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A Logging of my Involvement in a Career Education Project in the Coloma Community Schools and the State of Michigan Summer Migrant Program

Diane M. Miller
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A LOGGING OF MY INVOLVEMENT IN
A CAREER EDUCATION PROJECT IN THE
COLOMA COMMUNITY SCHOOLS
AND THE
STATE OF MICHIGAN SUMMER MIGRANT PROGRAM

by

Diane M. Miller

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August 1975

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The end has finally arrived and my goal achieved, yet, as I look back there are many people who played major roles in its attainment. Thus, I have many people whom I would like to acknowledge.

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Diane M. Miller

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CHAPTER I

THE NEED FOR CAREER EDUCATION

In 1971, the Coloma Community Schools became increasingly aware of the need for Career Education to be implemented into the existing curriculum. At this time, Dr. Sidney Marland, Jr. was the United States Commissioner of Education. He, as well as other educators throughout the United States, began expressing the need for students to become better prepared for the world of reality and the world of work. Less stress was placed on the four year college education in hopes that the stigma of not attending college would cease to exist. There needed to be more appreciation of people who work with their hands.

The Michigan Department of Education had identified Career Education as one of the critical state educational needs: "There is a need to implement occupational/vocational Career Development programs for children and youth that will increase their saleable skills." (C.D.C.C. Staff, 1972, p. 5.) The State Board of Education adopted career preparation as a major thrust in its Common Goals of Michigan Education statement: "Each individual should be exposed as early and as freely as possible, to the adult working world to such adult values as will enable more thoughtful and meaningful decision as to career choice and preparation." (C.D.C.C. Staff, 1972, p. 5.) Thus, Career Education should be a comprehensive K-12 program that introduces every child to the world of work and prepares him for a place in it.

In Coloma, we had a high school vocational program. This program had been successful; however, there were approximately 50% of our students who did not decide on either a "pre-college" or "vocational program." Many of our students had little data or experience on which to make their decisions for their future. As a result, they postponed their decision to declare a curriculum.

Approximately 38% of our 1969-70 class entered college; 12% entered trade schools. Of this 50% only two out of five would attain graduation goals. It is estimated that approximately 20% of our graduates immediately enter occupations for which they are trained. This leaves a significant number of our high school students receiving a version of 'pre-college' courses instead of gaining knowledge and skills that would prepare them for a place in the working world immediately following graduation. (C.D.C.C. Staff, 1972, p. 5.)

In Coloma's Title III Project proposal several needs were recognized as well as needs that were peculiar to our specific school district. As was researched by the C.D.C.C. Staff, the common needs of Michigan students include the following:

- 1) Students need to be familiar with the wide variety of occupational choices open to them. Far too many of them are not. In a random sample of students in grades 3-5, students could list, on the average, only 9.6 occupations in a 10 minute time period.
- 2) All students, K-12, need to recognize they are career bound, whether they go to college or not.
- 3) Students need improvement in attitudes toward themselves, others, and school.
- 4) Students need to recognize the dignity of working and the significance of being a productive citizen.
- 5) Many students fail to recognize the importance of the basic skills taught in schools in relation to their future as career-bound and career-pursuing individuals.

6) Students need to recognize the importance of dependability, responsibility, and cooperativeness in relation to their future as career-bound and career-pursuing individuals.

7) Experts estimate that students in today's elementary schools will be changing occupations 10 to 12 times during their lifetime. Students need information, experiences, and opportunities for making personal decisions pertaining to their own career development.

8) Many students have no means of evaluating self-characteristics which help them make realistic career choices.

9) Many graduates and especially dropouts who enter the working world have not had the proper experiences to make realistic career changes. (C.D.C.C. Staff, 1972. p. 5-6.)

While sharing the common needs of Michigan students, Coloma students have unique needs also. The greatest problems can be attributed to the fact that the Coloma district is located in Michigan's fruit belt, and we have many families that settle-out of the migrant stream and locate in our school district as well as other districts in the county. The enrollment figures revealed that approximately 22% of our students (K-12) were classified as migrants. Therefore, Coloma students have needs peculiar to this particular population including:

1) For a multitude of reasons many of these students have an inferior attitude toward themselves, school and their futures. They do not easily grasp abstract ideas which makes normal school activities difficult for them as well as their teachers. The migrants settling in our county are believed to have a noticeable adverse effect on the county's unemployment rate, which was 8%, far above the national average. In our school district, with 3,100 students, we had knowledge of at least ninety-six families (380 individuals) receiving ADC assistance and an additional thirteen families (45 individuals) who received medical assistance.

2) Our dropout rate for grades 9-12 in 1969-70 was 9.09. This was well above the state average of 6.75. (C.D.C.C. Staff, 1972, p. 5-7.)

CHAPTER II

DEVELOPING CAREER GOALS

Having established the need for Career Education in the school system, the staff began to write common goals for the educational system, project goals, and a philosophy of the project. Terms such as "An Individual's Career," "The Career Development Process," and "A Career Development Educational Program" were defined in the following ways:

An Individual's Career

The aggregate of his occupational, avocational, and family life-roles.

The Career Development Process

- 1) An aspect of human growth and development with regard to education, work, and leisure.
- 2) A life-long process involving a series of experiences, decisions, and interactions.
- 3) A developmental process which when taken cumulatively, contributes to the formulation of a viable self-concept and provides for the implementation of that self-concept in vocational, avocational, and family life-roles.

A Career Development Educational Program

- 1) A sequence of reality-based instructional and guidance activities based on developmental tasks designed to assist students toward optimal career development and career maturity.

A Career Development Educational Program (cont.)

2) A program which focuses the K-12 curriculum on career development as the central, unifying theme so that students can be helped to

- a) gain life-role understandings,
- b) formulate realistic self-concepts, and
- c) develop and use decision-making skills.

The project was titled Career Development Centered Curriculum (C.D.C.C.) It was staffed with a project director and an elementary and secondary coordinator. Their task was to develop the philosophy of the project and goal statements. The philosophy of the program was formulated as follows:

A clear responsibility of the school requires classroom teachers and counselors at all levels to accentuate, where appropriate, the themes of career development.

Emphasizing the career implications of the substantive content a teacher seeks for teaching and accentuating the themes of career development not only to help students see relationships between that which they study in school and the life-roles they may choose to follow at some future time, but also serve as a source of educational motivation for the teacher to use in conjunction with traditional motivators.

With career development themes emphasized appropriately throughout the entire curriculum, students are helped to understand themselves in terms of their values, interests, abilities, and accomplishments. Secondly, students are helped to see relationships between these self-understandings and the spectrum of educational occupational opportunities available to them. Finally, students are helped to make some career decisions and plans based on these kinds of understanding.

These themes, effected over the student's 13 year period of school involvement, will significantly contribute to his optimal career development and will increase the probability of his becoming a productive, self-fulfilled member of society.

Common Goals for our local educational system were developed as a result of meetings with teachers, project staff, and administrators. They are student-centered goals that have undergone revision each year. The goals are divided into three areas; Life Role Understanding, Decision Making Skill Development and Utilization, and Realistic Self-Concept Formulation. These goals are presented below in abstracted form.

C.D.C.C. Element #1 -- Life-Role Understanding (occupational, avocational, and family)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life-roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life-roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual capability.

C.D.C.C. Element #II -- Decision Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision making.
- Theme 2.2 The student will identify and use information about self and life-roles as part of decision making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the

Decision Making Skill Development and Utilization (cont.)

alternative most consistent with goals, and taking steps to implement a course of action.

C.D.C.C. Element #III -- Realistic Self-Concept Formulation

- Theme 3.1 The student will understand his own uniqueness as a result of learning, growth and maturation.
- Theme 3.2 The student will understand the relationship of social and educational forces to his individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him.
- Theme 3.4 The student will understand the relationship of his interests, aptitudes, and achievements to career goal realization.

The C.D.C.C. Staff developed Career Developmental Tasks for each of these elements. They are shown in Figures 1, 2, and 3, on pages 9, 10, and 11.

Figure 1

Career Developmental Tasks*
Life-Role Understanding, C.D.C.C. Element I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and used as a basis for judgment. The child establishes relationships between experience and action, manipulates language and symbols primarily by imitating models and accommodating his behavior he observes in others he identifies with, i.e., people in various life-roles. (Focus is generally on home, school, and neighborhood.) The child is acquiring respect for particular people and their life-roles, especially for the work they do. The child can distinguish between occupations primarily on the basis of tool and uniform clues. He develops interpersonal skills that permit him to gain acceptance by his peers in parallel play and sharing.	He enters the phase of conceptual learning. He develops the ability to conceive the function of life-roles. He generalizes his respect for specific people everywhere. As he learns to value himself, he increases his knowledge of life-roles by expanding beyond his home, school, and neighborhood. As the child begins to understand the concept of work and value it as an institution, he develops self-direction--this helps build a positive self-concept. He is refining his interpersonal skills to build confidence in his ability to successfully interact with his peers in more complex types of group activities.	He develops the capacity to operate on hypothetical propositions--he has learned to think more logically and abstractly. He is better able to cope with cultural and environmental transactions and generalizes those to other situations. Concepts which have been learned previously are used to build further concepts. As he learns about life-role settings, he determines the subtle factors involved in life-role satisfaction and rewards--looking for what he personally finds necessary, important and valuable.	The individual expands and refines tasks of earlier levels. He determines to a large extent, the course of his future. He must define the level of his educational aspiration and arrange his training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his career life identity. He must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, he tests his self-concept.
		*Adhering to the ideas of:	Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

Figure 2

Career Developmental Tasks*
Decision Making Skill Development, C.D.C.C. Element II

K-3	4-6	7-9	10-12
Fantasy period: The child makes unrealistic choices based on dreams and wishes. He does not wonder whether he has the appropriate abilities to do what he wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. Children should be helped to see that there are still a number of years before career plans must be set.	Tentative period: The individual begins to recognize the problem of career choice, decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) He begins to formulate a career hypothesis for himself, a narrowing process of identifying interests, values, capacities and opportunities. Making successful decisions strengthens his self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. As the individual expresses his self-concept through his complex real-life decisions, he becomes able to utilize his personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. His career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life roles.

*Adhering to the ideas of:
Ginzberg (1951),
Havighurst (1964),
Super (1969), and
Tennyson (1970).

Figure 3

Career Developmental Tasks*
Realistic Self-Concept Formulation, C.D.C.C. Element III

K-3	4-6	7-9	10-12
The child becomes aware of himself and his environment and differences between them. He is acquiring a sense of some control over his own course of events--a sense of agency. (The child must have success experiences to build self-confidence thus building tolerance for others.) The child begins developing interpersonal skills that permit him to be socially acceptable to his peers. The child realizes that people are not objects and recognizes their humanness. (He needs an atmosphere where mistakes are expected and tolerated and where he is accepted and respected as an individual.)	The child is concerned about what he can do. He should be developing a positive self-concept. He develops his interest and ability to accomplish tasks. (He needs opportunities to work and reinforcement for it.) He should be building social self-confidence in himself to relate successfully to others. (He needs a continued atmosphere of mistakes being expected and tolerated and his being accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. He explores his self attributes while clarifying his self concept--he interprets the self-concept he developed earlier in terms of his "new self." He must come to accept himself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of his self-concept--he is checking his perceptions of his abilities, aptitude and other personal resources against external reality. He is becoming aware of a preferred life style as related to self-concept.

*Adhering to the ideas of:
Ginzberg (1951),
Havighurst (1964),
Super (1969), and
Tennyson (1970).

CHAPTER III

DEVELOPING A FOUR-YEAR PLAN

We proceeded to develop a four-year plan for implementation of the project. We applied to the Michigan Department of Education for an Elementary and Secondary Education Act (E.S.E.A.) Title III grant and received \$300,000 to be used over a three-year period. The fourth year of the program would deal with developing curriculum while the career program continued on as it had been designed.

1972-73 - Phase I
(Title III Funding)

The Elementary Project Coordinator worked with counselors and "volunteer" K-6 teachers in developing and pilot testing career development curriculum components. The Career Education staff believed that to provide for meaningful and successful career-oriented choices and experiences in the junior and senior high school level it was important to build a strong foundation of career development in the elementary curriculum. Career Education was introduced in the elementary grades by means of an activity-centered unit. This offered the teacher structure and security along with the freedom to be flexible and creative. The units were written by the teachers based on six unit components. These components made up the teaching-learning model which was used with all elementary students participating in the program. The six components were as follows:

- Occupational Exposure 1) Students are exposed to occupational choices within the community, state, and nation which are appropriate to the particular characteristics of the unit. Resource materials are made available in classrooms and libraries. Student use of these materials is encouraged.
- "Hands-On" Activity 2) Students become involved in a "hands-on" activity. This is a concrete learning experience upon which abstract ideas and concepts can be built. The students build, produce, or prepare something to be used during the unit activities, i.e., a "post office" made from a refrigerator box.
- Resource Persons 3) Community resource persons are brought into the classroom to share with students their experiences, feelings, and ideas that are appropriate to the nature of the unit.
- Field Trip 4) A field trip into the business or industrial community is taken which demonstrates job characteristics, relationship of industry to education, and the interdependence of school, home, and the business community as they share the responsibility for the students' total education.
- Role-Playing 5) All students are involved in role-playing activities. These give the students meaningful experiences in tying together all of the elements of career development in a simulated work situation. (Students learn from each other.)
- Subject Matter Integration 6) All subject matter areas will be thoroughly tied into the "hands-on" and role-playing activities as the unit progresses. (C.D.C.C. Staff, 1972, p. 14.)

The purpose of the introduction of career development at the elementary level was not to channel students into any kind of occupational area or into making any lasting career decisions, but rather to give them broad exposures to occupations so that a base for decision making could be solidly built. The career development aspect was not

separated from the personal-social development of the child, nor was it separate from the regular subject matter areas. It was integrated into the existing curriculum.

1973-74 - Phase II
(Title III Funding)

The Elementary Project Coordinator worked with "volunteer" K-6 teachers and counselors revising and refining Elementary Curriculum Components. (summer and school year)

The Elementary Project Coordinator worked with the K-6 teaching staff and counselors in further pilot-testing Elementary Curriculum Components. (school year)

The Secondary Project Coordinator worked with "volunteer" 7-9 teachers and counselors in developing and pilot-testing Junior High Components. (school year)

1974-75 - Phase III
(Title III Funding)

The Elementary effort---ongoing with some revision and refinement. (school year)

The Secondary Project Coordinator worked with "volunteer" 7-9 teachers and counselors in revising and refining junior high curriculum components. (summer and school year)

The Secondary Project Coordinator worked with 7-9 teaching staff and counselors in further pilot-testing junior high curriculum components. (school year)

The Secondary Project Coordinator and Project Director worked with "volunteer" 10-12 teachers and counselors developing and pilot-

testing high school curriculum components. (summer and school year)

1975-76 - Phase IV
(Local and/or External Funding)

The Elementary effort--ongoing (school year)

The Junior High effort -- ongoing with some revision and refinement. (school year)

The Secondary Project Coordinator and the Project Director will work with "volunteer" 10-12 teachers and counselors to revise and refine high school curriculum components. (summer and school year)

The Secondary Project Coordinator and Project Director will work with 10-12 teaching staff and counselors to further pilot-test high school curriculum components. (school year)

CHAPTER IV

MY ROLE AS A COUNSELOR IN CAREER EDUCATION

Three new counselors were hired for the elementary, middle school, and the junior high; however, little direction was provided for us. I was in the middle school (grades 5-7) and felt that I needed to know what the needs of the students were. I felt it necessary to ask the students, teachers, and parents what they saw as the predominant needs for these students.

I conducted a needs assessment by distributing a questionnaire to these three groups. The final tabulation indicated the following needs as most predominate for fifth, sixth, and seventh graders. The needs are ranked in order. (See Appendix A for a sample survey and the results of the student, parent, and teacher needs surveys.)

- 1) Learning how to get a job.
- 2) Finding out about a career.
- 3) Learning more about student activities.
- 4) Getting information on health.
- 5) Knowing more about high school records and graduation requirements.
- 6) Dealing with personal problems.
- 7) Feeling a part of my school.
- 8) Finding out about further training or education.
- 9) Choosing a career.
- 10) Finding a job after graduation.
- 11) Filling out job or college applications.
- 12) Making decisions.
- 13) Making friends.

Developing Performance Objectives

I began to write performance objectives for myself. I wanted the faculty, administrators, and parents to know exactly what I was

doing and what I could be held accountable for. The objectives were printed in a booklet and disseminated to them all. The Career Development staff entitled it the "Eye Opener" and distribute editions several times a year as public relations for our program. The following counselor performance objectives were outlined for the next two school years.

Counselor Objectives -- 1973-74 School Year

- 1) During the period of September 1973 to April 1974, the Counselor will write a minimum of five self-awareness units (two for fifth grade, two for sixth grade, and one for seventh grade) for the classroom teachers to implement as measured by the completed printed units.
- 2) During the period of September 1973 to April 1974, the Counselor will serve as a support person to any teacher requesting help in implementing the self-awareness units as measured by a list of types of assistance given.
- 3) During the first month of each semester, the Counselor will supervise the school's job placement program as measured by a printed list of students placed in jobs.
- 4) During the 1973-74 school year, the Counselor will meet with students individually or in groups for counseling as measured by a card file of students sent on to the Junior High each June.
- 5) During the 1973-74 school year, the Counselor will participate in 75% of the rap sessions with the Principal and students as measured by a list of the sessions attended.
- 6) During the 1973-74 school year, the Counselor will attend all weekly faculty meetings as called by the Principal as measured by the dates attended written on the Counselor's calendar.
- 7) At the beginning and the end of the 1973-74 school year, the Counselor will coordinate the administration of the Scamin test to all fifth and sixth grade students as measured by the turning in of the completed answer sheets and a check on the testing checklist.

Counselor Objectives--1973-74 School Year (cont.)

- 8) At the beginning and end of the 1973-74 school year, the Counselor will coordinate the administration of the Career Maturity Inventory to all 7th grade students as measured by turning in the completed answer sheets and a check on the testing checklist.
- 9) During the third week of September, 1973, the Counselor will coordinate the administration of the Michigan Assessment Test to all 7th graders as measured by turning in the completed answer sheets and a check on the testing checklist.
- 10) In May of the 1973-74 school year, the Counselor will coordinate the administration of the Iowa Tests of Basic Skills to all 5th and 6th graders as measured by turning in the completed answer sheets and a check on the testing checklist.
- 11) In May of the 1973-74 school year, the Counselor will coordinate the administration of the Metropolitan Achievement Test to all 7th graders as measured by turning in the completed answer sheets and a check on the testing checklist.
- 12) At the beginning and end of the 1973-74 school year, the Counselor will coordinate make-up tests for the Career Maturity Inventory as measured by a list of all students who needed to take the make-up tests and a check on the testing checklist.
- 13) In October 1973, the Counselor will coordinate make-up tests for the Michigan Assessment Test as measured by a list of all students who needed to take the make-up tests and a check on the testing checklist.
- 14) In May 1973, the Counselor will coordinate make-up tests for the Metropolitan Achievement Tests as measured by a list of all students who needed to take the make-up tests and a check on the testing checklist.
- 15) In May 1973, the Counselor will coordinate make-up tests for the Iowa Tests of Basic Skills as measured by a list of students who needed to take make-up tests and a check on the testing checklist.
- 16) During the month of October, the Counselor will interpret the results of the Iowa Tests of Basic Skills to all students in grades 5-7 as measured by a list of students met with.
- 17) During the first two weeks of the 1973-74 school year, the Counselor will assist in the scheduling of new students into classes as measured by the completed schedules.

Counselor Objectives -- 1973-74 School Year (cont.)

- 18) During the 1973-74 school year, the Counselor will supervise the scheduling of new students and changing of schedules as measured by an accurate file of schedules.
- 19) Between January and September 1974, the Counselor will assist the Principal in making up a Master Course Directory for the 1974-75 school year as measured by the completed final run.
- 20) Between January and May 1974, the Counselor will assist the teaching staff in scheduling all fifth and sixth grade students for the 1974-75 school year, as measured by a completed set of schedules.

Counselor Objectives -- 1974-75 School Year

- 1) The Counselor will revise the four self-awareness units (two for the fifth grade, one for the sixth grade, and one for the seventh grade.)
- 2) The Counselor will act as a resource person for the self-awareness units when requested to do so by the Principal.
- 3) The Counselor will supervise the administration of the school's job placement program to be completed during the first month of each semester.
- 4) The Counselor will meet with students individually or in groups for academic, social, personal, or career counseling.
- 5) The Counselor will participate in 75% of the rap sessions with the Principal.
- 6) The Counselor will coordinate the administration of the CMI to all seventh grade students according to the testing schedule.
- 7) The Counselor will coordinate the administration of the Michigan Assessment Test to all seventh grade students the third week of September.
- 8) The Counselor will coordinate in the spring the administration of a self-concept inventory to fifth grade students.
- 9) The Counselor will coordinate in May the administration of the Iowa Tests of Basic Skills to all fifth and sixth grade students.
- 10) The Counselor will coordinate the administration of the Metropolitan Achievement Tests in May of 1975 to all seventh grade students.

Counselor Objectives--1974-75 School Year (cont.)

- 11) The Counselor will coordinate the make-up tests for the Iowa Tests of Basic Skills, Career Maturity Inventory, Metropolitan Achievement Tests.
- 12) The Counselor will coordinate the interpretation of the 1973-74 test scores to the parents and students through the 5th, 6th, and 7th grade teachers during the month of October.
- 13) The Counselor will train the new secretary in handling the computer work.
- 14) The Counselor will assist and supervise the scheduling of new students and changing of schedules.
- 15) The Counselor will coordinate the teaching staff in scheduling all 5th and 6th grade students for the 1974-75 school year to begin in January 1975.
- 16) The Counselor will see that all 6th grade students that are transferring from St. Joseph Catholic School to the Coloma Middle School are scheduled for the 1975-76 school year to begin in January 1975.
- 17) The Counselor will serve as a resource to the Principal in tracking students for the 1975-76 school year.
- 18) The Counselor will organize an orientation program for the 6th grade students that will be transferring from St. Joseph Catholic School during the spring of 1975.
- 19) The Counselor will be a resource to the Principal in the 4th grade parent and student orientation during the spring of 1975.
- 20) The Counselor will attend conferences, association meetings, and all school meetings as requested by Principal, administration, or Guidance Director.
- 21) The Counselor, upon problems of priorities and objective revisions, will meet with the Principals, Guidance Director and the Director of Curriculum to iron out the problem (s).
- 22) The Counselor will contribute articles, upon request, for local newspapers and counseling newsletter.

Though these objectives served as guidelines, the implementation of career education seemed off to a slow start, and the counselors played a very minor role.

Developing and Testing Self-Awareness Units

The project coordinators began to realize that the student affective goals were not being reached through the implementation of the career units. As a result, I designated my primary objective as career education and began working on my Specialist Project in the form of writing teacher implemented self-awareness units. I worked with students my first year with affective concepts, but I found it very difficult to conduct the necessary follow-up with them as I was not a regular part of their classroom. I wrote the units with the philosophy that any teacher should be able to pick up the unit and implement it. It would list all the necessary concepts, materials, resources, teaching strategies, and evaluations necessary for implementation. The teacher would then be in the position to conduct continuous follow-up throughout the teaching day.

The first step was to develop the unit format. The career units had been written with a defined format, so the self-awareness units followed much the same style, however, revisions and adaptations were constantly being made.

The unit is color coded for easy reference. The first sheets are white. They include the cover page, unit rationale, teacher information such as the number of teaching hours required for implementation, the table of contents, and the goals and performance objectives. The pink section deals with evaluation. It gives the evaluation procedure for both administration and tabulation, samples of the evaluation sheets, and the evaluation tabulation forms. An answer key to the

evaluation sheets is also included.

The major section of the unit is yellow which contains the instructional capsules. Each capsule is made up of sequential learning activities that meet the performance objectives as well as containing other suggested teaching strategies. The yellow section is designed to read like a book. When the teacher opens it, she can view two pages at the same time. On the left page are the activities and teacher instructions while on the right side are listed references and resources needed to implement the activities. There is also space for the teacher to write notes for planning the lesson.

The next section is green and is referred to as the reference sheets. It contains additional teacher information such as bibliographies, songs, poems, bulletin board ideas, suggestions for overlays, etc.

The last section is again white and contains student activity sheets. These sheets are reproduced for the students to complete in class. They, too, are keyed into the performance objectives. (Refer to Appendix B for a sample of the unit format.)

I wrote unit goals and performance objectives to be used with the units along with a system of measurement which met the accountability components of the project. Each unit is also keyed into the C.D.C.C. student centered goals. Once the unit is written, it goes through a review by the Project Coordinators. They developed a Quality Checklist that is used to evaluate the units before they are given to the teachers to pilot test. (Refer to Appendix C.)

Because of the needs of students in the affective domain, the first unit focused on "Our Group and Me." It was designed to be taught to fifth graders beginning the first week of school. Our school has nine self-contained fifth grade classrooms. Three other schools feed into our fifth grade so there is a need to have the students make new friends rather than staying within their established cliques and group of friends. They also begin to participate in groups for they are now members of a classroom group. The themes, goals, and objectives for the unit were:

Element #III - Realistic Self-Concept Formulation

Theme 1. The student will understand his own uniqueness as a result of learning, growth, and maturation.

Unit Goal - The student will identify his own uniqueness in a group setting.

Unit Performance Objective (P.O.) #1 -
The student will orally identify his name and one positive quality about himself.

Unit Goal - The student will understand that not only his name but his family and group associations contribute to his individual identity.

Unit P.O. #2 The student will be able to list at least seven of his family and group associations that contribute to his individual identity.

Unit Goal - The student will feel a part of a small group and retain his own individual uniqueness.

Unit P.O. #3 The student will identify six positive things about himself and share them with the other people in his group.

Element #III - Realistic Self-Concept Formulation

Theme 2. The student will understand the relationship of social and educational forces to his individual development.

Unit Goal - The students will be exposed to the social interactions of a small group.

Unit P.O. #4 The students will become a member of a small group and will identify in writing the members of his group.

Unit P.O. #5 The student will learn his classmates' names and be able to state at least one positive quality about each student.

Unit Goal - The student will become aware of individual qualities of a member of his group.

Unit P.O. #6 The student will state in front of the class one positive quality about each person in his group as measured by an oral evaluation.

Element #III - Realistic Self-Concept Formulation

Theme 3.1 The student will understand his own uniqueness as a result of learning, growth, and maturation.

Unit Goal - The students will learn of a basic human need--time spent alone.

Unit P.O. #7 The student will be able to identify five times he wants to be alone and his reasons for wanting to be alone.

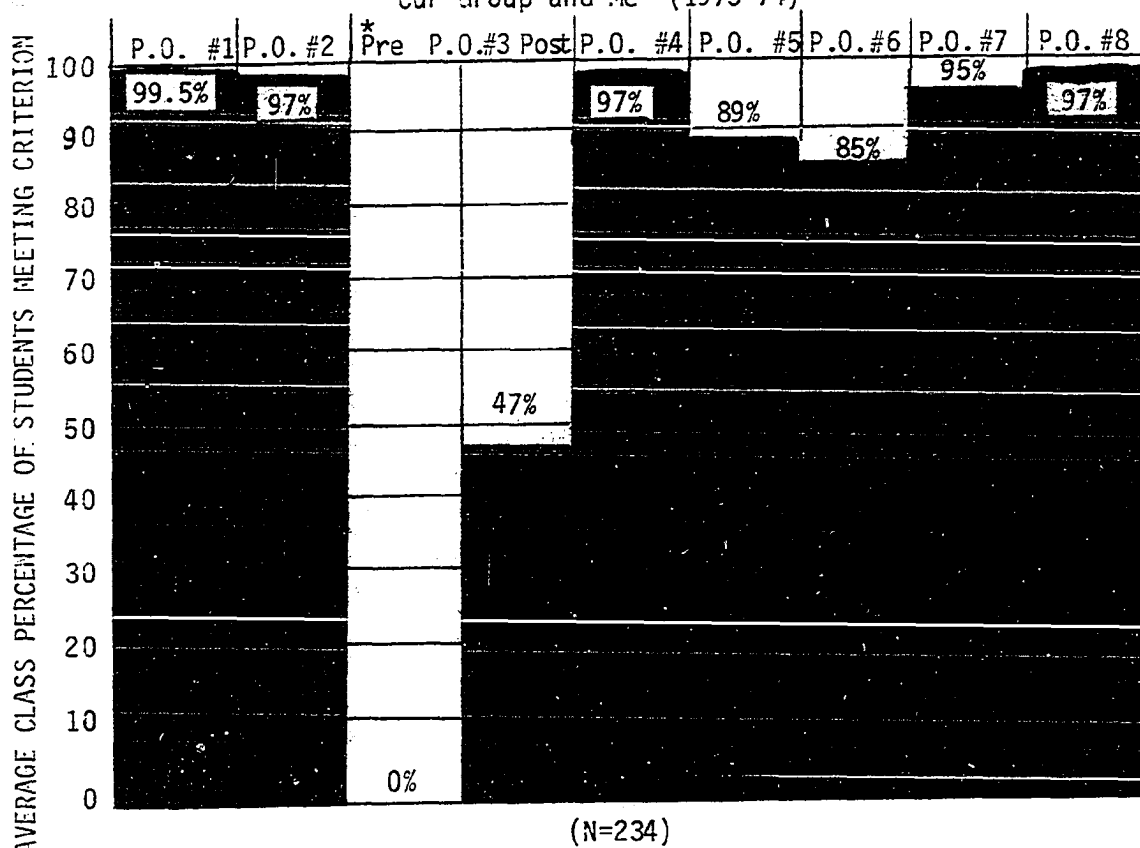
Theme 3.2 The student will understand the relationship of social and educational forces to his individual development.

Unit Goal - The student will be exposed to the social interactions of a small group.

Unit P.O. #8 The student will work cooperatively as a member of a small group.

The results of the performance objectives are in Figure 4 on page 25. With the exception of Unit Performance Objective #3, the Project Coordinator experienced a feeling of satisfaction with the results. The unit on "Our Group and Me" was revised slightly for the 1974-75 school year. This was especially true of the Performance Objectives. The new objectives are as follows:

Figure 4
Average Class Percentage of Students Meeting
Criterion of Performance Objectives in Unit Entitled
"Our Group and Me" (1973-74)



- Unit P.O. #1 -- The student will orally identify his name and one positive quality about himself.
- Unit P.O. #2 -- The student will become a member of a small group and will identify in writing the members of his group.
- Unit P.O. #3 -- The student will learn his classmates' names and be able to state at least one positive quality about each student. *(Both pre and post tested.)
- Unit P.O. #4 -- The student will identify six positive qualities about himself and share them with the other members of his group.
- Unit P.O. #5 -- The student will state in front of the class one positive quality about each person in his group as measured by an oral evaluation.
- Unit P.O. #6 -- The student will be able to identify five times he wants to be alone and his reasons for wanting to be alone.
- Unit P.O. #7 -- The student will work cooperatively as a member of a small group.
- Unit P.O. #8 -- The student will be able to list at least seven of his family and group associations that contribute to his individual identity.

Element #III - Realistic Self-Concept Formulation

Theme 3.1 The student will understand his own uniqueness as a result of learning, growth, and maturation.

Unit Goal - The student will identify his own uniqueness in a group setting.

Unit P.O. #1 During the first week of school, the student will orally relate one positive quality about himself to the entire class.

Unit P.O. #2 The student will identify six positive things about himself that he is willing to share with his group.

Unit Goal - The student will understand that not only his name but his family and group associations contribute to his individual identity.

Unit P.O. #3 The student will be able to list as least seven of his family and group associations that contribute to his individual identity.

Unit Goal - The student will learn of a basic human need--time spent alone.

Unit P.O. #4 The student will be able to identify five times he wants to be alone and his reasons for wanting to be alone.

Theme 3.2 The student will understand the relationship of social and educational forces to his individual development.

Unit Goal - The student will become aware of his classmates and positive qualities of each.

Unit P.O. #5 The student will learn his classmates' names (at least first) and be able to state at least one positive quality about each student.

Unit Goal - The student will be exposed to the social interactions of a small group.

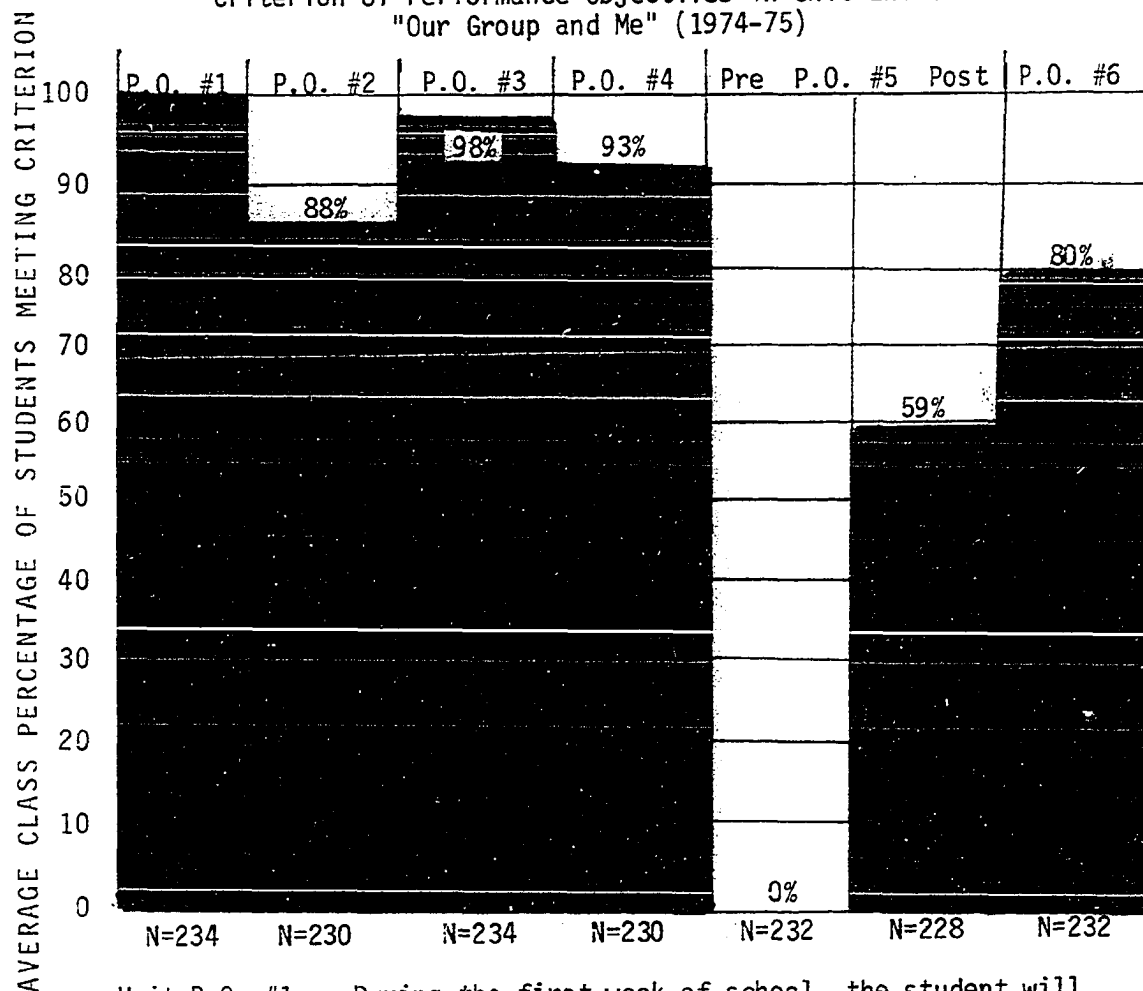
Unit P.O. #6 The student will work cooperatively as a member of a small group.

For the 1974-75 school year, the school had hired three first-year teachers. They had little or no experience in teaching career units. The first few months of teaching were very hectic for them and on top of it they were teaching a self-awareness unit. The data collected from their evaluation tabulations showed their classrooms to be lower in achieving the objectives than the classrooms that had experienced teachers. The evaluation results of the unit the second time it was implemented are indicated in Figure 5 on page 28. It was shown that the same performance objective that reached the lowest average criterion in 1973-74 was also the lowest in 1974-75.

I found while implementing the first unit that the teachers needed more in-service help on implementation and an opportunity to give feedback on the success or failure of the unit. The staff affiliated with the Career Project developed guidelines for the teachers to follow while implementing a unit. (See Appendix D for the guidelines for C.D.C.C. unit implementation.) This asked teachers to plan an entire unit in lesson plan form, as many teachers did not seem to complete the units in the designated length of time. This bit of structure was found to be very helpful to the teachers.

The teachers were asked to keep log sheets on each of the capsules that they taught. The purpose was to help in the revision of the units for the following year. They were asked to list all positive and negative comments that they had as well as any additional references,

Figure 5
Average Class Percentage of Students Meeting
Criterion of Performance Objectives in Unit Entitled
"Our Group and Me" (1974-75)



- Unit P.O. #1 -- During the first week of school, the student will orally relate one positive quality about himself to the entire class.
- Unit P.O. #2 -- The student will identify six positive things about himself that he is willing to share with his group.
- Unit P.O. #3 -- The student will be able to list at least seven of his family and group associations that contribute to his individual identity.
- Unit P.O. #4 -- The student will be able to identify five times he wants to be alone and his reasons for wanting to be alone.
- Unit P.O. #5 -- The student will learn his classmates' names (at least first) and be able to state at least one positive quality about each student. (Pre and post tested)
- Unit P.O. #6 -- The student will work cooperatively as a member of a small group.

resources, or ideas that they used in teaching the unit. These comments were turned in each week to the principal and then to me when I was ready to begin revising the units. (See Appendix E for a sample log sheet.)

My role became that of being both a unit developer and a liaison between the teachers and administrators. The Project Coordinators felt that the building principals did not have a complete understanding of or a defined role in the career projects that were being implemented in their buildings. Therefore, with a dual purpose in mind, that of effecting better communication between teachers and principals as well as involving the principals in the Career Development Project, the teachers were requested to seek the advice of the principals in implementing the self-awareness units. The effect was cyclic inasmuch as the principals came to me with the teachers' concerns, and I could make whatever changes seemed desirable.

When the unit, "Our Group and Me," had been revised, I wrote a second unit for the fifth grade teachers to implement. It is a unit entitled "My Feelings Are Me," and deals with the concept of emotions. The theme, goal, and performance objectives of the unit are as follows:

Element #III - Realistic Self-Concept Formulation

Theme 3. The student will understand the relationship of self-knowledge to a value system unique to him.

Unit Goal - The student will recognize emotions in himself and others.

Unit P.O. #1 The student will list ten different emotions that he recognizes in himself and others.

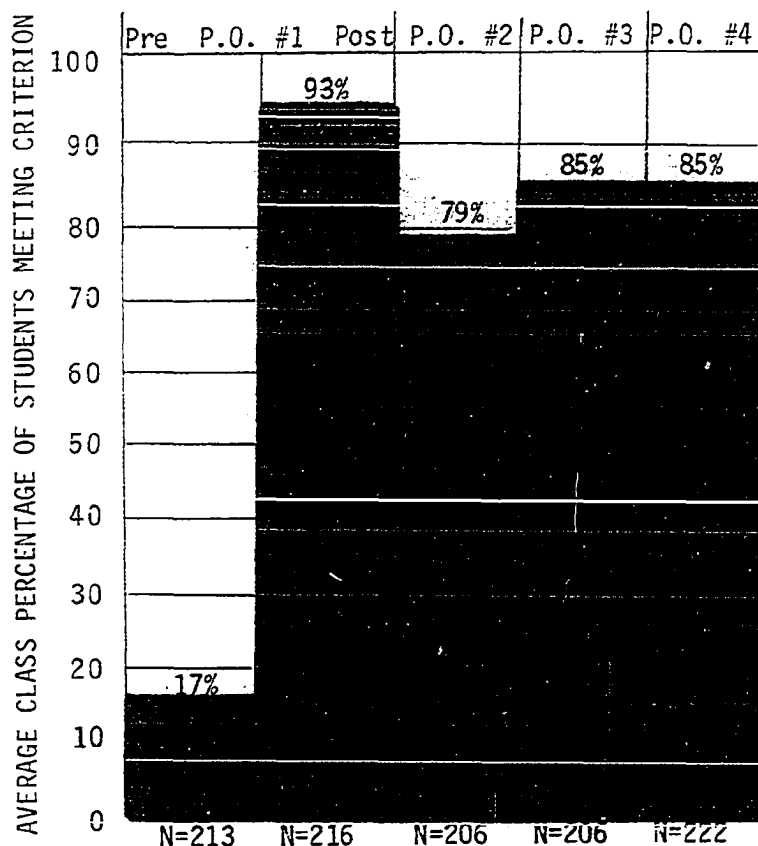
- Unit P.O. #2 Given five different illustrations of facial expressions, the student will identify the five different emotions illustrated.
- Unit P.O. #3 Given six incidents describing emotional situations, the student will identify the six different emotions described.
- Unit P.O. #4 Given twelve different emotions, the student will identify and illustrate a situation in which he has experienced each of these emotions.

The first Performance Objective in the unit on "My Feelings Are Me" was the only one of the four objectives that was both pre- and post-tested because of the end-of-the-year school pressures. The unit was not completed until the spring of the year so a time limit was placed on completion of the unit. The unit was designed to be an ongoing unit that would be taught over a period of several months. I felt by telling the teachers that it had to be taught in five to six weeks that it had a significant effect on the teachers' attitude toward teaching the unit. When they had completed this unit, they had a career unit to teach also, so they began to feel very pressured as they saw the year drawing to an end.

The results of the Performance Objective evaluations are shown in Figure 6 on page 31. However, pre- and post-test comparisons were available on only Performance Objective #1.

When the teachers completed the implementation of "My Feelings Are Me", they completed a Teacher Opinionnaire. (Refer to Appendix F for a copy of the Teacher Opinionnaire.) This afforded the teachers an opportunity to rate the entire unit as well as their own attitude toward career concepts on a 1 to 5 scale. (Refer to Appendix G for a graph of the Teacher Opinionnaire results for all the units.)

Figure 6
Average Class Percentage of Students Meeting
Criterion of Performance Objectives in Unit Entitled
"My Feelings Are Me" (1973-74)



- Unit P.O. #1 -- The student will list ten different emotions that he recognizes in himself and others.
- Unit P.O. #2 -- Given five different illustrations of facial expressions, the student will identify the five different emotions illustrated.
- Unit P.O. #3 -- Given six incidents describing emotional situations, the student will identify the six different emotions described.
- Unit P.O. #4 -- Given twelve different emotions, the student will identify and illustrate a situation in which he has experienced each of these emotions.

This self-awareness unit is being revised according to the data received from the Teachers' Log Sheets. The most significant change is that the performance objectives are designed to be pre- and post-tested. Also added to the unit are additional enrichment activities that the teacher can implement. The teachers have from January through May to complete the unit, so the time factor will be very favorable. This unit is much more effective when visual aides are made to complement the unit. These, however, take a great deal of teacher time to make, so a teachers' aide has been hired to make these materials.

The unit for the sixth grade was more challenging for me to develop. The reasons for this include the fact that the students are in self-contained classrooms through the fifth grade. In the sixth grade, the students enter a departmentalized curriculum where they have seven different teachers daily. Every 45 minutes the students pass to a different class and a different teacher. This meant that the unit would have to be taught through one subject area in order to reach one hundred percent of the sixth grade population. The reading teachers asked if they could teach the unit through their subject area when it was completed. I enthusiastically agreed to this as many of the teachers had been resistant to teach career or self-awareness units. The reading classes are grouped according to ability which I was afraid would cause a problem. I found that the evaluation results were lower in the classes that had lower reading ability, but the unit could be more easily adapted to student needs and abilities when the students were grouped at the same level. The implementation of the

unit was much more consistent than the other units as only two teachers were involved. One teacher taught six reading classes while the second teacher taught two sections.

The purpose of this unit is to have the student better understand himself and his own uniqueness. The unit offers him experiences that help to clarify his feelings about himself and how he can improve himself if he so desires. The theme, goals, and objectives of the unit are:

Element #III - Realistic Self-Concept Formulation

Theme 3.1 The student will understand his own uniqueness as a result of learning, growth, and maturation.

Unit Goal - The student will understand that some traits are acquired and some are inherited.

Unit P.O. #1 Given a list of seven traits, the student will be able to classify them as either inherited or acquired.

Unit Goal - The student will understand that humans have physiological and psychological needs.

Unit P.O. #2 The student will be able to list five needs that are common in humans (physiological and psychological).

Unit Goal - The student will understand that he is unique.

Unit P.O. #3 The student will demonstrate an understanding of his own uniqueness by completing a "Me" booklet.

Unit Goal - The student will understand that a person's whole self is made up of four components: physical self, emotional self, mental self, and social self.

Unit P.O. #4 The student will identify the four components that make up the whole self with at least 75% accuracy.

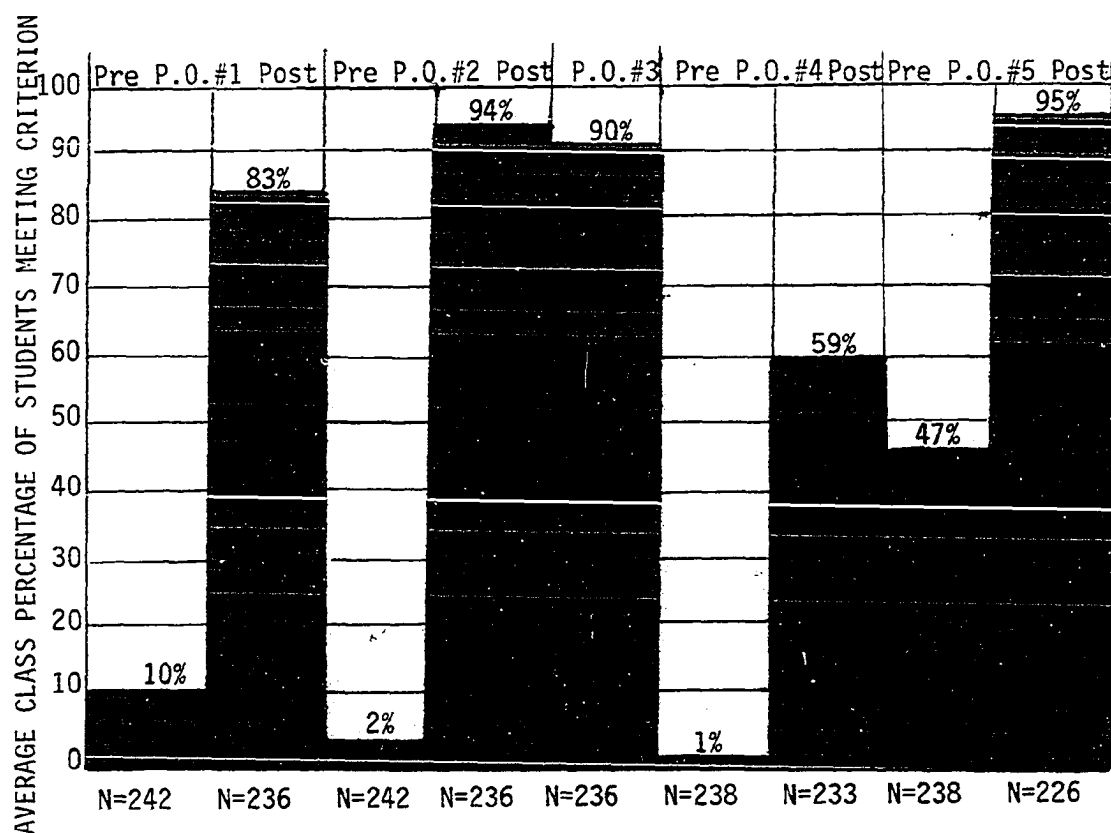
Unit P.O. #5 Given a list of the four components which make up a whole self and a list of examples, the student will match each component with the appropriate example.

All of the objectives met the state's criteria of 80% mastery with the exception of objective number four. I found that the concept was difficult for the students in the lower reading classes. The unit was taught in April which was a very poor time to implement it. During that time the students were involved in a great deal of testing, mini-courses, scheduling for the following year, and spring vacation. The students realized that the summer was near and began to lose interest in school. The teachers logged their reactions to the unit in order for revisions to be made for the 1974-75 school year; however, no major changes were made. The unit was taught by the same two reading teachers during the first semester of the 1974-75 school year.

The results of the performance objectives for the 1973-74 school year are found in Figure 7 on page 35; the results of the performance objectives for 1974-75 are found in Figure 8 on page 36. (Refer to Appendix G for the results of the Teacher Opinionnaire.)

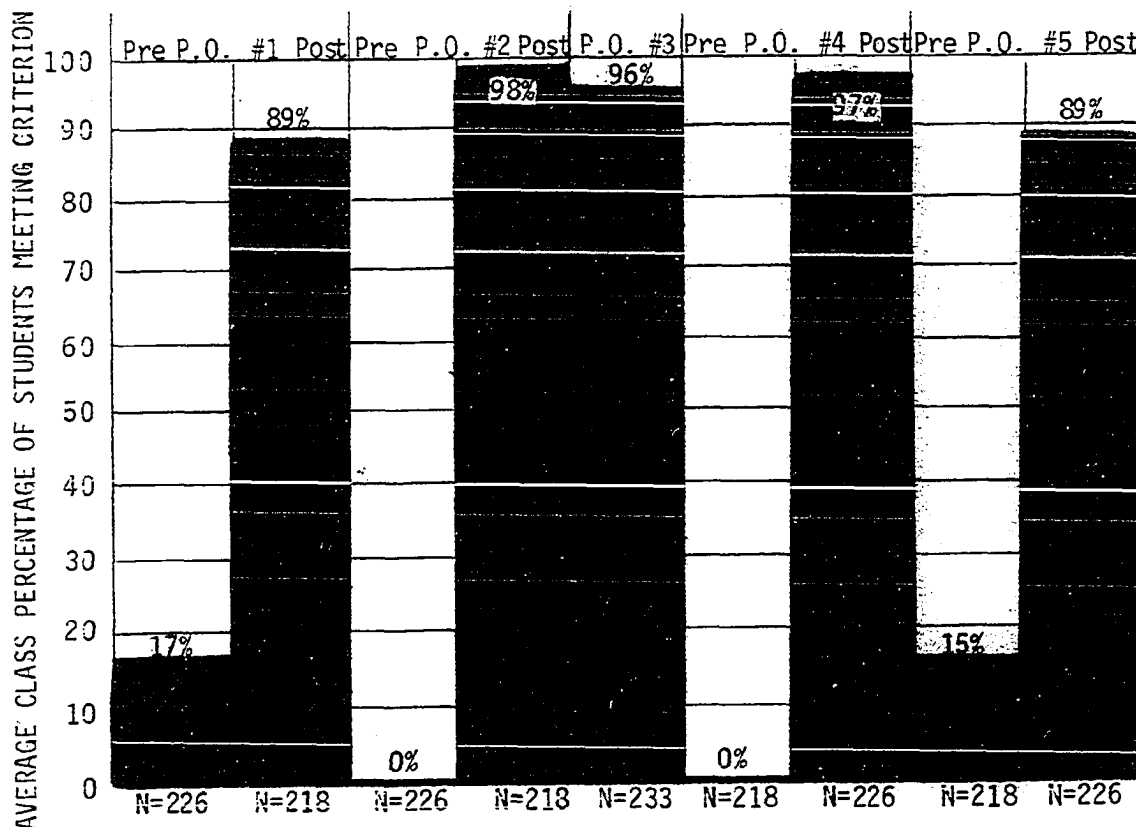
Value clarification had become such a predominant theme in education that I decided to write a unit for the seventh grade on one specific value--friendship. My thought was that the unit would provide the student the opportunity to begin to examine his friendships. He would understand that friendships are important to people for many different reasons. He would learn that friendships can be examined seriously and become aware of some of the factors that influence the formation and termination of friendships. He would also begin to see that he is one of the factors that influences his friendships.

Figure 7
Average Class Percentage of Students Meeting
Criterion of Performance Objectives in Unit Entitled
"Me, Myself, and I" (1973-74)



- Unit P.O. #1 -- Given a list of seven traits, the student will be able to classify them as either inherited or acquired.
- Unit P.O. #2 -- The student will be able to list five needs that are common in humans (physiological and psychological).
- Unit P.O. #3 -- The student will demonstrate an understanding of his own uniqueness by completing a "Me" booklet.
- Unit P.O. #4 -- The student will identify the four components that make up the whole self with at least 75% accuracy.
- Unit P.O. #5 -- Given a list of the four components which make up a whole self and a list of examples, the student will match each component with the appropriate example.

Figure 8
Average Class Percentage of Students Meeting
Criterion of Performance Objectives in Unit Entitled
"Me, Myself, and I" (1974-75)



- Unit P.O. #1 -- Given a list of seven traits, the student will be able to classify them as either inherited or acquired.
- Unit P.O. #2 -- The student will be able to list five needs that are common in humans (physiological and psychological).
- Unit P.O. #3 -- The student will demonstrate an understanding of his own uniqueness by completing a "Me" booklet.
- Unit P.O. #4 -- The student will identify the four components that make up the whole self with at least 75% accuracy.
- Unit P.O. #5 -- Given a list of the four components which make up a whole self and a list of examples, the student will match each component with the appropriate example.

The seventh grade is departmentalized so the unit was taught through the reading curriculum, which meant that there were three teachers implementing the unit. The theme, goal, and performance objectives for the unit were the following:

Element #III - Realistic Self-Concept Formulation

Theme 3.2 The student will understand the relationship of social and educational forces to his individual development.

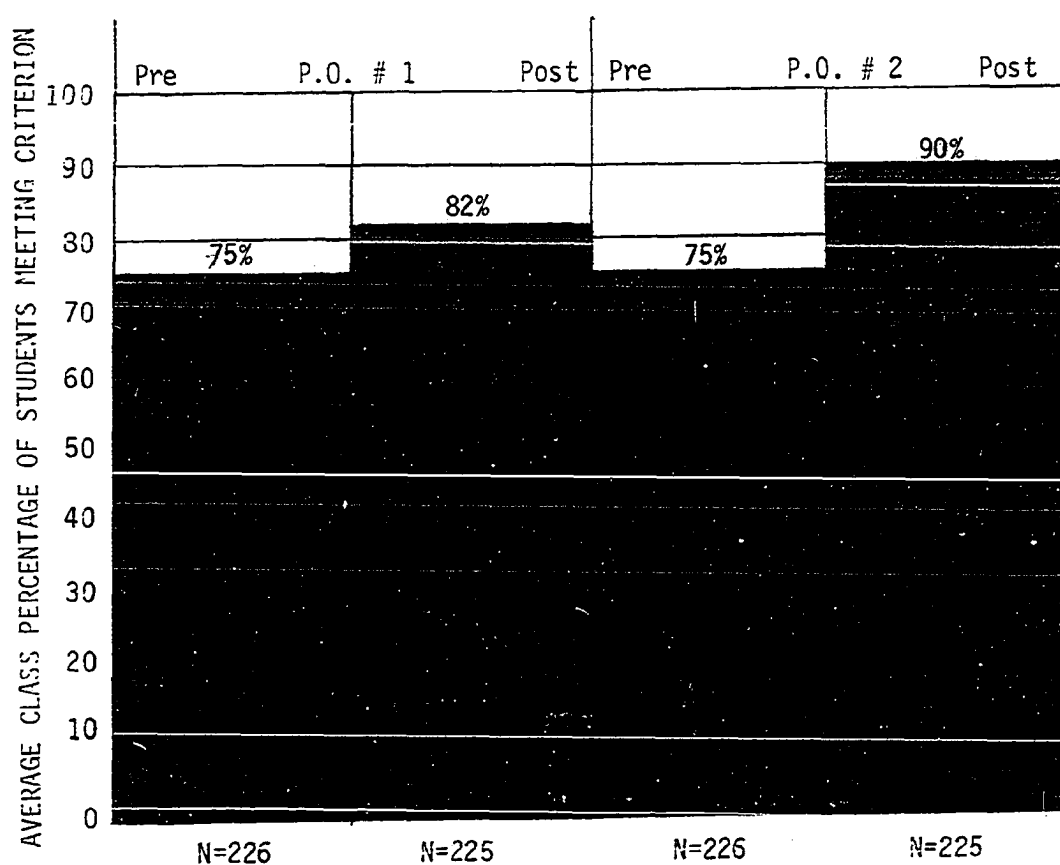
Unit Goal - The student will understand that there are many different factors that affect the formation of friendships.

Unit P.O. #1 At least 80% of the students will be able to identify and list at least five factors that affect the formation of friendships.

Unit P.O. #2 At least 80% of the students will select two of his friends and be able to list three factors that have been significant in the development of each friendship.

The evaluation of the performance objectives are in Figure 9 on page 38. The criteria was met but the Teacher Opinionnaire (see Appendix G) indicated that the teachers did not enjoy teaching the unit or see much value in it. This did not surprise me, however, as value clarification is not a very popular term among our teachers. The elementary counselor implemented a unit dealing with values and met with the same resistance I encountered. I prepared an in-service program to introduce the ideas of value clarification but the teachers said that they were too busy and that they could implement the unit on their own. I think that the lack of an in-service program was a disadvantage as the teachers were not familiar with the strategies necessary for implementation.

Figure 9
Average Class Percentage of Students Meeting
Criterion of Performance Objectives in Unit Entitled
"The Value of Friendship" (1973-74)



Unit P.O. #1 -- At least 80% of the students will be able to identify and list at least five factors that affect the formation of friendships.

Unit P.O. #2 -- At least 80% of the students will select two of his friends and be able to list three factors that have been significant in the development of each friendship.

One of the main complaints that came from the log sheets was that the students did not know how to work together in groups. Trying to work in groups created chaos in the classroom and frustration in the teachers.

Another criticism of the unit was that the students had too many activity sheets to complete. The teachers felt that the students lost interest in the unit so they did not put forth much thought or effort in completing the activity sheets.

"The Value of Friendship" is in the process of being revised according to the data collected from the teachers' logs and their opinionnaires. I am reducing the number of activity sheets, adding films, filmstrips, and more hands-on activities for student participation. The unit will again be taught through the reading program.

CHAPTER V
SPECIALIST FIELD PLACEMENT
CAREER EDUCATION IN THE MICHIGAN SUMMER MIGRANT PROGRAM

During the spring of 1974, I began looking forward to the summer Migrant Program. For the last nine years Coloma has participated in migrant education. The program is funded under Title I from the State Department of Compensatory Education. During the summers of 1972 and 1973, I served as a resource teacher and counselor for the program. Having seen the successes that career education produced during the regular school year, I was anxious to implement it in the summer curriculum. I wrote a proposal to the State of Michigan and outlined the units that I hoped to implement, the cost involved, and the supplies that would be necessary. I recommended that I coordinate the program along with my other responsibilities as the counselor and resource teacher. My proposal was accepted and the money granted.

The preparation for the program needed to be completed well in advance of the summer program as it began the day after the regular school year ended. Our summer classrooms are divided by age groups rather than by grade levels. I selected units to be implemented beginning with the six year olds through the ten year olds. All students ten years old and above are placed in the same room. Most students over ten are needed to pick fruit even though the law states that children have to be twelve years old to be in the fields. As a result, we do not have a sufficiently large enrollment to justify making classrooms for eleven and twelve year old students.

The units that were implemented were all written by teachers in our system and focused on the following titles:

Career Awareness

The Friendly Telephones ----- 7 year olds
 The Baking Industry ----- 8 year olds
 The Restaurant ----- 9 year olds
 The Postal Workers ----- 10 year olds

Self-Awareness

Me ----- 6 year olds
 Friendship ----- 7 year olds
 My Environment ----- 8 year olds
 The Responding Behavior of Self and Others ----- 9 year olds
 Emotions--My Feelings Are Me ----- 10 year olds

Below is a brief summary of the rationale taken from each of the units:

Career Units

The Friendly Telephone

The telephone and telephone workers play a very important role in our lives. They provide services that enable us to meet emergencies, save lives, take care of businesses, eliminate unnecessary letters and trips and just keep in contact with friends and loved ones. Without telephone services our whole community and way-of-life would be paralyzed.

This unit provides experiences to help the student become familiar with and appreciate the telephone workers and the services they provide.

The major topics developed in this unit are interdisciplinary including language arts, science, math, social studies, and art related activities.

The Baking Industry

Bread is the oldest of all foods manufactured by man. It also ranks as the most widely eaten, and often called the "staff of life."

This unit provides experiences to help the students become familiar with and appreciate the workers in the baking industry and those workers whose work contributes directly to the baking industry.

The major topics developed in this unit are interdisciplinary including language arts, science, math, reading, and social studies.

Postal Workers

The primary intent of this unit is to assist the students in discovering relationships between their current school experiences and an awareness of the real world of work.

The major topics included in this unit focus on the interdisciplinary approach with activities integrated with language arts, social studies, reading, math, and art. Performance objective activities include various kinds of multi-media spheres of action which include field trips, role models, films, making murals, simulation games, and filmstrips.

Self-Awareness Units

Me

This unit involves the four to six year old kindergarteners in discovering experiences that help him explore himself in depth. It must be understood that this is an ongoing process in the development of the child.

Friendship

The primary intent of this unit is to help students become more aware of the effect of his actions upon others and how to become more social.

My Environment

The primary purpose of this unit is to heighten the student's awareness of his environment through his senses. Activities are provided to promote this purpose.

Responding Behavior of Self and Others

The primary intent of this unit is to help the student become more aware of responding to others, to his environment and to himself. The student will also begin to make decisions regarding different responses that he can make.

My Feelings Are Me

The primary purpose of this unit is to have students become aware that they and others have and experience emotions. Once this

is achieved it is hoped that they will be able to identify these emotions in others which will lead to better understanding and acceptance of human behavior.

The units were written with goals and objectives and a means to measure them. However, the Migrant Program Staff and I implemented a mini-unit with the five year olds that dealt with the grocery store. The goal of this unit was to have the students learn to count rather than be able to know career concepts. As a result, we did not do any measurement of this unit. We used it as more of a learning experience in math. In the other nine units pre- and post-tests or observational checklists were used as measurement of the performance objectives. The teachers were asked to log each lesson indicating the length of time it required to complete the activities, what they did and did not like about the lesson, and any additional resources that they incorporated. These log sheets were turned in weekly to me so that revisions could be made if the units were to be used again in the Migrant Program. This was an agreement, too, that we had made with the C.D.C.C. Staff. They allowed us to use the units, and in return we provided them with additional pilot testing data. These units were written for the year-round population rather than specifically for migrant students, so revisions had to be made to adapt them to the summer population.

Each unit was written with student activity sheets. These sheets had to be taken to a printer and reproduced prior to the program. The Migrant Program had virtually no early elementary counseling materials, so I ordered such things as the D.U.S.O. kit, the S.R.A. Focus on

Self-Development kits, and all other materials required to teach the units.

All of the career units were designed to include field trips so I set up dates for the students to visit the high school switchboard (Bell Telephone no longer gives tours), Andrews University bakery, a local restaurant, a local grocery store, the Benton Harbor Post Office and the Coloma Post Office. Another aspect of the units is that after the students have learned the career concepts and visited an industry, they build their own reproduction of that business or industry for the purpose of role-playing. For instance the eight year olds built a bakery and the nine year olds built a restaurant. I ordered all the supplies that would be necessary for their completion. When June arrived all the supplies had been ordered and received and I was ready to begin.

Each classroom has a teacher and three aides. One of these aides is a Spanish speaking aide for the few students who do not speak English. It was left up to the teacher as to who would teach these units. In most classrooms they had both a career and a self-awareness unit to be taught over a period of eight weeks. In most cases aides were given the responsibility for teaching at least one of the units. The first day of the program I held an in-service program for the teachers and aides and worked very closely with them throughout the summer. I did, however, impress upon them that I was a resource person, and they would have to ask for assistance.

I wrote performance objectives for myself as I had done during the school year. I kept a weekly checklist of my activities that I

turned in to the director of the program and to the State of Michigan.

(See Appendix H for the Weekly Checklist.) My objectives were:

Performance Objectives for Counselor

OBJECTIVES	TIME	MEASUREMENTS
Will see that all teachers have the appropriate materials, Vista, Mistol, BRL, Career Education and Self-Awareness program, as measured by approval of Project Director on distribution of materials.	June 17 June 21	Project Director's Approval _____
Will attend all staff meetings and conferences as directed by Project Director; measured by the number of meetings attended.	June 17 August 9	Number of meetings attended _____
Will secure and provide supplies and resources for teachers throughout program as measured by a list of materials on weekly report.	June 21 August 9	Refer to weekly report _____
Will make up teaching schedule for the art teacher, music teacher, & Book Mobile Rep.	June 17 August 9	Refer to weekly report _____
Secure student chaperones for field trips.	June 17 August 9	Number of chaperones secured _____

Will Coordinate Self-Awareness and Career Units

A. Will order all materials for above units as approved by Project Director.	June 17 August 9	Project Director's Approval _____
B. Will have all activity and evaluation sheets printed for project teachers as approved by Project Director.	June 17 August 9	Project Director's Approval _____

Performance Objectives (cont.)

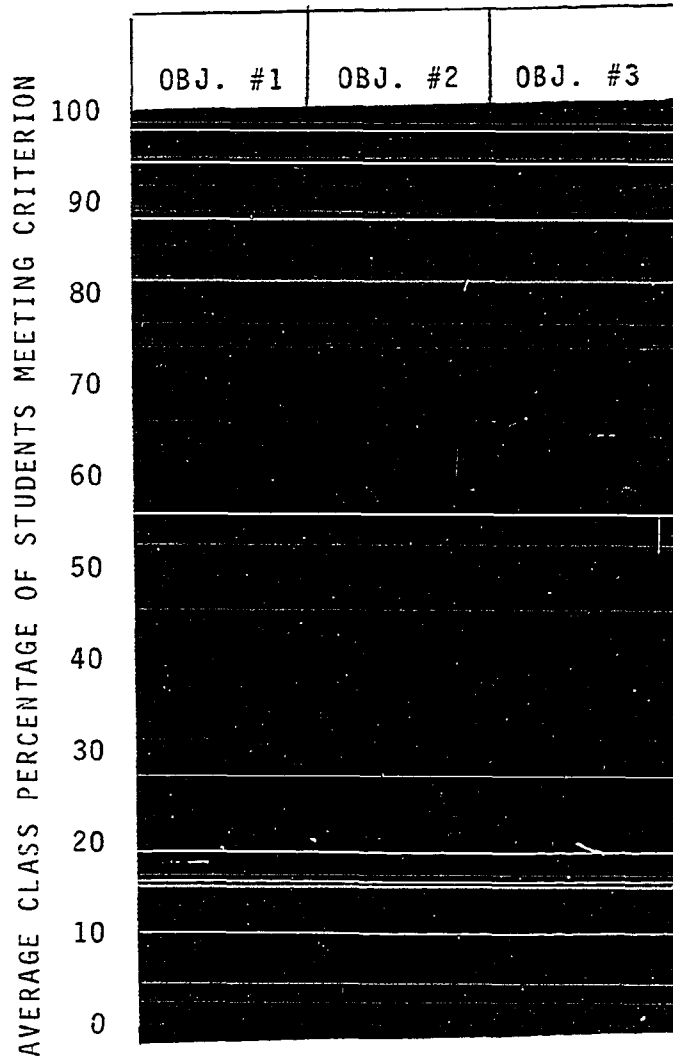
OBJECTIVES	TIME	MEASUREMENTS
C. Will order films to supplement above units as approved by Project Director.	June 1 August 9	Project Director's Approval _____
D. Will hold a staff in-service program for above units. As measured by the number of teachers met with.	June 14 August 9	Project Director's Approval _____
E. Will assist teachers and/or aides by request in doing 8 week lesson plans for their Self-Awareness and Career Education units as measured by a list of personnel met with.	June 17 August 9	Number of personnel met with _____
F. Will upon request, observe and/or participate in capsule presentation in each room while above units are being taught as measured by weekly report.	June 17 August 9	Refer to weekly report _____
G. Will arrange field trips to coordinate with career units as approved by Project Director, and measured by number of field trips arranged.	June 17 August 9	Number of field trips arranged _____
H. Will tabulate the results secured from the Self-Awareness and Career Education units as measured by the completed results.	June 17 August 9	Project Director's Approval _____
Will meet with individual students for counseling as requested by teacher, measured by the number of students met with individually.	June 17 August 9	Number of students met with individually _____

The results of the unit objectives are shown in Figures 10 through 18 on pages 49 through 61. We had hoped that 80% of the students would score at least 80% on the evaluations of the units which I feel is too high. The summer population included migrants, students in special education, emotionally disturbed students, educationally deprived, and disadvantaged students. Looking back I realize that the criteria should be lowered due to this factor. Because of the mobility of the migrant population, few students who were in attendance for the pre-tests were still enrolled for the post-tests.

At the conclusion of the units, a Teacher Opinionnaire was given to the teachers asking them to evaluate the units. The results of the evaluation indicated that I needed to make revisions in the program and recommendations for the implementation for the following summer. (Refer to Appendix I for the Teacher Opinionnaire for the Migrant Program.)

One of the recommendations I knew that I would have to make is a more careful screening of the implementers of the units. Some of the units were taught by teacher aides and student teachers. The student teachers did an excellent job in their implementation of the units as they were trained in teaching techniques and strategies. The aides, however, lacked these teaching skills and found implementation more difficult. They expressed feelings of frustration to me as they had unrealistic expectations of student response and behavior. This developed into a lack enthusiasm which showed in the evaluations of the performance objectives and the Teacher Opinionnaire. If the units are to be taught next summer, I would recommend that they be taught

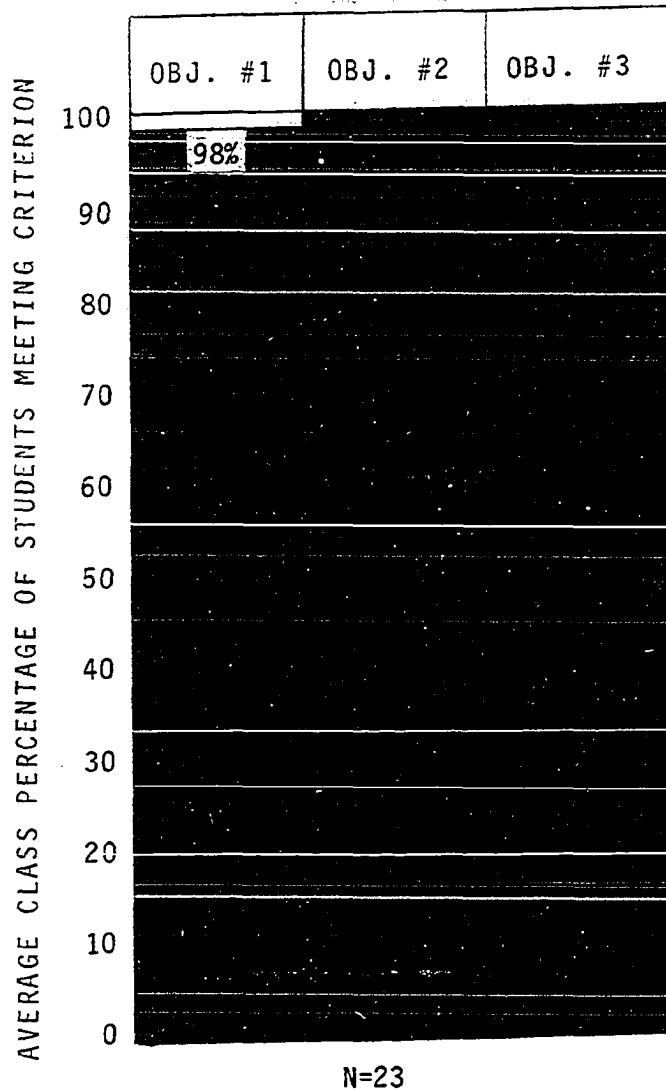
Figure 10
Average Class Percentage of Students
Meeting Criterion of Unit Entitled
"Me" (Migrant Program 1974)



N=16

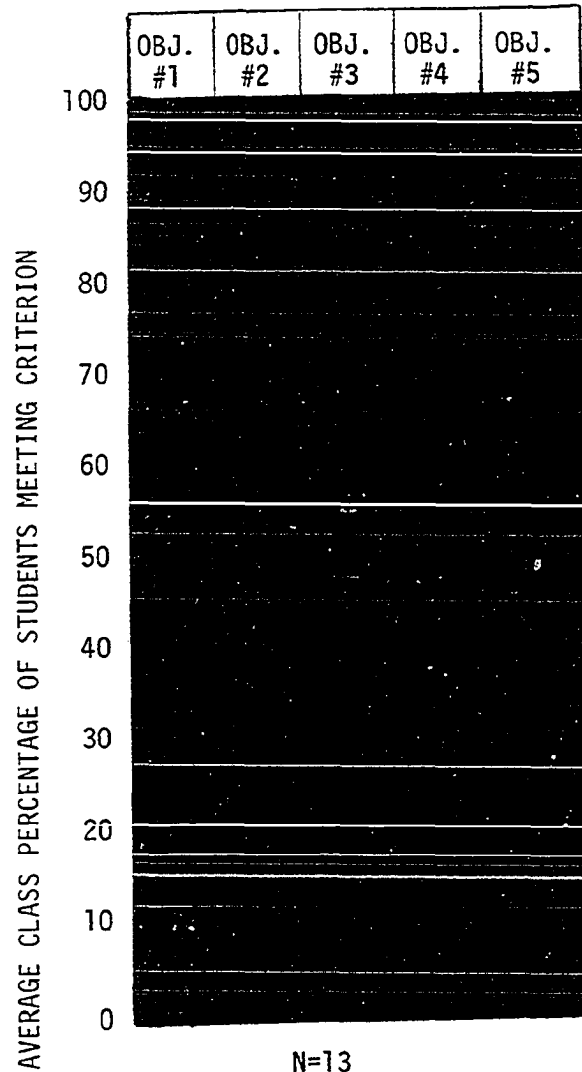
1. The student will be able to draw a picture of himself. (Include head, nose, mouth, hair - body: legs, arms, indication of hands and fingers.)
2. The student will be able to verbally identify parts of his body.
3. The student will name at least one special characteristic about himself.

Figure 11
Average Class Percentage of Students
Meeting Criterion in Unit Entitled
"Friendship" (Migrant Program 1974)



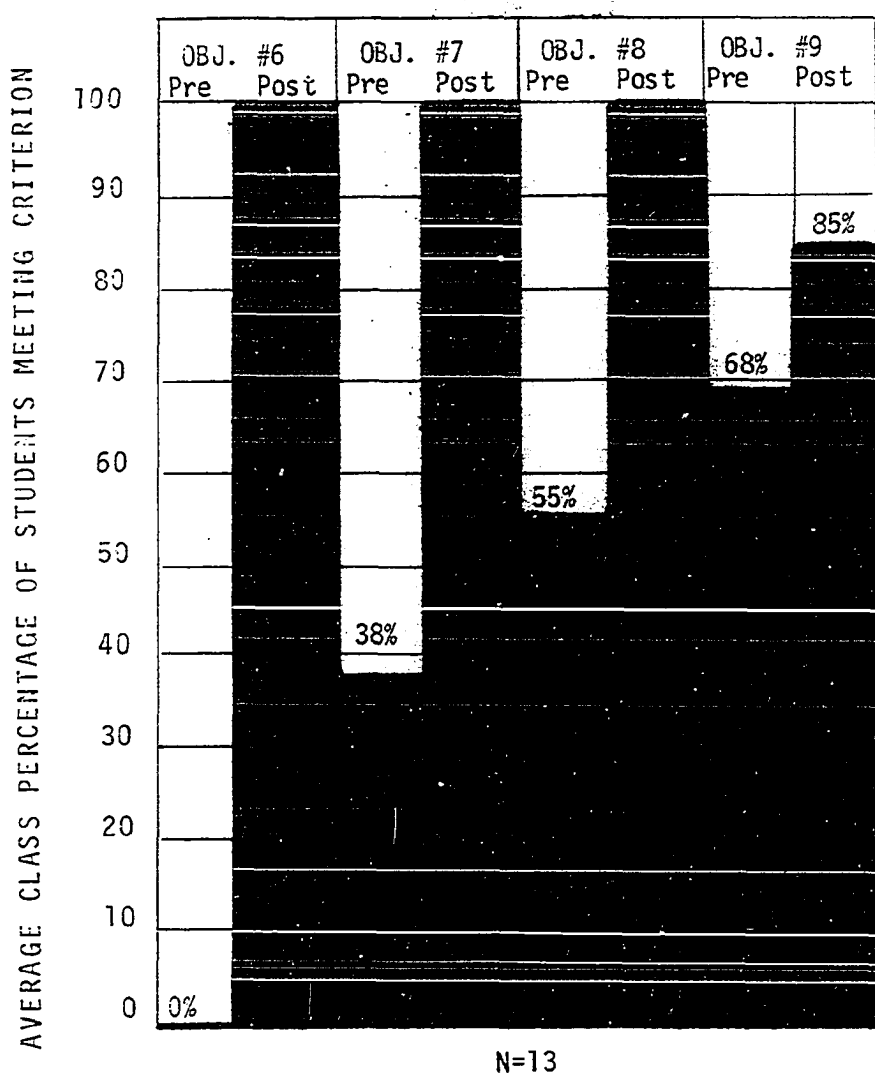
1. The student will verbalize how he may have hurt another person's feelings.
2. The student will participate as a group member.
3. The student will demonstrate, through role-playing, ways to be friendly.

Figure 12
Average Class Percentage of Students
Meeting Criterion of Unit Entitled
"The Friendly Telephone (Migrant
Program 1974)



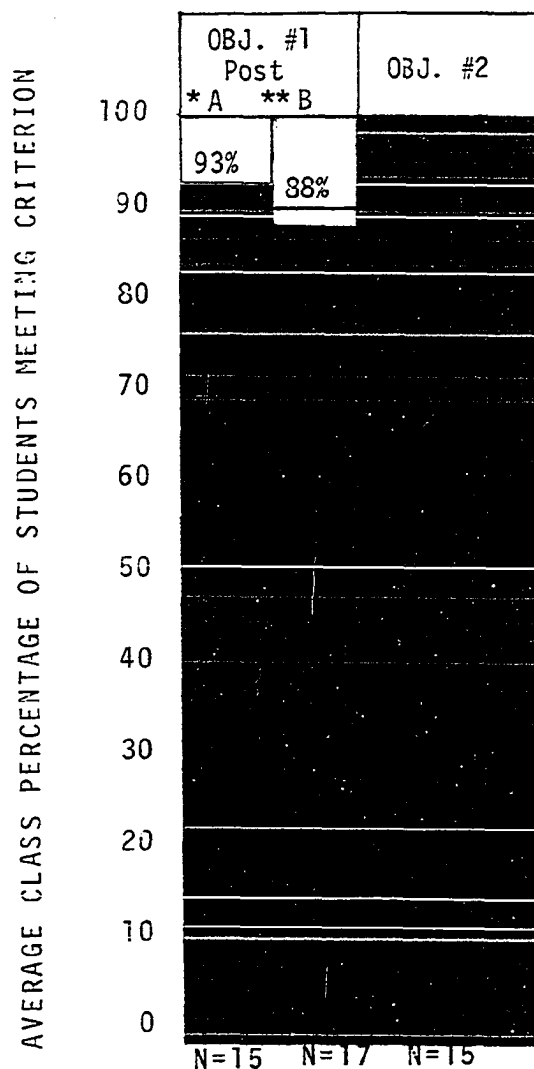
1. The student will be able to verbalize one way telephone workers help us.
2. The student will be able to correctly recite his address.
3. The student will demonstrate good telephone manners.
4. The student will verbalize one property of sound.
5. The student will be able to name two forms of communication before the invention of the telephone.

Figure 12 (Continued)
"The Friendly Telephone"



6. As the teacher reads a list of eight workers, the student will be able to correctly identify those workers in the telephone industry.
7. The student will be able to write the proper numbers on a diagram of a telephone.
8. The student will be able to correctly write his telephone number.
9. Given illustrations of ten tools, the student will correctly identify at least four of those used by telephone workers.

Figure 13
Average Class Percentage of Students
Meeting Criterion of Unit Entitled
"My Environment" (Migrant Program 1974)

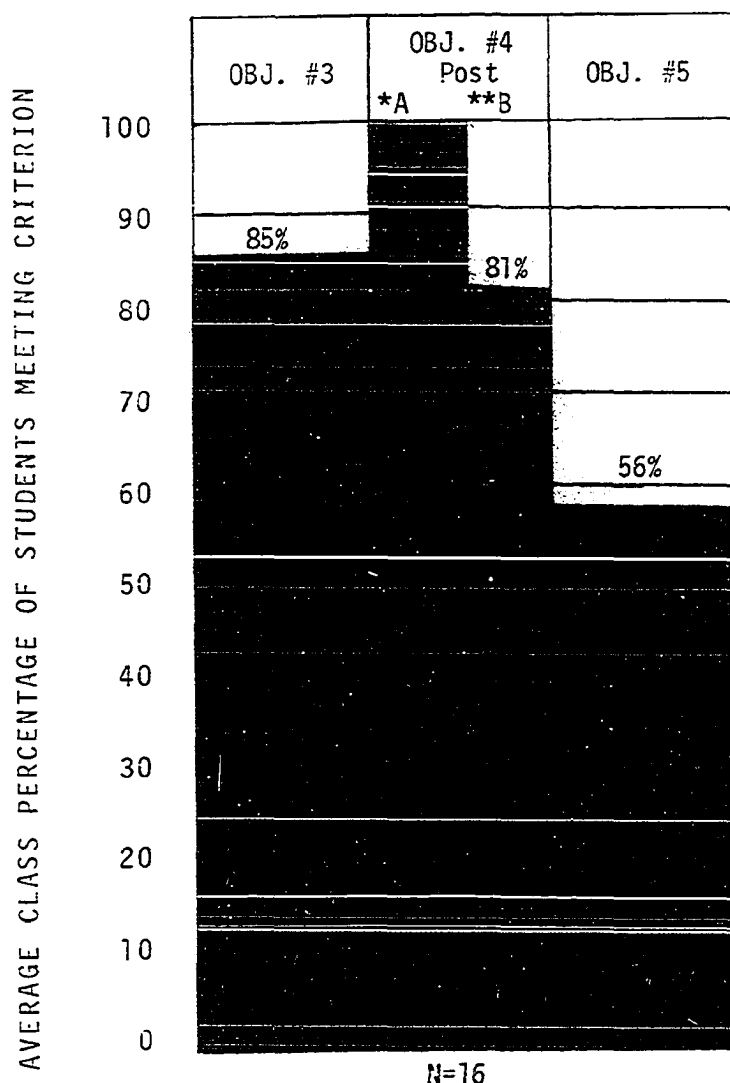


1. Given two sets of ten pictures (one set depicting sounds from school and one set depicting sounds from the home and neighborhood with recordings of these sounds) the student will be able to correctly identify the sound produced by each person or thing as measured by placing an "X" on the appropriate picture.
2. Given three pictures of the same object, all but one of which are alike, the student will be able to visually identify the object not like the other two as measured by correctly placing an "X" on the unlike picture.

*Indicates school sounds

**Indicates home and neighborhood sounds

Figure 13 (Continued)
"My Environment"

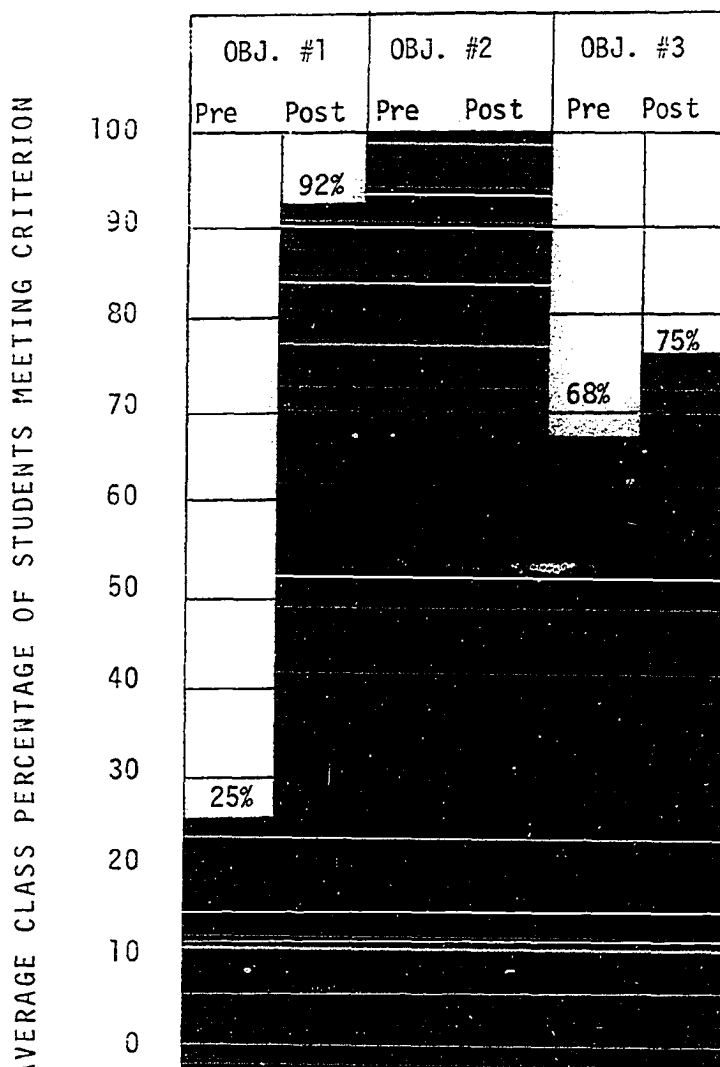


3. Given a set of ten pictures, the student will be able to identify those seven pictures which depict either taste or odor as measured by correctly circling the appropriate pictures.
4. Given a picture of two items, the student will identify by the sense of touch, the one concrete item placed in a box as measured by placing an "X" over the picture of that item.
5. Given a picture of three objects and pictures of the five senses, the student will identify at least two senses used to enjoy the objects as measured by drawing lines from the square of the pictured objects to at least two of the pictured senses.

*Indicates part 1 of evaluation

**Indicates part 2 of evaluation

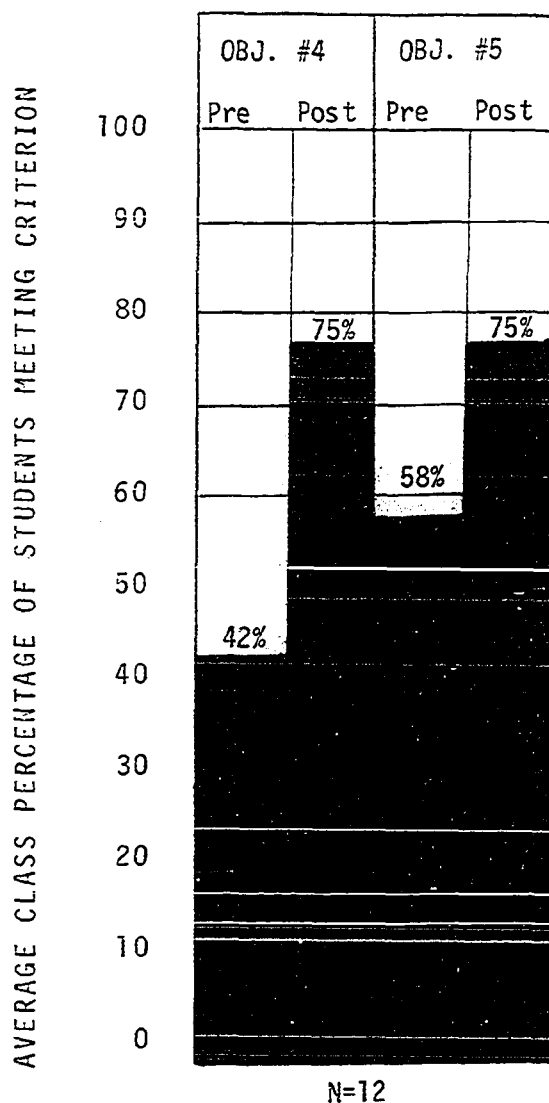
Figure 14
Average Class Percentage of Students
Meeting Criterion of Unit Entitled
"Baking Industry" (Migrant Program 1974)



N=12

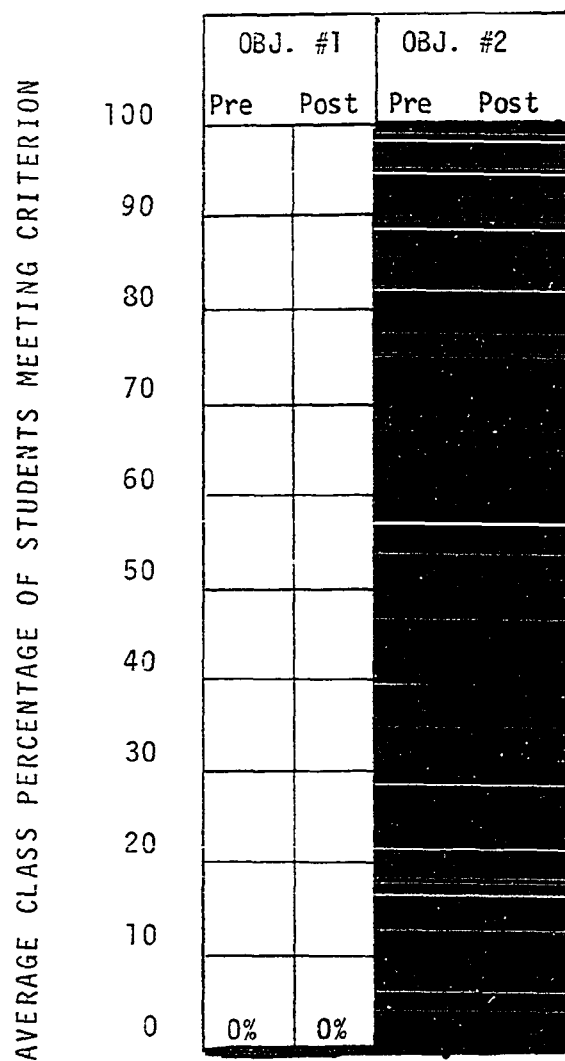
1. Given eight statements concerning skills used by workers in the baking industry, the student will indicate those statements that are true and those that are false.
2. Given illustrations of ten Fahrenheit or Centigrade thermometers, the student will correctly read and record the temperatures to the nearest ten degrees.
3. Given ten workers, the student will be able to identify those workers who work in the baking industry or whose work contributes directly to the baking industry with at least 80% accuracy.

Figure 14 (Continued)
"Baking Industry"



4. Given ten different cooking situations, and ten different tools, the student will be able to correctly identify the tool that corresponds to its appropriate situation with 80% accuracy.
5. Given five pictures depicting different stages of the process from grain to the consumer, the student will place them in the correct sequential order.

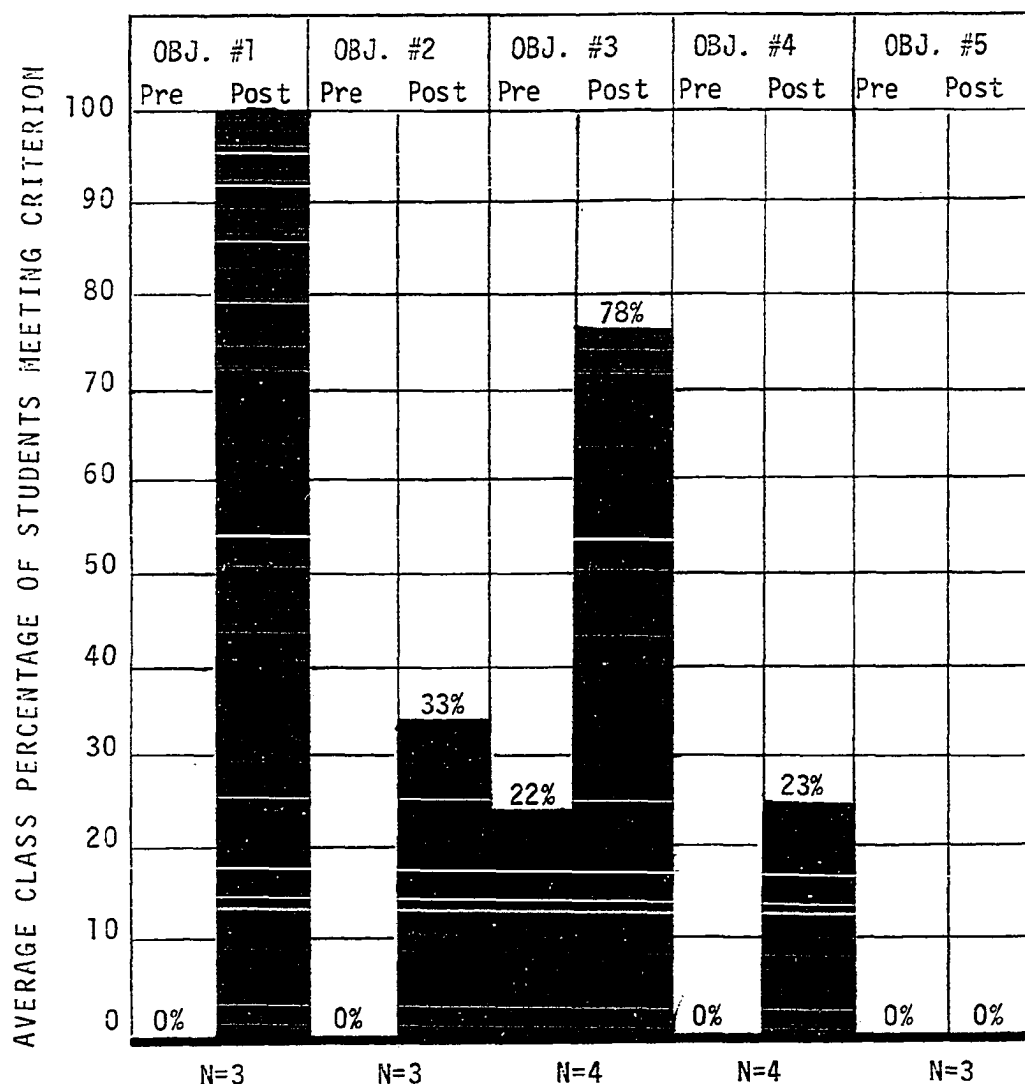
Figure 15
Average Class Percentage of Students
Meeting Criterion of Unit Entitled
"Responding Behavior" (Migrant Program 1974)



N=3

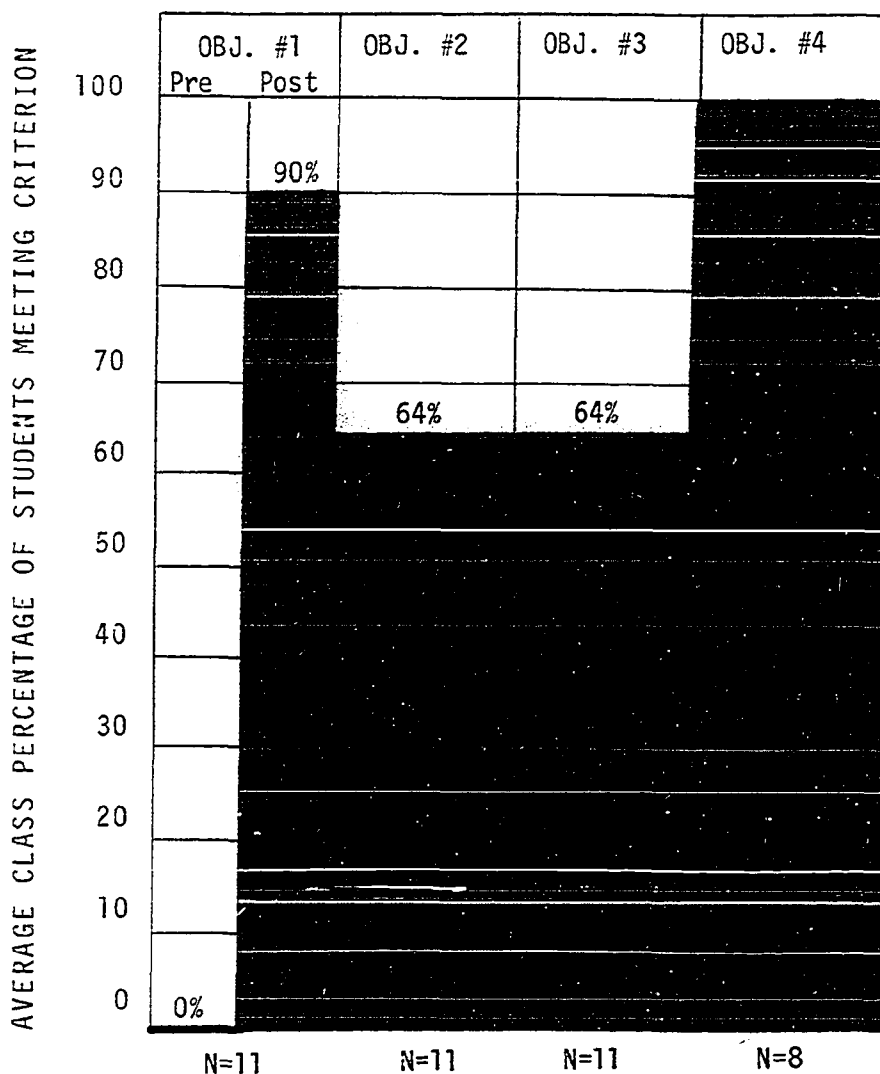
1. Given five different situations, the student will write the response in each and circle whether the response was affected by his physical environment, his cultural background, or social influences.
2. Given two problems, the student will write two responses and write a consequence for each response.

Figure 16
Average Class Percentage of Students
Meeting Criterion of Unit Entitled
"Restaurant Industry" (Migrant Program 1974)



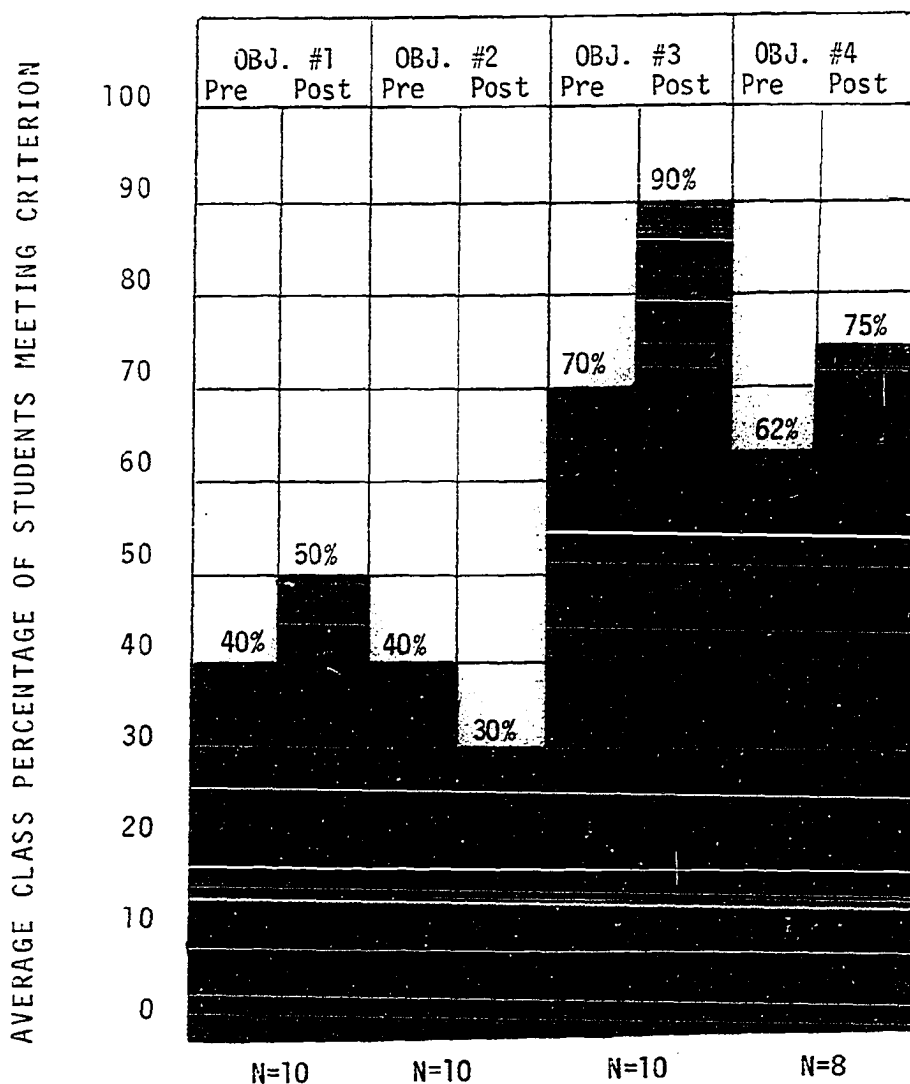
1. The student will list at least five jobs in the restaurant industry.
2. The student will list at least five workers that contribute to the restaurant industry and tell how their work contributes to the restaurant industry.
3. Given a list of fifteen foods, the student will categorize the foods according to the four basic food groups.
4. Given a list of eight restaurant workers and a list of job characteristics, the students will match the two.
5. Given a list of eight workers and a list of eight groups of tools, the student will match the tools with the correct worker.

Figure 17
Average Class Percentage of Students
Meeting Criterion of Unit Entitled
"Feelings" (Migrant Program 1974)



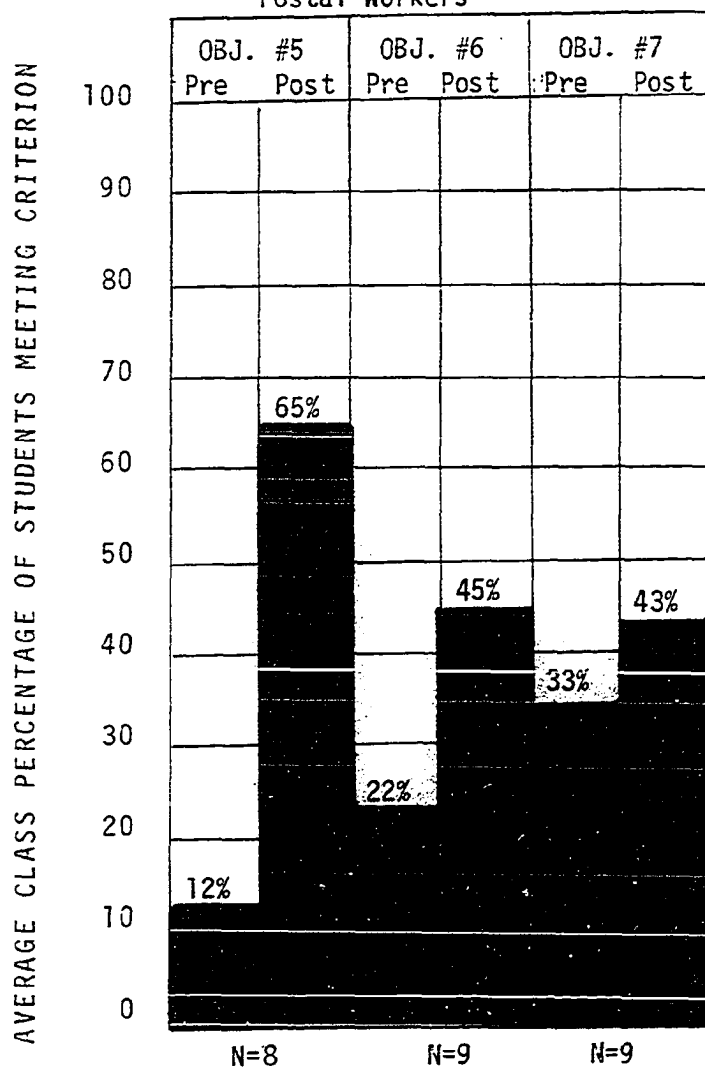
1. The student will list ten different emotions that he recognizes in himself and others.
2. Given five different illustrations of facial expressions, the student will identify the five different emotions illustrated.
3. Given six incidents describing emotional situations, the student will identify the six different emotions described.
4. Given five different emotions, the student will identify and illustrate a situation in which he has experienced each of these emotions.

Figure 18
Average Class Percentage of Students
Meeting Criterion of Unit Entitled
"Postal Workers" (Migrant Program 1974)



1. Given a list of five postal workers and a list of three characteristics after each, the student will choose the characteristic that may have attracted each worker to his particular job.
2. The student will be able to list or verbalize two ways postal workers contribute to society.
3. The student will list three different ways that mail has been delivered through different periods in history.
4. Given a list of ten skills, the student will identify at least five skills pertaining to postal workers.

Figure 18 (Continued)
"Postal Workers"



5. Given a list of ten postal workers and a list of ten job descriptions, the student will match the worker with the correct job description.
6. The student will be able to write a simple friendly letter using:
 - a. correct form
 - b. capital letters
 - c. punctuation
 1. heading
 2. greeting
 3. body
 4. closing
 1. dates
 2. greeting
 3. closing
 4. names
 5. beginning of sentences
 1. in date
 2. after greeting
 3. after closing
 4. end of sentences
7. The student will be able to correctly address an envelope using:
 1. correct form
 2. capital letters
 3. punctuation

by teachers or student teachers or possibly by aides who are in the education curriculum at a college or university. The aides did, however, do an excellent job in developing supplemental materials for the units.

Another recommendation I would make would be for more in-service training for teachers and aides to familiarize them with career and self-awareness concepts prior to teaching the units. There had not been enough time to do this adequately as we started the Migrant Program the day after school ended. We have an in-service day with the other programs in our region, but we were the only program that incorporated career education, so this was not included in the schedule of that one day program. We ran the program out of the Middle School which required a moving day to bring in elementary materials, furniture, and supplies. Thus, there was not adequate time to help the teachers and aides to understand and become enthusiastic concerning ways of implementing the units. The teachers, in some cases, felt that they had taught career concepts all year long and wanted a break during the summer.

Another problem that we ran into was that several of the self-awareness units were developmental. Any new student who enrolled after the program started was definitely at a disadvantage. A possibility would be to incorporate some mini-units that could be accomplished in the time span of one day. I would not want to use the units entitled "My Environment" and "The Responding Behavior of Self and Others" during the program next year as they are completely developmental.

Public relations plays a very large role in career education programs. We wanted the community to be aware of our summer program, therefore, we printed a pamphlet to distribute to the parents of the students and to the community. It contained articles of each classroom's activities and was illustrated with pictures of the students in action. Many of the articles concerned the activities involved in the career units.

At the end of the summer we sponsored a Fiesta for the parents and interested members of the community. From a public relations viewpoint, the most important part of the Fiesta was the student involvement. Each classroom participated in a program to show what had been learned during the summer. The younger children sang songs, counted, said their A, B, C's, etc. The older children performed skits demonstrating the career concepts of the units. The eight year olds did a skit dealing with a baker and his bakery, the nine year olds demonstrated work in "Mr. Cousins' Restaurant" and sang songs about it. The ten year olds sang songs dealing with feelings to illustrate their self-awareness unit. The response from the parents, community, and migrant personnel was very positive. This was particularly true of portions of the program dealing very directly with career education.

APPENDICES

Appendix A
Sample Middle School Needs Survey
and Tabulation of Results

We would like your assistance in an important project to help improve our school's guidance and counseling program. As a first step in our project we are asking students, parents, and staff to complete the questionnaire below. This questionnaire is aimed at finding out what you see as being needed in our guidance and counseling program. One of the primary aspects of a good guidance program is that it responds to the needs of young people. When we know these needs, we will, insofar as possible, make every attempt to meet these needs through our guidance program. Your assistance is important to the success of this project. Thank you.

Check one: Male _____ Female _____ Circle your grade: 5 6 7

Show how important each need is to you by checking the column which shows how you feel.

AS A STUDENT I NEED HELP IN:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION
1. Learning more about student activities.					
2. Finding out about further training or education.					
3. Learning about financing further training or education.					
4. Knowing more about my high school records and graduation requirements.					
5. Getting information on health.					
6. Understanding my abilities and aptitudes.					
7. Learning how to get a job.					
8. Filling out job or college applications.					
9. Finding out about a career.					
10. Finding a part-time job while in school.					
11. Finding a job after graduation.					
12. Choosing a vocational school or college to attend after high school.					
13. Choosing a career.					
14. Choosing high school courses.					

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION
15. Making decisions.					
16. Understanding my interests.					
17. Getting along with other people.					
18. Understanding myself as a person.					
19. Getting along with the opposite sex.					
20. Dealing with personal problems.					
21. Making friends.					
22. Developing confidence.					
23. Getting along with my teachers.					
24. Getting along with my family.					
25. Feeling a part of my school.					

Additional Comments:

Tabulated Results

Student Results:

1. Learning how to get a job.
2. Making decisions.
3. Understanding their interests.
4. Getting along with other people.
5. Understanding themselves as a person.
6. Dealing with personal problems.
7. Getting along with family.
8. Feeling a part of school.
9. Getting information on health.
10. Getting along with the opposite sex.
11. Developing confidence.
12. Getting along with teachers.
13. Understanding their abilities and aptitudes.

Tabulated Results
(Continued)

Parent Results:

1. Feeling a part of school.
2. Choosing a career.
3. Choosing a high school course.
4. Understanding their abilities and aptitudes.
5. Finding out about a career.
6. Dealing with personal problems.
7. Getting along with teachers.
8. Developing confidence.
9. Learning how to get a job.
10. Knowing more about their high school requirements and records.
11. Finding out about further training or education.
12. Learning about financing further training or education.
13. Finding a job after graduation.

Teacher Results:

1. Knowing more about my high school records and graduation requirements.
2. Finding out about a career.
3. Learning how to get a job.
4. Learning more about student activities.
5. Getting information on health.
6. Finding a part-time job while in school.
7. Feeling a part of my school.
8. Filling out job or college applications.
9. Finding out about further training or education.
10. Choosing a career.
11. Finding a job after graduation.
12. Making decisions.
13. Dealing with personal problems.
14. Making friends.

Appendix B
Career Development Centered Curriculum Unit Format

I. Cover Sheet: The cover sheet will include: (printed on white paper)

A. Title of the unit

A CAREER DEVELOPMENT (OR SELF-AWARENESS)

CURRICULUM COMPONENT FOR

Grade Level _____

Pilot Test Copy
Date (Month and Year)

B. Developers:

C. CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

Gerald Geik, Project Director

Coloma Community Schools
P.O. Box 218
Coloma, MI 49038

William Barrett, Superintendent

II. Unit Rationale and Teacher Information (printed on white paper)

- A. Unit Rationale: The unit rationale should state the purpose of the unit.
- B. Teacher Information: The teacher information should include such information as:
 - 1. The approximate number of hours necessary for implementation.
 - 2. Reference to background information necessary or useful for the implementation of the unit.

III. Table of Contents (printed on white paper)

Pink: Elements, Themes, Goals, and Objectives
Evaluation Sheets

Yellow: Titles of Individual Capsules

Green: Reference Sheets

White: Student Activity Sheets

IV. Elements, Themes, Goals & Objectives (printed on white paper)

- A. There are three aspects of career education that a unit may address. These are identified as Elements, they are:
- C.D.C.C. Element #1 -- Life Role Understanding (occupational, avocational, family)
- C.D.C.C. Element #II -- Decision Making Skill Development and Utilization
- C.D.C.C. Element #III -- Realistic Self-Concept Formulation
- B. Each Element is further defined in terms of Themes.
- C. A Goal statement gives directions to a specific unit by interpreting the meaning of Elements and Themes for a particular grade level.
- D. A Performance Objective should allow the teacher to know where he is going. It should specify a particular desired behavior and, yet, be general enough to allow a variety of activities to accomplish that objective. All performance objectives must include:
1. The specific measurable behavior to be exhibited by the student.
 2. Conditions under which behavior is to occur.
 3. The accepted level of performance.
- E. (Each performance objective should be keyed to an Evaluation Sheet)

V. Pre-Assessment Evaluation Procedure (printed on
 Grade - Unit Title pink paper)

 This should include step-by-step instructions on how to administer and record the pre-test results.

VI. Post-Assessment Evaluation Procedure (printed on
Grade - Unit Title pink paper)

This should include step-by-step instructions on how to administer and record the post-test results.

VII.

(printed on pink paper)

Evaluation: The pre- and post-tests for the purpose of evaluation must be related to the performance objective. A variety of evaluation procedures should be used to evaluate objectives. An accepted rule of thumb is two evaluation procedures for each objective.

It is at this point in the development of evaluation materials that the teacher can be the most creative. The only criterion necessary to meet evaluation standards are that the evaluation be 1) measurable and 2) related to the action described in the particular performance objective. The same evaluation material may be used as pre- and post-tests.

IX.

Answers to Evaluation Sheets

(printed on
pink paper)

X. Capsules

(printed on yellow paper)

- A. Each unit should be divided into capsules or sub-topics related to the subject content. These "capsules" should contain a) sequential types of learning activities that give the learners opportunities to practice the behavior implied by the instructional objectives and b) suggested teaching strategies.
- B. Reference to resources and reference materials i.e., films, books, activity sheets, etc.
- C. A place for the teacher to make notes as he implements the unit.

Capsule #1 History	Resources & Materials	Notes
Activities & Instructions <div style="text-align: right;"> ° ° ° </div>	<div style="text-align: right;"> ° ° ° </div>	

XI. (printed on green paper)

Reference Sheets: Reference sheets should include additional teacher information, not included in the capsules, such as:

- A. Bibliographies
- B. Answers to student activity sheets
- C. Background information
- D. Songs, poems, and stories
- E. Bulletin board suggestions
- F. Suggestions for overlays
- G. Etc.

XII.

(printed on white paper)

Activity Sheets: This sheet should include student activities that relate to the unit.

The teacher should indicate which discipline is addressed (i.e. math, social studies, science, etc.)

Appendix C
Career Development Centered Curriculum
Component Quality Check List

<u>SCORE</u> Mean for questions 1-13 (goals & obj.) Mean for questions 14-26 (delivery sys.) Mean for questions 27-33 (evaluation) Mean for all questions	Component Title _____ Grade Level _____ Subject _____ Developer (s) _____ _____
---	---

Not at all Very much

1 2 3 4 5

Component Topic:

1. Is the topic appropriate for the designated grade level?

Not at all Very much

1 2 3 4 5

2. Is the topic consistent with the C.D.C.C. framework?

Not at all Very much

1 2 3 4 5

Themes:

3. Are themes consistent with developmental levels for which they were selected?

Not at all Very much

1 2 3 4 5

Goals:

4. Is each goal properly stated?

Not at all Very much

1 2 3 4 5

5. Is each goal consistent with theme for which it was written or selected?

Not at all Very much

1 2 3 4 5

6. Is each goal educationally relevant?

Not at all Very much

1 2 3 4 5

7. Is each goal consistent with developmental level?

Not at all Very much

1 2 3 4 5

Performance Objectives:

8. Is each P.O. properly stated?
(behavioral)

Not at all Very much

1 2 3 4 5

9. Is each P.O. clearly stated?
(so that ambiguity is reduced)

Not at all					Very much
1	2	3	4	5	

10. Is each P.O. observable and/or measurable?

Not at all					Very much
1	2	3	4	5	

11. Is each P.O. educationally rele-
vant?

Not at all

Very much

1 2 3 4 5

12. Is each P.O. consistent with the goal for which it was written?

Not at all

Very much

1 2 3 4 5

13. Is each P.O. appropriate for designated grade level?

Not at all					Very much
1	2	3	4	5	

Learning Activities:

14. Is each activity appropriate for designated grade level?

Not at all					Very much
	1	2	3	4	5

Not at all

Very much

1 2 3 4 5

Not at all					Very much
1	2	3	4	5	

Not at all

Very much

1 2 3 4 5

Not at all				Very much
1	2	3	4	5

Not at all					Very much
1	2	3	4	5	

Not at all					Very much
1	2	3	4	5	

Not at all Very much

1 2 3 4 5

23. Have both "basic" and "optional" activities been included?

Resources :

24. Is each resource feasible to obtain and/or use?

25. Is each resource appropriate for designated grade level?

26. Are the resources for each activity consistent with the P.O. (s) for which they will be used?

Evaluation:

27. Are the directions clearly stated for the teachers?

28. Are the directions clearly stated for the students?

29. Are the procedures appropriate for designated grade level?

30. If paper and pencil evaluation is to be used, is the reading level appropriate for designated grade level?

Not at all Very much

1 2 3 4 5

31. Is each cluster of items (5)
congruent with P.O. for which
it was designed?

Not at all					Very much
1	2	3	4	5	

32. Is each item technically sound?

Not at all					Very much
1	2	3	4	5	

33. If behavioral checklists are to be used, are the procedures congruent with P.O. (s) for which they were designed to measure?

Date _____

Evaluator(s) _____

Appendix D
 Guidelines for Career Development Centered Curriculum
 Unit Implementation
 Grades K-6

- I. Before you begin remember--"You cannot teach that which you do not know."
 - A. Read the unit carefully to be certain you understand all components of the unit.
 - B. Build a good background for the unit you will be teaching.
 1. Occupational Awareness
 - a. Read all available material concerning the occupations studied in your units.
 - b. Visit and observe people working in these occupations.
 - c. Talk with workers from these occupations.
 2. Self-Awareness
 - a. Talk with school counselor concerning ideas in developing self-awareness in students.
 - b. Read materials that explain why students react in different ways; i.e., behavior modification.
 - c. Learn all you can about your students; i.e., likes, dislikes, interests, abilities, etc.
 - d. Learn to really listen to your students.
- II. Before introducing any information about a unit:
 - A. Make enough copies of the pre-test for all students.
 - B. Pre-test the students.
 - C. Record the results of the pre-test on the correct Tabulation Form (usually Evaluation Tabulation Form A).
- III. Before teaching the unit, plan carefully:
 - A. Study the results of the pre-test.
 - B. Determine the area in which your students need the most work. (Review the goals and objectives.)
 - C. Go through the unit and check those activities that you feel will best meet the needs of your students.
 - D. Try to include a variety of different types of learning activities; i.e., hands-on, discussion, role-playing, etc.
 - E. Don't be afraid to be creative! Add any activities that meet the needs of your students. (Be sure to record these activities so all students may benefit.)
 - F. Plan ahead:
 1. Make a rough draft to help you see where you are going.
 2. Try to estimate the amount of time necessary. (You and your students will become bored if you stretch the unit out over too long a period.)
 3. If you think that it will take longer than is feasible, re-evaluate the activities you have chosen.
 4. Obtain any necessary materials and equipment.

IV. As you teach the unit:

- A. Try to implement the unit within a reasonable time period.
- B. Log each day! The comments that you make as you complete each activity will be much more valuable than those you might make after a greater time lapse. (Try not to procrastinate because the task will certainly not become any easier.)
 - 1. Use the C.D.C.C. Capsule Logging Sheet. (A separate sheet for each capsule.)
 - 2. Please fill in the requested information as accurately as possible.
 - 3. Be certain to log any comments you may have concerning the evaluation (goals, objectives, and tests)
 - 4. In making positive or negative comments: (concerning each activity attempted)
 - a. Make at least one comment in one of the two columns.
 - b. In making either a negative or positive comment, be specific. Remember, you are making a value judgment. In doing this, a reason should be implied.

V. After you have completed each capsule:

- A. Decide if you need any additional practice (in the area studied) to meet the needs of students.
- B. Submit your logging to your school office as soon as you complete each individual capsule. (You may insist on seeing that your name is checked each time you submit logging or evaluation sheets.)

VI. After you complete the unit:

- A. Refer to the goals and performance objectives:
 - 1. Do any necessary reviewing.
 - 2. Include any necessary enrichment.
- B. Administer the post-test.
- C. Record the results of the post-test on the correct Tabulation Form.
- D. Complete your logging by summarizing any information that may help in evaluating, re-writing, and refining each unit.
- E. Submit your evaluation results and the remainder of your logging to your school office.

Developed by the C.D.C.C. Staff

Appendix E

Sample Logging Sheet for Career Development Centered Curriculum Units

Teacher's Name Mrs. Smith Grade 1 Title Food Stores Capsule # 2

Act. #	Amount of time with students	+Reaction/Comments*	-Reaction/Comments*	Additional references and/or resources used
1	30	This was a good learning experience. The students added such words as produce and dairy to their vocabulary.		Booklet: <u>Billy at the Dairy</u> American Dairy Association
2	45	This activity was needed to learn categorizing. Students seemed to enjoy the activity.	It was hard to find pictures of food that was not already cooked. We could have used a lot more magazines with pictures of food.	
4	30		Students were unsure of who the manager was. They are getting a little tired of this activity. Need activities that are more creative than just drawing.	Need to use art materials other than just crayons and paper.
5	70	Very exciting! The students really worked hard.	Needed a longer block of time	S.R.A. Filmstrip: "From Farm to Your Table"
7	30		Terrible. This concept is much too difficult for children of this age. They were very bored and restless. Would not wish to attempt this again.	

*At least one comment (+ or -) must be made for each activity.

Appendix F
Sample Career Development Centered Curriculum Teacher
Opinionnaire Based on Experience in Implementing Career Units

Name _____

Building _____

Grade _____

Unit _____

1. Indicate how much the unit goals helped you understand the intent of this unit.

1	2	3	4	5
Very little		An average amount		Very much

2. Indicate how much the Performance Objectives helped you understand what was expected of your students.

1	2	3	4	5
Very little		An average amount		Very much

3. How appropriate is the content of this unit for your grade level?

1	2	3	4	5
Not appropriate		Somewhat		Very appropriate

4. To what degree are the capsules and lessons logically sequenced?

1	2	3	4	5
Not logical		Somewhat logical		Completely logical

5. To what degree would you recommend this unit to other teachers?

1	2	3	4	5
Would not recommend unit		With reservations		Without reservations

6. Rate your own attitude toward teaching this unit.

1	2	3	4	5
Inappropriate (should be dropped)		OK		Excellent

7. Rate your own attitude toward teaching career educational concepts.

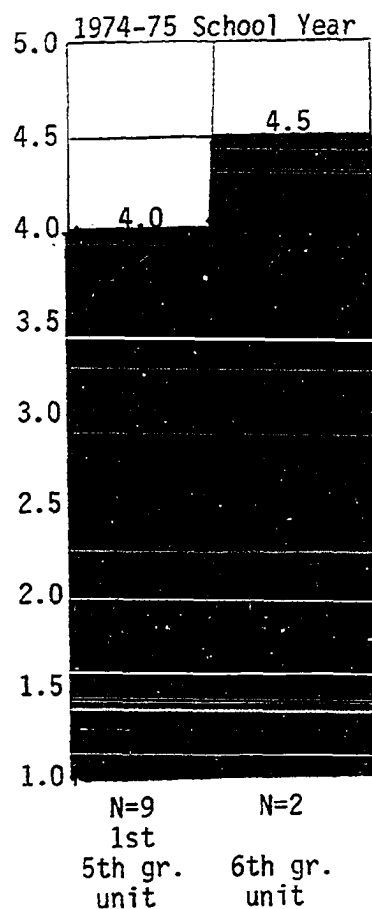
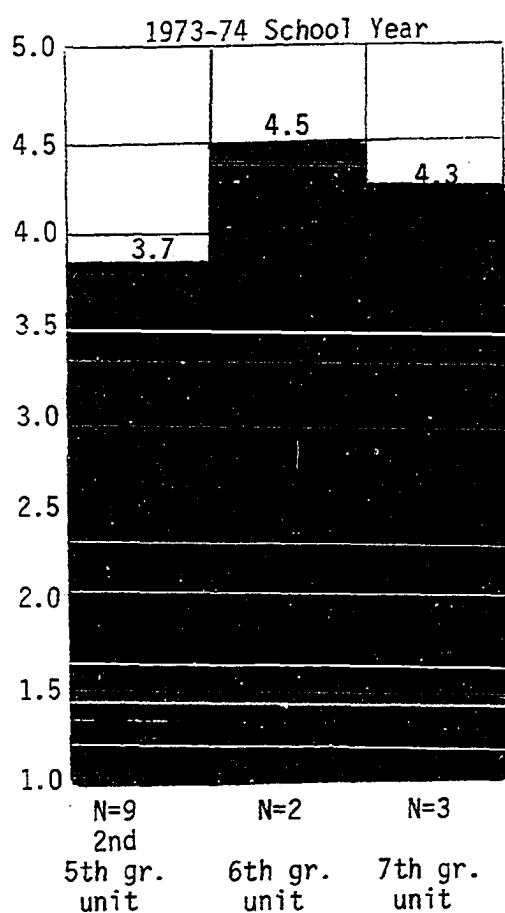
1	2	3	4	5
Totally opposed		Somewhat favorable		Very favorable

8. Overall, how would you rate the quality of this unit?

1	2	3	4	5
Very poor		Average		Very good

Appendix G
Results of Career Development Centered Curriculum
Teacher Opinionnaires for Self-Awareness Units
From 1973-74 and 1974-75 School Years

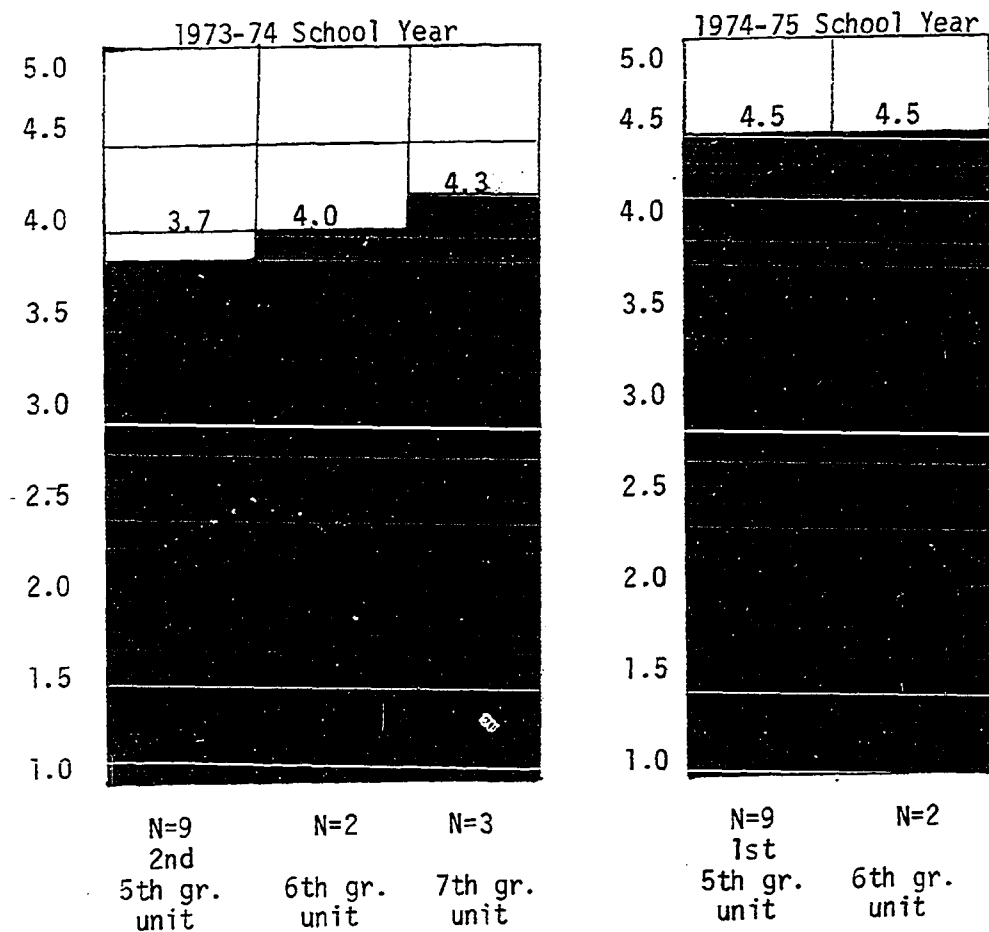
Results of Teacher Opinionnaire for Question 1: Indicate how much the unit goals helped you understand the intent of this unit.



1. Indicate how much the unit goals helped you understand the intent of this unit.

1 2 3 4 5
 Very little An average amount Very much

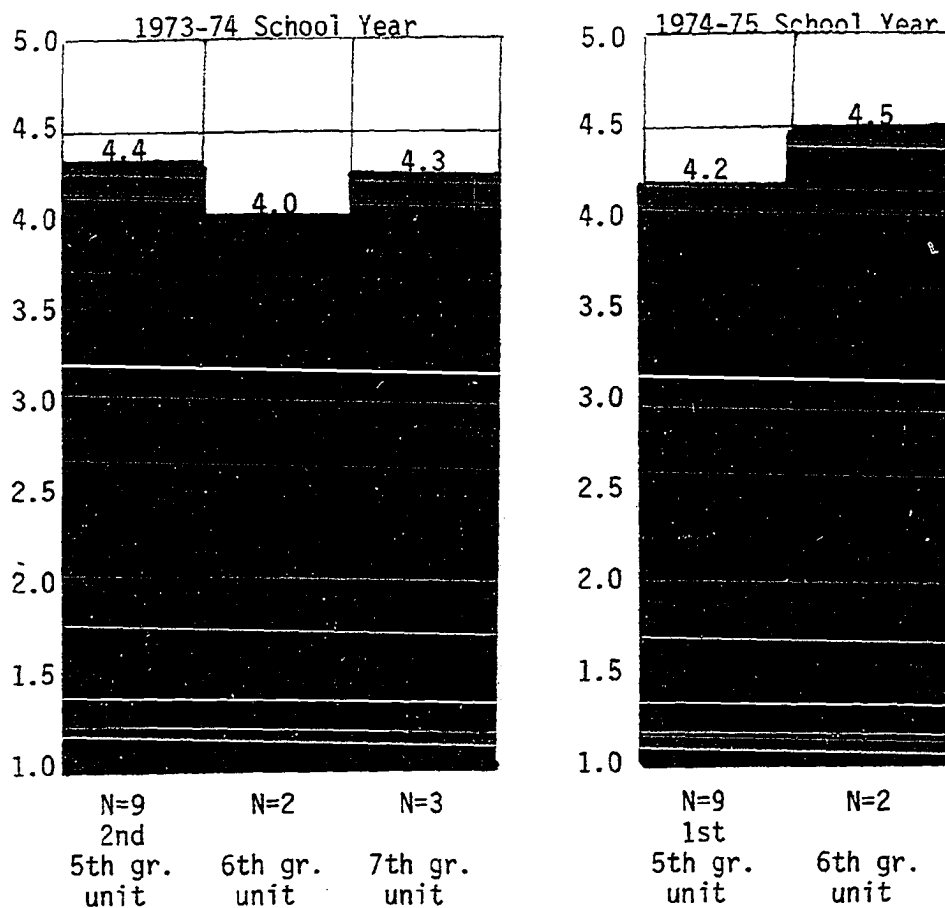
Results of Teacher Opinionnaire for Question 2: Indicate how much the Performance Objectives helped you understand what was expected of your students.



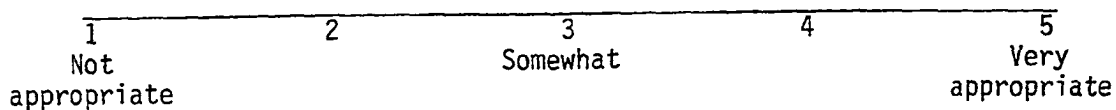
2. Indicate how much the Performance Objectives helped you understand what was expected of your students.

1 2 3 4 5
 Very little An average amount Very much

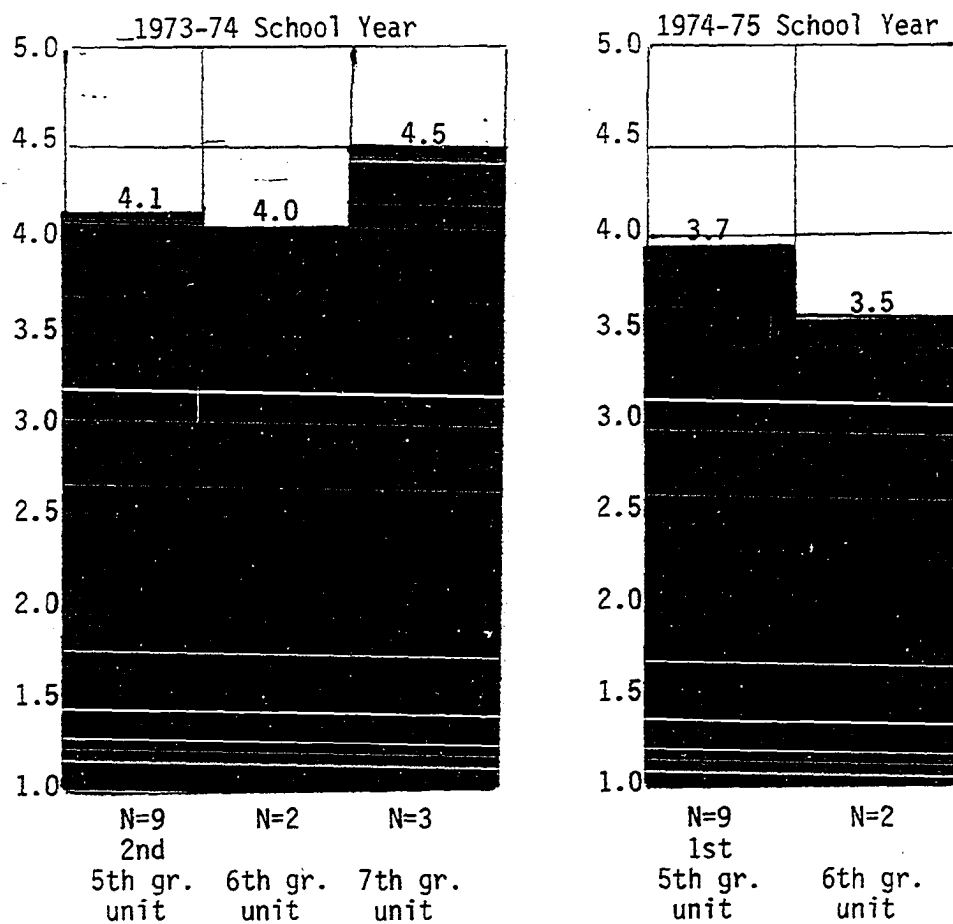
Results of Teacher Opinionnaire for Question 3: How appropriate is the content of this unit for your grade level?



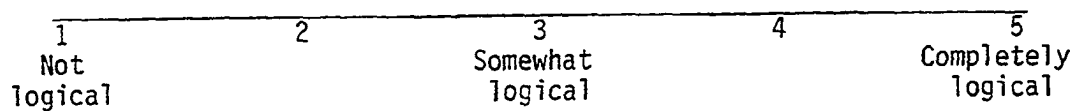
3. How appropriate is the content of this unit for your grade level?



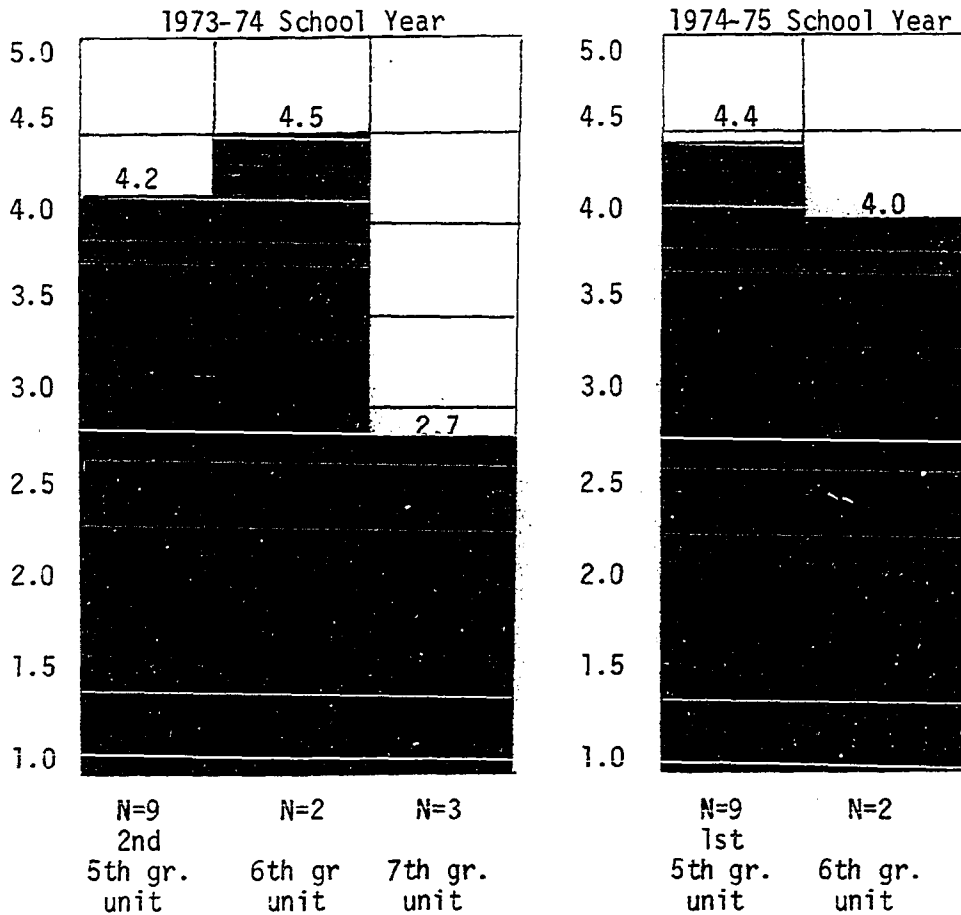
Results of Teacher Opinionnaire for Question 4: To what degree are the capsules and lessons logically sequenced?



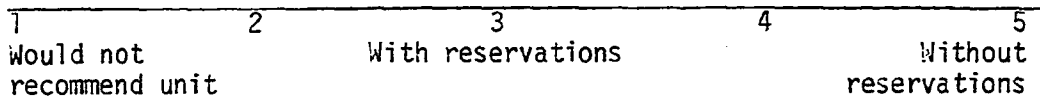
4. To what degree are the capsules and lessons logically sequenced?



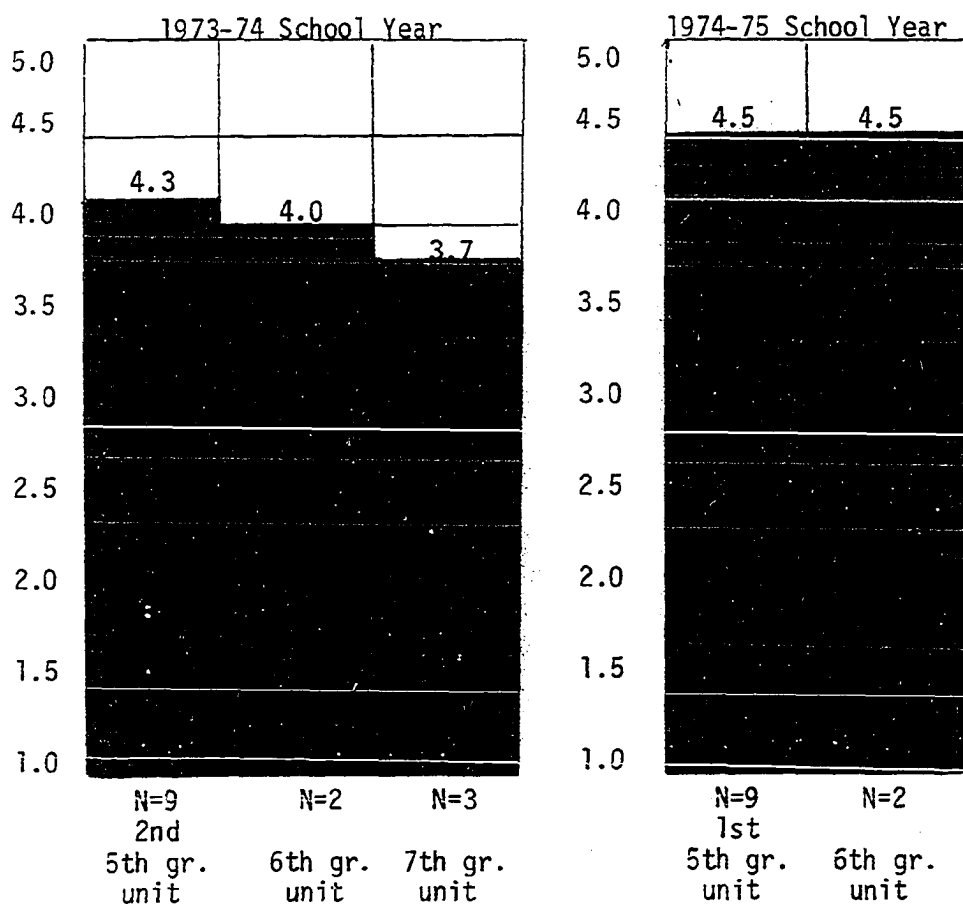
Results of Teacher Opinionnaire for Question 5: To what degree would you recommend this unit to other teachers?



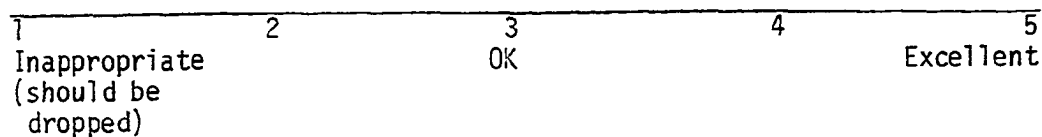
5. To what degree would you recommend this unit to other teachers?



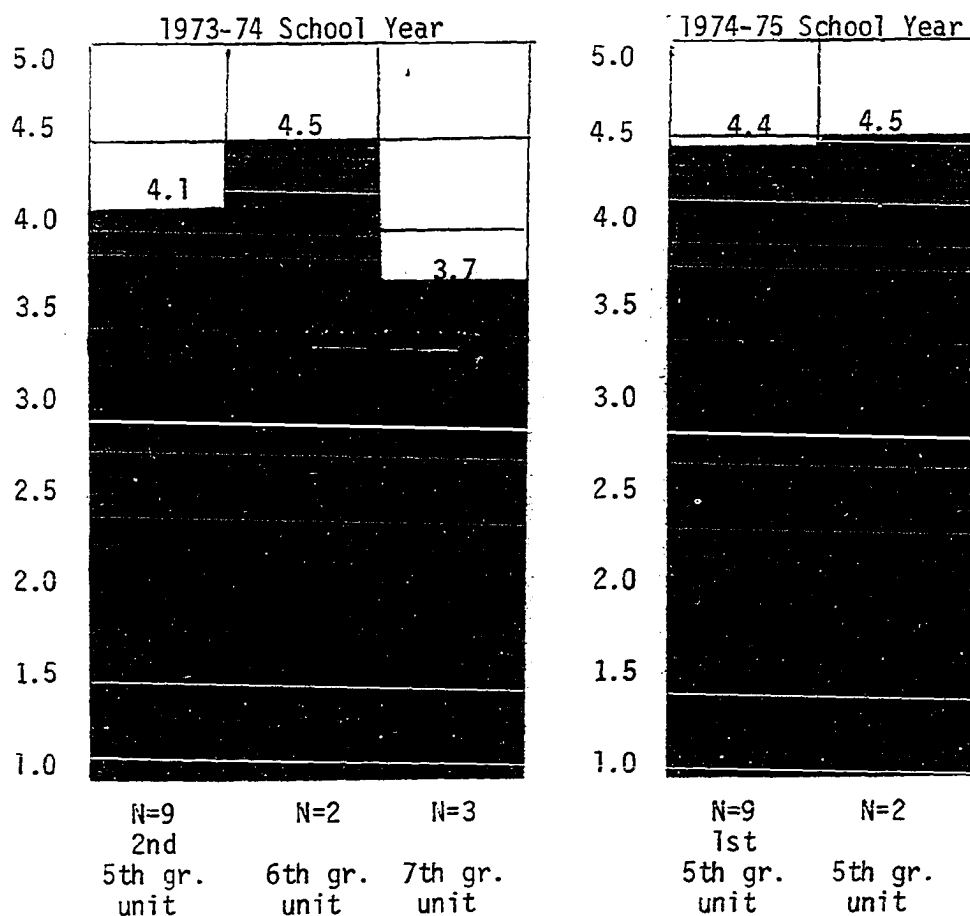
Results of Teacher Opinionnaire for Question 6: Rate your own attitude toward teaching this unit.



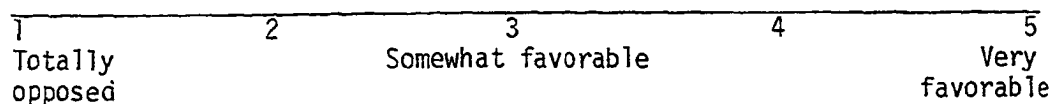
6. Rate your own attitude toward teaching this unit.



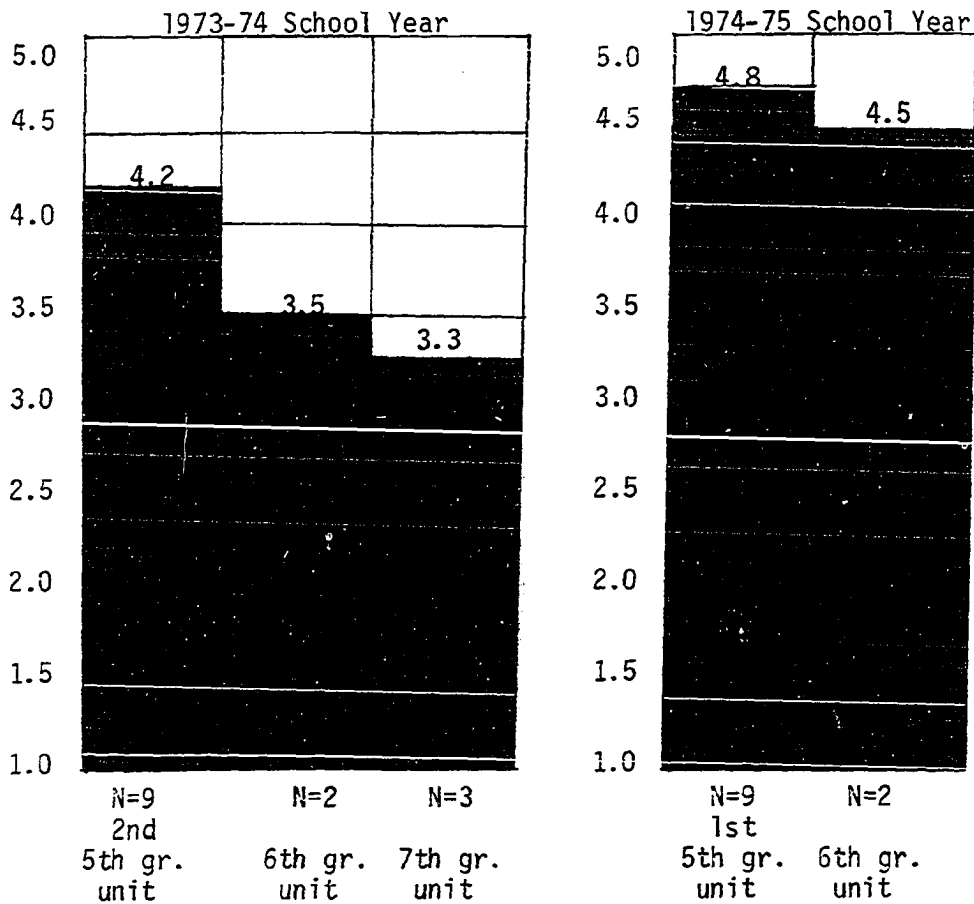
Results of Teacher Opinionnaire for Question 7: Rate your own attitude toward teaching career educational concepts.



7. Rate your own attitude toward teaching career educational concepts.



Results of Teacher Opinionnaire for Question 8: Overall, how would you rate the quality of this unit?



8. Overall, how would you rate the quality of this unit?

1 2 3 4 5
 Very poor Average Very good

Appendix H
Counselor's Weekly Report for the Summer Migrant Program, 1974

Key:

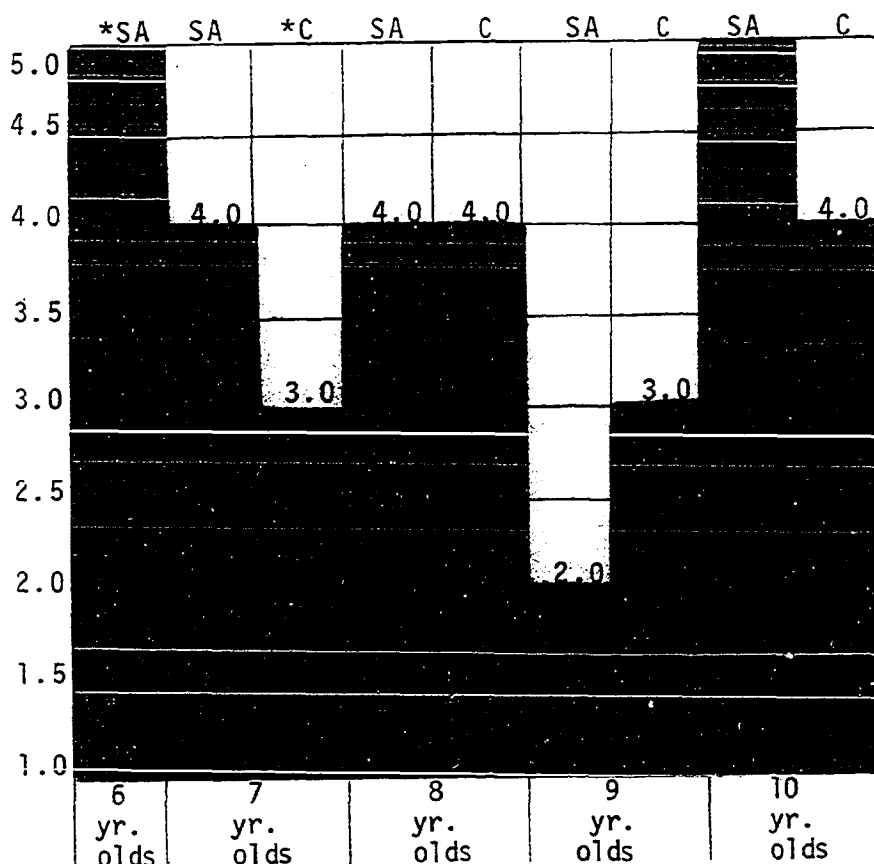
SOL-----Working with Science Oral Language Program
VISTA-----Working with Cultural Heritage Program
MISTOL----Working with MISTOL Language Program
BRL-----Working with BRL materials (Behavioral Research Laboratories)
SA-----Working with Self-Awareness Units
CE-----Working with Career Education Units
C-----Counseling with students
CL-----Acquiring clothes for students
RM-----Acquiring resource materials
I-----Inservice
T-----Testing
V-----Visitors to our program
O-----Observing
EV-----Evaluation of Self-Awareness and Career Education
FT-----Field Trip
FTC-----Co-ordinating Field Trip
FTP-----Participating in Field Trip
SM-----Staff Meeting
MISC-----Miscellaneous

Migrant Program Counselor's Weekly Report Week Ending June 28, 1974

CLASSROOMS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
C. Groff 5 year olds	O - Groc. Unit RM	RM - Hardings play money	FTC - Grocery store		
D. Fryling 6 year olds	OCE - "EYES"	MISTOL	OCE - "EYES"		
A. Ravitch 7 year olds	BRL - dittos C - Mike		CFT - Switch- board	RM - cups & soil	RM - Telephones
M. Birmele 8 year olds	R - cookies and soil		Lesson plans CE	Lesson Plans CE	CFT - bakery
T. Smith 9 year olds	Inservice CE & SA	BRL	BRL		
K. Smith 10 year olds	CE & SA materials	RM - play mon- ey		RM - Post Off- ice Act. Sheets	CFT- Coloma Post Office
R. Irons 10 year olds	SOL		RM - Post Off- ice		CFT - Coloma Post Office
Other	Bangor - BRL Clothes for stu- dents Getting aides for	Field Trip -- John Ball Park field trips	Clothes for students	Bookmobile schedule for teachers	Doubleday -- supplies Clothes for students

Appendix I
Results of Career Development Centered Curriculum
Teacher Opinionnaire for Career and Self-Awareness
Units From Summer Migrant Program, 1974

Results of Teacher Opinionnaire for Question 1: Indicate how much the unit goals helped you understand the intent of this unit.



Indicate how much the unit goals helped you understand the intent of this unit.

1 2 3 4 5
Very little An average amount Very much

*SA -- Self Awareness Units

*C -- Career Units

Summer Migrant Program, 1974

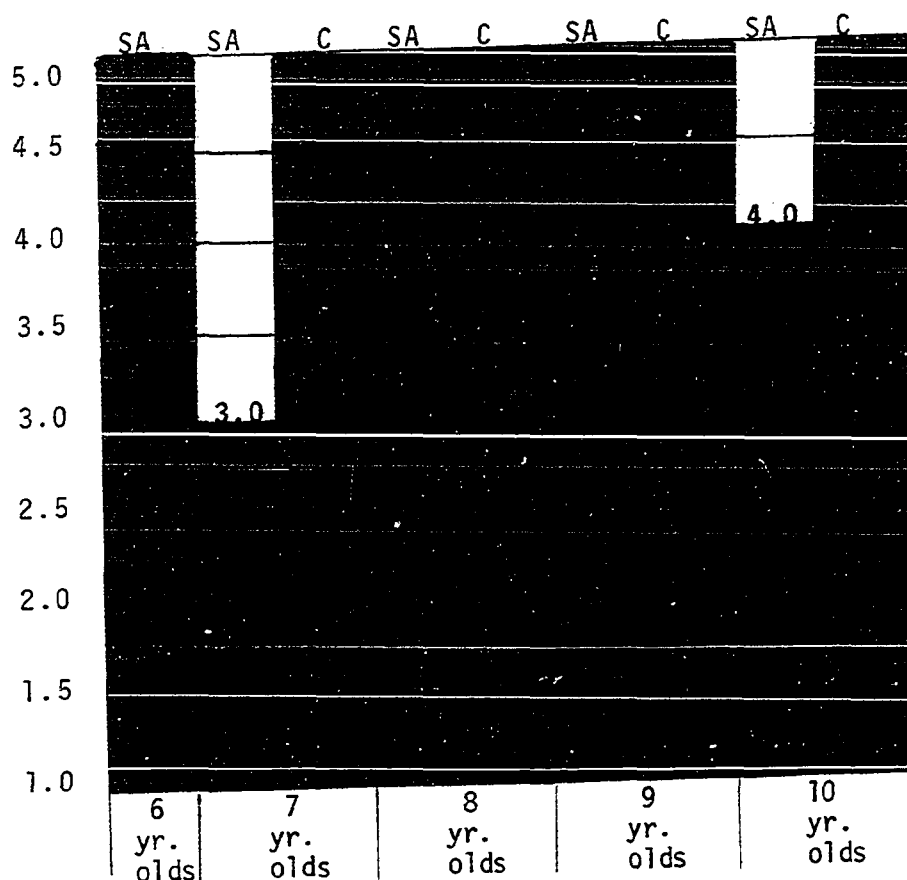
Results of Teacher Opinionnaire for Question 2: Indicate how much the Performance Objectives helped you understand what was expected of your students.

	SA	SA	C	SA	C	SA	C	SA	C
5.0									
4.5									
4.0			4.0	4.0	4.0			4.0	4.0
3.5									
3.0		3.0				3.0			
2.5									
2.0									
1.5									
1.0									
	6 yr. olds	7 yr. olds	8 yr. olds	9 yr. olds	10 yr. olds				

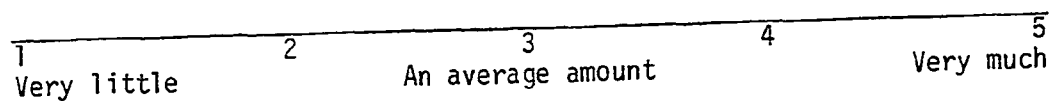
Indicate how much the Performance Objectives helped you understand what was expected of your students.

1 2 3 4 5
Very little An average amount Very much

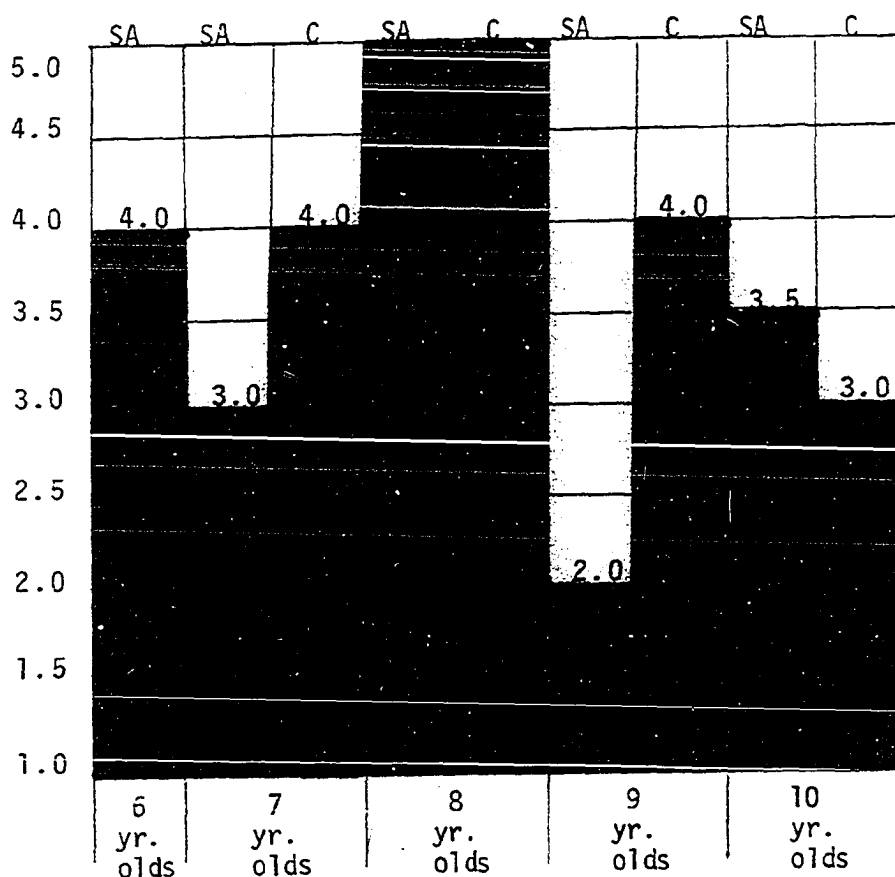
Summer Migrant Program, 1974
 Results of Teacher Opinionnaire for Question 3: Do you feel that
 the Counselor was available when you asked for help?



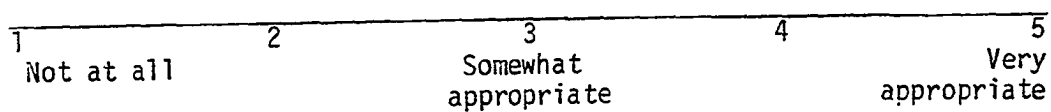
Do you feel that the Counselor was available when you asked for help?



Summer Migrant Program, 1974
Results of Teacher Opinionnaire for Question 4: How appropriate
is the content of this unit for your age level?



How appropriate is the content of this unit for your age level?



Summer Migrant Program, 1974
Results of Teacher Opinionnaire for Question 5: To what degree
are the capsules and lessons logically sequenced?

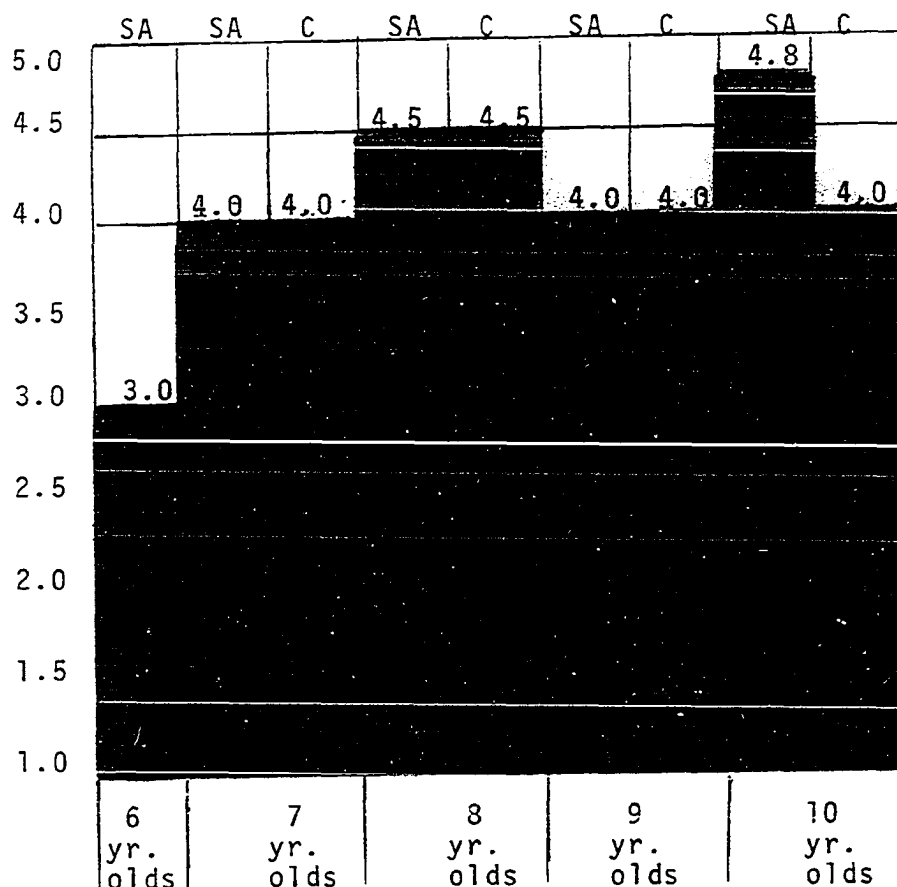
	SA	SA	C	SA	C	SA	C	SA	C
5.0									
4.5									
4.0						4.0		3.8	3.9
3.5									
3.0		3.0				3.0			
2.5									
2.0			2.0						
1.5									
1.0									
	6 yr. olds	7 yr. olds		8 yr. olds		9 yr. olds		10 yr. olds	

To what degree are the capsules and lessons logically sequenced?

1	2	3	4	5
Not at all logical		Somewhat logical		Completely logical

Summer Migrant Program, 1974

Results of Teacher Opinionnaire for Question 6: While teaching this unit, about how many of the lessons did you have to modify extensively?

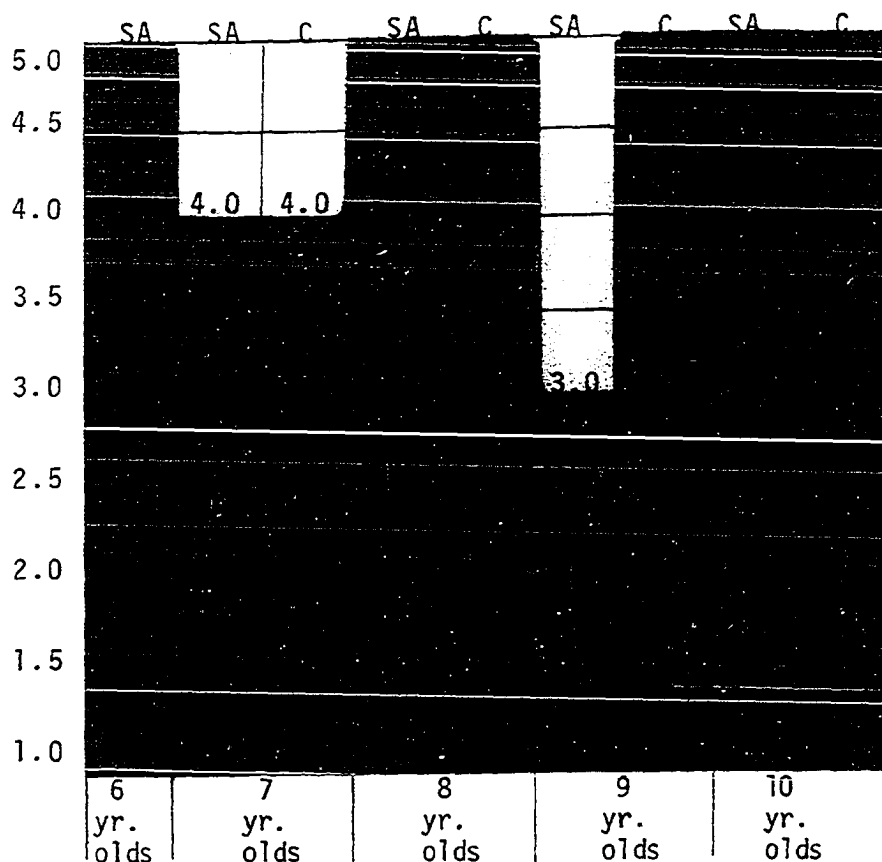


While teaching this unit, about how many of the lessons did you have to modify extensively?

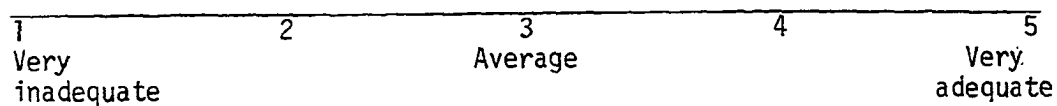
1	2	3	4	5
All	(3/4)	(1/2)	(1/4)	None

Summer Migrant Program, 1974

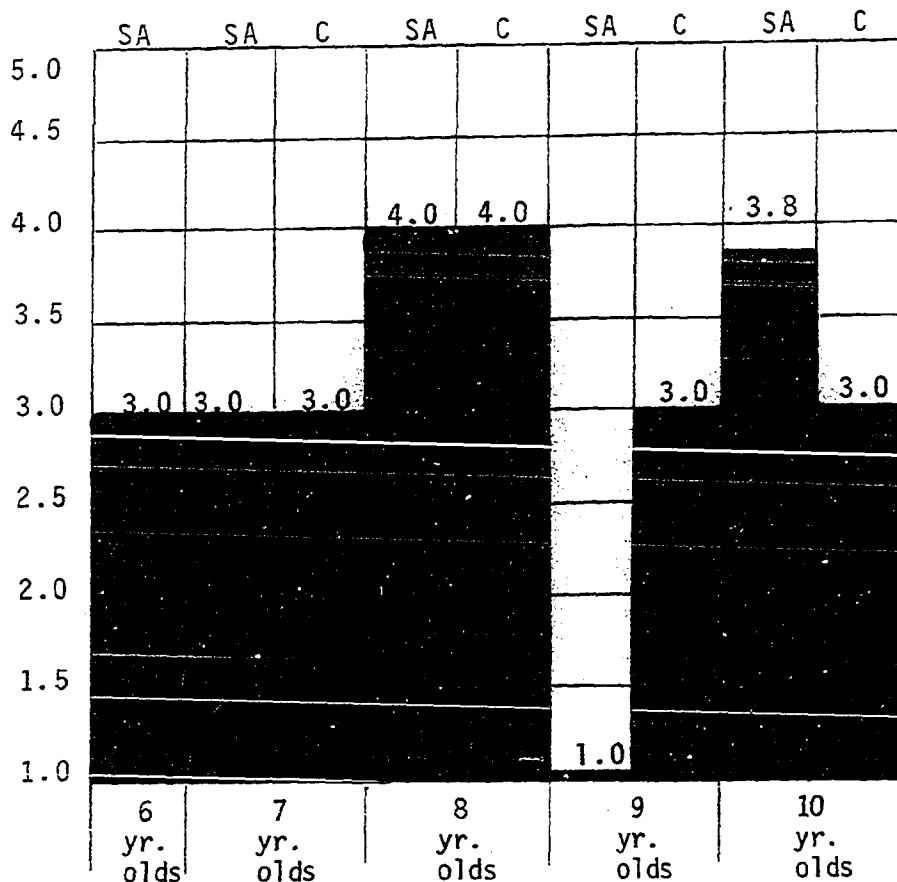
Results of Teacher Opinionnaire for Question 7: Do you feel that you had adequate resources and supplies to teach the units?



Do you feel that you had adequate resources and supplies to teach the units?



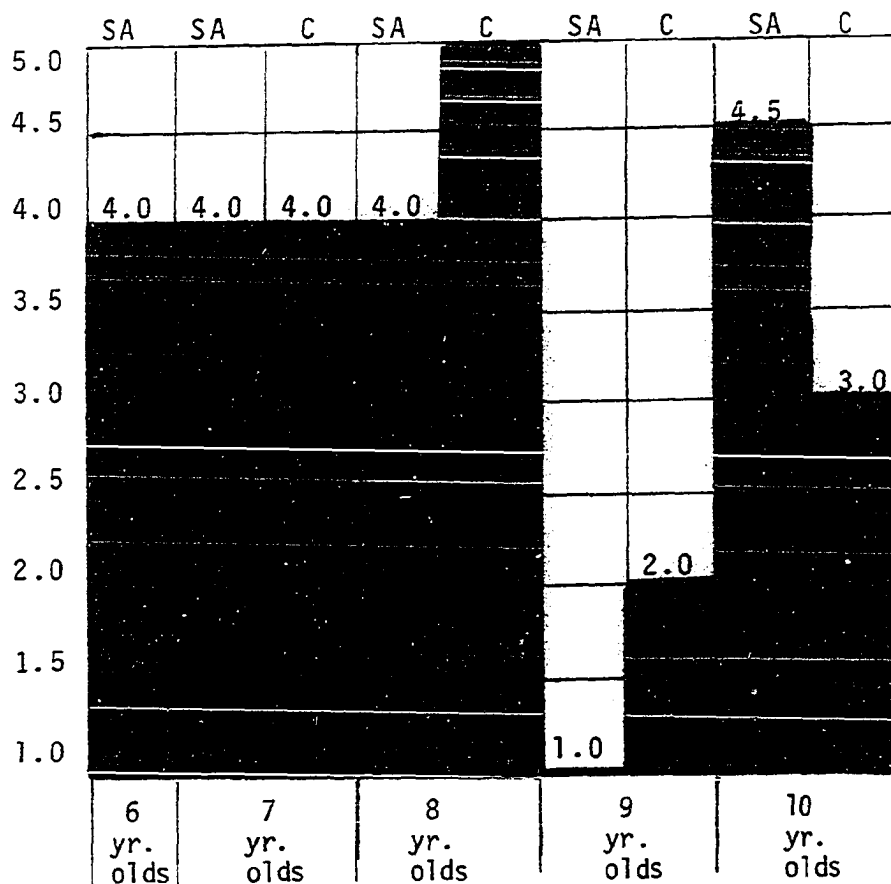
Summer Migrant Program, 1974
Results of Teacher Opinionnaire for Question 8: If possible,
would you teach this unit to your students next year?



If possible, would you teach this unit to your students next year?

1	2	3	4	5
No	Yes, with major modifications	Yes, with some modifications	Yes, with minor modifications	Yes, with no modifications

Summer Migrant Program, 1974
 Results of Teacher Opinionnaire for Question 9: In comparison
 with traditional instructional materials, how would you rate this
 unit in terms of student learning?



In comparison with traditional instructional materials, how would
 you rate this unit in terms of student learning?

1 Poor 2 Fair 3 Average 4 Good 5 Excellent

Summer Migrant Program, 1974
 Results of Teacher Opinionnaire for Question 10: Rate your own
 attitude toward teaching this unit.

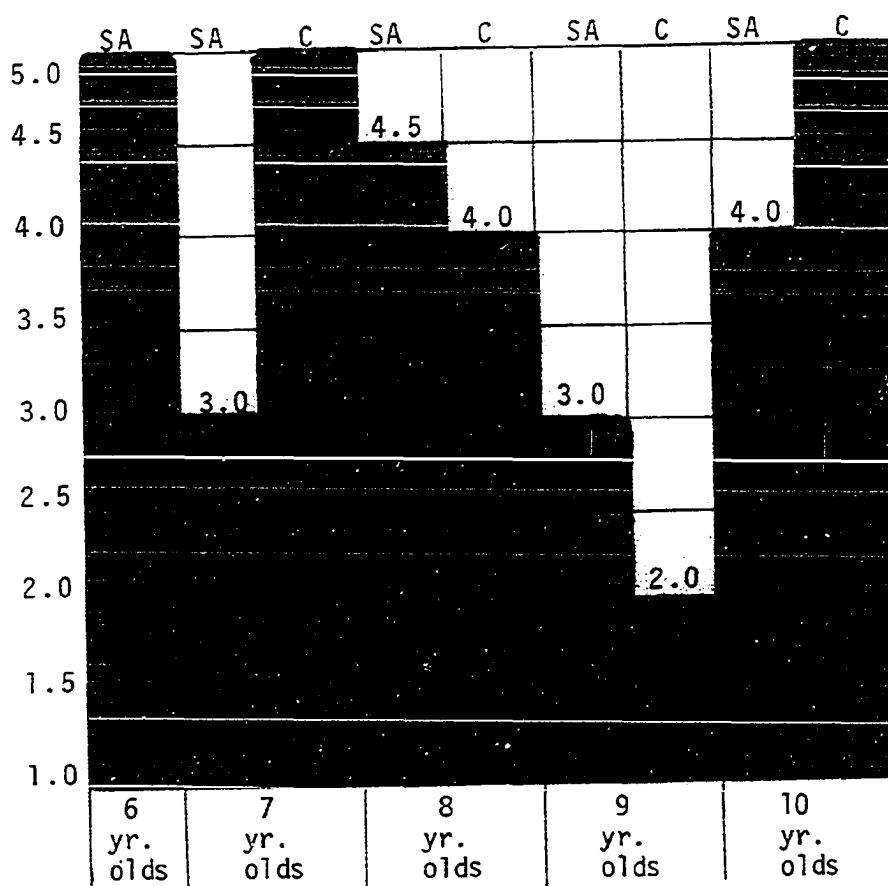
	SA	SA	C	SA	C	SA	C	SA	C
5.0									
4.5							4.5		
4.0			4.0					4.0	
3.5									
3.0		3.0							
2.5									
2.0									
1.5									
1.0						1.0			
	6 yr. olds	7 yr. olds		8 yr. olds		9 yr. olds		10 yr. olds	

Rate your own attitude toward teaching this unit.

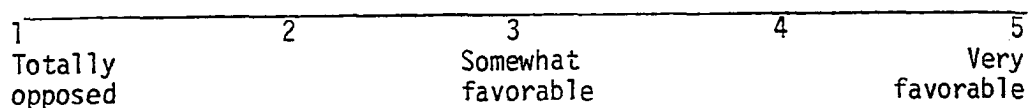
1	2	3	4	5
Poor		OK		Excellent

Summer Migrant Program, 1974

Results of Teacher Opinionnaire for Question 11: Rate your own attitude toward teaching career educational concepts.



Rate your own attitude toward teaching career educational concepts.



Summer Migrant Program, 1974
 Results of Teacher Opinionnaire for Question 12: Overall, how
 would you rate the quality of this unit?

	SA	SA	C	SA	C	SA	C	SA	C
5.0									
4.5									
4.0			4.0	4.0				4.0	4.0
3.5									
3.0		3.0					3.0		
2.5									
2.0					2.0				
1.5									
1.0									
	6 yr. olds	7 yr. olds		8 yr. olds		9 yr. olds		10 yr. olds	

Overall, how would you rate the quality of this unit?

1	2	3	4	5
Very poor		Average		Very good

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