1983

The development of a curriculum for career education in continuation school

Kathleen W. Rager

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California State College
San Bernardino

THE DEVELOPMENT OF A CURRICULUM FOR CAREER EDUCATION IN CONTINUATION SCHOOL

A Project Submitted to
The Faculty of the School of Education
In Fulfillment of the Requirements of the Degree of Master of Arts in Education: Vocational Education Option

by

Kathleen W. Rager, M.A.

San Bernardino, California
1983

APPROVED BY:

[Handwritten signatures and names of advisors and committee members]
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I. INTRODUCTION

The purpose of this curriculum project has been to develop a course in Career Education which fits the unique needs of the students at Birch High School in Fontana. This course is intended to help students gain greater understanding of themselves and the world of work by facilitating the development of exploratory and decision-making skills.

It is no longer sufficient to equip a student with the skills required for a specific occupation, for that occupation may not exist in ten to twenty years. Nor is it sufficient to treat the student as if he or she will remain unchanged throughout life. As we allow for growth and change in the individuals who operate within the environment.

Career Education must concern itself with the whole life pattern of the individual as it relates to work, not simply with the discrete event of occupational choice. The student must learn not simply what to choose, but how to choose. In this context, any decision which has an effect upon the shaping of one's career is a career decision.

The development of a specific course curriculum will incorporate these ideas. It will give the students an opportunity to explore various career choices and give them practice in developing their decision making skills.
II. STATEMENT OF THE PROBLEM

The problem came to light in the Spring of 1981 when Birch High School was being accredited by the Western Association of Secondary Schools. The visiting committee recommended that the staff of Birch High develop a Career Education class and that all graduating seniors be required to complete the class before graduating. It was felt by the committee that the students needed a class to prepare them for the working world. The problem was then broken down in the following parts:

A. Interest In and Need for Career Education - Students were given an informal survey which asked which classes they would like to see instituted or expanded at Birch and Career Education was one which they felt should be included in the curriculum. It had been a part of Consumer Economics class but the students and principal felt that it needed to be expanded into a thirty hour course. They also expressed the hope that the course would include some individual Career Counseling.

B. Career Education as a Requirement to Graduate - As a result of the recommendations of the WASC committee, the Board of Education made Career Education a requirement to graduate from Birch High School. As a result of this action, it became mandatory to develop a course in Career Education.

C. Availability of Individualized Career Education Programs - Upon reviewing the literature and evaluating other Career Education programs, it was found that other Career Education programs did not have components that would allow for the diversity of reading ability
that Birch High students demonstrate.

D. Individualized Needs of Students - Students at Birch High are there for a myriad of reasons. They come because they have trouble adjusting to a large high school, they are habitual truants, they have drug or alcohol problems or they are flunking out of the comprehensive high school. Some just come because they have an afternoon job and need a shorter school day. Some of the students are gifted and some have been sent from special education classes. They have one thing in common—all must take Career Education to graduate. The problem then is to serve their individual needs.

The problem then was to develop a course curriculum that would meet the interest and need for Career Education, fulfill the graduation requirement, fill the gap left by standardized programs and meet the individual needs of the students at Birch High.

III. PURPOSE OF THE PROJECT

The purpose of the project was to develop a thirty hour course in Career Education that would be flexible enough to take into account a wide range of reading abilities, attendance patterns, personalities and general academic skills. The course would have to be constructed so that a student could leave it on one day and be able to take it back up many days later without losing credit for the time spent.

The completed project will be used at Birch High School to develop students' awareness of themselves and their relationship to the world of work. It will also attempt to make the students aware that both males and females will be working for the next forty or fifty years.
IV. REVIEW OF THE LITERATURE

In reviewing the related literature for this project, answers were sought for the following questions: 1. What are the methods other alternative schools are using to teach their students the basics of Career Education? 2. What does the State of California require in such a course? 3. What funding is available for implementing this course? 4. What process should be used to write an individualized program? 5. What would make this type of class meaningful to high school seniors?

Career Education is taught in other alternative schools in much the same way it is taught in the regular high schools. Teachers set their program's goals and objectives and design learning activities that will accomplish these. The one different aspect of the course in the alternative school is that the student will be out in the community much more than the student from the comprehensive school and will make more use of community resources. She/he will be able to visit places of employment and explore the career more closely because of her/his flexible scheduling.

The State of California is very flexible in its requirements for a class in Career Education. Career Education is defined as: a blend of general, vocational, and academic education into a curriculum that can provide students with the educational experiences necessary to prepare them for personal fulfillment and economic independence. This leaves the instructor a broad path in which to operate. The guidelines are vague.
Because of this finding, it was decided to develop a course of individualized instruction using various text books and teacher made material. The method used was borrowed from David W. Champagne and Richard M. Goldman's book entitled, *Handbook for Managing Individualized Learning in the Classroom*.

The students at Birch High School have had an unsuccessful experience in the comprehensive high school and feel that they have failed when they are sent to Birch. They and their parents feel misused by the school system. (See appendix 1) Consequently, they view the counseling staff and teaching staff with distrust at first. They share this attitude with the students in Ginzberg's survey of eighteen year olds......

"Eighteen is a bad age in high school. They try to get you out of school and they don't really encourage you to go to night school. They tell you to enroll but give you no help....Some teachers did talk about college although there was no detailed description of such programs as College Discovery, etc.

My particular guidance counselor didn't take too much interest in the student. Maybe it's because they have so many students, I don't know. My last class was a special class of 15-16 boys, all boys, in a job orientation program. They try to see what you're suited for. It wasn't much good." (4:132)

The class at Birch will make every attempt to meet the career interest and needs of its students. They will not feel, as the students in Ginzberg's survey did, that they are simply being shuffled through. To insure against this happening, the course is designed so that no more than twenty students are enrolled at any one time. The course will be constantly evaluated by the students using Champagne and Goldman's method. (1:22) Every attempt will be made to allow
the student input into the course planning.

V. PROCEDURES AND METHODS

The following procedures and methods were utilized in developing this project:

A. A review of the literature related to Career Education and Individualized instruction was conducted.

B. To determine the specific needs and interests of continuation school students at Birch High, a needs assessment analysis was conducted. This analysis was conducted as part of the procedure for accreditation by the Western Association of Secondary Schools. A five page questionnaire was administered to the student body by parent volunteers in an effort to find out what the students thought about the faculty and courses offered at Birch High. They were also asked what courses they would most like to see instituted at the school. Fifty-one percent of the students responded that they would like some career guidance and education.

In informal interviews with the accreditation team, students were asked again about vocational counseling and classes. The students again responded that they felt that Birch was really lacking in this area.

Birch was given a seven year accreditation with the strong recommendation that it institute a class that would prepare the students for the working world. It was also felt that the teacher who taught the class should test the students for aptitude and ability so as to better guide them into possible careers.
VI. PRODUCT DESCRIPTION: CAREER EDUCATION AN INDIVIDUALIZED APPROACH

The course entitled, "Career Education-An Individualized Approach" will be offered to the students at Birch High School in Fontana. It is worth 2.5 units of credit and takes thirty classroom hours (forty-five minutes) to complete.

The students are given an individualized assignment sheet upon entering the class. As they progress through the class, they check off the tasks. The work may be completed all in class or the student may contract to do half the work on his own at home.

The course guide outlines each task and lists its purpose, teacher's responsibilities, student's responsibilities, and average time taken to complete. The student may take more time than the average or less time. There are always other activities provided for the student who moves at a more rapid rate. If a student takes much longer than average to finish a task, the teacher re-evaluates the assignment as to its relevance to that student's ability level.

The class will use two sets of Career Education text and work books. One is written at about seventh grade level and the other is written at about fourth grade level. Students will not be aware of the difference in ability level because they cover the same tasks. The teacher evaluates the student's reading level by having him write an essay and also by talking to the counselor and reading teacher. If he is average, he is assigned to Succeeding in the World of Work and if he is below average, he is assigned to Entering the World of Work. Both series contain the aptitude and attitude tests that are assigned on the task sheet. Most students will fit within the framework of these two series and if they do not,
then the teacher will be expected to accommodate. The higher student will be accommodated in the more sophisticated Job Book or *What Color is Your Parachute?* The lower student will be read to or with by either the teacher or a competent student aide.

Productive hours at Birch High School do not simply come up and bite one on the bottom, but like anything of value, they must be earned. In order to insure that the students do indeed earn theirs, they must keep a log of their time. They keep this log in addition to their task sheets in order to justify their productive hour for the day.

The course will be constantly evaluated by the teacher and the students. Courses that are individualized are evaluated and customized each time a new student enters the class.

**VII. SUMMARY AND APPLICATION**

This course will be offered at Birch High School in Fontana and will be available to all students. The course will be required for graduation. It will be worth 2.5 credits.

It was designed so that the course will be taught by the business education, work experience teachers or by a person with an expertise in career education. It will be receiving its on-going funding from vocational education funding, so the teacher must have a vocational credential in order to receive the funding for the course.

A basic version of this class is already being taught in Fontana. The initial set-up costs for the course were about eight hundred dollars. This included the cost of several film strips and books that could be duplicated.
There are many sources of free materials that can be duplicated. (See appendix 2). The school had been given a grant of one thousand dollars, so it was felt that it would be better to acquire the textbooks at different reading levels while there was money available for that purpose. The free sources such as the San Bernardino County School's Career and Decision Making were not geared to the low reader. Some of the material from these sources is used in the material that is given out for contracts.

It is hoped that this course will be a source of career education and that the instructor will be able to give guidance into careers, and also help the student make education choices by giving advice on funding sources, grants etc. so that the student may pursue any career that he is capable of without being denied on the basis of financial need.
BIBLIOGRAPHY


11. , Career Development Guide, San Bernardino County ROP.
Appendix A

Questionnaire

Student Evaluation of Birch High Program
1. Reporting

   a. How many students were in the sample tested: 59

   b. What percent is this of the student body? 40%

   c. Describe how the sample was selected and by whom.

      The sample was selected randomly by the student committee and the faculty advisor of students enrolled in academic classes on days the questionnaire was administered.

   d. Describe the selection, constituency, and operation of the Student Committee. (See 1 a. above)

   e. Tabulation of responses to the Student Questionnaire:

      | Number | Percent |
      |--------|---------|
      | 1 - 5 Mos. | 25% |
      | 6 - 10 Mos. | 32% |
      | 11 - 15 Mos. | 19% |
      | 16 - 20 Mos. | 11% |
      | 21 - 25 Mos. | 5% |
      | 26 - 35 Mos. | 0% |

   2. When you made out your program, did you have a personal conference with a teacher, counselor, principal, or administrator? (The conference may have been short and informal.)

      | Number | Percent |
      |--------|---------|
      | 47 | 79% |
      | 11 | 18% |
      |   |   |

      a. Yes, adequate.
      b. Yes, but not adequate.
      c. No.

   3. Can any student have a conference with a teacher, counselor, or principal within a reasonable time if he asks for one?

      | Number | Percent |
      |--------|---------|
      | 55 | 92% |
      | 4 | 8% |

      a. Yes
      b. No

   4. Do you feel free to discuss your problems with your teacher, counselor, or principal?

      | Number | Percent |
      |--------|---------|
      | 35 | 59% |
      | 24 | 41% |

      a. Yes
      b. No
5. How would you rate your program for acquainting new students with your school?

- a. A real effort is made to help students "learn their way around". 43 71%
- b. No organized program of orientation is offered. 16 29%

6. Do you understand how credits are earned in this school?

- 1) Yes 57 97%
- 2) No 2 3%

7. Would you rather be in another school?

- a. Yes 10 17%
- b. No 49 83%

8. How would you rate the job your counselor is doing in giving services you need?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>21%</td>
</tr>
<tr>
<td>30</td>
<td>53%</td>
</tr>
<tr>
<td>12</td>
<td>19%</td>
</tr>
<tr>
<td>3</td>
<td>4%</td>
</tr>
</tbody>
</table>

- a. Excellent
- b. Good
- c. Average
- d. Poor

9. In which of the following ways are students helped by your school in choosing or getting a job? (Check one or more.)

- a. Our students get very little help in this matter. 12 19%
- b. We have quite extensive and valuable units or courses on choosing a vocation. 4 7%
- c. We have units or courses on choosing vocations but they are not very helpful. 5 8%
- d. We have a person or office which tries to help students obtain jobs if they want such help. 16 28%
- e. We have a cooperative program within the local employment office. 1 2%
- f. Unaware of this service. 21 36%

10. Do you feel that there are ample books and supplies?

- a. Have always had books and supplies necessary for my assignments. 47 80%
- b. Have had to delay my work because of shortages. 7 12%
5 8%

11. In your opinion, how many of your present teachers have made a real effort to help you understand the purposes and values of the courses you are taking?

- a. One.
- b. Two.
- c. Three.
- d. Four.
- e. Five.
- f. Six.
- g. Seven.

12. How many teachers do you have at present?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>10</td>
<td>17%</td>
</tr>
<tr>
<td>44</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>6%</td>
</tr>
</tbody>
</table>

13. Does your school offer all of the subjects that you would like to take in school?

- a. Yes.
- b. No.

14. If the answer to question #13 is "no," list the courses which you want to take but which are not afforded:

See attached compilation page.

15. Which of the following statements best describe a student's opportunity to make up deficiencies or failures?

- a. Students can enroll for additional hours of school.
- b. Students would have to attend summer session in order to make up work.
- c. Other
16. Can students enter classes and begin purposeful work at any time, either starting at the beginning of the course or where they were in the course when they came to the school?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>50</td>
<td>85%</td>
</tr>
<tr>
<td>9</td>
<td>15%</td>
</tr>
</tbody>
</table>

a. Yes.
b. No.

17. Do students receive credit whenever work is completed, whether in a month, three months, six months or more?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
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<tbody>
<tr>
<td>52</td>
<td>88%</td>
</tr>
<tr>
<td>7</td>
<td>12%</td>
</tr>
</tbody>
</table>

a. Yes.
b. No.

18. How would you rate the methods of instruction used in the school?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>31</td>
<td>53%</td>
</tr>
<tr>
<td>20</td>
<td>34%</td>
</tr>
<tr>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>3</td>
<td>5%</td>
</tr>
</tbody>
</table>

a. Excellent.
b. Good.
c. Average.
d. Below Average.
e. Poor.

19. Do you feel that teachers for the school have been well selected?

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>92%</td>
</tr>
<tr>
<td>5</td>
<td>8%</td>
</tr>
</tbody>
</table>

a. Yes.
b. No.

20. What do you consider to be the three most important characteristics of a good teacher?

See attached compilation page.

21. In my opinion, the main purpose of this school is to --

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>73%</td>
</tr>
<tr>
<td>14</td>
<td>24%</td>
</tr>
<tr>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>

a. Make it possible to get a diploma.
b. Help in making up lost credits.
c. Help in review of reading, mathematics, or basic subjects.
d. Help in getting a job.
e. Help in getting along with other people.
f. Help in going back to regular schools.
g. (Many students gave more than one response.)
22. Do students have the opportunity to discuss and study the reasons for attending high school, the purpose of the school, the value of a diploma, the purposes of school, etc., in various classes, bulletins, etc.?
   a. These topics are discussed frequently.
   b. Sometimes discussed as above.
   c. Our school seems to feel that these topics are unimportant.

23. How well were you doing in school before coming here?
   a. Very well.
   b. Average.
   c. Below average.

24. How do you feel you are doing in this school?
   a. Better than before coming here.
   b. About the same as in other schools.
   c. Not very well.

25. Do you feel continuation education has helped?
   a. Yes.
   b. No.

26. Have you been in many student activities in other schools?
   a. Yes.
   b. No.

27. Do you feel the continuation high school would be better if it had a larger activity program?
   a. Yes.
   b. No.

28. a. Yes.
   b. No.

29. a. Yes.
   b. No.

30. a. Yes.
   b. No.

31. a. Yes.
   b. No.

32. a. Yes.
   b. No.

33. a. Yes.
   b. No.

34. a. Yes.
   b. No.
28. Which of the following statements do you feel best describes the faculty?

   a. Most faculty members actively support students in classwork and activities and try to help whenever possible.
   b. Some faculty members try to help in classwork and activities.
   c. Faculty members tend to be antagonistic to students.


29. How does the community regard the school?

   a. Needs to know more about it.
   b. Many visit the school.
   c. School gets good publicity.
   d. Some community groups help the school.
   e. Other.


30. How would you rate the school building and classrooms? (Check one or more)

   a. About the same as other schools.
   b. Below average.
   c. Excellent.
   d. Clean and well-maintained.
   e. Adequate for the program offered.
   f. Other.


31. How do you rate the school grounds?

   a. Well located - convenient.
   b. Larger than needed.
   c. Other.


32. How do you rate the location of the school?

   a. Well located.
   b. Satisfactory.
   c. Poor.
33. List the things you like best about your school. Include the things you feel are its greatest strengths.

<table>
<thead>
<tr>
<th>Positive Facets</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Graduate faster</td>
<td>1</td>
</tr>
<tr>
<td>b. Good materials</td>
<td>2</td>
</tr>
<tr>
<td>c. Half-day</td>
<td>32</td>
</tr>
<tr>
<td>d. Able to smoke</td>
<td>7</td>
</tr>
<tr>
<td>e. The 10 min. breaks</td>
<td>6</td>
</tr>
<tr>
<td>f. The Staff</td>
<td>34</td>
</tr>
<tr>
<td>g. Get more involved</td>
<td>2</td>
</tr>
<tr>
<td>h. Only 4 classes</td>
<td>6</td>
</tr>
<tr>
<td>i. Sports</td>
<td>13</td>
</tr>
<tr>
<td>j. Atmosphere</td>
<td>11</td>
</tr>
<tr>
<td>k. Closed campus for other students</td>
<td>1</td>
</tr>
<tr>
<td>l. Hardly any fights</td>
<td>1</td>
</tr>
<tr>
<td>m. Get more work done</td>
<td>2</td>
</tr>
<tr>
<td>n. Work at own speed</td>
<td>3</td>
</tr>
<tr>
<td>o. Starts at 8:30</td>
<td>3</td>
</tr>
<tr>
<td>p. No homework</td>
<td>3</td>
</tr>
<tr>
<td>q. Contracts</td>
<td>5</td>
</tr>
<tr>
<td>r. Learn more</td>
<td>4</td>
</tr>
<tr>
<td>s. Subjects</td>
<td>8</td>
</tr>
<tr>
<td>t. Population</td>
<td>6</td>
</tr>
<tr>
<td>u. More freedom</td>
<td>4</td>
</tr>
</tbody>
</table>

34. List the things about your school which you would like to have changed. Include the things you feel are its chief weaknesses.

<table>
<thead>
<tr>
<th>Negative Facets</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Want open Campus</td>
<td>19</td>
</tr>
<tr>
<td>b. Food</td>
<td>26</td>
</tr>
<tr>
<td>c. Courses</td>
<td>5</td>
</tr>
<tr>
<td>d. Early Classes</td>
<td>1</td>
</tr>
<tr>
<td>e. The trash</td>
<td>1</td>
</tr>
<tr>
<td>f. The short breaks</td>
<td>1</td>
</tr>
<tr>
<td>g. Need more funds</td>
<td>2</td>
</tr>
<tr>
<td>h. Nothing wrong</td>
<td>10</td>
</tr>
<tr>
<td>i. The bell</td>
<td>1</td>
</tr>
<tr>
<td>j. Some students</td>
<td>2</td>
</tr>
<tr>
<td>k. More home games</td>
<td>2</td>
</tr>
<tr>
<td>l. Bigger school</td>
<td>7</td>
</tr>
<tr>
<td>m. Need bigger trees</td>
<td>1</td>
</tr>
<tr>
<td>n. Tardy rule</td>
<td>6</td>
</tr>
</tbody>
</table>
35. Taking everything into consideration, how do you like the school compared to others you have attended?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

a. Our school is "tops"
b. Our school is not the best but might be second or third.
c. Our school is about average.
d. Our school does not compare favorably with others I have attended.

Specific responses to Questions No. 14 and No. 20.

14. If the answer to question No. 13 is "no", list the courses which you want to take but which are not offered.

1. Accounting 1
2. Metal Shop 11
3. Career Education 22
4. Biology 1
5. More P.E. Selection 17
6. Auto Shop 8
7. Shorthand 1
8. Music 3
9. Drama 1
10. Electronics 6
11. Computer 1
12. Truck Driver 1
13. Special Education 1
14. German 1
15. Broadcasting 1
16. Machine Shop 1

20. What do you consider to be the three most important characteristics of a good teacher?

1. Smart 4
2. Treats you equally 2
3. Has control of class 4
4. Is helpful 37
5. Is understanding 21
6. Able to talk to 8
7. Respectable 2
8. Kind 9
9. Doesn't complain 1
Appendix B

Incoming Questionnaire
CAREER EDUCATION

1. Why did you take this class?

2. What do you hope to learn as a result of this class?

3. In essay form, please answer the following question.

   What career do you want to pursue and what education will you need to achieve this goal?
Appendix C

Post Evaluation Form
STUDENT EVALUATION

1. What did you like best about this class?

2. What did you like least?

3. What changes would you like to see made? Answer Yes or No and feel free to add comments.
   
   A. More guest speakers?
   
   B. More class discussions?
   
   C. More book work?
   
   D. More job counseling?
   
   E. More preparation to take exams such as the Civil Service Exams etc.......

4. Use this space to make additional comments. We have this class for you and can only service your wants and needs if we are aware of them. Your comments do not affect your grades.
Appendix D

Contract Form
I agree to do all the work on this contract myself. I realize that if I need help, Mr./Mrs. __________ will help me. I agree to return all materials I have checked out for this contract.

METHOD OF EVALUATION FOR GRADE

DATE

TIME IN PRODUCTIVE HOURS

CONTENT: Pages __________ to __________

TITLE OF CONTRACT

TEACHER SIGNATURE

STUDENT SIGNATURE

BOOK TITLE

BOOK NUMBER

NAME __________

DATE __________
Appendix E

Student Task Sheet
INDIVIDUALIZED ASSIGNMENT SHEET

<table>
<thead>
<tr>
<th>UNIT</th>
<th>ACTIVITY</th>
<th>DATE STARTED</th>
<th>DATE COMPLETED</th>
<th>EVALUATION METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>SELF INVENTORY (This section is a series of exercises to help you understand yourself better. You will not receive a grade on them. We will only check off whether they are completed or not. They must be completed to earn a grade in this class.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Essay on future goals and ambitions.</td>
<td></td>
<td></td>
<td>teacher reads</td>
</tr>
<tr>
<td>2.</td>
<td>Kuder Preference Record (See Teacher for this)</td>
<td></td>
<td></td>
<td>self scoring</td>
</tr>
<tr>
<td>3.</td>
<td>ASVAB (Offered twice a year and optional)</td>
<td></td>
<td></td>
<td>machine scoring</td>
</tr>
<tr>
<td>4.</td>
<td>Values Appraisal Scale</td>
<td></td>
<td></td>
<td>self scoring</td>
</tr>
<tr>
<td>5.</td>
<td>Vocabulary Test</td>
<td></td>
<td></td>
<td>self scoring</td>
</tr>
<tr>
<td>6.</td>
<td>Math Test</td>
<td></td>
<td></td>
<td>self scoring</td>
</tr>
<tr>
<td>7.</td>
<td>Clerical Aptitude Test</td>
<td></td>
<td></td>
<td>self scoring</td>
</tr>
<tr>
<td>8.</td>
<td>Career profile analysis</td>
<td></td>
<td></td>
<td>self scoring</td>
</tr>
<tr>
<td>UNIT</td>
<td>ACTIVITY</td>
<td>DATE STARTED</td>
<td>DATE COMPLETED</td>
<td>EVALUATION METHOD</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------</td>
<td>--------------</td>
<td>----------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>II</td>
<td>GOAL SETTING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Analyzing goals</td>
<td></td>
<td></td>
<td>Teacher/student Discussion</td>
</tr>
<tr>
<td></td>
<td>2. Setting short and long range goals</td>
<td></td>
<td></td>
<td>Teacher/student Discussion</td>
</tr>
<tr>
<td></td>
<td>3. Exit goals. (Complete this exercise on final day of class)</td>
<td></td>
<td></td>
<td>Teacher/student Discussion</td>
</tr>
<tr>
<td>III</td>
<td>APPLYING FOR A JOB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Making Application</td>
<td></td>
<td></td>
<td>Teacher evaluates</td>
</tr>
<tr>
<td></td>
<td>(Fill out at least three)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Writing letter of application</td>
<td></td>
<td></td>
<td>Teacher evaluates</td>
</tr>
<tr>
<td></td>
<td>3. Preparing a personal data sheet</td>
<td></td>
<td></td>
<td>Student completes</td>
</tr>
<tr>
<td></td>
<td>4. Practice Interview</td>
<td></td>
<td></td>
<td>Teacher interviews class evaluates</td>
</tr>
<tr>
<td>IV</td>
<td>INDIVIDUAL WORK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Watch any three film strips on Individual projector. Take quiz on them</td>
<td></td>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td></td>
<td>2. Read and take the quiz on any five chapters in the textbook you are assigned</td>
<td></td>
<td></td>
<td>Quiz</td>
</tr>
</tbody>
</table>
Appendix F

Student Log Sheet
Please fill in the date and what you did on that day to deserve a productive hour. If you were absent, please note that on the day. Your log will be checked periodically. No notation - No hour!

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
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<td>Date</td>
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<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>
Appendix G

Course Materials for Career Education,
An Individualized Approach
COURSE GUIDE

COURSE TITLE: CAREER EDUCATION--AN INDIVIDUALIZED APPROACH

COURSE GOAL: The goal of this individualized approach to Career Education is to help students gain greater understanding of themselves and the world of work by facilitating the development of exploratory and decision making skills.

COURSE OBJECTIVES:

1. Identify career activities as a means to life goals.

2. Demonstrate the ability to use decision-making skills.

3. Use self-exploration in shaping a career.

4. Relate personal characteristics to occupations in order to identify and evaluate career alternatives.

5. Identify ways in which society and self interact through career.

COURSE TEXTS: There are two basic texts for this course. They are: Succeeding in the World of Work for average students and Entering the World of Work for low students. They each have a work book and aptitude tests which can be duplicated. The work books need not be consumed.
RECOMMENDED ACTIVITY FOR UNIT I: Unit I consists of various exercises to help the student understand himself better.

MATERIALS NEEDED: The teacher will duplicate the various aptitude tests from the text workbooks. Kuder or some other kind of preference test should be on hand. These tests should be kept in a file handy to students. The keys should be available for self scoring.

EVALUATION: The students take the various tests and as they complete each exercise, they check them off on their assignment sheets.


RECOMMENDED ACTIVITY FOR UNIT II: Unit II consists of three exercises to help the student define his goals.

MATERIALS NEEDED: The teacher will duplicate various goal-setting exercise work sheets. These may be taken from the San Bernardino County ROP's Career Decision Making and Career Planning.

EVALUATION: The students complete the various exercises and then discuss their goals with the teacher. Sometimes students, especially Continuation students have a hard time setting goals. In the event they have trouble, have them set very short range goals (ie. getting to second period on time.) and then work up to career goals.

TEXT BOOKS USED: None in this unit.
RECOMMENDED ACTIVITY FOR UNIT III: Unit III consists of various activities to familiarize the students with applications, data sheets and interviews.

MATERIALS NEEDED: Duplicated applications from various places of employment. Many career books have them in their work books or a book called: My Job Application File, may be purchased from Janus Book Publishers and duplicated. It is also helpful to have on hand a form for the student to fill out as a personal data sheet. If the students are comfortable enough with each other, it is helpful for them to be interviewed in front of the class and have the class evaluate the process. If this is the case, then the teacher should furnish an interview critique instrument.

TEXTBOOKS USED: Succeeding in the World of Work, and Entering the World of Work, McKnight Publishing Co., Bloomington, Ill.

RECOMMENDED ACTIVITY FOR UNIT IV: Unit IV consists of various activities that allow the students to pursue individual interests in the realm of Career Exploration. They will watch filmstrips on various topics and read from their textbooks.

MATERIALS NEEDED: Individual filmstrip projector, earphones, cassette player, filmstrips, and textbooks.


FILMSTRIPS USED: Various filmstrips from the District and County film catalog.
<table>
<thead>
<tr>
<th>ACTIVITIES, GOALS AND OBJECTIVES FOR UNIT I</th>
<th>TEACHER RESPONSIBILITIES</th>
<th>STUDENT RESPONSIBILITIES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE: The purpose of this section is to familiarize the student with his abilities and preferences.</td>
<td>Give the student the paper and topic. Go over his essay with him.</td>
<td>Write the essay using best writing technique.</td>
<td>1 Hour</td>
</tr>
<tr>
<td>ACTIVITY 1. The student will write an essay discussing his future goals and ambitions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PURPOSE OF EXERCISE: Helps the student sort out his thoughts and enables teacher to judge his academic skills. Helps to place student in text book without too much time wasted.</td>
<td>Show student how to take test using pins. Show student how to score test and plot graph of preferences.</td>
<td>Take test and answer questions truthfully.</td>
<td>3 Hours</td>
</tr>
<tr>
<td>ACTIVITY 2. Kuder Preference Test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PURPOSE: To help the student articulate his occupational preferences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITY 3. ASVAB (Offered twice a year and an optional exercise.)</td>
<td>Set the testing up with the military and inform the students of time and place. Go over results with students.</td>
<td>Take the test. Come in for the results when they arrive.</td>
<td>3 Hours</td>
</tr>
<tr>
<td>ACTIVITY 7  Clerical Aptitude Test</td>
<td>TEACHER RESPONSIBILITIES</td>
<td>STUDENT RESPONSIBILITIES</td>
<td>TIME</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>------</td>
</tr>
<tr>
<td>PURPOSE: To provide students with an objective means of appraising their clerical ability. This test is nationally normed.</td>
<td>Assign test</td>
<td>Take test and score</td>
<td>1 Hour</td>
</tr>
<tr>
<td>ACTIVITY 8  Career Profile Analysis</td>
<td>Demonstrate the procedure for the analysis and then assign to student.</td>
<td>Attend the demonstration and follow the procedure.</td>
<td>1 Hour</td>
</tr>
<tr>
<td>ACTIVITY 1  Analyzing Goals.</td>
<td>Explain purpose of exercise. Give examples. Go around room to see that each student understands.</td>
<td>Map out goals</td>
<td>15 minutes to one hour</td>
</tr>
<tr>
<td>ACTIVITY 2 Setting short and long range goals.</td>
<td>Assign chapter on goals in textbook.</td>
<td>Read chapter</td>
<td>one-half hour</td>
</tr>
<tr>
<td>ACTIVITY 3 Stating goals for the future. This exercise is completed on student's last day in class. It serves as an evaluation of his goal setting skills.</td>
<td>Explain purpose of exercise. Give worksheet to student.</td>
<td>Do exercise</td>
<td>15 minutes to half-hour</td>
</tr>
</tbody>
</table>
Appendix H

Assessment Instruments
ASSESSMENT INSTRUMENTS

Aptitude Tests for Occupations
Secondary

Brainard Occupational Inventory
Non-College Bound

California Occupational Preference
Survey (COPS)
Introductory Filmstrip

Career Ability Placement Survey
(CAPS) - Aptitudes
Self-scoring

Career Orientation Placement and
Evaluation Survey (COPES)
Values - Self-scoring

Career Decision Making
Secondary

Career Directions
4 multimedia lists
Deciding on and choosing
your career. Entering and
staying in the labor market.

Career Maturity Inventory:
Attitudes and Competencies

Career Planning Program
Grades 11 & 12
(Administered by community
colleges)

Basic Occupational Literacy Test
(BOLT)

Career Planning Inventory
Secondary and Adult
Spanish Version

McGraw-Hill
Del Monte Research Park
Monterey, CA.

Psychological Corporation
304 E. 45th Street
New York, N.Y. 10017

Educational & Industrial
Testing Service (EDITS)
P.O. Box 7234
San Diego, CA. 92107

Career Planning Assoc., Inc.
P.O. Box 273
Needham, MA 92192

Changing Times Educ. Service
1729 "H" Street
N.W. Washington, D.C. 20006

California Test Bureau
Del Monte Research Park
Monterey, CA

The American College, Testing
Program
Downtown Plaza Towers, Suite 515
555 Capitol Mall
Sacramento, CA 95814
(916) 444-6966

Employment Development Department
San Bernardino County Schools
602 S. Tippecanoe Avenue
San Bernardino, CA 92415
Comparative Guidance and Placement Program (CGP)
Community College

Daily Vocational Aptitude Test
Technical and Scholastic Business and English Spatial Visualization Test

Differential Aptitude Test Grades 8-Adult

Discovering Yourself Grades 7-9

Focus on Self-Development Grades K-4

Geist Picture Interest Inventory Non-Reader

General Aptitude Test Battery (GATB) Available in non-verbal and Spanish

Gordon Occupational Interest Inventory Non-College Bound

Hall Occupational Orientation Inventory Personal Attitudes and Values

JOB-O Exploratory Jr. High - Secondary

Kuder Occupational Interest Surveys Self-scoring Grades 6-12

College Entrance Examination Board
800 Wexch Road Palo Alto, CA 94304

Houghton-Mifflin
777 California Avenue Palo Alto, CA 94304
(415) 324-4777

The Psychological Corporation
304 E. 45th Street New York, N.Y. 10017

Science Research Associates
155 N. Wacker Drive Chicago, Illinois 60606

Science Research Associates
155 N. Wacker Drive Chicago, Illinois 60606

Western Psychological Service
12035 Wilshire Los Angeles, CA

Employment Development Department

Harcourt, Brace & World
1855 Rollins Road Burlingame, CA 94010

Scholastic Testing Service Inc.
480 Meyer Road Bensenville, Illinois 60106

CFKR Career Materials
P.O. Box 4 Belmont, CA 94002

Science Research Associates
155 N. Wacker Drive Chicago, Illinois 60606
Appendix I

Guide to Free Materials
### RESOURCES FOR FREE MATERIALS

<table>
<thead>
<tr>
<th>Resource</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators Guide to Free Guidance Materials</td>
<td>Educators Progress Service, Inc. Randolph, WIS. 53956</td>
</tr>
<tr>
<td>Educators Guide to Free Films Filmstrips, Slides, Audiotapes, Videotapes, Scripts, Books, etc.</td>
<td>Educators Progress Service, Inc. Randolph, WIS. 53956</td>
</tr>
<tr>
<td>Sources of Free Occupational Information</td>
<td>Employment Development Department Data and Research Section 1525 S. Broadway, Rm 232 Los Angeles, CA 90015</td>
</tr>
<tr>
<td>U.S. Department of Labor</td>
<td>U.S. Department of Labor San Francisco, CA</td>
</tr>
</tbody>
</table>