Administrators of Secondary and Post-Secondary Vocational Education, available from The Center.

Several persons contributed to the development of this guide to using competency-based instructional materials. Special recognition goes to Kristy L. Ross, Program Assistant, for her writing and editing of the manuscript. Thanks also goes to Glen E. Fardig, Research Specialist, for his suggestions on manuscript content. Finally, credit for their contributions goes to Robert E. Norton, Project Director, for his overall guidance and final content review of the manuscript; and to James B. Hamilton, Professional Development in Vocational Education Program Director, for his guidance and administrative assistance.

Robert E. Taylor
Executive Director
The Center for Vocational Education

INTRODUCTION

The purpose of this guide is to aid you in using competency-based curricular materials developed and field tested by The Center for Vocational Education under a USOE, Part C research grant. The Center is located at The Ohio State University in Columbus, Ohio. It is a national research and development organization which specializes in conducting research, development, and training activities in vocational and career education.

This guide will introduce you to competency-based curricular materials that have been developed to specifically meet the needs of secondary and post-secondary local administrators of vocational education. The Center developed these materials in response to a need for instructional materials that can help vocational administrators learn the competencies they need to more effectively carry out the responsibilities of their positions. We, at The Center, feel that competency-based instruction is the best available method for delivery of these competencies.

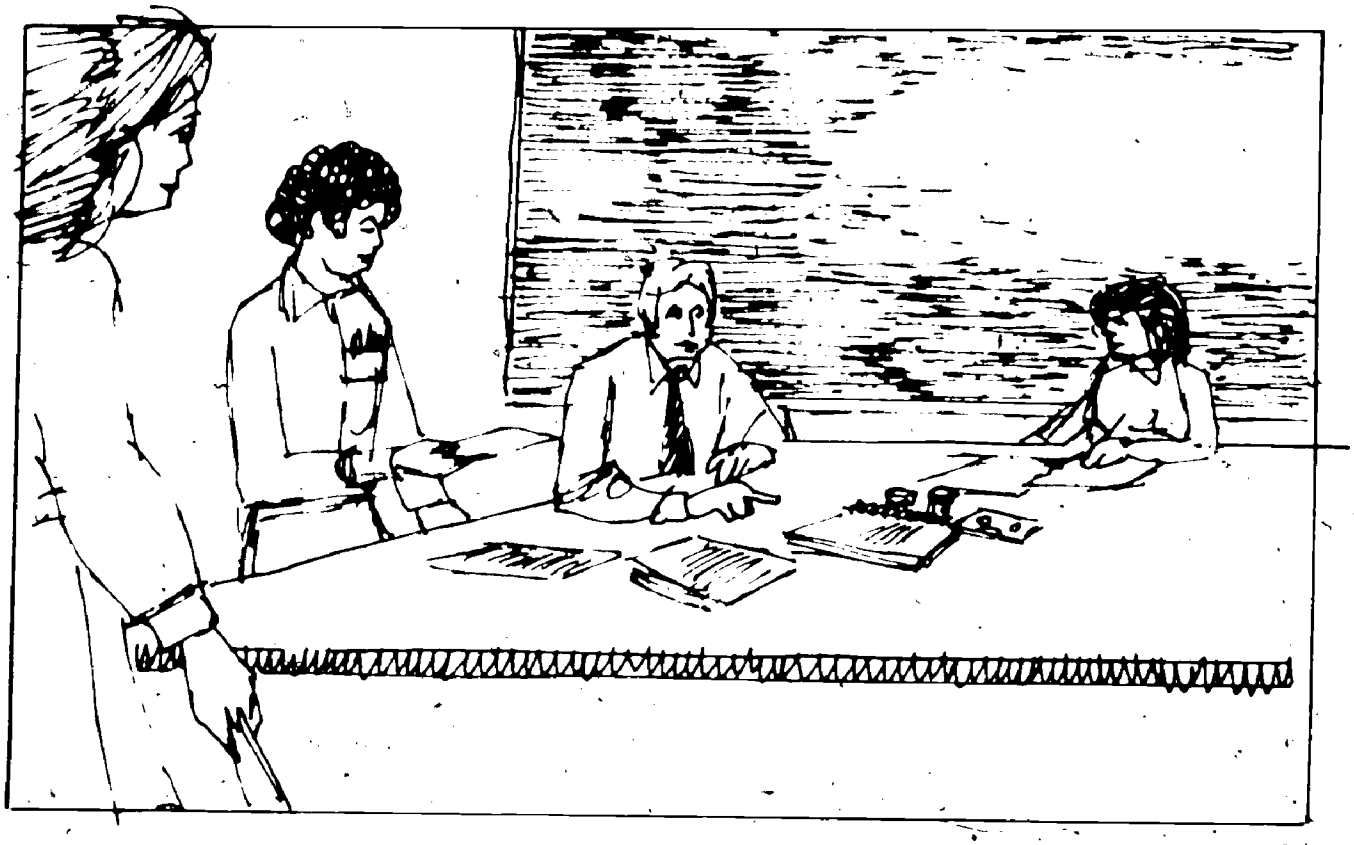
This guide should be used in conjunction with the following competency-based modules available from and developed by The Center for Vocational Education.

- Appraise the Personnel Development Needs of Vocational Teachers
- Develop Local Plans for Vocational Education: Part I
- Develop Local Plans for Vocational Education: Part II
- Establish a Student Placement Service and Coordinate Follow-up Studies
- Organize and Work with a Local Vocational Education Advisory Council
- Supervise Vocational Education Personnel

THE ADMINISTRATOR AND COMPETENCY-BASED EDUCATION

The need for strong and competent administrators of vocational education has long been recognized. This need has partially been caused by the recent, rapid expansion of vocational education programs and increased student enrollments. To answer this need, personnel who can provide strong administrative leadership are being actively recruited into vocational education and inservice administrators are being prepared to accept increased and ever-changing responsibilities.

The competency-based approach to administrator preparation is ideally suited to a variety of instructional settings. The essential concepts of competency-based education can be implemented in courses, workshops, and seminars held on college and university campuses, as well as in workshops and other conferences sponsored by the state department of education. The materials and concepts are also especially well suited to use in field-based intern and extern leadership development programs. Preservice administrators can use competency-based materials individually or in groups, and the materials can be adapted to meet their individual needs and interests.



Competency based education is also an excellent method for developing and increasing the skills of inservice administrators. By selecting the learning materials that deal with the specific competencies needed by an administrator, he/she can gain the skills to cope with some urgent problem. An administrator can also, for the most part, work independently with the materials for long-range professional development. The nature of the materials allows the learner to progress through the materials at his/her own pace. The competency-based instructional materials can also be easily adapted to large or small group inservice training sessions. The materials may be used in leadership development seminars, informal group settings, workshops, independent study, and graduate courses.

The beauty of competency-based education is partially found in its flexibility. Whether the learner using the materials is a college student, administrative intern or extern, or inservice administrator, he/she will find that the materials offer an excellent method of learning new and/or updating previously acquired skills.

COMPETENCY-BASED EDUCATION FOR LOCAL ADMINISTRATORS

The learner using these instructional materials will find that his/her path to knowledge will be paved with learning materials that are competency-based. This innovative approach to learning (competency-based education) allows the learner to acquire and demonstrate specific competencies that are needed by local administrators of vocational education.

The innovative competency-based approach to learning includes among its basic characteristics the requirement that the learner be explicitly informed regarding the competencies to be acquired and demonstrated. The learner in competency-based education is told at the beginning of instruction about the criteria that will be used to assess his/her performance. He/she is then held accountable for meeting those criteria and progresses at his/her own rate through the instructional program.

It should be stated at this time that the terms "Competency-Based Education" and "Performance-Based Education" are used synonymously by most educators. There are no universally accepted differences between the two terms; therefore, most educators use the terms interchangeably. A preference for one of the terms is usually simply a matter of word preference to emphasize a feature of the program. For example, the word "competency" is often used to emphasize that the learning in competency-based programs is structured around carefully identified and verified competencies. In performance-based programs, the word "performance" is used to emphasize the fact that these programs require an individual to

demonstrate his/her ability to perform the essential competencies in an appropriate setting (e.g., while working as a vocational administrator). Both programs are likely to be based upon specific competencies and the evaluation of learning is likely to require the performance of those competencies; however, the terms used will indicate the preference of the educator. In order to clarify the concept of competency-based education and to demonstrate how this learning approach applies to the education of vocational administrators, the following example is provided.

> One of the identified and verified competencies needed by most local administrators of vocational education is "organize and work with a local vocational education advisory council." If you are the learner and you choose to attain this competency, you will be studying an instructional module entitled "Organize and Work with a Local Vocational Education Advisory Council." Before you actually begin to work on this module, you will know that to attain the specified competency you must demonstrate your ability to establish and work with a local advisory council while in an actual administrative situation. You will also know what criteria will be used to judge your actual performance. Some of the criteria include successfully demonstrating the ability to: obtain the approval of top administrative personnel and the school board, prepare a statement of purposes and a charter, and act as chairperson of the council until it is firmly established and officers have been elected. Your ability to meet these and other specified criteria will determine whether you have achieved the required competency--organize and work with a local vocational education advisory council.

In summary, there are five essential elements of competency-based education. These are as follows.

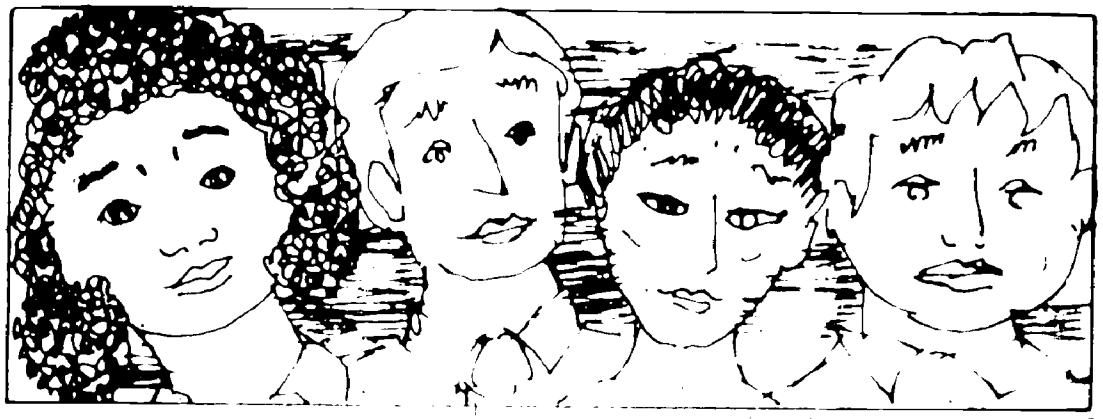
- Competencies to be achieved are identified, verified, and made public in advance.
- Criteria to be used in assessing achievement and the conditions under which achievement will be assessed, are explicitly stated and made public in advance.
- Assessment of competency takes the learners' knowledge into account, but depends upon actual performance as the primary source of evidence.
- The instructional program provides for the individual development and evaluation of each of the competencies specified.
- Learners progress through the instructional program at their own rate by demonstrating the attainment of specified competencies.

In addition to the basic characteristics of competency-based education, there are several desirable characteristics which have been incorporated into the administrator materials. These are as follows:

- Learning activities are individualized and self-paced.
- Learners are supplied with immediate feedback for all required activities.
- Emphasis is on the demonstration of competencies, not on simply knowing about the competency.
- Materials are modularized, with both required and optional learning activities.
- Specific criteria must be met by the learner before he/she is judged to have attained a competency.

THE RESEARCH BASE

The competency-based instructional materials were developed from competencies identified and verified as being needed by local administrators of both secondary and post-secondary vocational education programs. These competencies were identified through a combination of two approaches. The first approach initiated by Center staff members involved a comprehensive search of the literature, primarily doctoral dissertations, to determine previously identified administrator competencies. Upon completion of this search, a DACUM (Developing A Curriculum) workshop was conducted in January 1976. Using the DACUM approach of modified small group brainstorming, a group of twelve carefully selected local administrators developed a list of task statements which described their administrative work assignments.



The task statements generated from these two approaches were then refined and merged. The statements were presented in the form of an "administrator task inventory" to a stratified (both secondary and post-secondary administrators were included) sample of 130 outstanding local administrators representing each of the ten USOE geographic regions. One hundred twenty administrators responded to the inventory verifying 166 of the 191 task statements submitted as important. This national verification resulted in the identification of the task statements which form the basis for development of the administrator instructional materials.[1] These administrator competencies are organized into the following categories.

A -- Program Planning, Development, and Evaluation

B -- Instructional Management

C -- Student Services

D -- Personnel Management

E -- Staff Development

F -- Professional Relations and Self-Development

G -- School-Community Relations

H -- Facilities and Equipment Management

I -- Business and Financial Management

THE CURRICULAR MATERIALS

The curriculum materials for vocational administrators have been developed and organized into instructional packages called modules. Each module covers one or more related administrative skills and has as its base one or more of the task statements verified as important. To help the learner acquire competency, each module includes information, learning activities, and feedback devices.

[1]For additional information on the research procedures used and the task statements verified as important, refer to Robert E. Norton, et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education. (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977).

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The modules are primarily self contained units of instruction requiring the use of few, if any, outside resources. While the modules are basically self contained, they are not self instructional, and should be used under the guidance of a qualified resource person (instructor). They are designed to be used individually, at each learner's own pace; however, they can be easily adapted for groups. This module flexibility offers the learner a unique learning experience that can be planned to specifically meet his/her individual needs and interests. Additional advantages of the module structure follow.

- The module structure helps the learner to easily identify what he/she is expected to learn and how the learning will be evaluated.

- The flexibility of modules provides more options to the learner and resource person(s) in the selection and sequencing of the instructional program.

- Modules, because of their size, are much more easily added to, adapted, or updated than courses or textbooks.

MAJOR COMPONENTS OF A MODULE

Each module contains four major components. The components are discussed in their order of appearance in the module.

Title Page

The title page introduces the title of the module. Through the use of an action verb, the title is written in performance terms to identify the competency or competencies to be accomplished by the learner (e.g., Develop Local Plans for Vocational Education) upon completion of the module.

Introduction

A short introduction to the module follows the title page. It is designed to stimulate the interest of the learner and motivate him/her to acquire the competency covered in the module. The introduction explains the competency and offers the learner a brief summary of the importance of, and the need for, the attainment of the competency in order to be an effective administrator. If necessary, terms unique to the module are identified in the introduction.

Module Structure and Use

The module structure and use section is designed to specifically answer questions about characteristics which are

unique to the particular module. If, when studying a module, the learner requires basic information that applies to all modules or if alternatives to the normal procedure are needed, the learner should refer to "Using the Module" pp. 15-19 of this guide. There are, however, three basic areas that will appear in this section of each module.

Objectives.--This section lists the objectives of each learning experience. (A sample follows.)

Module Structure and Use

This module contains an introduction and four sequential learning experiences. OVERVIEWS, which precede each learning experience, contain the objective for that experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, establish a student placement service and coordinate follow-up studies. Your performance will be assessed by your resource person using the "Administrator Performance Assessment Form," pp. 95-98 *(Learning Experience IV)*.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the practices and procedures involved in establishing and working with an effective school placement service *(Learning Experience I)*.

2. After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning a student follow-up study *(Learning Experience II)*.

3. Given functioning student placement and follow-up services in an actual school, critique those services *(Learning Experience III)*.

Resources.--This section lists by learning experience, the required and optional outside resource, if any, needed to complete the module. This enables the learner to secure the necessary resources before he/she starts the module. (A sample follows.)

Resources A list of the outside resources which supplement those contained within the modules follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

- Optional
  - *Reference:* Gellerman, Saul W. Motivation and Productivity. New York, NY: American Management Association, Inc., 1963.
  - *A school psychologist or counselor* knowledgeable of the characteristics of motivation with whom you can consult.

Learning Experience II

- Optional
  - *Reference:* Gellerman, Saul W. Motivation and Productivity. New York, NY: American Management Association, Inc., 1963.

Selected Terms.--This section lists, and defines, terms unique to these modules.

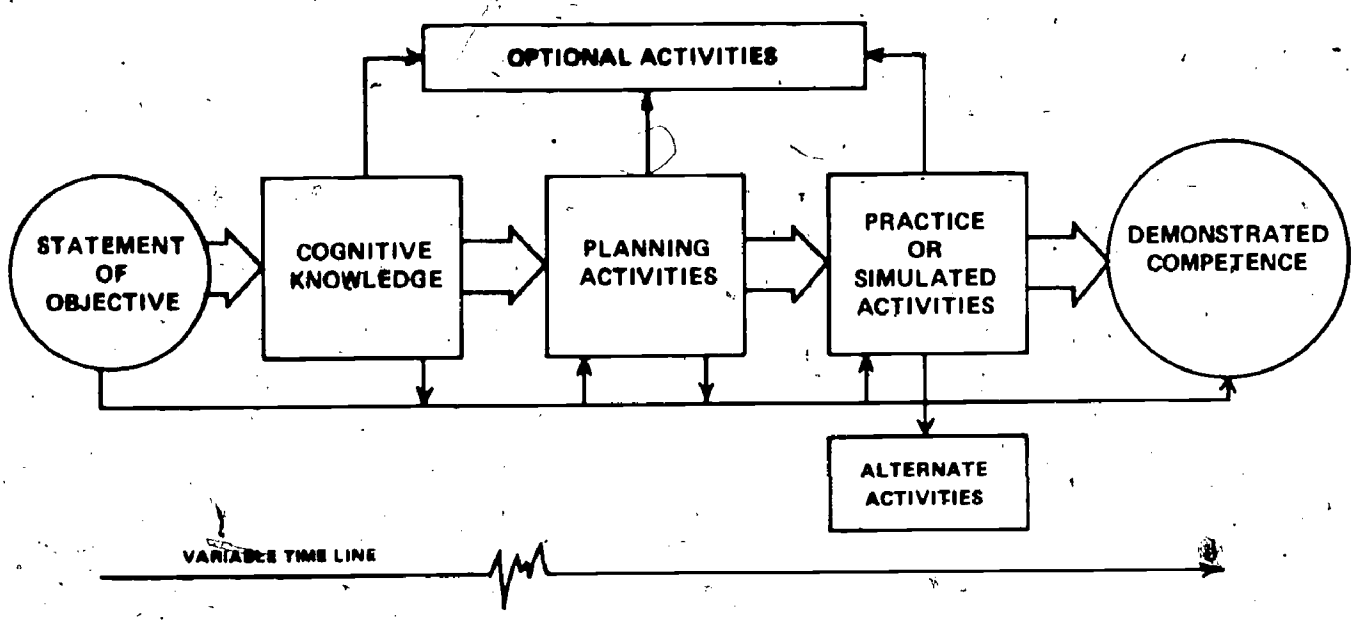
In addition to the above areas, selected modules require that you have demonstrated competency in particular skills before you take those modules. The selected modules will list these prerequisite skills and how you can attain them in a "Prerequisite" section.

Learning Experiences

A series of learning experiences is contained in each module. Each learning experience is complete with activities that are designed to help the learner achieve a specific objective. In order to achieve the objective, the activities within the learning experience may include reading an information sheet or outside resource, observing an experienced administrator, viewing a filmstrip, reacting to case studies, role-playing with peers, etc.

Completion of the activities contained in a learning experience leads the learner toward the accomplishment of the objective of that learning experience. When the learner successfully

completes all of the learning experiences contained in a module, he/she normally will have attained the competency identified in the module title. This building process provides the learner with the foundation needed to achieve the desired competency. The process, incorporated into a series of learning experiences, allows the learner to learn information about a competency, practice or apply that information, and finally, actually perform the competency while working in an actual administrative situation. An illustration of the typical instructional sequence employed in the modules follows.



TYPICAL INSTRUCTIONAL SEQUENCE FOR CVE MODULES

Overviews.--Each learning experience, except the final one, begins with an overview. This overview identifies the objective of the learning experience and presents a brief summary of what activities the student will be doing to complete the learning experience.

A sample overview and corresponding explanations are provided on p. 13. Every learning experience will not contain all of the activities described in this sample. The sample overview is intended to acquaint the learner with the many different types of activities that he/she might be completing when taking a module.

Final Experience.--The last learning experience in every module is the final experience. This experience is the one in which the learner's ability to perform the desired competency will be assessed by a qualified resource person(s). The objective of

the final experience is called the terminal objective. It describes the specific competency the learner is expected to demonstrate while working in an actual administrative situation. (A sample page from a final experience follows.)

Learning Experience IV

FINAL EXPERIENCE

Terminal Objective

While working in an actual administrative situation, supervise vocational education personnel.

Activity

As you fulfill your administrative duties, decide on the styles and procedures of supervision which you believe to be appropriate for various situations in which you are supervising vocational education personnel. This will include:

- delegating responsibilities
- including staff in decision-making
- encouraging positive interpersonal relations among staff
- meeting the personal needs of individual staff members

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

ROLE OF THE RESOURCE PERSON

A resource person is a qualified professional educator who is responsible for guiding and helping the learner plan and carry out his/her professional development program. This individual may be a university professor; a director of staff development; a state department of education supervisor; an administrator at the state, regional, or local level; or other qualified person.

The resource person plays an essential role in the learner's competency-based educational program. This individual must be an advisor, helper, and evaluator.

SAMPLE OVERVIEW	EXPLANATION OF TERMS
After completing the required reading, demonstrate knowledge of the procedures for organizing a vocational education advisory council.	An objective that helps learners progress toward achievement of a terminal objective. For each enabling objective in a module, there is a learning experience to help the learner achieve it.
You will be reading the information sheet, "Organzing a Local Vocational Advisory Council," pp. 7-29.	A learning task that is designed to help the learner achieve the objective. This task may include such activities as reading a case study, writing a plan, etc.
You may wish to interview a vocational administrator to determine procedures he/she followed in organizing a vocational education advisory council.	A learning task that is not required, but is designed to supplement and enrich the required activities in a learning experience.
You will be demonstrating knowledge of the procedures for organizing an advisory council by completing the "Self-Check," p. 31.	The final required activity always precedes the feedback activity and provides the learner with the opportunity to check his/her comprehension of the material presented in the learning experience. This final activity may be in the form of a case study, self-check, written critique, etc.
You will be demonstrating knowledge of the procedures for organizing an advisory council, by discussing the items on the "Self-Check," p. 31, with a group of peers.	An activity which the learner may substitute for a required activity.
You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 33-34.	Feedback is used to provide for the immediate reinforcement of learning at the end of each learning experience. This reinforcement may occur as the result of model answers or some type of a checklist completed by the learner, peers, and/or a resource person.

As an advisor, the resource person will:

- explain the competency-based administrator materials to the student
- help assess the learner's needs and interests
- assist the learner in selecting appropriate competencies to pursue
- help determine what modules the learner should take
- help the learner determine in what sequence the modules should be taken
- assist the learner in determining what learning experiences should be taken within each module

As a helper, the resource person will:

- arrange periodic conferences with the learner in order to answer questions and be available for assistance
- help the learner locate required and/or optional resources for each module
- suggest additional resources which might benefit the learner
- help the learner obtain access to necessary equipment and meeting rooms
- help the learner obtain access to an administrative setting when needed
- assist the learner in setting up activities with peers or arranging to observe or visit a school administrator

As an evaluator, the resource person will:

- interact with the learner regarding his/her own self-evaluation (e.g., consult with the learner on self-checks and other feedback devices)
- help the learner evaluate materials or products produced by him/her
- assist the learner in evaluating videotapes of his/her own performance
- assess the learner's readiness to complete the final learning experience

- make the necessary arrangements (e.g., date, time, place) for the learner to complete the final learning experience

- assess the learner's performance of the desired administrative competency (terminal objective) by using the "Administrator Performance Assessment Form"

The resource person is an integral and vital part of the learner's competency-based instructional program. Interaction between the two individuals is essential if the learner is to gain the maximum advantage from this type of instruction. Periodic conferences should be arranged between the learner and the resource person. These conferences should be planned to advise, assist, and evaluate the learner's progress. To help the learner plan learning activities and communicate them to his/her resource person(s), a sample "Module Worksheet" is included on the next page. The learner might find it helpful to make copies for his/her own use. The worksheet can also be modified to better meet individual needs.

USING THE MODULE

This section of the guide is provided as an expansion of the "Module Structure and Use" section that is contained in each individual module. It is designed to provide information which is common to all modules such as procedures for module use, organization of modules, and definitions of terms. For an outline of the key steps in using a module see p. 20.

Module Structure and Use

Each module contains an introduction and a series of sequential learning experiences. Overviews, which precede each learning experience except the final one, provide brief descriptions of what each learning experience entails.

Two types of objectives form the basis of the learning experiences: a terminal objective and an enabling objective. The terminal objective describes the performance which the learner must demonstrate to show competence in the particular administrator skill addressed by the module. The enabling objectives are designed to help the learner achieve the terminal objective. Each learning experience has activities to help the learner accomplish the objective, and by use of the feedback devices provided, the learner will be able to determine if he/she has achieved each objective.

MODULE WORKSHEET

Name _____

Module Title _____

Resource Person(s) for this Module:

Name _____ Phone _____

_____ Phone _____

Complete the following with the assistance and counsel of the resource person:

- [ ] 1. Assess present administrative competency
- [ ] 2. Determine need to complete related modules
- [ ] 3. Other activities: _____

The following learning experiences have been decided upon:

		Completion Dates: Planned	Actual
[ ]	4. Learning Experience I	_____	_____
[ ]	5. Learning Experience II	_____	_____
[ ]	6. Learning Experience III	_____	_____
[ ]	7. Learning Experience IV	_____	_____
[ ]	8. Learning Experience V	_____	_____
[ ]	9. Learning Experience VI	_____	_____
[ ]	10. Final Experience	_____	_____

The following conferences with resource persons have been scheduled (arrange only those needed):

		Dates
[ ]	Plan for completing learning activities	_____
[ ]	Arrange to obtain resources	_____
[ ]	Report on progress	_____
[ ]	Arrange for Final Experience	_____
[ ]	Other: _____	_____

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The first learning experience usually provides the learner with the needed background information. The following learning experiences (excluding the final learning experience) are designed to give him/her an opportunity to apply that information in a practice situation. Depending upon the amount of information presented in the module, the following learning experiences may also provide additional background information and opportunities to apply that information. The final learning experience is designed to allow the learner to perform the competencies learned while in an actual administrative situation.

Procedure

After reading the "Introduction" and becoming familiar with the objectives listed in a module, the learner should be able to determine how much of the module he/she will need to complete in order to achieve the terminal objective.

- If the learner already has the necessary background knowledge required for proficiency in achieving the terminal objective, he/she may not need to complete any learning experience requiring him/her to read an information sheet.

- If the learner has had practice in demonstrating the competencies needed to achieve the terminal objective, he/she may not need to complete any learning experience requiring him/her to practice the competencies.

- The learner may wish to skim the overviews for each learning experience, and to skim the final learning experience. These pages will provide more specific information for deciding which experiences the learner will need to complete.

- With the approval of the resource person, the learner may choose to proceed directly to the final learning experience and attempt to achieve the terminal objective at a time when he/she has access to an actual administrative situation.

Terminology

Actual Administrative Situation -- refers to a situation in which the learner is actually performing administrative duties for a vocational program. An intern or extern, or an inservice administrator would be functioning in an actual administrative situation. If the learner does not have access to an actual administrative situation when taking this module, he/she can complete the module up to the final learning experience. The learner would then do the final learning experience later (i.e., when he/she has access to an actual administrative situation).

Administrator...refers to a member of the secondary or post-secondary administrative team. This generic term, except where specifically designated otherwise, refers to the community college president, vice-president, dean, director; or to the secondary school principal, director, superintendent.

Board...refers to the secondary or post-secondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Competency...refers to achievement of the knowledge, skills, and attitudes required to perform a given task.

Competency-Based Education (CBE)...refers to an approach to instruction in which the emphasis is on developing specified competencies rather than on just gaining knowledge of how to do something. Many educational leaders use this term synonymously with "Performance-Based Education."

Module...refers to the type of learning materials that are developed for most competency-based education programs and organized into modular (package) form. Modules vary widely in form, length, and scope from program to program. Some consist of a one- or two-page outline while others are comprehensive self-contained instructional packages of fifty or more pages each. Most of The Center's modules contain all of the essential learning material for achieving a specified terminal performance objective.

Occupational Specialty...refers to a specific area of preparation within a vocational service area (i.e., Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Peers...refers to fellow learners, fellow administrators, or friends who are used to (1) role-play administrators, teachers, students, etc., (2) critique the performance, and (3) participate in seminar-type discussions. Unless otherwise specified, these peers should be persons familiar with vocational administrative responsibilities.

Performance-Based Education (PBE)...refers to an approach to instruction in which the emphasis is on developing the ability to "perform" in an actual situation rather than on just "knowing" about the tasks. The focus of PBE programs is on the administrators' development and demonstration of competencies that have been identified and verified as important to successful administrators.

Resource Person...refers to the qualified professional educator who is responsible for guiding and helping the learner plan and carry out his/her professional development program. This individual may be a university professor; a director of staff development; a state department of education supervisor; an administrator at the state, regional, or local level; or other qualified person.

School...refers to a secondary or post-secondary educational agency. Except where otherwise specified, this generic term is used to refer synonomously to secondary schools, secondary vocational schools, area vocational schools, community colleges, post-secondary vocational and technical schools, and trade schools.

Student...refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Teacher...refers to the person who is instructing students in a secondary or post-secondary educational institution.

Vocational Program...refers to all of the vocational service areas and occupational specialties offered by the school or college.

Vocational Service Area...refers to a major vocational field: Agricultural Education, Business and Office Education, Distributive Education, Health Occupations Education, Home Economics Education, Industrial Arts Education, Technical Education, or Trade and Industrial Education.

You, Administrator, or Learner...refers to the preservice or inservice administrator who is taking the module.

KEY STEPS IN USING THE CENTER'S ADMINISTRATOR MODULES*

1. Meet with your resource person to assess present administrative competency and to determine your need to complete the module.

2. Read the title page, the introduction, and the performance criteria contained in the back of each module in the "Administrator Performance Assessment Form," to help in assessing your need to obtain the competency addressed.

3. Read the "Module Structure and Use" section to identify module objectives and required and optional resources; and to become familiar with selected terminology.

4. Skim the overview page(s) of each learning experience to identify the activities involved in each experience.

5. Determine with the help of your resource person which learning experiences you need to complete.

6. Arrange to obtain any additional resources needed.

7. Complete the activities contained in each of the learning experiences deemed relevant to your needs.

8. Consult with your resource person as necessary, and report your progress on a regular basis.

9. When you are ready to demonstrate your competency, arrange for access to an actual administrative situation in which you can complete the final experience.

10. In cooperation with your resource person, schedule and complete the final experience.

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*For more information about these steps, see pp. 15-19, of this guide.

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